## ESCUELA NORMAL SUPERIOR DEL ESTADO DE MÉXICO



Developing english reading comprehension skills through directed reading thinking activity (DRTA) strategy in second-grade students of secondary school.

## TESIS DE INVESTIGACIÓN

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## WE DID IT!!!

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## INTRODUCTION

Over time, the teaching of a foreign language like English for Latin American students was formalised in basic education as one more subject in the current syllabus and programs Aprendizajes Clave para una Educación Integral of 2017. This may well obey the fact that English allows students to access the information published anywhere in the world, to better social and technological development, as well as to make the population function in the globalised world.

Specifically, learning a new language fundamentally requires knowledge, and the domain of communication skills, which eventually will allow students to participate efficiently in different ways. According to the British Council (2023), these skills are listening, speaking, reading, and writing. However, of these four communication skills, this research is based on reading skills because, through the application of four different data collection instruments, a diagnostic test, an interview, the observation, and a survey of students of the sample group, it was identified that reading was the most deficient skill in the second-grade students, group "G" of Escuela Secundaria Oficial No. 0003 "Lic. Benito Juárez", concluding that they had difficulties in reading comprehension of a text written in English.

With the wide range of content that there is today, the capacity for discernment and the ability to understand what is read through a computer or printed material must be even more critical than before. Since the population can publish information without any type of restriction and it is possible for people to find false information on the internet which may spread quickly and represent a based influence on readers. For those reasons, developing reading skills in learners helps them filter information and distinguish the most important from the trivial or the true from the false.

On the other hand, reading in the teaching of a foreign language is crucial. According to Dewi et. al. (2013:45), it allows learners to expand vocabulary, improve grammar, help in pronunciation, increase comprehension, and have concentration when reading. However, students may present deficiencies in vocabulary, in knowledge of reading strategies, to pay attention, to remember what they read, among other aspects. That is why, teachers concerned about the education of students remain in search of strategies to ensure that they achieve reading comprehension since the
implications that this has in the short and long term are positive for students in the educational, social, and personal fields.

Among these reading comprehension strategies, there is the Directed Reading Thinking Activity (DRTA). It is a directed reading tactic that is used to help students understanding and analysing texts critically, which was carried out with learners of the second grade in group "G" of the Escuela Secundaria Oficial No. 0003 "Lic. Benito Juárez", the sample group of this research work.

The objective of this document is to strengthen English reading comprehension in second-grade students of Escuela Secundaria No. 0003 "Lic. Benito Juárez" through Directed Reading Thinking Activity as a pedagogical strategy, as well as to indicate the percentage of achievement of reading comprehension that was or was not reached by students after the implementation of different activities.

The hypothesis that was intended to be proved here is that "The implementation of activities in the classroom based on the Directed Reading Thinking Activity strategy develops and strengthens English reading comprehension with second-grade students in group "G" of the Escuela Secundaria Oficial No. 0003 "Lic. Benito Juárez". Additionally, the type of research that was used was bibliographic and field, considering a quali-quantitative research method, with a data analysis based on the percentage method, and with a social-constructivist approach as the theoretical delimitation.

The development of this research is important because it will provide meaningful knowledge about the definition of reading standards, the Directed Reading Thinking Activity strategy, critical thinking, contextualization and staging through different activities to enhance reading comprehension in learners of the sample group.

Through the realisation of this work there were some problems such as suspensions, the absence of students to some classes, the apathy of pupils at the beginning of the application of some activities, and the lack of time to develop deeper reading comprehension activities. However, despite these problems detected, the activities were adapted, and problems were solved successfully.

Finally, for a better understanding of this research, it is organised into five chapters.

- Chapter I contains the background of the study, the problem statement, the diagnosis, the justification, the general and specific objectives, the research question, the hypothesis, the methodological framework, and the key concepts used in this research work, which define the problem statement of this research.
- Chapter II includes the theoretical framework, which emphasises the topics of reading comprehension, the Directed Reading Thinking Activity strategy, and Critical Thinking.
- Chapter III is about the design and the application of the activities based on the selected strategy to introduce students to reading.
- Chapter IV is the data analysis of the activities implemented, making use of percentages to highlight the findings.
- Chapter V contains the conclusions and suggestions directed to teachers who may be interested in applying this strategy.


## CHAPTER I

## "PROBLEM STATEMENT"

This chapter addresses the following topics in the order in which they are listed; the background of the study, the problem statement, the diagnosis, the justification, the general and specific objectives, the research question, the hypothesis or assumption, the methodological framework (the type of study, the techniques, the data collection instruments, and the population sample), and the key concepts used in this research work.

### 1.1. Background of the Study

Throughout the history of humanity, different researchers have questioned: How do students learn? Although this question has been answered by many authors, it is still a matter of debate, because there is no recipe that teachers must follow to achieve success in the learning process of all students, since each of them learns differently, but the educator can make use of pedagogical strategies to facilitate this process in learners.

Learning a foreign language like English specifically requires a mastery of language skills and language systems. According to Harmer (2007:1), language skills are the abilities that allow people to communicate, they include speaking, listening, reading, and writing, while language systems are the elements that people need to be able to communicate and appropriate one or some language skills, they are the vocabulary, grammar, pronunciation, and speech. Therefore, if learners of English master the previous criteria, it can be said that they are proficient in the language.

Learning and teaching English is essential in education since over time it has become vital in different contexts and geographic areas, due to globalisation. One of the challenges caused by globalisation was the ability to understand and establish communication and interaction among people from different countries whose language of origin is not the same, so the need to use a universal language with the objective of communicating and creating links with people who speak different languages emerged. Harmer (2007:1) defines the universal language as a "lingua franca"
and this lingua franca is English. For that reason, learning English plays an important role in people's lives.

This research work is based on the development of reading, one of the 4 language skills in English. This skill was chosen because the sample group presented problems understanding a written text in English. Moreover, the syllabus and programs with which teachers plan, Aprendizajes Clave para una Educación Integral, prioritises that teachers must improve in secondary school students, the educational level of the sample group, arithmetic, reading, and writing so that they achieve their graduate profile (SEP. 2017: 78).

The school object of study of this research work is the Escuela Secundaria Oficial No. 0003 "Lic. Benito Juárez", which is in Juan Fernández Albarrán street, Universidad, 50130 Toluca de Lerdo, Méx., with CCT: 15EES0029W. The director who manages it is Profra. María Librada Ruiz Álvarez, followed by the academic deputy director, Profra. Yazmín Miranda Flores, and in the same position as administrative deputy director is Profre. Fernando Ranferi Bustamante.

This school has school management, an auditorium, a projection room, a trophy room, a teachers' room, a school cafeteria, a mathematics room, a computer room, a robotic room, two biology laboratories, a language laboratory, specifically for the English language, 22 classrooms for students, a gym, a pediment court, a soccer field, a swimming pool, a school parking, four basketball courts, bathrooms for ladies and gentlemen, and bathrooms for male and female teachers. This school has enough resources and all the basic services.

Escuela Secundaria Oficial No. 0003 "Lic. Benito Juárez" attends the three grades of secondary education. In the morning shift, there is an enrolment of 22 teachers, 11 counsellors who are each in charge of two groups, and 1,034 students, who are distributed in 22 classrooms, and approximately there are 47 students in each classroom, who fulfil a schedule of 7:00 a.m. to 1:10 p.m.

This institution is widely accepted by parents, which causes a great demand for enrolment. It has a very low percentage of students who drop out of school because parents comment that Escuela Secundaria Oficial No. 0003 "Lic. Benito Juárez" is one of the best schools in the area due to its high academic index. Moreover, the parents or guardians of students who are enrolled in this school
have several occupations, which allows them to cover their basic needs without frills or extravagance and allow their children to have access to an urban school.

According to Secretaría de Economía (SE, 2010:6), in the state of Mexico, the economic activity carried out by $55.43 \%$ of the population is the tertiary sector, which is commerce, tourism, and services; followed by $33.55 \%$ of people who work in the secondary sector that includes mining, oil, manufacturing, construction and electricity, and the primary sector has $3.88 \%$ of people who work in agriculture, livestock, hunting or fishing. Additionally, INEGI in its 2015 census establishes that the maximum educational level of the population in the municipality of Toluca de Lerdo is as follows; $28.37 \%$ of the citizens finished secondary school as their highest level of studies, $24.96 \%$ have completed high school like bachelor, $23.3 \%$ have completed high school like preparatory, $19.51 \%$ completed primary school and $3.61 \%$ have no schooling (INEGI, 2015:25).

The sample group of this research work is the second-grade, group "G" of Escuela Secundaria Oficial No. 0003 "Lic. Benito Juárez". It is made up of 47 students, 22 men and 24 women. They are in the stage of adolescence, ranging between 11 and 12 years. In agreement with Erickson's theory of adolescence: Identity vs. Role Confusion (Fidelity), in this stage of life, teens are busy figuring out who they are and where they fit into the world, so they experiment with new things like clothing styles, music, art, or friendships. Friends, family, the media, and culture emerge to help teenagers learn about their environment and know who they are (Erikson, 1998, cited in Fayyaz, et. al. 2022:30).

Today, adolescents are exposed all the time to social networks through their mobile devices because they find surfing the internet and keeping in touch with friends or famous people like influencers, YouTubers, or singers fascinating. Social networks are characterised by having abundant images compared to the text that there is, causing adolescents to usually read images, the format of publications, or little text that is in publications on Facebook, Instagram, Twitter, TikTok, YouTube, etc.

As children become adolescents, they have more challenges in their lives as they develop physically, emotionally, socially, and academically. Fayyaz and Hashmi in their thesis Adolescence and academic well-being: Parents, Teachers, and Students' perceptions (2022:39)
concluded that if adolescents, in the educational field, are given opportunities to solve problems in their own learning, good academic results are obtained since pupils will learn from their mistakes. In other words, ...

Adolescents enjoy freedom and exploration in their own learning because that generates self-satisfaction in the learner, but the teacher must guide them so that students concentrate and do not lose academic interest (Fayyaz, et. al. 2022:39).

Returning to the problem that second-grade students have, it is necessary to increase their reading comprehension, but what strategy can develop it? To answer this question, an exhaustive investigation was carried out, and the tactic chosen was the Directed Reading Thinking Activity because it affirms to favour reading comprehension as well as developing critical thinking in readers.

Directed Reading Thinking Activity is an active reading comprehension strategy that guides students in asking questions, making predictions, and reading to confirm or refute their predictions. Moreover, the biggest advantage of Directed Reading Thinking Activity is that it promotes autonomous learning. So, the name of this thesis is: Developing English Reading Comprehension skills through Directed Reading Thinking Activity (DRTA) strategy in second-grade students of secondary school.

### 1.2. Problem Statement

Teachers in the educational field have a meaningful role since they are the facilitators of students in their learning process. That is why, they must be prominent observers identifying the complications that pupils have, to be able to create some activities to strengthen those issues in them, using the optimal strategies to do that. In other words, the teacher is like a carpenter while students are the wood, not all wood is the same, first-rate timber is the easiest to work because it does not have any detail. On the other hand, second-rate timber has eyes or sometimes it is broken, but this does not mean that the wood is useless, with this material the carpenter develops his ingenuity to try to patch up its impurities or make it look beautiful even with its imperfections. Consequently, the teacher (carpenter) must look for indispensable pedagogical tools (carpentry
utensils) to help students who have a visible problem (eye in the wood) and get the best of them out, so everyone learns from each other.

Following the previous metaphor, before mentioning the utensil with which the carpenter will work, it is necessary to identify what are the problems or details that the wood has (know the lowest skill in English that students must be strengthened through the implementation of some activities). In this research work, four data collection instruments were carried out to identify that problem in second-grade students.

The first data collection instrument was a diagnostic test, demonstrating that students have a low percentage in reading performance compared to the level that they are expected to have according to the syllabus. The second instrument was an interview with the tutor, who commented that pupils have difficulties in reading comprehension because they do not have enough vocabulary, which causes them to look for the literal translation of each word in the text. The third instrument was a reading test applied to check the visible problems that students face when they read in English and one of them is that pupils read the text more than once to be able to answer a comprehension activity. Finally, the fourth instrument was a survey for students, and surprisingly, they also considered that the English skill they developed the least was reading comprehension. Other aspects, such as the level of English that students have in each skill, the results of the test, or if students have the habit of reading, are detailed in the diagnosis section.

It can be concluded, through the four data collection instruments, that second-grade students in group "G" of the Escuela Secundaria Oficial No. 0003 "Lic. Benito Juárez" have difficulties in understanding a text written in English, which affects their knowledge of the language, resulting in poor student performance at school.

### 1.3. The Diagnosis Section

Establishing an argument without evidence is the same as being a judge and giving a legal sentence to a criminal without examining the facts or clues about the case. Both cases presented are illogical and it is because making an unsubstantiated statement of a fact is absurd. Consequently, to establish that second-grade students in group "G" of Escuela Secundaria Oficial No. 003 "Lic. Benito Juárez"
present problems understanding and making sense of a written text in English is vital to acknowledge the evidence to support this claim, and the proofs here are the four data collection instruments mentioned above since they are measurable and quantifiable utensils. Two of them were applied in Spanish and the other two were in English. Each one is explained below:

- Diagnostic test for students (English).
- Interview for the tutor (Spanish).
- Observation through an observation guide and the application of a reading test (English).
- Survey for students (Spanish).

The quantitative analysis of each instrument is presented below.

## - Diagnostic test for students

At the beginning of the school cycle 2022 to 2023, a diagnostic test was applied to second-grade students in group "G". It was elaborated on the Consejo Técnico ${ }^{1}$ from August 2022, by the entire English academy. This diagnostic test was applied to let teachers know the level of English that students have in three language skills, specifically listening, reading, and writing, and one language system, which was the use of English.

In the diagnostic test, the first skill presented was listening with five questions, then reading comprehension with another five questions, followed by 15 questions about the use of English, then writing with five questions, and finally, in the diagnostic test appeared a section of open writing to introduce themselves, so they added a total of 30 questions. Moreover, it is important to declare that the diagnostic test contained an answer sheet that students filled out according to the answers that they considered correct with the options ( $\mathrm{a}, \mathrm{b}, \mathrm{c}$, and d ), being able to select only one of them. (See Annex 1).

The students' responses were measured through the National Reference Framework, developed by the SEP (2017:39), which offers the descriptive scales of proficiency in English with the levels

[^0]Pre-A1, A1, A2, and B1 in English. B1 is the highest level of English measured in the diagnostic test because the syllabus and program establish that second-grade students in English must have that level to perform well on all the topics. Each level is explained below:

- The Pre-A1 level of English is the level of awareness where students can react and respond to the needs of their basic and personal communication in routine context.
- The A1 level of English is the level of approximation where pupils can understand and use English to interact with expressions widely used in common contexts.
- The A2 level of English is the level of development where learners can understand and use English to interact with oral texts and short writings of personal interest, in familiar contexts.
- The B1 level of English is the level of consolidation where students can understand and use English to interact with oral texts written in various contexts.

The National Framework of Reference was responsible for making a national adaptation about the levels of proficiency proposed by the Common European Framework of Reference (CEFR), a globally accepted document of knowledge of English and those levels of English proficiency according to the CEFR are detailed in greater detail in Chapter II.

Once the above was cleared up, it is important to point out that the diagnostic test was answered by 43 students of the 47 , so they are $100 \%$ of the data in this instrument. The results are explained below, and the graphs are in Annex 2.

In listening skills, 21 pupils who are $49 \%$ of 43 (100\%) have a Pre-A1 level of English, 10 learners ( $21 \%$ ) have an A1, 12 students ( $28 \%$ ) have an A2, and no one has a B1 level in this skill.

In reading skills, 32 learners (74\%) of 43 (100\%) have a PreA1 level of English. 8 pupils (19\%) have an A1. 3 students (7\%) have a reading A2. Finally, no one has a B1 level in this skill.

In the use of English, 31 students (72\%) of 43 (100\%) have a PreA1 level of English, 9 learners ( $21 \%$ ) have an A1, 3 pupils ( $7 \%$ ) have an A2, and no one has a B1 level in the use of English.

In writing skills, the diagnosis was divided into two parts. Firstly, there was controlled writing to practise the contextualization of words by choosing the most appropriate option within a range of possibilities. Secondly, there was the open writing section, which did not have a format or previous example that students followed. It only contained the topics that students could cover in their writing.

In controlled writing, 25 pupils (58\%) of $43(100 \%)$ have a PreA1 level of English. 10 students $(23 \%)$ have an A1. 8 learners ( $19 \%$ ) have an A2. Finally, no one has a B1 level in this skill.

In open writing, 31 students ( $72 \%$ ) of 43 ( $100 \%$ ) have a PreA1 level of English, 4 learners (9\%) have an A1, 8 pupils (19\%) have an A2, and no one has a B1 level in this skill.

The English skill that has the highest percentage of students in Pre-A1 is reading with 32 learners, open writing and the use of English took the second place with 31 pupils, after that, controlled writing with 25 learners and 21 students have a Pre-A1 level of English in listening. So, students have problems with reading because it is the skill that has the highest percentage of students at the level of awareness in English.

The English skill that has the highest percentage of students in A1 is listening and controlled writing with 10 learners. The use of English takes second place with 9 pupils, and finally, 8 students have an A1 level of English in open writing and reading. So, students have problems with reading and open writing because they are the skills with the lowest percentage of learners at the approach level in English.

The English skill that has the highest percentage of students in A2 is listening with 12 learners, open writing and controlled writing took second place with 8 pupils, and 3 students have an A2 level of English in the use of English and reading. Students have problems with reading and the use of English because they have the lowest percentage of learners at the level of development in English.

To sum up, the second-grade students in group "G" have a very low standard in the three language skills (listening, reading, and writing) and the 1 language system (the use of English) because no
one has a B1 level of English, the expected level of English in the syllabus, and most of them have a Pre-A1 level, followed by an A1 level and in a lesser quantity they have an A2.

This research work will focus on the skill that learners have developed the least, and it is reading, for three important reasons:

1. Reading has the highest number of students at the Pre-A1 level.
2. Reading skills and open writing has the lowest percentage of learners in A1.
3. Reading as well as the use of English have the lowest percentage of students with an A2 level in English.

## - Interview with the tutor

In Escuela Secundaria Oficial No. 0003 "Lic. Benito Juárez" an-interview designed with 11 questions for the tutor of the second-grade students in group "G" was developed to obtain more information related to reading skills, the skills that pupils have developed the least in the diagnostic test (See $\underline{\text { Annex 3). }}$

The interview took place in the trophy room at Escuela Secundaria Oficial No. 003 "Lic. Benito Juárez" on Wednesday, October $14^{\text {th }}, 2022$, at 10:20 am with a duration of ten minutes. The audio of the interview is in Annex 4, and the results of it are presented below.

1. Desde su propia perspectiva ¿Cuál es la habilidad del inglés que más se les dificulta a sus alumnos? The tutor commented that she had noticed that students have developed the least speaking and then reading language skills.
2. ¿Considera que la comprensión lectora es una problemática para los alumnos del segundo grado, grupo "G"? The tutor mentioned that she considers reading comprehension as a problem that most of the second-grade students in group "G" have.
3. ¿Cuáles cree que sean las razones del porqué los alumnos tienen baja comprensión lectora? The tutor declared 4 reasons why she believes that students have problems understanding a text in English. The first reason is that they do not have direct contact with English, causing them not to practise it or see it in their daily life. The second is that students do not read even in Spanish,
so they do not have the habit of it. The third reason is that teachers have not taught students reading comprehension strategies, such as skimming, scanning, etc. The fourth and the last reason why pupils have problems with reading comprehension is that most of them have a very low level of English, so they do not have enough vocabulary to understand a text written in English.
4. ¿Considera que los alumnos tienen dificultades para decodificar el mensaje escrito o en la comprensión de este? (Considerando que la decodificación del texto es la pronunciación correcta de las palabras, mientras que la comprensión es darle significado al texto) The tutor establishes that students have problems in both processes (in the decoding and in the understanding). Although she has realised that pupils find understanding reading in silence or when the teacher reads it easier rather than when they listen to their classmates read because they do not give the appropriate pronunciation to each word.
5. ¿Considera pertinente fortalecer la comprensión lectora? The tutor said yes without hesitation since the reading brings many advantages for the reader.
6. Para usted ¿Cuáles son los beneficios de fortalecer la comprensión lectora en los alumnos? The tutor stated that reading offers 3 main benefits for the reader. The first is that it develops learning autonomy in learners since through texts pupils always learn something. The second advantage of reading is that it improves students' writing and spelling. Finally, the third advantage is that reading is a training exercise of memory because the reader must remember what happened in each book read.
7. Desde su perspectiva ¿Qué tipo de relatos literarios pueden tener mayor impacto con los alumnos? (De aventura, de terror, de fantasía, relatos históricos, cuentos realistas o cuentos románticos) The tutor mentioned that all the literary stories mentioned above are beneficial for students. Although she emphasised that teachers must base their readings on the time and on the current celebrations to place attractive readings for students. To exemplify the above, she mentioned; If it is Valentine's Day, romantic stories are perfect, but if it is Christmas, horror stories are not the most appropriate.
8. Desde su perspectiva ¿Qué tipo de textos sería benéfico leer con los alumnos? (Diarios, comics, revistas, textos escolares, cuentos o novelas). The tutor added that all texts are beneficial
for students, but she would gradually introduce them to reading. First read comics, next read fragments of texts, then read short stories, after that read essays, and finally read novels.
9. De las siguientes actividades ¿Cuáles considera que sean más significativas para los alumnos después de leer un texto? (Escribir finales alternativos, ponerles título a los párrafos, hacer un dibujo, hacer organizadores gráficos, crear una historieta grupal, u ordenar oraciones) The tutor affirms that for the level that the students have, which is a Pre-A1, drawing, making a graphic organiser or cartoon, ordering sentences, and answering questions about what they have read are ideal because those activities are not so complex and are entertaining for them, but making an alternative ending to the story or writing the title to the paragraphs is complicated for the learners at a Pre-A1 level of English.
10. ¿Considera pertinente hacer una actividad de lectura con los alumnos en alguna plataforma cada 15 días como tarea? The tutor replied that if learners do a reading activity every 15 days on any platform is a good idea, but some students do not have a mobile device, which would hinder the performance of this activity.
11. ¿Le gustaría compartir alguna estrategia que conozca para fortalecer la comprensión lectora de los alumnos? The tutor declared that some time ago at Escuela Secundaria Oficial No. 003 "Lic. Benito Juárez" there were A1 level books in the English laboratory and the teachers took students to read a book and make a very small comment about what they read, make a bibliographic card identifying some parts of the book or make a transcription of a page from the book in their notebook, although she commented that the laboratory teacher currently has these books and she does not lend them because she does not want that they get damaged.

In general, through the interview with the tutor, it can be concluded that she considers that reading comprehension is a problem that second-grade students in group "G" have because learners do not have contact with the language, they do not have the habit of reading, they do not know the strategies that help them in reading comprehension, they have a low level of English, which hinders them from understanding a text written in English, and finally, students have problems decoding and understanding the text.

The tutor also emphasised that reading favours learners in many ways, but the teacher must contextualise the reading according to the month so that it draws the attention of students to celebrations. Moreover, the teacher needs to use different texts and different activities to check the students' reading comprehension once they have read it, such as drawing, making a graphic organiser, answering questions, etc.

## - Observation through the observation guide and the application of a test

The second-grade students in group "G" of Escuela Secundaria Oficial No. 0003 "Lic. Benito Juárez" answered an evaluation test and the teacher answered an observation guide tool. The observation guide contained 14 affirmative sentences in English to have a clear perspective of the problems that learners present when they read a text in English and answer reading comprehension activities. That is why it was answered while students were answering the test (See Annex 5).

The test was divided into two parts. The first one contained the reading about Shakira's routine. The topic of the reading was linked to the social practice of the language ${ }^{2}$ "Interpreting information about units of time" assigned to that period of intervention. The second part of the test was the reading comprehension activity, which was divided into two types of activities. First, five items of true and false sentences appear. Second, students answered five WH- Questions of literal reading comprehension level (See Annex 6).

Once the above was cleared up, it is important to point out that the test was answered by 47 students of the second-grade group "G", so they are $100 \%$ of the data in this analysis. The results of the test and the findings through the observation guide are explained below (See Annex 7).

Through the observation guide, it can be concluded that second-grade students in group "G" present the following 5 problems when they read in English:

1. Pupils do not have enough vocabulary, especially verbs, causing them to ask the teacher what the meaning of a specific word is in Spanish.

[^1]2. When students read a text, they look for the translation of each word to indicate that they understood the reading. They do not make inferences to understand the unknown words through the context of the reading.
3. Some students read the text in Spanish to understand it better.
4. Learners are easily distracted if the topic of the text does not interest them.
5. Some students, in their minority, refuse to read, arguing that they do not know English so they will not understand the reading, showing apathy to learn.

The second-grade students in group " $G$ " present the following three problems when they answer reading comprehension activities in English through the information from the previous reading:

1. Some learners have problems understanding the instructions, asking what they had to do, even though they are written on the test.
2. Students return to reading more than once to be able to answer the exercises.
3. Pupils share with the teacher the most important features of the reading, or what the reading is about in Spanish, not in English.

On the other hand, the results of the evaluative test are as follows: 8 students ( $16 \%$ ) of 47 ( $100 \%$ ) scored seven, 7 pupils ( $14 \%$ ) scored six, 7 learners ( $14 \%$ ) scored four, 6 students ( $12 \%$ ) scored three, 5 learners ( $10 \%$ ) scored five, 4 pupils ( $8 \%$ ) scored eight, 3 students ( $6 \%$ ) scored two, 3 learners ( $6 \%$ ) scored nine, 3 pupils ( $6 \%$ ) scored ten, 1 student ( $2 \%$ ) scored one, and no one scored zero (See the graph in Annex 8).

In conclusion, the performance of the students in the reading comprehension test showed that they have problems with reading comprehension because they look for the literal translation of each word, they do not make inferences, they read the text in Spanish, they read more than once to understand and to answer the comprehension activities, and they use Spanish and not English to mention what the reading is about. Besides this, the students' results obtained in the test were low, showing that three of them obtained a grade of ten, 3 pupils had a grade of nine, 4 learners had a grade of eight, and 37 students had a grade from seven to zero.

## - Students' survey

A survey was developed to have the second-grade students' perspectives about the problem that they have. It contained 15 closed and semi-closed questions in Spanish based on the students' opinions about reading skills. Some questions gave the learners the possibility of selecting more than one of the four options (a, b, c, and d) that were placed (See Annex 9.)

It is crucial to point out that of the 47 students in the sample group, 46 of them answered the survey, so they represent the total of the data (100\%). The graphs are in Annex 10.

1. ¿Cuál es la habilidad del inglés que has desarrollado menos? a) Comprensión lectora b) Producción oral c) Comprensión auditiva d) Producción escrita. In this question, students could select more than one option. For that reason, the total data in this question is 71 responses $(100 \%)$. 22 students ( $31 \%$ ) selected option " a " indicating that the skill that they have developed the least is reading. 21 pupils ( $29 \%$ ) chose listening as the skill they have developed the least, option "c". 19 learners ( $27 \%$ ) mentioned that for them the weakest skill is writing, option "d". Finally, 9 students $(13 \%)$ considered that the skill that they have developed less is speaking, option "b".
2. ¿Te gusta leer? a) Sí b) No c) A veces. In this question, 28 students (61\%) of 46 (100\%) chose option "c" related to the fact that they sometimes read, 13 learners ( $28 \%$ ) mentioned that they like to read, option "a", and $11 \%$ (5 pupils) stated that they dislike reading, option "b".
3. Para ti la lectura es...a) Aburrida b) Desagradable c) Placentera d) Indiferente e) Obligatoria f) Entretenida. In this question, 18 students ( $39 \%$ ) of 46 ( $100 \%$ ) selected option " f " clearing that for them reading is entertaining, 10 pupils ( $22 \%$ ) referred to reading as a pleasant activity, option "c", $17 \%$ ( 8 learners) indicated that it is compulsory, option "e", 6 students (13\%) took option "d", which is that reading is indifferent to them, 4 pupils ( $9 \%$ ) considered that it is a boring activity, option " a ", and no student chose option " b " which is that they find reading unpleasant.
4. ¿Con qué frecuencia lees en tu tiempo libre? a) Todos los días b)5 a 6 veces a la semana c) De 3 a 4 veces a la semana d) De 1 a 2 veces a la semana e) Nunca. In this question, 21 pupils $(46 \%)$ of $46(100 \%)$ chose option " c " evidencing that they read 3 to 4 times a week, 8 students
(17\%) mentioned that they read 1 to 2 times per week, option "d", 15\% (7 learners) stated that they never read, option "e", 5 students ( $11 \%$ ) selected option " b ", which is that they read 5 to 6 times a week, and 5 pupils ( $11 \%$ ) declared that they read every day, option "a".
5. ¿Cuáles son tus criterios al seleccionar un libro? a) Portada b) El título c) Imágenes d) Cantidad de páginas. In this question, students could select more than one option. That is why, the total data in this question is 87 responses ( $100 \%$ ). Once the above has been clarified. 26 learners ( $30 \%$ ) selected option " b " defining that the most important criterion for choosing a book is the title, 25 students ( $29 \%$ ) mentioned that for them is the cover design, option "a", $24 \%$ ( 21 pupils) indicated that they choose a book by the images, option " $c$ ", and 15 learners ( $17 \%$ ) chose option "d" which is that their criteria to choose a book is the number of pages.
6. ¿Alguna vez has leído un libro en inglés? a) Sí ¿Cuál? b) No. In this question, 39 students ( $85 \%$ ) of 46 ( $100 \%$ ) marked option " b " showing that they have never read a book in English, while 7 students (15\%) stated that they have read a book in English and the books that they have read are: "The perks of being invisible", "Rumpelstiltskin", "The Hound of the Baskervilles", "Toy Story", and "Life in a day".
7. ¿Con cuál de las siguientes oraciones te sientes identificado? a) Cuando leo, encuentro mucho vocabulario desconocido b) Cuando leo, se me complica identificar si es una pregunta o una afirmación lo cual hace que no entienda c) Cuando leo, no entiendo lo que dice el texto d) Cuando leo, tengo problemas para recordar lo leído. In this question, pupils could select more than one option. Therefore, the total data in this question is 71 responses ( $100 \%$ ). Once the above has been clarified. 25 students ( $35 \%$ ) selected option "a" indicating that when they read, they find a lot of unknown vocabulary, 22 learners ( $31 \%$ ) mentioned that they don't understand what the text says, option "c", $24 \%$ ( 17 students) stated that they have trouble remembering the content, option "d", and finally 7 pupils ( $10 \%$ ) chose option "b", which is that when they read, they cannot identify if it is a question, a sentence, or an exclamation which hinders them understanding the reading.
8. Desde tu perspectiva ¿Qué es lo más difícil de leer en inglés? a) Decodificar el texto b) c) Entender el texto. In this question, 24 learners (52\%) of 46 ( $100 \%$ ) marked option "a" establishing that for them decoding the message is more difficult rather than understanding it, while

22 students ( $48 \%$ ) said that understanding the message is more difficult rather than decoding it. The decoding process implies the correct pronunciation of each word when pupils read, and the understanding process involves giving meaning to the text from the students' point of view.
9. Cuando lees en inglés ¿Se te dificulta la comprensión del texto? a) Sí b) No c) A veces ¿Por qué? In this question, 29 students ( $63 \%$ ) of 46 ( $100 \%$ ) chose option "c" demonstrating that they sometimes do not understand the text because some readings have unfamiliar vocabulary for them, 14 learners $(30 \%)$ indicated that they have problems understanding a text because the reading is not interesting, option "a", and 3 pupils ( $7 \%$ ) stated that they do not have problems understanding a text because they have a good level of English and they like reading.
10. ¿Te gusta leer en público? a) Sí b) No c) A veces. In this question, 29 learners ( $63 \%$ ) of 46 ( $100 \%$ ) selected option " b " showing that they dislike reading aloud, 14 students ( $30 \%$ ) established that they sometimes like to read aloud, option "c", and 7\% (3 pupils) stated that they like to read aloud.
11. ¿Cuál es la opción que más prefieres? a) Prefiero que me lean, para comprender el texto mejor b) Prefiero leer la lectura en silencio para comprenderla mejor. In this question, 25 students ( $54 \%$ ) of 46 ( $100 \%$ ) selected option " b " demonstrating that they prefer to read a document alone to understand it better, rather than someone else reading it for them, and 21 pupils ( $46 \%$ ) mentioned that they prefer that someone else reads a text for them to understand it better than they read it alone.
12. ¿Qué tipo de texto te gustaría leer en clase de inglés? a) Diarios b) Revistas c) Textos académicos d) Cuentos e) Novelas f) Comics g) Otros, especifique___. In this question, learners could select more than one option. Consequently, the total data in this question is 63 responses $(100 \%)$. Once the above has been clarified. 21 students ( $33 \%$ ) marked option "d" expressing that they would like to read tales, 17 pupils ( $27 \%$ ) prefer to read comics, option " f ", $8 \%$ ( 5 students) like to read novels, option "e", with the same percentage of 5 students would prefer to read magazines, option "b", also with the same percentage 5 students preferring to read diaries, option "a", 4 students ( $6 \%$ ) would like to read academic texts, and finally 6 students ( $10 \%$ ) chose option
" $g$ " which said others, suggesting adventure, suspense, horror stories, and the Maze Runner's books of science fiction.
13. ¿Qué tipo de relatos literarios te gustaría leer en clase? a) De aventura b) Históricos c) De terror d) De romance e) De fantasía f) Realistas g) Otro, especifica___. In this question, learners could select more than one option. That is why, the total data in this interrogation is 83 responses ( $100 \%$ ). Once the above had been clarified, 36 students ( $43 \%$ ) selected option "c" demonstrating that they would like to read horror stories, 18 pupils ( $22 \%$ ) have a preference to read adventure stories, option "a", 10 learners ( $12 \%$ ) will choose to read a fantasy story, option "e", 8 students $(10 \%)$ marked option "b" which states that they will prefer to read historic stories, 6 learners (7\%) would read realistic tales, option " f ", 4 students ( $5 \%$ ) have a preference to read romantic stories, option "d", and one student wrote another option, which was that he prefers to read science fiction stories.
14. ¿Cuál de las siguientes actividades te gustaría realizar en clase después de leer un texto? a) Escribir un final alternativo al texto b) Escribir el título del texto c) Hacer un dibujo d) Hacer organizadores gráficos e) Crear una historia grupal f) Ordenar oraciones. In this question, students could select more than one option, so the total data in this examination is 67 responses ( $100 \%$ ). Once the above has been clarified. 35 pupils ( $52 \%$ ) chose option "c" establishing that they would like to make a drawing to check their reading comprehension, 10 students ( $15 \%$ ) prefer to write alternate endings to the story, option "a", $13 \%$ ( 9 learners) like to create a group story, option "e", 7 pupils ( $11 \%$ ) adopt to make a diagram after reading, option " d ", 4 students ( $6 \%$ ) chose option " f " which is that they would order sentences to check their understanding of the text, and 2 students (3\%) chose option "b" stating that they would like to give titles to the paragraphs.
15. ¿Te gustaría realizar juegos para corroborar la comprensión de un texto? a) Sí b) No. In this question, 45 learners $(91 \%)$ of $46(100 \%)$ marked option "a " clearing that they would like to play games to check their reading comprehension, and 4 students ( $9 \%$ ) stated that they would not like to play games.

