

IMPLEMENTING SKIMMING AND SCANNING TECHNIQUES TO IMPROVE  
READING SKILLS AT JOSÉ ANTONIO GALAN A PUBLIC HIGH SCHOOL

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UNIVERSITY OF PAMPLONA  
FACULTY OF EDUCATION  
FOREIGN LANGUAGES ENGLISH-FRENCH PROGRAM  
TEACHING PRACTICUM  
PAMPLONA 2015

FINAL PRACTICAL REPORT  
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**Approval Comment**

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**Practicum Committee Signature**

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**Supervisor's Signature**

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*When I finished my secondary school, I had to choose between continue skating or study a degree, so, as you noticed this is what I chose. Studying at the University of Pamplona was a great experience, knowing Foreign people was profitable, learning two languages at the same time and being away from my family was hard but wonderful because that made me strong and determined.*

*Firstly, I want to thank my family who has been supporting me in this process, who has been encouraging me when I said this degree was so tough. I want to dedicate this arduous work to my beloved mother Nasly A. García, my smart brother Klever Tapias and my kindly grand-parents Maria Smith and Rafael Antonio, although my grandpa or better my father was not here with me, I have always known he has been beside me.*

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*Consequently, I would like to give thanks to everyone who has helped me to conduct the research and who has participated in writing this proposal. Finally, I would like to share one of my favourite Frida Kahlo's quotes, which means that we can do everything we want:*

*“At the end of the day, we can endure much more than we think we can.”*

*Thank you so much,  
Nasly F. Tapias G.*

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## Introduction

In many parts of the world, according to Robb and Susser (1989) reading has traditionally been the skill most emphasised in FL and EFL situations, and this is still true today in spite of the current emphasis on oral/aural approaches. Nowadays, we know that the literacy process is a development of linguistic and conceptual acquisition. This variation in our view about what happens in classrooms, and outside them, is closely related to a change of conceptualization of what we understand as better quality education. The educational emergency in our country requires major changes in the process of reading comprehension. The decisive factor so that an educational system reaches excellent goals consists of a balance between teachers, students and parents.

This Action Research aims at presenting an alternative solution to our educational practice, which seeks to improve and transform the process of reading comprehension by using the students' receptive skills; likewise, pointing to the advancement and training of this comprehension.

Thus, the researcher conducted this project which attempted to improve reading comprehension by developing specific receptive skills such as skimming and scanning of 10th grade students in a Public High School in Colombia, the use of them allowed teaching students reading skills. In addition to that, Harmer, J. (2007) highlights that reading is designed to enable students to develop specific receptive skills such as reading for gist or general understanding- often called *skimming*, reading for specific information- often called *scanning*; reading for detailed comprehension or reading for interference what is behind the words.

## Problem

In classrooms, students have difficulties when teacher gives them texts to read and analyse them, students only limit their knowledge to do two things for instance, read and translate into Spanish the English text.

Additionally, after some observations conducted with students from 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades at Jose Antonio Galán and San Francisco de Asis High Schools in Colombia, I noticed that students have difficulties when they read a text and try to answer

comprehension questions, besides, they feel uncomfortable when teacher asks them to read the text but the teacher sometimes does not pay attention to the pronunciation, thus, students make a lot of pronunciation mistakes.

## **Justification**

This project focused its attention on the use of skimming and scanning techniques to enhance reading comprehension skills. On the one hand, I implemented skimming and scanning which are two specific speed-reading techniques, which enabled to cover a vast amount of material very rapidly. These techniques are similar in process but different in purpose. Maxwell, M. J. (1972) states that the best way, and perhaps the only way, for student to cope with the effects of the information explosion on reading lists, it is to become a competent and confident skimmer and scanner. On the other hand, I implemented these techniques, *skimming* and *scanning*, in order to highlight the reading and reading comprehension value, to teach grammar, improve vocabulary and to develop a deeper understanding.

To better understand this research, this study was divided into four chapters; the first one is the pedagogical component which presented five sections such as the key concepts, the theoretical framework, the receptive skills, the methodology, the lesson planning and the findings and limitations.

The second chapter is the research component, composed of some studies related to the use of skimming and scanning techniques and also the importance of reading comprehension which supported the issue of the proposal. In the same way, this section introduced the action research design, the methodology; the instruments were used for gathering data, the data analysis and the findings.

The third chapter is about the Outreach Component; in this part of the project, the pre-service teacher, proposed primary classes and speaking sessions in order to reinforce student's previous English knowledge and also this section is divided in methodology and findings.

The last one is the Administrative Component; it is about the academic and extracurricular activities. This component allowed the pre-service teachers to take part of all the activities provided by the institution.

## **Objectives**

### **General objective**

- To implement skimming and scanning techniques to improve the reading skills of 10<sup>th</sup> grade students.

### **Specific objectives**

- To provide specific receptive skills to develop reading comprehension.
- To purvey students reading activities in order to implement the speed-read techniques.
- To encourage students to read.

## **Institutional observation**

### **Location**

This project will be carried through two different places in Pamplona Norte de Santander, those places belongs to the José Antonio Galán a public high school in Colombia which is composed of six headquarters: San Francisco de Asís, Cuatro de Julio, Juan XXIII, Santa Marta, and Cristo Rey, notwithstanding, this action research will take place only in San Francisco de Asís and José Antonio Galan.

### **Campus Description**

#### **José Antonio Galan**



This institution was founded on June 5th 1970; it is located in Carrera 6° N° 1b-61. Besides, it is divided into two sections: primary and secondary. In the institution, there are some green zones where the students can play and rest during their break time. Moreover, there is a big office in which teachers and students can photocopy any material. Each classroom has approximately three or four windows that make them a well-lighted place. There is a large teaching space, in which the students can feel free to move and the teachers can write in the big blackboards. Inside the classrooms, there are more or less 40 chairs which facilitate the class organisation and distribution.

## San Francisco de Asis



The institution San Francisco de Asis was founded on February 1978; it is placed in Calle 3 N° 8-204. Neighbourhood: Los Cerezos. Besides it includes kinder garden, primary school: 1st to 5th grade; secondary level: 6th to 11th.

Moreover, it has an administrative building. In the middle of the school there is a playground and around it, the high school classrooms along with the technology room and the English classroom are located. The English classroom is decorated with posters in English, it has new chairs and it is provided with a video-beam and some aids like flashcards and English dictionaries. Likewise, there is a two- floor building where the primary classrooms are located, and the tenth grade classroom is placed in one of the second floor classrooms, and the sixth grade is placed in one of the first floor classrooms. In addition, there is a room for teachers and a room where the marching band instruments are kept, as well as a food store that opens during the break. Finally, there is a psychological guidance office and an auditorium; however did not count on a library. (As has been described in Rosas and Serrano's proposal, 2015)

### General Authorities

Jose Antonio Galan authorities

Name	Occupation
Bernardo Wilches Gelvez	Rector
William Díaz Rueda	Coordinator

Rosana Villamizar

L.c. Lenguas extranjeras Inglés-Francés

San Francisco de Asís authorities

Name	Occupation
Bernardo Wilches Gelvez	Rector
Mario A. Castellanos D.	Coordinator
Rosanna Villamizar	L.c. Lenguas extranjeras Inglés-Francés

In addition to that, this action research is going to be carried out at San Francisco de Asis Central and Jose Antonio Galan; these two headquarters have the same mission and vision.

### **Mission**

To contribute to our students setting which guarantee them and the community learning and life experiences it will help them to face up the economical and labour problems for their future plans. Base on that the institution will promote projects aimed at reinforce human talent, community involvement, professional training.

### **Vision**

At the end of 2020, the institution will demonstrate competitiveness in the social, cultural, sports and academic aspect gaining a regional and national recognition.

### **Educational Project of the Institution P.E.I**

The Educational Project of the Institution (P. E. I.) was adopted by act of September 11, 2003 and update by means of agreement 02 in 2006, 07 in 2007 and 004 in February 8, 2008, 002 in 2010, and 05 in July 8, 2010, agreement 03 on January 28 in 2011. Agreement 004 in 2012 and act on June 21, 2013, signed in the educative management quality and information system, (SIGCE acronym in Spanish). It is a dynamic, participative and permanent process, appropriated to the legal, pedagogical and technological changes and innovations, as a strategy that allowed the school to

compete in quality, coverage, equity and efficacy, completing the aspirations, utopias and dreams of the institution.

Depending on the Educational Project of the Institution, it includes the standards of competences for learning a foreign language, according to this, the goal of learning English as a foreign language is to achieve the communicative competence, defined as the set of knowledge, skills, abilities and individual characteristics that allow a person to perform actions on real context. According to the Educational Project of the Institution P.E.I, the communicative competence includes:

**Language proficiency:** It refers to the knowledge of the formal resources of language as a system and the ability for using it in the formulation of well-trained and meaningful messages. This aspect includes lexical knowledge and skills, phonological, syntactic and spelling, among others. This competition involves not only the theoretical management concepts: grammatical, spelling or semantic, but its application in various situations. (For example, make associations to use the known vocabulary from another context or apply grammatical rules learned in building new messages).

**Pragmatic competence:** It relates to the functional use of language resources, firstly it refers to the ability to organize sequences of sentences to produce fragments support and secondly, it refers to the implementation of a functional jurisdiction, both linguistic forms and functions, like others in real communicative situations.

**Sociolinguistic competence:** It refers to the knowledge of the social and cultural conditions that are implicit in the use of language. For example, it is used to handle comity and other rules that order the relations between generations, genders, social classes and groups.

Additionally, in the Educational Project it is affirmed that the Communicative competence does not work alone, because it implies knowledge about the language in different situations: inside and outside the classroom, moreover, it includes the development of skills and knowledge that relate ethical, social and cultural dimensions of language learning.

Related to this action research, the Educational Project proposes a pedagogy of literature which reflects the need to consolidate a tradition in students reading through



the generation of systematic processes that contribute to the development of the love for reading. Since it provides meaningful life experience and allows them to enrich their human dimension, their worldview and their social conception through self-expression, enhanced by the beauty of language. In this way, this Institutional Educational Project seeks to become students as active readers.

### **Code of conduct**

According to Article 87 of Law 115 of 1994, the code of conduct is a document where there are established the rights and obligations for the educational community of the Educational Institution Technical Institute Archdiocesan San Francisco de Asis located in the city of Pamplona. Norte de Santander Department , as provided by law 01620 of March 15, 2013 , its implementation is recognized by the Decree 1965 of 2013, the jurisprudence of the high courts of the state, including institutional processes, the orientations of the Departmental Secretary of Education, the Ministry of Education national and disposition of the educational community.

As expressed by Duque (2014) cited by Rosas and Serrano's proposal (2015) , the code of conduct of the institution has the following characteristics:

- ❖ All educative communities must participate.
- ❖ Establish the general basic criterion that institutional coexistence is based on.
- ❖ Establish the rights, duties, and inhibitions of all educative community.
- ❖ Establish the parameters, procedures and mechanisms to solve academic and behavioural problems.
- ❖ Establish the teachers' regulations in the institutional setting.
- ❖ Define the encouragements for the educative community.
- ❖ Foresee the services of social welfare for the community.

