ACHIEVING READING COMPREHENSION THROUGH PREDICTING, SKIMMING, SCANNING, ANNOTATING AND SUMMARIZING IN NINTH GRADE.

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ACHIEVING READING COMPREHENSION THROUGH PREDICTING, SKIMMING, SCANNING, ANNOTATING AND SUMMARIZING IN NINTH GRADE.

KNOWING IMPORTANT DETAILS OF OUR EXPERIENCE

The place in which our internship was developed is called Benjamin Herrera, it is a public school which is located in Alcalá neighborhood. This school manage two journeys, the first one is from 6:15 am to 12:15 pm and the second one is from 12:30 pm to 6:30 pm. Benjamin Herrera school is a comfortable school because it has different classrooms and places in which students can develop their skills (technical drawing, machine management, among others).

As teachers, this school gave us all the material, space and supported us during our process, it was very important for us because due to the institution’s help we could develop all the activities that we had planned to the development of our internship.

LET’S TALK ABOUT OUR STUDENTS

These classes were developed in an extracurricular schedule because students had to go to school from 6:15 am to 12:15 pm and our intervention was from 1:00 pm to 3:00 pm. The school allowed us the space to develop this study according to our needs to achieve the internship’s time (384 hours) through classes and tutorials to the students. About our students, we had thirty (30) students in our classes and we applied different lessons plans about reading comprehension.

These students were volunteers because as we mentioned before, our classes were developed after their normal schedule. Taking into account that, we were working with students from different ninth grades and different English levels because even though
they were in the same grade, each of them showed varied knowledge in their English skills.

Finding different personalities

Through our intervention in the school, we could evidence different behaviours and students’ personalities which contribute to develop different methodologies during the classes in order to motivate them in their learning process. At the beginning of our internship, most of the students were shy to participate because they believed that they were not able to answer some questions, read aloud, write sentences, listen and understand, communicate ideas and many other things.

However, during the process they realized that they already know a lot of things and they used that previous knowledge to acquire the new one. With the purpose of deepening in this subject, we are going to explain the different students’ personalities observed into the classroom.

➢ We realized that during the process were students who were shy all the time and it never changed. We consider that it happened due to their lack of English knowledge what made the interaction between student-student and teacher-student more difficult.

➢ We also appreciate that there were some students who did not participate in the activities because they were not interested in the class and they went to the class due to other reasons different to learn and improve their English Knowledge.

➢ On the other hand, there were students who had a high English knowledge and were interested in improve it. It allowed them to participate actively during all the activities proposed by us. it was wonderful because all the activities could be carried out, but at the same time it was not totally appropriate to students who were so shy because they felt scared to be judge by those who know the topics.

➢ Accordingly, there were students who had a low English level, but they wanted to improve it. So, they participate actively in the activities and asked a lot of questions in order to understand better.
FACING REALITY

Therefore, it is essential to give answer to our research questions, taking into account the English learning process of the ninth grade students.

The first question was about influence of predicting, skimming, scanning, annotating and summarizing on the development of students' reading comprehension. We as teachers noticed that these strategies were useful tools used to understand a text, its vocabulary and grammar structures. It helped students to remember vocabulary, and practiced how to use an specific tense in a real context. As Garner, R. (1987) says, reading strategies are actions or activities to improve comprehension of a text. These could be taught in a school as we did it. (p50) For instance, a teacher who wants to help students to comprehend a text can use these strategies for her or his classroom, and it will work. We could evidence that it is true due to our experience using them in our internship. Also, these strategies were influenced for writing activities, taking into account that summarizing and annotating required to develop this ability too. Although the use of these strategies helped students to understand the text and they could develop many activities, there were students who did not understand the text for their lack of vocabulary or they did not do all the activities which involved those reading strategies.

The second question that emerged from this proposal was, which are the advantages or disadvantages that the use of reading strategies in an EFL classroom bring to students' reading comprehension process?. The use of these reading strategies helped a lot in class, students could understand a little more the topic and learnt new vocabulary. We as teachers were more easily to give the class. Alexander, P, Graham, S, & Harris, K. (1998) pointed out something similar to what we realized. They say that strategies are actions that people use to comprehend better a text. People who use these strategies construct meaning easily and what we realized showed us that this definition is appropriate (p. 129). Therefore, advantages that we could observe in classes using reading strategies were:

- Students could identify specific grammatical structures in short sentences, and it allowed to learn new vocabulary, as verbs, pronouns and adjectives.
- Students could develop writing abilities when they had to summarize or annotating specific information from the text.
- Students could learn and develop these reading strategies in other kind of readings, as lyrics, stories, comics, songs and so on.

But, we could evidence that if we only use reading strategies during a english learning process, it has its disadvantages. Although, summarizing and annotating required the writing skill, students did not practice and improve their listening and speaking skills during this learning process and as we knew the learning process of a languages require the four skills, and although our proposal was designed for improved students' reading comprehension, throughout of the process, we decided to implement short activities which involved writing, listening and speaking skills, taking into account the reading of each class. As Piaget, J. (1964) states, it is thought that learning in a classroom is limited because it is possible that students learn in a single form (p. 7). we could evidence that
situation because we tried to use only reading activities and we were limiting our students, so after be aware of that situation, we decided to implement different activities in which students could practice all their skills and at the same time to avoid limitations to our students.

**PLANNING OUR INTERVENTION**
The format of each lesson will be slip up in seven parts.

1. At the beginning of each lesson plan, we find the name of the university and the school in which we are doing the internship.
2. After that, in the orange part we have the shift in which each class is developed, group in which we are developing the internship and finally the date of each class.
3. In the pink part we have the topic that we are going to practice during the class, the number of the week and the objectives of each class.
4. The yellow column is about the activities that we are going to develop during the class. These activities are described taking into account the most important details.
5. In the blue column we have the reading strategy that we are going to put in practice in each activity.
6. The violet part is about the resources and bibliography that we are going to use during the class in order to avoid plagiarism.
7. Finally, the red line is about comments that we have of the session.

**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**
**COLEGIO TÉCNICO BENJAMÍN HERRERA**
**TOPIC PLANNING FORMAT**

<table>
<thead>
<tr>
<th>Shift: Afternoon From 1:00 pm to 3:00 pm</th>
<th>Group: Ninth grade</th>
<th>Date: DD MM YY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic (Subject):</td>
<td></td>
<td>Week N°:</td>
</tr>
<tr>
<td>Aim (Objectives):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY DESCRIPTION**

<table>
<thead>
<tr>
<th>This part shows the activity which were developed in each class. Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
<th>Activity 4</th>
<th>Activity 5</th>
<th>Activity 6</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>READING STRATEGY</th>
<th>RESOURCES AND BIBLIOGRAPHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this part will be described the reading strategy which is used in each activity. Predicting Scanning Skimming Reading stage Annotating Summarizing</td>
<td></td>
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PUTTING THEIR KNOWLEDGE INTO PRACTICE

First class
6th March

WHAT DID WE WANT TO ACHIEVE?

In this first session we wanted to introduce the topic of our project, so we told them that our study was going to be focus on reading comprehension which is seen by Snow, C. (2002) as "The process of simultaneously extracting and constructing meaning through interaction and involvement with written language, it consists of three elements: the reader, the text and the activity or purpose for reading" (P. 11). Reading is important because nowadays, almost all text about technology or science are written in English and students need to be able to understand the new knowledge.

Therefore, we decided to begin these classes doing a need analysis in order to know what was the students English level and to know what grammatical topics we need to practice through the readings. The activities that we choose were based in our proposal because we used one easy reading in order to show them a little of what we are going to do during the classes and it helped us to create an idea of what were their needs.

Annexe 1. Lesson plan, Need analysis.

WHAT DID WE ACHIEVE?

In this class, students could practice knowledge that they already have about many topics in English. The first aim was achieved because through the first activity students could practice that knowledge.

Accordingly, they could get information from the text, they understand specific and general information from it. They learnt new vocabulary and at the same time they remembered some words that they already know. It was very important because as Pang, S. Muaka, A. Bernhardt, E. Kamil, M. (2003) states:

"Many studies have shown that good readers have good vocabulary knowledge. In order to understand a text, readers need to know the meanings of individual words. They construct an understanding of the text by assembling and making sense of the words in context" (p. 12).
On the other hand, implicitly, they had learnt and practiced reading strategies in classes through the use of different activities as we could see in the lesson plan. These strategies have been an excellent tool for their learning. These strategies helped to be efficient readers. Cramer, W. (1998) affirms that an efficient readers develop the ability to read different kind of materials. (P. 1).

Otherwise, students remembered some basic topics that they had seen in previous classes (There is / there are, Simple present, Simple past and Present continuous). This aim was also achieved because students tried to answer the activities using knowledge that they already have.