In general, through the students' survey, the following nine relevant points are essential to be highlighted:

1. $22(31 \%)$ of $46(100 \%)$ students consider that the skill they have developed the least is reading comprehension.
2. $25(35 \%)$ pupils indicate that when they read a text, they find a lot of unknown vocabulary, and they find remembering what they read difficult.
3. $24(52 \%)$ learners mention that they have more trouble reading with the proper pronunciation than comprehending the text, while 22 students ( $48 \%$ ) indicate that it is more difficult for them to understand the text.
4. $36(78 \%)$ pupils consider reading as an entertaining, pleasant, and obligatory activity.
5. Only $(28 \%) 13$ learners like to read, while only five of them ( $11 \%$ ) read every day.
6. $15 \%$ ( 7 students) have read a book in English, such as "The Perks of being invisible", "Rumpelstiltskin", "The Hound of the Baskervilles", "Toy Story", and "Life in a Day".
7. Most of the second-grade students when they select a book, they choose it for its design, for example, the images, the cover, etc. They are more attracted by the visual issues than by the written content.
8. Pupils do not like to read aloud; they prefer to read silently to understand the text better.
9. Learners would mainly like to read horror stories and make a drawing to check their reading comprehension skills or participate in games to sharpen their mental skills.

Once the results of the 4 data collection instruments have been analysed, it can be summarised that the skill that second-grade students in group "G" have developed the least is reading comprehension. As a consequence, the sentence of the problem statement was correct, and it was verified that: The second-grade students in group "G" of the Escuela Secundaria Oficial No. 0003 'Lic. Benito Juárez" have difficulties understanding a text written in English.

### 1.4. The Justification

Reading is a fundamental tool for students in their academic training and personal life because it is the main access route that people have to knowledge and culture. The first contact that most students have had with the reading of written words was when they attended school and they began reading tales, poems, stories, etc. encouraging the child's imagination and awakening a world without borders that reading provides us. Based on Dewi et.al. (2013:45) reading reflects customs and traditions from different cultures or simply experiences and ways of thinking that change over
time, and the only way to capture it is through books. Moreover, he states that reading stimulates readers' critical thinking, creativity, and imagination. For those reasons, reading has an indisputably important value in the life of any person since it develops the process of thinking, reasoning, and solving problems, using written material, to achieve a broad set of objectives.

In addition to the reasons mentioned above about the importance of developing reading comprehension in secondary school students, this research work is based on developing that skill because the PISA evaluation reported in 2016 that secondary school students have performance below the average of the members of the OECD (Organization for Economic Cooperation and Development). This test assesses mathematics, science, and reading, and the results were $85 \%$ in science, $82 \%$ in maths, and $70 \%$ in reading, demonstrating that reading is a skill that learners have developed less (PISA, 2016, cited in SEP, 2017:77).

The PISA test is carried out in Spanish. So if we pass the data mentioned above to English the results are much lower than in Spanish since the EF English Proficiency Index (EPI) study in 2019 recorded that the level of English in Mexico is low with a score of 4.89 out of 10, obtaining the 64 position in the ranking of 100 Latin American countries, emphasising that in Mexico there are very few people who have the optimal domain of English. Consequently, the syllabus and program Aprendizajes clave para la Educación Integral establishes that in secondary education reading, writing and arithmetic should be prioritised (SEP 2017:78) to reach the graduation profile stated in the same document.

The graduation profile has 11 competencies that learners must reach at the end of their education, and this research project will contribute to the development of five competencies established on the syllabus Aprendizajes clave para la Educación Integral, which are: (SEP, 2017:80-81).

1. In English, students must be able to describe experiences, events, desires, aspirations, opinions, and plans.
2. Students must develop their critical thinking and problem-solving.
3. Students must develop social-emotional skills.
4. Students must work and collaborate as a team.
5. Students must develop their creativity.

This research work aims to provide a solution to the problem presented in the sample group, which is the second-grade students of group "G" of the Escuela Secundaria Oficial No. 0003 "Lic. Benito Juárez" have problems understanding the content written in English, seeking to strengthen their reading skills. Likewise, it is essential to point out that this project is based on reading comprehension which gives meaning to the text from the reader's perspective, and not on the decoding process for the following reasons:

- Students can perfectly read a text in English, but this does not ensure that they understand what the text is about.
- The objective of the reading is to appropriate the information, or the content registered through words on a paper.
- When beginner learners read a text aloud, they focus more on the pronunciation and correct stress of the words rather than on the comprehension. It is as if their brain is split into two parts, and they cannot do both tasks at the same time.
- Learners prefer to read a text by themselves because they follow their own rhythm, as well as not lose the idea of the text when they read aloud because they do not focus so much on pronunciation but on comprehension.

The second-grade students in group " G " are the main beneficiaries because, with the reading comprehension exercises and the selected reading comprehension strategy, students will develop and strengthen their reading skills. Finally, this project seeks to demonstrate how much benefit the DRTA strategy brings to pupils to develop that skill.

### 1.5. The Research Questions

The central question that conducts the elaboration of this research work is: What strategy is suitable to develop reading comprehension in English with second-grade students of the Escuela Secundaria Oficial No. 0003 "Lic. Benito Juárez"? and to answer this question, some strategies to improve students' reading comprehension were found, and the selected one was the Directed Reading Thinking Activity. Consequently, the following secondary questions arose:

- How can Directed Reading Thinking Activity be used in a classroom to develop reading comprehension in English?
- What is the impact of implementing Directed Reading Thinking Activity as a pedagogical strategy to develop reading comprehension skills?
- Does Directed Reading Thinking Activity develop critical thinking or only the reading comprehension of text in English with second-grade students of the Escuela Secundaria Oficial No. 0003 "Lic. Benito Juárez" to read texts in English?


### 1.6. The Hypothesis

The implementation of activities in the classroom based on the Directed Reading Thinking Activity strategy develops and strengthens English reading comprehension with second-grade students in group "G" of Escuela Secundaria Oficial No. 0003 "Lic. Benito Juárez".

## Operalization of the hypothesis:

- Dependent variable: Reading comprehension.
- Independent variable: Directed Reading Thinking Activity.


### 1.7. General and Specific Objectives

The objectives are the future outcome that the researcher expects students to achieve, and they are divided into two; general, and specific. Each one is explained below.

## General Objective:

To strengthen English reading comprehension in second-grade students of Escuela Secundaria Oficial No. 0003 "Lic. Benito Juárez" through Directed Reading Thinking Activity as a pedagogical strategy.

## Specific Objectives:

- To know the benefits that reading comprehension brings to readers.
- To implement different reading activities using the Directed Reading Thinking Activity strategy to check the students' understanding of the text.


### 1.8. Methodological Framework

The methodological framework is the set of steps, techniques, procedures, or specifications that will be used for the development of this research work. It is divided into ten parts and each one is explained below.

1. Population: Escuela Secundaria Oficial No. 003 "Lic. Benito Juárez".
2. Location: Juan Fernández Albarrán, Universidad, 50130 Toluca de Lerdo, Méx.
3. Sample: Second-grade students in group "G" of the morning shift.
4. Period: In the school cycle 2022-2023 August 2022 to July 2023.
5. Theoretical Delimitation: Social-Constructivist Approach.

Vera, et.al. (2020:8) mentions that the Social-Constructivist approach proposed by Lev Vygotsky in 1968 is a process of interaction between the subject and the environment, but the setting is something social and cultural, not just something physical.

According to SEP (2017:37) "Learning in social constructivism approach is considered as the result of an active relationship between the learner and the situation, therefore knowledge must be situated and not decontextualized". From the proposal of Díaz Barriga (2006:97) Situated learning is the learning that is obtained when the topics of the syllabus learned in the classroom are linked to the people's environment to acquire meaningful learning, and this philosophy is supported by Lev Vygotsky's Sociocultural approach. So, the social constructivist approach leads students to acquire meaningful learning when they find a utility in what they learn in the classroom to their environment.

Ausubel et. al. (1976:167) adds that meaningful learning occurs when each student relates the new knowledge with his prior knowledge structures to learn effectively. Moreover, he names "If I had to reduce all of educational psychology to a single principle, I would state this: The most important factor influencing learning is what the student already knows. Find this out and teach accordingly" (Ausubel, et.al. 1976:167).
6. Type of research: Bibliographic and field.
7. Research Method: Quali-Quantitative method.

Quali-quantitative method, as its name says, is a mixture between the quantitative and the qualitative method. According to Sampieri et. al. (2014:10-17). The quantitative model is objective, deductive ${ }^{3}$, the researcher's role is neutral, it also has a hypothesis that is intended to be verified, it has a structured investigation, and the results of it are presented through numbers in tables, diagrams, and statistical models. Additionally, the qualitative model is subjective, inductive ${ }^{4}$, the researcher's role is explicit, it has an open and flexible investigation, and the research results are presented in different formats, such as narration, text, fragments, videos, audios, photographs, and maps. Finally, Sampieri affirms that the quali-quantitative method or mixed method is objective based on a subjective reality, it is deductive and inductive, the researcher's role can be neutral or not, it is structured but flexible and the results are presented in different formats, such as narrations, videos, fragments, or statistics with measurable numbers.

In addition to this, Guillerma Baena Paz (2017: 36) establishes some important differences to be highlighted in the qualitative, quantitative, and quali-quantitative method. For example, the objective of a quantitative method is to measure, answering the question of how and when, while the objective of the qualitative is to know the why of the facts. Moreover, the obtaining of data in the quantitative method is through surveys while in the qualitative is through interviews. Besides this, the classification of quantitative research is descriptive, ethnographic, analytical, content analysis, etc. while qualitative research is ethnographic, action-research, historical research, etc. Finally, he establishes that the quali-quantitative method contains characteristics of both types of investigations.

It can be concluded that the quali-quantitative method has a deductive-inductive process, it is specified in measuring to know (how and the why of the research). Moreover, it has an analytical character to decompose the object of study into variables with an objective and subjective reality

[^2]at the same time. Finally, this method focuses on implementing interviews and surveys for data collection instruments.
8. Research Techniques: Observation, survey, and interview.
9. Data analysis: Percentage method.
10. Criteria of the syllabus that helped to the creation of the lesson plan where the designed activities are.

Aprendizajes Clave para la Educación Integral document is a guide for teachers to plan their classes in relation to the content of the syllabus and programs. It proposes 9 criteria that need to be considered in each lesson plan and they are explained below (SEP, 2017:188).

1. Cycle: Second-grade students are in cycle 4.
2. Consolidation of English: It is how students understand and use English to interact with oral and written texts in various contexts.
3. Level of English: The desired level of English that second-grade students need to have according to the Common European Framework of Reference is B1. According to SEP (2017:169) B1 level of English is an advanced level, so students can understand the main ideas of complex texts on concrete and abstract topics, can interact with native speakers with enough degree of fluency and naturalness so that communication is carried out without effort on the part of any of the interlocutors, and they can produce clear and detailed texts on various topics, as well as defend their point of view on general topics indicating the pros and cons of the different options. However, this reality is not reached because through the diagnostic test, it was concluded that secondgrade students have a Pre-A1 level of English. Level proposed by the National Reference Framework of the SEP.
4. Social Learning Environment: They are the environments that the teacher intentionally builds in which students can interact in English, compensating for the absence of it in their context. They are "family and community", "ludic and literary" and "academic and training" (SEP, 2017:174-175).
5. Community activity: It is conceived as the true need, interest, or pragmatic objective that allows the student to use the second language to achieve something. Each social
learning environment includes three or four community activities, e.g. In the family and community environment there are the following communicative activities: exchanges associated with specific purposes, with the media, with information about oneself and others, and with the environment. (SEP, 2017:175).
6. The social practice of the language: They are the patterns or models of interaction with which students can use the English language. The social practices of the language are different for each year and educational level, and those that correspond to the second year are: expressing support and solidarity towards a problem, comparing the same news in several journalistic publications, commenting on their own experiences and those of others in a conversation, expressing complaints about a product, reading plays, improvising a short monologue on a topic of interest, reading short literary essays to contrast cultural aspects, producing instructions to prepare for a risk situation derived from a natural phenomenon, paraphrasing information to explain how a machine works, and discussing points of view to participate in a round table.
7. Expected learning: It indicates the basic knowledge that pupils are expected to have in terms of concepts, skills, and attitudes at the end of the lesson plan.
8. Didactic orientation: This is a suggestion of teaching perspectives, materials, didactic resources, and the subtopics involved in the social practice of the language to guide the teachers in the development of their classes.
9. The evaluation suggestion: It is the instrument for evaluation that verifies whether students achieve the expected learning or not.

### 1.9 Key Concepts

To eliminate misunderstandings or misinterpretations among the readers and this research work, the definition of the key terms used in it are addressed.

- Reading:

Reading is the process of interpreting and deciphering a written text through the sense of sight. In it, relevant aspects occur, such as the connection of the reading with the reader, the use of the learners' prior knowledge, the knowledge of the vocabulary and grammar of the language in
which the text was written, the fluency, the intonation, the stress of each word, and the meaning that the reader gives to it. (Grellet, et. al. 1981:3; Harmer, 2007:99; Nunan, 2003:68; Pulido, 2009:66 cited in Brown, et. al. 2015:24).

- Reading Comprehension:

Reading comprehension is a skill that allows the interpretation of the written text. This process involves the reader's attitude, experience, and prior knowledge to generate meaning from what was read. In addition, reading develops the reader's critical thinking because in this process he extracts information that he considers important and interprets it from his own experience (Fry, 1996:27; Polselli, et.al., 2009 cited in Wagner, et.al. 2009; Scott, et.al., 2005: 71; Smith,2004:47).

## - Directed Reading Thinking Activity (DRTA):

DRTA is a reading comprehension strategy to develop reading skills as well as critical thinking. This strategy consists of three phases: first, the activation of prior knowledge through the title, subtitle, images, etc., to generate predictions about the text, second, reading the text, and finally the confirmation or rejection of the previous prediction, through the information of the text or carrying out reading comprehension activities. Therefore, the use of prior knowledge and making predictions are extremely valuable factors in the DRTA strategy to understand the text (Odwan, 2012: 139; Schumm, 2006:141; Stuffer, 1969:84 cited in Tierney, et.al. 2005:21; Tierney, et al 2005:21).

## - Critical Thinking Skill:

Critical thinking is the ability of the reader or student to analyse and evaluate the validity of the facts in the reading to establish a value judgement that is not influenced by the reader's thoughts or beliefs (Cottrell, 2017:2; Dewey, 1910 cited in Shaheen, 2016:14; Epstein et. al., 2006:4).

## CHAPTER II

## THE THEORETICAL FRAMEWORK

This chapter presents supporting theories related to the selected study topic. First, the teaching of reading is presented to later describe the process of reading comprehension. Likewise, the procedure and use of the Directed Reading Thinking Activity (DRTA) strategy is taken up to support the intervention proposal to introduce students to reading, and finally, the meaning and some activities that develop critical thinking in reading are addressed due to the selected strategy ensures enhancing reading comprehension as well as critical thinking in students.

### 2.1. Reading Comprehension

### 2.1.1. Background of Reading

Reading plays an important role in the development of human beings. According to Genevieve (2015:109-111), reading begins with the interpretation of cave drawings where our ancestors represented their lifestyle, specifically hunting. Time later, the alphabet was created, and the clay tablets, hieroglyphics, and papyrus appeared using this sophisticated code to be deciphered by people who wanted to appropriate the reading rather than the reading of drawings. Over time, writing became complex with the implementation of the vowels to the alphabet, the spacing in the words and the punctuation in a sentence which facilitated the reading process.

In ancient Greece, reading became a public and oral activity, where people who knew how to decipher the written content, read aloud stories, fables, poems, etc. to the rest of the population who had no access to it. Finally, after the creation of the printing press, a movement that allowed society access to reading at a lower cost, made reading become an intimate activity where only the reader, their beliefs and the text are involved, developing the literacy of society (Genevieve, 2015: 109-111).

### 2.1.2. Definition of Reading

As explained by Harmer (2007:99), reading is one of the most important skills that students must develop. Specifically improving it in secondary school students in the subject of English is crucial for their formative path, for their daily life and to get involved in the topic of the class since reading allows them to observe the real use of the language in a specific context. Harmer also states that as reading is a wonderful skill, teachers play an extremely important role because they must verify beforehand if the reading that is intended to be placed in class is based on the learners' needs and abilities to not create frustration or disinterest in them for reading.

There is no doubt that reading is vital in the learning process of English. However, it is not a simple task since various elements are included in it. According to Pulido, reading is a process that involves the reader deciphering a written message, using their receptive skills, experiences, context, linguistic knowledge, attitudes, and reasoning to understand the main and supporting ideas of the reading. (Pulido, 2009:66 cited in Brown, et. al. 2015:24).

At the same time, Nunan (2003:68) adds that "Reading is a process of the reader's prior knowledge to build meaning... The text, the reader, the fluency, and combined strategies together define the act of reading". So, it can be said that reading is not just moving the eyeballs from the left to the right margin, reading is a process that actively implicates readers in developing a relationship between the text and themselves to understand it and create their meaning. Grellet (1981:3) supports the previous idea because he states that reading is an active process since it includes students guessing, predicting, checking, and asking themselves questions to understand the text.

Finally, it is relevant to remark that reading is conceived as the process of interpreting and deciphering a written text through the sense of sight, in which essential aspects occur such as those mentioned above.

### 2.1.3. Definition of Reading comprehension

As reading is a very broad concept, Ron Fry (1996:27) claims that there are two relevant processes in it, one of them is decoding and the other is comprehension. The decoding process or reading speed implies that the reader can establish a link between phonemes and graphemes. In other words,
it is the correct pronunciation of the words when students read. Therefore, speed, fluency, pronunciation, and accentuation are involved in it. While the comprehension process implies that readers can give meaning to the text from their perspective. So, remembering, locating events in a sequence, following up and interpreting directions, and evaluating ideas in reading are involved in it (Fry, 1996:27). In the same way, Anne Polselli, Keith Rayner, and Timothy J. Slattery (2009 cited in Wagner, et.al. 2009) explain that reading speed is how fast we read, and reading comprehension is how we appropriate the text.

According to Johnson and Smith (1981:27), reading comprehension is the ability to read with comprehension, and comprehension is the capacity of the human being to perceive and have a clear idea of the information previously read, as well as to generate, identify and unite coherently what the writing is about with the prior knowledge that the reader has on a certain topic. Besides this, Scott, and Stahl (2005: 71) affirm that reading comprehension is the aptitude that people must interpret a text, to understand how a story is developed as well as identify the main ideas that the reading has, intending to respond later to comprehension activities.

The main ideas, the characters, and what happens will never change in the reading, but the mood and prior knowledge of each reader are different, so the same text will never have the same value for all readers even with himself because if a reader reads a book at different times in his life, the interpretation of it can change since each time he reads it he will learn new things that he had not seen before.

It is clear to emphasise that this research work will focus on developing students' reading comprehension, not on speed reading or the decoding process.

### 2.1.4. What we read

Students have the idea that reading involves reading long texts, such as novels, essays, and articles with no images. So, in most cases, if students have problems understanding a written text when they are faced with this type of text, they get frustrated, considering reading as an unpleasant and boring activity. However, there are several texts that readers can read but some teachers do not use them because those resources are not considered as reading material by them.

Francoise Grellet establishes that there is a great variety of texts that students or the reader can choose to read, such as novels, short stories, tales, essays, diaries, anecdotes, bibliographies, plays, poems, letters, postcards, telegrams, newspapers, magazines, reports, reviews, summaries, handbooks, textbooks, guidebooks, recipes, advertisements, travel brochures, puzzles, rules for games, warning instructions, images, graffities, menus, tickets, comics strips, cartoons, diagrams, tables, directories, etc. (Grellet, 1981:4).

Snow Catherine adds that the reader has a wide variety of texts to read, such as descriptive texts (descriptions of animals, people, objects, products, etc.), expository (news, articles, essays, articles, brochures, reviews, etc.), scientific (scientific articles, scientific essays, dictionaries, monographs, etc.), argumentative (news, philosophical texts, editorial articles, etc.), narrative (stories, legends, fables, anecdotes of a trip, novels, etc.), literary (novels, poetries, short stories, legends, dramas, etc.), advertising (propaganda), instructional (instructions on how to operate a machine, how to get to one side, etc.), historical, digital and journalistic. (Snow, 2002:25).

Reading not only includes reading written texts to understand words but also the reader can read images and involve their prior knowledge to understand them. However, as reported by Grellet (1981:10), the ideal resource to improve students' reading comprehension are texts with printed words because they provide greater clarity in terms of comprehension and resolution of activities rather than reading pictures, symbols, or images. Consequently, the resource that will be used to develop reading comprehension in this research work is the text with printed words, but the exact type of text that will be used is not specified since it depends on the social practice of the language granted in that period of practice.

### 2.1.5. Printed material

In this research work, reading comprehension is intended to be achieved with printed material in English. Dewi, et. el. (2013:20) affirms that printed material is...

- Accessible since it does not require sophisticated equipment, so the reader appropriates the information contained therein.
- Adaptable to the reader's spatiotemporal circumstances, allowing him the possibility of reading at any time, whether at home, in school, library, etc.
- Durable and can be consulted as many times as necessary to be understood.
- The best medium for the transmission of selective and orderly information.


### 2.1.6. Principles of teaching Reading

Harmer affirms that reading is a complex process since three main pillars are involved in it, which are speed, memory, and comprehension. For this reason, reading must be taught with care, dedication, and prior preparation about the subject to eliminate as many of the problems that students face when they are reading a text. Furthermore, Harmer establishes six principles that teachers should consider if their objective is to develop a reading activity within the classroom (Harmer, 2007:101).

1. The teacher needs to encourage students to read as much as possible. Through reading, pupils will improve their grammar, vocabulary, and fluency.
2. The teacher must involve students in reading so that reading becomes a pleasant, entertaining, and enjoyable process.
3. Students need to link the content of the text read with their feelings to explore them and know who they are. In other words, the third principle is not only concentrated on the construction of the paragraph but on extralinguistic elements.
4. The teacher must guide learners to formulate predictions. Predictions are an important factor for reading to be an active activity.
5. The teacher must give students a demanding task, which will be answered after reading.
6. The teacher should make the most of the reading in class.

Similarly, Anderson (Nunan 2003:74) proposes eight principles for teaching students to read, and most of them are different from Harmer's principles. Each one is explained below.

1. The teacher must exploit the students' prior knowledge to generate interest in reading.
2. The teacher must build in students a solid base of vocabulary before giving them the reading. The questions that the educator needs to answer are: What vocabulary do my
students need to know? How will they learn this vocabulary? How can I know what my students need to know? and how can I assess what they know so far?
3. The teacher needs to monitor the comprehension process of the students. Questions are an excellent technique to engage students in reading comprehension.
4. The teacher should improve students' reading rates. A fluent reader reads at a rate of 200 words per minute with at least 70 percent of comprehension.
5. The teacher must teach students reading strategies. "Strategic reading means not only knowing which strategy to use but also knowing how to use and integrate a variety of strategies" (Anderson, 1991 cited in Nunan, 2003:74).
6. The teacher should encourage readers to transform strategies into skills.
7. The teacher should incorporate quantitative and qualitative assessment into the teaching.
8. The teacher should strive for continuous improvement of students and himself.

### 2.1.7. The purpose of Reading

One of the problems why students do not take reading seriously is that they do not have a clear purpose to develop after reading. Behold, when teachers place a reading activity in their classes, it must have a clear intention to be developed by learners, but they must be aware of it to not find reading a waste of time.

According to Rivers $(1981: 265)$ when students read, they need to have a clear aim to develop through reading. Therefore, he established the following six purposes that the teacher can use for reading.

- To obtain specific information.
- To understand instructions on how to perform a task.
- To interact in a game.
- To keep in touch with friends.
- To know what is happening or what happened.
- To enjoy or get excited.

Anderson (cited in Nunan, 2003:68) adds that the purposes of reading are to learn from the text, critique texts, use the students' critical thinking, and have a general comprehension of the text. On the other hand, Harmer establishes different purposes for reading, but the most significant reason is for academic purposes to improve students' vocabulary, grammar, spelling, critical thinking, cohesion, and coherence of a paragraph. Similarly, another purpose for reading is for pleasure, which gives the reader access to knowledge without pressure, as well as amuses, entertains, and develops their imagination (Harmer, 2007:100).

In summary, if teachers implement the use of reading in their classes, different purposes can be reached by students, such as looking for key information, following instructions, being able to interact, and developing their critical thinking, vocabulary, grammar, and their imagination, but students must know these purposes before reading to make sense of the reading activity.

### 2.1.8. Types of Reading

Usually, people read a text for two specific purposes; to pass the time appropriating for the general idea of the text or to answer reading comprehension activities, a type of reading that is usually used in an academic context. So, the purpose of reading defines the technique that the reader will use to appropriate the text. As determined by Grellet, et. al. (1981:4-5), there are two different types of reading for printed material. Each one is explained below.

## 1. Extensive reading

This type of reading is defined as casual reading done for pleasure or to gain a general understanding of a text. In this way of reading, students usually read long texts or readings of their interest without worrying about the quantity but about the pleasure of doing it. Sometimes readers look for easy, interesting, and fun books to not worry about understanding word by word and just having a general idea of what the text is about, but some readers like to challenge themselves and test their reading skills with more complex texts, reading original complete works and not reading the adaptation for children because that attracts them.

The keyword of this type of reading is "Pleasure". In extensive reading, readers will improve their fluency, pronunciation, and speed. Besides this, their reading comprehension is not reviewed through a formal evaluation without reading comprehension activities (Grellet, et. al. 1981:4).

## 2. Intensive Reading

This type of reading requires the intimate study of a text to grasp its literary or linguistic meaning. Students in intensive reading must read the text with concentration, care, and in detail since it has certain objectives and tasks to perform after reading. Intensive reading is in-depth reading. For that reason, the material is shorter than the extensive reading to achieve reading comprehension, as well as to improve other aspects, such as grammar, vocabulary, and to understand the author's thought behind the text (Grellet, et. al. 1981:5).

The type of reading that will be prioritised in this research work is intensive reading because it is ideal to develop reading comprehension. In addition, it is necessary to mention that extensive reading will not be considered because the students' speed and fluency in reading will not be addressed.

### 2.1.9. Reading Techniques

It is believed that good readers do not read all texts in the same way, but their objectives determine the comprehension processes that they use. On more than one occasion, when students must read a text to answer comprehension questions, they read word by word without knowing that they can also read the format or search for specific information, making the reading process efficient and not wasting time. By Grellet et. al. (1981:6), there are two techniques of reading that students must know to apply to the texts and make their reading process efficient. They are skimming and scanning, each one is explained below.

## 1. Skimming

It is defined as speed reading. In other words, when skimming, the reader looks through the lines of the text to capture the gist of the text. This technique of reading is used to extract the most important ideas from a text, reading directly; the first and last paragraphs, the titles, subtitles, and
epigraphs of each section, without delving into the content. Reading speed increases up to four times using skimming but it requires a lot of practice. However, skimming reduces reading comprehension, so it is not useful for an in-depth study (Grellet, et. al. 1984:6).

## 2. Scanning

It is defined as a fast reading, a technique used to find specific information, unlike skimming, which is to get a general idea of the text. The reader in scanning locates specific data, for example, searching for a date, place, time, person, etc., avoiding wasting time reading very long texts, with a quick eye movement. That is why this technique of reading is very useful for revisions, and for checking specific data in a text when students are studying for a specific exam (Grellet, et. al. 1984:6).

It is decisive to highlight that skimming and scanning will be considered in the activities to facilitate reading skills in second-grade students. For example, to introduce the topic of reading to students skimming will be used to have a general idea of it, but at the time of answering comprehension activities, pupils will use the scanning technique.

### 2.1.10. Micro and macro skills involved in Reading comprehension

According to Douglas Brown and Heekyeong Lee (2015:401), there are different macro and micro skills that students develop during reading. Specifically, there are eight macro skills involved, and each one is explained below.

- The first skill is to recognize the cohesive devices ${ }^{5}$ and their role in the relationship between phrases.
- The second macro skill is to recognize the rhetorical devices ${ }^{6}$ of the written discourse and their meaning for interpretation.

[^3]- The third skill is to recognize the communicative functions, which are control, motivation, information, and emotional expression, written in the texts, according to their form and purpose.
- The fourth is to infer a non-explicit context using prior knowledge.
- The fifth skill is to infer links and connections between events, ideas, etc., deduce causes and effects, and detect relationships, such as a main idea, a secondary idea, new information, given information, generalisation, and exemplification.
- The sixth macro skill is to distinguish between literal or explicit and inferential or implicit meanings.
- The seventh skill is to detect culturally specific references and interpret them in the context of appropriate cultural schemata.
- The eighth macro skill is to develop and use a battery of reading strategies such as scanning and skimming or guessing the meaning of words using the context of the text to comprehend it.

There are six micro-skills in reading comprehension that contribute students to developing it, and each one is explained below (Brown, et.al., 2015:401).