### **Organizational chart-** Institutional chronogram of activities from March to May

SEPTEMBER	
Date	Activities
1 to 4	Academic development
11	Drills of the knowledge tests 3th, 5th,9th
18	Quality testing technical media, 2 <sup>nd</sup> period

21 to 25	Recovery activities for quality test 2 <sup>nd</sup> period 10th and 11th
25	Delivering quality assessment instruments second period technical media to the secretary
28	3rd Academic period Initiation 10 <sup>th</sup> and 11 <sup>th</sup>

OCTOBER	
Date	Activities
1 to 2	Academic development
5 to 9	Institutional development – Holidays
8	Bingo institutional
14	Academic council regular meeting
15	Flag-raising: Inclusion, ecological values, all the cultural courses take place in this event
26 to 30	Academic development

NOVEMBER	
Date	Activities
3 to 6	Academic development
4	Academic council regular meeting
17 to 20	Quality tests recoveries 3rd period all levels
24	Flag-raising: Delivery transition and fifth primary symbols
26	Flag-raising: institutional delivery flags 10 <sup>th</sup> and 11 <sup>th</sup> Mass graduation
27	Graduation

### Pre-service teacher schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 – 7:55		<b>9 B</b>	<b>Primary English classes</b>		
7:55 – 8:50		<b>9 B</b>	<b>Primary English classes</b>		<b>10 A</b>
8:50 – 9:45			<b>10 A</b>	<b>8 B</b>	<b>Primary English</b>

					classes
9:45 – 10:15	<b>BREAK TIME</b>				
10:15 – 11:10	<b>10 A</b>			<b>8 B</b>	Primary English classes
11:10 – 12:00		<b>10 San Fr.</b>	<b>10 San Fr.</b>		
12:00 – 12:50	<b>9 B</b>		<b>10 San Fr.</b>		<b>8 B</b>

### Topics for 3rd period

Eight Grade
Future Simple
Future Going to
Modal Verbs
Imperative

Ninth Grade
Present Perfect
Past Perfect
Future Perfect

Tenth Grade
Active and Passive Voice (present, past and future)
Modal Verbs
Prepositions

## **CHAPTER I. PEDAGOGICAL COMPONENT**

### **Introduction**

This action research was carried out at the secondary school of the Jose Antonio Galán and the San Francisco de Asís Central, with the purpose of implementing skimming and scanning techniques to foster reading comprehension of secondary school students. It is important to highlight that the population selected was two 10<sup>th</sup> grades from the Galan and the San Francisco de Asís central.

To find out about the main purpose of this study, this section defined some key concepts that I considered relevant for the research project. Besides, it was broken down into three main sections as follows: theoretical framework, receptive skills, methodology.

### **Justification**

Keeping in mind that the communicative competence is a relevant aspect in the teaching and learning process, the development of this project concentrated on the use of receptive skills such as skimming and scanning to improve reading comprehension.

### **Objetives**

#### **General Objective**

- ❖ To promote reading comprehension through the use of skimming and scanning techniques at Jose Antonio Galan High School and San Francisco de Asís.

#### **Specific Objectives**

- ❖ To implement skimming and scanning techniques for building a strong students' vocabulary
- ❖ To develop a deeper understanding by using these two reading techniques
- ❖ To improve students' pronunciation

## **Theoretical framework**

This theoretical framework was based on the main foundations of reading comprehension as well as skimming and scanning techniques. Firstly, I will present the Bilingual National Plan (BNP). Secondly, I will provide some concepts such as communicative approach, reading skill and reading comprehension, and finally skimming and scanning techniques definitions.

## **Political Education**

Due to the deficient performance of the student in the “Pruebas Saber”, test in which proficiency English level is measured; the Ministry of Education has implemented a project called “National program of Bilingualism” which seeks to improve learners’ proficiency English level, the purpose of this program is that students can learn and apply their knowledge in a real context.

Nowadays, most of the institutions in Colombia belong to this program; including students, teachers, parents and the educational community. It is important to say that the national program of Bilingualism is led by standards which were established in 2001 by the European Union.

The common European framework of reference describes clearly communicative competence which involves the major language skills such as reading, writing, listening and speaking. In other words, the common European framework of reference explains the competences teachers have to take into account in the teaching and learning process of any foreign language; besides, introduce what learners have to learn according to their proficiency language level.

The common European framework proposes six levels of performance in primary and secondary schools as follows: A1, A2 (beginners), B1, B2 (intermediated), C1, C2 (advanced) in order to test and place learners proficiency level.

GRUPOS DE GRADOS	NIVELES MCE		
Décimo a Undécimo	B1		B 1.2 Pre intermedio 2
Octavo a Noveno			B 1.1 Pre intermedio 1
Sexto a Séptimo	A2		A 2.2 Básico 2
Cuarto a Quinto			A 2.1 Básico 1
Primero a Tercero	A1	A1	Principiante

In regard to the implementation of skimming and scanning techniques, this involves reading comprehension; so that, the following chart presents the standards of competence established for the European framework of reference 10<sup>th</sup> grade.

Lectura	
• Identifico palabras clave dentro del texto que me permiten comprender su sentido general.	1, 2
• Identifico el punto de vista del autor.	2
• Asumo una posición crítica frente al punto de vista del autor.	
• Identifico los valores de otras culturas y eso me permite construir mi interpretación de su identidad.	
• Valoro la lectura como un medio para adquirir información de diferentes disciplinas que amplían mi conocimiento.	
• Utilizo variedad de estrategias de comprensión de lectura adecuadas al propósito y al tipo de texto.	2
• Analizo textos descriptivos, narrativos y argumentativos con el fin de comprender las ideas principales y específicas.	2
• Hago inferencias a partir de la información en un texto.	2
• En un texto identifico los elementos que me permiten apreciar los valores de la cultura angloparlante.	2, 3
• Comprendo variedad de textos informativos provenientes de diferentes fuentes.	2

### Communicative approach

This project was supported by the communicative approach since this approach aims to train students for real communication. According to the British Council, communicative approach is based on the idea that learning language successfully comes

through having to communicate real meaning. In other words, the students are involved in real communication where the language is a key element to facilitate learning through communication in action.

Furthermore, to develop real communication inside the classroom, Nunan (1999) suggests five basic principles of the Communicative Approach:

1. An emphasis on learning to communicate through interaction in the target language,
2. The introduction of authentic texts into the learning situation,
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself,
4. An enhancement of the learner's own personal experience as important contributing elements to classroom learning,
5. An attempt to link classroom language learning with language activities outside the classroom.

### **Reading skill**

Reading helps in learning vocabulary and in creating mental image even if we do not understand completely. It is one of the easiest ways to get to know about the world. This study adopts a definition of McDonough & Christopher (2003) who emphasize that as a skill, reading is clearly one of the most important foreign language skills, particularly in cases where students have to read English materials for their own specialist subject. In the same way, Ur, Penny (1996) states that reading does not mean reading or decoding the letters or words only; reading means reading and understanding.

### **Reading comprehension**

Understanding the meaning of a word motivates learners to interpret and analyse texts. Comprehension means making sense of words, connecting ideas between texts, constructing and discussing with others. According to Grellet (1981) reading comprehension is the act of understanding what you are reading, while the definition can be simply stated the act is not simple to teach, learn or practice. Also, reading

comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Additionally, Grellet affirms that reading is an active skill. So, it constantly involves guessing, predicting, checking and asking oneself questions.

### **Skimming**

This study adopted a definition of Maxwell (1972) who defines this technique as getting the main idea or gist of a selection quickly in a written text where the students develop powers of inference through systematic practice which encourages them to anticipate the content of a text.

### **Scanning**

Scanning is another useful tool for speeding up your reading. Unlike skimming, when scanning, you look only for a specific fact or piece of information without reading everything. According to Beale, A., (1970) for scanning to be successful, you need to understand how your material is structured as well as comprehend what you read so you can locate the specific information you need. Scanning also allows you to find details and other information in a hurry.

### **Methodology**

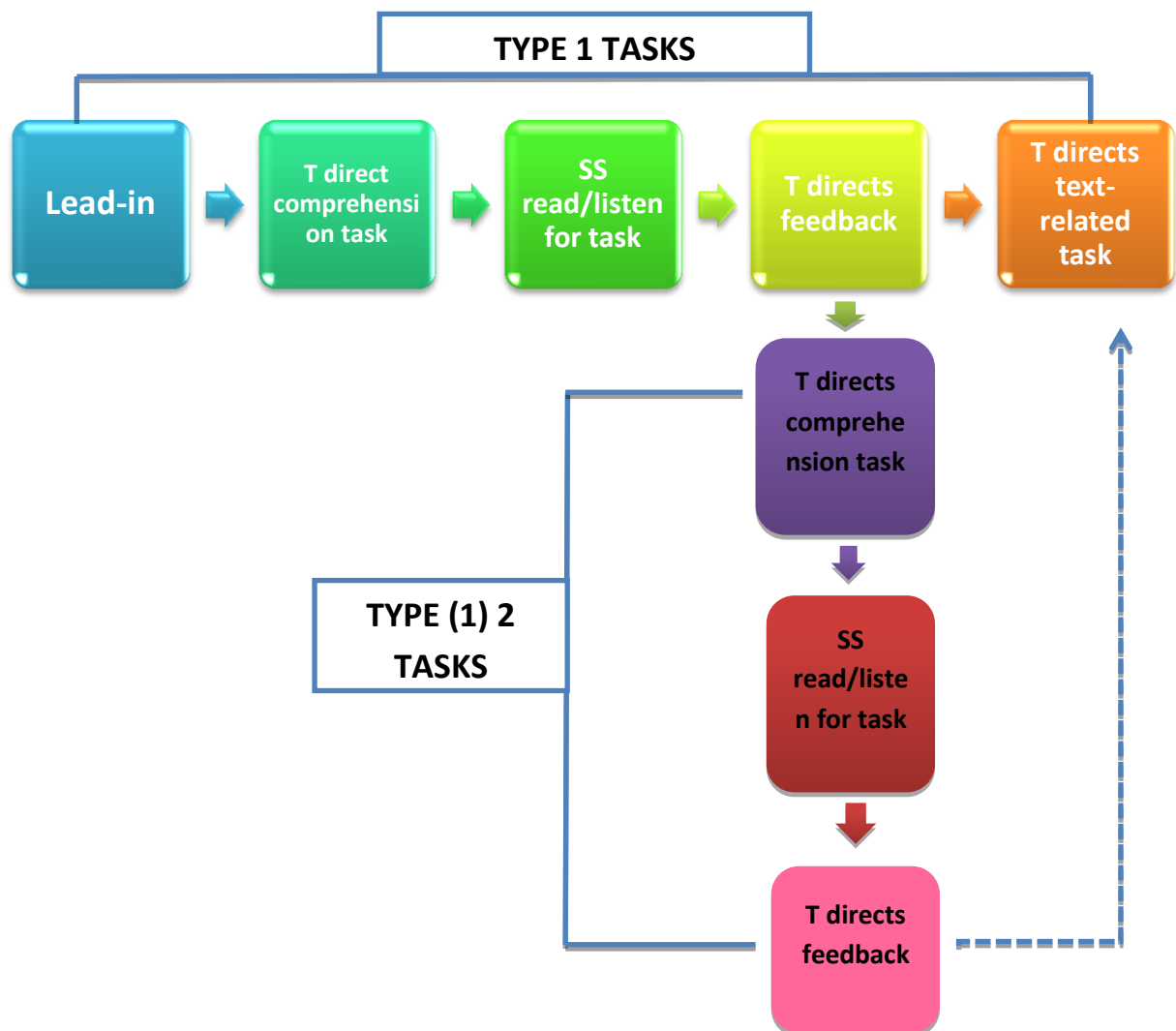
As it was mentioned before, this project was conducted at the Institution José Antonio Galan School and San Francisco de Asís during 10 weeks according to the academic institutional chronogram, with the purpose of implementing skimming and scanning techniques to foster reading comprehension. The population selected was two 10th grades, students aged from 15 to 19 years old, male and female.