**TALKING ABOUT OUR EXPERIENCE**

The first class was given on March 6th. As our first class we thought that would be twenty students, because it was an extracurricular class, but in that first class attended thirty-one students. It was an essential aspect during that class, because we had to implement new strategies in order to motivate students in this learning process.

The first activity was a ‘Need Analysis’ with the purpose of knowing what kind of aspects students need to learn, reinforce and improve. They showed us, that there is a big difference between students, some of them did not have any problem, but others did not write anything because they did not know how to do the exercise. It was so strange for us because they were of the same grade, but they had different English knowledge. So, we told them about it, and in that moment we thought that it was caused for the use of different methodologies among English teachers.

Related to reading comprehension, that activity showed us that there were students who understood and knew a lot of vocabulary, but on the other hand, there were students who knew some words. Kumkum, B. (2008) express that comprehension process involves three main aspects; Speedy reading, quick understanding and precise reproduction. (P.193). Some students did not have these elements, for that reason, some of them did not understand the reading. It was it was an unexpected results, we believed that most of the students could understand a lot vocabulary from the text, but it helped us to use short readings in class.
It was an excellent class, we felt comfortable with students and we could develop all the activities which we had planned for students.

**SHOWING STUDENTS’ PROCESS**

Taking into account the activities that we used in the first class, we realized that most of them had a lot of problems in English because they did not understand even the instructions that we gave them. The reading was about one page and it had a basic vocabulary, but we could see that most of them did not know that vocabulary.

We decided to do a need analysis in which we asked about some basic topics as for example: simple present, present continuous, there is and there are and past simple. We could realize that only few of them knew these topics, not perfectly, but their knowledge was enough to develop the activities in a correct way. The other part of the class were very confused during the activities and we could see that they had a lot of things to improve.

![Need Analysis](image)

Therefore, fifteen students showed general knowledge about Simple present, but they had difficulties related to conjugation of third person and they did not remember how to write negative sentences, so it evidenced that they had mistakes in this basic topic.

On the other hand, they understood some verbs, prepositions, adverbs, and some verbs in past simple. But, eleven students showed knowledge about There is/There are and some prepositions. It caused that students did not develop or completed some activities. Finally, four students remembered the past simple.

In relation to reading, it was showed the big difference between students of the same class, there were some of them who had knowledge about diferentes topics, but there were others who had big difficulties to understand a paragraph. So, the vocabulary and grammatical structures that they knew will be reinforced in order to complement their knowledge about these topics.

**CONCLUSIONS**

The use of reading strategies is appropriate in every classroom, but we as teachers need to implement other activities because when we are learning a language, we need to train all our skills (Listening, speaking, reading and writing) at the same time.
Reading is very important when we are learning a new language because almost every text has a lot of information to provide us and we need to be able to understand that new information. As Romero (2008) claims "Reading makes us well-informed. It is a means of gaining access to various areas of knowledge" (p. 5-6)

At the beginning of every research project, the researchers always have the assumption that it will work as they planned it, but it is not true. In our internship we had to do a lot of changes because we did not consider that our students' motivation would be affected by the activities that we had planned. As researchers is important to know what are the students' needs in order to know how to improve their needs through the use of different materials and activities.
Starting with our classes  
Second class  
13th March

WHAT DID WE WANT TO ACHIEVE?

In this second session we wanted to improve student's knowledge about simple present because we could see that they had some doubts in this topic through the need analysis. At the same time we wanted that students could begin practicing their reading comprehension through an easy text. Romero (2008) points out that “pupils and students, because of their "limited" experiences, are usually guided as to what reading materials are appropriate for them” (p. 6). So, we used a short text and it was very easy to understand. We planned different activities in which firstable we explained some important grammatical rules about present simple and after that we put into practice that knowledge through the reading.

Annexe 2. Lesson plan, worksheet.

WHAT DID WE ACHIEVE?

In this class, students could practice the knowledge that they already had about present simple. The first aim was achieved because through different activities students could practice the knowledge that they already had about simple present.

Accordingly, they could get information from the text, they understand specific and general information from it. They learned new vocabulary and at the same time they remembered some words that they already know. On the other hand, implicitly, they had learnt and practiced reading strategies in classes through the use of different activities as we could see in the lesson plan. These strategies have been an excellent tool for their learning. Otherwise, students practiced their knowledge through some writing exercises in which they used the information from the text to create a new text about their daily routines.
TALKING ABOUT OUR EXPERIENCE

During this class, we could see that the activities that we did before read the text were very useful because it helped them to understand better what the text was about. During this class, most of the students participated actively and those who answered in a correct way were more than the previous class. The review about simple present that we did at the middle of the class was very important for them because they remember a lot of things that they knew but they had forgotten. at the end of the class, we decided to ask some questions in which we could see that most of them understand the most important things of the text.

When we finished the activity, we use another game (mimic game) in order to reinforce the verbs that they practiced before. This game was very useful because this group was integrated by students from different classrooms and there was no relation among them and it helped them to socialize with their partners and at the same time to learn together.

After that, we decided to remember present simple, because the topic of the reading was daily routines. We explained the rules of verbs in third person (s,es,ies) as a review. It was important because some of them did not remember these rules and it was necessary to explain them.

Finally, we gave them a worksheet in which there was a very short reading and some exercises. We guided the students during the exercises in which they had to read the text quickly because as Kumkum (2008) says “The researchers show that when we read faster, our comprehension increases. The word-to-word reader generally fails to grasp the meaning of sentences or paragraphs” (p. 196). Then, they had to write some sentences related to the reading using present simple and at the end students had to answer some questions about the reading. We had planned to show the questions on the video beam but we could not because the video beam was not in that classroom. Taking into account that, we had to write the questions on the board and we could appreciate that most of them understand the reading because they answered most of the questions correctly.
SHOWING STUDENTS’ PROCESS

During the class given on March 13th, students were more motivated than before. We started the class with a game called memory game using some verbs as for example: wake up, brush, clean, dry, eat, drive and others. We also practice a mimic activity. We did it because we decided to use more dynamic activities due to the lack of motivation that we could appreciate during the previous classes. Also because we wanted to reinforce and introduce the new vocabulary that students were going to need during the reading. Pang, S. Muaka, A. Bernhardt, E. Kamil, M. (2003) claim that ‘Discussing new words and concepts with students before reading a text is generally helpful. It helps to activate prior knowledge and improve comprehension’ (p. 13).

Therefore, they had knowledge about Simple present. After reading, students had to write unknown words, ten students showed that they understood most of the vocabulary, but on the other hand fifteen students showed that they did not understand some nouns, verbs and prepositions. Taking into account that, it was essential to reinforce those grammatical aspects throughout of English learning process.

In the third activity, they had to write the main idea from the reading, they presented some problems, but generally it was developed correctly. Two students did not write anything, six students had grammar mistakes and seventeen students wrote it correctly. This activity was based on two strategies called skimming and scanning because first students had to avoid some information and then they had to analyze which were the less important details. In order to explain more how students used skimming and scanning, Cramer (1998) states that in skimming the reader’s eyes move quickly to find keywords or specific details and in scanning the reader’s eyes move quickly too, but in this case students have to identify the main idea. (p. 8)
The fourth point, students had to answer some questions about reading, it showed us how much they understand from the text. Eighteen students answer all correctly, and just fifteen students had one mistake. It shows that they understand the reading and its main ideas.

Last part, it was about writing, they had to write about their routine, they had to use verbs, vocabulary and time seen during the class. Twelve students wrote their routine correctly, nine students had some grammar mistakes and four students did not do the activity.

Generally, students showed difficulties when they used subjects, the conjugation of the verbs, and some connectors, but they could express their ideas.

CONCLUSIONS

In conclusion, the use of different strategies help to improve their learning process, because there are more variety of activities, and they improve their knowledge about English.

The use of games in class is very important because it improves student’s motivation and help them to acquire new knowledge easily. At the same time student’s motivation to read was influenced by students’ experiences practicing this ability because many students were afraid to read aloud. In addition, J. Corkett, B. Hatt, T. Benevides (2011) affirm that “it is the students’ beliefs about others’ expectations, their own beliefs about their reading ability, and their past reading experiences that influence their attitudes toward reading.” (p. 70).

Sometimes we planned many things to do in class but not all the time those thing happened as we want, so we need to have the ability to find a solution for that situation.
We are learning and practicing
Third class
27th March

WHAT DID WE WANT TO ACHIEVE?

In this third session we wanted to introduce the "Present Continuous" using different activities in order to improve their skills. Taking into account that, O'Malley, J.M., & Chamot, A.U. (1990), explains that learning a language involves the use of some learning strategies to improve and develop new knowledge of a language, and one of the best forms of learning strategies is to practice the language in spaces, which students can speak and listen to the language. (P.206) For that reason, our project is focused on reading strategies, but we introduced other activities which included listening, writing and speaking because all skills are fundamental in their learning process, but it was focused on reading strategies.