- The first one is to identify and differentiate graphemes and phonemes in English.
- The second micro skill is to identify words or phrases so that they are stored in short-term memory.
- The third micro skill is to understand written language at an efficient speed.
- The fourth skill is to identify the syntax of the sentences and their different meaning to each type of sentence.
- The fifth micro skill is to recognize the parts of speech to which each word belongs. For example, beautiful is an adjective, eat is a verb, and quesadilla is a noun...
- The sixth micro skill is to recognize that a particular meaning can be expressed in different grammatical forms.


### 2.1.11. The components of Reading comprehension

Reading is a complex activity that starts from the decoding of writing signs and ends with understanding the meaning of sentences and texts. During this process, readers need to maintain an active and effective personal attitude because it contributes to their knowledge to interpret information, regulate attention and motivation, and generate predictions and questions about what they are reading to better understand the written material. To appropriate reading, it is important to know what components of reading comprehension are involved. According to Brown and Lee (2015: 30-37), five important components of reading comprehension are immersed in it.

## 1. Decoding Component.

It refers to the process which begins with the identification of the written letters with the phonetic production of each one to reach the conjunction of these and produce a more complex sound that finally results in the phonetic production of a word (Brown, et. al., 2015: 31).

## 2. Vocabulary component.

It refers to the comprehension of words. In this component, the reader must have basic knowledge of the decoding process to recognize a word. The words in this component cover the denotative meaning ${ }^{7}$ and not the connotative meaning ${ }^{8}$. (Brown, et. al., 2015: 32-33).

For example, the denotative meaning of the word "Dog" in the sentence "you are a dog" is that you are a mammalian animal, quadruped, easy to tame, faithful and protector of a house, warning that there is danger with a bark. While the connotative meaning of the word "Dog" in the sentence "You are a dog", if it is used in a familiar or friend context refers to someone who is morally destructive, but in the vocabulary component students are focused on the literal meaning of the words.

## 3. Syntactic Component.

[^4]In this component, learners read different sentences more complex than only reading words or short phrases. So, the reader needs to have prior knowledge about how a sentence is structured, distinguishing to which part of the speech ${ }^{9}$ each word belongs to help them infer its meaning and better understand the text (Brown, et. al., 2015: 34-35).

To exemplify the above, if the reading is "On Sunday we went to the zoo and there we met many wild animals but they were locked in their cages, the best wild animal for me was the lion for its large sharp nails" and the reader does not understand the words in bold, by knowing that they are adjectives and one is a noun, they can predict that they are dangerous animals because they are locked in somewhere and the lion's nails probably are thin but dangerous.

## 4. Discourse Component.

In this component, the reader's knowledge of the structure and the organisation of different types of writing are influenced to comprehend the text, so the reader needs to know that each grammatical structure expresses something different. For instance, it is not the same to say, write or read "I eat roasted chicken" to "I ate roasted chicken", or "I am eating roasted chicken" because each grammatical structure has a specific use (Brown, et. al., 2015: 34-35).

On the other hand, the other readers' role in this component is to recognize the type of language that should be used for each type of text. For example, if the text is formal, complex structures are used in it but if it is informal, it probably can contain abbreviations, such as LOL: Laughing Out Loud, TGIF: Thank God It is Friday, IDK: I Do Not Know, FYI: For Your Information, etc, which makes it informal (Brown, et. al., 2015: 35-36). So, students in the discourse component need to recognize the use of each grammatical structure, as well as the target audience to understand the text better.

## 5. Readiness Component.

[^5]This component refers to the student's ability to read and understand a section of the text, which contains more linguistic elements than just phrases or sentences. Especially, in this component, the reader uses reading techniques (skimming to get the general idea of the text and scanning to find specific information) and types of reading (extensive reading to read for pleasure, and intensive reading to read in detail to improve reading comprehension) to facilitate his comprehension process because the readings are longer and complex (Brown, et. al., 2015: 37).

Finally, according to Brown, et. al., (2015: 30-37) the components of reading comprehension must be progressive, and they are five components:

1. The decoding component is the study of morphology. Morphology is the branch of linguistics that studies the internal structure of words.
2. The vocabulary component is the study of semantics, and it studies the relationship between signs (words) and their meaning.
3. The syntactic component studies the syntaxis, and it oversees the combination of signs (words) coherently.
4. The discourse component consists of the recognition of the reading format to know its intention and its audience.
5. The readiness component involves reading strategies to facilitate that process.

### 2.1.12. Levels of Reading comprehension

Reading comprehension cannot be exemplified in a single exercise. In fact, there are different levels of text understanding, which show the degree of development of comprehension that the reader reaches, evaluating and processing it to then applying it. Burn (2001:177-179) states that there are four levels of understanding. Each one is explained below.

1. Literal Level.

It consists of the general comprehension of the text read without making any modifications, passing from what is written to the memory of the reader. At this level of reading comprehension, the reader reaches the simplest understanding because it consists of appropriating everything that appears
explicitly. Furthermore, the main ideas and supporting details are identified using highlighting or memorization strategies (Burn, 2001:177).

## 2. Interpretative Level.

It implies reading between the lines. In other words, the interpretative level is what is not exactly written in the text, and that the reader must infer. The reader needs to go beyond what is being said or read (understanding the literal level) for deeper meaning. The interpretive level includes thinking processes such as drawing conclusions, generalising, and predicting outcomes. Moreover, teachers can ask more challenging questions such as asking students to do the following. (Burn, 2001:177178).

- Rearrange the ideas or topics discussed in the text.
- Explain the author's purpose in the text.
- Summarise the main idea when this is not explicitly stated in the text.
- Select conclusions that can be deduced from the text they have read.


## 3. Critical Level.

At this level, readers evaluate the written text by comparing the ideas and making conclusions that they discover in the text about their accuracy. The reader can question the text in all areas, establishing an internal dialogue with the text. When the reader reaches the level of criticality, it can be assumed that he has understood and interpreted the text perfectly. Moreover, readers can use the following abilities (Burn, 2001:178).

- The ability to differentiate between facts and opinions.
- The ability to recognize persuasive statements.
- The ability to judge the accuracy of the information given in the text.


## 4. Creative Level.

This level of comprehension involves the readers going beyond the presented material. The reader appreciates and evaluates the aesthetic, artistic, or literary level of a text. Also, he exercises
sensitivity, imagination, emotions, and reflection on aesthetic value. The suggested strategies at this level are reflections, rereading, answering questions, making drawings, and evaluating the facts. Finally, in creative reading, the reader adds value to the knowledge contained in the reading by identifying ideas that stand out from the knowledge he had previously obtained. (Burn, 2001:179).

The levels of reading comprehension are criteria that the teacher must consider placing an activity to corroborate the students' comprehension. Besides, these levels must be progressive to achieve optimal reading comprehension.

### 2.1.13. Some Reading comprehension strategies

The word strategy has military origins, when the generals designed a strategic plan with the aim of winning the war, for this reason, nowadays a strategy is defined as a series of well-thought-out actions, directed toward the achievement of a specific goal.

Once it was observed that students do not have good reading comprehension, different strategies were sought to help them. Brown (2003:188), proposes some different reading comprehension strategies which may facilitate this process.

- Explore the text, make predictions, and set a reading purpose.
- Activate the learner's prior knowledge.
- Reflect aloud.
- Stop reading to check if students are understanding.
- Make connections between the topic with the learners' context.
- Draw inferences.
- Ask questions.
- Reflect on how we read.
- Make a summary.
- Evaluate the credibility of the facts of the reading.

In conclusion, there are diverse strategies that favour reading comprehension in students, however, Brown (2003:189) affirms that teachers can teach different strategies in one class based on
improving reading skills. For example, to start reading, students can make predictions about what they will read, followed by reflecting aloud or making connections between the topic with the learners' context, and finally, they can make a summary or answer comprehension questions.

### 2.1.14. Types of Reading classroom performance

When teachers place a reading activity in the classroom, they need to consider the principles for teaching reading, and the use of different activities to check that skill. Additionally, they must consider how the reading will be carried out. According to Brown and Lee (2015:408), the types of reading performance in the classroom are divided into two, silent and oral.

## 1. Silence Reading.

According to Brown and Lee (2015:408), it was invented and perfected by the Greeks to create in beginners the habit of thinking and reading without expressing any sound, so they read at their own pace, following the reading in their mind. Moreover, silent reading is known as esoteric ${ }^{10}$, and it allows readers to...

- Imagine the voice of the characters and appropriate the role of each one when they read.
- Reread and stop when readers deem it convenient.
- Decreases insecurity or anxiety in students when reading aloud.


## 2. Oral Reading.

It was used more outside than indoors. In fact, Brown (Brown, 2015:408) expresses that oral reading is known as exoteric ${ }^{11}$. Although, this reading in an educational context is when the teacher asks students to read out loud.

Oral reading allows readers to...

[^6]- Exercise the rhythm, fluency, and inflection of the voice.
- Be evaluated by the teacher.

Brown and Lee (2015:408) recommend using silent reading because there are two disadvantages of using oral reading in the classroom, the first disadvantage is that students get lost in reading when a classmate who has poor fluency and pronunciation reads. And the second disadvantage is that oral reading is just a recitation of words, so it is not part of meaningful participation or real reading comprehension of the text. So, this research work will be based on silent reading to facilitate reading skills.

### 2.1.15. The stages in a Reading comprehension class

It has been mentioned that reading is not only to place a reading exercise to cover time or that it can be developed without the guidance from a teacher. The teacher is one of the principal factors for learning because he is responsible for the teaching-learning process of students. The teacher is the one who guides them to learn and can motivate them to love reading. That is why the teacher must have a clear procedure on how to carry out the reading in the classroom. Grellet, et.al. (1981:10-11) proposes the following ideal reading scheme that teachers should follow to achieve reading comprehension in students.

1. Pre-reading: The purpose of pre-reading is to prepare the reader for reading the text by activating and building his prior knowledge. During this, the reader can explore the material through speed reading, scanning, selective reading, index analysis, etc. to get a general idea of the content (Álvarez, s.f.: 13).

- The teacher must guide his students to observe the whole text (title, images, diagrams, paragraphs, font) to determine what type of text it is.
- The teacher must activate the prior knowledge of the students (showing images, reading the title, subtitles, answering questions related to the topic, etc.).
- Students must make predictions about what the text is about.
- The teacher must introduce skimming to confirm or reject the predictions made by the students.

2. While-reading: The purpose of reading is to read, but to read with comprehension, therefore the teacher must make sure that the reader is understanding what is being read (Álvarez, s.f.: 17).

- Students read in silence, or the teacher reads to them, not allowing students to read aloud.

3. Post-reading: The purpose of post-reading is to analyse and reflect on what has been read after having finished reading a text to provide a better understanding of the main ideas, the structure, and the style of the text (Álvarez, s.f.: 22).

- Students answer questions to check their comprehension of the text, or they answer another involvement activity.
- They use scanning to answer different activities.


### 2.1.16. Assessment of Reading comprehension

Evaluation is a complicated task for teachers since many aspects are considered to give an evaluation which shows if the student learned something or not. Over the years, scientists have questioned how to assess knowledge. In this case, and for this research work, the question would be: How to assess reading comprehension? and it is crucial to declare that reading is a receptive English skill, and its product is comprehension, but it is an unobservable result, therefore, the problem lies on how teachers can assess something unobservable.

According to Brown and Lee (2015: 439), reading comprehension can be assessed through the elaboration of comprehension activities which are carried out to qualify students' comprehension (non-observable product) to a measurable and observable product. For that reason, they propose a list of possible tasks that teachers can use to assess the reading.

1. Read aloud, where the teacher evaluates pronunciation, fluency, and stress, guided by a rubric.
2. Copy something directly from the text, so notes are assessed.
3. Answer multiple choice exercises, True or False sentences, and fill in the blanks.
4. Answer grammar tasks / or multiple choice, or completion exercises about vocabulary.
5. Answer comprehension questions.
6. Give short responses to reading.
7. Rearrange sentences in a sequence.
8. Answer reflection questions that develop students' critical thinking.
9. Complete charts, maps, graphs, and diagrams.
10. Draw reading comprehension drawings.
11. Write alternative endings of the text read or create a group story.
12. Put a title to the paragraphs, synthesising the main idea of the text.

In conclusion, there are different types of tasks or activities to assess the student's reading comprehension in a measurable and quantifiable way, but placing one or another activity depends on the teacher's purpose. For example, if the teacher's purpose is improving learners' reading fluency, he would motivate students to read aloud where fluency, pronunciation, or stress are graded, but if the teacher's purpose is improving the grammatical structures of English through reading, he would use the activity filling in the blank, or if the teacher's purpose is to develop an interactive reading where students are involved, one activity could be to develop a discussion, or to answer reflective questions. To sum up, the evaluation is extremely important because it gives the teacher the possibility to determine if the established purposes or objectives are being reached by students or not, also to modify his practice and bring about an improvement in them.

### 2.1.17. Advantages of Reading

The human being has been characterised as a thinking entity, having the desire to understand the world around him. The topics of interest in this human ability are the discovery of the laws of physics, the existence of black holes, the danger in transgenic foods, even the search for the key to happiness. However, after the creation of information and communication technologies (TICs), which have facilitated the life of people, this ability has been gradually lost, even some people need to know the advantages that some activities produce in them to put effort and dedication into the activity.

Dewi et. al. (2013:45) affirms that reading is an activity that has multiple benefits for the readers, of which they must be aware. Among these advantages we can find the following.

- Reading helps students think about things they have not yet known.
- Reading improves students' vocabulary in English, their concentration, their memory by remembering what each person did in a story, and their discipline because despite their activities, they find time in their day to read.
- Reading builds students in their self-confidence since when someone reads, they acquire more knowledge, and can establish communication with anyone on any topic.
- Reading increases the students' creativity when they imagine the world embodied in it.

To sum up, reading helps readers to learn new things, expands their vocabulary, shapes their thinking, and improves their spelling, grammar, memory, and critical thinking. Besides, reading also increases the readers' worldview, as well as emotional intelligence. Moreover, reading enhances the readers' discipline, values, and creativity. Finally, it allows them to travel through time and space, without spending a penny.

### 2.1.18. Students' problems in Reading

Once all the components of reading and reading comprehension have been exposed, it is necessary to know that some scientists and teachers look for the cause of why some students present problems in reading comprehension and the explanation that has been spread over time is that if students have deficiencies in reading comprehension, it is because they have a deficit in the decoding process, causing poor reading fluency, and poor understanding of what is read. Nevertheless, some students have developed good skills in reading, decoding, and reading fluency, but they do not understand what they read. Kate Nation (2019:48-49) in her article "Children's reading difficulties, language, and reflections on the simple view of reading" determines some causes for the troubles that students present in reading comprehension, they are:

1. Deficiencies in the decoding process.
2. Confusion in post-reading activities that students must carry out.
3. The poverty of vocabulary by learners.
4. Students do not have a clear purpose for reading.
5. Students do not link the content of the reading with their context to create meaningful learning, causing memory problems.
6. Lack of students' interest or motivation in the task
7. Poor teacher-guided in the development of reading skills.
8. The tasks that students do after reading are very simple, causing boredom in them to read, or these activities are higher than students' level of English creating frustration in them.
9. The development of oral reading is encouraged without rectifying reading comprehension.

Teachers need to consider all or most of the difficulties that students must develop in a successful reading comprehension exercise in the classroom. Moreover, it is important to highlight that through the data collection instrument, different problems were detected in the process of reading comprehension, they are that when students read, they find unknown vocabulary, hindering their comprehension. Learners also do not understand what they must do after reading. Finally, pupils have problems retaining the information of the reading to answer the comprehension activities. Therefore, this document will focus on these problems without excluding the others, since if the teacher considers them, students will efficiently and quickly achieve reading comprehension.

### 2.2. Directed Reading Thinking Activity (DRTA).

### 2.2.1. Background of Directed Reading Thinking Activity

Directed Reading Thinking Activity (DRTA) is an innovative strategy for teaching students to be active, reflective, and critical in reading. This strategy was invented by Russell G. Stauffer in 1969, based on the student as the axis of learning, while the teacher only acts as a facilitator or guide. In other words, students build their knowledge through reading guided by the teacher (cited in Tierney, et. al. 2005:21).

Russell Stuffer identified that readers had two relevant problems, which were their motivation to develop the reading comprehension strategy called DRTA. The first problem was that students presented a deficiency in understanding the written content and the second problem is that students have not developed their critical thinking, not having enough courage to defend their point of view and questioned themselves about the existing rules of society. Stuffer (1969:84 cited in Tierney,
et.al. 2005:21) points out that DRTA is a strategy that will motivate students to think, evaluate and learn critically about what they read in a text, as well as strengthen their reading comprehension.

Stauffer states that reading comprehension is the process where students involve their previous experiences to be able to understand a text. For this reason, this strategy begins with the generation of hypotheses or predictions based on the doubts and desires of the reader, continues with the acquisition of information from the reading to confirm or reject the predictions generated previously and thus be able to generate new ones during the reading, and the last step is the resolution of the reader's doubts and wishes. (Stauffer 1969:40 cited in Tierney, et.al. 2005:21) Therefore, the DRTA strategy is formed by three steps.

1. Make predictions and activate students' prior knowledge.
2. Read to confirm or reject the pupils' predictions.
3. Confirm or reject the pupils' predictions, create ones, and answer activities that develop students' critical thinking.

### 2.2.2. Definition of Directed Reading Thinking Activity

Reading is seen as a highway, which leads the driver who is the reader to see a beautiful landscape which is the comprehension of the text, while reading comprehension strategies are the cars. In other words, cars (reading comprehension strategies) are a fast and accessible means of transportation used by the driver (the reader or the student) on the highway (reading) to reach their destination (reading comprehension). In this case, the driver decides to go by car, not walking, not by plane, by train, or by bus, and the car in this metaphor is the Directed Reading Thinking Activity strategy, but the driver must know what the functions of it are to be able to drive on the highway. Therefore, in this sub-theme of chapter II, the chosen strategy to develop reading comprehension is explained.

Odwan (2012: 139) defines Directed Reading Thinking Activity as a tactic that allows increasing students' ability to read critically and reflectively, providing readers the ability to extract, understand, assimilate, and make predictions, judgments, and decisions based on the reading. Likewise, Schumm (2006:141) establishes that DRTA is one of the most appropriate reading
strategies that achieve the reading comprehension requirement, allowing pupils to build and strengthen their schemes.

Additionally, Tierney and others (2005:20) indicate that this tactic allows the teacher to guide students to think as good readers do, anticipating, predicting, then confirming and modifying their ideas with the story as it unfolds, so it also develops their critical thinking in readers by activating the learner's prior knowledge and making predictions.

One of the most frequent questions, once the definition of this strategy was analysed, is: When can it be used? And the answer is proposed by Tierney and others (2005:21) who indicate that Directed Reading Thinking Activity can be used before, during, and after reading because it involves readers in making predictions using their experience to build their idea of the text, formulating questions, and evaluating temporary solutions.

To sum up, the DRTA is beneficial in getting students to be active and independent readers because this strategy engages them in an active process that explores their ability to think critically. Therefore, the use of prior knowledge and making predictions are extremely valuable factors in the DRTA strategy to understand the text.

### 2.2.3. Purposes of Directed Reading Thinking Activity

Each strategy focuses on solving a specific problem for students, and as previously stated, the Directed Reading Thinking Activity strategy is based on improving reading comprehension and as a sub-purpose, it is improving critical thinking. According to Robert J. Tierney and John E. Readence (2005:20), the Directed Reading Thinking Activity aims to develop the ability of students to read critically and reflectively and that is why it tries to equip readers with the following abilities:

- Extract, comprehend, and assimilate information.
- Examine reading materials based on the purposes of reading.
- Make judgments, using the students' critical thinking.
- Make decisions based on information gained from reading.

Friska (2015: 29) in her thesis about the effect of directed reading thinking activity and reading interest on students' reading comprehension adds that there are 5 purposes of DRTA. Each one is defined below.

- To help students read with comprehension.
- To develop prediction skills.
- To stimulate critical thinking.
- To increase curiosity about the texts.
- To be flexible, and assertive to listen to the points of view of different classmates even if they do not share their own.
- To generate value judgments of the reading.
- Increase the curiosity to question truths in reading.

In summary, this reading comprehension strategy has different purposes, although the two main purposes are to develop in students the ability to read a text critically and actively and to develop critical thinking in students.

### 2.2.4. Principles of Directed Reading Thinking Activity

Each teaching strategy has principles on which it is governed, shaped, and based, and the DRTA reading comprehension strategy is no exception, therefore, the principles that teachers must follow to place a class based on this strategy are 5 proposed by Tierney and others (2005:25-26).

- The teacher should consider the pupils' interest when selecting reading to promote participation and attention to the subject of it.
- The teacher should indicate what the purposes of reading are, whether it is to identify the main idea, specific/detailed information, or other.
- The teacher should encourage the generation of hypotheses or predictions to convert reading into an active and not a passive process.
- The teacher should know the processes of learners in terms of their teaching (each student is different and learns at its own pace).
- The teacher should guide pupils so that they develop their critical thinking, question themselves about common themes and extract their opinion on the subject, by having the tutor placing specific comprehension activities.


### 2.2.5. Procedures of a class based on Directed Reading Thinking Activity

A procedure is a detailed guide that shows sequentially and in an orderly way how to perform a specific task. According to Roe et al, (2018:45-48), the procedure for using the DRTA is described as follows:

- Before the class, the teacher chooses a text based on students' interests and the pupils' level of English, which will be read in class. (This strategy works well with different types of texts), (Roe et al, 2018:45).
- The teacher activates students' prior knowledge: There are different ways to activate it. For example, the teacher can ask students to read the title or ask all students to brainstorm their first thought about the title of the text, the teacher also can activate the students' prior knowledge by displaying a picture of the author of the book (if the author is someone familiar that learners know). In simple words, the teacher needs to engage students in the topic of the reading to generate interest in the text (Roe et al, 2018:45-46).
- The teacher asks students to make predictions about what they will read in the text, using available clues, e.g., the index, images, graphs, tables, and format. (Roe et al, 2018:46).
- Students read the text aloud, in silence, in teams, or in groups, but if students are reading in silence, the teacher should be sure to indicate where they need to stop reading to check their comprehension (Roe et al, 2018:47).
- The teacher asks students to confirm or refuse their previous predictions and pupils make new ones (this process is repeated until the reading is finished) (Roe et al, 2018:47).
- When students have finished reading, the teacher asks questions that promote thinking and discussion or activities can be used at this stage to check reading comprehension, using the student's critical thinking (Roe et al, 2018:48).

Abdel Salam Khalek (2006:38) adds that the procedure based on the Directed Reading Thinking Activity consists of the following six steps:

1. The teacher writes the title of the reading passage on the board and asks students to read it.
2. The teacher asks students to make predictions about the title using these questions: What do you think the reading could be about after reading the title? Why do you think that?
3. The teacher lists predictions on the board and initiates a discussion with the students by asking them to respond to the following questions: Which of these predictions do you think would be the best? Why do you think this prediction is the best?
4. The teacher motivates students to work in small groups to discuss which of the previous predictions is the best.
5. The teacher asks students to read the reading silently to confirm or reject their predictions. Then the teacher asks them the following questions: Were you correct? What do you think now? Why do you think so?
6. The teacher asks students to reflect on their predictions by responding to the following questions: What prediction did you make? What made you think of this prediction? What affirmation in the passage supports this prediction? Do you still agree with this prediction? Why?

Both procedures are very similar, the procedure proposed by Abdel is more specific with exact questions that the teacher can use in a sample class, which motivate pupils to think reflectively and critically, while the Roe procedure is more general, providing the reader the possibility of choosing one activity or another, but both are based on the DRTA strategy.

### 2.2.6. Difference between prior knowledge and schema theory.

The use of prior knowledge and predictions are extremely important factors in the DRTA strategy to help students to set purposes for reading and to use their own experiences in understanding the text. (Tierney, et al 2005:21).

According to David Nunan (2003:74), Prior knowledge is the experience that readers have, which allows them to understand a text better. These can range from life experiences, and educational experiences to cultural knowledge. For example, if the reading is about how Anubis guided Osiris
(god of fertility) on the path of death, students must have prior knowledge that Anubis (god of life and death) was the one who weighed the heart of the deceased in the scale of judgement, so if the heart weighs more than Maat's feather (goddess of truth and justice) it means that the deceased was corrupt in his life, that is why, it will be devoured by Ammit (a demon), but if the heart weighs less than the feather, the deceased is considered righteous and will be admitted to the world of the dead.

Nunan (2003:74) also remarks that incorrect prior knowledge can make understanding difficult. For example, if the reading is about SIDA and students believe that SIDA is transmitted through kissing or swimming in the same swimming pool where an infected person is, this knowledge vitiates and impairs the understanding of the text.

On the other hand, Norman, and Rumelhart (1975:136-137) mention that the schema theory goes back to Bartlett (1982), Piaget (1936), Kant (1781), and Vygotsky (1978), and state that "A schema is a data structure to represent generic concepts stored in the learner's memory". In the same way, Christine Nuttall (1982:7) introduces that schema is an abstract concept because it does not refer to a particular experience but to all the experiences that students have, which facilitate reading comprehension. Essentially, the way the reader interprets a text depends on the schemata activated by the text.

In a nutshell, there is no difference between the concept of prior knowledge and schema theory. Prior knowledge and schemata refer to the experiences that students already know about the subject of reading, experiences that facilitate reading comprehension, so it can be said that they are synonymous. Finally, in this research the terms "prior knowledge and schemata" will be used without any distinction.

### 2.2.7. Activation of the prior knowledge/schemata

One of the principles of teaching reading by David Nunan is that teachers must activate students' prior knowledge if their objective is to develop students' reading comprehension. Furthermore, he also cites that there are two classes to activate the students' schemata/prior knowledge (Nunan, 2003:79-80).

1. Textual.

This activation of prior knowledge is based on the construction of the text. For instance, to introduce the subject of news, the teacher can present different texts (news, magazine, article, recipe, comic, and poem), then he asks the following questions: Which of these texts is news? Why did you identify that this text is news? What structure does it have? What does each typography use in the news mean?...

## 2. Theme.

This activation of prior knowledge is based on the topic on which the reading is going to deal. For example, if students read an instruction about how to do an experiment, the reader's prior knowledge would be activated by asking the following questions: Have you ever done a scientific experiment? What experiment did you do? Did your experiment work? What materials did you use?...

Harmer, (2007:101) establishes that to activate the students' scheme, the teacher can use images, read the title and subtitles of the reading, answer questions related to the topic to connect it with their lives and make the text meaningful for students.

### 2.2.8. Making predictions

- Teaching the ability to formulate predictions.

The activation of prior knowledge is to read with comprehension as water is to plants, since as water is vital for the survival of the plant, the activation of the schemata is essential to guide students to the comprehension of a text in an active way.

Nuttall (1982:14) indicates that predictions can be made before or during reading, but it is essential to teach students how to formulate their predictions, indicating that sometimes the predictions are not fulfilled, but it is part of the process, and they should not feel bad if their prediction is not correct. Furthermore, Slaughter (1993:183) indicates that there are three essential steps that the teacher must follow to teach students to make predictions.

1. The teacher must be explicit in the definition of a prediction and formulate very simple predictions.
2. The teacher must be the model of the elaboration of predictions. For instance, "I am going to make a prediction: the illustration on the cover and the title of the book suggest to me that this book will be about... Now we are going to verify it through reading".
3. The teacher must make pupils part of the predictions. For example, "Let's predict together, it seems to me that.... And you?"

According to Vygostky (1978, cited in Slaughter, 1993:184), to teach students to make predictions, the scaffolding process is essential. Scaffolding is related to Vygotsky's theories, especially the third one, which is the Zone of Proximal Development. This theory establishes that the teacher needs to prepare activities that allow pupils to gradually take control of their learning until they reach the level of understanding necessary to carry out the tasks or learn independently.

## - Resources used to formulate predictions.

Returning to the previous example that the reader becomes a detective, and the text is the case to be solved, the resources that guide the detective to determine if his prediction is correct are the clues in the reading, but the predictions can be made from different "clues" which are the resources used to create them. Nuttall (1982:120-125) proposes the following resources to formulate predictions.

1. Questions.
2. Illustrations, images, or photos. For example, according to the image, what do you think the story will be about? Where do you think the story will unfold? Who do you think the protagonists are? etc.
3. The title of the reading, as an example, what do you think a book called "Normal Person" could be about? etc.
4. The format of the reading. For instance, the difference between a news item and an email, or a letter and an essay... Although predictions can also be generated using calligrams.
5. The content of the reading, as a sample, if they are reading Cinderella, the questions can be: Do you think that the prince will find his princess? Why doesn't the prince look for his princess by her face? What do you think will happen next? etc.
6. The vocabulary, as an illustration, according to the words on the board, what do you think this story could be about? etc.

## - Importance of making predictions.

Predictions are essential in the DRTA strategy because they guide learners to be critical and reflective. Moreover, the fourth principle for teaching reading is that teachers need to guide students to make predictions because they are an important factor in reading to make reading an active task (Harmer, 2007: 101). Anderson (1991, cited in Nunan, 2003:74) adds that the teacher must exploit students' prior knowledge to generate interest in reading, and one of the ways to activate prior knowledge is by using predictions.

Nuttall mentions the following.

The ability to predict helps to understand a written text because predictions activate the schema of the readers and help them to make sense of the sentence. Any experience and associated knowledge that a reader already has about the subject of the text helps the understanding of it (Nuttall, 1982, pp. 13).

Additionally, Smith, et. al. (1995:60) asserts that prediction is the core of reading comprehension because it brings potential meaning to the text, reduces ambiguity, and eliminates irrelevant alternatives in advance.

In conclusion, predictions are an excellent way to activate the reader's prior knowledge, which allows them to establish a link with the text, thus achieving a better understanding of it, but the key question is what is a prediction? Smith, et. al. (1995:67) establishes that predictions are logical anticipations about something that will appear later in the text or guesses of what will happen next. So, students or trainees become detectives able to identify clues (relevant information from reading) to determine the culprit (generate predictions) and solve the case (appropriate the comprehension of the text).

### 2.2.9. Advantages of Directed Reading Thinking Activity

Once the above topics have been addressed based on the strategy chosen to improve reading comprehension and the reader knows that the Directed Reading Thinking Activity strategy has the objective to develop its critical, reflective, active reading and critical thinking, the advantages are presented here to know what the teacher can improve in students. According to Crawford (2005:145), the DRTA strategy provides the reader with the following five advantages, which will motivate students to read using this strategy. Each one is defined below.

1. Be thoughtful and critical when reading so as not to believe everything that is read and that on many occasions may be false information.
2. Control and apply this reading comprehension strategy to improve the answers to reading activities.
3. Acquire more vocabulary through the activation of their prior knowledge and be active in reading.
4. Ability to defend their opinion with solid foundations through reading and thus be able to express themselves better.
5. Exercise their memory by creating an affective bond with the text to develop their motivation for reading subsequent texts and for their interest.

It is concluded that DRTA has a positive influence on students because it develops and guides them to achieve reading comprehension in the same way as strengthening and developing thinking skills.

### 2.2.10. Disadvantages of Directed Reading Thinking Activity

Most research works seek to say that the selected strategy is the best, but in this research work, the advantages, and disadvantages of implementing the DRTA strategy will be analysed before carrying out a good intervention. A clear example is that if light exists, there is darkness or since the sun exists, the moon too, so in this specific case, as there are advantages, there are also disadvantages when teachers use the Directed Reading Thinking Activity strategy.

According to Robert J. Tierney and John E. Readence (2005:22), the disadvantages of using Directed Reading Thinking Activity are:

1. DRTA often takes a long time, and one session is not enough to read a text through this strategy and reflect on it.
2. DRTA requires a great commitment from the teacher to guide students to love reading but sometimes there is no such disposition.
3. DRTA needs active participation by students and sometimes they are apathetic and do not want to participate.
4. It is suggested that DRTA should not be used in large groups because it hinders the monitoring of each student's progress.
5. DRTA is a process that does not only with 3 applications will improve learners' reading comprehension and less the development of critical thinking. It must be a continuous process.

To sum up, to carry out a successful practice based on the DRTA strategy, the teacher must engage students in the subject of reading, must consider the time allocated for the execution of the strategy, and select the best material, which suits the students' needs, and their level of English.

### 2.3. Critical Thinking

This subtopic is focused on critical thinking since the DRTA strategy affirms that it develops reading comprehension as well as critical thinking. This sub-topic begins by presenting its definition, followed by the relationship between critical thinking and critical reading, presenting then the relationship between critical thinking and higher-order skills to establish the skills involved in critical thinking, then some activities that develop critical thinking in students are taken into account, and finally, the importance of developing critical thinking in students is addressed.