To achieve the research purpose, the pre-service teacher identified the students' needs according to the non-participant observations and teacher's suggestions.



## Methodological model to teach receptive skills

The model for teaching receptive skills such as skimming and scanning is essential to accomplish the research purpose, in this way, the pre-service teacher will conduct some several steps in order to guide the students when analysing a text. This model is taken from Harmer, J. (2007).



Harmer, J. (2007) describes the methodological model as follows:

Type 1 tasks: are those where we get students to read or listen for some general understanding or get involved in a refined search of the text.

Type 2 tasks: are those where we get students to look at the text in considerably more detail, maybe for specific information or for language points.

- Lead in: the procedure for teaching receptive skills, in this part, we engage students with the topic of the reading and we try to activate their schema (the pre-knowledge of the world)
- T directs comprehension task: the role of the teacher is to provoke students get in touch with that knowledge or schema. The students can predict what the text is about. We can provoke this kind of prediction by giving them various clues, such as pictures, headlines or book jacket descriptions.
- SS read/listen for task: Once students are ready to read, we set of some kind of a comprehension task so that, they will read or listen in a general way, trying to extract a general understanding of what the text or audio is all about.  
(Skimming)
- T directs feedback: It is conducting after students had read. The teacher starts correcting the work, students can correct the exercise by doing pairs or small groups.
- T directs text-related task: sometimes teacher directs a text-related task immediately this Type 1 has been completed. A text-related task is any kind of follow-up activity and might be either response to the content of the text or a focus on aspects of language in the text.
- However, we will usually get the students to look at the text again for a Type 2 task in which they are required to examine it in more detail. In this way, it is necessary to implement scanning technique in which the students have to get the most specific information. The comprehension cycle is repeated and then the teacher involves the students in text-related tasks.

### **Criteria for selecting the texts**

The criterion for selecting the text is vital to achieve my research purpose. Thus, I implemented the criteria proposed in New Zealand Ministry of Education (2003). According to this, in order to choose texts that will motivate and engage their students,

teachers need to consider what they know about their students in relation to the kinds of texts used in their subject area.

The appropriate difficulty level of a text depends on many factors, including:

- the students' prior knowledge of and interest in the content;
- the range and complexity of the vocabulary;
- the students' sight vocabulary and their current decoding competence;
- the layout of the text, including line length and word spacing;
- the support given by the illustrations;
- the length of the text;
- the syntax of the text and the complexity and length of the sentences;
- the number and nature of new ideas or concepts presented in the text.

**10<sup>th</sup> grade students' texts were implemented**

TOPIC	TEXT
<p>Active and Passive Voice (present and past)</p>	<div data-bbox="496 248 1362 488" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>TEENAGERS ARRESTED</b></p> <p>Last week a 15 years old boy was arrested by the police officer because he stole a bank in the centre of Brasilia. The parents of the guy were contacted and they were very surprised with this event. Robson stayed in prison for two days and was just released because his parents paid the bail.</p> </div> <div data-bbox="507 533 1342 965" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><b>The Stolen Car</b></p> <p>Last month John's car was stolen in Toronto. The front window was smashed by the thief, and the car was driven out of the city. It was kept in an abandoned lot for a week. Finally the window was repaired and it was sold on the black market to a used car dealership. Soon, it was bought by a young man who drove it out west to visit his family. In Alberta the young man was pulled over for speeding. The car was seized by police because the license plate indicated it was stolen. Finally the car was returned to John. He couldn't believe all the crazy things that had happened to his car.</p> </div>
TOPIC	TEXT
<p>Modal Verbs (can, should, could)</p>	<div data-bbox="501 1144 1347 1720" style="border: 1px solid black; padding: 5px;"> <p>Dear Mary:</p> <p>I have had a great time here in London, my father and I have visited many places such as, British Museum in which you can see the works of man from prehistoric to modern times and the Tower of London, one of the world's most famous buildings. But what I've loved the most is The Coca-Cola London Eye which is a major feature of London's skyline. You should come here and waste some time visiting these fantastic attractions, I think you should take a rest and maybe you could meet your first love. That could be nice!</p> <p>Could you come here? I wait hopefully a yes for an answer.</p> <p>Love, Natasha.</p> </div>

### Skimming and scanning steps

According to Fry, E (2000) in his book *Skimming and Scanning*, Jamestown's Reading improvement, highlights that there are some steps we can follow to increase our skimming and scanning rate.

### **Skimming**

- ❖ Read the first several paragraphs
- ❖ Leave out material
- ❖ Find the main ideas
- ❖ Read Fast

### **Scanning**

- ❖ Note the arrangement of information (alphabetical, non-alphabetical order)
- ❖ Keep clue words in mind
- ❖ Scan quickly
- ❖ Make accuracy your goal

### **Findings**

This project was conducted with two tenth grades at José Antonio Galán and San Francisco de Asís, two headquarters of San Francisco de Asís a public high school in Colombia. As main objective this action research aimed to promote reading comprehension through the use of skimming and scanning techniques. Moreover, this research attempted to improve students' vocabulary and grammar structures through the use of different texts, taking into account some reading techniques.

So as to accomplish this, the pre-service teacher designed a lesson plan taking into account two aspects, in one hand the criteria for selecting the text proposed in New Zealand Ministry of Education (2003) and in the other hand, following some steps proposed by Fry, E (2000); besides the teacher worked with the receptive skills during the implementation of the methodology; therefore, some relevant aspects were found during each stage implementation, such as:

#### **Criteria for selecting the text**

Before implementing the texts some aspects were evidenced:

- The texts selected were appropriated to develop listening and reading skills.
- If the text was long the students were afraid to read, but if the text was short the students showed interest and they felt comfortable reading it.

- The short texts were appropriated to teach reading comprehension, because students understand quickly and find the text easy.
- The texts were selected according to the grammar topics taught during the classes.

This criteria performed an essential role to reach the main purpose, in other words; if the students did not know all the vocabulary; they did not comprehend the texts, but they with the help of their dictionaries could understand or catch the main idea of the paragraph, consequently, they could reinforce the grammar structures given by the teacher in previous classes.

Last but not least; the results showed that the criteria for selecting the texts helped the teacher to improve reading comprehension, it was noticed that if text are well selected this will motivate the students to read and they will not find reading boring. In addition, the text complemented the lesson planning development in as much as it was the reinforcement of the grammar topics.

### **Lesson plan**

With respect to the lesson plan, the methodology applied for its elaboration was really useful to achieve the specific objectives of the research proposal. The lesson plan was divided into five parts:

- Warm-up or Lead-in
- Explanation of the topic
- Exercises
- Activities (Texts)
- Assessment

#### **Warm-up or Lead-in:**

Both warmers and lead-ins were activities used by teacher at the beginning of a lesson to create a positive atmosphere for learning. Talking about a warm up activity, this was the first part of the lesson, the teacher made activities that got students talk and ready to learn and these were not necessarily related to the topic of the lesson.

Regarding a lead-in activity, this introduced the theme of the lesson, so the teacher took

advantage of this kind of activities to made students guess what was going to be the topic.

What is more, the teacher identified that the most significant activities for motivating students and make them pay attention were: tongue twisters, spelling bee, funny tests (TPR activities), and groups. As an example, the teacher used some of these activities in each class, some of them were related to theme of the lesson or not. (**See Appendix 1**)

Explanation of the topic:

In this second stage of the lesson plan, in one hand, the teacher introduced the topic, sometimes she used the warm-up or lead-in activities to make students understand easily the subject or she used another kind of material to do it such as posters. On the other hand, the teacher focused on grammar structures and definitions of the topics; based on that, she could give examples and then, she made students produce and write their own.

Exercises

In the third stage of the lesson after having explained the topic, the teacher gave to the students some exercises to consolidate their basic learning and to make their knowledge consistent. With this part of the lesson, the teacher could notice if the students had understood the topic and what kind of doubts had appeared.

Activities (Texts)

This was the fourth stage of the class, in this part the teacher implemented the texts according to the topic taught before. She used different ways to introduce that text, such as, organise the text which was in disorganised pieces but following the teacher voice who read it or give the complete text and make students read it. Besides, the teacher followed the steps proposed by Fry, E (2000) which allowed students to learn the vocabulary and the grammar structures which was crucial to understand the whole meaning of the text. Also, the teacher took advantage of the unknown vocabulary that students had highlighted to ask them look for synonyms and learn more words.

This stage was joined with the specific objectives of the research study; which seek to improve the vocabulary and pronunciation among students and also, to develop a deeper understanding by using reading techniques.

#### Assessment

In this last stage, the teacher confirmed if the students had comprehended the topic, specifically its structures. She evaluated her students each week with prior notice, so the students had to study at home; however, the teacher before doing the assessment, she did a review. **(See Appendix 2)** In the same way, the teacher gave some instructions to the students, for example: put away their notebooks and only keep with them their pencil and eraser and the most important, the time to answer the evaluation.

According to the researcher's journal, the teacher noticed that some students showed upset because of the time the teacher gave, considering that some of those students tended to see what their classmates were writing in their sheets, in this case, the teacher gave a warning and they paid heed.

To conclude, the lesson plan proposed by the teacher linked not only the grammar topics but the implementation of the two reading techniques which helped the students' reading comprehension; moreover, these techniques might support students' comprehension when they are going to present Pruebas Saber 11.

#### **Limitations and reflections**

Talking about limitations of the proposal, the first and major problem was the lack of students' commitment, in one hand, I gave to them all the materials (copies and flashcards) and all the structures and rules according to the topics, but some students did not take into account the effort the teacher made, they only wanted to be inside the classroom without doing the exercises or participating in the class, in the same way, they did not present their homework on time and the way I demanded be attentive and pay attention to the class bothered them; but on the other hand, I had students who worried about their marks and work. Moreover, some other obstacles arose during the classes' development such as indiscipline and lack of time.



Indiscipline; the discipline was one of the most difficult features to manage inside the classroom. In the first place, I found different kinds of behaviours; such as, the students who did not want the teacher to tell them anything because they just wanted to talk and did different things. In the second place, there were students who played on their cell-phones when they had to do an exercise during the class. As a result of those things, they did not pay attention and then, they did not understand the lesson.

Lack of time; I considered time an important fact when teaching any subject; at the school, some extracurricular activities such as, teachers' meetings, teachers' farewell and special teacher's lunch; these made classes did not last the complete 55 minutes or the researcher had to leave students go home and the lesson plans' development was affected.

Consequently, the methodology implemented by the teacher for the classes' development allowed the use of texts according to the topics established at the beginning of the practicum and those were useful to improve grammar, vocabulary and students' reading comprehension.