Annexe 3. Lesson plan.

WHAT DID WE ACHIEVE?

In this class, students could improve and practice their knowledge about Present continuous, throughout of the class, they used grammar and some vocabulary associated with this tense, using reading and reading strategies as the main methodology for this learning process in order to students could understand and get the comprehension, as Cramer, W. (1998), says "Comprehension means the complete understanding of what is read" (P, 11). Students could get comprehension with the implementation of different kind of reading strategies during the class.

Also, they could get information from the text, they understood specific and general information from it, taking into account the tense and new vocabulary. On the other hand, implicitly, they had learnt and practiced reading strategies in classes, these strategies have been an excellent tool for their learning process.

Otherwise, it is essential that students develop other skills, for that reason, they could develop writing and listening abilities in this class, because they need to improve these skills too.

TALKING ABOUT OUR EXPERIENCE

The third class was developed using "Present continuous", in this class we decided to develop this topic in order to make progress with the topics. It was not a new topic, they had seen and leaned this topic before, and it was useful during the reading comprehension because as Pang, S. Muaka, A. Bernhardt, E. Kamil, M. (2003) says, "reading comprehension is about prior knowledge to new knowledge contained in
written texts. Prior knowledge, in turn, depend on lived experience”. (P.19). It was useful because when we explained the affirmative, negative and interrogative form of this verb tense, most of the students knew the topic.

In order to used predicting, students watched a video, and read the lyrics of one song, they had to write all the verbs that they saw in present continuous. Some of them, remembered some verbs and other began to sing the song.

So, they used skimming and scanning before to read, they had to underline the sentences in present continuous and unknown words from the text. Kumkum, B. (2008) states that looking for the key sentences is ones of the necessary element of a good reading. (P. 195). It was an excellent strategy and it help to identify vocabulary and sentences related to the topic.

After that, students read the text and during the reading, we explained the meaning of unknown words. Students showed in this activity, that they understood most of the vocabulary, but some of them confused some words with verbs, for example, they thought that ‘Something’ was a verb with ING.

Summarizing was implemented, in the third point, students had to answers some questions about the text, in this part, some of them did not understand the questions, for that reason, we had to clarify the meaning of it. Students needed to improve how they write, they had problems in their writing process, they made mistakes and they did not write complete the sentences.

The next reading strategy was annotating, students had to used their knowledge and the topic seen in class, in order to write a short story using three pictures in the worksheet, (Play the guitar, play soccer, and in the park), and the notes about the topic. The notes were an important part of the classes, because they could review vocabulary or grammar structures that they did not remember. As Romero, A. Romero, R. (2008) affirm, the students should take notes as he reads, it will help them understand better and retain what they read. (P. 15). Some students took notes and it helped them when they made the story up, but others forgot some vocabulary seen in classes, because they did not write anything. In this part, was evidenced that students needed learn connectors. Generally, they did not have problem with the story, but some students wrote or confused some vocabulary.
In order to motivate students, teachers decided to implement a wordsearch about verbs, and they had to use one of them, and wrote a sentence in present continuous, but in this last point in which they had to write some sentences, some students did not write or write sentences in simple present. It confirmed that some students did not pay attention during the classes, and it was a problem because we sometimes felt frustrated that they did not develop the activities correctly.

**SHOWING STUDENTS’ PROCESS**

In this class students affirmed that they had knowledge about 'Present continuous'.

In the first activity twenty seven students underlined the sentences which used present continuous, and just two students did not do it. It was an essential part of the class, because they used skimming in the text, before to read.

In the second point, students had to answer some questions about the text, twenty one students wrote the answers correctly, they wrote the sentences using the correct information and just two students did not complete the activity. Some of them did not understand the questions, for that reason they gave an incorrect answer. It demonstrated, that students needed to reinforce their writing in English, and some of them did not pay attention to instructions.

In the third activity which they had to write a story, eleven students, had problems with the new words and they did not use the present continuous correctly. Sixteen students wrote a good story, using present continuous, and the vocabulary that they had to use, some of them made mistakes in some words but it was a good job and only one student did not write anything, and another wrote sentences which had mistakes. It meant that students need to reinforce
this skill.

The next activity consisted on word search. It was developed for all the students, but in the last point, they had to use one verb and write a sentences in Present continuous, seventeen students wrote the sentences correctly. Eleven students wrote sentences but they did not use present continuous and just one did not write anything.

**CONCLUSIONS**

At the end of this session, we realized that students are progressing. They had shown good results even though they had some mistakes in their writings. The activities that we used during the classes were focused on the reading process and we could see that it had worked. The readings using in classes were short and we tried to use basic readings in order to start from the basic ones to the difficult ones.

In conclusion, most of students understood and followed the instructions, but there were students who did not follow the steps. It was essential that students develop all the activities which include the reading strategies, in order to make a progress in their English learning process.
Understanding the differences
Fourth class
3rd April

WHAT DID WE WANT TO ACHIEVE?

In this fourth class, we wanted to introduce the difference between Present Simple and Present Continuous, in order to achieve that students understand that information, because in last classes, there were a lot of students who were confused with these two tenses. But, in this class, it was introduced a conversation in order to make that students understand the difference in a real conversation between two people. Therefore, Scarcella, R.C. and R.L. Oxford (1992) explained that the actions or techniques, which students use to like having a conversation in Foreign language with their partners or use others actions are good learning strategies to improve their foreign language. (P.63). Social conversations were essentials as learning strategies because learners could practice and improve their knowledge about a foreign language like English.

Annexe 4. Lesson plan.

WHAT DID WE ACHIEVE?

In this class students could practice and remember the difference between Present Simple and Present Continuous in real conversations. It was achieved, because students could see two tenses and they could understand the difference of these two tenses.

Also, students could create a conversation using Present Simple and Present Continuous, it allowed that they could take in and use it, using their context. It was important not just explain the topic, but also, that students could practice their knowledge.

Taking into account that, students improved the other skills, they improved their speaking, and they could improve and practice their pronunciations and we helped in this process. Cramer, W. (1998) claims that vocalization and subvocalization are a form of reading word by word, thus creating an slow reading.(P. 8). It was seen in this class, students tried to say each word, but they spoke slowly, and they did not create fluency in their speaking.
TALKING ABOUT OUR EXPERIENCE

In the last two classes, it was developed the Present Simple and Present Continuous, for that reason, we decided to implement activities which involved both topics, but also, we changed the kind of reading.

Therefore, in order to improve the students comprehension, we decided to separate the group in two. Each group had different conversation, one conversation was between a policeman and a driver, and second one, was about two normal people, who was talking about their lives.

So, in the first activity, they had to predict what the topic will be, taking into account the picture which was on the right of the conversation. After that, they had to underline sentences in Present Simple and Present continuous with two colors. In this activity students used skimming and scanning as reading strategy.

About the next activity, we had to read with them, each student had to read a line, and we said the meaning of some words. Reading is one of the skill which allow that students increase their english knowledge and it is confirmed by Pang, S. Muaka, A. Bernhardt, E. Kamil, M. (2003). They say "The more children read, the more vocabulary and knowledge they acquire, and the more fluent they become in reading" (P.20). It was an essential part of each class, students had to read in order to learn and improve their pronunciation, vocabulary and got comprehension of each reading using the reading strategies.

In the last activity, students had to write a conversation using Present Simple and Present Continuous. This activity was in couple. After that, they had to practice, learn and say the conversations in front of all the partners. This activity required...
Kumkum, B. (2008) claims that concentration is the key to all methods of reading faster and understanding more, and it is one of the necessary elements to get a comprehension of the reading. (P.194). This last activity was interesting, because students enjoyed it, and they practiced their speaking and writing. Also, they wrote interesting conversations.

For that reason, we believe, it was important to use different kind of readings in order to motivate students. During the classes, we used stories, but it was important to implement other kind of readings. On the other hand, it was essential that students participated in class, we have seen some active students in classes, but in this class, students were more active than before, and it was fantastic, because they enjoyed the activity, but also, they practiced their English.

SHOWING STUDENTS’ PROCESS

In this class, we implemented two conversions, and separated the class in two. The analysis of this class was general as the previous analysis. Therefore, twenty-four students attended the class.

In the first activity students had to read, and underline the sentences in Present Simple and Present Continuous with two colors. In this activity, students showed that they had some problems with these two verb tenses.

Eleven students developed the activity correctly, they did not have problems with the verb tense, they understood the difference between them. Two students developed all the activity, but they confused the words: Anything and Nothing with verbs with ING. It was essential to explain them those words and their meaning. eleven students developed the activity, but they did not underline some sentences in Present Simple or Present Continuous. Particularly, there were sentences in Present Simple in interrogative form. It gave us the idea that they did not understand the instructions given by us.