### 2.3.1. Definition of Critical Thinking

The term critical thinking was coined by the American philosopher and educator John Dewey in his book How We Think (1910 cited in Shaheen, 2016:14) and it was adopted as a central educational objective that offered a modern and dynamic alternative to traditional educational methods, such as memorization.

According to Dewey (cited in Shaheen 2016:18), critical thinking is defined as the ability of the human being to analyse and evaluate the information about a certain topic, trying to verify if it is true or not through solid arguments and not through personal facts. Additionally, Epstein and Kernberger (2006:4) indicate that critical thinking is the process where students doubt the statements that are considered absolute truth in their daily life, managing to analyse it in depth and make a value judgement to indicate if it is true or false.

Cottrell (2017:2) adds that critical thinking is a complex cognitive process usually used to solve a problem, forcing readers to make predominate their reason before their feelings, but to better understand critical thinking, Robert Ennis (1989:67) established that this type of thinking has two main characteristics:

- It is reflective because it analyses the results and situations of the individual or others around him.
- It is rational because reason predominates over other elements of thought.

To sum up, Critical thinking is the ability of the reader or student to analyse and evaluate the validity of the reasoning of reading to establish a value judgement that is not influenced by the reader's thoughts or beliefs. The reader needs to have the desire to search for relevant information, the patience to doubt, healthy scepticism ${ }^{12}$, and the slowness to affirm solid arguments, seeking the truth.

### 2.3.2. Relationship between Critical Reading and Critical Thinking

Critical Reading and Critical Thinking are very similar concepts, but they mean different things. According to Neil Browne and Stuart Keeley (2007:8), Critical Reading is a technique that allows the reader to identify the main idea and subordinated ideas in the text while critical thinking is a technique for evaluating information from the reader's perspective. Therefore, the reader in critical thinking decides to accept, believe, reject, or not to believe the main idea of the text read, while reading critically is that pupils can identify and analyse the facts in the text. Furthermore, Cottrell

[^7](2017:4) adds that "Critical Reading is a careful, active, reflective, and analytical reading. Meanwhile, Critical Thinking implies a reflection on the validity of what has been read in light of the knowledge that was previously read".

To summarise the above in a concrete and clear way, it can be said that the relationship between critical thinking and critical reading is close, critical reading opens the way for the reader to interpret, analyse, explain, and evaluate critically (without the reader's beliefs or prejudices), which strengthens its capacity for critical thinking, which is to question the importance and veracity of the text (Cottrell, 2017:4).

### 2.3.3. The relationship between Critical Thinking and Higher Order Thinking

## Skills

Epstein, et.al. (2006:36) establishes that the relationship between critical thinking and higher-order thinking skills is that developing critical thinking requires students to interpret, analyse, evaluate, examine, infer, and generate a posture from what has been read, skills that are part of higher-order skills. In fact, he says that "Critical thinking is part of Higher Order Thinking Skills (HOTS) or metacognition ${ }^{13 "}$ (Epstein, et.al. 2006:36). HOTS is defined as the strategy of combining, relating, rearranging, or extending new information stored in the learner's memory to achieve a purpose or find solutions to complex problems (Epstein, et.al. 2006:37).

The path that leads to the development of the HOTS (Higher Order Thinking Skills) consists of a series of sub-processes, which students must go through progressively to reach the desired level. Bloom (1956, quoted in Browne et. al., 2007:30-31) determines the existence of higher order skills which need more involvement and thinking by students, as well as the existence of lower skills, which do not require a sophisticated, precise, and analytical system of thought. Besides, Bloom indicates in his taxonomy the verbs involved in the Higher Order Thinking Skills (HOTS) and Lower Order Thinking Skills (LOTS) help learners achieve knowledge. Each one is explained below.

[^8]- LOTS: Lower order thinking skills are represented by the verbs; remember (locate, list, identify, draw...), understand (associate, predict, summarise, contrast, compare...), and apply (illustrate, build, examine, demonstrate...).
- HOTS: Higher order thinking skills are represented by the verbs; analyse (explain, compare, reconstruct, debate...), evaluate (judge, criticise, check, classify, guess...), and create (invent, argue, develop, compose, design...).

In brief, to develop critical thinking in a feasible way, students must fully cover the 3 verbs considered as LOTS, remember, understand, and apply from reading, to develop the HOTS with the verbs: analyse, evaluate, and create something to be considered as critical thinking.

### 2.3.4. Skills involved in Critical Thinking

Critical thinking is developed once higher-order thinking skills are applied and they involve the verbs remember, understand, apply, analyse, evaluate, and create. Moreover, Stella Cottrell (2017:28) affirms that to develop critical thinking in readers it is essential to go through 6 skills so that it can be reported that readers have reached critical thinking, these skills are:

1. Interpretation: It is the ability to comprehend and express meaning based on experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria. It involves categorization, decoding, and clarifying meaning.
2. Analysis: It is a detailed examination of a thing to know its characteristics or qualities and requires ability to give a conclusion. The sub-skills of analysis involve examining ideas, detecting arguments, and analysing arguments.
3. Evaluation: It is the ability to assess the credibility of statements or other representations which are accounts or descriptions of a person's perceptions, experiences, situations, judgments, beliefs, or opinions based on the logic and the evidence provided.
4. Inferences: It is the ability to identify and secure elements needed to draw reasonable conclusions based on strong logic, form assumptions, and comprehend relevant information or consequences of this decision.
5. Explanation: It is the ability to communicate and present information convincingly and consistently.
6. Self-Regulation: The reader can monitor his cognitive activities, the elements used in those activities, and the results obtained.

In summary, when students develop a series of progressive skills, such as the ability of interpretation, analysis, evaluation, inferring, explanation, and self-regulation, this means that they have strengthened their critical thinking. These skills involve the verbs, such as remember, understand, apply, analyse, evaluate, and create.

### 2.3.5. Activities to develop Critical Thinking

One of the big problems teachers faces is how to make a link between theory and practice. It is already known that critical thinking requires different skills. However, the question is: How to apply those skills to develop critical thinking in students? Neil Browne and Stuart Keeley (2007:8) propose seven activities that the teacher can use to develop this ability in them. Each one is illustrated below.

1. Maieutic. It is a didactic strategy of Socratic philosophy that consists of asking questions about what people want to know to rethink their beliefs. The questions are fundamental to examine the information given until you can have clear and solid ideas.
2. The debate: It teaches students to defend their ideas based on reasons and facts that are valid and true.
3. Problematic cases: Pupils develop their critical thinking through simplifying the content of the problem, identifying the facts and opinions which allow them to solve it in a simple way.
4. Reflection: It is a powerful activity that consists of rethinking ideas to obtain different points of view on the same topic, thus broadening the reader's perspective.
5. Research: It is an activity that promotes critical thinking since learners must select from the available information which is useful, and which is not.
6. Reading: It allows readers to expand their knowledge and develop their critical thinking through understanding and systematising new information.

### 2.3.5.1. Maieutic: The art of generating questions for critical thinking

Questions are a fundamental resource for developing critical thinking in students because they guide and make pupils reflect and question the veracity of what they have read. According to Neil Browne and Stuart Keeley (2007:13), the questions that develop critical thinking are: What happens? Why is it important? How do I know that? Who says it? What else can I try? But they are not the only questions, in fact, Browne and Keeley state that there are seven types of questions that facilitate the development of critical thinking in students. Each one is clarified below.

1. Purpose questions: This type of question is for students to get the purpose of reading, for example: What am I trying to achieve? What is my central goal? What is the purpose of reading?
2. Information questions: This type of question is designed to reach the level of literal comprehension, they can be: What information do I need to solve this case? How did Ana have an accident? When did Ana have an accident? Why did Ana have an accident?
3. Concept questions: This type of question involves the reorganisation or reinterpretation of information from the text, they can be What is the central theme of the reading?
4. Inference questions: This type of question involves students' prior knowledge, they can be: Which people were at Rahma's house when the accident happened? Who is the murderer?
5. Implication/consequence questions: They are questions in charge of evaluating a value judgement, a final argument, or a conclusion, they are: What are the implications? Is the conclusion based on the arguments read?
6. Point of View Questions/ Personal Response Questions: These are questions that generate discussion about controversial topics where two points of view are established. For example: Is there another way to solve the problem? What is your point of view on the subject? Do you think the characters acted well? What would you have done?
7. Questions to ask questions: They are questions that generate more questions about the subject, for example: What is the central problem? What is the relationship between the problem and your experiences? Have you ever had the same problem as the protagonist? How did you resolve it?

### 2.3.6. Importance of developing Critical Thinking in students

Students in education are considered the axis of learning, that is why, the teacher will always seek the best and greater well-being for students. So, if the teacher intends to develop critical thinking in students, it is necessary to know the importance that it will bring to learners. Stella Cottrell (2017:4) allusions that the development of critical thinking skills in students provides numerous benefits, such as improving...

- The students' attention and observation to improve reading comprehension.
- The ability to differentiate whether the information in the reading is useful or not.
- The pupils' intellectual freedom to have a healthy scepticism.
- The learner's creativity and agility to think about possible solutions to solve a problem.
- The ability to choose the solution that is most favourable to them from the range of possibilities to solve a problem.
- The students' formation of personal ethics.

In conclusion, the development of critical thinking not only helps students in the educational field but also benefits them in their daily lives, providing truly transcendental advantages to motivate them to develop this type of thinking. Moreover, teaching critical thinking to secondary school students is mandatory not to believe everything that is on the internet and to be critical when selecting a good source of information.

## CHAPTER III

## DESIGN AND IMPLEMENTATION OF THE ACTIVITIES

This chapter contains the activities according to the selected strategy (Directed Reading Thinking Activity), and the current topic of the syllabus and programs Aprendizajes Clave para la Educación Integral to strengthen English reading comprehension in second-grade students group "G". Specifically, this chapter presents a small introduction of the activities, then the theoretical framework on which each activity is supported is presented, and finally, the designed activities are addressed.

### 3.1. Introduction to the activities.

Following the metaphor in Chapter II about the highway, the landscape, and the car. The driver of the vehicle is the researcher of this project, but she is not alone in the car, she takes the secondgrade students in group " G " as passengers to marvel at the incredible view of a beautiful landscape, which is the objective of developing reading comprehension in second-grade students. Moreover, the driver decides to take the passengers in a car, not in a plane, truck, or boat, he opts for a car (the specific strategy that is Directed Reading Thinking Activity). Additionally, the driver takes the passengers to different speeds according to their needs. For example, making a stop at a store for candies or going to the bathroom (make breaks according to how students react to the DRTA strategy). Finally, the highway is the road that will lead to the landscape that the travellers expect to see, as for reading comprehension, the road will be the specific activities that will allow students to understand a text in English.

However, on any highway there are booths so that people can access another city, and the booths in this metaphor represent the lesson plan. ${ }^{14}$ This is the filter of the activities because the researcher

[^9]cannot put an activity if it is not related to a social practice of the language in the current syllabus and program. Consequently, the designed activities are inserted in the lesson plan (See Annex 11.). The designed activities were based on the social practice of the language "Compare the same news in different journalistic publications" with the learning environment "Familiar and Community" stated in the syllabus and programs, and its expected learnings were (1) Review and read various journalistic news, (2) Reflect on the news from a critical perspective, (3) Compare various reports (4) Use the DRTA strategy (5) Try to promote critical thinking.

The activities based on the DRTA strategy to develop reading comprehension in second-grade students were 10 , and they were applied as follows; two of them were exercises with an informal evaluation that was not registered with a specific number because they served as an introduction to reading and to the DRTA strategy, there were six activities to strengthen the students' reading comprehension, and finally, there was a final evaluation divided into two partial evaluation activities to check the progression of this skill.

### 3.2. The theoretical framework that supports each designed activity.

The activities that are implemented in a classroom are very similar to an iceberg. It at first glance, is a block of ice in the middle of the sea, but under the sea there is twice its size. In other words, what is visible in the iceberg are the activities implemented in the classroom by teachers, while what is not visible is all the theory that was previously investigated before being applied and that supports each activity, ensuring their success.

Continuing with the previous metaphor, in this part of the research work the depth of each iceberg (activities) will be announced. As previously stated, the two exercises, the six activities and the final evaluation with its two partial evaluation activities were designed with the same social practice of the language and learning environment, but it is crucial to declare that each one has a different purpose, type, technique, principle, micro-skill, macro-skill, components, a specific level, strategy, type and assessment of reading comprehension, a different activation of the schemata, resources used to formulate a prediction, skills involved in critical thinking, or the activity to develop critical thinking. Each one will be described in the table below.

TABLE 1. The theoretical framework that supports each activity.

| CRITERIA |  |  | IMPLEMENTED ACTIVITIES AND EXERCISES |  |  |  |  |  |  |  | FINAL EVAL. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ACT. 1 | EX. 1 | ACT. 2 | EX. 2 | ACT. 3 | ACT. 4 | ACT. 5 | ACT. 6 | $1^{\text {ST }}$ act. | $2^{\mathrm{ND}}$ act. |
| Purpose of Reading |  | Identify keywords | $\checkmark$ | $\times$ | * | * | * | * | * | * | $\times$ | * |
|  | Locate specific information |  | * | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Answer a reading activity |  | $\checkmark$ | * | * | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Rearrange a sequence |  | * | $\times$ | $\times$ | $\times$ | $\times$ | * | $\times$ | $\times$ | $\times$ | $\checkmark$ |
| Principles of <br> Teaching <br> Reading | $\begin{aligned} & \mathrm{H} \\ & \mathrm{a} \\ & \mathrm{r} \\ & \mathrm{~m} \\ & \mathrm{e} \\ & \mathrm{r} \end{aligned}$ | $1^{\text {st }}$ : Encourage Ss to read | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  |  | $2^{\text {nd }}$ : Involve Ss in reading | $\checkmark$ | * | * | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  |  | $3^{\text {rd }}:$ Link the reading with the Ss' feelings | * | $\checkmark$ | * | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | * |
|  |  | $4^{\text {th: }}$ : Formulate predictions | $\times$ | $\checkmark$ | * | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\times$ |
|  |  | $5^{\text {th }}$ Place a demanding task | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  |  | $6^{\text {b }}$ : Seize reading | * | * | * | * | $\checkmark$ | $\times$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | $\begin{aligned} & \mathrm{A} \\ & \mathrm{n} \\ & \mathrm{~d} \\ & \mathrm{e} \\ & \mathrm{r} \\ & \mathrm{~s} \\ & \mathrm{o} \\ & \mathrm{n} \end{aligned}$ | $1^{\text {st }}$ : Exploit Ss' schemata | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\times$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  |  | $2^{\text {nd. }}$ Build a solid vocabulary construction | $\checkmark$ | * | $\checkmark$ | $\times$ | * | $\checkmark$ | * | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  |  | $3^{\text {rd }}$ : Monitor the Ss' comprehension | * | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  |  | $4^{\text {dh: }}$ Improve Ss' ' rates | $\times$ | $\times$ | $\times$ | $\times$ | $\times$ | $\times$ | $\times$ | $\times$ | $\times$ | $\times$ |
|  |  | $5^{\text {th: }}$ Teach reading strategies | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  |  | $6^{\text {th: }}$ Create skills in Ss | * | * | * | * | $\times$ | * | * | * | * | * |
|  |  | $7^{\mathrm{h}}$ : Incorporate a varied evaluation | $\checkmark$ | $\times$ | $\checkmark$ | $\times$ | $\times$ | $\times$ | $\times$ | $\times$ | $\times$ | $\times$ |
|  |  | $8^{\text {th }}$ Strive for improvement | * | * | * | * | * | * | * | * | * | $\times$ |


| Types of Reading |  | Extensive | * | $\times$ | * | * | * | * | * | * | * | * |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Intensive | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
| Techniques of Reading |  | Skimming | $\times$ | $\checkmark$ | $\times$ | $\checkmark$ | $\checkmark$ | $\times$ | $\checkmark$ | $\times$ | $\checkmark$ | $\times$ |
|  |  | Scanning | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
| Reading Skills | $\begin{aligned} & \mathrm{M} \\ & \mathrm{a} \\ & \mathrm{c} \\ & \mathrm{r} \\ & \mathrm{o} \end{aligned}$ | $1^{\text {st }}$ : Locate cohesive devices | * | * | * | * | * | * | * | * | * | * |
|  |  | $2^{\text {nd }}$ : Locate rhetorical devices | * | * | * | * | * | * | * | * | * | * |
|  |  | $3^{\text {rd }}$ : Recognize the communicative functions. | * | * | * | * | * | * | $\checkmark$ | $\checkmark$ | * | * |
|  |  | $4^{\text {th }}$ : Infer non-explicit content | * | x | * | $\checkmark$ | * | * | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  |  | $5^{\text {the }}$ Link ideas, events, etc.in the reading | $\checkmark$ | * | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  |  | $6^{\text {th }}:$ Differ the explicit and implicit ideas in the reading | * | * | * | * | * | $\checkmark$ | * | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  |  | $7^{\text {th }}$ : Know cultural schemata | * | * | * | * | * | * | $\times$ | $\times$ | $\times$ | $\times$ |
|  |  | $8^{\text {the }}$ : Use reading strategies | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | $\begin{aligned} & \mathrm{M} \\ & \mathrm{i} \\ & \mathrm{c} \\ & \mathrm{r} \\ & \mathrm{o} \end{aligned}$ | $1^{\text {st: }}$ Difference between the graphemes and phonemes. | * | * | * | * | * | $\times$ | * | * | * | * |
|  |  | $2^{\text {nd }}$ : Identify words or phrases in the short-term memory | $\checkmark$ | $\checkmark$ | $\checkmark$ | * | $\checkmark$ | $\checkmark$ | * | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  |  | $3^{\text {rd }}$ : Understand the text | * | $x$ | * | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  |  | $4^{\text {th }}$ : Identify the syntax of the sentences | * | * | * | * | * | $\times$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | * |
|  |  | $5^{\text {th }}$ : Detect parts of the speech | * | * | * | * | * | * | * | * | * | $\checkmark$ |
|  |  | $6^{\text {th }}:$ Recognize expressions in different grammatical forms | * | * | * | * | * | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |


|  | Decoding | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Vocabulary | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Syntactic | $\times$ | $\times$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Discourse | $\times$ | $\times$ | $x$ | * | * | $\times$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Readiness | $\times$ | $\times$ | $\times$ | $\times$ | * | $\times$ | * | $\times$ | $\checkmark$ | $\checkmark$ |
| Levels of Reading | Literal | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Interpretative | $\checkmark$ | * | * | * | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Critical | * | * | $\times$ | $\times$ | $\checkmark$ | * | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Creative | $\times$ | $\times$ | $\times$ | $\times$ | * | $\times$ | $\times$ | $\checkmark$ | $\times$ | $\times$ |
| Type of Reading classroom | Silence Reading | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Oral Reading | $\times$ | $\times$ | * | $\times$ | * | $\times$ | $\times$ | $\times$ | * | $\times$ |
| Reading assessment instrument | Questionnaires | $\times$ | * | $\times$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Complementation activities | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\times$ | $\checkmark$ | $\times$ | * | $\times$ | $\checkmark$ | $\checkmark$ |
|  | Matching columns | - | * | $\checkmark$ | $\times$ | * | $\times$ | $x$ | $\times$ | * | $\times$ |
|  | True-False Sentences | * | * | $\times$ | $\times$ | * | $\checkmark$ | $\times$ | $\times$ | * | $\times$ |
| Principles of the DRTA | $1^{\text {st: }}$ : Consider the Ss' interest | $\checkmark$ | $\times$ | $\times$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | $2^{\text {nd }}$ : Clarify the reading's purpose | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | $3^{\text {rd }}$ : Generate predictions | $\times$ | $\checkmark$ | $\times$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\times$ |
|  | $4^{\text {th }}$ : Know that ss learn differently | $\times$ | $\times$ | $\times$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | $5^{\text {th }}$ : Develop the critical thinking | $\times$ | $\times$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
| Activation of schemata | Textual | $\checkmark$ | $\times$ | $\checkmark$ | $\times$ | * | $\times$ | * | $\checkmark$ | $\times$ | $\times$ |
|  | Theme | * | $\checkmark$ | $\times$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\times$ | $\checkmark$ | $\checkmark$ |


| Resources used to create predictions | Questions | * | * | $\checkmark$ | $\times$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | * | $\checkmark$ | $\checkmark$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Illustrations, images, or photo | $\times$ | $\checkmark$ | $\times$ | $\checkmark$ | $\times$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | The title of the reading | $\times$ | * | $\times$ | $\times$ | $\checkmark$ | * | * | $\checkmark$ | $\times$ | $\times$ |
|  | Vocabulary | $\times$ | $\times$ | $\times$ | $\times$ | $\times$ | $\times$ | $\times$ | $\checkmark$ | $\times$ | $\times$ |
| Skills involved in Critical Thinking | Interpretation | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Analysis | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Evaluation | $\times$ | $\checkmark$ | * | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Inferring | $\times$ | $\times$ | * | $\times$ | $\checkmark$ | * | $\checkmark$ | * | $\checkmark$ | $\times$ |
|  | Explanation | $\times$ | $\times$ | $\times$ | $\times$ | * | * | $\checkmark$ | $\times$ | $\checkmark$ | $\times$ |
|  | Self-regulation | $\times$ | * | * | $\times$ | $\times$ | $\times$ | $\times$ | $\times$ | $\times$ | $\times$ |
| Activities to develop critical thinking | Maieutic | $\times$ | $\checkmark$ | $\times$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Debate | $\times$ | $\times$ | $\times$ | $\times$ | * | * | * | $\times$ | * | $\times$ |
|  | Complementation activity | $\checkmark$ | * | $\checkmark$ | $\times$ | $\checkmark$ | * | * | $\times$ | $\checkmark$ | $\checkmark$ |
|  | Problematic Cases | * | * | * | $\times$ | * | * | $\checkmark$ | $\times$ | $\checkmark$ | $\times$ |
|  | Reflection | $\times$ | $\checkmark$ | $\times$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\times$ |

### 3.3. Designed activities.

Once the theoretical framework used in each activity has been specified, it is crucial to know the exact procedure of the activities that were designed to achieve reading comprehension. According to Álvarez (n.d.: 13-22), the reading process is divided into three stages: pre-reading, while-reading and post-reading, and these phases coincide perfectly with the warm-up, development, and closure of a class, so the procedure is explained through the stages of a class, and each designed activity is explained in the following tables.

TABLE 2: The steps of the first activity called headlines.

## ACTIVITY 1

| TIME | 20 minutes. |
| :---: | :---: |
| AIM | Students will be able to underline keywords in different short sentences "Newspaper's headlines" facilitating their reading comprehension to select the section that the sentences belong to. |
| RESOURC ES | TEACHER Different types of text (poems, comics, receipts, letters, newspapers), <br> flashcards about the sections of the newspaper (social, sports, local, <br> (T.) <br> national, international, scientific, entertainment, and business), <br> markers, whiteboard, and the students’ worksheets in large size to <br> facilitate the development of the class.  |
|  | STUDENTS <br> (Ss.) Students' worksheets with 10 different headlines (See Annex 12), <br> notebooks, pens, and glue. |
| WARM- <br> (3min) | T. displays different types of texts, and Ss. select the newspaper from the rest of the texts using their prior knowledge. <br> -Ss. orally answer the questions: <br> How do you notice that this text is a newspaper? What are the characteristics of it? <br> And What is its function? |
| $\begin{aligned} & \text { DEVELOP } \\ & \text { MENT } \\ & \text { (15min) } \end{aligned}$ | -T. gives the students' worksheets with 10 different headlines. <br> -Ss. read like they usually do the first 5 headlines (first activity). <br> -Ss. write the section of the newspaper that the headlines belong to. <br> Ss. exchange notebooks to grade the activity and corroborate if their answers were right. <br> T. underlines keywords in the sentences to facilitate the identification of the section that they correspond to. <br> -Meanwhile, T. provides the correct answer, Ss. grade them. <br> -Ss. read the other 5 headlines (second activity) underlining the keywords and write the section that the sentences belong to. |
| CLOSURE <br> (3 min) | -Ss. grade their activity with the help of the key that T. provided. |

TABLE 3: The steps of the first exercise called parts of the news item.

| EXERCISE 1 |  |
| :---: | :---: |
| TIME | 35 minutes. |
| AIM | Students will be able to read the news format to become familiar with it and locate relevant information effectively, as well as be introduced to the development of the DRTA strategy. |
| RESOURCES | TEACHER Image of the earthquake in Syria and Turkey, the parts of the news <br> (T.) <br> item on coloured sheets, markers, whiteboard, and the students'  <br> worksheets in large size to facilitate the development of the class.  |
|  | $\begin{array}{c}\text { STUDENTS }\end{array}$ $\begin{array}{l}\text { Students' worksheets that contain the news above the Earthquake in } \\ \text { (Ss.) }\end{array}$ <br> Syria and Turkey (See Annex 13), notebooks, pens, and glue.  |
| WARM-UP <br> (5 min) | -T. shows an image of the earthquake in Turkey to activate Ss' prior knowledge. -T . writes different predictions about what happened in the image. <br> -Ss. choose the prediction that they consider is the most appropriate about what happened in the image "The earthquake in Turkey and Syria". <br> -Ss. check if their prediction is right or wrong by reading the news item headline, underlining the keywords that it contains. <br> Ss. answer the question: What do you know about the earthquake in Turkey? to activate their prior knowledge. |
| $\begin{aligned} & \text { DEVELOP } \\ & \text { MENT } \\ & (20 \mathrm{~min}) \end{aligned}$ | -Ss. orally answer the following questions: <br> When you read a news article in the newspaper, do you read the complete news item? Or do you just scan it, and if it interests you, do you read it all? <br> T. comments that the same thing happens in English, the news is not always fully read, that is why we need to learn to read the format and some key things to obtain specific information from the text, so, it is relevant to know the parts of the news. <br> -T. presents a mnemotechnic to remember the parts of the newspaper in a funny way "HeLeNa DrogaDa Por Su BBoCa". <br> -Ss. identify the parts in the news item about the earthquake in Syria and Turkey. -Ss. get the main idea of the text through skimming. |
| CLOSURE <br> (10 min) | -T. verifies that Ss. have all the parts of the news as they appear on the whiteboard (the news in large size with the coloured sheets). <br> -2 Ss. share their main idea of the news item. <br> Ss. answer the question: What should I do in case of an earthquake? to link the content of the news item to the Ss environment. <br> (This activity is not graded because it is an exercise). |

TABLE 4: The steps of the second activity called review of the parts of the news item.

| ACTIVITY 2 |  |
| :---: | :---: |
| TIME | 20 m |
| AIM | Students will be able to read one different news item format, identifying by themselves the parts of the news as well as important information that will help them to get the main idea of it. |
|  | TEACHER Different journalistic media (Facebook, Instagram, and Twitter), <br> (T.) <br> parts of the news written in coloured sheets, markers, whiteboard, <br> and the students' worksheets in large size to facilitate the <br> development of the class.  |
|  | STUDENTS  <br> (Ss.) $\begin{array}{l}\text { Students' worksheets which contain the news about the earthquake } \\ \text { in Turkey and Syria on Instagram (See Annex 14), notebooks, pens, } \\ \text { and glue. }\end{array}$ |
| $\begin{aligned} & \text { WARM } \\ & (5 \mathrm{mi} \end{aligned}$ | -T. asks the following questions to activate Ss' prior knowledge: <br> Do you like to read the news? Where do you read the news or how do you find out what is happening in the world? <br> T. emphasises that there are different media to find out what is happening in the world and presents the social media flashcards. |
| $\begin{aligned} & \text { DEVELOP } \\ & \text { MENT } \\ & (20 \mathrm{~min}) \end{aligned}$ | -T. hangs out the news about the earthquake in Turkey and Syria published on the Instagram social network. <br> -Ss. identify the parts of the news on Instagram using the mnemonic learned in the previous class "HeLeNa DrogaDa Por Su BBoCa". <br> T. gives 9 participations to Ss. once they have finished the activity. <br> -9 Ss. pass in front of the whiteboard and each one paste on the large news article a coloured sheet with the name a part of the news. <br> -Ss. grade their activity once T. checks if the Ss' answers are right. This activity strengthens the Ss' honesty. <br> -T. divides the whiteboard into two columns, in the first column, she writes 5 parts of a news item and in the second one writes the type of information that the reader can find in each part. <br> -Ss. copy the sentences and match the columns. For example: <br> Byline.............................. This part of the news contains the name. of the person who wrote the news... |
| CLOSURE <br> (10 min) | T. grades the matching column by rows and signs the work done. The fact that the activity has been a column relationship facilitates the review of by the teacher. |

TABLE 5: The steps of the second exercise called Valentine's Day news.

| EXERCISE 2 |  |
| :---: | :---: |
| TIME | 45 minut |
| AIM | Students will be able to solve an exercise based on the DRTA strategy to improve their reading comprehension. |
|  | TEACHER Images of Valentine's Day, markers, whiteboard, and the students' <br> (T.) worksheets in large size to facilitate the development of the class. |
| RESOURCES | STUDENTS Students' worksheets which contain the news about love that <br> (Ss.) <br> describes how 250 couples got married in the city hall on Valentine's  <br> Day (See Annex 15), notebooks, pens, and glue.  |
| WARM-UP <br> ( 5 min ) | -T. activates Ss' prior knowledge, showing different images of how people celebrate Valentine's Day and asks the following questions: <br> What did you do on Valentine's Day? How did you celebrate that day? <br> -T. writes 3 different predictions about what happened in the images. <br> -Ss. choose the prediction that they consider is the most appropriate about what happened in the images of Valentine's Day. <br> -Ss. read and underline the keywords in the headline of the news item to confirm if their prediction was right or wrong. |
| DEVELOP MENT $(30 \mathrm{~min})$ | -T. hands out the news item about Valentine's Day and mentions that after reading, they will answer 6 different WH- Questions. <br> -Ss. read the second prediction that appears in their worksheet and select the answer that they consider the most appropriate. <br> T. mentions that to answer some questions they don't need to read the full text but scan it and look for specific information, <br> e.g., If the question is: when did the wedding take place? they need to look for a date, numbers, months, or years, but if the question is: Where did the wedding take place? an exact location is sought. <br> -Ss. answer the WH questions using the Scanning technique. <br> T. reads the headline, the drophead and the lead of the news item aloud to Ss. answer the following questions: <br> Why did they want to get married? How did they find out about the event? |
| $\begin{aligned} & \text { CLOSURE } \\ & (10 \mathrm{~min}) \end{aligned}$ | -Once the entire text has been read and the reading comprehension activity were answered, Ss. check if their prediction is correct. <br> -Ss answer the following reflection questions: <br> Is love only kissing, giving each other roses and chocolates? How do you show love? <br> Is there love at first sight or is love built over time? <br> T. checks that Ss. have the complete notes and confirm that there are no questions. (This activity is not graded because it is an exercise). |

TABLE 6: The steps of the third activity called Flowers-song by Miley Cyrus.

| ACTIVITY 3 |  |
| :---: | :---: |
| TIME | 30 minutes. |
| AIM | Students will be able to answer WH-Questions using the self-love news item to get the main idea of it by implementing the DRTA strategy and encouraging critical thinking. |
|  | $\begin{array}{c}\text { TEACHER } \\ \text { (T.) }\end{array}$ $\begin{array}{l}\text { Markers, whiteboard, and the students' worksheets in large size to } \\ \text { facilitate the development of the class. }\end{array}$ |
|  | STUDENTS <br> (Ss.) Students' worksheets which contain the news about the release of the <br> song by Miley Cyrus (See Annex 16), notebooks, pens, and glue. |
| WARM-UP <br> (5 min) | T. shares her answer about the reflection questions of the previous class to make a connection with the new topic presented. <br> -T. activates the Ss' prior knowledge by asking the following questions: <br> Have you ever suffered a love disappointment? Has your boyfriend/girlfriend been unfaithful to you? If your answer is yes, how did you react to that? <br> Ss. answer the questions and 3 of them to share their responses. <br> Ss. write a prediction about the topic of the news that they are going to read. |
| $\begin{aligned} & \text { DEVELOP } \\ & \text { MENT } \\ & (15 \mathrm{~min}) \end{aligned}$ | -T. plays a short part of Miley Cyrus' song to activate the Ss' schemata. <br> -Ss. answer orally the following questions: <br> Have you ever listened to this song? Do you know who Miley Cyrus is? What do you know about the song Flowers by Miley Cyrus? <br> T. hands out the worksheet that contains the news item about Miley Cyrus. <br> -Ss. read and underline the keywords in the headline of the news item to confirm if their prediction was right or wrong. <br> -T. read the news aloud and Ss. follow the reading with their eyes or with a pencil so as not to get lost. <br> -Ss. answer the reading comprehension activity, which is the 5 WH questions to get the main idea of the news. |
| CLOSURE <br> (10 min) | -Ss. answer the following questions in their notebooks to activate their critical thinking: <br> Do you agree with the phrase "If you are looking for a healthy relationship, you must build it by yourself"? Why? <br> -T . grades the activity. |