I have come to the conclusion that the development of this proposal helped teacher's practice and the teacher herself took into account relevant features such as: the classroom management, the length of the lesson plans, and the importance of the use of instructional material, for example: flashcards, songs and games.

## **CHAPTER II: RESEARCH COMPONENT**

### **Introduction**

Making the decision of learning a foreign language could be a nice experience or not at all because we can find difficulties in the whole process of teaching and learning this language. According to this process; the methodology implemented, the material selected to conduct the research and the teacher's role play a very critical step. That is the reason why this action research is focused on the use of skimming and scanning techniques to improve reading comprehension in a public high school.

### **Problem**

Through the length of the non- participant observations, the needs of the students were identified at José Antonio Galan and San Francisco de Asis 10th grades students; they fail to comprehend a text because of the lack of vocabulary and also the motivation for learning English as a foreign language.

### **Justification**

Taking into account the situations identified during the observations conducted in 10th grades at the Institution José Antonio Galan, it is necessary to sketch some ideas in order to give solutions to different issues that have been identified such as the lack of vocabulary and the difficulty to pronounce a word. **(See Appendix 1)**

In this way, the observations evidenced that some of the students present some comprehension mistakes at the moment of analysing a text and give their opinion about it. **(See Appendix 2)**

### **Research Questions**

#### **Grand tour question**

- ❖ How do skimming and scanning techniques improve students' reading comprehension in a public school?

### **Sub-Questions**

- ❖ How does the use of skimming and scanning enhance the student's vocabulary?
- ❖ How does the use of skimming and scanning help students to learn grammar structures?

## **Theoretical Framework**

In this part of the project some relevant concepts was presented, in order to establish a clear idea of the current project, such as reading skill and reading comprehension, and finally skimming and scanning techniques definitions.

### **Reading skill**

Reading helps in learning vocabulary and in creating mental image even if we do not understand completely. It is one of the easiest ways to get to know about the world. I adopt a definition of McDonough & Christopher (2003) who emphasize that as a skill, reading is clearly one of the most important foreign language skills, particularly in cases where students have to read English materials for their own specialist subject.

### **Reading comprehension**

Comprehension means making sense of words, connecting ideas between texts, constructing and discussing with others. According to Grellet (1981) reading comprehension is the act of understanding what you are reading, while the definition can be simply stated the act is not simple to teach, learn or practice.

### **Skimming**

According to Gillet (2009), skimming is useful when you want to survey a text to get a general idea of what it is about. In skimming you ignore the details and look for the main ideas. Main ideas are usually found in the first sentences of each paragraph and in the first and last paragraphs. It is also useful to pay attention to the organisation of the text.

As reading is an interactive process, you have to work at constructing the meaning of the text from the marks on the paper. You need to be active all the time when you are reading. It is useful; therefore, if you need to read the text in detail, before you start reading to activate the knowledge you have about the topic of the text and to formulate questions based on this information.

### **Scanning**

According to Beale, A., (1970) for scanning to be successful, you need to understand how your material is structured as well as comprehend what you read so you can locate the specific information you need. Scanning also allows you to find details and other information in a hurry.

### **Literature review**

One of the common objections by language teachers is that in a classroom reading is tedious, monotonous and passive activity to the students and most of them take it as a waste of time. But we have to take into account that with a good process we can give to a reading an excellent sense and also can motivate students and encourage them to learn by using this useful skill. It is necessary to be active all the time when reading and use all the information that is available. It is useful, therefore, before starting to read, try to actively remember what we know, and do not know, about the subject and as we are reading to formulate questions based on the information we have. Thus, it exists some techniques which can help us when reading. Some studies conducted in recent years have allowed us to overcome the concept of proficiency in reading in terms of learning a technique and the importance of reading comprehension. According to this, there are some studies related to this idea.

This chapter is divided in two categories organised with the aim of giving an order to the research and guide the reader to better understand this project. Firstly, I will present the previous studies related to the use of skimming and scanning technique to

improve reading skills and secondly it will present the importance of reading comprehension and the teacher's role in this process.

### **The use of skimming and scanning techniques**

The implementation of skimming and scanning techniques can change students' beliefs and perceptions about reading and transform their reading practice for the better. Developing reading flexibility is generally considered a major objective of college reading programs. According to Maxwell, M. (1972) states that one reason programs do not succeed in producing flexible readers is that they teach a restricted range of reading purposes and neglect skimming and scanning skills. Skimming is defined as getting the main idea or gist of a selection quickly and scanning as a high speed search for the answer to a specific question or the location of a specific fact. For instance, in Maxwell's paper, she highlights that most of the students reported that they used skimming and scanning skills, and over half stated that they would like to spend time improving these skills. In the same way, in this study I can find that, if a student is to develop effective skimming and scanning skills, he must overcome his negative attitudes toward rapid reading and the guilt feelings he has about skipping. Since these attitudes may represent deeply ingrained habits or basic learning styles, changing them may be difficult.

There is mounting evidence that changing negative attitudes toward skimming and scanning is a crucial factor in improvement. For instance, Díaz and Laguado (2012) highlighted that the use of skimming and scanning techniques contributes to enhancing reading comprehension because of the attention paid by teachers to some important factors in effective learning, such as motivation, and the type of texts worked on in the different classes.

Taking into account the important aspects of these previous studies, it is necessary to point out that improving reading comprehension skills, such as skimming and scanning is a goal for many people because they could build a strong vocabulary in a lifetime project. In the same way, it is helpful to vocalise words when reading, especially words that are challenging and to develop a deeper understanding, summarize and review important ideas.

### **Importance of reading comprehension**

Teachers are sometimes very annoyed by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Stovall, G. (1998) says that the strategies that can help students read more quickly and effectively include:

- **Previewing:** reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- **Predicting:** using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content
- **Skimming and scanning:** using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- **Guessing from context:** using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up
- **Paraphrasing:** stopping at the end of a section to check comprehension by restating the information and ideas in the text

Besides, when language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. However, one of the most crucial functions of the teacher, then, is to help students move past this idea and try to follow the strategies as they best guide their reading. According to Lei, S. (2010) comprehension in textbooks, scholarly books, and research journal articles, along with identification of important information can be problematic for students. Reading is fundamental in all academic disciplines but many teachers do not see that teaching students reading skills as part of their job, and sometimes they focus their classes in another skill such as listening, speaking or writing.

Brown (2001) cited by Murad, I. (2014) agrees with King (2008) and states that reading comprehension is when a student builds on some appropriate and effective reading strategies. In the same way, it is important to highlight that Murad, I (2014) focus on that reading is not a passive process; on the contrary, it is an interactive process where the reader extracts information fixed in the text. It is not a linguistic exercise but a real communication activity and a knowledge- developing process.

Finally, reading comprehension forms one of the important language learning skills. It is evident that it must not be ignored; however, in reality it is ignored in language learning classes. Barman, P. (n.d) states that there is an effort to find some ways out of problems faced by the language teachers and also by learners. These previous studies are relevant for this action research due to it shows the importance that offers to read and to have a good reading comprehension.

## **Methodology**

This section encloses the methodology, design, participants and the instruments the pre-service teacher will implement through the process of data collection.

Action research is a method used for improving practice. It involves action, evaluation, and critical reflection and – based on the evidence gathered – changes in practice are then implemented. According to Harmer, J (2007) action research is the name given to a series of procedures teachers can engage in, perhaps because they wish to improve aspects of their teaching, or, alternatively, because they wish to evaluate the success and/or appropriacy of certain activities and procedures. In this way, the teachers sometimes do an action research because there is a problem which is worrying them and they want to decide what to do about it. The purpose of undertaking action research is to bring about change in specific contexts.

Harmer, J (2003) highlights that one of characteristic action research is cycle, there are four components in one cycle for doing classroom action research. They are:

1. Planning

Planning is a plan to conduct treatments or after making sure about the problem of the research, a researcher needs to prepare before doing an action research.

#### 2. Acting

This section discusses about the steps and activities that would be taken by the researcher. It means that a researcher implemented the plan, which is made in previous phase in the field of research.

#### 3. Observing

In this step, a researcher has to observe all events or activities during the research. The observation is done during the research in purpose of getting any data to show students' condition while research is conducted.

#### 4. Reflecting

Reflecting is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research.

### **Participants**

The population will be two 10th grades at José Antonio Galán and San Francisco de Asis High Schools; every course is composed around 20 to 28 students; their ages ranged between 15 to 19 years old. According CEFR their English levels would be B1.

### **Instruments**

Regarding the gather data process, in this research will be implemented some instruments such as a journal, in which the researcher will take notes about the whole process since the beginning until the end of the classes. Besides; two non-participant observations will be carried out, with a view to know the teaching materials, the assessment strategies used by the teacher and teacher and students' role. Likewise, we will be implemented some questionnaires for supporting the results and to know about the participants' experiences in using skimming and scanning techniques.

Talking about reflective journal, Borich, G. (2003) states that it is required to document the observations and unit development. The first reflection will relate the initial visit to the classroom, a general visit in which it will get "the lay of the land",



describe the classroom in terms of appearance and student demographics, etc. We can say that writing a journal is powerful because the act of writing forces us to try to put into words our thoughts and the act of reading those thoughts makes us engage again with what we experienced, felt or worried about.

As regarding observations, Harmer, J. (2003) states that make observations “*is a perception activity to know how far research effectiveness of action have reached target*”. It means that observation is used to monitor student’s activity during the teaching learning process to get a data. To collect a data through observation used checklist technique. My role in these observations was as non-participant observer since I observed some classes of my supervisor teacher in order to identify the problem and as participant observer since the teacher trainees was in contact with her students by participating actively in the classes. Creswell (2001) cited in Rosas and Serrano’s proposal (2015) defines the nonparticipant observer as an “outsider” who sits on the periphery or some advantageous place (e.g., the back of the classroom) to watch and record the phenomenon under study.

According to Woods, P. (2006) questionnaires have used especially as a means of collecting information from a wider sample than can be reached by personal interview. These are useful for getting the story behind participants’ experiences. **(See Appendix 3)**

The following chart presents the chronogram in which the proposal will be carried out:

DATES	INSTRUMENTS			
	Institutional Observation (Non-participant observations)	Questionnaire (Students-teachers)	Reflective Journal	
18 to 27 Aug	✓		✓	
7 to 11 Sept			✓	Between
14 to 18 Sept			✓	

<b>21 to 25 Sept</b>			✓	Wednesdays or Fridays according to the lesson plan. The teacher will implement the proposal in the two 10 <sup>th</sup> grades.
<b>28 to 2 Oct</b>			✓	
<b>5 to 9 Oct</b>			✓	
<b>13 to 16 Oct</b>			✓	
<b>19 to 23 Oct</b>			✓	
<b>26 to 30 Oct</b>		✓	✓	
<b>3 to 6 Nov</b>			✓	
<b>9 to 13 Nov</b>			✓	
<b>17 to 20 Nov</b>			✓	

### Data collection's description

With the aim of answering the research questions of this proposal it was implemented three instruments to collect data; some non-participant observations, a reflective journal and two questionnaires.

At the beginning of this process the pre-service teacher conducted some non-participant observations from the period from 18 to 27 August in eighth, ninth and tenth grades in a public high school, in order to identify the problem; and make clear the students' environment.