In the second activity, students had to write the words that they did not understand in the conversation. Four students did not write anything, because they said that they understand each word. Eight students wrote from two to four words from the conversation, and nine students wrote from five to eight words that they did not understand. It was so interesting, because we had students who...
understood all the conversation, but also, there were students who did not understand some words. Anyway, they had a lot of vocabulary, and students could understand the main idea from the conversations.

In the last activity, students had to write and say a conversation using Present Simple and Present continuous.

Thus, sixteen students wrote a simple conversation, they used from two to three sentences in Simple present and Present continuous. Two students wrote a conversation more complex, and they used two verbs tense correctly, and finally, six students wrote the conversation but they had problems in their spelling, grammar structures, for example, they forgot how to make a question, or they confused Verb to be, and Simple present.

Also, they wrote some words as they hear it, but it was important that they learned spelling and pronunciation of the words at the same time.

**CONCLUSIONS**

So, in conclusion, it was important to implement more activities which include speaking, writing and listening. Also, students were interested in class, because they participated actively. The conversation was a good option to the class, and it allowed to implement the reading strategies. In this class, we evidenced that there were students which read the conversation but they did not understand or know what they were talking about. Taking into account Romero, A. Romero, R.. (2008), it is explained that reading has five stages;

1. Reading is decoding written symbols.
2. Reading is getting meaning from the printed page.
3. Reading is putting meaning into the printed page.
4. Reading is the process of interpreting the written symbols.
5. Reading is the process of communication between author and reader.(P.2)

Some students read the written symbols, but they did not pass to stage two. Sometimes they did not know what was the meaning of a word or a sentences, taking into account that they wrote the conversation, it was a problem which was present in the classes. We are sure that it happened because student did not pay attention, they did not took notes or they were not interesting during the classes. On the other hand, we thought that it was essential to increase the difficulty of readings, because there were a lot of students who understood and knew a lot vocabulary.
Songs as a way to learn
Fifth class
17th March

WHAT DID WE WANT TO ACHIEVE?

In this fifth session, we wanted to use songs as a way to practice reading. We used the lyrics of two songs (Someone like you-Adele and Yellow-Coldplay) in order to practice past simple and reading comprehension. We wanted to use different activities to improve our students motivation to learn because during previous classes we could see that they got bored with the worksheets that we used to teach them. Romero (2008) claims that 'Reading can be a form of therapy. Books furnish us a form of sublimation. There are times when things in the world are too much to bear and we need a grievance drainage’ (p. 6). As the author says, reading is a way to get relaxed and music too. Reading the lyrics of a song could be very fun. It was for that reason that we used reading and music as a form of therapy to our students. We realized that if students get relaxed during the class, they will learn easier.

Annexe 5. Lesson plan.

WHAT DID WE ACHIEVE?

In this class students could practice past simple through the use of two songs (Someone like you by Adele and Yellow by Coldplay). It was achieved, because students could learn a lot of verbs in both present and past. Also, students learnt a lot vocabulary through different exercises that we did with the lyrics of the song.

Also, students could practice all the reading strategies that we were proposing as we could see in the lesson plan. These strategies were practiced during the activities that we did. At the end of the lesson we could realized that students understand almost all the lyrics due to the use of those strategies.

Finally, we wanted that our students enjoyed our class doing some changes in our activities. Cramer (1998) points out that ‘Reading is a type of work (…). As work, this means that efficient reading requires an output of energy proportionate to the task’ (p. 2). We decided to use songs to improve their motivation and we realized that it worked because students were very motivated and they enjoy reading the two songs.
TALKING ABOUT OUR EXPERIENCE

As we mention before, in this fifth class we decided to use the lyrics of two songs in order to change our way to develop the class. We practiced reading comprehension through the use of reading strategies. Students used those strategies to understand better the meaning of the lyrics.

At the beginning, we could realize that students were happy when they knew that we were going to work with music during that class. We believed that it happened because we as teachers cannot use activities to train only one ability (reading). We had to train all the abilities at the same time and we have to use different activities during each session.

According to that, we gave them the lyrics of the first song which was "Someone like you" by Adele and most of the students had heard that song but nobody knew what the lyrics meant. It was interesting because some of them knew that song, but they did not know what they were singing.

They were really interested in understanding what the lyrics meant and they were surprised with that meaning. The same happened with the second song "Yellow" by Coldplay and we enjoyed that they were motivated to know more about English songs as these.

It was very difficult to choose the songs that we were going to use in class because we knew that each student had different music preferences and for that reason we decided to use popular songs that almost everybody knows.

Using songs to teach is a very useful tool because students love music and we as teachers should take advantage of those tools in our classes. Students could get bored if we use always the same activities. We had to motivate them using activities like this. Accordingly, Boekaerts, M. (2002) explains
that "Knowledge about your students’ motivational beliefs will allow you to plan learning activities that make good use of their favourable motivational beliefs and prompt them to reconsider unfavourable beliefs." (p. 9).

SHOWING STUDENTS’ PROCESS

During this class, we implemented two songs: "Someone like you" and "Yellow". Taking into account that, we are going to analyze the students process during this class.

In the first activity, students had to read the lyrics of the first song in order to create an idea of what the lyric was about and at the same time to guess what grammatical structure we were going to practice. All the students complete this activity. It was a predicting activity. These kind of activities were very useful at the beginning of the class because students construct an idea of the text using their experiences and their previous knowledge. To reinforce Kumkum (2008) points out that “Reading is a rapid reading skill. It involves the use of index, headings, subheadings, nonverbal context and linguistic clues to guess the information that a text contains” (p. 195). Most of the students did not know the meaning of the first lyric when they read it for the first time but they easily recognized the grammar structure that we were going to put into practice (past simple).

![1st Activity](chart1.png)

After that, students watched the video of the song and listened it. They had to fill the empty spaces with some verbs in past simple. During this exercise, we realized that only three students wrote all the words correctly. Six students had one mistake. Four students had two or three mistakes and five had more than four mistakes. It showed us that these students had a lot of problems with irregular verbs because most of them did not know how to write them.
Then, students had to underline the sentences in past simple and look for the unknown words. All of them did this activity correctly.

The next activity was related with the second song (yellow). During this activity students had to read the lyric and after that they listened the song. All of them did this activity. Then, students had to look for the unknown words and finally students had to take some notes in order to know what the reading was about. Only three students took notes.

At the end they had to create a comic about the second song. We realized that most of the students understood the lyric and only two students did not complete the comic. It helped us to understand that the strategies and activities that we implemented were appropriate and students enjoyed the class.

CONCLUSIONS

As teachers, we had to create activities in which students can develop all the abilities at the same time (Speaking, listening, writing and reading). Is was impossible to practice only one ability for many reasons, one of them is that students got bored if the teacher only used one kind of activities. The use of songs as a way to practice reading comprehension was an useful tool because all students enjoyed music, but we had to take into account that each student has different preferences. So, we as teachers had to choose appropriate songs.

Another important thing to points out is that we as teachers had to use different types of readings, as in this case lyrics of some songs because students can enjoyed more the class. Pang, S. Muaka, A. Bernhardt, E. Kamil, M. (2003) affirm that “The use of different types of texts (stories, news articles, informational text, literature) promotes different purposes and forms of reading.” (p. 15).
WHAT DID WE WANT TO ACHIEVE?

In this class, we wanted to introduced verbs in Past Simple, regular and irregular verbs, with the main objective to students understand and remember these verbs. Also, we wanted to students could improve their reading comprehension, but also, they could practice writing, listening and pronunciation taking into account the activities. It was essential to used different kind of activities in order to motivated them, taking into account that motivation was essential for learning. Thus, Weinstein, C. E. & Mayer, R. (1986) add, If students have a reason or want to do something, it will change their actions and behaviours, to learn something (P.315). It was essential information for teachers. They had to know and used learning strategies during the classes. Also, teachers had to use it, to help and improve the understanding and comprehending of students’ listening, reading, speaking and writing process.

WHAT DID WE ACHIEVE?

In this class students could review the tense Past simple and learned new verbs in past, regular and irregular verbs. They practiced some of them throughout of the class. Also, little by little, students showed that they had improved their pronunciation, but they needed to improve their listening, they had problems in their listening skill.

Students had improved their writing skill using grammar and vocabulary seen in the readings. Related to vocabulary, Cramer, W. (1998) mentions “A limited vocabulary in an important cause of delayed or inaccurate comprehension” (P. 10). For that reason, it was essential to implement more readings which they could understand, in order to teach new vocabulary that students can use in their daily life.
**Talking about Our Experience**

First, in order to introduce the new topic, "Simple past" in this class was used a story. So, we wrote some words on the board, *(Beans, magic, boy, giant, eggs, hen).* With these words, students had to predict what the story will be. In this first activity, we used prediction. Kumkum, B. (2008) mentions "Prediction is a rapid reading skill and it involves the use of index, headings, subheading, nonverbal context and linguistic clues to guess the information that a texts contains." *(P.196).* Students were so motivated, with the words they knew the topic, they were so quickly, because they knew the story. After some students said the story, and some characters, and other students remember the story.