TABLE 7: The steps of the fourth activity called Miley Cyrus song on Instagram.

| ACTIVITY 4 |  |
| :---: | :---: |
| TIME | 30 minutes. |
| AIM | Students will be able to answer a "True and False sentence" reading comprehension activity once they have underlined the WH-Questions to get the main idea of the news about Miley Cyrus through the implementation of the DRTA strategy. |
| $\begin{gathered} \text { RESOURC } \\ \text { ES } \end{gathered}$ | TEACHER <br> (T.) ifferent phrases about love (self-love and someone loves you), news <br> headlines, markers, a whiteboard, and the students' worksheets in <br> large size to facilitate the development of the class. |
|  | STUDENTS <br> (Ss.) $\begin{aligned} & \text { Students' worksheets which contain a news article with a different } \\ & \text { point of view on the Miley Cyrus' song (See Annex 17), notebooks, } \\ & \text { pens, and glue. }\end{aligned}$ |
| $\begin{aligned} & \text { WARM-UP } \\ & (5 \mathrm{~min}) \end{aligned}$ | T. mentions that there are different points of view on the same topic and reads two phrases about love, from different perspectives to exemplify it. <br> -T. emphasises that there are different news items on the same subject, due to the author's point of view. <br> -T. writes 3 different predictions about the same topic and Ss. select the prediction with which they feel most identified with, although they can also write their own prediction, following the example. <br> I think that the news item will be about... |
| $\begin{aligned} & \text { DEVELOP } \\ & \text { MENT } \\ & (15 \mathrm{~min}) \end{aligned}$ | T. hands out the students' worksheets and checks the material pasted on their notebooks. <br> -Ss. read the true/false sentences identifying what information is required to answer the exercise and when they read the news, they pay attention to those details in the reading. <br> T. reads aloud the news on Instagram. <br> -Ss. answer the evaluative reading comprehension activity, which is the true/false sentences about the news item. |
| CLOSURE <br> (10 min) | -Ss. underline the answers to the 5 WH -Questions (What, When, Where, Who, Why) -Ss. confirm whether their prediction was correct or not. <br> $-T$. check the Ss' activities and gives the correct answers to the activities. |

TABLE 8: The steps of the fifth activity called the court case about Dani Alves.

| ACTIVITY 5 |  |
| :---: | :---: |
| TIME | 38 minutes. |
| AIM | Students will be able to give a legar sentence to Dani Alves using their critical thinking once they have appropriated the case information, underlining the answers to the 5 WH -Questions to obtain the main idea of the news. |
| RESOURC ES | TEACHER Image of the Pumas' soccer team, photo of Dani Alves, markers, <br> (T.) <br> whiteboard, and the students' worksheets in large size to facilitate the <br> development of the class.  |
|  | STUDENTS $\begin{array}{l}\text { Students' worksheets which contain the news about the sexual abuse } \\ \text { (Ss.) }\end{array}$ <br> $\begin{array}{l}\text { committed by Dani Alves (See Annex 18) , notebooks, pens, colours, } \\ \text { and glue. }\end{array}$  |
| $\begin{aligned} & \text { WARM-UP } \\ & (8 \mathrm{~min}) \end{aligned}$ | -T. activates Ss' prior knowledge, showing them an image of Pumas' soccer team, and says the baton of Pumas "goya, goya, cachun cahun ra ra, cachun cachun ra ra" to explain that this phrase has an English origin, which it is the following: "Go yeah, go yeah, catch on, catch on, run run". <br> -Ss. answer orally the following questions: <br> Who plays in the position of defence or midfielder in Pumas' soccer team? Do you know what happened with Dani Alves? <br> -Ss. predict what the news will be about. <br> T. shows an image of the player Dani Alves to activate their prior knowledge and shows the news item that they will read. |
| $\begin{aligned} & \text { DEVELOP } \\ & \text { MENT } \\ & (20 \mathrm{~min}) \end{aligned}$ | -T. hands out the worksheets which contain the news item about Dani Alves and checks it pasted on the Ss' notebooks. <br> -Ss. read and underline keywords in the news' headline to corroborate if their prediction was right or wrong. <br> -Ss. make another prediction about what they think will happen legally to Dani Alves. <br> T. reads the piece of news and Ss. follow the reading with a pencil not to get lost in this process. <br> -T. writes the WH-Questions on the whiteboard and Ss. copy them. <br> -Ss. answer the WH questions underlying with different colours the answer to each question in the news item. |
| $\begin{aligned} & \text { CLOSURE } \\ & (10 \mathrm{~min}) \end{aligned}$ | Ss. check if their second prediction is right or wrong. <br> -T. reads the last activity: What would you do if you were the judge? and the possible answers. <br> -Ss. discuss the answers in pairs to strengthen teamwork and when they finish, they mark it in their worksheet. <br> Ss. raise their hands according to the option that they consider is the best. <br> -T. asks the reasons for selecting that option and emphasises that they should not be based on the feelings they have for Dani Alves but on the evidence. <br> - T. gives the correct answer and explains why it is correct. |

TABLE 9: The steps of the sixth activity called the existence of aliens.

| ACTIVITY 6 |  |
| :---: | :---: |
| TIME | 50 minutes. |
| AIM | Students will be able to make a drawing about the exact characteristics of the aliens described by the two authors in the news to strengthen the development of reading comprehension using their creativity. |
| $\begin{gathered} \text { RESOURC } \\ \text { ES } \end{gathered}$ | TEACHER Words related to the news that will be read, flashcards about the parts <br> (T.) <br> of the body, markers, whiteboard, and the students' worksheets in <br> large size to facilitate the development of the class.  |
|  | STUDENTS <br> (Ss.) $\begin{aligned} & \text { Students' worksheets which contain the news about the alien } \\ & \text { invasion in Canada (See Annex 19), notebooks, pens, colours, and } \\ & \text { glue. }\end{aligned}$ |
| $\begin{aligned} & \text { WARM-UP } \\ & (5 \mathrm{~min}) \end{aligned}$ | -T. places different words in disorder on the whiteboard <br> Ss. predict the topic that they think the news will be about according to the words on the whiteboard. <br> -Ss. form a logical sentence with those words, using their prior knowledge. This sentence is the news headline. <br> -Ss. validate if their prediction is correct or incorrect. |
| $\begin{aligned} & \text { DEVELOP } \\ & \text { MENT } \\ & (20 \mathrm{~min}) \end{aligned}$ | -T. hands out the news article about the UFO shot down by the U.S.A. and checks the material in their notebooks. <br> -T. asks the following question: What do you know about UFOs in the U.S.A.? <br> -Ss. read the 5 reading comprehension questions and then listen to the reading with the purpose to locate important information to answer them. <br> -Ss. grade their answers about the reading comprehension after that T. gives them the answers. <br> -Ss. underline with a different colour the physical appearance of the alien by each author, e.g., in the news item, they underline with yellow physical appearance of the aliens according to Fergus Simpson and with blue the Charlotte Bisbe's description. -Ss. make a table, in the first column they draw the alien by Fergus, and in the second column, they draw Charlotte's alien following the description of each one in the news item. <br> T. helps them with some characteristics of Charlotte's alien. <br> -T. puts some flashcards on the whiteboard about the parts of the body to help Ss. with their comprehension. |
| $\begin{aligned} & \text { CLOSURE } \\ & (10 \mathrm{~min}) \end{aligned}$ | Ss. answer the following questions: <br> Which of the two aliens do you agree with? Do you think there are aliens in the world? And, for you... what is an alien like? <br> -T. check that Ss. have underlined the answer to each question and made the two drawings. The drawings are graded if they have all the elements described in the news article. |

TABLE 10: The steps of the first evaluative activity called murderer mystery.

## FIRST PARTIAL EVALUATIVE ACTIVITY

| TIME | 50 minutes. |
| :---: | :---: |
| AIM | Students will be able to solve a mysterious case using their critical thinking and the DRTA strategy to read the reading called "Who killed the king?" identifying who is to blame. |
| RESOURC ES | TEACHER <br> (T.) Pictures about the suspects, the reasons why they are the suspects in <br> the case on different coloured sheets, the sketch of the king's palace, <br> markers, whiteboard, and the students' worksheets in large size to <br> facilitate the development of the class. |
|  | STUDENTS $\begin{array}{l}\text { Students' worksheets which contain the case and the clues of the king } \\ \text { (Ss.) }\end{array}$ <br> $\begin{array}{l}\text { who was murdered in his palace (See } \underline{\text { Annex 20) }} \text { ), pencils, and } \\ \text { colours. }\end{array}$  |
|  | T. asks the following questions to activate Ss' prior knowledge about the topic of the reading: <br> Have you ever heard that someone was killed at their home? Where did they find him dead? Do you know who killed him? What were the reasons for the murder? <br> -T. mentions that for that day they are going to read a case of a king who was murdered in his palace, and they are going to be the detectives in charge. <br> - T. mentions that the suspects, in the case, are the queen, the princess, and the servant, and mentions a reason why they are considered accused. <br> -Ss. predict who of them killed the king. |
| $\begin{aligned} & \text { DEVELOP } \\ & \text { MENT } \\ & (35 \mathrm{~min}) \end{aligned}$ | -Ss. join in pairs or threes with peers near them and share their prediction to agree on who they think the murderer is. <br> -Meanwhile Ss. are discussing, the T. hands out the worksheets per team. <br> -Ss. write on a sheet who they think the culprit is, the reason, and the full names of the members of the team. <br> T. reads the activities. <br> -Ss. in teams, read the case, and the clues to answer the reading comprehension activities, which will help them discover who killed the king. <br> -The reading comprehension activities are the answers to 6 WH -Questions, the complementation of a chart, and the confirmation of their prediction. <br> -Ss. write who the murderer is and explain why they think so. |
| $\begin{aligned} & \text { CLOSURE } \\ & (3 \mathrm{~min}) \end{aligned}$ | Ss. answer the following questions: <br> Who is the murderer? What made you think that? Do you still agree with your first prediction? yes-no Why? <br> -Ss. hands their work over to the T . to be graded later. |

TABLE 11: The steps of the second evaluative activity called construct the news.

| TIME | 50 minutes. |
| :---: | :---: |
| AIM | Students will be able to link the parts of the different news items to build one according to the information from the previous reading, strengthening the students' critical thinking to eliminate irrelevant information. |
| RESOURC | TEACHER <br> (T.)$\quad$True - False sentences related to the previous reading "murder <br> mystery", markers, whiteboard, and the students" worksheets in large <br> size to facilitate the development of the class. |
|  | STUDENTS <br> (Ss.) Students' worksheets which contain the parts of different news items <br> about the previous reading (See Annex 21), notebooks, pens, and <br> colour. |
| WARM-UP <br> (8 min) | -T. gives feedback from the previous reading, answering the exercises in a quick and specific way, to activate their schemata of the previous reading. <br> T. mentions 4 sentences and Ss. indicate if they are true or false to strengthen the activation of their prior knowledge. These sentences are about the reading of the mystery case. <br> -Ss. mention if the sentence is true or false, if it is true Ss. raise their thumb but if the sentence is false, they lower their thumb. |
| $\begin{aligned} & \text { DEVELOP } \\ & \text { MENT } \\ & (20 \mathrm{~min}) \end{aligned}$ | -T. hands out the worksheets and Ss. take a piece of paper from their notebook to write the answers to the worksheets. <br> -Ss. write their full names and the group at the top of the sheet. <br> T. mentions the following: "Students the worksheet that you are going to read is divided into two parts; the first part is a short reading that gives you more information about the suspects and you need to complete a table with that information; in the second part you need to order different parts of the piece of news to create a news item that perfectly fits with the case read yesterday, so let's start with the short reading" <br> T. makes a table of 4 columns and 4 rows and Ss. copy it on their sheet of paper. -Ss. complete the table with that information. <br> Once Ss. complete the table, they read each part of the news item and select the option that best suits the reading that was read yesterday. (There are three very similar pieces of each part of the news, so they need to discard the parts that are wrong). <br> -Ss. write the number that corresponds to each section of the news item in the proper order. <br> T. monitors the work, walking through the rows. |
| CLOSURE <br> (10 min) | -Ss. make a drawing about how the body of a lifeless king was found to have a correct extra answer (it is optional). <br> -Meanwhile Ss. make the drawing, she collects the worksheets. <br> -When they finish, Ss. hand their sheet of paper over to the T. to be graded. |

## CHAPTER IV

## ANALYSIS OF THE ACTIVITIES AND FINDINGS

This chapter presents the results of the activities implemented of the DRTA strategy to favour the strengthening and development of reading comprehension. Additionally, through numbers and percentages, the results of the activities and the findings of each one and the comparative analysis of the grades of the final evaluation with those of the diagnosis are reported here to identify if there is progress in reading skills.

### 4.1. Analysis of each activity.

Research work that does not present the results of the activities that were designed and implemented is not useful. The same happens when a person who does not know how to make a cake wants to make one and implements a recipe written by a renowned chef (in this research, it is the selected strategy to developed reading comprehension) but he does not taste the cake, he does everything as the chef points out (the implementation of the designed activities) but he does not taste it (reports the findings), preventing us from knowing if the recipe is useful to implement it or not, as well as knowing if he added another ingredient that worked or not. Both cases are the same, and they are illogical. We need to report the findings of a research, which in this metaphor is to taste and report if the recipe is good or not.

In the procedure to make a cake, there were ten steps, two of them were to place the ingredients in a bowl to be mixed, and in this research, they are the exercises with an informal evaluation. Also, there were six steps where the cook repeatedly verified the consistency and flavour of the dough, needing an instrument of evaluation and in this work, they are the six implemented activities. Finally, once the cake was ready, it was necessary to eat it and indicate whether it was good or not, which in this work is the final evaluative activity to state if the DRTA strategy is useful for the development of reading comprehension in second-grade students in group " G ".

The analysis of each activity (steps to make the cake) is reported below.

### 4.1.1. Activity 1: Headlines

In this activity, students were able to underline keywords in different short sentences to facilitate their comprehension to select the section that each one belongs to. Moreover, this activity had two formal evaluations, the first one was the choice of the section of the newspaper once students read 5 different headlines as they usually did. The grades (ranging from one to ten) that students had in this activity are presented here. Of the 45 pupils (100\%) who presented the first activity (first evaluation), 10 students (22\%) had two, 9 learners (20\%) had four, 8 pupils (18\%) had zero, 7 students $(16 \%)$ had eight, 6 pupils ( $13 \%$ ) had six, and 5 learners ( $11 \%$ ) had ten. See the graph below.

GRAPH 1. Results of activity 1 - first evaluation by second-grade students.


As shown Graph 1, there were 18 students ( $40 \%$ ) who had grades from six to ten in the first activity, managing to link correctly three to five headings with their respective sections, while there were 27 students ( $60 \%$ ) who had grades from zero to four by identifying zero to two sections to which each heading belongs. So, more than the $50 \%$ of students had grades below five, managing to link zero to two headings with the correspondent section of the newspaper.

The findings observed through the application of this first evaluative activity were the following:

- The concern of students trying to understand all the words of a sentence written in English was evident.
- Some pupils asked for the meaning of each word.
- The minority of the learners asked the teacher to translate the sentence into Spanish, although this request was not accepted, and the teacher mimicked it so that pupils could understand it better.

When the teacher gave students the answers to the activity and taught them that it is not necessary to understand a text word by word to appropriate to the meaning of it, but that the essential thing is to grasp a few words (keywords) to understand it, they solved the second part of the first activity which was very similar to the previous one. Students in this second formal evaluation selected which headline corresponds to each section of the newspaper after underlining different keywords to facilitate their comprehension of it.

The grades (ranging from one to ten) that students had in this activity are presented here. Of the 45 students (100\%), 8 of them (18\%) had ten, 8 pupils (18\%) had eight, 5 students ( $11 \%$ ) had nine, 5 learners ( $11 \%$ ) had seven, 5 pupils ( $11 \%$ ) had six, 4 students ( $9 \%$ ) had five, 3 learners ( $7 \%$ ) had four, 3 students (7\%) had zero, 2 learners (4\%) had three, and 2 pupils (4\%) had two. See the graph below.

GRAPH 2. Results of the second evaluation once the teacher taught them to identify keywords.


Comparing both graphs presented above, a considerable difference can be observed. To exemplify, in the first evaluation, 5 students ( $11 \%$ ) had a ten rating, while in the second evaluation there were 8 pupils ( $18 \%$ ) with that grade, so learners who had a grade of ten increased by $7 \%$, while the students who had eight correct answers in the first evaluation were $7(16 \%)$ but in the second one were $8(18 \%)$, so they increased their grades by $2 \%$, finally, the pupils who had six correct answers in the first evaluation were $6(13 \%)$, in contrast to the 5 students ( $11 \%$ ) of the second evaluation, so they decreased their grades by $2 \%$. Data claim that students improved after having identified keywords. In the same way, the findings of this second evaluation are as follows.

- Students were more confident after underlining the keywords and linking them to the sections of the newspaper they belong to.
- The students related the keywords to their prior knowledge and some of them remembered having read that headline before reading it in class, maybe in their free time, which helped their comprehension.


### 4.1.2. Exercise 1: Parts of the news item

After the implementation of activity one, exercise one was carried out, and in this exercise, students were able to read the format of the news item to familiarise themselves with it and locate relevant information efficiently, as well as to be introduced to the development of the DRTA strategy. Additionally, exercise one did not have a formal evaluation, but an informal evaluation was implemented, discovering the following findings:

- The students' prior knowledge was adequately activated through a picture of the topic of common interest that most students knew, which was the earthquake in Turkey and Syria.
- Pupils managed to identify the parts of the news successfully, reading the format of the news item to appropriate its structure.
- The verification of the students' prediction had an impact on them since when they realised that it was correct, they applauded or were euphoric.


### 4.1.3. Activity 2: Review of the parts of the news item

This activity was a reading about the earthquake in Turkey and Syria, published on the social network "Instagram", with the purpose to train students to read the format of a news item to find the most important information there. Instagram was chosen since students are used to this type of publication, although it should be noted that pupils read images with little text, that is why, it is important to train the students' eyes to locate information quickly.

In the second activity, there were two formal evaluations, the first one consisted of identifying the parts of a news item and verifying if students understood the difference between the name of the newspaper, headline, dropline, lead, body, photo, caption, byline, dateline, and section. The grades (ranging from one to ten) that students had in this activity are presented here. Of the 45 students ( $100 \%$ ) who presented this activity, 11 of them ( $24 \%$ ) had nine, 11 pupils ( $24 \%$ ) had eight, 10 learners ( $22 \%$ ) had ten, 6 students ( $13 \%$ ) had six, 6 learners ( $13 \%$ ) had four, 5 pupils ( $11 \%$ ) had seven, 4 students ( $9 \%$ ) had five, and 2 learners ( $4 \%$ ) had three. See the graph below.

GRAPH 3. Results of the first evaluation on activity 2 - the parts of a news item.


During the application of the second activity, the following findings were identified.

- Students find identifying the parts of the news item published on Instagram easy because they are in direct contact with this type of publication.
- The students were comfortable answering this activity since they learned the mnemonics of the parts of the news "HeLeNa Drogada Por Su BBoca" and this facilitated the process.

The second formal evaluation of the second activity was the relationship of the columns having the following grades (ranging from one to ten). Of the 45 students ( $100 \%$ ) who answered this activity, 23 of them (51\%) had ten, 10 pupils ( $22 \%$ ) had six, 9 learners ( $20 \%$ ) had one, and 3 students ( $7 \%$ ) had zero. See the graph below.

GRAPH 4. Results of the second evaluation on activity 2 - the column relationship.


Analysing the previous graph, 33 students ( $73 \%$ ) of the 45 pupils ( $100 \%$ ) had a grade from six to ten, managing to relate from three to five parts of the news article with the information that the reader can find there, while 12 students ( $27 \%$ ) had a grade from zero to five, relating one part of the piece of news with the information that corresponds to it. It can be established that learners answered this activity with $66.4 \%$ of effectiveness. Similarly, the findings of this activity are as follows.

- Students were able to apply their previous knowledge (keyword identification) to be able to answer the matching column activity.
- Learners returned to the news where they wrote the parts of the news and read two to three lines of it to realise what information was there, and they were able to answer the activity.
- When some students doubted the information they could find in a part of the news, they omitted it and answered the rest of them and the one that remained was their partner.


### 4.1.4. Exercise 2: Valentine's Day news

After the application of the second activity, exercise two was carried out which had the purpose to introduce students to the textual reading of a news item following the DRTA strategy to guide them in the comprehension of a text.

The news item of this exercise was "More than 250 couples got married at City Hall on Valentine's Day" in which learners read the headline, dropline, and lead. Moreover, it is important to establish that although this activity did not have a formal evaluation, the answers to the Wh-Questions, the predictions, and the answers to the reflection questions to encourage critical thinking were reviewed as an informal evaluation. Finally, the findings discovered in the application of the second exercise were the following.

- Pupils were hooked on the reading activity after having seen the wedding images and making comments among themselves.
- Students do not have enough vocabulary to make predictions in English, that is why the teacher gave them some prediction options and they selected the one that was closest to their ideas.
- Learners had no trouble locating the answer to WH-Questions and grasped the main idea quickly.
- The intrigue and taste of pupils to answer the reflection questions were evident. In fact, some of them asked their classmates if they believed that love at first sight exists.
- Most of the students answered the reflection questions in Spanish since they wanted to express themselves in a better way, although some of them did it in English (the minority).


### 4.1.5. Activity 3: Flowers - Song by Miley Cyrus

This activity consisted of reading a printed news item in a newspaper about the release of the song Flowers by Miley Cyrus. In this activity, students were able to answer the WH-Questions using the self-love news item.

It is important to highlight that there were two evaluations applied in this activity, a formal evaluation and an informal one. The formal evaluation was the students' answers to the WHquestion, verifying if they have doubts to apply the scanning technique to look for specific data, as well as the application of skimming to answer some questions that not only implies the literal level of reading comprehension.

The grades (ranging from one to ten) that students had in this activity are presented here. Of the 44 students (100\%) who presented this activity, 12 of them ( $27 \%$ ) had a grade of eight as they answer correctly 5 Wh -Questions, 9 pupils ( $20 \%$ ) had a scored of seven because they answer 4 WH Questions, 9 learners (20\%) got five answering 3 WH-Questions, 6 students ( $14 \%$ ) obtain three achieving to answer correctly $2 \mathrm{WH}-$ Questions, 6 learners (14\%) had ten as they answer correctly the 6 WH -Questions, 1 student (2\%) got two because he answer $1 \mathrm{WH}-Q u e s t i o n$, and 1 pupil (2\%) had zero. See the graph below.

GRAPH 5. Results of the formal evaluation on activity 3 - WH-questions about reading the news.


The graph above shows that $40 \%$ represented by 18 students managed to answer correctly from zero to three questions, while $60 \%$ ( 26 pupils) answered correctly from four to six questions in the written form. Therefore, there is a higher percentage of learners who answered four to six questions correctly. Additionally, the percentage of effectiveness of the formal evaluation of the third activity is $62 \%$, and the findings of this activity are the following.

- Second-grade students presented greater problems in identifying the answers to the questions: Why did they get married in the city hall? and how did they find out about the free community wedding? rather than in the questions: What happened? When did it happen? Where did it happen? and Who wrote the news? Because the last questions are from the literal level of reading comprehension.

The second evaluation of the third activity was informal, which consisted of the answers to the reflection questions, generated questions, as well as the formulation of the prediction and the corroboration of it. Students were completely hooked by the reading of this news item since it was about a love affair, starting with the answer to questions based on their own perspective on infidelity, creating a very small debate about this topic. Together with these questions, the chorus of the Miley Cyrus' song was placed to activate their prior knowledge about this new song. Moreover, this activity had great acceptance and interest by students since the news was not about a conventional topic, but this was based on their tastes and their context.

The students selected one of the three prediction options provided by the teacher, the options were: a) I think the news will talk about that the Miley Cyrus' song is a response to the infidelity made by her ex-husband b) I think the news will talk about that the Miley Cyrus' song is a response to the song "When I was your man" by Bruno Mars c) I think the news will talk about that the Miley Cyrus' song has been the worst of her career. The grades (ranging from one to ten) that students had in this activity are presented here. Of the 44 students ( $100 \%$ ), 27 of them ( $61 \%$ ) selected option "B", 15 pupils (34\%) picked option "A", and only 2 learners (5\%) marked option "C". See the graph below.

GRAPH 6. Results of the predictions on activity 3 - informal evaluation.


Once students proved which of the three options was the best according to the news item, it was concluded that only ( $34 \%$ ) 15 learners had their prediction well, since the correct selected option "a", I think the news will talk about the Miley Cyrus' song as a response to the infidelity made by her ex-husband". Moreover, the findings found in this informal evaluation are the following.

- Students were very entertained and caught up in the topic of the news because it was based on their context.
- Learners were excited once the correct prediction was given since they were fine, arguing among themselves that they are magicians for correctly guessing what the news would be about.
- The reflection questions to develop the students' critical thinking were very enjoyable for the teacher, since in the answers she could see the personality of each student.
- Through the reflection questions, most of the students concluded that love first occurs in themselves to love someone else later.
- The news had an impact on the lives of some students since six of them mentioned that they must learn to be assertive and love themselves first to love someone else, arguing that they have had a toxic relationship for fear that that person will leave their life.


### 4.1.6. Activity 4: Miley Cyrus' song on Instagram

This activity was reading the news about the release of the song "Flowers" by Miley Cyrus published on the social network "Instagram" and like the previous activity, this was based on the development of reading comprehension through the DRTA strategy. In this activity pupils were able to answer a reading comprehension activity "True and False sentence" once they had underlined the WH-Questions to obtain the main idea of the news item.

The fourth activity had two formal evaluations. The first one was the identification of the WHquestions to obtain the main idea of the news item. The grades (ranging from one to ten) that students had in this activity are presented here. Of the 46 students ( $100 \%$ ) who presented this activity, 20 learners ( $43 \%$ ) had a grade of ten answering correctly the 5 WH -Questions, 12 pupils $(26 \%)$ got a grade of six because they answered 3 Wh -questions correctly, 10 students ( $22 \%$ ) had a grade of eight with 4 correct WH-Questions, 3 learners ( $7 \%$ ) had a grade of four obtaining 2 right WH-Questions, and 1 student (2\%) got a grade of two answering only one WH-Question. See the graph below.

GRAPH 7. Results of the first evaluation on activity 4 - WH-questions about reading the news.


Analysing the previous graph in comparison with graph 6 of the third activity, where students answered WH-Questions after reading the news. In the fourth activity, there were 30 learners (65\%) who answered four or five WH questions correctly, while in the third activity there were 26 pupils
( $60 \%$ ) who answered correctly from four to six questions, so the students who answered from four to six questions correctly increased by $5 \%$. Moreover, the learners who answered from zero to three WH-Questions in the fourth activity there were 16 (35\%), while in the third activity there were 18 students (40\%), so the number of students in the fourth activity who answered from zero to three questions correctly decreased $5 \%$ which is good. Additionally, the findings of the fourth activity in the first evaluation are the following.

- Pupils activated their prior knowledge appropriately, getting them hooked on the news.
- The percentage of effectiveness of this first evaluation of activity four is $80 \%$ while in the formal evaluation of activity three, it was $62 \%$, increasing the effectiveness of the activity by $18 \%$.
- Students did not present many problems in answering the WH questions since the format (news in Instagram) is familiar to them.

The second evaluation in the fourth activity was the answer to the reading comprehension activity which was a true false sentence. The grades (ranging from one to ten) that students had in this activity are presented here. Of the 46 students ( $100 \%$ ) who presented this activity, 20 pupils ( $43 \%$ ) had ten, 15 learners (33\%) had eight, and 11 students (24\%) had six. See the graph below.

GRAPH 8. Results of the second evaluation - true false sentences activity.


The graph above shows that students scored from six to ten, eliminating pupils who had grades from zero to five. Likewise, the percentage of effectiveness of this activity was $84 \%$, a good percentage to answer a reading comprehension activity in English. Moreover, the findings of the second formal evaluation of the fourth activity are the following.

- Answering a different activity after reading the news motivated students because their reading comprehension was checked differently.
- The fact that students answered the WH-Questions before answering the formal reading comprehension activity makes answering the reading comprehension activity "True-False sentences" easy because students had a clear idea of what the news talks about.
- Some pupils answered some True-False sentences by memory, but it is important to indicate that few sentences needed to return to the reading to locate key elements but not to re-read the whole news, as they did in the diagnosis, and learners did it in the first way explained above.


### 4.1.7. Activity 5: Sports news - The case of Dani Alves

This activity consisted of reading the news about the legal case of Dani Alves to develop the students' critical thinking, and like the previous activities, this one was based on the development of reading comprehension through the DRTA strategy. In fact, pupils were able to give a legal sentence to Dani Alves using their critical thinking once they have appropriated the case information, underlining the answers to the five WH-Questions to obtain the main idea of it.

This activity had two evaluations (formal and informal). The formal evaluation consisted of the answer to five reading comprehension questions to have a clear idea of the news. The grades (ranging from one to ten) that students had in this activity are presented here. Of the 46 students ( $100 \%$ ) who presented this activity, 28 of them (61\%) had ten answering five questions correctly, 13 pupils (28\%) had eight answering four questions, 4 learners ( $9 \%$ ) had six answering three questions correctly, and 1 student ( $2 \%$ ) had four answering two questions. See the graph below.

GRAPH 9. Results of the formal evaluation of the fifth activity - WH-Question activity.


Analysing the previous graph in comparison with graph 7 of the fourth activity, where students answered five WH-Questions after reading the news. In the fourth activity there were 30 students (65\%) who answered four or five WH-Questions correctly, while in the fifth activity there were 41 pupils ( $89 \%$ ), so the number of students who answered four or five questions correctly increased by $24 \%$. Moreover, the learners who answered from zero to three WH-Questions in activity four were 16 ( $35 \%$ ), while in the fifth activity were 5 students ( $11 \%$ ), decreasing the number of pupils who had answered correctly from zero to three questions by $24 \%$, which is good. Additionally, the findings of the fifth activity in the formal evaluation are the following.

- The fact that the news was based on topics of the students' context facilitated the understanding and the degree of involvement that learners have with the activity and in this case, most of the second-grade students knew what had happened with Dani Alves which allowed it to be a topic to discuss.
- The percentage of effectiveness of this formal evaluation is $90 \%$ while in the first evaluation of the fourth activity was $80 \%$, increasing by $10 \%$ the effectiveness of students' performance in the fifth activity.
- The level of literal reading comprehension is successfully achieved, which allows it to open the way to the level of inferential comprehension.

The second evaluation in the fifth activity was informal, where students put themselves in the place of the judge in charge of giving Dani Alves a legal sentence, so they had to read what the law on Sexual Freedom, and the articles 178 and 180 of the Penal Code say about how to act in case of rape. Once students read a very short fragment of those laws, they chose one legal sentence from three different options given by the teacher.

Option one was "According to the Law for Sexual Freedom, the aggressor must be in prison from one to four years, but if one of them is drunk, it extends up to ten years, so Dani Alves must be in prison for ten years", the option two was "Give Dani Alves the possibility of freedom while a date is set for the case", and the three option was "According to articles 178 and 180 of the Penal Code in Spain, any act committed against the sexual freedom of a person, carried out without their consent, will give the aggressor one to two years in prison, so Dani Alves must be in prison for two years". Although this activity was not graded with a number, the students' option was counted and registered, and those results are the following.