In addition to that; the researcher adopted a reflective journal in order to save thoughts, ideas and experiences, arose in the practical development which were relevant to answer the research grand tour question and sub questions. This journal was written each day at the end of the lessons, here, the researcher gave a description of the entire class, took notes about the students' behaviours, how students received the methodology and how they worked in the text implemented.

After all, data was collected through the use of two questionnaires; one was addressed to the students, which allowed researcher to know if the reading techniques skimming and scanning implemented inside the classroom had helped students' reading comprehension, this was carried out on October 28<sup>th</sup>. The other questionnaire was addressed to the English teacher, in other words; the supervisor, this instrument was conducted in the same day which allowed knowing supervisor's opinion about skimming and scanning techniques implemented inside the classroom by the pre-service

teacher. The participants were two tenth grades; they were selected taking into account that in those course was implemented the proposal.

## **Data Analysis**

In order to answer the grand tour question and sub-questions of this action research focused on the use of skimming and scanning techniques to improve students' reading comprehension, vocabulary and grammar structures among 10th grade students of the Institution José Antonio Galán and San Francisco de Asís public high schools in Colombia. Firstly, the data was collected during the 9 weeks, secondly; it was analysed through the typological analysis suggested by Hatch (2002) and thirdly; once the questionnaires and the observations were transcribed, the researcher started the coding process in order to answer the research questions.

## **Findings**

### **How do skimming and scanning techniques improve students' reading comprehension in a public school?**

In teaching reading, it is necessary to use different types of reading. Then, reading by those ways will give a better understanding compared with reading by using only one type. Furthermore, people will never read efficiently unless they can adapt their reading speed and technique to their aim when they do this process. By reading all texts in the same way, students would waste time and fail to remember points of importance to them because they would absorb non-essential information. It is important for readers to use appropriate reading techniques.

In addition to that, the implementation of this action research helped students change their perceptions about reading and transform their reading practice to get a better one. It is significant to remark that their insights turned out to be positive related to reading and skimming/ scanning techniques.

According to data analysis, the results showed that skimming and scanning techniques were a beneficial process to enhance reading comprehension among students. Through the observations, it was realised that the participants did not like reading texts, especially English texts because they did not understand them, because of

the lack of vocabulary they had. They thought that to understand a text they needed to know the meaning of every word; **(See Appendix 4)** thus, the researcher implemented these techniques but the participants had not used these techniques before, therefore when they had to do reading exercises they had difficulties because they did not understand the texts, failing to answer the questions that the teacher asked.

However, after the implementation of these techniques the participants seemed to like it, because the students' participation in the classes was constant and this seems that the participants realised that the techniques were useful to answer questions from texts. In the same way, according to the questionnaire and the reflective journal it is necessary to show that some aspects about the good use of the techniques were similar according to the answers got from the students: **(See Appendix 5)**

- ✓ Reading made by the teacher
- ✓ The use of the dictionary
- ✓ The use of grammar structures

Talking about reading made by the teacher, I can say that when the teacher asked students to follow the reading in the way she read it, they could understand the text more easily and the intonation used by her could show the situation presented in the same text and the feelings used by the writer. **(See Appendix 6)**

Touching the students opinions evidenced in questionnaires and the researcher's journal; it is noticed that the use of the dictionary helped the students to understand the text because when the teacher asked them to look for the unknown words, they tended to highlight those and then look them up in their dictionaries, continuing with the rereading of the text and then, getting the main idea. But not least, it is important to say that the use of grammar structures found in the text helped the students to know the meaning of the verbs and the good reading comprehension made by them.

Based on the supervisor's questionnaire, she highlighted that it was not necessary to translate the complete text to catch or get the main idea of it, since the implementation of these techniques were the aid to achieve the understanding of the text itself. **(See Appendix 7)**

As a conclusion, I can say that through the use of these techniques and the good follow-up of the steps made by the teacher, students could learn new words such as, vocabulary, verbs, and tenses and then, they could understand the text to give a main idea about it.

### **How does the use of skimming and scanning enhance the student's vocabulary?**

The analysis of data collected during the questionnaires could show that students acquired a vast number of words in English when they read a text through the use of scanning technique. However, I took into account that word recognition is an essential component in the mastery of reading and that efficient readers can use a variety of orthographic data to recognise word units, such as individual letters, letter clusters, morphemes, and word patterns; but if the time is short and the teacher wants to teach reading, it is necessary to start this process step by step and doing it simple for the students, that's why the pre-service teacher implemented these speed reading techniques.

Regarding the questionnaire, I can state that the use of scanning technique enhanced students' vocabulary because they concentrated in looking for the unknown words to read the text again and comprehend it. In the same way, students looked for specific information and scanning could help them decide whether a particular text might be useful, and where to find that information within it. Besides, through the use of different texts such as an announcement, an informal email and a short story, students could see reading such a different way to carry out a class.

Moreover, the teacher tried that students look for the synonyms of different words, words which had highlighted by the students in their texts. In this way, they could increase their vocabulary and use it at any time of the class.

To summarise, at the end of this process, teachers concluded that the participants realised that through the use of skimming technique they did not need to know the meaning of all the words in a text in order to get the main idea of it or learn more vocabulary.

### **How does the use of skimming and scanning help students to learn grammar structures?**

Through the length of this practicum, the teacher considered the lesson plan so important in which grammar was taught; in order to guide students in the process of learning; the teacher focused her classes in teaching grammar structures and rules beforehand so that students could understand the topic and once students know the rules and the structure, the teacher used their previous knowledge to implement the texts. The purpose of the text was that students comprehend the use of the tense in a different context.

Based on participants' answers, grammar was easy to be recognised thanks to the teachers' help because she gave previously this knowledge and for students was good to reinforce it with the use of the texts, so, while they were reading they could identify the grammar structure. What is more, the use of these techniques not only could improve vocabulary and grammar structure but improve and increase students' attention when reading.

With respect to the data collected, I can conclude that the use of skimming and scanning techniques contributed to enhancing reading comprehension since after having worked with these techniques the researcher was able to verify that the participants improved their reading skills. This improvement was achieved through the attention paid by teacher to some important factors in effective learning, such as motivation, and the type of texts worked on in the different classes.

The motivation was essential since it helped to change the students' perceptions towards reading in English. For instance, before the implementation of the project, it was noticed that participants had a negative attitude when facing texts that required comprehension, nevertheless, after working with these two techniques their attitude changed, since the participants worked more actively and with interest on the different texts making their reading process more effective.

I draw the conclusion that; the three instruments applied during the proposal permitted pre-service teacher to identify how the use of speed reading techniques

enhance the reading comprehension; in this way, it helped students to acquire vocabulary, verbs, and understand grammar.

### **Limitations and reflection**

During the length of these ten weeks, the researcher had some difficulties for conducting the questionnaires, because the weeks fixed were interrupted by extracurricular activities. As a result, the researcher had just carried out the observations until the 27th August and in the same way, she had written the journal.

Talking about the questionnaires, it is important to remark that the teacher could carry out them, one for the supervisor and the second one for the students who had participated in the proposal. These questionnaires were implemented on October 28<sup>th</sup> without any problem. Regarding the reflective journal, the researcher wrote it at the end of the week according to the final process got during the whole week, and it was satisfactory because she did not lose any idea to fill it.

As far as I am concerned, it was important to follow the schedule established to collect data and also implement the instruments selected for the data collection. Although, there were some issues, the proposal got the expected results.

## **CHAPTER III: OUTREACH COMPONENT**

### **Introduction**

Including English as a foreign language at primary school and secondary school curriculum is vital for the development of any community; thus, the pre-service teacher proposes classes for primary school at San Francisco de Asís and speaking sessions for secondary school at José Antonio Galán; in order to students participate in Christmas Carols' Festival presented in Colegio La Presentación; and in the same way, they can reinforce their previous English knowledge.

Talking about speaking tutorials, the Oxford Learning Institute says that these kind of sessions are generally intended to help students to gain a deep understanding of the subject matter in their discipline - discussion in tutorials helps students to see the significance and implications of their knowledge because many cases of misunderstanding in communication are caused by the mispronouncing of words or the improper intonation. In this case, the teacher has to involve students to pronounce in a good way and other people could comprehend words clearly.

### **Justification**

Taking into account that tutorials make part of the evaluation criteria established by the institution, in order to motivate students to learn English as a foreign language; pre-service teacher intends to foster a close relationship between student and tutor over the course of the academic degree, thereby personalising students' university experience and supporting students' overall personal development throughout their student learning process. For this reason, pre-service teachers consider it is necessary to create a space outside the classroom in order to solve student's doubts and they can participate in events developed in other schools.

Additionally, the main purpose of teaching English at primary school is to support teachers who do not have an English proficiency level for teaching; and in this way, the students cannot be motivated because the teachers sometimes do not know



about the using of different kind of materials which encourage these students to learn English. As well, the time dedicated for teaching English primary is not adequate since the teachers only work one hour per week.

## **Objectives**

### **General Objectives**

- ❖ To implement pronunciation sessions and English classes to support student's knowledge

### **Specific Objectives**

- ❖ To involve students into the English learning process through the use of Christmas carols
- ❖ To enhance children's vocabulary and grammar

## **Methodology**

About primary school classes, the main objective was to give a service which not only promotes students pronunciation, but they can learn new vocabulary and grammar structures. Also, with this service, the students can feel motivated to learn English in a different way by using some materials such as flashcards, songs, games and worksheets. The participants will be students from 3<sup>rd</sup> to 5<sup>th</sup> grade aged between 5 to 10 years.

To develop this service I had to take into account that it was necessary to follow the regular conduct:

- ❖ First, the permission to the institution Coordinator
- ❖ Second, speak to the teachers in charge of the groups;
- ❖ Finally, talk to the teachers in charge to get the topics and the schedules to work with the students.