The next activity, we showed them some images about the story, and students had to organize it, taking into account the story tale, students were so motivated in this activity, they liked it and they showed interest in the story.

The next activity, students had to watched the video of story, and read at the same time the story in the worksheet. The video was watched twice in order to students understand the story. They paid attention, it showed that they liked videos and stories. After that, students had to see the story, and underline the verbs in past, some students were confused because they did not know which verbs were in past, so they asked many questions, but there were other students who knew the verbs.

So, we and students read together the story tale, and students wrote some vocabulary that they did not understand, and using skimming they wrote the main idea from the text. Some of them were confused, because they did not not what to write. Generally, the reading that were used during the classes, were recreatory readings, it is defined by Romero, A. Romero, R.. (2008) as materials provide for the development of appreciation and enjoyment of reading matter.*(P.7).* This kind of material allowed that students were motivated during the learning process and they were interesting in learn and practice new vocabulary and grammar structure.
The next activity, student had to imagine the end of the story, and they had to write it, using past simple. They were motivated, and a lot of students asked many questions in order to write a good story, others showed that they did not like writing, so the wrote some simple sentences. Finally, each student in order to improve their pronunciation, they had to say the end of the story. It was amazing, because there were students with an imaginative ending, but others did not show much imagination, and some of them forget to use Past simple.

At the end of the class, we showed the end of the video, and students know what was the end, some of them were surprised, because they did not expect that ending.

In conclusion it was an amazing class, students participated and there were motivated during the class. Students have shown that they like videos, images and song.

**SHOWING STUDENTS’ PROCESS**

In this class were developed activities which allow to improve student's skills. The first activity, students had to organize some pictures taking into account the story tale which students are going to read.

All students were motivated and they participated in this activity. It was a predicting activity. The second activity students had to underline the verbs in past, this activity was developed taking into account the skimming and scanning as reading strategy.

It helped them to remember the verbs in past, all students develop this activity. It meant that sixteen students underlined the verbs.

The third activity, students had to write the main idea of the text.
All students did the activity, but one students wrote the main idea in Spanish, because he said, he did not know how to write a sentences, and other students wrote the idea, some of them had problems with some verbs in past.
The fourth activity, students had to write the possible ending of the story. Students wrote interesting endings, and fourteen students wrote the sentences correctly, and two students made a mistake with the past of drink, she wrote dranked.

In conclusion, students had a good performance during this class, they were motivated. Also, they showed previous knowledge about this topic, they understood the verbs and they knewed a lot of vocabulary which were present in the activities.

CONCLUSIONS

During this class, students showed that they were interesting in readings which had pictures and videos. It helped to motivate them and they could practice their reading comprehension taking into account the video and pictures of story tale. The material was an important part of the class, as Pang, S. Muaka, A. Bernhardt, E. Kamil, M. (2003) claim "choosing reading material that draw on students’ lives experiences and interest is a good starting point" (P.18). It was evidenced during this class and others, some kind of reading got the interest and motivation of students, and it helped that students participated during the classes and understood the topic and vocabulary.

Also, they could practice writing and listening throughout the class. Sometimes, they showed that they had some problems, related to understand verbs in past, especially, irregular verbs.
Talking about past events.
Seventh class
8th May

WHAT DID WE WANT TO ACHIEVE?

In this class, we wanted to make some activities in order to know if students had improved in reading comprehension or not. At the same time, we wanted to practice past progressive in order to know if students understand the difference between past simple and past progressive.

Annexe 7. Lesson plan.

WHAT DID WE ACHIEVE?

During this class students practiced past progressive and at the same time they understand the difference between past simple and past progressive through the use of one video and some explanations done by us. Romero (2008) say that in the development reading, materials are selected in order to develop students’ reading skills and the new words (vocabulary) and grammatical structures follow a sequence in that development. The author also states that the other skills are also developed but in a hierarchical way. (p. 7). It was for that reason that through the readings which we implemented in class, students practiced new vocabulary and grammatical structures. We started to practice these grammatical structures following a sequence, so we began with the basic structures as present simple and we continued with the more difficult ones.

Also, students put into practice the strategies that they learnt during these classes (Predicting, skimming, scanning, summarizing and annotating) in order to understand better the text and answer the reading comprehension questions correctly.
Another important thing that students practiced was their writing skills because students had to complete some exercises in which they had to write something related with the topic of the reading and using past progressive.

**TALKING ABOUT OUR EXPERIENCE**

During this seventh session we wanted to practice reading strategies, reading comprehension and at the same time, we wanted to practice writing skills because we had seen that students committed many mistakes in their writings during previous classes.

At the beginning, we showed a video called ‘the 10 most dangerous jobs’ in order to motivate students and catch their attention. Also, this activity was created in order to make that students predicted what the text was going to be about. This activity was very interesting because students were paying attention to the video. The video was in English and it had subtitles in English too. It was also an activity in which students practiced speed reading and reading comprehension through the subtitles that the video had. Cramer (1998) says that ‘Speed reading is training to improve your reading rate and efficiency without loss of comprehension’ (p. 9). Through the subtitles of the video we practiced the students’ reading rate and their efficiency in reading comprehension.

Then, students had to underline the sentences written in past progressive in the text. The name of the text was “A hard day” and it had a lot of sentences written in that grammatical tense. During this activity, students were interested because they wanted to show us that they had already understood this topic. Students also searched for the meaning of some unknown words in order to understand better the sentences and it was excellent because we could see that they put into practice what we have teach them.

After that, students read the text carefully, paying attention to important details. The teacher’s guide was very important in this process because as Pang, S. Muaka, A.
Bernhardt, E. Kamil, M. (2003) point out that "Teachers can guide students by modelling the actions they can take to improve comprehension. These actions include: asking questions about a text while reading; identifying main ideas; using prior knowledge to make predictions" (p. 14). Taking into account that, when students finished this step, they had to answer some questions that we showed in the video beam because we created a presentation using slides in which we had the questions. It was a different activity because we used the technology to make this kind of activities a little more didactic and students enjoyed it.

The fourth activity was a writing activity in which students had to write the definition of some verbs that they could found in the text. The list of verbs was the following: deliver, carry, take, saw, walk and wait. They had to write a definition similar to one from a dictionary. We decided to do this activity because it is important to practice the new vocabulary in order that students could learn it easily.

Finally, as a way to summarize the text, students had to think in the more important details and write a different ending to the story. They had to do the corresponding drawing. During this activity, students had to ask to us many questions because they did not know how to write what they wanted to write. (Vocabulary-grammatical rules). It was a nice activity because they could show their level of understanding of this text and at the same time, their ability to create know knowledge taking into account the previous one.

SHOWING STUDENTS’ PROCESS

Fourteen students assisted to this class. In this class six activities were developed. These activities were focused on three principal topics: the first one was reading comprehension, the second one was past progressive and the last one was writing skills.

The first activity consisted in a video about the most dangerous jobs in order to contextualize students about the topic of the reading and also in order to get the students attention and concentration. As Kumkum (2008) claims that
“Concentration is the key to all methods of reading faster and understanding more. The reader must be alert and attentive before starts reading something” (p. 195). During this activity students were very motivated because this video was interesting for them. It was a predicting activity.

The second activity was about underline the sentences written in past progressive. Nine students underline all the sentences writing in past progressive and only five students underline almost all sentences but there were more or less two sentences that they did not underline. It showed us that almost all students understand the past progressive tense. It was a skimming and scanning activity.

The third activity was a questionnaire about the text. There were five questions in this questionnaire. Thirteen students answer all the questions correctly and only one student answered four questions correctly. It means that the previous activity helped them to understand the text easily. This activity was based on the scanning strategy.

The fourth activity consisted on a list of verbs that students had to define. This list consisted of six verbs (deliver, carry, take, saw, walk and wait). Five students define all the words correctly. Eight students defined five or four words correctly and only one had mistakes in all the words. It means that some of them have some problems in their writing skills but it is not so serious because most of the students developed the activities correctly. It was an annotating activity.
The next activity was another writing activity in which students had to write a different ending for this reading. It was an annotating activity. Six students had many mistakes in their writings and only eight students wrote their endings correctly. It means that most of the students have improved their writing skills and only some of them continue having problems. It was a summarizing and annotating activity.

Finally, students had to draw their endings in order to illustrate their ideas as a way to summarize. All the students draw their endings. It means that they had clear ideas of the text.

**Conclusions**

During this activity we could appreciate that students had improved their reading comprehension because only few of them had mistakes during the activities developed in this class.