Of the 46 students ( $100 \%$ ), 24 of them ( $52 \%$ ) marked option two, as the legal sentence that they would give to Dani Alves. Moreover, 13 pupils (28\%) selected option three. 7 learners (15\%) selected option one. Finally, 2 students (4\%) did not select any option. See the graph below.

GRAPH 10. Results of the informal evaluation on activity 5 -


The option that is the best based on the news item was option three. The first one was discarded because the news did not state textually that Alves and the victim were drunk. The second option was discarded because the news indicates that Dani Alves tried to flee the country, therefore if he is free in the country he will flee again. The option three indicates that for sexual abuse he deserves one to two years in prison, so he deserves that legal sentence. Therefore, only 13 students (28\%) were objective in linking all the elements of the news item to be able to decide which option was the best for the judge and they were right.

The findings in this informal evaluation are the following.

- Some students to establish a value judgement tend to rely on the appreciation they have for that person before analysing the facts. Exemplifying the above, some of them said that Dani Alves was innocent although this news item indicated that the girl presented injuries during intercourse and her clothes were torn.
- Students need to be taught to differentiate when it is necessary to involve their emotions and when they should be objective.


### 4.1.8. Activity 6: The existence of aliens

This activity was about a US plane knocking over another undefined flying object (UFO) that was flying over Canada. In the sixth activity, students were able to make a drawing about the exact characteristics of the aliens described by the two authors in the news to strengthen the development of reading comprehension through creativity.

Once students read the news, they answered "Yes, it does" and "No, it does not" to five different reading comprehension questions in the form of a list, considering this as the formal evaluation of the two evaluations (formal and informal) that took place in this activity. The grades (ranging from one to ten) that students had in this activity are the following. Of the 47 students $(100 \%)$ who represented this activity, 30 pupils ( $64 \%$ ) had ten, 11 learners ( $23 \%$ ) had eight, 5 students ( $11 \%$ ) had six, and 1 pupil ( $2 \%$ ) had four. See the graph below.

GRAPH 11. Results of the formal evaluation on activity 6-5 reading comprehension questions.


The graph above shows considerable progress since 41 students ( $87 \%$ ) correctly answered four or five questions having a grade from eight to ten, while 6 students (13\%) correctly answered two or three questions, eliminating a percentage of students who in previous evaluations had from zero to three grades. In addition, the findings in this informal evaluation are the following.

- Before answering this activity, students underlined the WH-questions in the news item to get the main idea of it, which facilitated their reading comprehension.
- Pupils found answering the five comprehension questions quickly.
- The percentage of effectiveness of the formal evaluation in the sixth activity was $90 \%$, the same as in the formal evaluation of activity five, indicating that learners maintained this percentage of performance in both activities.

The informal evaluation of the sixth activity considered three parts; the drawing of the alien described by Fergus Simpson in the news item, the drawing of the alien described by Charlotte Bisbe and the answer to three points of view questions about the existence of the aliens.

The drawings of the aliens by Fergus and Charlotte were reviewed through the categories "Good, Regular, and Bad". The good drawing had to have all the characteristics described in the news, such as body size, head shape, size of ears, nose, arms, hands, and feet. In the regular work, students omitted three to four characteristics of the aliens, and finally, the bad work indicates that pupils did
not make the drawing, or it has no relation to the description of each alien. The grades (ranging from one to ten) that students had in this informal evaluation are the following.

Of the 47 students ( $100 \%$ ) who represent this activity, 34 of them ( $72 \%$ ) had a good drawing of the alien by Charlotte Bisbe, meanwhile, 25 students (53\%) had a good drawing of the alien by Fergus Simpson, 11 pupils (23\%) had a regular work because they omitted some characteristics of the alien created by Charlotte Bisbe, whereas 17 learners (36\%) had a regular drawing of the Fergus' alien, and 2 students (4\%) had a bad drawing of Charlotte's alien because they did not do anything or their drawing was not related to the description of the news item, meanwhile 5 pupils ( $11 \%$ ) had a bad drawing in the alien proposed by Fergus. See the graph below.

GRAPH 12. Results of the informal evaluation on activity 6 - drawings of the aliens.


The findings in this informal evaluation are the following.

- Students presented greater difficulty in the realisation of the drawing of the alien proposed by Fergus Simpson, specifically drawing its nose, ears, and arms, rather than the Charlottes' alien because it breaks with the students' prior idea about the physical anatomy of an alien.
- Making a drawing that demonstrates the pupils' reading comprehension in detail motivated them a lot since they were enthusiastic and happy when they saw their classmates' drawing.
- Drawing, being another reading comprehension activity, facilitates the work of teachers in an incomparable way to check their understanding, since it is faster than reading the students' answers to questions.
- When the teacher wants to place a drawing again to check the learners' reading comprehension, it must be specific and concrete to qualify the subjective from the objective.
- Anticipating the problems that students may face were very useful since in this activity pupils had vocabulary problems about the parts of the body, but the teacher put flashcards on the board and they saw the part of the body that they cannot remember to make their drawing, which facilitated a lot of their understanding.

The informal evaluation of this activity also considered the three points of view questions about the aliens. These questions were Question one- Which of the two descriptions of the aliens do you agree with? Question two- Do you think there are aliens in the world? Finally, question three- For you... What is an alien like? The results are presented below.

Of the 47 students ( $100 \%$ ), 32 pupils ( $68 \%$ ) considered that aliens are more like the one proposed by Charlotte, 13 learners ( $28 \%$ ) stated that aliens are more like Fergus's and 2 students ( $4 \%$ ) did not answer question one. Additionally, the results of the second question are as follows, of the 47 pupils ( $100 \%$ ), 47 learners ( $100 \%$ ) consider that aliens exist. Finally, of the 47 students ( $100 \%$ ), 32 of them ( $68 \%$ ) answered the third question by making a drawing, 6 learners ( $13 \%$ ) wrote it in English, and 9 pupils (19\%) did not answer the question. See the graph below.

GRAPH 13. Results of the informal evaluation on activity 6 - points of view questions.


Some findings discovered in this second informal evaluation are the following.

- Students felt very comfortable and involved to be able to express their creativity through a drawing of a topic of their interest and uncommon in educational environments such as talking about the existence of aliens.
- The alien proposed by Charlotte was more attached to the pupils' ideas, indicating that aliens are small, bald, with a large and oval head, etc.
- 6 learners ( $13 \%$ ) answered the question of what they thought the aliens were like in English written form, while 32 of them ( $68 \%$ ) made a drawing of their alien. It can be noticed that some pupils followed the example of the news and created their description. (Reading is a model for written production).


### 4.1.9. Final evaluation

Once the six activities and the two exercises were applied to develop reading comprehension in second-grade students of the Escuela Secundaria Oficial No. 0003 "Lic. Benito Juárez", the two partial evaluative activities were applied, and each one is explained below.

## 1. The first partial evaluative activity: Murder mystery

This activity was developed in teams of three to two students, who oversaw solving a mystery case, specifically, pupils were able to be the detectives to discover who was the murderer of King Alfred, using their critical thinking and the DRTA strategy to read the reading called "Who killed the king?".

This partial evaluative activity had a formal evaluation that considered the following four parts to give students a grade.

1. The learners' prediction of who they believed was the murderer after hearing the reasons why the princess, the servant and the queen are the suspects.
2. The underlined answers to six WH-Questions in the reading "Case" to obtain the main idea of the text.
3. The complementation of the table with the questions: Who is the queen, the servant, and the princess? Who do they love? and where were they when the king died? to enhance the pupils' critical thinking using the "Clues" reading to discover who killed the King.
4. The confirmation or rejection of the students' prediction, answering four last reflective questions.

The total number of the correct answers in the four parts of this formal evaluation were 20, so each answer had a value of 0.5 adding a total of ten. The grades (ranging from one to ten) that students had in this activity are the following. Of the 46 students ( $100 \%$ ) who presented this activity, 21 of them ( $46 \%$ ) had ten, 9 pupils ( $20 \%$ ) had nine, 6 learners ( $13 \%$ ) had eight, 5 students ( $11 \%$ ) had seven, 3 learners (7\%) had six and 2 students (4\%) had five. See the following graph.

GRAPH 14. Results of the first partial evaluation activity - the murder mystery case.


After analysing the graph 14, it can be said that the percentage of effectiveness that students got in this activity was $87 \%$. Additionally, the findings discovered during the application of this activity are the following.

- Pupils were hooked on solving the case once their prior knowledge was activated and the predictions were made. In fact, some students commented that the murderer is not the servant because if she wanted to be the queen, she would have killed the queen and not the king, or the princess is not the murderer because her argument is not very convincing, or the queen is the murderer because she looks physically evil or the servant is the murderer because that always happens in the real life...
- As students were involved in this activity, they were motivated to read and understand texts written in English.
- Learners had no problems locating important specific information, they underlined the answer to the reading comprehension WH-Questions without trouble.
- Pupils presented difficulties in reading the clues to answer the table which required a deeper thinking, but to avoid those problems, the teacher answered one of the clues so that learners knew how to do it in a contextualised way.
- When students realised who was the murderer of King Alfred by the reasons that that person was in the same place where the king was dead, learners were very angry, making the following comments: "Noooo, it can't be true", "The killer is the fucking reyna", "No mames es la reyna", "La reina era infiel y quería seguir con su amante por eso mató al rey", "No mames" and "Is the queeeeen". Expressions that denote the degree of involvement they had with the reading.
- When students answered the question, What made you think that the (queen, servant or princess) was the murderer? they wrote very interesting answers for example that the queen learned of the king's infidelity with the servant and killed him, or the king realised that the queen had a relationship with the bodyguard so she killed him to anyone discover that she is unfaithful, or that the queen read a letter that the servant made to the king telling him that they were going to run away to love each other and that's why she killed him.
- This activity was very enjoyable for students since working in pairs or trios and they were not ashamed to share their thoughts because they are equals, facilitating the development of the class, but also the teacher enjoyed this activity, specifically reading the learners' responses based on their prior knowledge and logic.


## 2. The second partial evaluative activity: Construct the news

In this second partial evaluation, students were able to link the parts of the different news to build one according to the information from the previous reading "Who killed the king? ", strengthening the students' critical thinking to eliminate irrelevant information.

This activity had a formal evaluation that was divided into three parts. The first part was an exercise of a short reading based on the development of students' critical thinking and this reading gave pupils' more information about the suspects. The second one was the correct order of a news item reporting the death of king Alfred. Finally, the third part of this formal evaluation was a drawing of how the king was found dead, but this last activity was optional to earn a one extra answer in case that pupils had done badly in the first or second activity.

The grades (ranging from one to ten) that students had in this formal evaluation are the following. Of the 44 students ( $100 \%$ ) who presented this activity, 13 of them ( $30 \%$ ) had eight, 11 pupils ( $25 \%$ )
had ten, 9 learners (20\%) had nine, 4 students ( $9 \%$ ) had six, 3 learners ( $7 \%$ ) had seven, 3 pupils (7\%) had five, 1 student (2\%) had four. See the following graph.

GRAPH 15. Results in the second partial evaluation activity by second-grade students.


After analysing the graph 15 , it can be concluded that students presented more problems in the second partial evaluative activity rather than in the first. To exemplify the above, in the first partial evaluative activity 21 learners ( $46 \%$ ) had a grade of 10 , while in the second one, there were only 11 students (25\%) with that grade, so the number of students who got a grade of 10 decreased $35 \%$ and one possible reason why this happened is that the second partial activity was carried out individually, unlike the first partial activity.

Some findings discovered in this second partial evaluative activity are the following.

- Some pupils had problems identifying the written numbers with their graphic form, so they were not able to write the correct age of each suspect. Besides this, some learners did not complete the table and that is why they had low grades rather than the first partial activity.
- The data of the news item were very specific and although that data was given to students in the previous class, not all students focused on them, for example:
- Two of the three headlines in this activity could be correct. However, one of them had a wrong date indicating that the news item came out before the event had happened, something illogical so that option was discarded.
- Of the three drop-lines presented, one of them was about that King Alfred died eating and students discarded it immediately, but the other two options that students needed to select were about the person who was the detective in charge to solve the mystery and they selected that the detective was Joseph Latour and not the secondgrade students in group " $G$ ", which was the right option (Data that had been given them in the first partial activity at the beginning).
- Some students (in the minority) had problems in choosing the conclusion of the news article since this activity required the use of their critical thinking once a short version of article 138 of the Penal Code was read.

On the other hand, the final grade in the final activity was obtained once the two partial evaluative activities' grades for each student were added, multiplied by 10 and divided by 20 , thus making the comparison process easy, which aimed to find out if students had made progress in their reading comprehension or not. The grades (ranging from one to ten) that students had in the final evaluation are the following.

Of the 47 learners ( $100 \%$ ) who presented both partial evaluation activities or at least one of them, the grades that they obtained were the following. 15 students ( $32 \%$ ) had nine, 14 pupils ( $30 \%$ ) had ten, 11 learners ( $23 \%$ ) had eight, 3 students ( $6 \%$ ) had seven, 2 learners ( $4 \%$ ) had six, and 2 pupils (4\%) had five. See the graph below.

GRAPH 16. Results of the final evaluation - the average of the first and second partial evaluation.


The findings of this final evaluation are the following.

- Students have a good command of reading comprehension since 40 students ( $85 \%$ ) had a final grade from eight to ten, while 7 students ( $15 \%$ ) had a grade of five to seven.
- The percentage of effectiveness reached by the students in the final evaluation was $86 \%$, and in comparation to the evaluation of the six activity, it decreased by $4 \%$, since they came out lower in the second evaluative activity because they answered this exam-type activity without being able to dialogue with their classmates.


### 4.3. Analysis of the final evaluation and the diagnostic test

Making a rigorous and detailed analysis of the grades obtained by second-grade students of Escuela Secundaria Oficial No. 0003 "Lic. Benito Juárez" in the diagnostic test, and the final evaluation, after exercises one and two, as well as activities one, two, three, four, five and six have been implemented, the following data are obtained.

Of the 47 students ( $100 \%$ ) who presented both activities, 3 of them ( $6 \%$ ) in the diagnostic test had a grade of ten meanwhile in the final evaluation there were 14 (30\%), 3 pupils ( $6 \%$ ) in the diagnostic test who had a grade of nine whereas in the final evaluation there were 15 ( $32 \%$ ), 4 learners $(9 \%)$ in the diagnostic test who had a grade of eight, while in the final evaluation there were $11(23 \%), 8$ students $(17 \%)$ in the diagnostic test who had a grade of seven and in the final evaluation there were $3(6 \%)$, 7 learners ( $15 \%$ ) in the diagnostic test who had a grade of six in contrast to the 2 students (4\%) who obtained in the final evaluation a grade of six, 5 pupils (11\%) in the diagnostic test had a grade of five whereas in the final evaluation there were $2(4 \%), 7$ learners ( $15 \%$ ) in the diagnostic test who had a grade of four and in the final evaluation there was no student with that grade, 6 pupils (13\%) in the diagnostic test who had a grade of three, meanwhile in the final evaluation there was no student with that grade, 3 students ( $6 \%$ ) in the diagnostic test who had a grade of two and in the final evaluation there was no student with that grade and finally, 1 pupil (2\%) had a grade of one in the diagnostic test, while there was no student in the in the final evaluation with that grade. See the graph below.

GRAPH 17. Comparison of the grades in the final evaluation against the diagnostic test.


Analysing the previous graph is notorious for the difference in terms of the improvement in reading comprehension in English that students had. For example, in relation to grade ten, there was an increase of $24 \%$ of the students who got ten. In grade nine there was an increase of $26 \%$ of the learners who had nine. In grade eight there was an increase of $14 \%$ of students who got that grade. Finally, in grade seven, there was a decrease of $11 \%$ of students who got seven, data that indicate that learners improve their reading comprehension.

On the other hand, analysing the students' grades in the diagnostic test and the final evaluation, which resulted from the average of the first and second partial activities, it can be said that all students increased from one to seven points or kept their grades. Data obtained from the following table.

TABLE 12. Increase in their grades of the diagnosis and of the final evaluative activity.

| Student | Diagnostic Test | First partial activity | Second partial activity | Final evaluation | Increase |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 7 | 9 | 9 | 9 | 2 |
| 2 | 9 | 10 | 10 | 10 | 1 |
| 3 | 7 | 9 | 9 | 9 | 2 |
| 4 | 4 | 9 | 10 | 10 | 6 |
| 5 | 1 | 5 | 4 | 5 | 4 |
| 6 | 10 | 10 | 10 | 10 | 0 |
| 7 | 8 | 10 | 8 | 9 | 1 |
| 8 | 5 | 8 | 10 | 9 | 4 |
| 9 | 5 | 9 | 7 | 8 | 3 |
| 10 | 6 | 10 | 9 | 10 | 4 |
| 11 | 4 | 7 | 9 | 8 | 4 |
| 12 | 2 | 7 | 8 | 8 | 6 |
| 13 | 8 | 10 | 9 | 10 | 2 |
| 14 | 6 | . | 6 | 6 | 0 |
| 15 | 6 | 7 | 8 | 8 | 2 |
| 16 | 3 | 10 | 10 | 10 | 7 |
| 17 | 3 | 6 | 9 | 8 | 5 |
| 18 | 7 | 10 | 8 | 9 | 2 |
| 19 | 7 | 9 |  | 9 | 2 |
| 20 | 8 | 10 | 7 | 9 | 1 |
| 21 | 4 | 8 | 9 | 9 | 5 |
| 22 | 6 | 10 | 10 | 10 | 4 |
| 23 | 5 | 7 | 8 | 8 | 3 |
| 24 | 8 | 10 | 9 | 10 | 2 |
| 25 | 4 | 8 | 8 | 8 | 4 |


| Student | Diagnostic Test | First partial activity | Second partial activity | Final evaluation | Increase |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 26 | 6 | 9 |  | 9 | 3 |
| 27 | 9 | 10 | 7 | 9 | 0 |
| 28 | 2 | 6 | 6 | 6 | 4 |
| 29 | 6 | 9 | 8 | 9 | 3 |
| 30 | 7 | 10 | 10 | 10 | 3 |
| 31 | 10 | 10 |  | 10 | 0 |
| 32 | 3 | 6 | 8 | 7 | 4 |
| 33 | 4 | 10 | 8 | 9 | 5 |
| 34 | 6 | 10 | 8 | 9 | 3 |
| 35 | 2 | 8 | 9 | 9 | 7 |
| 36 | 5 | 9 | 5 | 7 | 2 |
| 37 | 9 | 10 | 10 | 10 | 1 |
| 38 | 4 | 8 | 8 | 8 | 4 |
| 39 | 7 | 10 | 6 | 8 | 1 |
| 40 | 7 | 10 | 5 | 8 | 1 |
| 41 | 3 | 7 | 6 | 7 | 4 |
| 42 | 7 | 10 | 10 | 10 | 3 |
| 43 | 4 | 9 | 8 | 9 | 5 |
| 44 | 3 | 5 | 5 | 5 | 2 |
| 45 | 10 | 10 | 10 | 10 | 0 |
| 46 | 5 | 10 | 10 | 10 | 5 |
| 47 | 3 | 8 | 8 | 8 | 5 |

According to the above data, it can be concluded that of the 47 students ( $100 \%$ ), 10 of them ( $21 \%$ ) increased by four points equivalent to $20 \%$, 9 pupils ( $19 \%$ ) increased by two points equivalent to $10 \%, 7$ learners ( $15 \%$ ) increased by three points equivalent to $15 \%, 6$ students ( $13 \%$ ) increased by one point equivalent to $5 \%, 6$ pupils ( $13 \%$ ) increased by five points equivalent to $25 \%$, 2 learners
(4\%) increased by six points equivalent to $30 \%$, and 2 students ( $4 \%$ ) increased by seven points equivalent to $35 \%$. See the following graph.

GRAPH 18. Increase in the diagnosis and final evaluation' grades by some students.


In conclusion, 42 students ( $89 \%$ ) improved their reading comprehension from $5 \%$ to $35 \%$, while 5 learners ( $11 \%$ ) maintained their grades and no pupil was under their grade, which indicates that learners will be benefited through the application of the implemented activities based on the DRTA strategy, because the complete group improved $28 \%$ in their reading comprehension. Finally, following the metaphor of this Chapter, it can be said that... The cake tasted amazing, verifying that this recipe works properly, and it can be implemented in another group.

## CHAPTER V

## CONCLUSIONS AND SUGGESTIONS

This chapter is based on demonstrating whether the hypothesis and objectives were achieved, as well as presenting the answers to the research question posed at the beginning of this research. In the same way, this chapter indicates if the competencies of the syllabus and programs of the secondgrade students were improved or not. Likewise, the key findings of this document are considered, and the suggestions focused on teachers who would like to apply the Directed Reading Thinking Activity strategy to develop the students' reading comprehension of written texts in English.

### 5.1. Conclusions

Overall, the present research work aimed to determine if reading comprehension is strengthened and developed using Directed Reading Thinking Activity with the second-grade students in group "G" of Escuela Secundaria Oficial No. 0003 "Lic. Benito Juarez".

Once the data obtained from the diagnostic, from the activities applied on the development of reading comprehension, and from the final evaluation in the second-grade students were analysed, it can be verified that the implementation of activities in the classroom based on the Directed Reading Thinking Activity strategy develops and strengthens English reading comprehension with second-grade students in group "G" of Escuela Secundaria Oficial No. 0003 "Lic. Benito Juárez. Therefore, it means that the hypothesis is proven.

The results that prove the validity of the hypothesis are that the percentage of effectiveness, in the six activities applied, progressively improved. In the first activity it was $56 \%$, in the second it was $78 \%$, in the third, it was $62 \%$, in the fourth, it was $82 \%$, in the fifth, it was $90 \%$, and in the sixth activity, it was $90 \%$, increasing the effectiveness of the students' performance by $22 \%$, decreasing it by $16 \%$, increasing it again by $20 \%$, increasing it by $8 \%$, and keeping that percentage of learners’ performance in the six activity.

On the other hand, the analysis of the students' grades in the diagnostic test with the grades of the final evaluation showed an improvement in reading comprehension by $28 \%$. Likewise, learners
answered the diagnostic with an effectiveness of $56 \%$ meanwhile in the final evaluation it was $86 \%$, so the effectiveness of the second-grade students' performance in reading comprehension increased by $30 \%$.

In addition to the development of reading comprehension, progress could be observed in the strengthen of critical thinking in students, being able to read, interpret, analyse, evaluate, infer, and explain a text written in English, as well as revealed that learners reduced the time that they took to answer activities that forced them to use their logical thinking which favoured the development of the pupils' critical thinking

This research work also strengthens the development of the five competencies of the graduation profile in secondary school students. It was proved because students could express opinions in English by answering questions and making predictions. Moreover, learners also strengthen their critical thinking by answering critical questions, solving the cases, etc. In the same way, pupils were assertive when listening to the opinion of their classmates and reaching a conclusion. In addition, they developed their creativity because reading allowed students to imagine a world that is explained in printed words. Finally, second-grade students developed their social-emotional skills as they showed assertiveness to love themselves.

To sum up, this research work rescues the following key findings:

1. In today's world, reading comprehension is a crucial and necessary skill because with the amount of information available online and in other media, it is important to have the ability to discern and critically understand the content being presented. That is why it is important to continue to develop reading comprehension skills in students to ensure that we can make informed and critical decisions.
2. DRTA is an effective technique for improving reading comprehension by encouraging anticipation and making predictions before, during and after reading, actively working which allows the reader to engage with the text and be able to retain information more effectively, making learning meaningful.
3. Reading develops critical thinking because it constantly exposes new ideas and perspectives that challenge the previous beliefs in the learners. At the same time, it forces learners to
reflect on what was read, to make connections between concepts, and to evaluate the information there. All the reasons above straighten critical thinking in students, such as analysis, evidence evaluation, argumentation, and the synthesis of ideas to form opinions and make informed decisions.
4. Contextualising readings in English is very important for students because it helps them to better understand what they read and to know how words are used in a certain context, to be able to communicate in English and have a deeper and more meaningful discussion about the subject they are reading since they know it.
5. Activities that challenge students motivate them to actively participate in learning, to feel more involved and engaged in the activities, to enhance students' problem-solving skills by forcing them to think critically and creatively to find solutions, to work collaboratively as a team, and to build confidence in themselves, showing that they can overcome obstacles and reaching difficult goals.
6. The materials are a really important resource since students do not have much contact with the language because it is not spoken by many people in the country, that is why, the teacher must adapt the indispensable material so that pupils can see the correct use of an exact structure in a real context.
7. Creating an aulic environment based on respect is fundamental to the success of any educational experience as it encourages the development of emotional skills, such as empathy, cooperation, and tolerance in students, allowing learners to respect the opinions of others, discovering that there is diversity.

Finally, the impact of the DRTA strategy as a pedagogical resource with the second-grade students was favourable since it allowed them to get involved in each activity making students forget that the text is written in another language, such as English, allowing to generate a genuine interest to understand it. Therefore, the research question that guided this research work can be answered: a suitable strategy to develop reading comprehension in English with second-grade students in group "G" of Escuela Secundaria Oficial No. 003 "Lic. Benito Juárez" is Directed Reading Thinking Activity.

### 5.2. Suggestions

Based on the findings and conclusions presented in this research work, the following recommendations are suggested for the teachers who would like to enhance the reading comprehension in their students.

- The teacher must prepare the appropriate materials in the teaching of reading comprehension.
- The teacher must follow the steps of the DRTA strategy to achieve maximum achievement in the reading comprehension outcome.
- The activities must be well designed as well as imply a challenge for pupils.
- The teacher must apply the DRTA strategy with other social practices of the language of the syllabus and program knowing how to adapt them to the topics of interest to learners.
- The teacher should apply as much as possible (without tiring the students) readings focused on this strategy.
- The implementation time of the activities should be considered, since sometimes it is not enough to read, analyse, interpret, evaluate, or discuss the reading.
- It is recommended to review the material before it is implemented with students to verify if it is understandable or appropriate for their level, their prior knowledge, and their context.


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## ANNEXES

## Annex 1: The diagnostic test.



## LISTENING: DOOLING

## 5 PTS

Instructions Listen carefully and answer the question on the answer sheet

1. When is the table booked for?
a) Tonight
b) Tomorrow marning
c) Tomarraw night
2. When the woman sys "about eight, eight thirty, what does she mean?
a) At eight ofolock
b) At half past eight
c) Betwown eight ofclock and half past eight
3. What time is the first booking?
a) 730
bi) 1.30
c) 9:00
4. How do you spell the person's name?
a) Jamei
b) Jamie
c) Janie
5. Where will table be now?
a) By the door
b) Clase to the Kitchen
c] In the corner

## BEADIN:

5 PTS
Instructions: Read the followinge-mail and ancwer the questions on the answer sheet.
22nd 1antury 2byz
Char Logan.
How ary you? il am well becausi today is my birthdyy He bithday party
 howe. Tha party wil ben Fiday zath at El5 pim. Romember to bring your beg ginl wise you soon! I'll be waitig for your miswer.

1. JWhen is Devon's birthday?
a) Friday.lanuary 24th
bi) Wednesday, lunuary 2nad
ci Thurgdy january 2zd
2 How dows Devon feels about hir birthday?
al) fin
b) 5
cl surprised
2. Dewon mentioned some fatures of his party, what are those?
a) boardgamen widocgamer and musc
b) fun, videogames and guitars
cl videogames and surpiose
3. Dewon mentioned some features of this party, what are those?
a) bourdgamec, videogames and music
b) fun, videogames and guitars
c) wdeogames and surpriser
4. Whare is the party going to be?
a) at Logari's hous
bi) all Dwon's sister hous
cll at Devon's house.
5. What docr "bring your best smile" mean?
al) to asisat to the purty in a happy mood
b) to ghe [wvon a smle as a gitt
c) to go to the party with asmile irestead of the aunt Mary.

Instructions: Complete the sentences with the correct word. Answer on the answer sheet.

1. I $\qquad$ a student.
2. My brother $\qquad$ doing his homework.
a) are
b) is
c) am
a) doesnt likes
b) don't like
3. Danna Paola ___ ann English teacher.
a. am
b. are not
c. is not
4. __ Drake and Josh brothers?
a) Are
b) IS
c) Am
5. Lucas $\qquad$ ballet every Monday.
a) dance
b) dances
c) go
6. My sister ___ his favorite TV program every evening.
a) watches
b) watch
c) watching
7. __they $\qquad$ right now?
c) doesn't like
8. Giza Pyramids are ___ than the Eiffel Tower.
a) more old
b) older
c) more older
9. Carlos and Brenda $\qquad$ to get married this weekend.
a) is going
b) are going
c) will be
10. In the future II $\qquad$ a doctor.
a) would be
a) Are / playing
b) is / play
c) Are / play
b) would like be
11. I dislike $\qquad$ -
a) dances
b) dancing c) dance
c) would like to be
12. What time is it?

6:30
a) three past six
b) six of clock
c) half past six
8. $\qquad$ Bruce $\qquad$ computer games?
a) Does/likes
b] Do/like
c) Does/like
15. $\qquad$ he ever $\qquad$ that videogame?
9. __ a new girl in my class.
a) Have / been
b) Has / played
c) Have / played
a) There is
b) It's
c) There are

## WRITINE:

10 PTS

1. Fill in the blanks with words from the box. You don't need all the words.
a) twelve
b) 80
c) teacher 4) hamework
e) early fil sometimes

Wy name is Sam Roberts. I'm (1) $\qquad$ years old and I am from London, England. I get up (2) $\qquad$ , at 07:00, because my classes start at 08:00. I (3) $\qquad$ to school by bus. 犃 mother is a doctor and she works at the local hospital. My father is a (4) $\qquad$ I always have lunch at school with my friends. My lessons finish at 02:30 pm. In the afternoon I play computer games, watch TV and do my (5) $\qquad$ - 1 always go to bed at 10 pm .
2. Instructions. Write as much as you can about you.

You can talk about your fomily, your fovorite music, a doy in your life, your best friend your hobbies, etc.

WRITE IN THE ANSWER SHEET


ENCLISH DIAGNOSTICTEST

NAME:


CURRENT LEVEL:


## WRITING



|  | $a$ | $b$ | $c$ | $d$ | $e$ |
| :--- | :--- | :--- | :--- | :--- | :--- |

## Annex 2: Diagnostic test results graph.




## Annex 3: Interview with the tutor.

## ENTREVISTA (DOCENTE)

## DATOS DE IDENTIFICACIÓN DE LA ENTREVISTA:

Día de la entrevista:
Hora de la entrevista:
Duración de la entrevista:
Lugar en el que se ha realizado la entrevista:
DATOS DE IDENTIFICACIÓN DE LA PERSONA ENTREVISTADA:
Nombre completo:
Edad:
Máximo grado de estudios:
Lugar de origen:
Tiempo que lleva viviendo en el lugar de origen:

## BANCO DE PREGUNTAS

1. Desde su propia perspectiva ¿Cuál es la habilidad del inglés que más se les dificulta a sus alumnos? y ¿Cuáles cree que sean los motivos?
2. ¿Considera que la comprensión lectora es una problemática para los alumnos del segundo grado, grupo "G"?
3. ¿Cuáles cree que sean las razones del porqué los alumnos tienen baja comprensión lectora?
4. ¿Considera que los alumnos tienen dificultad de decodificar el mensaje escrito o en la comprensión de este?
5. ¿Considera pertinente fortalecer la comprensión lectora?
6. Para usted ¿Cuáles son los beneficios de fortalecer la comprensión lectora en los alumnos?
7. Desde su perspectiva ¿Qué tipo de relatos literarios pueden tener mayor impacto con los alumnos?
8. Desde su perspectiva ¿Qué tipo de textos sería benéfico leer con los alumnos? (diarios, comics, revistas, textos escolares, cuentos o novelas).
9. De las siguientes actividades ¿Cuáles considera que sean más significativas para los alumnos después de leer un texto? (Escribir finales alternativos, ponerles título a los párrafos, hacer un dibujo, hacer organizadores gráficos, crear una historieta grupal, u ordenar oraciones).
10. ¿Considera pertinente hacer una actividad de lectura en alguna plataforma cada 15 días como tarea?
11. ¿Le gustaría compartir alguna estrategia para fortalecer la comprensión lectora de los alumnos?

Annex 4: Audio of the Interview with the tutor.