Then the pre-service teacher implemented the lesson plan proposed for the classes, and created this having into account some aspects that the CECR establishes for primary school:

PRIMERO A TERCERO	Principiante	A 1
CUARTO A QUINTO	Básico I	A 2.1

## Standards for primary school

1<sup>st</sup> to 3<sup>rd</sup> grade

Escucha	Lectura
<ul style="list-style-type: none"> <li>• Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal. 2, 3</li> <li>• Entiendo cuando me saludan y se despiden de mí. 2, 3</li> <li>• Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor. 1, 2</li> <li>• Comprendo canciones, rimas y rondas infantiles, y lo demuestro con gestos y movimientos. 2, 3</li> <li>• Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. 1</li> <li>• Comprendo descripciones cortas y sencillas de objetos y lugares conocidos. 2</li> <li>• Identifico a las personas que participan en una conversación. 3</li> <li>• Sigo la secuencia de un cuento corto apoyado en imágenes. 1, 2</li> <li>• Entiendo la idea general de una historia contada por mi profesor cuando se apoya en movimientos, gestos y cambios de voz. 2, 3</li> <li>• Reconozco que hay otras personas como yo que se comunican en inglés. 3</li> <li>• Comprendo secuencias relacionadas con hábitos y rutinas. 2</li> </ul>	<ul style="list-style-type: none"> <li>• Identifico palabras relacionadas entre sí sobre temas que me son familiares. 1, 2</li> <li>• Reconozco palabras y frases cortas en inglés en libros, objetos, juguetes, propagandas y lugares de mi escuela. 3</li> <li>• Relaciono ilustraciones con oraciones simples. 1</li> <li>• Reconozco y sigo instrucciones sencillas, si están ilustradas. 1, 2</li> <li>• Puedo predecir una historia a partir del título, las ilustraciones y las palabras clave. 1, 2</li> <li>• Sigo la secuencia de una historia sencilla. 1, 2</li> <li>• Utilizo diagramas para organizar la información de cuentos cortos leídos en clase. 1, 2</li> <li>• Disfruto la lectura como una actividad de esparcimiento que me ayuda a descubrir el mundo.</li> </ul>

Escritura	Monólogos	Conversación
<ul style="list-style-type: none"> <li>• Copio y transcribo palabras que comprendo y que uso con frecuencia en el salón de clase. 1</li> <li>• Escribo el nombre de lugares y elementos que reconozco en una ilustración. 1</li> <li>• Respondo brevemente a las preguntas "qué, quién, cuándo y dónde", si se refieren a mi familia, mis amigos o mi colegio. 1</li> <li>• Escribo información personal en formatos sencillos. 1, 2</li> <li>• Escribo mensajes de invitación y felicitación usando formatos sencillos. 1, 2</li> <li>• Demuestro conocimiento de las estructuras básicas del inglés. 1</li> </ul>	<ul style="list-style-type: none"> <li>• Recito y canto rimas, poemas y trabalenguas que comprendo, con ritmo y entonación adecuados. 1, 3</li> <li>• Expreso mis sentimientos y estados de ánimo. 1, 2</li> <li>• Menciono lo que me gusta y lo que no me gusta. 1, 2</li> <li>• Describo lo que estoy haciendo. 2</li> <li>• Nombro algunas cosas que puedo hacer y que no puedo hacer. 1, 2</li> <li>• Describo lo que hacen algunos miembros de mi comunidad. 2</li> <li>• Uso gestos y movimientos corporales para hacerme entender mejor. 2, 3</li> <li>• Describo algunas características de mí mismo, de otras personas, de animales, de lugares y del clima. 1, 2</li> <li>• Participo en representaciones cortas; memorizo y comprendo los parlamentos. 1, 2</li> </ul>	<ul style="list-style-type: none"> <li>• Respondo a saludos y a despedidas. 2</li> <li>• Respondo a preguntas sobre cómo me siento. 2</li> <li>• Uso expresiones cotidianas para expresar mis necesidades inmediatas en el aula. 1, 2</li> <li>• Utilizo el lenguaje no verbal cuando no puedo responder verbalmente a preguntas sobre mis preferencias. Por ejemplo, asintiendo o negando con la cabeza. 2, 3</li> <li>• Expreso e indico necesidades personales básicas relacionadas con el aula. 2, 3</li> <li>• Respondo a preguntas sobre personas, objetos y lugares de mi entorno. 2</li> <li>• Pido que me repitan el mensaje cuando no lo comprendo.</li> <li>• Participo activamente en juegos de palabras y rondas. 1, 3</li> <li>• Refuerzo con gestos lo que digo para hacerme entender. 3</li> </ul>

4<sup>th</sup> to 5<sup>th</sup> grade

Escucha	Lectura
<ul style="list-style-type: none"> <li>• Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad. 2, 3</li> <li>• Participo en juegos y actividades siguiendo instrucciones simples. 1, 2</li> <li>• Identifico los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual. 1</li> <li>• Reconozco algunos estados de ánimo a través del tono o volumen de voz en una historia leída por el profesor o en una grabación. 3</li> <li>• Identifico de quién me hablan a partir de su descripción física. 1, 2</li> <li>• Comprendo información personal proporcionada por mis compañeros y mi profesor. 1, 2</li> <li>• Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor. 1, 2</li> <li>• Identifico la secuencia de las acciones y las asocio con los momentos del día, cuando alguien describe su rutina diaria. 1, 2, 3</li> <li>• Memorizo y sigo el ritmo de canciones populares de países angloparlantes. 3</li> </ul>	<ul style="list-style-type: none"> <li>• Asocio un dibujo con su descripción escrita. 2</li> <li>• Comprendo descripciones cortas sobre personas, lugares y acciones conocidas. 1, 2</li> <li>• Ubico en un texto corto los lugares y momentos en que suceden las acciones. 1</li> <li>• Identifico las acciones en una secuencia corta de eventos. 1, 2</li> <li>• Utilizo gráficas para representar la información más relevante de un texto. 2</li> <li>• Utilizo el diccionario como apoyo a la comprensión de textos.</li> <li>• Identifico elementos culturales como nombres propios y lugares, en textos sencillos. 1, 3</li> <li>• Leo y entiendo textos auténticos y sencillos sobre acontecimientos concretos asociados a tradiciones culturales que conozco (cumpleaños, navidad, etc.). 1, 3</li> <li>• Reconozco, en un texto narrativo corto, aspectos como qué, quién, cuándo y dónde. 1, 2</li> <li>• Participo en juegos de búsqueda de palabras desconocidas. 1, 2, 3</li> </ul>

Escritura	Monólogos	Conversación
• Escribo sobre temas de mi interés. 2	• Me describo a mí o a otra persona conocida, con frases simples y cortas, teniendo en cuenta su edad y sus características físicas. 1, 2, 3	• Respondo a preguntas personales como nombre, edad, nacionalidad y dirección, con apoyo de repeticiones cuando sea necesario. 1, 2
• Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones. 2	• Uso oraciones cortas para decir lo que puedo o no puedo hacer. 1, 2	• Puedo saludar de acuerdo con la hora del día, de forma natural y apropiada. 2, 3
• Escribo tarjetas con mensajes cortos de felicitación o invitación. 1, 2, 3	• Deletreo palabras que me son conocidas. 1	• Saludo cortésmente de acuerdo con la edad y rango del interlocutor. 2, 3
• Describo los rasgos personales de gente de mi entorno. 1, 2	• Expreso en una palabra o frase corta, cómo me siento. 1, 2	• Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hablamos. 2, 3
• Enlazo frases y oraciones usando conectores que expresan secuencia y adición. 1, 2	• Digo un texto corto memorizado en una dramatización, ayudándome con gestos. 3	• Pido y acepto disculpas de forma simple y cortés. 2, 3
• Escribo textos cortos que describen mi estado de ánimo y mis preferencias. 1, 2	• Describo con oraciones simples el clima y determino la ropa necesaria, según corresponda. 2, 3	• Sigo y doy instrucciones básicas cuando participo en juegos conocidos. 1, 2
• Uso adecuadamente estructuras y patrones gramaticales de uso frecuente. 1, 2	• Recito un trabalenguas sencillo o una rima, o canto el coro de una canción. 1, 3	• Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula. 1, 2
• Verifico la ortografía de las palabras que escribo con frecuencia. 1	• Hablo de las actividades que realizo habitualmente. 1, 2	• Pregunto y respondo sobre las características físicas de objetos familiares. 1, 2
• Escribo pequeñas historias que me imagino. 1, 2, 3	• Busco oportunidades para usar lo que sé en inglés. 3	• Respondo preguntas sobre mis gustos y preferencias. 1, 2
	• Puedo hablar de cantidades y contar objetos hasta mil. 1, 2	• Puedo cortésmente llamar la atención de mi profesor con una frase corta. 1, 2, 3

For implementing speaking sessions, it was necessary to send a letter of consent which had to be signed by the pre-service teacher and by the students' parents. So that, the students selected for the event could accord with the pre-service teacher the hours and days. In the same way, the main purpose of doing these sessions it was to participate in the Christmas Carols' Festival which will be carried out in an institution of Pamplona.

## Findings

During this proposal, teacher developed some activities in order to motivate students to learn English. She could prepare students from two 8<sup>th</sup> grades to participate in Christmas' Carols Festival which was presented in Colegio La Presentación. Teacher looked for the carol called "Jingle Bell Rock" and she fixed a schedule for improving the pronunciation.

In speaking sessions, teacher divided the carol in pieces, firstly, students learnt the two first lines; secondly, the entire group sang those lines and then, when the complete lines were learnt, teacher could continue teaching the other ones. By following those steps, students could sing the song in the festival and they did a good job and it was showed in the performance.

Talking about primary school classes, they were carried out at San Francisco de Asís with 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades. The teacher in charge gave me some topics and based on those, the pre-service teacher could teach English. She implemented warm-ups activities in order to break the ice with the students and they faced them.

As a conclusion, all the topics were taught and the students were motivated while learning, they loved songs and TPR activities, so I took advantage of that to develop a dynamic class.

### **Limitations and Reflection**

Regarding the primary classes, they were carried out successfully and the students gave a good result, the students participated actively and understood the topics easily. However, there was one student who did not take notes or participate in class because supposedly, he did not have any material and the teacher only saw one reason and it is that he did not want to study. This situation could be managed with brightness because the pre-service teacher integrated that student inside the classroom by saying to the entire class that all of them should respect and help themselves to have an excellent atmosphere and enjoy the classes.

Moreover, the use of memory games to teach vocabulary such as, Halloween and Christmas motivated students because they paid attention and memorise those words more easily. In the same way, those games contributed to the discipline and the respect for everyone's turn. **(See Appendix 1)**

Talking about Christmas Carols' Festival, it was a satisfactory event for students because they felt comfortable with the carol chosen by the teacher; but it is important to highlight that the teacher followed some steps to make students memorise the song such as learning line by line and listening the song time after time. Besides, the supervisor

helped the pre-service teacher to find the wardrobe which was going to be worn by the students. When the day of the event arrived, the teacher with the participants arrived on time at the school and they were the third in taking the turn and they were the fourth in the list of winners. It was such a great experience to motivate students to participate in a big event and to have good results. **(See Appendix 2)**

As a reflection, it is important to highlight that the instructional material such as colourful flashcards, games, songs and alphabet soup helped student to learn quicker, besides, these classes enriched students' vocabulary and arose in them love for the English language. **(See Appendix 3)**

## **CHAPTER IV: ADMINISTRATIVE COMPONENT**

### **Introduction**

The administrative component exemplifies the institution schedule which seeks to integrate the pre-service teacher into the academic activities during the practicum period. As teachers is important to take part in the academic and cultural activities established by the school such as flags rising, supervision of students at break time or supervision in exams and verification of students' assistance.

### **Justification**

Through the length of this last week, teacher not have been involved into the extracurricular activities stablished by the educational community; but also she will familiarise with the scholar environment, at this time, the participation in helping the supervisor in checking student when presenting the exams has been the first of others in which she will be involved during her practicum.

### **Objectives**

#### **General Objective**

- ❖ To help with all the pedagogic, administrative and extracurricular activities.

#### **Specific Objectives**

- ❖ To know all the teachers and people who work in the school
- ❖ To collaborate with the control of students' discipline during each activity
- ❖ To pay attention to students during they are in their break time.

### **Methodology**

During this process; teacher as an active member of the institution is involved in the activities and events organized in the educative community; such as: turns to

supervise the break time, religious and commemoration ceremonies and supervision at in term exams.