Writing and reading skills are always together because one depends on the other and we as teachers had to practice them together. For this reason, we decided to implement activities in which students could practice this two skills at the same time. Tangpermpoon, T. (2008) affirms that “Writing is considered as the most difficult skill for language learners because they need to have a certain amount of L2 background knowledge about the rhetorical organizations, appropriate language use or specific lexicon with which they want to communicate to their readers.” (p. 1). Taking into account that, we as teachers decided to practice also this skill in order to improve reading and writing at the same time.
Listening to our students.
Eighth class
10th July

The main purpose of this last class, was to listen to our students, for that reason, we used to two instruments of data collection, one interviews and one survey. Those related to the methodology, topics, and learning process.

The first instrument was interview, according to Gillham, B. (2004) "Interview is a conversation, where one person—the interviewer—is seeking responses for a particular purpose from the other person: the interviewee". (P 24). This instrument helped us to complement the information, which was gathered, during this project. Interviews allowed us to know more about students. Also, we choose it, because it provided us to ask about information, which we could get by the observations and journals.

The second instrument was survey according to Foddy, W. (1993), closed questions “allow that answers can be meaningfully compared and these are much easier to computerised and analysed” (P.128). For that reason, we decided to select this instrument because there are some aspects, which we could not know with observation, and this instruments is easier to analyse.

Now, we are going to present and analyse these two instruments of data collection.

- INTERVIEW
In this interview, we asked to seven students, seven different questions. The interview was made by us, and students’ opinions were recording during the interview. We made seven questions related to classes, methodology and learning process during the classes. In the same way, the questions and the answers were in spanish.

1. ¿Qué opinas de las clases de inglés que se ofrecieron? "Bien, bien, muy chevere todo en la clase de inglés". Voice recording: Cardoza, J. (personal communication, voice recording July 10th, 2017)


3. ¿Qué esperabas de las clases de inglés? ¿Cuáles fueron tus expectativas? "Pues mis expectativas eran, aprender un poco más del inglés, que se manejará con canciones, con guias y eso, y pues eso fue lo que note, y pues hubo esfuerzo por partes de las profesoras." Voice recording: Marin, N. (personal communication, voice recording
July 10th, 2017)

4. Consideras, ¿Que fue importante practicar la comprensión de lectura en inglés? ¿Por qué?
"Fue importante porque para aprender inglés se necesita comprender a través de un texto, y los textos que se traían eran interesantes para aprender más sobre el inglés." Voice recording: Sanchez, J. (personal communication, voice recording July 10th, 2017)

5. ¿Qué opinas de las actividades y guías realizadas durante las clases?
"Me parecieron buenas porque a uno en clase le explican con mucha teoría, que el tablero, que no se que, pero aquí fue más didáctico, y pues fue la lectura acompañada de las docentes hacia nosotros, así que me pareció super bueno y las guías estaban bien, estaban como a lo que nosotros aprendemos y nos hicieron comprender cosas básicas." Voice recording: Feria, L. (personal communication, voice recording July 10th, 2017)

6. ¿En qué habilidad te hubiera gustado practicar o profundizar en las clases?
"Me hubiera gustado practicar la pronunciación, el que hablaramos, el que fuera cotidiano, no solamente decir la frase, si no el hablarla, la fluidid." Voice recording: Moreno, H. (personal communication, voice recording July 10th, 2017).

7. ¿Qué te parecieron las metodologías utilizadas durante las clases?
"Pues a mi me parecieron muy bien, pues porque esas metodologías estaban aptas para los niños, pues para que aprendieran y pudieran entender más que todo el inglés". Voice recording: Ruiz, O. (personal communication, voice recording July 10th, 2017)

Analysis of the students' answers.

Taking into account these seven questions was made about, methodology used in classes, students' expectations, opinion about readings and disadvantages of the classes.

- Methodology
During each class, five reading strategies were used with songs, worksheets and videos taking into account the student's English level and topic. It allowed that students could learn verbs, and improved their pronunciation. It caused that classes were more didactic and students could enjoy it.

- Students' expectations.
Students wanted to learn and improve their English language, and they could improve it.

- Opinion about readings.
Related to this aspect, they said readings were interested and it was important in their learning process.

- Disadvantages of the classes. Students’s opinion were that classes were poor in speaking and pronunciation, they wanted improve this skill during the classes in order to get fluency in their speech.

**SURVEY**
The second instrument that we used during the class was a questionnaire about our intervention. Nine students participated in this activity. It consisted of ten questions with multiple answers. Below we will show the questions:

1. ¿Cómo te parecieron las clases de inglés?
   - Excelentes
   - Buenas
   - Malas
   - Regulares

2. ¿Cómo te parecieron las lecturas manejadas durante las clases?
   - Excelentes
   - Buenas
   - Malas
   - Regulares

3. ¿Cómo te parecieron las guías manejadas en clase?
   - Excelentes
   - Buenas
   - Malas
   - Regulares

4. ¿Cómo fue el desempeño de las docentes durante las clases?
   - Excelente
   - Bueno
   - Malo
   - Regular

5. ¿Consideras que la metodología utilizada fue la apropiada?
   - Si
   - No
   - Un poco

6. ¿Consideras que mejoraraste tu comprensión de lectura en inglés?
   - Si
   - No
   - Un poco

7. ¿Consideras que tus conocimientos en inglés mejoraron?
   - Si
   - No
   - Un poco

8. ¿Evidencia preparación de las clases por parte de las docentes?
   - Si
   - No

9. ¿Las docentes mostraron dominio de los temas?
   - Si
   - No

10. ¿Consideras que espacios como estos:
     a. Deben ser más frecuentes
     b. Son necesarios
     c. No deben ser permitidos
Analysis of the students’ answers.

Taking into account this, in the first question seven students answered that the classes were excellent and the other two students answered that the classes were good. It means that these students took advantage of this classes and appreciate them.

About the second question, five students answered that the texts that we used during the classes were excellent and four students answered that the text were good. It means that students enjoyed the readings that we used during the classes and it is wonderful because our effort looking for these readings worthed it.

In the third question, six students answered that the worksheets used in class were excellent, two students answered that the worksheets were good and one student did not answer this question. It showed us that these worksheets were designed in an appropriate way and students understand their organization and how to answer them.

In the fourth question, six students answered that our performance was excellent and three students answered that it was good. It means that we as teachers had a good attitude, did good activities and supported their learning process.
About the fifth question, seven students answered that the methodology that we was appropriate and two students answered that it was a little appropriate. It showed us that the methodology that we proposed to improve students reading comprehension was appropriate for the students because they they could practice it.

In the sixth question, five students answered that they improved a little bit their reading comprehension and four students answered that improved their reading comprehension. It means that some of them feel that they really improved their reading comprehension through our classes, but most of them improved only a little bit because some of them already know what we taught them.

In the seventh question, five students answered that The improved a little bit their English knowledge and four students answered that they really improved English knowledge. It means that all of them learnt something during our classes, but some of them learnt more than the others.

About the eighth question, eight students answered that they evidenced the preparation of the classes by the teachers. Only one student answered that did not evidence preparation for the classes. It means that we as teachers prepared very good our intervention and students could appreciate it.
In the ninth question, all the students answered that teachers showed them mastery of the topics. It means that we as teachers teach them many useful things that most of them did not know and we answered their questions and we clarify their doubts.

Finally, in the tenth question, four students answered that spaces like this should be frequent, three students answered that these spaces are necessary and two students answered that these spaces are necessary and also should be frequent. It showed us that students are very interested in the participation in these classes because they consider them important for their education.

**Conclusions**

Activities like these help us to know what our students think of our intervention and it is important because we as teachers, can use this information to improve future interventions.

These classes were useful for the students because through the survey and the interview, we could appreciate that the students learnt many things and improve their reading comprehension which was our aim in project.
REFERENCES


## Annexes

### Annex 1. Lesson plan. Need analysis.

**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**

**COLEGIO TÉCNICO BENJAMÍN HERRERA**

**TOPIC PLANNING FORMAT**

<table>
<thead>
<tr>
<th>Shift: Afternoon</th>
<th>Group: Ninth grade</th>
<th>Date: 06-03-2017</th>
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<td>From 1:00 pm to 3:00 pm</td>
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<td>DDMYYY</td>
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**Topic (Subject):** Need analysis

**Week No: 1**

### Aim (Objectives):

- To practice the knowledge that they already have about English.
- To understand the text given by the teacher.
- To remember some basic topics as there is and there are, Simple present, past simple and present continuous.

### Activity Description

At the beginning, students are going to write in a piece of paper one trip that they have done here in Colombia. After that, students are going to exchange papers in order to read their partner’s trips and they are going to socialize them.

Students are going to read only the first paragraph and they are going to share what they consider is the general idea of this text.