## Annex 5: Observation Guide.

| CRITEgRIA | Yes | Smt | No | COMMENTS |
| :--- | :--- | :--- | :--- | :--- |
| Students have difficulty in oral production. | Yes | Smt | No |  |
| Students have difficulty in writing production. | Yes | Smt | No |  |
| Students have difficulty in listening comprehension. | Yes | Smt | No |  |
| Students have difficulty in reading comprehension. | Yes | Smt | No |  |

When they read...

| Students ask about unknown vocabulary. | Yes | Smt | No |  |
| :--- | :--- | :--- | :--- | :--- |
| Students want to know the meaning of each word. | Yes | Smt | No |  |
| Students are easily distracted. | Yes | Smt | No |  |
| Students want to read aloud in English. | Yes | Smt | No |  |
| The students say what the text was about in Spanish. | Yes | Smt | No |  |
| The students say what the text was about in English. | Yes | Smt | No |  |
| Students need to read it again to understand it. | Yes | Smt | No |  |
| Students have trouble with the post-reading activity. | Yes | Smt | No |  |
| Students ask what they must do. | Yes | Smt | No |  |
| What is the students' result? |  |  |  |  |

## Annex 6: Test.

PHPE
ELHEDAATED EH-MEAHAANH FATRLCH EDCEALAEYE

## SHAKIRA'S ROUTINE


 has 2 dildrent, and she ended her relationship with Gerald Fique. She is a inger, and she lover her job.
Fron Monday to Friday, she gets up ver early. She alvay gets Lp at G: 30 and the has a 20-minute bo take shouer. Then, the gets dresed and gombe her hair. At 07:00 oflock the has breakfast, the ubully has ooflee and ceres. Alter that, the makes her up and goes to work at $9: 00$ e'dock. At 10:45 he gometirnes has a snack; at 12:15 she
 usually has sorre tea and bituts. She ahoy surf the interret, walks her Teddy dog at 03.45, then feeds her Tober rabbil, and linally, at 429 she helpe to do her children's harnework
Ori Hondot, Tuestay, and Wednestay she goes to the bimalter work when she gets home, the has a
 pocsible, around g-30.
Gn Thurday is diflerent because she doest't go to the gim. She singe and listers to music all the time. Ste sometimes goes to the cinema with her babies, or the go out to have cinner.
 doesrit like cleaning the house, his larnily is from Spain. He has one brother and ro stiters. Ther had betn a colple for twelve years. Finally, 动 the wedend, the alwhy wist her parent at g.35.

ACTVITf' 1. Bead the sentences and circle True or False:

1. 5hakira gets Lp at 6:30 on Tueldays.
2. In the morning she frakes her up and alter that, she has breaklast
3. 5hakira usbalyhas some ted at 1200 .
4. Shakira and Pique have been together lor 12 years.
5. Pique he cookire.

TRLE - FALSE
TRULE - FAISE
TRLE - FALSE
TRUDE - FALSE
TRUE - FHLSE

ACTIVTTH 2. Ansmer the questions about the text:

1. What does she bsually have for breaklast?
2. Wiere does she have lurn?
3. Who doul she have Inruth with?
4. What des does she go to the gym?
5. When does she fielp to do her thildren's hornework?

## Annex 7: Answered Observation Guide.

| CRITERIA | Yes | Smt | No | COMMENTS. |
| :---: | :---: | :---: | :---: | :---: |
| Students have difficulty in oral production. | Yes | Smt | No | Most of the time they participate in Spanish |
| Students have difficulty in writing production. | Yes | Smt | No | Most of them do not have so many grammatical errors. |
| Students have difficulty in listening comprehension. | Yes | Smt | No | They mostly understand what the audio says. |
| Students have difficulty in reading comprehension. | Yes | Smt | No | They read the text more than once and got low grades. |
| When they read... |  |  |  |  |
| Students ask about unknown vocabulary. | Yes | Smt | No | They asked more about the phrasal verbs. |
| Students want to know the meaning of each word. | Yes | Smt | No | Also, to write they wanted the literal translation of "at". |
| Students are easily distracted. | Yes | Smt | No | They prefer to talk with their classmates when they do not understand something. |
| Students want to read aloud in English. | Yes | Smt | No | When I asked them to read aloud, they did not want to do it. |
| The students say what the text was about in Spanish. | Yes | Smt | No | When I asked them what they understood they answered in Spanish |
| The students say what the text was about in English. | Yes | Smt | No | They did not answer in English. |
| Students need to read it again to understand it. | Yes | Smt | No | Yes, I saw some of them do it again before starting the activity |
| Students ask what they must do after reading. | Yes | Smt | No | Yes, I noticed that they did not read the instructions. |
| Students returned to reading to answer. | Yes | Smt | No | Yes, some of them did it. |


| What is the students' result? | 10)- 4 <br> 9)- 5 <br> 8)- 3 <br> 7)- 9 <br> 6)- 7 <br> 5)- 2 <br> 4)- 8 <br> 3)- 6 <br> 2)- 1 <br> 1)- 1 <br> 0)- 1 | A large percentage of the students obtained a grade of 7 , in an A 2 reading, which indicates that they do have problems with reading. |
| :---: | :---: | :---: |

Annex 8: Test results graph.

Test Results


## Annex 9: Survey.

## ENCUESTA (ALUMNOS)

Esta encuesta forma parte de una investigación en relación con la comprensión lectora en la clase de inglés de los alumnos de segundo grado de secundaria, por tal motivo, se te solicita de la manera más atenta que respondas las siguientes preguntas, recordando que la información es confidencial.

Sexo: Masculino $\qquad$ Femenino $\qquad$ Edad: $\qquad$

INSTRUCCIONES: Lee las siguientes preguntas y selecciona con un tache (x) la opción más adecuada para ti.

1. ¿Cuál es la habilidad del inglés que has desarrollado menos?
$\square$ Comprensión Lectora $\quad$ Comprensión Auditiva
$\square$ Producción Oral $\square$ Producción Escrita
2. ¿Te gusta leer?
$\square$ Qí
$\square$ No
$\square \mathrm{A}$ veces
3. Para ti la lectura es...
$\square$ Aburrida
$\square$ Entretenida
$\square$ Placentera
$\square$ Desagradable
$\square$ Obligatoria
$\square$ Indiferente
4. ¿Con qué frecuencia lees en tu tiempo libre?
$\square 5-7$ días a la semana $\quad \square 3-4$ días a la semana $\quad$ Nunca
$\square$ 1-2 días a la semana
Todos los días
5. ¿Cuáles son tus criterios al seleccionar un libro? (Puedes seleccionar más de uno)
$\square$ En el diseño de la portada $\quad \square$ En el título $\square$ En las imágenes
$\square$ En la cantidad de páginas
6. ¿Alguna vez has leído un libro en inglés?
$\square$ Sí ¿Cuál? $\qquad$ $\square$ No
7. ¿Con cuál de las siguientes oraciones te sientes identificado cuando lees en inglés? (Puedes seleccionar más de uno)
$\square \mathrm{Al}$ leer, encuentro mucho vocabulario desconocido.
$\square$ Cuando leo, no logró identificar si es una oración afirmativa, pregunta o exclamación,
lo cual obstruye mi comprensión del texto.
$\square$ Cuando leo, no entiendo lo que dice el texto.
$\square$ Cuando leo, lo entiendo, pero tengo problemas para recordar el contenido.
8. Desde tu perspectiva ¿Qué es lo que más difícil al leer en inglés?
$\square$ Decodificar el mensaje $\quad \square$ Entender el mensaje
9. Cuando lees en inglés, ¿Se te dificulta la comprensión del texto?
$\square$ Sí
$\square$ No
$\square$ A veces
10. ¿Te gusta leer en voz alta en público?
$\square$ Sí
$\square$ No
$\square \mathrm{A}$ veces
11. ¿Cuál es la opción que más prefieres?
$\square$ Prefiero que me lean, para comprender el texto.
$\square$ Prefiero yo leerlo en silencio para comprenderlo mejor.
12. ¿Qué tipo de texto te gustaría leer en clase de inglés? (Puedes seleccionar más de uno).
$\square$ Diarios $\square$ Revistas $\square$ Textos escolares $\square$ Cuentos $\square$ Novelas
$\qquad$
13. ¿Qué tipo de relatos literarios te gustaría leer en clase? (Puedes seleccionar más de uno).

| $\square$ De aventura | $\square$ De terror $\quad \square$ De fantasía $\quad \square$ Cuentos realistas |  |
| :--- | :--- | :--- |
| $\square$ Relatos históricos | $\square$ Cuentos románticos | Otros |

14. ¿Cuál de las siguientes actividades te gustaría realizar en clase después de leer un texto?
(Puedes seleccionar más de uno)
$\square$ Escribir finales alternativos $\square$ Hacer un dibujo $\square$ Crear una historia grupal
$\square$ Ponerles título a los párrafos $\square$ Hacer mapas conceptuales $\square$ Ordenar oraciones
15. ¿Te gustaría realizar juegos para corroborar la comprensión de un texto?
$\square$ Sí
$\square$ No

Annex 10: Survey results graph.


## 3.- Para ti la lectura es...



- Aburrida
- Desagradable
- Placentera
= Indiferente
— Obligatoria
Entretenida
4.- ¿Con qué frecuencia lees en tu tiempo libre?

5.- ¿Cuáles son tus criterios al seleccionar un libro?

6.- ¿Alguna vez has leido un libro en Inglés?



## 7.- ¿Con cuál de las siguientes oraciones te sientes identificado cuando lees en inglés?


8.- Desde tu perspectiva ¿Qué es lo que más difícil al leer en inglés?
9.- Cuando lees en inglés, ¿Se te dificulta la comprensión del texto?


- Entender el mensaje
10.- ¿Te gusta leer en voz alta en público?

11.- ¿Cuál es la opción que más prefieres?
- Prefiero que me lean, para comprender el texto.
- Preflero yo leerlo en silendo para comprenderlo mejor.
12.- ¿Qué tipo de texto te gustaría leer en clase de inglés?

13.- ¿Qué tipo de relatos literarios te gustaría leer en clase?

- De aventura
- De terror
- De fantasia
- Cuentos realistas
- Relatos hist oricos \# Cuentos romanticos - Otro


## 14.- ¿Cuál de las siguientes actividades te

 gustaría realizar en clase después de leerun texto?


- Escribir finales altemativos
\#Poneries titulo a los parrafos
-Hacer un dibujo
- Hacer mapas conceptuales
- Crear una historla grupal
- Ordenar las oraciones
15.- ¿Te gustaría realizar juegos para corroborar la comprensión de un



## Annex 11: Lesson Plan.



## Common Reference: MCER B1 (B1.2)

According to the CMER, this topic (Comparing news in different publications) is in the second grade of secondary school, whose desirable level for students is B1 to practice reading comprehension. However, in high school no. 003 "LIC. Benito Juárez" a diagnosis was made that evaluated the listening, reading, and writing skills of the students. Showing that most of them have a Pre-A1 level in reading ability, some have an A1 level, and very few have an A2 level. Pre-A1 students are before level A1, and students at level A1 in the CMER understand and react to some isolated words and very simple expressions of routine and frequent use in basic social interaction typical of their daily contexts (school, home, community). He also responds with familiar expressions to related oral and written models with immediate communication needs, telling very basic information about himself and his immediate environment: It is sought that students improve this ability by increasing their level of reading.
It is crucial to mention that second-year high school students are between $13-14$ years old, which means that students are in the stage of adolescence, which is why they find it exciting to interact through interaction with others, be it through games, playful and literary activities, using some type of language or nonlinguistic resources.

| Foreign language English: Secondary school. $2^{\text {rd }}$ |  |  |  |
| :---: | :---: | :---: | :---: |
|  | Communicative Activity | Social practice of language | Expected learning |


| EVALUATION CRITERIA |  |
| :---: | :---: |
| MAIN OBJECTIVE | After students read and reflect on different publications, they will be able to compare news through a comparison chart to developing critical thinking. |
| THESIS/TEACHING TRAINING REPORT THEME | Developing reading comprehension skills in English through Direct Reading Thinking Activities (DRTA) strategy in secondgrade students. |


| Relevant Previous Knowledge |  |  |
| :---: | :---: | :---: |
| It is important to mention that the process of acquiring English is through 3 classes a week, which is 50 minutes each on Mondays, Tuesday and Wednesday for the second-grade groups by the head teacher and in practice week by the intern teacher. However, I intervene 2 days a week, since one class is destined for the English laboratory, where a review of the topic seen in class is done using ICT, TAC, and TEP in education. Groups " E " and " $\mathrm{G}^{\text {" }}$ go to the English lab on Mondays from 7:50 to 8:40 and from 8:40 to 9:30, while groups " B " and " F " go down on Wednesdays from 700 to 7:50 and from 8:40 to 9:30. <br> It is expected that students throughout this planning learn to use reading strategies facilitating this process and develop reflective thinking in students about current news topics. |  |  |
| Rationale: How the needs of the learners are related to the main aim, stage, objective, activities, and materials in this lesson |  |  |
| Students, as mentioned above, are going through the stage of adolescence, a stage where they are in constant personal construction and their tastes are affected by the internet through influencers on social networks, Facebook, Instagram, Twitter, etc., turning the internet as your first contact to maintain communication with the outside world. That is why the news that students usually read is electronic and most of it is entertainment news. This planning aims to develop reflective thinking in the student so that they are critical of the information they find on the internet. <br> The material proposed in this lesson plan is related to its immediate world to engage students and get them to learn. |  |  |
| DOING with the language | KNOWING about the language | BEING through the language |
| -Read and understand news in English about interesting topics. <br> -Compare news in electronic and print publications. | -Know some verbs in the past to facilitate the understanding of the news. <br> -Having read a news item in Spanish, to identify the sections of it. | -Develop reflective thinking in students through controversial issues in journalistic news. |


| TOPIC |  |  |  | Newspaper (Sections and Headlines) |  | Date | 20-02-23 / 21-02-23 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Session Number |  |  |  | Aim of the session Personal Aim | After Ss. learn about the newspaper, they will be able to identify keywords in the headline of the news to select which section it belongs to. |  |  |  |  |
| Product (evaluati |  | Sentences and |  |  | T. will be able to guide their students to identify the keywords of a sentence by underlining them to select which section of the newspaper it belongs to. |  |  |  |  |
| \# of Act. as Time | Subsidiary Aims |  |  |  | Procedure | Skills | Material | Language <br> Structures | be used Vocabulary |
| $\begin{aligned} & \text { Warm- } \\ & \text { up } \\ & (10 \mathrm{~min}) \end{aligned}$ | After the ne from th text ty be abl some charac the fu newsp | identify <br> spaper <br> rest of the <br> es, they will <br> to write <br> eristics and ation of the per. |  | plays different a comic, a lett ntify the news howledge. <br> ally answer the you notice that eristics of the ne per? <br> es on the whit ite in their not newspaper. | ges of text types, such as a poem, a and a newspaper. er from the rest of the texts using their <br> owing questions: text is a newspoper? What are the aper? And What is the function of the <br> ard the student's answers. ok some characteristics and the function | Speaking <br> and <br> Writing | -Different text types (poem, recipe, comic, letter, newspaper). Characteristics and function of newspapers. | Present Simple | Different types of text (poem, recipe, comic, letter, newspaper). |
| Develop ment (30 min) | Ss. will confir <br> their p <br> the se <br> which <br> headli <br> under <br> keywo | be able to n or refute rediction of tion to different nes belong by ining rds. |  | swer the quest paper? What sec the sections not mention <br> e.g., in this section a worksheet <br> ad the first 5 and aper belongs to change notebo redictions were erlines keywor pe of newspap urn their partn d another 5 he section of the | Do you read newspapers? How do you read is does a newspaper contain? <br> the board as the students say them, but if e sections T. gives them clues you can find work, answer: Classified. <br> h 10 different headlines. <br> hey predict which section of the <br> to grade that activity and corroborate if ht. <br> in the headlines that allow Ss. to identify section it belongs to. <br> notebook. <br> ines underlining the keywords to choose spaper they belong to. | Reading | -Sections of the newspaper. <br> -Worksheet with 10 headlines | Past Simple | Sections of the <br> newspaper (weather, business, sports, international <br> advertiseme nt, politics, local, entertainme nt, and classifieds) |
| Closure (5 min) | Ss. wil write expres prefer read h | be able to entences sing their ences for the eadings. |  | de their own a ite some sente Iike sports, that's section. <br> ike sports, but I section. | ity with the help of the key that T has. <br> following this structure: <br> I read the heodline "..." that belonas to the <br> the headline "..." that belonas to the | Writing |  | Past Simple and Likes and dislikes | Sections of the newspapers Verbs (Love, like, dislike, and hate) |


| Possible problems and Possible solutions |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Warm-up |  | Development |  | Closure |  |
| Problems | Solutions | Problems | Solutions | Problems | Solutions |
| Ss. do not know what are the characteristics of the newspapers. | T. makes generating questions, or if it is necessary, T. mentions the newspaper's characteristics | Ss. do not know which sections the newspapers have. | T. gives them clues, e.g., in this section, you find news about soccer - sports section. | Ss. do not know how to structure an idea to express preferences. | T. gives them their own sentence so that the Ss . infer the structure. |


| TOPIC |  |  |  | Parts of the news item. |  | te | 21-02-23 / 22-02-23 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Session Number <br> Product <br> (evaluation) |  | Two <br> Underlined news |  | Aim of the session Personal Aim | After Ss. predict the content of the news, they will be able to read and underline the parts of the news using the news of the Turkey earthquake to recognize the format of it. <br> T. will develop in the Ss. the scanning strategy to locate important information in the Turkey news |  |  |  |  |
| \# of Act. \& | Subsidiary Aims |  | Procedure |  |  | Skills | Material | Language to be used |  |
| $\begin{aligned} & \text { Warm- } \\ & \text { up } \\ & (10 \mathrm{~min}) \end{aligned}$ | After <br> predic <br> the new <br> talk ab <br> image <br> will co <br> readin <br> headli | write a ion of what wspaper will out using the of it, they firm it by the e. |  | ws an image of howledge. ite and say a hyp ned in the imag ad and underlin aper to confirm vates the stude o you know abou ke a prediction | earthquake in Turkey to activate $\mathrm{Ss}^{\prime}$ <br> thesis or prediction of what they think <br> he keywords in the headline of the their prediction was correct or refuse it. s prior knowledge, asking the question: he earthquake in Turkey? exactly what they think the news will be | Writing and Reading | -Image of the earthquake in Turkey. <br> -News about Turkey (headline). | Future and <br> past simple | Earthquake, |
| Develop ment <br> ( 30 min ) | -After <br> news <br> earthq <br> Turkey <br> identify <br> the new <br> recogn <br> forma | Ss. read the bout the uake in they will the parts of ws to ize the of it. | -Ss <br> artic <br> scan <br> -T. <br> not <br> for <br> the <br> $-T$. <br> ne | ally answer the in the newspaper and if it likes you ments that the vays fully read, and some key t, so it is releva sents a mnemo aper in a funny | owing questions: When you read a news you read the complete news? Or do you just o you read the whole news? <br> me thing happens in English, the news is t is why we need to learn to read the ings to obtain specific information from to know the parts of the news. <br> hnic to remember the parts of the y "HeleNa DrogaDa Por Su BBoCa". | Reading | $\begin{aligned} & \hline \text {-Turkey's news. } \\ & \text {-colours } \\ & \text {-Parts of the news' } \\ & \text { mnemotechnic } \end{aligned}$ | -Past simple | -Parts of the news HeleNa DrogaDa Por Su BBoCa". |


|  |  | -Ss. write the mnemotechnic in their notebooks. <br> -Ss. identify the parts in the news in Turkey's news and read the "Lead" part of the news to get the main idea of the text. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Closure <br> (5 min) | After Ss. confirm or reject their prediction, they will answer a reflection question to develop their critical thinking. | -Ss. confirm or reject their prediction about the news, to know if it is correct or incorrect, underlining in which part of the news item mentions that. <br> -Ss. answer the question: What should / do in case of an earthquake? | Writing | -Turkey's news. | -Future simple | - |


| Possible problems and Possible solutions |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Warm-up |  | Development |  | Closure |  |
| Problems | Solutions | Problems | Solutions | Problems | Solutions |
| Ss. do not know anything about the earthquake in Turkey. | T. immediately presents the news to have a position to discuss. | The activity to identify the parts in the newspaper takes too long. | T. helps with reading the lead to get the main idea of the news to Ss . can compare their prediction. | Ss. do not know the meaning of some words. | T. writes different solutions on the whiteboard, and they write the one with which they feel identified. |


| TOPIC |  |  |  | Compare formats of printed and electronic news. |  | Date | 22-02-23 / 27-02-23 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Session Number |  | Three |  | Aim of the session <br> Personal Aim | After Ss . identify the parts of the news using a comparative table of electronic and print news, they will be able to write comparative sentences (similarities and differences in news format). |  |  |  |  |
| Product (evaluation) |  | Sentences of a comparative chart |  |  | T. will develop in the Ss. the scanning strategy to locate important information. |  |  |  |  |
| \# of Act. \& Time |  | diary Aims |  |  | Procedure | Skills | Material | Structure: | to be used Vocabulary |
| Warm- up $^{(10 \mathrm{~min})}$ | After <br> solutio <br> do in <br> earthq <br> will m <br> differe <br> outlets | share their ns to what to ase of an uake, they ntion t media to compare | -T. p do in -T. sh post earth -T. m out | es the question ase of an earthqu res her answer emphasizing 2 uake. <br> ntions that ther at is happenin | om the previous class again, What should I ? asking 2 boys to share their answers. that question through a preventive uations of what to do in case of an <br> re different journalistic media to find the world. | Speaking | Preventive poster. <br> -Different journalistic media ( $\mathrm{Fb}, \mathrm{lg}$, Twitter). | -Present simple | Earthquake FB, IG Twitter |


|  | the information presented there. | -Ss. answer orally: What social media do you use to find out the news? example; Instagram, Facebook, Twitter, etc. <br> -Ss. focus on Instagram news so that it can be compared with a printed newspaper. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Develop ment <br> ( 20 min ) | After Ss. identify the parts of the news using a comparative chart, they will be able to infer the structure of the comparatives to write some sentences. | -T. shares the news of the earthquake in Turkey published through Instagram. <br> -Ss. identify the parts of the news using the mnemotechnic learned in the previous class "HeLeNa DrogaDa Por Su BBoCa". <br> -Ss. answer a comparative chart by marking with a check mark if the news item contains the established criteria and do the same with the news read in the previous class. <br> -T. gives examples of sentences using the comparatives' structure <br> -Ss. infer the structure and report their comparative chart through some sentences ( 3 differences and 3 similarities). | Reading and Writing | News of the earthquake in IG. -News of the previous class. -Comparative chart -Sentences using the comparative | Comparati ve structure -Past simple | Comparative 5 <br> -Parts of the news |
| Closure (10 min) | Students will be able to write some sentences using their comparative chart. | - Ss. write some differences and some similarities among the news read in class. <br> -Answer the question: Why does electronic news hove fewer elements than printed news? | Writing | ure. |  |  |


| Possible problems and Possible solutions |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Warm-up |  | Development |  | Closure |  |
| Problems | Solutions | Problems | Solutions | Problems | Solutions |
| Ss. do not know which are the media where they find out the news. | T. shows the app icons so they can say them. | Ss. do not infer the structure of the comparatives. | T. briefly explains the structure to not lose the communicative approach. | Ss. do not finish with the activity of answering the reflective question. | Ss. answer the reflective question as homework. |


| TOPIC |  | Identify WH Questions - Lead section |  | Date | 27-02-23 / 28-02-23 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Session Number | Four | Aim of the session Personal Aim | After T activates Ss' prior knowledge about Valentine's Day, Ss. will be able to read a news item about that topic, underlining the answer to the WH questions to get the main idea of the text. |  |  |  |  |
| Product (evaluation) | Answer to WH questions. |  | T. develops the DRTA strategy in the student to achieve reading comprehension. |  |  |  |  |
| $\begin{array}{\|c\|c\|} \begin{array}{c} \text { zof Act. \& } \\ \text { Time } \end{array} & \text { Su } \\ \hline \end{array}$ | Subsidiary Aims | Procedure |  | Skills | Materisa | Languag structures | to be used Vocabulary |



| Possible problems and Possible solutions |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Warm-up |  | Development |  | Closure |  |
| Problems | Solutions | Problems | Solutions | Problems | Solutions |
| Ss. want to talk a lot about the theme of Valentine's Day. | T. says activities that the students probably did and they raise their hand. | Ss. find it difficult to locate the WH questions in the news. | T. gives clues to find the requested information. | Ss. do not have enough vocabulary or structure to write their ideas in English. | T. gives the option of writing it in Spanish since it seeks to develop critical thinking. |


| TOPIC |  |  |  | Review of WH question |  | Date | 28-02-23 / 6-03-23 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Session Number |  | Five |  | Aim of the session | After Ss. read a news item about love yourself, they will be able to answer WH questions to get the main idea of the text to confirm or reject their previous prediction, using the Miley Cyrus news. |  |  |  |  |
| Product (evaluation) |  | Answer to WH questions. |  | Personal Aim | T. develops the DRTA strategy in the student to achieve reading comprehension. |  |  |  |  |
| $\begin{gathered} \text { \# of Act. } \& \\ \text { Time } \\ \hline \end{gathered}$ | Subsidiary Aims |  | Procedure |  |  | Skills | Material | Structures | be used Vocabulary |
| Warm- up $(10 \mathrm{~min})$ | After Ss. orally answer questions to activate students' prior knowledge, they will be able to write a prediction of the news to confirm or reject by reading the headline. |  | -T. reads a phrase about loving yourself, and shares her own answer about the question of the previous class: Is there love at first sight or is love built over time? <br> -T. activates $\mathrm{Ss}^{\prime}$ prior knowledge by answering the following question: Have you ever suffered a love disappointment? Hove you been unfaithful? How do you react to that situation? <br> -Ss. make a prediction about the news that we are going to read today. <br> -Ss. read and underline the keywords in the headline of the newspaper to confirm if their prediction was correct. |  |  | Speaking | -Phrase about loving yourself -Headline of Miley Cyrus' news | Present Simple | Disappointme nt, unfaithful |
| $\begin{gathered} \text { Develop } \\ \text { ment } \\ (30 \mathrm{~min}) \end{gathered}$ | After Ss. listen to the news and fill in the blanks to complete the news, they will be able to answer WH questions using Miley Cyrus's news. |  | -T. plays a part in Miley Cyrus' song to activate their previous knowledge. <br> -Ss. answer the question: Have you ever listened to this sonq? Do you know who is Miley Cyrus? What do you know about Flowers's song by Miley C? <br> -Ss. make a prediction of what they think the news will say exactly. <br> -T. gives the news about Miley Cyrus, Ss. listen to the news and fill in the blanks ( 5 blanks). <br> -Ss. answer the WH questions to identify the main idea of it. <br> -Ss. confirm or reject their prediction. |  |  | $\begin{aligned} & \text { Listening } \\ & \text { and } \\ & \text { Reading } \end{aligned}$ | -Miley Cyrus' news for students. <br> -Listening to Miley Cyrus' news -WH questions | Past simple | WH questions |
| Closure ( 5 min ) | After Ss. will be able to grade the activity (Wh and prediction), they will be able to answer reflective questions. |  | -Ss. exchange their notebooks, and grade the activity with the key provided by the $T$. <br> -Ss. answer some questions to link the content to their own perspective of the news. |  |  | Reading | $\bullet$ | - | $\bullet$ |
| Possible problems and Possible solutions |  |  |  |  |  |  |  |  |  |


| Warm-up |  | Development |  | Closure |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Problems | Solutions | Problems | Solutions | Problems | Solutions |
| Ss. predict the topic of <br> the news very easily. | T. asks discussion- <br> provoking questions. | There are problems <br> with the audio of the <br> news. | T. reads the news out <br> loud. | Ss. do not finish <br> answering their <br> questions. | The questions are <br> discussed in class and <br> for homework Ss. write <br> their answer. |


| TOPIC |  |  | Comparison of print and electronic news (content) |  | Date | 06-03-23 / 07-03-23 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Session <br> Product (evaluatio | umber | Six <br> Comparative sentences | Aim of the session Personal Aim | After Ss. read and solve true/false activity of news on the internet about Miley Cyrus, they will be able to compare the content of the printed and electronic news, using the main idea of each news. T. gets students to compare the content presented of the same news item in different publications |  |  |  |  |
| $\begin{gathered} \text { \% of Act. } 8 \\ \text { Time } \end{gathered}$ |  | sidiary Aims |  | Procedure | Skills | Materisal | Structures | to be used Vocabulary |
| $\begin{aligned} & \text { Warm- } \\ & \text { up } \\ & (5 \mathrm{~min}) \end{aligned}$ | After two ph love, th able to headli same the au perspe | s. listen to rases of hey will be read other ne of the news to know hor's ctive. | -T. mentions that ther topic and reads two s perspectives. <br> -T. emphasizes that th subject, due to the au -Ss. read the headline and make a prediction | are different points of view on the same rences about love, from different <br> e are different news items on the same or's point of view. <br> the news that will be read in this session relation to it. | Listening and Reading | -Love's phrases -Headline of Miley Cyrus'news | Past simple | Love, love yourself. |
| Develop ment <br> ( 30 min ) | After main i Cyrus' will be the Tru senten to che compr the te | s. write the dea of Miley news, they able to solve / False ces activity k the ehension of t. | -Ss. read the news, to the text. <br> - T. writes 5 questions answers in their noteb -Ss. confirm whether answering the questio <br> $-T$. gives a printed act it with the news' infor text. <br> -Ss. exchange notebo provided by the teach | swer different questions in relation to <br> the board and students write their ks. <br> ir prediction was correct or not, by <br> y (True / False sentences), and Ss. solve ation to check their understanding of the <br> to grade the activities using the key , then Ss. return the notebook. | Reading | -Miley Cyrus' news. (printed) <br> -Other news about <br> Miley Cyrus' news (electronic). <br> -5 Questions about Miley Cyrus' news -True / False sentences | Past simple | Disappointm ent, unfaithful, .- |
| Closure (10 min) | Studen able to compa | ts will be write <br> rative | -T. compares the cont comparative structur | t of the two news items using the | Writing |  |  |  |


|  | sentences about <br> the content of 2 <br> news. | - Ss. write some comparative sentences (similarities and <br> differences in news content) using the true and false activity. |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |


| Possible problems and Possible solutions |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Warm-up |  | Development |  | Closure |  |
| Problems | Solutions | Problems | Solutions | Problems | Solutions |
| -Ss. do not know what to predict from the headline. | T. places different predictions on the board and they copy the one they feel most identified with. | The time is insufficient to develop all the activities. | T. indicates which questions to ask since not all of them will be answered. | Ss. do not know what other sentences they can write. | T. asks leading questions to encourage them to think. |