The following chart presents the activities proposed by the institution:

OCTOBER	
Date	Activities
8	Bingo institutional
15	Flag-raising: Inclusion, ecological values, all the cultural courses take place in this event

NOVEMBER	
Date	Activities
24	Flag-raising: Delivery transition and fifth primary symbols
26	Flag-raising: institutional delivery flags 10 <sup>th</sup> and 11 <sup>th</sup> Mass graduation

DAILY
Discipline control in break time (30 minutes) daily. Each teacher has a place to supervise and each fortnight the coordinator changes these places.

### Findings

During the teaching process in San Francisco de Asís and José Antonio Galán, the pre-service teacher could be included in different activities proposed by the institution; the supervisor always was giving a hand to her to develop a good role.

It is necessary to mention some activities proposed by the institution in which the pre-service teacher was included:

*Discipline control in break time daily.*

During the break time, each teacher had to supervise a zone of the institution, zone which was given by the coordinator before. While students stayed and shared with



others. The length of the discipline control was 30 minutes, in this period I as part of the institutions had to stay with my supervisor watching student's behaviours on the zone previously consigned.

#### *Institutional Meeting*

During this meeting, the head of the school gave a speech about students' behaviours inside the school and classrooms, but some teacher complemented this speech by giving to the parents a general view of the School rules. **(See Appendix 1)**

#### *Exams*

According to the calendar of the institution, I as teacher had to supervise some classrooms in which students were presenting their Prueba Saber 9° and other days, I had to collect the exams related to English course in Efficacy Tests.

#### *Miss Sympathy Event*

This event was on October 30<sup>th</sup> in José Antonio Galán, during this event, some male students participated in a reign by dressing up like women. This event was controversial because each group had its "battle cry" when its participant walked in front of the jury. **(See Appendix 2)** Moreover, this day was used to celebrate Children's Day and some teachers took part of this by dressing up like clowns.

Additionally; work and being part of San Francisco de Asís School; allowed me to know more about my teacher role in the classroom; since I already know what my thoroughness is and will be and how I have to look for different material to innovate my teaching and to motive students to learn English in different ways.

### **Reflection**

As I saw it; I wanted to mention that the administrative component was a great opportunity to be included in all the activities proposed by the institution. In one hand, through the development of activities proposed by the school, pre-service teacher was comfortable with the events; but also it allowed her to recognise the physical institution and enable teachers and students to interact in a different environment. On the other hand, people who worked inside the school were collaborators with the teaching

process, because they helped in any doubt, such as the person in charge of “Aula Plus” who assisted the teacher when she wanted to book an hour in this interactive place.

## Appendixes

### Pedagogical Component

#### Appendix 1

<b>Date:</b> Monday 14 <sup>th</sup>	<b>Topic:</b> Active/passive voice	<b>Grade:</b> 10 <sup>th</sup> A
<b>Objectives:</b> The students will be able to use passive voice in different tenses by using its correct structure.	<b>Materials:</b> Copies Board Markers Poster	<b>Time:</b> 1h: 55 minutes
<b>Lead-in:</b> <ul style="list-style-type: none"> <li>The teacher will make students work in groups of 4 people, so, she will give to the students some envelopes which contain 2 sentences in present passive voice in pieces, the group has to organise the sentences and the group who finishes its sentences in a good way will win a sweet. (10 min) The teacher will write on the board those sentences.</li> </ul> <p>Class development:</p>		

<b>Date:</b> Friday 16 <sup>th</sup>	<b>Topic:</b> Modal verbs (should and Must)	<b>Grade:</b> 10 <sup>th</sup>
<b>Objectives:</b> The students will be able to know the use of the modal verb Should. And they will be able to learn by heart a short tongue twister related to this topic.	<b>Materials:</b> Copies Board Markers	<b>Time:</b> Monday: 1 hour- 55 min. Wednesday: 1hour- 55 min. Friday: 1hour- 55 min.

#### Friday

##### **Lead-in:**

The teacher will start the class by writing on the board a short tongue twister:

- She said she **should sit**.

The teacher will pronounce the tongue twister and then, she will make students repeat it after her and then, students have to write it on their notebooks and she will ask them to learn it by heart for next class. (10 min)

Date: Monday 5 <sup>th</sup>	Topic: Can't - can	Grade: 10 <sup>th</sup>
Objectives: The students will be able to know the use of the modal verb CAN- CAN'T.	Materials: Copies Board Markers	Time: Monday: 1 hour- 55 min. Wednesday: 1hour- 55 min. Friday: 1hour- 55 min.

**Lead-in:**

The teacher will start the class by giving to the students a sheet which contains a chart in which there are some abilities.

**Procedure:**

Ask the three members of each group to write their names next to the first challenge. In their groups, the students take it in turns to try out the challenge and then tick the 'can' or 'can't' column next to their name depending on whether they completed the task successfully or not. The students repeat the procedure for all of the challenges in their groups and complete the chart. (10 min)

### Fun Ability Test

NAME	CAN	CAN'T	
1.			Spin around ten times and then walk in a straight line.
2.			
3.			
NAME	CAN	CAN'T	
1.			Pat your head and rub your stomach at the same time.
2.			
3.			
NAME	CAN	CAN'T	
1.			Wiggle your ears.
2.			
3.			
NAME	CAN	CAN'T	
1.			Stand up and touch your toes.
2.			
3.			
NAME	CAN	CAN'T	
1.			Draw a square and a circle at the same time.
2.			

## Appendix 2

- After finishing the game, the teacher will do a review of the topic. (10 min)
- Then, she will evaluate her students. (10 min)

Name: \_\_\_\_\_

Pass into passive voice the following sentences:

- Boys play soccer: \_\_\_\_\_
- Andrew wears jeans: \_\_\_\_\_
- Nichole paints a big picture: \_\_\_\_\_
- We eat pizza and hotdog: \_\_\_\_\_
- They read books: \_\_\_\_\_
- Alan teaches geography: \_\_\_\_\_
- Ivy and Alex speak German: \_\_\_\_\_
- She writes a letter: \_\_\_\_\_
- He loves Julia: \_\_\_\_\_
- I learn English: \_\_\_\_\_

- To assess the students, the teacher will give a sheet which contains five sentences; the students have to tick if the sentence is in active or passive voice. (5 min)

NAME: \_\_\_\_\_

**A) Are the sentences written in Active or Passive voice?**

1) **Steven likes to play baseball.**

Active voice

Passive voice

2) **Bingo is played in Britain.**

Active voice

Passive voice

3) **Lots of houses were destroyed.**

Active voice

Passive voice

4) **French is spoken in Nigeria.**

Active voice

Passive voice

5) **The bus driver was hurt.**

Active voice

Passive voice

## Research Appendixes

### Appendix 1

**Course: 10th**

**Site: Jose Antonio Galan**

**Date: Tuesday August 18th Hour: 11:10**

**Objective: Recognise the students' atmosphere and teacher role.**

Description	Date	Comment
<b>The teacher started the class with an activity about verbs in past participle.</b>	<b>11:21</b>	
<b>The teacher used some flashcards with the verbs in P.P and the students</b>	<b>11:25</b>	Some students couldn't be able to pronounce the verbs.

<p><b>had to write those verbs on the board, when the activity had finished, the teacher made students pronounce the verbs in present and past participle.</b></p> <p><b>The teacher did a grammatical review by doing a Spanish dictation in which the students had to translate into English.</b></p>	<p><b>11:39</b></p>	<p>The students made some faces because of the lack of vocabulary.</p>
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## Appendix 2

<p><b>Course:</b> 10th A  <b>Site:</b> Jose Antonio Galan  <b>Date:</b> Wednesday August 19th <b>Hour:</b> 9:00  <b>Objective:</b> Recognise the students' atmosphere and teacher role.</p>		
Description	Date	Comment
<p><b>The teacher started the class introducing the pre-service teacher.</b></p> <p><b>After that, the teacher went to the board to check the homework which was about a lecture the students had to translate into Spanish.</b></p>	<p><b>9:00</b></p>          <p><b>9:03</b></p>	<p>Some students hadn't done their homework.</p>          <p>The students said wrong</p>

<b>To check this homework, she made a chart on the board and asked for the main idea of the text.</b>	<b>9:06</b>	ideas about the text. Maybe because they had a wrong translation or they didn't do the homework.
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### Appendix 3

#### CUESTIONARIO - Estudiante

Objetivo: Conocer si las técnicas de lectura SKIMMING y SCANNING implementadas en el salón de clase han ayudado a los estudiantes en su comprensión lectora.

1. ¿La técnica de buscar información específica en el texto, verbos o vocabulario ha permitido que su léxico/ vocabulario en inglés haya aumentado?

SI \_\_\_\_\_ NO \_\_\_\_\_

¿Qué tipo de textos le han ayudado a mejorar su vocabulario?

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¿Cuál vocabulario ha aprendido?

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2. ¿Cómo ha hecho usted para captar la idea general/ global de textos como: El carro robado y los Jóvenes arrestados? ¿Qué estrategia utiliza?

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3. ¿Los textos implementados por la profesora, tales como :

- La noticia de los jóvenes arrestados
- El carro robado

Le han ayudado a reforzar las estructuras gramaticales (Voz pasiva) vistas en clase?

SI \_\_\_\_\_ NO \_\_\_\_\_

¿Por qué?

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4. ¿Cree Ud. que las técnicas de lectura para:

- Buscar información específica en el texto, verbos o vocabulario
- Buscar la idea general/ global de algún tipo de texto

Lo han ayudado a tener una mejor comprensión de lectura? SI \_\_\_\_\_ NO \_\_\_\_\_

¿Por qué?

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### CUESTIONARIO - Profesor

Objetivo: Conocer la opinión del profesor frente a las técnicas de lectura SKIMMING y SCANNING implementadas en el salón de clase.

1) ¿Considera Ud. que la técnica de buscar información específica en el texto, verbos o vocabulario, ha ayudado a sus estudiantes?

SI \_\_\_\_\_ NO \_\_\_\_\_

¿Por qué?

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2) ¿Cuál cree que ha sido la estrategia de sus estudiantes para buscar la idea general/ global de algún tipo de texto como: El carro robado y los Jóvenes arrestados?

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3) ¿Los textos implementados por la profesora- practicante , tales como :

- La noticia de los jóvenes arrestados
- El carro robado

Han ayudado a reforzar las estructuras gramaticales (Voz pasiva) vistas en clase?

SI \_\_\_\_\_ NO \_\_\_\_\_

¿Por qué?

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- 4) ¿Cree Ud. que las técnicas de lectura para:
- Buscar información específica en el texto, verbos o vocabulario
  - Buscar la idea general/ global de algún tipo de texto

Han ayudado a sus estudiantes a tener una mejor comprensión de lectura? SI  
 \_\_\_\_\_ NO \_\_\_\_\_

¿Por qué?

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#### Appendix 4

<b>Course: 10th</b> <b>Site: Central</b> <b>Date: Wednesday August 19th Hour: 11:10</b> <b>Objective: Recognise the students' atmosphere and teacher role.</b>		
Description	Date	Comment
<b>The teacher started the class praying and then, she took roll call.</b>	<b>11:15</b>	
<b>The teacher asked the students to bring the translation about a reading called "Chocolate", she started reading in English and then, she asked them to translate into Spanish.</b>	<b>11:25</b>	Some students couldn't translate because they were afraid inasmuch as they did not know all the vocabulary.