Students are going to search for the unknown words of the text.

After that, students are going to read all the text.

Students are going to take notes in order to remember the most important events.

### Reading Strategy

**Predicting.** Students will practice their writing skills in order to show us their English knowledge.

**Predicting.** In this activity, they are going to predict the topic of the reading.

**Scanning.** It will help them to identify the unknown words in the text.

**Reading stage:** It is important, because students will understand the text easily if they already know what the vocabulary means and they will learn and practice new vocabulary.

**Annotating:** It will allow to improve their writing abilities and at the same time to remember important details of the reading.

**RESOURCE AND BIBLIOGRAPHY**

Students are going to create a comic in which they are going to summarize the ideas of the text and they will have to present it. Finally, students are going to answer some activities that we propose about different topics in order to know their English level.

**Summarizing:** This strategy will help students to remember information from the text. They will practice past simple.

### Annexe 2. Lesson plan.

#### Universidad Distrital Francisco José de Caldas

**Colegio Técnico Benjamín Herrera**

**Topic Planning Format**

<table>
<thead>
<tr>
<th>Shift: Afternoon</th>
<th>Group: Ninth grade</th>
<th>Date: 13-03-2017 DDMMYY</th>
</tr>
</thead>
<tbody>
<tr>
<td>From 1:00 pm to 3:00 pm</td>
<td></td>
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</tbody>
</table>

**Topic (Subject):** Present simple

**Aim (Objectives):** To improve and practice present simple.
To practice reading comprehension through the use of different activities.
To practice writing abilities.

<table>
<thead>
<tr>
<th>ACTIVITY DESCRIPTION</th>
<th>READING STRATEGY</th>
<th>RESOURCES AND BIBLIOGRAPHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are going to play a game called ‘memory game’ about different verbs that we use to describe our daily routine. Teachers are going to explain present simple and show a video in order to practice it. We are going to use this video to introduce the topic of the reading.</td>
<td>Predicting: Students will practice the knowledge that they already have about this topic and they are going to create an idea of what the text is going to be about. Predicting: It will be very useful because students can understand better the topic and create a clear idea of what the text is about.</td>
<td>Video: Zdeněk Rotrekl. 12-07-2016. Guess My Job - Game to Practise Present Simple. Url: <a href="https://www.youtube.com/watch?v=OP7NH4XUlko">https://www.youtube.com/watch?v=OP7NH4XUlko</a></td>
</tr>
<tr>
<td>Students are going to read the text called ‘Tom’s job’ Students are going to look for the vocabulary that they do not know and write it in the worksheet.</td>
<td>Reading stage: It is essential, because students will understand the text and they will learn and practice new vocabulary. Skimming: It will help them to identify the unknown vocabulary in order to search for their meaning to understand better the text. Scanning: Students will practice their understanding to find the general idea. Summarizing: This strategy will help students to remember information from the text. Annotating: It will allow to improve the writing abilities in students, but also, they will used their knowledge about this topic in this activity.</td>
<td></td>
</tr>
<tr>
<td>Students are going to look for the general idea of the text and write it on the worksheet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will have to answer some questions about the reading presented in a power point presentation as a way to summarize the text. Students are going to write their own routine taking into account the example of the reading.</td>
<td></td>
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</tr>
</tbody>
</table>
Annexe 3. Lesson plan.

**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**
**COLEGIO TÉCNICO BENJAMÍN HERRERA**

**TOPIC PLANNING FORMAT**

<table>
<thead>
<tr>
<th>Shift: Afternoon</th>
<th>Group: Ninth grade</th>
<th>Date: 27-03-2017 DDMMYY</th>
</tr>
</thead>
<tbody>
<tr>
<td>From 1:00 pm to 3:00 pm</td>
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<td></td>
</tr>
</tbody>
</table>

**Topic (Subject):** Present continuous.

**Week No.:** 3

**Aim (Objectives):**

- To learn and practice reading strategies as predicting, skimming, scanning, summarising and annotating in English as a foreign language.
- To improve and practice Present continuous tense, using a letter as a reading.
- To understand and get information from the text.
- To develop writing abilities using Present continuous and vocabulary learned in class.
Students are going to listen to a song and read the lyrics. It is called ‘Lemon tree’ by Fool’s Garden, and write all the verbs in present continuous. After that, teacher has to explain present continuous, affirmative, negative and interrogative form.

Taking into account the explanation san previous knowledge about this topic, students have to underline the sentences which are in present continuous, and word that they don’t understand.

After this activity, teachers and students will be read the text. Students are going to say the sentences in present continuous, and vocabulary that they did not understand, teacher are going to explain all of it.

Students have to answers some questing taking into account the information from the text. Teacher will explain the questions. Students have to create a story taking into account tree images in the paper, but they have to use Present continuous and the new vocabulary.

In order to motivate students, they will complete a Word Search of verbs taking into account images.

Finally, students will have to chose one verb and write a sentences in present continuous.

Predicting: Students will improve their listen skills, and remember the verbs and the present continuous tense.

Skimming: It will be help them to identify the sentences in present continuous, and identify the vocabulary in the text.

Reading stage: It is essential, because students will understand the text and they will learn and practice new vocabulary.

Summarizing: This strategy will help students to remember information from the text. And they will review present continuous.

Annotating: It will allow to improve the writing abilities in students, but also, they will used their knowledge about this topic in this activity.

Scanning: Students will learn new verbs and they will practice their spelling.

Worksheet.

Word Search

Computer. (Song)
Annexe 4. Lesson plan.

**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**  
**COLEGIO TÉCNICO BENJAMÍN HERRERA**  
**TOPIC PLANNING FORMAT**

<table>
<thead>
<tr>
<th>Shift: Afternoon</th>
<th>Group: Ninth grade</th>
<th>Date: 03-04-2017 DDMMYY</th>
</tr>
</thead>
<tbody>
<tr>
<td>From 1:00 pm to 3:00 pm</td>
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</table>

**Topic (Subject):** Simple present and Present continuous.  
**Week No:** 4

**Aim (Objectives):**
- To learn and practice reading strategies as predicting, skimming, scanning, summarising and annotating in English as a foreign language.
- To learn the difference between Simple present and Present continuous in a real conversation.
- To create a conversation using their knowledge of present simple and present continuous.
- To improve their pronunciation and speaking skill.

<table>
<thead>
<tr>
<th><strong>ACTIVITY DESCRIPTION</strong></th>
<th><strong>READING STRATEGY</strong></th>
<th><strong>RESOURCES AND BIBLIOGRAPHY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have to infer what topic of the conversation will be in the text, taking into account the image and the</td>
<td><strong>Predicting</strong> It will help to students to predict the topic, and remember some vocabulary</td>
<td>Worksheet. Conversations:</td>
</tr>
</tbody>
</table>

**Example Activity:**

1. **Predicting: Read**
   
   Sarah Miller is writing a letter
   
   **Dear Sophia,**
   
   How are you? How is London? I am having a very good time in New York. It’s Sunday and it’s sunny and warm.
   
   Now it’s ten in the morning and we are in Central Park. I am sitting under a tree, I am listening to my radio, and I am writing to you, of course.
   
   My Canadian cousin Rosemary is here with us. She is reading a comic. She is tall and slim and she has got long wavy brown hair. My father is reading The New York Times. My mother is playing with my little brother Jimmy on the grass and they are eating popcorn. There are many people in the park. Some men are jogging, two girls are walking their dogs, and an old man is skating. New York is great! There are many fantastic skyscrapers, great shops and there are people everywhere!

2. **Summarizing: Answer the questions**
   
   What is Sarah’s surname?
   
   Where is Sarah?
   
   What is she doing?
   
   How many girls are walking their dogs in the park?

3. **Annotating: Create a story in Present Continuous.**

4. **Skimming and scanning**

5. **Writing a sentence in present continuous.**

---

**Worksheet:**

To Shave  
To Sleep  
To Sweep  
To Cook  
To Cry  
To Drive  
To Swing  
To Jump  
To Listen  
To Give
people's name.

Before to read, students have to underlane with two colors the sentences in Present simple, and with other color Present continuous. It will be help them to identify the sentences in present continuous, and sentences in present simple.

Students and teachers will be read the conversations, and students will ask some questions about the text to teachers.

After that, students will write some words that they do not understand form the text, and they will find the meaning in the dictionary.

When they finish that activity, they will find some verbs in Word Search.

Students will write a conversation in couples, using present simple, continuous, verbs and vocabulary seen in this class.

Finally, students will practice their pronunciation. So, they will say their conversation in front of the class.

| Skimming | It allows that students remember the differences between these two tenses, and they will review vocabulary. |
| Reading stage | Students will practice their pronunciation and they will learn vocabulary. |
| Annotating and scanning | It will allow to improve their spelling, but also, they will use other resources to learn english. |
| Scanning | Students will learn new verbs and they will practice their spelling. |
| Summarizing | This strategy will help students to review these two tenses, in a real context. |

Carmen, L. Dialogues. Present simple, Present continuous. [Url](http://www.carmenlu.com/third/grammar/present3_5.htm)
### Annexe 5. Lesson plan.