## SECOND PART OF LESSON PLAN...

| TOPIC |  |  |  | Developing critical thinking with Dani Alves' news. |  | Date | 13-03-23 / 14-03-23 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Session Number |  | Seven |  | Aim of the session | After Ss. make a prediction of what the news will be about, they read and answer WH questions to have a clear idea of the text to give a sentence to Dani Alves using their critical thinking. |  |  |  |  |
| Product (evaluati |  | Prediction, and answer questions. |  | Personal Aim | T. will be able to guide their Ss . to develop reading comprehension and critical thinking through the news. |  |  |  |  |
| $\begin{gathered} \text { zof Act, \& } \\ \text { Time } \end{gathered}$ | Subsidiary Aims |  | Procedure |  |  | Skills | Materisal | Langua Structures | to be used Vocabulary |
| $\begin{aligned} & \text { Warm- } \\ & \text { up } \\ & (5 \mathrm{~min}) \end{aligned}$ | After Ss. look at an image of Pumas' soccer team to |  | - T. activates $\mathrm{Ss}^{\prime}$ prior knowledge, showing them an image of Pumas' soccer team, and says the baton of pumas "qova, qovo. |  |  | Speaking <br> writing | -Imagen of Pumas' soccer team. | Present Simple | Pumas Defense and midfielder |


|  | activate students' prior knowledge, they will be able to write a prediction of what they think the news will be about. | cachun cahun ro ra, cachun cochun ro ra" to explain that this phrase is in English "Go yeah, qo veah, catch on, catch on, run run". <br> -Ss. answer the question: <br> Who plays in the position of defense or midfielder in Pumas' soccer team? <br> -Ss. make a prediction of what the news will talk about. <br> -T. shows an image of the player Dani Alves to activate their prior knowledge and present the news that they will read. |  | -Photo of Dani Alves | I think the news will be about.. |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Develop ment <br> (30 min) | After Ss. confirm or reject their prediction, they will be able to answer WH questions using Dani Alves' news. | -T. gives the news about Dani Alves' news. <br> -Ss. read and underline keywords in the news' headline to check if their prediction was right or wrong. <br> -Ss. make a prediction of exactly what the news will talk about. <br> -T. asks: What WH questions do you remember? And she writes them on the whiteboard. <br> -Ss. read with the purpose to answer the WH questions. <br> -T. reads the news and Ss . follow the reading with a pencil to not lost in this process. <br> -Ss. answer the WH questions underlining the response in the news item and write the WH question they belong to. | Reading | Dani Alves' news. WH questions | Past Simple | Sexual assault. Appeal, deni, free on bail. |
| Closure <br> (10 min) | After Ss. answer the WH questions, they select the sentence to Dani Alves using their critical thinking. | -Ss. check if their prediction was right or wrong. <br> -T. asks the question: What do you do if you were the iudge? <br> -T. presents some possible answers, but if Ss . want to do another thing, they can write it. | Writing | -Possible answers | If I were the judge, I will ... | Sentence. |


| Possible problems and Possible solutions |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Warm-up |  | Development |  | Closure |  |
| Problems | Solutions | Problems | Solutions | Problems | Solutions |
| Ss. do not know the players in Pumas' soccer team. | T. mentions some players' names to Ss. produce more. | The activity takes more time. | T. mention that they need to do the final activity (closure) as homework. | Ss. don't know how to write in English. | T. mentions that they can use a dictionary. |



| Possible problems and Possible solutions |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Warm-up |  | Development |  | Closure |  |
| Problems | Solutions | Problems | Solutions | Problems | Solutions |



| Warm-up |  |  | Possible problems and Possible solutions |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Problems | Solutions | Problems | Solutions | Problems |  |
| Ss. don't know some <br> cases of death. | T. explains a little about <br> some cases of death in <br> a house. | Ss. do not discover who <br> the murderer is. | T. gives them clues and <br> monitors the work. | Ss. have trouble <br> formulating a sentence <br> (vocabulary). | Ss. can use their <br> dictionary. |


| TOPIC |  |  |  | Construct the news. |  | Date | 22-03-23 / 27-03-23 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Session N | umber | Ten |  | Aim of the session | After Ss. answer a false or true activity from the previous reading to activate their prior knowledge, they will be able to construct news about what happened, using their critical thinking to eliminate irrelevant information. |  |  |  |  |
| Product (evaluatio |  | The order of the news. |  | Personal Aim | T. directs team work efficiently. |  |  |  |  |
| $\begin{gathered} \text { \% of Act. \& } \\ \text { Time } \end{gathered}$ | Subsidiary Aims |  | Procedure |  |  | Skills | Material | $\qquad$ |  |
|  | Ss. will be able to answer True/False sentences, using the previous reading. |  | -T. activates Ss' prior knowledge by reading them different true and false sentences. <br> -S. list from 1 to 5 and write in their notebook if the sentence is true or false. <br> -T. says the correct answers and the S. grade their answers. |  |  | Listening | -True or False sentences. | Past simple | Murder, queen, princess, servant, murdered, culprit, died, bedroom, dining room, kitchen, cousin, and bodyguard. |
| $\begin{aligned} & \text { Develop } \\ & \text { ment } \\ & (30 \mathrm{~min}) \end{aligned}$ | Ss. ch option descri read $y$ using on the to dev critical | ose the that best es the story sterday some news same topic lop their thinking. | - Ss. join in the same groups that worked together yesterday. <br> -T. gives them their work with the observations and feedback from each one of them. <br> -T. mentions: <br> Today we are qoing to construct a news item about the reoding that we read vesterday. <br> -T. gives them a package of clipped news. <br> -Ss. read each part of the news, discuss, and select the option that best suits the reading that was read yesterday. (There are three very similar pieces of news in the envelope and using their critical thinking they must rule out the wrong options). <br> -Ss. write in their notebooks the number that corresponds to each section of the news item in the proper order (they are on the reverse of the sheet). |  |  | Reading | -News about "The king was murdered in his palace". | Past simple |  |


| Closure <br> (10 min) | Ss. will be able to <br> answer two <br> questions after <br> handing their work. | - Ss. hand their work over to the teacher for her to grade. <br> -Ss. return to their place. <br> -Ss. answer orally in their notebooks: <br> Was the exercise difficult? What was the most difficult for me? | Speaking |  | Past <br> simple |
| :---: | :--- | :--- | :--- | :--- | :---: |


| Warm-up |  |  | Possible problems and Possible solutions <br> Development |  | Closure |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Problems | Solutions | Problems | Problems | Solutions |  |
| Ss. did not respond <br> well. | T. mentions why it <br> cannot be that answer | Ss. find it difficult to <br> identify which news is <br> correct. | T. tells them which part <br> of the news is correct <br> (gives them a clue). | Ss. do not have time to <br> answer the question. | The question is <br> answered as <br> homework. |



|  | objective of the <br> lesson plan. |  |  | -Comparative chart |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Closure <br> $(5 \mathrm{~min})$ | Ss. will be able to <br> write 3 sentences <br> to compare <br> different news <br> items. | -Each Ss. make one comparative sentence using the information <br> from their table. <br> -One Ss. write a comparative sentence on the board and the first <br> 5 sentences win an extra stamp. | Writing |  | Present <br> Simple |


| Possible problems and Possible solutions |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Warm-up |  | Development |  | Closure |  |
| Problems | Solutions | Problems | Solutions | Problems | Solutions |
| Ss. did not hate or love any news. | T. asks them to write another sentence about the news they liked. | Ss. finish the activity very quickly. | T. asks them to do another activity in their notebook. | Ss. finish the activity very fast. | T. dictates some words (using the spelling bee). |



| Closure <br> ( 5 min ) | Students will be <br> able to answer a <br> survey to help T. <br> with her research. | -T. gives them a survey to obtain more information about the <br> problem observed in the diagnostic "Reading comprehension" <br> and the effectivity of the chosen strategy "Direct Reading <br> Thinking Activity". <br> -Ss. answer the survey to help the teacher in her research. | Reading <br> and <br> Writing | -Survey | Past <br> simple |
| :--- | :--- | :--- | :--- | :--- | :--- |


| Possible problems and Possible solutions |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Warm-up |  | Development |  | Closure |  |
| Problems | Solutions | Problems | Solutions | Problems | Solutions |
| Ss. do not have any very marked errors. | T. comments that the work was good and congratulates them. | Ss. do not understand what the audio says. | T. pauses the audio and checks the understanding of it. | Ss. finish very quickly the activity. | T. appreciates the time they were there and comments that she will arrive soon. |

Annex 12: Students' worksheets with 10 different headlines.

Name:

## Date:

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\begin{aligned}
& n \\
& \pi \\
& \Delta \\
& n \\
& 5 \\
& N
\end{aligned}
$$

## ACTIVITY 1

Read the following news headlines and write in the blank which section of the newspaper they belong to

1 UAEMex. made cookies to combat obesity.
2 Ukraine is invaded by Putin. What does he want?
3 The price of food increased in Pakistan and Perú.

4 Cristiano Ronaldo hit a boy because he lost a match.
5 Britney Spears announced that she is pregnant. $\qquad$

Activity 2
Read the following news headlines, underline key words and write in the blank which section of the newspaper they belong to

1 Resident wrote the song "Esto lo hago pa' divertirme" to J Balvin.

2 Deaf people listened to Coldplay's music through technological vests: a new form of inclusion.

3 Proteo, an Army dog, died on his rescue mission in Turkey.

4 ISSEMyM pensioners marched and collapsed the center of Toluca, for not giving medical appointments.

5 The Franz Mayer Museum opened to the public, creativity and innovation come together with art.

Annex 13: Students' worksheets of the Turkey and Syria earthquake.

2 Opelika Auburn NEWS
3
INTERNATIONAL


5
PHOTOIAFPIOMAR HAJ KADOUR

- Image of devastation from the parthquake in Turkry and Syria.

6

## DEVASTATING EARTHQUAKES HIT TURKEY AND SYRIA

Thousands of people have died after earthquakes
7 mousuring 7.8 and 7.7 early Monday struek southeaster'n Turkey near the Syrian border.

On February 6th, 2023, two earthquakes were recorded in Turkey and Syria. The first one occurred 34 km from the city of
8 Gaziantep in Turkey at $4: 17$ am with a magnitude of 7.87 Mw . The second one was an unusually strong aftershock that occurred 9 hours after the main earthquake, with a magnitude of 7.7 Mw . near the border with Syria.

The earthquake had more than 1000 aftershocks. As of February 20th, more than 47,000 deaths were recorded: 41,000 in Turkey and 6,000 in Syria.


PHOTO:AFPIAAREF WATAD - Image of the earihqualice in Turkey and Syma

The winter storm prevented the rescue efforts because snow fell on the ruins and the area had very low temperatures. Due to the low temperatures in the area, survivors, especially those who are trapped under the rubble, are at risk of hypothermia.

Carmen Solana, associate professor of risk communication at the University of Portsmouth mentions that it is a time of solidarity since it is one of the most devastating earthquakes of the last decades because it had a magnitude of 7.8 , it happened only 18 km deep, it travelled 150 km , it was a strike-slip earthquake and Turkey and Syria have old buildings. Also, Farias mentions "Disasters are not natural, it depends on how one is preparing for the threat".

The situation is critical at this time for Turkey and Syria, however, as we care, we must develop solidarity and empathy for these places.

RAÚL REDONDO
10

[^10]
## Opinion

Lorem ipsam dolor sit amet, consectetur odipiscing elic. Lit a errion nec nis! wilamerarper eleifond. Pracsent risus ievo, fringilla es ipsum.


[^11]Annex 14: Students' worksheets which contain the news about the earthquake in Turkey and Syria on Instagram.

## - ( ©) Instagram ${ }_{2}$ Turkey \& Syria Earthquake



Currently the President of Turkey has declared a state of emergency for the earthquake. However, donations, funds, resources and international compassion have been seen all across social media.

- 8 Tuesday, February 9th, 2023
\#turkeyearthquake \#WorldNews \#earthquake\#SyriaEarthquake



## MORE THAN 250 COUPLES GOT MARRIED AT CITY HALL ON VALENTINE'S DAY

The day of true love: Many couples said "Yes I do" more than 250 times.

By LENA HCW AND
In the San Francisco City Hall (KGO) on February 14th more than 250 couples got married. The place was full of couples in love, determined to live their whole lives together. They also wanted to get married because they wanted to make their love something legal. In addition, most of the couples who attended the event found out through Facebook that the City Hall was going to marry people for free, but all they had to do was arrive on Valentine's day determined to say "Yes, I do".

Tuesday, February 14th, $20235: 23$

"We decided to do it on Valentine's Day beacuse it's a tradition here in San Francisco city," said Zane Easley, a husband with his wife Ella Stimson.
Dueñas, the witness, said "It's always a joy to see that flowers create happiness for people". Each couple who got married at City Hall on Valentine's Day received a longstemmed rose, candies, and a special Valentine's Day keepsake marriage certificate.

## DAILY NEWS

ENTERTAINMENT

Activity 1: Listen to the news and fill in the blanks with the following words.

> -self-love
> -January
> -self-esteem
> -Infidelity
> -Spotify

Activity 2: Answer the WH-Questions.


IMAGEN - MILEY CYRUS SONG: FLOWERS

## "FLOWERS" - A NEW ANTHEM FOR BROKEN-HEARDED.

Why the most important relationship in your life is with yourself?

Miley Cyrus released a new song "Flower" implicitly dedicated to her ex-partner Liam Hemisworth. On,
13rd, 2023, this song was heard for the first
time onz $\qquad$ and in a minutes it became one of the most listened to songs. "Flowers" becomes a hymn of selflove because it responds to the ${ }^{3}$ $\qquad$ of her ex-partner, seen from the perspective of love and not from rancor.

This song is about the beginning of a new life, better than the life you had as a couple. highlighting a $\qquad$ and healthys $\qquad$
I can buy myself flowers Write my name in the sand
Talk to myself for hours
Say things you don't understand
I can take myself dancing And I can hold my own hand Yeah. I can love me better than you can*

The lyrics of the song mention that she doesn't need someone or
something to be happy. she can be happy by loving herself and accepting herself as she is.
In conclusion, if you are looking for a healthy relationship. you must first build it with yourself. Miley's song is a great instruction on how to do it.
I can love myself better than you.

BY JOEY NOLFI

Annex 17: Students' worksheets which contain the Miley Cyrus' song on Instagram.

## (0) Instagram

## MILEY CYRUS COULDN'T STAND SHAKIRA'S SUCCESS WITH HER NEW SONG AND RELEASED A SONG FOR HER EX-PARTNER.


$\bigcirc \odot \nabla$

The ex-partner of Miley Cyrus and Shakira committed infidelity to them. However Shakira was the first to write a song for her ex-partner Gerard Piqué called "Pa' tipos como tú". On January 13rd, 2023, on YouTube Miley Cyrus released her new song called "Flowers" in response to the infidelity of her ex-partner Liam Hemsworth. Miley Cyrus released this new song because she couldn't stand Shakira's success.

Miley Cyrus joined the new conception of women to not keep quiet about infidelity and stop being submissive.
lanuary 13rd 2023-20:07
\#Miley Cyrus \#infidelity of Liam Hemisworth \#Entratanment news Hinfidelity

ACTIVITY: According to this news, mention if the sentence is false or true.

1. The song "Flowers" is dedicated to Liam Hemsworth................T / F
2. The song was released on January 12, 2023..........................T / F
3. The song was released on Spotify......................................... T / F
4. The song "Flowers" is about self love.................................... T / F
5. Miley Cyrus wrote the song "Flower" out of envy for Shakira.... T / F

Annex 18: Students' worksheets which contain the news about the case by Dani Alves.

## The News

## Sports

JANUARY, 21, 2023 3:29 AM PT

## DANI ALVES IS IN PREVENTIVE PRISON AFTER COMMITTING A SEXUAL ABUSE WITH A GIRL IN A NIGHTCLUB.



FILE - Brazil's Dari Alves listens to a question during a press conference on the eve of the group $G$ of World Cup soccer match between Brasil and Cameroon in Dohas Qatar, on Dec. 1, 2022.

Bacelona/Spain - Dani Alves, former footballer of Pumas, was accused of committing sexual abuse with Miraida Puente Wilson in the bathrooms of the Sutton nightclub on December 30, 2022. The judge who will carry out this case ordered Dani Alves to be in prison without rights bail because Dani Alves tried to escape the country to evade his responsibility.
Dani Alves denies having acted badly with Miraida and said that the sex with her was with her consent, however her clothes did not say the same. Right now Dani Alves waits a date to carry out this process legally and receive a sentence.

By: TALES AZZONI

ACTIVITY 2: If you were the judge in charge of Dani Alves' case, what sentence would you give him?
OPTION 1: According to the Law for Sexual Freedom, the aggressor must be in prison from 1 to 4 years, but if one of them are drunk, it extends up to 10 years, so Dani Alves must be in prison for 10 years.
OPTION 2: Give Dani Alves the possibility of freedom while a date is set for the case.
OPTION 3: According to articles 178 and 180 of the Penal Code in Spain, any act committed against the sexual freedom of a person, carried out without their consent, will give the aggressor 1 to 2 years in prison, so Dani Alves must be in prision for 2 years.

Annex 19: Students' worksheets which contain the news about the alien invasion in Canada.

## BREAKING NEWS <br> 11 February 2023 <br> A US PLANE SHOT DOWN ANOTHER UNIDENTIFIED FLYING OBJECT (UFO) OVER CANADA.

In Canada, the militaries successfully shot down another UFO that was flying in Canadian territories, exactly in Yukon, near Alaska. The UFO was shot down on February 11, 2023, by order of Justin Trudeau, Prime Minister, because he and the country consider the UFO is an attempt to spy on the country.

Charlotte Bisbe and Fergus Simpson mention that UFOs are alien invasions to learn about human life. Charlotte says that "aliens are gray, have an oval head, are bald, have big round black eyes, a small nose, thin lips, small body, a muscular but thin arms, muscular legs, and average hands and feet".
Meanwhile, Fergus Simpson says that the physical description of alines are like a bears, not human-shaped, they are gray in color, have a round head, are bald, have small black eyes, a very long nose, thin lips, large ears, a fat body, long thin arms to feet, fat legs, and big hands and feet.

BY: Ben Pierce

## Annex 20: Students' worksheets of the case and the clues of the king who was murdered.

## WHO IS THE MURDERER?

## TEAM MEMBERS: <br> GROUP:

## - <br> - <br> $-$

IMPORTANT: "You are the detective in charge of discovering who killed King Alfred".
PREDICTION: I think that the murderer is $\qquad$ , I say this because I know that

## ACTIVITY 1:

Answer the WH-questions underlining the answer in the reading (case), use different colours.
ACTIVITY 2:
Read the reading "Clues" to solve the case, and complete the table with the appropriate information.

| CASE: | CLUES |
| :---: | :---: |
| King Alfred was murdered yesterday, exactly on April $25^{\text {th }}, 1998$. He was found dead in the study of his palace with a knife in his stomach spilling blood. Jane, Charlotte, and Rachel are the suspects. You need to discover who is the murderer because she needs to pay the sentence that corresponds to her. When the king died, one of them was in the study, indicating that she is the murderer, the other was in the bedroom and the last one was in the laundry room. In addition, each of them loves a different man, they are king Alfred, the king's bodyguard, and Lord Smith. | 1. The queen is not Jane or Rachel, the princess is not lane, and the servant is not Charlotte. <br> 2. The servant does not love the king's bodyguard, the princess loves Lord Smith, and we do not who is loved by the queen. <br> 3. When the king died, Rachel was in her bedroom, Charlotte was not in the laundry room, and the servant was not in the study. |


|  | Queen | Servant | Princess |
| :---: | :---: | :---: | :---: |
| Who is she? |  |  |  |
| Who does she love? |  |  |  |
| Where was she? |  |  |  |

## ACTIVITY 3:

Answer the following questions Who is the murderer? $\qquad$ What made you think that? $\qquad$
Your prediction was correct? $\qquad$

When Rachel, Jane, and Charlotte found out that the king died, they were sad, nervous, and calm. Rachel was not calm, Jane was calm, and Charlotte was not sad.

The ages of the three suspects are different, Jane is twelve years younger than Charlotte. Charlotte is thirty-three years older than Rachel. Rachel is seventeen years old.

Their physical appearance is as follows. Jane is as thin as Rachel, but Charlotte is fatter than Jane.


## 1

The second grade students of Secontary sehool No. $0033^{\prime T I} \mathrm{IC}$. Bienito Juaref" Wer'e in clarge of disoovering who murdered King Aliredo.

## DROPUNE:

## 2

The reporter Joseph Latour was commissioned to be the detective in this case.

3
The king of the kingdom Jenova was found dead at $3: 20$, when he was eating:


On Apri Zith 1998 , King Affedo wes found dad in tee study of his polace the had a kele butied in his stomach and there vas blood spilled intheroom
The suspects in the case were Rache, Jane and Charbte, but the murderer wes the sevant Jane, forthefolowing reasors

1 Shewasinthe samepliseasthelong.
2 Shewasangrywththeideng
3 Shelowstheling

BODY

2
On April 2ith 1909, King Alfredo was fonerid clayi in the stucly of his palace, he had a knife beridd in lis hesd and there was Wood spilled in the room.
The suspects in the case were Rachel, Jane, and Charlote, but he maderes was Quen Charlotef for the following rascos:

1. She had problems with ber hushand.
2. She luves the king's boxdygard

## 3 <br> Bycternomand

On April 2st, 1999 Krg Affedo wos fard olad in the stuay of his palace, he had a knite turied in his stomah and theच wos thod spledintrencom
The sspers in the case vere fucte, jane and Chatite, but the murders wes Queen Oraideforthe folowing respos.
1.She wasintresame placeas the kng

2 Shehadprobenswtherhustand
3 Shebertheligis bodgurd.

CONCIUSION: In conclusion Charlotte should be in prison 2 years in prison because this crme is regulated in articie 138 of the Penal Code, and it indicates "Whoever kiled another person will be punished, as a murderer, with a prison sentence often to fftcen yeari"

WITENBY: JOSEPH LATOUR

In cracludion, Charlate should be in prison 15 yeus in prison becuse this crime is regulared in atticle 133 of the Penal Code, and it indicates "Wboeve killed another persan will be perishod, as a murchere, with a prison sentence of ten to fiffeen years."

In conclusion, Jane should be in prison 15 years in prison because this crime is regulated in article 138 of the Penal Code, and it indicates "Whoever killed another person will be punished, as a murderer, with a prison sentence of ten to fifteen years."

# THE EVIDENCE OF THIS RESEARCH 

## Evidence of the activity one.



Evidence of the exercise one.


Evidence of the activity two.


Evidence of the exercise two.


Evidence of the activity three.


Evidence of the activity four.


Evidence of the activity five.


## Sport newa

Toaby is Wedherday March 2023

The News

## DANIALVES ISIN PREVENTIVEPRISON AFTER COMMITTING

$\rightarrow$ The news will be aboat
a) Punas tean won match
b) The change of player in furas
d) player was arrested for comitling a crin

## The News

## DANI ALVES IS IN PREVENTIVE PRISON AFTER COMMITTING

 A SEXUAL ABUSE WITH A GIRL IN A NIGHTCLUB.

Bacelona/Spain - Dani Alves, former footballer of Pumas, was accused of commititing sexual abuse with Miraido Puente Wilsan in the bathrooms of the Sutton nightclub on December 30,2022 The judge who will carry out this case ordered Dani Alves to be in prison without rights bail because Dani Alves tried to escape the country to evade his responatbility.
Dani Alves denies having acted badly with Dani Alvas doid that the sex with her was with her consent, however her clothes did not say the same. Right now Dani Alves waits a date to carry out this process legally and receive a sentence.
By. TALES AZZON

## Evidence of the activity six.



## Evidence of the first partial evaluation.

## WHO IS THE MURDERER?

TEAM MEMBERS:
GROUP 26
Ortiz veía Diana
$115 / 20$
Bernal Estiada biandon
Chavez Giron Osmas
IMPORTANT: "You are the detective in charge of discovering who killed King Alfred"
PREDICTION: I think that the murderer is QUECD I say this because I know that She had problems with her hasband
ACTIVITY 1:
Answer the WH-questions underlining the answer in the reading (case), use different colours. ACTIVITY 2:
Read the reading "Clues" to solve the case, and complete the table with the appropriate information.

| CASE: $\sqrt{ }$ |  |  |  |
| :---: | :---: | :---: | :---: |
| King Alfred was murdered yesterday, exactly onlAprill 25 th/1998. He was found dead in the study of his palace with a knife in hise Charlotte, and Rachel are the suspects. You need to discover who is the murderer because she needs to pay the sentence that corresponds to her. When the king died, one of them was in the study, indicating that she is the murderer, the other was in the bedroom and the last one was in the laundry room. In addition, each of them loves a different man, they are king Alfred, the king's bodyguard, and Lord Smith. |  | 1. The queen is not lane or Rachel, the princess is not Jane, and the servant is not Charlotte. <br> 2. The servant does not love the king's bodyguard, the princess loves Lord Smith, and we do not who is loved by the queen. <br> 3. When the king died, Rachel was in her bedroom, Charlotte was not in the laundry room, and the servant was not in the study. |  |
| Who is she? | Queen कharlotte hachet | Servant Jane | Princess Peicher 1 ? chartofte |
| Who does she love? | not who is loved | botuandid $x$ | brd smith |
| Where was she? | not in the laundy | not in the study | bedroom |

ACTIVITY 3:
Answer the following questions Who is the murderer? Queen $X$ What made you think that? not who is loved;
Your prediction was correct? 1 es $X$

## WHO IS THE MURDERER?



## IMPORTANT: "You are the detective in charge of discovering who killed King Alfred"

PREDICTION: I think that the murderer is seruant $\sqrt{ }$
I say this because I know that

## ACTIVITY 1:

Answer the WH-questions underlining the answer in the reading (case), use different colours ACTIVITY 2:
Read the reading "Clues" to solve the case, and complete the table with the appropriate information.


## ACTIVITY 3:

study that? Por que evtam enfi Cuariate _ What made you think ant Por que estaba enfl studyo, Your prediction was correct? NO


## WHO IS THE MURDERER?

TEAM MEMBERS:
GROUP

\author{

- Vanessa 2 eón Espinoza <br> - Kenka Benitez erajales <br> $17 / 20$ <br> - Tenva Benitez bra
}

IMPORTANT: "You are the detective in charge of discovering who killed King Alfred".
PREDICTION: I think that the murderer is a I say this berause I know that ACTIVITY 1:
Answer the WH-questions underlining the answer in the reading (case), use different colours. ACTIVITY 2:
Read the reading "Clues" to solve the case, and complete the table with the appropriate information.

| CASE: |
| :--- | :--- | :--- | :--- | :--- |

ACTIVITY 3:
Answer the following questions Who is the murderer? Quelen What made you think Answer
that?


## WHO IS THE MURDERER?

TEAM MEMBERS:
GROUP: G

## Martines Alvarado Di Dier Gallard Tonorio Brisa - valder Reves Feinanda <br> $20 / 20$

IMPORTANT: "You are the detective in charge of discovering who killed King Alfred".
PREDICTION: I think that the murderer is The princess, I say this because I know that because whewarangiy whth her dad
ACTIVITY 1
Answer the WH-questions underlining the answer in the reading (case), use different colours. ACTIVITY 2:
Read the reading "Clues" to solve the case, and complete the table with the appropriate information.


Evidence of the second partial evaluation.


AMAHIRANY PATRICIA BECERRIL REYES ESTUDIANTE DEL OCTAVO SEMESTRE DE LA
LICENCIATURA EN ENSENAANZA Y APRENDIZAJE DEL
INGLĖS EN EDUCACIÓN SECUNDARIA

## PRESENTE

Quien suscribe, Lic. Judith Padilla Rodriguez, en su calidad de asesora, y en atencion al cumplimiento en tiempo y forma de los procedimientos de construcción, asesoria, dictaminación y acreditación de su trabajo de titulación que la normatividad vigente marca, se dirige a usted, con respeto, para expedirle la presente

## CARTA DE LIBERACIÓN DE SU TRABAJO DE TITULACIÓN

en la modalidad de Tesis de Investigación que lleva por título: Developing english reading comprehension skills through directed reading thinking activity (DRTA) strategy in second-grade students of secondary school.

Por lo anterior, se le informa que, puede continuar con los trámites correspondientes para la programación de su examen profesional.

Sin otro particular, le deses éxito.

# ATENTAMENTE <br> Jadut Rallle <br> Lic. Judith Padilla Rodriguez 

"2023. Año del Septuagésimo Aniversario del Reconocimiento del Derecho al Voto de las Mujeres en México"

# ESCUELA NORMAL SUPERIOR DEL ESTADO DE MÉXICO 

SECCIÓN: SUBDIRECCIÓN ACADÉMICA No. DE OFICIO

DIR/SAC/AEP/0349/2022-2023
Se autoriza la edición de trabajo de titulación

Toluca, Estado de México, 30 de junio de 2023

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AMAHIRANY PATRICIA BECERRIL REYES ESTUDIANTE DEL OCTAVO SEMESTRE DE LA LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA PRESENTE
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La Dirección de la Escuela Normal Superior del Estado de México, se dirige a usted, respetuosamente, en atención al cumplimiento en tiempo y forma de la normatividad vigente del procedimiento de elaboración, construcción, dictaminación, liberación y acreditación del trabajo de titulación en su modalidad de TESIS DE INVESTIGACIÓN, con el titulo: DEVELOPING ENCLISH READING COMPREHENSION SKILLS THROUGH DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY IN SECOND-GRADE STUDENTS OF SECONDARY SCHOOL, asesorada por la LIC. JUDITH PADILLA RODRÍGUEZ; para informarle que se le AUTORIZA la edición correspondiente.

Sin otro particular, le exhorta a dar continuidad al procedimiento para el logro de su examen profesional respectivo.


Toluca, Estado de México, 30 de junio de 2023

MTRA. MARIA DEL SOCORRO ARREDONDO ZÁRATE DIRECTORA DE LA ESCUELA NORMAL SUPERIOR

## DEL ESTADO DE MÉXICO

PRESENTE

Quien suscribe Amahirany Patricia Becerril Reyes, estudiante del octavo semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, en atención a la normatividad vigente para el proceso de titulación, se dirige a su persona con respeto, para informarle que asume plena y conscientemente la responsabilidad total en la autentificación, originalidad, estructura y formato del trabajo de titulación que presentará en su examen profesional, en su modalidad de Tesis de Investigación, con el titulo: Developing english reading comprehension skills through directed reading thinking activity (DRTA) strategy in second-grade students of secondary school, para proceder al trámite correspondiente.

Asimismo, le refiere que se han atendido las recomendaciones realizadas por el asesor y las sugerenclas de los dictaminadores asignados; por lo que asume el compromiso de lievar a cabo el proceso de réplica establecida en el protocolo conveniente.

Sin otro particular por el momento, le envia un cordial saludo.


ESCUELA NORMAL SUPERIOR DEL ESTADO DE MÉXICO



[^0]:    ${ }^{1}$ Consejo Técnico is a collegiate body made up of the school director, teachers, and pedagogical advisors in charge of making and executing decisions focused on reaching the maximum achievement of the learning of all NNA (boys, girls, and adolescents). SEP (s.f.: 1)

[^1]:    ${ }^{2}$ Social Practice of the language is the different situations of real learning interaction students will face using the English language (SEP: 2017).

[^2]:    ${ }^{3}$ Deductive thinking, according to Sampieri (2017:12) is going from the general to the particular, so it helps the researcher to apply universal rules or laws to specific situations.
    ${ }^{4}$ Inductive thinking, according to Sampieri (2017:12) generates general premises from individual phenomena, so it helps the researcher to apply specific situations to universal rules or laws (2017:12).

[^3]:    ${ }^{5}$ Cohesive devices are words and expressions which show relationships between ideas, phrases, sentences, and paragraphs. Moreover, they are also known as linking words, and cohesive devices are divided into categories, such as cause and effect, time, addition, comparison, and contrast (Brown, et.al., 2015:400).
    ${ }^{6}$ Rhetorical devices are essential tools in the world of communication to persuade, engage the audience effectively and express emotions, interests, and attention to the subject. These devices are categorised into repetition and sound, figurative language, and persuasive techniques (Brown, et.al., 2015:400).

[^4]:    ${ }^{7}$ The denotative meaning is the meaning extracted from the dictionary. (Lee, 1987:32).
    ${ }^{8}$ The connotative meaning is the meaning extracted from the context. Sometimes it does not have a literal meaning. (Lee, 1987:33).

[^5]:    ${ }^{9}$ Part of the speech is a category to which a word is assigned in accordance with its syntactic functions. They are; nouns, adjectives, conjunctions, adverbs, pronouns, verbs, interjections, or prepositions (Lee, 1987:35).

[^6]:    ${ }^{10}$ Esoteric reading is developed and improved by teachers in the interior of the school. (Brown, 2015:408).
    ${ }^{11}$ Exoteric reading is directed at the public, for this reason, the reader is considered an interpreter, and not an intimate reader (Brown, 2015:408).

[^7]:    ${ }^{12}$ Scepticism is a philosophical doctrine that indicates that in the world there is no absolute truth or knowledge without the possibility of change. For that reason, everything must be troubled to understand the world in which we live (Stanford Encyclopedia of Philosophy, 2019).

[^8]:    ${ }^{13}$ Metacognition is the ability that allows the learner to reflect, understand and control their learning (Epistein, et. al. 2006:36).

[^9]:    ${ }^{14}$ The lesson plan is a guide that determines what the teacher is going to do in his intervention in front of the group. It includes the subject based on the syllabus with the 9 proposed criteria by the SEP, the number of sessions, the procedure for each class, and the material used in each class.

[^10]:    SOpelika -Auburn News reporter

[^11]:    Lorent ipsuin dofor sit amet, consectetur oulipiscing elit. Ut a eniom nec nisf ailamcarper elejiend. Prassmot ricus ken, fringilia et ipsum.