<p><b>The students who did not do the homework tried to look for the unknown words in their dictionaries.</b></p>	<p><b>11:40</b></p>	<p>The teacher gave a bad mark to the students who did not translate the text. One student said that he did not understand anything.</p>
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## Appendix 5

### CUESTIONARIO - Estudiante

Objetivo: Conocer si las técnicas de lectura SKIMMING y SCANNING implementadas en el salón de clase han ayudado a los estudiantes en su comprensión lectora.

- 1) ¿La técnica de buscar información específica en el texto, verbos o vocabulario ha permitido que su léxico/vocabulario en inglés haya aumentado?

SI  NO

¿Qué tipo de textos le han ayudado a mejorar su vocabulario?

Noticia

E-mail

¿Cuál vocabulario ha aprendido?

Nuevos complementos

Vocabulario Superior

- 2) ¿Cómo ha hecho usted para captar la idea general/global de textos como: El carro robado y los Jóvenes arrestados? ¿Qué estrategia utiliza?

Buscando ideas principales

Escuchando cuando la profesora lee cada texto

### CUESTIONARIO - Estudiante

Objetivo: Conocer si las técnicas de lectura SKIMMING y SCANNING implementadas en el salón de clase han ayudado a los estudiantes en su comprensión lectora.

- 1) ¿La técnica de buscar información específica en el texto, verbos o vocabulario ha permitido que su léxico/vocabulario en inglés haya aumentado?

SI  NO

¿Qué tipo de textos le han ayudado a mejorar su vocabulario?

Teenagers arrested una noticia.

¿Cuál vocabulario ha aprendido?

Verbos y palabras desconocidas

- 2) ¿Cómo ha hecho usted para captar la idea general/global de textos como: El carro robado y los Jóvenes arrestados? ¿Qué estrategia utiliza?

Leer bien el texto, buscar las palabras o verbos desconocidos en el diccionario o a veces ayuda de la profesora.

### CUESTIONARIO - Estudiante

Objetivo: Conocer si las técnicas de lectura SKIMMING y SCANNING implementadas en el salón de clase han ayudado a los estudiantes en su comprensión lectora.

- 1) **¿La técnica de buscar información específica en el texto, verbos o vocabulario ha permitido que su léxico/ vocabulario en inglés haya aumentado?**  
 SI  X  NO \_\_\_\_\_  
**¿Qué tipo de textos le han ayudado a mejorar su vocabulario?**

Evaluaciones, Teenagers arrested, un email, una historia corta.

**¿Cuál vocabulario ha aprendido?**

Verbos en todos los tiempos, palabras desconocidas buscándolas en el diccionario los diferentes temas que vemos como Voice passive.

- 2) **¿Cómo ha hecho usted para captar la idea general/ global de textos como: El carro robado y los Jóvenes arrestados? ¿Qué estrategia utiliza?**

Diccionario, vocabulario y algunas frases o significados que conozcamos.

### CUESTIONARIO - Estudiante

Objetivo: Conocer si las técnicas de lectura SKIMMING y SCANNING implementadas en el salón de clase han ayudado a los estudiantes en su comprensión lectora.

- 1) **¿La técnica de buscar información específica en el texto, verbos o vocabulario ha permitido que su léxico/ vocabulario en inglés haya aumentado?**  
 SI  X  NO \_\_\_\_\_  
**¿Qué tipo de textos le han ayudado a mejorar su vocabulario?**

Un ejemplo podría ser el TEENAGERS ARRESTED que trataba de una noticia

**¿Cuál vocabulario ha aprendido?**

Passive voice, can, can't, could, lo he aprendido a usar cada uno de los verbos en oraciones.

- 2) **¿Cómo ha hecho usted para captar la idea general/ global de textos como: El carro robado y los Jóvenes arrestados? ¿Qué estrategia utiliza?**

Más que todo una estrategia puede ser la pronunciación de las palabras y los verbos modales.

- 3) **¿Los textos implementados por la profesora, tales como :**
- La noticia de los jóvenes arrestados
  - El carro robado

**Le han ayudado a reforzar las estructuras gramaticales (Voz pasiva) vistas en clase?**

SI  X  NO \_\_\_\_\_

**¿Por qué?**

Porque a través del texto se aprende de cómo va la frase con el verbo si es en presente o pasado y más.

- 4) **¿Cree Ud. que las técnicas de lectura para:**

- **Buscar información específica en el texto, verbos o vocabulario**
- **Buscar la idea general/ global de algún tipo de texto**

**Lo han ayudado a tener una mejor comprensión de lectura? SI \_\_\_X\_\_\_ NO**

\_\_\_\_\_

**¿Por qué?**

Porque esas técnicas ayudan a mejorar el léxico gramatical y aprender palabras desconocidas.

### **CUESTIONARIO - Estudiante**

Objetivo: Conocer si las técnicas de lectura SKIMMING y SCANNING implementadas en el salón de clase han ayudado a los estudiantes en su comprensión lectora.

- 1. ¿La técnica de buscar información específica en el texto, verbos o vocabulario ha permitido que su léxico/ vocabulario en inglés haya aumentado?**

**SI \_\_\_X\_\_\_ NO \_\_\_\_\_**

**¿Qué tipo de textos le han ayudado a mejorar su vocabulario?**

Noticia, historia, e-mail.

**¿Cuál vocabulario ha aprendido?**

He aprendido a manejar mejor los tiempos el verbo can, could, must que existe skimming y scanning y cómo funciona.

- 2. ¿Cómo ha hecho usted para captar la idea general/ global de textos como: El carro robado y los Jóvenes arrestados? ¿Qué estrategia utiliza?**

Utilizando skimming y scanning y también con algunos verbos que aprendí e interpretando mejor gracias a las herramientas dadas por la profesora.

- 3. ¿Los textos implementados por la profesora, tales como :**

- **La noticia de los jóvenes arrestados**
- **El carro robado**

**Le han ayudado a reforzar las estructuras gramaticales (Voz pasiva) vistas en clase?**

**SI \_\_\_X\_\_\_ NO \_\_\_\_\_**

**¿Por qué?**

Porque se centra y explica de la mejor forma en lo que entiendo además su contenido traía todo lo necesario para comprenderlo y aprenderlo mejor.

- 4. ¿Cree Ud. que las técnicas de lectura para:**

- **Buscar información específica en el texto, verbos o vocabulario**
- **Buscar la idea general/ global de algún tipo de texto**

**Lo han ayudado a tener una mejor comprensión de lectura? SI \_\_\_X\_\_\_ NO**

\_\_\_\_\_

**¿Por qué?**

Después de tener una idea principal y varios verbos esenciales se facilita y se sabe con mayor facilidad de que trata y que está transmitiendo y enseñando.

## Appendix 6

<b>Week:</b>	<b>Topic:</b>
September 07 <sup>th</sup> – September 11 <sup>th</sup>	Passive voice
<p>During this week I started teaching Passive voice in present and past, I tried to give to the students a lot of materials and focus on the grammar structures.</p> <p>... When I implemented a short text called “Teenagers arrested”, the students were afraid of reading but I told them I was going to read once then, in the second time, they had to read after me.</p> <p>This text was about news, so I tried to read as if I were a journalist, their faces were amazing, and they saw the text with a surprising face. So, when I finished reading, I asked them “What was the text about?” And they started answering me quickly and I could notice that, that answer was because of my intonation and rhythm...</p>	

## Appendix 7

### CUESTIONARIO - Profesor

Objetivo: Conocer la opinión del profesor frente a las técnicas de lectura SKIMMING y SCANNING implementadas en el salón de clase.

- 5) **¿Considera Ud. que la técnica de buscar información específica en el texto, verbos o vocabulario, ha ayudado a sus estudiantes?**

SI  NO

¿Por qué?

Han conocido muchas palabras nuevas, han incrementado el nivel de conocimiento y motivación.

- 6) **¿Cuál cree que ha sido la estrategia de sus estudiantes para buscar la idea general/global de algún tipo de texto como: El carro robado y los Jóvenes arrestados?**

La estrategia principal fue la metodología empleada, la cual permitió que los estudiantes dedujeran las ideas con facilidad. El material empleado fue importante.

- 7) **¿Los textos implementados por la profesora- practicante , tales como :**

- La noticia de los jóvenes arrestados

- El carro robado

Han ayudado a reforzar las estructuras gramaticales (Voz pasiva) vistas en clase?

SI  NO

¿Por qué?

Los textos fueron claros, precisos y de acuerdo a la temática trabajada.

8) ¿Cree Ud. que las técnicas de lectura para:

- Buscar información específica en el texto, verbos o vocabulario
- Buscar la idea general/ global de algún tipo de texto

Han ayudado a sus estudiantes a tener una mejor comprensión de lectura?

SI  NO

¿Por qué?

Sin necesidad de llegar a traducirlos, los estudiantes mediante el scanning y skimming lograron tener una idea general y entenderlos mejor.

## Outreach Appendixes

### Appendix 1









**Appendix 2**





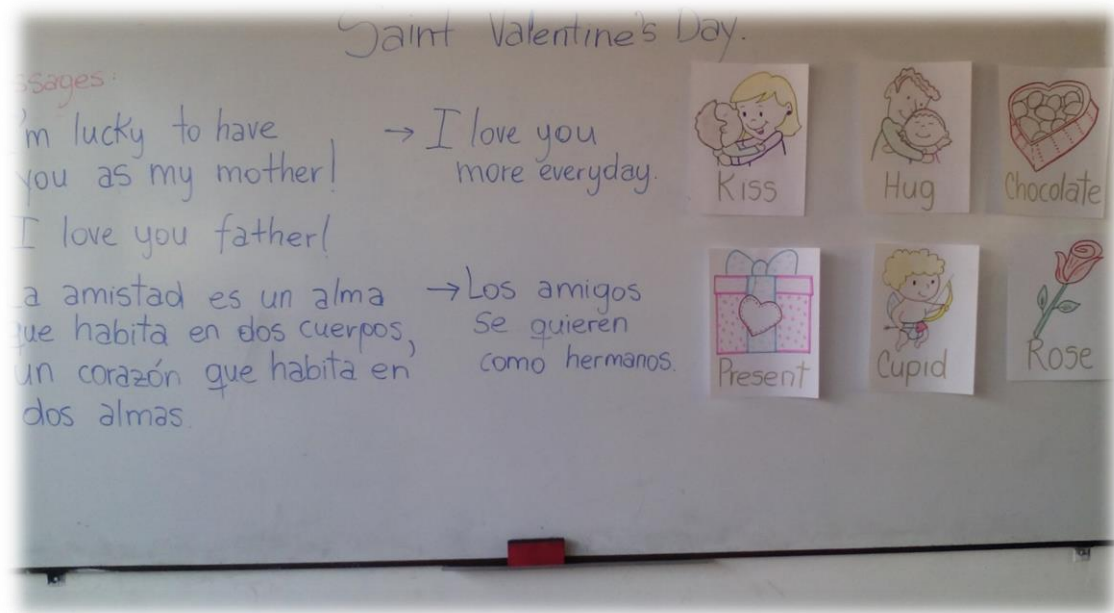




Appendix 3







## Administrative Appendixes

### Appendix 1







Appendix 2









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