**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**  
**COLEGIO TÉCNICO BENJAMÍN HERRERA**  
**TOPIC PLANNING FORMAT**

<table>
<thead>
<tr>
<th>Shift: Afternoon From 1:00 pm to 3:00 pm</th>
<th>Group: Ninth grade</th>
<th>Date: 17-04-2017 DDMMYY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic (Subject): Comprehending songs - Past simple</td>
<td>Week N°: 5</td>
<td></td>
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</tbody>
</table>

**Aim (Objectives):**
- By the end of this lesson, students are going to practice past simple and learn new vocabulary about the reading.
- At the end of this session students are going to be able to understand the lyric of two songs through practice predicting, skimming, scanning, annotating and summarizing.

### ACTIVITY DESCRIPTION

Students are going to read the lyrics about the song called 'Someone like you' by Adele.

### READING STRATEGY

Reading stage. In this part, students are going to read the text.

### RESOURCES AND BIBLIOGRAPHY

Worksheet #1  
Lyrics of the song 'Someone like you' Adele.  
http://www.saberingles.com.ar/songs/4
After that students are going to try to guess which topic we are going to practice through the reading during this session.

The teacher is going to show them the video of this song in order that students create an idea of what the lyric means and at the same time, in order to complete some spaces.

Students are going to read the lyrics again and they are going to look for the unknown words and underline the sentences written in past simple.

After that they are going to take some notes in order to create the principal ideas of the song.

Finally, the teacher is going to give them another song called ‘Yellow’ by Coldplay. They will have to do the same but at the end they are going to create a comic following the sequence of the song.

**Predicting.** In this activity students have to predict the topic taking into account the lyrics of the song.

**Scanning.** Students will learn new verbs in past and they will practice their pronunciation.

**Skimming.** In this part students are going to learn new vocabulary and practice past simple.

**Annotating.** Students will write some important information.

**Summarizing.** In this last activity students are going to practice what they learn and they are going to summarize the main ideas through drawings.

**Worksheet #2**
Lyrics of the song: ‘Yellow’ Coldplay

**Song:** Coldplay.
29-03-2015 Yellow.
Url: https://www.youtube.com/watch?v=9j7b3Coazxg

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COLEGIO TÉCNICO BENJAMÍN HERRERA

TOPIC PLANNING FORMAT

<table>
<thead>
<tr>
<th>Shift: Afternoon</th>
<th>Group, Ninth grade</th>
<th>Date: 24-04-2017 DDMMYY</th>
</tr>
</thead>
</table>

Topic (Subject): Past simple

Aim (Objectives):
- To learn and practice reading strategies as predicting, skimming, scanning, summarising and annotating in English as a foreign language.
- To review and learn verbs in Past simple
- To improve their listening and pronunciations.
- To develop writing skills using grammar and vocabulary seen in class.

<table>
<thead>
<tr>
<th>ACTIVITY DESCRIPTION</th>
<th>READING STRATEGY</th>
<th>RESOURCES AND BIBLIOGRAPHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are going to write the words (Beans, magid, boy, gigant,</td>
<td>Predicting: It will allow to</td>
<td></td>
</tr>
</tbody>
</table>

The reading strategy is focused on predicting and using reading strategies such as predicting, skimming, scanning, summarising and annotating in English as a foreign language.
plant, hen and eggs) on the board. Students are going to preding the story which included this words.

Teachers are going to show them some pictures of the story tale, and students will have to organize it taking into account the knowledge that they have of the story.

After that, teacher are going to show to students the video of the story, but it will just the halfway, at the same time, teacher will give them a worksheet with the story, and they will listen and read the story tale. The video will play twice.

The next activity, students have to underline the verbs in past, regular and irregular verbs in the story tale.

Students will write the main idea from the text.

Students will write the main idea form each paragraph in the worksheet. It can be in spanish.

The next activity, students have to write the possible end of the story tale. They have to use Simple past and and used words and verbs form the story. Finally, students have to say the possible end of the story, in order to improve their pronunciation. After that, teacher are going to show them the end of the video.

students to remember a story tale, but also, students will review some vocabulary related to it.

**Predicting:** It will help to students to remember the story and the possible vocabulary and verbs which are present in it.

**Reading stage:** It will permit that students improve their listening and pronunciation.

**Scanning:** This strategy will help to students to identify the verbs in past simple, and they will review and remember it.

**Skimming:** This strategy will help them to review the text and write the main idea from it.

**Summarizing:** It will allow that students recognize each idea of each paragraph and they will review the words and vocabulary that they did not understand.

**Annotating:** It will help them to remember and use sentences in Simple past and vocabulary seen in class, in order to create a ending.

**Worksheet. Story Tale**
Jack and the beanstalk.
BritishCouncil.
LearnEnglishKids.

53
Annexe 7. Lesson plan.

**UNIVERSIDAD DISTRITAL FRANCISCO José de CALDAS**  
**COLEGIO TÉCNICO BENJAMÍN HERRERA**  
**TOPIC PLANNING FORMAT**

<table>
<thead>
<tr>
<th>Shift: Afternoon From 1:00 pm to 3:00 pm</th>
<th>Group: Ninth grade</th>
<th>Date: 08-05-2017 DDMMYY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic (Subject): Past progressive</td>
<td>Aim (Objectives):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To improve and practice past progressive.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To practice reading comprehension through the use of different activities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To practice writing abilities.</td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITY DESCRIPTION</strong></td>
<td><strong>READING STRATEGY</strong></td>
<td><strong>RESOURCES AND</strong></td>
</tr>
</tbody>
</table>

1. Underline the verbs in “Simple past” and make up the end of the story.

**Jack and the beanstalk**

Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow.

One morning, Jack’s mother told Jack to take their cow to market and sell her. On the way, Jack met a man. He gave Jack some magic beans for the cow.

Jack took the beans and went back home. When Jack’s mother saw the beans she was very angry. She threw the beans out of the window.

The next morning, Jack looked out of the window. There was a giant beanstalk. He went outside and started to climb the beanstalk.

He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside.

Jack heard a voice. “Fee, fi, fo, fum!” Jack ran into a cupboard. An enormous giant came into the room and sat down. On the table there was a hen and a golden harp.

2. Write the general idea of this story.
Students are going to watch a video called “The 10 Most Dangerous Jobs In The World” in order that students predict what the text is going to be about.

After that the teacher is going to give to the students the worksheet about the reading called “A hard day” in order that students underline the sentences in past progressive.

Then, students are going to read the text and they are going to answer some questions that the teacher is going to show on the video beam.

Students are going to write the definition of some verbs in order to practice that vocabulary.

Finally, students are going to write a different ending for the reading and they will have to draw this ending.

### Predicting

Students will practice the knowledge that they already have about this topic and they are going to create an idea of what the text is going to be about through the video.

### Skimming

It will help them to identify the unknown vocabulary in order to search for their meaning to understand better the text.

### Reading stage

It is essential, because students will understand the text and they will learn and practice past progressive.

### Scanning

Students will practice their understanding answering some reading comprehension questions.

### Annotating

It will allow to improve the writing abilities in students, but also, they will used their knowledge about this topic in this activity.

### Summarizing

This strategy will help students to remember information from the text and help them to create different endings.

### Bibliography

**Video:**


Url: https://www.youtube.com/watch?v=OqyQ1Sj+yY
One sunny day, Billy and Timmy were delivering a box to Mr. Thompson. The crate was full of glasses. They were carrying the box on a cart. They were taking the glasses to Mr. Thompson’s store at the end of the street. They were being very careful with the crate full of glasses.

As they were passing by the school, they saw Jack and Tom. Jack and Tom were playing soccer. Billy and Timmy asked the other boys for help. The four boys steered the cart through the streets. While Billy and Timmy were pulling from the front, Jack and Tom were pushing from behind.

As they were walking, Billy and Timmy were guiding the cart over bumps and holes. They were protecting the glasses. When the four boys arrived at the store, Mr. Thompson was waiting for them. While Mr. Thompson was unloading the glasses, he thanked the boys for their hard work. None of the glasses were broken! The boys were feeling very proud of their hard work.

Choose the correct answer for the questions about the reading:

1. A B C
2. A B C
3. A B C
4. A B C
5. A B C
6. A B C
7. A B C
8. A B C
9. A B C
10. A B C

Write the meaning of the following verbs as in a dictionary:

- Pull:
- Jump:
- Talk:
- Eat:
- Walk:
- Wear:

Change the end of the story using the information of the reading and past progressive:

Save your work: