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Facultad de la Educación, el Arte y la Comunicación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

**Improving reading comprehension through lesson study among
tenth-grade students at a public school in the city of Loja during
2021 – 2022 school year**

**Mejorando la comprensión lectora a través del estudio de clase en
estudiantes de décimo año en una escuela pública localizada en la
ciudad de Loja durante el año lectivo 2021-2022**

**Trabajo de Integración Curricular
previo a la obtención del título de
Licenciada en Pedagogía del Idioma
Inglés.**

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Loja - Ecuador

2022

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Dedication

I dedicate this thesis to God and my family, who were always there for me during every hardship and restless night. I want to give a special thanks to my dear mothers, Carmen Chávez and Alicia Torres, for being my first teachers and my inspiration. To my fathers, Leo Chávez and Fausto Chávez, for giving me the strength to continue working, and for showing me the value of education. Without them none of this would be possible.

Finally, I would like to dedicate this thesis to my best friends, Jazmin, Kerlly, Nathaly, Naomi, and especially my friend Cristian, for being a helping hand during this process.

Alicia del Carmen Díaz Chávez

Acknowledgments

I would like to express my special gratitude to Universidad Nacional de Loja, the Facultad de la Educación, Arte y la Comunicación, and the department of Pedagogía de los Idiomas Nacionales y Extranjeros for providing me with the opportunity to develop my knowledge and experience during these years. Furthermore, I would like to extend my words of appreciation to the institutional tutor, the staff, and the students of the public institution where the practicums took place.

Finally, with immense gratitude, I would like to thank my thesis tutor Mg. Sc. Rosa Paola Moreno Ordoñez who gave me words of encouragement and useful advice throughout the development of this project, without her guidance this project would not have been possible.

Alicia del Carmen Díaz Chávez

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1. Title

Improving reading comprehension through lesson study among tenth-grade students at a public school in the city of Loja during 2021 – 2022 school year

2. Resumen

La presente investigación tuvo como objetivo el mejorar la comprensión lectora a través del modelo “estudio de clase” entre estudiantes de décimo año en una escuela pública de la ciudad de Loja durante el periodo académico 2021-2022. Esta habilidad es considerada la más importante porque a través de ella, los estudiantes pueden obtener conocimiento léxico e información general en textos. Además, la investigación usó un diseño cuasiexperimental con un enfoque mixto, para poder obtener datos cuantitativos (calificaciones de estudiantes) y cualitativos (percepciones), a través de un pretest y post-test, un cuestionario y notas de campo. Los datos analizados demostraron que los estudiantes mejoraron de manera significativa ($p \leq 0.05$) su comprensión lectora después de la aplicación del modelo “estudio de clase”, y así también, ayudó a los docentes novatos a desarrollarse profesionalmente en el campo laboral. Se concluyó que el modelo “estudio de clase” impactó la comprensión lectora de los estudiantes, mayormente en los aspectos de “sobrevolar” y “escanear”, los estudiantes consideraron las estrategias aplicadas como relevantes para su proceso de aprendizaje. Además, ayudó a los docentes novatos a mejorar en la creación de planes de clase relevantes y en el manejo correcto de una clase.

Palabras claves:

Desarrollo profesional, estrategias de comprensión lectora, inglés como lengua extranjera, sub-habilidades de comprensión lectora.

2.1 Abstract

The present research had as its main objective to improve the reading comprehension through lesson study among tenth-grade students at a public school in the city of Loja during 2021-2022 school year. This skill is considered the most important because learners can obtain lexical knowledge and general information from written texts. Furthermore, this research used a quasi-experimental design with a mixed method approach in order to gather quantitative (scores) and qualitative (perceptions) data through the use of a pretest and posttest, as well as a questionnaire and field notes. The data analyzed demonstrated that students significantly improved ($p \leq 0.05$) their reading comprehension after the application of the lesson study model and helped pre-service teachers develop professionally in their field. It was concluded that the lesson study model impacted students' reading comprehension, mostly in the aspects of skimming and scanning, and that students found the strategies applied as relevant for their learning process. In addition, this model helped pre-service teachers to improve the creation of relevant lesson plans and to successfully conduct a class.

Key Words:

Professional development, reading comprehension subskills, reading comprehension strategies, English as a Foreign Language.

3. Introduction

According to the Ministerio de Educación Ecuatoriana (MinEduc, 2016) reading comprehension plays an important part in the learning of English as a Foreign Language. Since the beginning of students' instruction, reading comprehension has been the vehicle for vocabulary recognition and lexical access. Thus, when students arrive at their tenth year of middle school, they are expected to correctly understand the meaning of international words, as well as making use of clues to understand relevant information presented in written text. Furthermore, because reading comprehension encompasses an active process, students are expected to use it alongside their other language skills, to later become proficient users of the language.

Despite the aforementioned expectations, students from tenth year of middle school did not fulfill these requirements. This happens because the reading activities applied during the educational process are mostly dismissed and focus only on the common aspects of the language (i.e., focus on grammar and vocabulary alone) (Buenaño, 2016; Li et al., 2021). Furthermore, as the researcher realized in their previous practicums, due to the change from online to face-to-face learning, students felt disconnected from the learning experience and only acted as passive participants in the teaching-learning process.

On this note, an effective strategy for this issue was lesson study, which is a process that engages teachers and learners into more effective teaching practices so that student learning can be improved (Stepanek et al., 2007). In addition, because it focuses on how students learn and what they bring to the learning experience, it makes sure that the educational process becomes meaningful and active for the learners, thus leading to positive results which have been supported by scientific evidence.

Based on the aforementioned information, it is considered the purpose of this research to improve the reading comprehension through lesson study among 10th grade students at a public school in the city of Loja during the 2021-2022 school year. Furthermore, the research aims to answer the central question: How does lesson study improve reading comprehension among tenth-grade students at a public school in the city of Loja during the 2021-2022 school year?

In addition, several pieces of research have focused on the use of lesson study as a way to improve students' knowledge of the English Language, specifically the reading skill. These studies (Coşkun, 2017; Gersten et al., 2010; Goh & Fang, 2017; Kincal et al., 2019; Larssen &

Drew, 2015; and Özdemir, 2019) have focused on how to improve the reading comprehension of students and promote professional development in teachers. The evidence from the research has consistently shown that lesson study improves students' reading skill through the use of didactic materials such as specific vocabulary instruction, and picture-books, as well as creating a more dynamic educational environment because it sustains active learning, making a connection between conceptual understanding and practical application. (Stepanek et al., 2007)

Despite the positive results on the use of lesson study for reading comprehension, most of these investigations have been developed as case studies (Larssen & Drew, 2015; Kincal et al., 2019; Özdemir, 2019; Goh & Fang, 2017), in which results obtained cannot be generalized. Therefore, there was a need for more research in different educational settings. Thus, this topic needed to be addressed in the Ecuadorian context to have a more accurate insight on the benefits of the aforementioned topic, and how well it worked for the Ecuadorian students.

Therefore, the present research was able to help tenth-grade students of middle school to achieve the objectives of the English curriculum established by the MinEduc (2016) in which it is stated that students must be able to understand main ideas and analyze written texts. Besides that, the present study helped the researcher to develop professionally in the field through hands-on learning, and it can help future pre-service and in-service teachers to continuously develop in their field.

Moreover, the present research contributed to the line of research of the Facultad de la Educación, Arte y Comunicación, and the subject matter of the thesis project for the major Pedagogía de los Idiomas Nacionales y Extranjeros. These plans state in their general objectives that the research presented should contribute to the development of an innovative proposal that can help the teaching and learning of the English language (Universidad Nacional de Loja, 2021), in this case, lesson study to improve the reading comprehension. At the same time, this research fulfills the objective number 7 of the Sustainable Development Objectives (ODS) established by the Secretaría Nacional de Planificación (2021), in which it is specified that a constant modernization of the educational model and the teaching process should be promoted at all times through the use of innovative proposals and technological tools.

In order to fulfill the purpose of this study, the main objective of the research was to improve the reading comprehension through lesson study among tenth-grade students at a public

school in the city of Loja during the 2021-2022 school year. To accomplish this objective, the following specific objectives were established: to identify the most suitable reading strategies through lesson study to improve the reading comprehension among tenth-graders at a public school in the city of Loja during the 2021-2022 school year; to implement an intervention plan based on the lesson study to improve tenth-graders' reading comprehension at a public school in the city of Loja during the 2021-2022 school year, and to identify teachers' and students' perceptions about the effectiveness of lesson study to improve tenth-graders' reading comprehension at a public school in the city of Loja during the 2021-2022 school year.

Finally, due to the nature of the research, the study focused on lesson study through the use of lesson plans based on specific strategies such as previewing, mapping, summarizing, among others, to improve the aspects of reading comprehension, which were predicting, skimming, scanning, detailed reading and guessing meaning from context. Thus, the population for this study was 33 tenth-graders of a public school in the city of Loja during the 2021-2022 school year. However, the following limitations were found: because of practical constraints, there was no control group for the intervention process, therefore, the results cannot be generalized. Furthermore, the researcher believes that the amount of time spent during the intervention was not enough to achieve a lasting change in students' reading comprehension levels. Based on this, further investigation is required to analyze the use of lesson study to improve reading comprehension.

4. Theoretical Framework

Language plays an important part in how humans communicate. Through learning, people can understand what “things mean” and how to share it with others. This idea is supported by Krashen (2004), who mentioned that reading comprehension promotes learning across a myriad of subjects, such as language learning.

Through reading, learners can promote the acquisition of language since it presents models of real-life use. Therefore, it is considered pertinent to create learning opportunities where students can increase their literary levels. According to Kincal et al. (2019) a large number of researchers have shown that lesson study increases students' achievement in English courses, especially in higher level thinking skills, which are necessary for reading comprehension. Thus, the purpose of this chapter is to review the literature on lesson study and Reading Comprehension.

It begins by defining lesson study and its components, as well as delimiting its pedagogical principles and its impact on teachers and students and its relationship with sociocultural theory. The second part presents the definition of reading comprehension, its components, stages, and the strategies for teaching reading comprehension. Finally, a brief description of previous studies that have worked within the same variables is presented.

4.1 What is Lesson Study

Lesson study has been defined as a strategy of in-service teacher training in which the main purpose is to progressively and systematically improve the teaching methods by working cooperatively with other teachers to analyze and scrutinize each other's teaching techniques. (Pjanić, 2014). Following this idea, Stepanek et al. (2007) mention that lesson study is a professional development model where teachers work together to construct a lesson plan, teach it, gather information from students' learning and use that information to improve and/or rectify the subsequent lesson. In other words, lesson study is a cyclical procedure in which teachers engage, to learn more effective teaching strategies that consequently result in improved learning for students.

The origins of lesson study can be traced back to an educational practice in the Meiji period of Japan. Pjanić (2014) states that it began as a form of learning how to teach, where aspirants would learn whole classroom teaching methods in the form of tutorial teaching. The

term lesson study was derived from the Japanese words “jugyo kenkyuu”, and it was first originated in the year 1999 by the scholar Makoto Yoshida.

Furthermore, Gyóri (2019) indicates that there are four dimensions that compose lesson study:

1. It is collaborative in nature
2. The research form is related to a lesson
3. The pupils are kept at the heart of the process
4. The focus is mainly on content and pupils, not technology and tools.

Following this idea, Takashi and McDougal (2016) (as cited in Elliott, 2019) concluded that the next features are the key to embark in the process of lesson study:

- Participants engage in lesson study to build expertise and learn something new, not to refine a certain lesson;
- lesson study is part of a highly-structured process;
- it includes spending a significant amount of time in the “study of teaching materials”;
- it is executed during several weeks, not hours;
- Knowledgeable others contribute with insights during the post lesson discussion and during planning.

If one of these aspects is not followed, then, the process is no different than that of classroom action research.

4.2 Core Elements of Lesson Study

Pérez and Soto (2015) mention that understanding what is the process of lesson study is the first step into learning about lesson study. Thus, the framework of lesson study comprises 5 main components:

- 1. Setting Goals.** Teachers establish a research theme (also known as a long-term goal) that guides lesson study cycle and pivots their work. The goal set is usually focused on students, and the lesson study team tends to focus on the same goal during multiple

rounds of the process for a long time (several years). The theme of the research then, has the purpose of tackling issues that deeply impact student learning.

2. Planning the lesson. After compromising on the theme, the lesson team collaboratively creates a lesson plan or a **research lesson**. During this process, the group creates specific lesson goals as a result of assessment materials and preexisting common problems. Teachers spend most of this time learning about teaching materials and also analyzing their own experiences, what they have read, and other strategies they have seen colleagues use (i.e., pre-service teachers using teaching activities from their mentors). The plan constructed is very detailed and sometimes might have the expected responses from students. All of this is done to create a sort of guide and communication tool by clarifying the goals and ideas being tested.

3. Teaching, Observing, and Debriefing. After finishing the research lesson, one of the teachers is in charge of applying it. The rest of the teachers act as data collectors and they might be accompanied by knowledgeable others (i.e., educators' experts in the content of the lesson). The data collected is based on teachers' activities and what students do and say, as well as evidence of students' thinking. All of this is done to measure the effectiveness of the lesson, not the teacher. After an interlude, teachers and guests conduct a **debriefing** to discuss and share the evidence they have collected.

4. Revising and Reteaching. Based on the discussions and agreements during the debriefing process, some changes are made to the lesson plan. The team might meet several times in order to do this, and teach it to another group of students.

5. Reflecting and Sharing Results. The lesson study team records and shares the research lesson developed. The teachers publish a report containing their final lesson plan, their reflections and the summary of the group discussion.

4.3 Pedagogical Principles Underpinning Lesson Study

Stigler and Hiebert (1999) (as cited in Elliott, 2019) described six principles to improve teaching to tacitly identify lesson study. Stigler and Hiebert claimed that these principles can be the foundation for elaborating and adapting lesson study for countries that do not have the culture of doing collaborative professional development.

- **Improvement is continual.** Stigler and Hiebert (1999) mentioned that improvement is not something that happens overnight. There are certain aspects that first need to be addressed, such as the professional culture of teachers, the cultural spirits that shape the practice and the organizational culture of the school. Furthermore, it is necessary to have a view of lesson study as a methodology that can model a lesson, not “solving” a persistent pedagogical problem.
- **Focus on learning goals.** Elliott (2019) argued that teachers need to focus on the object of learning. To do this, it is necessary to carry out empirical research about the learners’ ideas and opinions about the object. Then, these results are used to deepen the students’ understanding of the object of learning by amplifying their understanding of critical *aspects* that are important for the subject matter.
- **Focus on teaching, not teachers.** Stigler and Hiebert (1999) consider it important to improve teaching by first changing their “cultural script” (shared patterns that teachers do during their practices) in a collaborative effort. To do this, the teacher needs to have the role of a researcher, as in, learning goals and procedural principles are mapped out as a team, but the activities to put in action are entirely up to the teacher.
- **Make improvements in context.** Elliott (2019) discusses the idea of changing the policy and organizational context in order to bring visible change into the educational context. The author points out that “innovative methods for improving teaching, such as lesson study, cannot simply be borrowed from high-performing nations like Japan without bringing about changes in the context of their use” (p. 183). In other words, schools should work in not simply mimicking the steps presented, but rather identify the specific educational context and from there, adapt the lesson study process.
- **Improvements in the work of teachers.** In lesson study the teacher is viewed not only as a curricular implementer, but as a key decision maker in developing curricula in collaboration with the policy communities. Simply put, curricula are constructed at a state level and it is the task of the teacher to find meaningful ways to implement it at a classroom level. (Takahashi & Yoshida, 2021)
- **Build a self-learning system.** An educational system that supports the “harvest” of what teachers have learned during teacher professional development is the main purpose of

lesson study. Creating professional knowledge platforms where other teachers can apply the findings in their own context prevents having to “reinvent the wheel” and instead focuses on building knowledge from prior ideas. (Elliott, 2019)

4.3.1 Big Ideas

Dudley (2015) mentions some topics that teachers need to gain a deeper insight into, when they participate in lesson study. These “big ideas” will ensure that teachers’ work is meaningful and that the knowledge brought can surpass the research lesson.

- **Instruction.** In order to avoid disregarding the core elements of lesson study while taking part in it; it is important to continually reflect on the lesson study practice. If teachers do not establish their work in specific contexts and change their habits of mind, it is not likely to bring improvements in teaching and learning.
- **Students.** Teachers need to take into account students’ prior knowledge and consider how they learn. During the lesson study process, teachers identify students’ anticipated responses and misconceptions that might appear throughout the lesson to further address these issues and seek how knowledge can be promoted from it.
- **Goals.** Teachers establish long-term goals based on where their students are, and what they want their students to become. Furthermore, short-term goals are established based on the content and process of the lesson.
- **Content.** Teachers have to find information regarding the topic and the research lesson. Usually, the teachers take into consideration the key concepts of the topic, as well as making connections to other topics. This also helps teachers in identifying their own gap of knowledge regarding the concept at hand. After identifying the concepts and students current understanding, team members are set out to identify teaching approaches that can help students reach the goals. The aspects tackled in this planning are related to how to begin the lesson, what questions to pose, and how to summarize the key concepts.

4.4 Impact of Lesson Study

Stepanek et al. (2007) point out the impact of lesson study in the educational context by considering it a practice that can promote deep changes in teaching practices and school organization. Thus, leading to improvements in student learning and achievement.

4.4.1 Lesson Study for Teacher Learning

According to Vermunt et al. (2019) professional development has a stronger impact when it is developed by groups of teachers focusing on the same objective and grade level, rather than a single teacher. This is why lesson study is considered as a good model for professional development. Since it not only increases collaboration, it also increases the ability of teachers to learn together. In addition, educators are able to find mutual understanding of content knowledge and find ways to constantly improve instruction. Furthermore, Lewis and Tsuchida (1997) (as cited in Stepanek et al, 2007) mention that lesson study allows for teachers with different beliefs to share ideas and experiences with one another, consequently allowing them to improve on a continual basis.

4.4.2 Lesson Study for Student's Attainment

Gunawan (2017) argues that teachers' professional development is directly linked to the improvement of student learning, since the main aim of lesson study is to provide a better understanding of how learners learn and how teachers teach. In turn, providing students with changing learning opportunities that can allow them to find their right learning style, as well as making sure they have a mastery of the learning goal. Moreover, Dudley et al. (2019) explain that lesson study is a process that enables the optimization, innovation and implementation of effective classroom learning by developing the curriculum and rising the standards by generating the necessary conditions for organizational and system learning.

4.5 Sociocultural Theory and Lesson Study

Interaction between peers promotes teacher learning. In other words, learning happens as a result of a sociocultural process. Vygotsky (1978, as cited in Purwanti & Hatmanto, 2019) stated that the construction of knowledge includes a social and cognitive process, where verbal language is the most important tool for accessing social knowledge. In regard to the cognitive process, Vygotsky believed that learning is only effective when there is an interaction process such as discussion, negotiation, and sharing. Following this idea, Johnson (2009) mentions that a sociocultural theory recognizes that learning is not just the mastering of skills from the outside in, rather, it is the reconstruction of sociocultural resources and practices adapted to the local needs. On the other hand, the social factor is related to the need and enthusiasm of people and children to learn something new, which can lead them to a learning situation. In this instance, learning occurs as a result of an interaction between the learner and the more

knowledgeable other (MKO). These MKO can be teachers, parents, or in this case, the experts on the field of education that have more knowledge or higher ability regarding a specific task, process, or concept. (Purwanti & Hatmanto, 2019)

4.5.1 Sociocultural Perspective for Teacher Learning

Learning how to teach, from a sociocultural point of view, relies on the idea that knowing, thinking, and understanding is acquired through the social process of learning and teaching in the classroom and school settings. Johnson (2009) expands on this idea by explaining that teacher learning is specifically shaped by the social activities in which teachers participate. In this way, the settings where teachers learned and the schools in which they worked, modeled the way educators see themselves as professionals, their students, the activities of L2 teaching and their teaching-learning process.

Furthermore, Haenen et al. (2003) explains that the process of moving from the inter to the intra-mental domain, in this case, the process from learning how to teach to teaching, takes place through internalization. This implies the surfacing of an active, nurturing change from external situations into personal, meaningful experiences. Johnson (2009) sustains this idea and adds that human learning plays a major role in the internalization of new understanding and the way teachers engage in activities.

Purwanti and Hatmanto (2019) argues that teachers' cognitive development can be traced through the zone of proximal development, referred to from now on as ZPD. The ZPD can be defined as what a person can do by themselves, and what they can do through the guidance of others or by working collaboratively.

Besides that, Panhwar et al. (2016) mention that the core of sociocultural perspective is the partaking in a "dialogic mediation" as a part of goal-directed practical activity to promote higher-level cognitive development. Moreover, Chaiklin (2003) explains that there are several requirements that should be taken into consideration when trying to promote learning. For instance, the ZPD is multidimensional and dynamic, and as such, it needs the types of mediational means to be strategic instead of being fixed or random. This presents an issue in common school settings, where teachers are often offered standardized (textbooks), fixed (specific instructional techniques), and routinized (fixed schedule) means.

This evidence suggests that Vygotsky's sociocultural theory supports many models of professional development, in this case, lesson study. In point of fact, Shabani (2016) mentions that several professional development models and Vygotsky's sociocultural theory place an emphasis on "development" and their notion of social interaction as the catalyst for human development changes.

4.6 Reading Skill

Reading is essential for learning English. Through reading, students can acquire new vocabulary and know its correct meaning since its use comes alongside a specific context. Moreover, reading allows for learners to improve grammar, spelling and punctuation, since written texts are excellent models for the use of language itself. Harmer (2007) explains that the more students read, the more they subconsciously focus on developing their understanding of the language as well as their vocabulary knowledge and their own writing; thus, creating more well-rounded, fascinating lessons.

Besides that, Okasha (2020) mentions that reading, for EFL experts, is considered a receptive and productive skill. During the process of reading, students understand the context of the text, and then produce their own comments, interactions or suggestions. Reading is not solely a simple activity, rather, it implies deep understanding of the ideas in the text. It also entails the ability to infer, analyze, apply, and evaluate.

Furthermore, Okasha (2004, as cited in Okasha, 2020) states that reading is known as a problem-solving process where readers take all the text cues and the information of their prior knowledge to be able to understand a text. The author also states that reading is directly connected with comprehension, since it is necessary to actively read (solve problems) if learners want to truly comprehend a text.

On the other hand, Liu (2010) explains that there needs to be a definition between the process of reading and the product of reading. For the process, the author mentions that it is the relationship between the reader and the text. During this process, readers not only look at the words, they also analyze these terms, and relate these ideas to their previous knowledge.

4.6.1 Reading Comprehension Definition

Woolley (2011) defines reading comprehension as the process of creating meaning from text, with the purpose of gaining overall meaning of the text rather than from single words or

phrases. Woolley also states that at a deeper level, reading comprehension entails understanding, gaining meaning and interpreting the text. Here, the reader's prior knowledge directly affects the comprehension of a text, and the reader's comprehension of a text is considered to be linked to the ability of developing hypotheses and rules.

On the other hand, Perfetti et al. (2005) argue that reading comprehension occurs as the reader constructs a mental image of a text message, and this process is executed at multiple dimensions in the units of language: lexical process (word level), syntactic process (sentence level), and text level. This process is considered by Perfetti et al. (2005) as the main framework for acquiring reading comprehension and reading skill in general.

Furthermore, in their article "The Simple View of Reading", Hoover and Gough (1990) argue that reading comprehension can be divided into two parts of equal importance; decoding and linguistic comprehension. By this, the authors are not trying to deny the complexity of the reading process. Reading comprehension is indeed a complex process, this theory simply declares that this complexity can be divided into these two parts.

Hoover and Gough (1990) defined decoding as the simple recognition of words. The ability to derive the respective meaning from written text, thus retrieving the semantic information to a word level. On the other hand, linguistic comprehension is considered as the capacity to take that lexical information and from there derive sentence and discourse interpretation; in reading this component is related to answering questions about the contents of a read narrative.

4.6.2 Stages of Reading Comprehension

Reading is a process of constructing meaning that not only involves the text, but also the reader, the purpose and the social and cultural context that entails. In reading comprehension, students need to understand the text and be able to use it for an intended purpose. However, it is not an easy process, this is why, Watkins (2021) mentions that across different levels of proficiency and publishers, the norm for teaching and learning reading comprehension can be established in the next stages: (a) Pre-reading, (2) While-reading, and (3) Post-reading. Tompkins et al. (2018) explain that this process is further divided into five stages: *pre-reading*, *while-reading*, and *post-reading (responding, exploring, and applying)*.

Stage 1: Pre-reading. The process of reading starts even before students open a book. It occurs when students get ready to read by making connections with their previous knowledge, defining purposes and by making plans for reading. Tompkins et al. (2018) explain that activating prior knowledge is related to what students know about the world and how this is related to their literary knowledge (i.e, information about reading genres, and text structures). Furthermore, Igbaria (2002) mentions that students need to set a clear purpose for reading, since it is what motivates learners and helps them monitor their understanding of the texts. Finally, students plan for reading by predicting activities and noticing unfamiliar vocabulary.

Stage 2: While-reading. In this stage students read the book or the material selected for the reading stage. There are usually 5 types of reading that students do: reading out loud to students, shared reading, guided reading, partner reading and independent reading. (Tompkins et al., 2018)

In addition, Saricoban (2002) states that during this phase, the main aim is to improve:

- Understanding writer's purpose, language structure, and the logical organization of the reading text,
- Helping students use their own judgment and inferring abilities,
- Reminding students, the importance of vocabulary and the use of contextual clues for guessing meaning.
- Read consciously.

Stage 3: Post-reading. This final aspect is often divided into three different steps that will help students develop their reading comprehension, as well as helping teachers notice if students understood the topic at hand. The first step is **responding**, students answer to what they have read and still try to make sense of the different ideas and meaning from the text. Learners usually try to make comments and exchange their ideas immediately after the reading process. This can be done in a written or oral manner. (Tompkins et al., 2018). The next step is **exploring**, students return to the text and try to examine it at a deeper level. In this stage, the teacher tries to teach the students strategies to develop their reading comprehension. Finally, in **applying** students develop their comprehension by reflecting on their ideas and what they understand.

Usually, learners put their work into practice by developing stories, slide shows, posters, performances, essays or podcasts presentations.

4.6.3 Levels of Reading Comprehension

In order to comprehend, the reader must obviously have knowledge of the language. To do this, linguistics have differentiated this knowledge into three different levels:

Tavarez and Herrera (2020) define the first type as “literal comprehension”, which is the understanding of the straightforward meaning of the text. This type of comprehension can be mainly related to facts, vocabulary, dates, times, and locations. In turn, these aspects are tightly related to activities where specific information from the text is necessary in order to solve it. Teachers can check for this type of comprehension to make sure students have understood superficial information or shallow information from a text.

Secondly, Kissman (2015) defines the second type of comprehension as “inferential”. The author states that this type of understanding is shown when readers make inferences, educated guesses, interpretations, or reflections of what is implicitly presented in the text. In this type of comprehension, readers make use of their background knowledge and their personal experience.

Finally, Robb (2015) considers evaluative comprehension as the opportunity to “move beyond” the text and to analyze their beliefs and ideas. At this point, readers are expected to justify their ideas about the message, to examine the authors’ point of view and to check “beyond the text” to understand the different concepts presented.

4.6.4 Reading Comprehension Subskills

Reading Comprehension is not merely moving your eyes from one line to another, it is composed of several sub skills that will usually guide the reading based on the purpose, the type of text, and even the activities that are used after reading. Spratt et al. (2012) define five main sub skills that are used during, while, and after reading:

Predicting. Predictions are considered educated guesses that students make about the materials they read. These predictions are often based on what students already know about the topic, or the content and the organization of the text. Some questions that can help guide the process are: “What clues does the author give?”, “What will this material be about?”, and “what logically will follow next?” (Lems et al., 2010)

Besides that, Gilakjani (2016) considers predicting as an efficient tool to gain meaning from a text alongside the help of their existing knowledge to obtain meaning from what they will read. The author also states that certain aspects of the reading can help with the recognition of ideas in order to correctly predict. For instance, before reading, the reader can use the title of the text, to correctly identify what the text will be about. During reading, the learner can predict what will happen next based on certain context clues and key words.

Skimming. It can be referred to as gist reading or reading for gist. It is the action of reading quickly to gain a general understanding of things. It is used when people read passages or excerpts to see if they are useful for them (Spratt et al., 2012). Furthermore, Lynch (2021) argues that skimming is not about flipping through the content carelessly in a fast manner, it is an intentional process in which the reader puts the entire focus on the process of reading in order to walk away with the central ideas of the content.

On the other hand, Dhillon and Syafryadin (2020) argues that skimming is advantageous in many ways since it allows learners to quickly gather information and understand if the text is well structured. In addition, the author states the process that needs to be followed to successfully skim a text:

- *Find definition.* In a text, the key words that can help identify the main idea of the reading are usually identifiable with the help of italics or bold letters.
- *Relationships.* It is important to look for relationships between headings and subheadings which are often the key to a paragraph.
- *Look for emphasis words.* Look for points marked by emphasis words and the main ideas of key paragraphs.

Scanning. Also known as reading for specific information, it is defined as a fast processing of information in a written work. According to Watkins (2021), scanning involves mainly the recognition of forms, instead of trying to make sense of the entire meaning of the text. It is used to find specific information, such as reading the expiration date on a bottle or finding the ingredients on a recipe.

In addition, Aritonang et al. (2018) define scanning as the process of looking for particular bits of information that learners are required to search for. This means that the process

of scanning is not about reading for every word or line, since it will hinder the required process. The authors state three to successfully conduct scanning:

- Knowing the text well is important, make predictions about where in a chapter you might find a word, fact or date.
- Not how the information is arranged in the text.
- Keep in mind what you are looking for and move your eyes from right to left, and up and down.

Detailed reading. It is related to reading with determination and with the purpose of finding and understanding as much of the text as possible. Readers use this skill when they are reading important information or when they try to understand the meaning behind a letter from a loved one (Tompkins et al., 2018). In the same line of thought, IRIS (2021) defines detailed reading as the ability to read carefully in order to analyze every word for a deep understanding of the material. Similar to what language teachers do when examining the intention or the objective of the author when using a specific objective to describe something. The author also mentions that detailed reading starts with skimming, since first the reader skims the material for a general understanding and then sets to identify the specific meaning of the text.

Guessing the meaning of unfamiliar words. While encountering reading tasks, readers will usually find foreign words, if they are far and few, it will not hinder the general comprehension of the text (Soria, 2001, as cited in Çetinavcı, 2014). However, when these words tend to be numerous, they can affect learners' reading comprehension. This is why good readers are aware that there are many different meanings to a word. Readers will usually identify what the meaning of a word is based on the context clues and on the familiar words that exist in the reading (Mart, 2012). Following this idea, Çetinavcı (2014) explains that the amount and the quality of context clues in a text can guide the success of the guessing process. For instance, context clues can help learners obtain the information necessary to obtain the general meaning of a word, which in turn, can help learners understand a message.

For example, in the passage “Typhoon Vera killed or injured 28 people and *crippled* the seaport city of Kellung”. (Clarke & Nation, 1980), the reader can identify that the meaning of the word *crippled* is related to “damage” and “destroyed”, since the context clues (i.e., typhoon) allows the learner to understand that typhoons only cause damage and destroy things. Also,

although it might not be the specific meaning of the word, the general understanding of the text is not lost.

4.6.5 Processing Models in Reading Comprehension

A reading model can be considered a theory of what is occurring in the reader's eyes and mind while reading and processing the information (comprehending) of a text. Fatemi and Vahedi (2014) state that there are two main reading processes from which the foundation reading instruction stems, bottom-up and top-down.

Bottom-up Model. Gilakjani (2016) explains that this type of processing is focused mainly on the smaller units of texts, such as letters, words, phrases or sentences. In this case, the readers' purpose is to read first all the sentences or phrases before they try to understand it.

Besides that, Suraprajit (2019) mentions that this model is considered “a decoding process of constructing meaning at the ‘bottom’.” In this case, learners start by decoding letters and lexical meaning, and continue to the textual meaning. An important characteristic of this model is that it completely ignores readers' background knowledge and makes use of sensory signals that can help in the retrieval of a word's mental representation. In the same line of thought, Holmes (2009) explains that this process can help unskilled readers become efficient and automatic word recognizers, which in turn, will help their reading comprehension.

Top-down Model. Suraprajit (2019) explains that this process is about “guessing the meaning of target reading material”. In other words, this model takes into account learners' background or prior knowledge and from these, learners predict the meaning of the text. Nuttal (1996, as cited in Suraprajit, 2019) mentions that this process is used when readers try to interpret an assumption, get the main idea of a text or find the overall purpose of the reading.

Moreover, Angosto et al. (2013) emphasizes that top-down processing establishes the idea that comprehension begins with more global aspects (titles, basic ideas of paragraphs). This process, consequently, activates high level schemas (readers' background knowledge) that can help guide the reading process.

To this idea, Liu (2010) mentions that efficient reading is not about having precise information or identifying all of the elements in a word, rather, it is the selection of the most important productive cues. In this process, the readers are not limited by the words in front of them. Instead, they have two important kinds of information: semantic cues (meaning) and

Syntactic cues (grammatical or sentences sense).

4.6.6 Strategies for Reading Comprehension

Reading comprehension entails the use of different strategies that can help them gain a better understanding of the texts before, during and after reading. In reading comprehension, strategies are defined by Lems et al. (2010) as intentional actions that readers apply to develop and establish their model of comprehension. English Language Learners who can read well are able to develop and apply several strategies that can help them when they are reading different types of texts. These strategies are usually connected with the three stages of reading comprehension, and learners apply it as they move through the text in a comfortable manner.

4.6.6.1 Cognitive and Metacognitive Strategies. In learning, the ability to use the language is tightly related to language knowledge and strategic competence. Zhang (2017) defines that in order to use these aspects, it is necessary to have a clear understanding of cognitive and metacognitive strategies. While a variety of definitions for the term “metacognitive strategies” have been suggested, Bachman and Palmer (2010, as cited in Zhang, 2017) define it as a “conscious or unconscious process that is directly related to one of the steps in the general process of language acquisition, use or testing”.

In regards to reading, Karbalaei (2011) defines metacognitive strategies as two things, metacognitive awareness (what one knows) and metacognitive regulation or control (knowing when, where, and how to use strategies, that is, what one can do). Furthermore, the author states that metacognitive strategies are mindful processes in which students examine their own reading process. These strategies are composed of planning how to conduct the reading of a text and the knowledge of tools for comprehension, such as dictionaries or note taking artifacts.

On the other hand, Rodríguez (2021) defines cognitive strategies as the ability to undertake information more effectively and understand what the author is trying to communicate. Moreover, Marzuki et al. (2018) explain that cognitive strategies are related to the ability to the repetition of information, the ability to get the idea quickly, using resources for receiving and sending messages, making educated guesses, analyzing foreign expressions, as well as making use of the learners’ mother tongue to understand the message of the text.

In addition, Suyitno (2017) argues that cognitive strategies deal “with how to learn, how to remember, and how to convey information in a reflective and analytical manner.” The author

also explains that in a text, cognitive strategies can be presented as how the reader finds a way to understand what they read, how to make the reading process impactful, and what to do if they encounter difficulties or an issue when reading.

4.6.6.1.1 Pre-reading Strategies. In this step, teachers prepare learners for reading. It establishes a correlation between what learners know and the ideas of the text. McWhorter (2019) explains several strategies for this process include: *preview and questioning*.

Previewing. Students can comprehend better what they read when they use mental representations of the text and later use them to interpret the text. Burns et al. (2011) argues that previewing can be achieved by asking students questions in regard to the topic of the reading to connect students' prior knowledge, giving a brief synopsis of the reading or repeating the names of the characters. Besides that, McWhorter (2019) states that previewing is a way of quickly familiarizing with the structure and contents of chapters (for longer texts or textbooks), this in turn, drastically changes the effectiveness of how one reads and how much one can remember.

Questioning. Across all proficiency levels, questioning is considered a great strategy for reading comprehension, especially if these are prompted through teachers' questions. Bataineh and Al Shbatat (2019) define questioning as the use of questions as tools for instruction that will allow students to convey what they need to learn, what is expected of them, and how to get the information they need. The author also states that questioning entails that the teacher asks high-order thinking questions, such as why does the author say so?, what is the purpose?, among others. Besides that, Kamalizad and Jalilzadehb (2011) explain that questioning can be done during or before reading, but it is better if students create their own questions before they start reading. For beginner readers, it is best to help them by turning each major heading into a question, so they can have it in mind when reading.

4.6.6.1.2 While-Reading Strategies. The strategies applied in this step are the most important ones since it is where teachers can promote the purpose for reading, and establish a focus on understanding. Some strategies that can be used in this stage are:

Mapping. A map is a visual representation to organize the content of a paragraph. It is a drawing that allows learners to outline and understand a section, or even how ideas can relate to one another. The purpose of mapping is to identify the overall topic or subject, the main ideas or ideas that relate to the topic, and to connect ideas to the general topic (McWhorter, 2019).

Furthermore, Hazayameh and Alomery (2021) mentions that mapping is a visual way of taking notes in order to promote the overview of a topic and make complex information easier to reach. The author also states that it combines color, shapes, and images to help learners remember concepts and make them meaningful for them.

In the same line of thought, Jain (2015) defines mind mapping as a diagram that is used to take notes and allows students to comprehend, develop their own ideas from a text, and build connections from what they know to what they should know.

Outlining. Making an outline is the best way to keep track of what one has read. Trevino (2005) defines outlining as a tool used to organize ideas or facts in chronological order. It is mainly considered a plan where one tells, writes or does something. Outlines are defined differently by different authors, they are referred to as guided notes, skeleton notes, and frame outlines. Furthermore, Weiler (2002, as cited in Trevino, 2005) states that when creating an outline, it is important to only formulate logical relationships between ideas, analyze and synthesize contents, and leave out any information that does not fit.

4.6.6.1.3 Post-Reading. When reading, learners should try and gain as much information as possible in a convenient and useful manner. McWhorter (2019) mentions that rereading to learn is not an effective strategy, because it does not provide any sort of active development for them. However, writing or speaking forces students to keep their mind on the topic and allows them to decide what information is relevant. Some useful strategies for this stage are:

Paraphrasing. A paraphrase is restating what the author said in the text by using students' own words. It is usually shorter and is based only on the most important sentences or key ideas in a systematic manner. Paraphrasing can help understand an authors' idea better and it can help develop vocabulary. In fact, Kletzien (2009) states that paraphrasing encourages readers to try and make a connection with their prior knowledge and to use words the reader already knows about the topic at hand. Its main focus then, is to help readers make connections between what they previously know with what is being read, which is considered an important part of reading comprehension.

Following this idea, Escudero et al. (2019) adds that paraphrasing is not simply "putting the text in your own words"; it is necessary to consider the reference of the source and the preservation of meaning. In other words, students must be able to analyze and process the text,

while creating an output that is considered meaningful for them.

Summarizing. A summary is a concise statement of only the most important points in the reading. Unlike paraphrasing, summarizing is not related to every single key point and detail of the reading and it is usually no longer than two paragraphs. Furthermore, Nurhayati and Fitriana (2018) mention that good readers use summarizing to identify key details and ideas in the text, as well as making a distinction between what is important and what is not. The author also adds that it is necessary to have a perfect understanding of the text to be able to condense the information into a new form of discourse.

Besides that, McCombes (2020) mentions that there are four key steps to write a good summary, these are:

- 1. Read the text:** The readers should scan, skim and note down the important points as they read.
- 2. Identify the key points of each section:** It is important to keep in mind that when summarizing, it is not necessary to put every single sentence from the text, rather only the important points must be selected.
- 3. Write using one's own words:** When writing the summary, it is important to avoid directly copying even a sentence or two.
- 4. Check the summary against the text:** It is important to contrast the reading with the summary in order to make sure that the authors' intention has been correctly represented and that the summary does not have the same words as the reading.

4.7 Previous Studies

This section describes studies related to lesson study for reading comprehension in English as a Foreign Language (EFL) context. This is done to establish a clear idea about lesson study in the field of EFL and to show the foundation from which the current research stems.

Table 1*Projects that investigated Lesson Study and Reading Comprehension*

Study	Country	Population	Methods	Level of Education
Gersten et al. (2010)	United States of America	81 teachers and 468 students	mixed	Primary
Larssen & Drew (2015)	Norway	4 pre-service teachers	qualitative	Primary
Coşkun (2017)	Turkey	3 English teachers and 18 students	qualitative	Tertiary
Kincal et al. (2019)	Turkey	5 English teachers and 24 students	mixed	Secondary
Özdemir (2019)	Turkey	2 English teachers and 64 students	qualitative	Primary
Goh & Fang (2017)	Singapore	11 in-service teachers	qualitative	Primary

Note: Classification of six relevant previous studies that have used lesson study to improve the reading comprehension of students and the professional development of teachers.

For this analysis, six studies were selected. As table 1 shows, these studies embodied a large range of contexts, from the United States of America to Norway, Turkey, and Singapore. Furthermore, while most of these studies (5 out of 6) focused on students' and teachers' development, only one focused on preservice teachers' professional improvement. In addition, almost all studies (4 out of 6) adopted a qualitative approach, and only two used a mixed methodology for their research. Finally, all of the studies were conducted in public learning centers, with four out of six educational contexts being primary institutions, and only two tertiary and secondary schools respectively.

Another reason for selecting these papers is that most of them focused not only on students' achievement levels but also on their perceptions. This allowed researchers to see if lesson study worked not just short term but also as a way to promote meaningful learning for the future. Additionally, these papers took into account the teacher's view of the process, thus getting a deeper understanding of how lesson study worked as an instrument for professional development.

After surveying educators and noticing they felt unprepared to teach comprehension and vocabulary, Gersten et al. (2010) conducted a mixed-method study about the impact of lesson

study (LS) on reading instruction. It was hypothesized that by participating in LS, teachers will improve their teaching practice, as well as increasing students' reading outcomes and vocabulary. The data in this research was gathered from two main sources: observation guides that measured teachers' professional development, and a pre and posttest that was used to quantify learner's outcomes. Based on the findings, the authors indicated that lesson study increased students' vocabulary and reading comprehension levels and that teachers improved their overall professional knowledge

In the same line of thought, Larssen and Drew (2015) conducted qualitative research about lesson study and its influence in teaching using picture-books to improve the quality of teaching in their classrooms. The aim was to explore how LS influenced the teaching of a 2nd grade English as a foreign language lesson where the focus was on pupils understanding a picture story book. The data was obtained via video-audio and audio-recordings of the lessons, surveys to understand students' and teachers' views of LS, and observation checklists. The authors stated that LS had a positive impact on students' and teachers' attitudes towards learning and teaching by using picture-books and its change was directly influenced by the use of LS.

Aligned with the aforementioned information, Coşkun (2017) executed action research to help in-service teachers develop their professional practice. The central question of this research focused on how lesson study (LS) led to the improvement of an English as a Foreign Language (EFL) lesson and what were the teachers' perceptions on the benefits of LS in their teaching context. Data was collected through pre and posttests, observation checklists, and open-ended surveys for teachers and students. The researcher concluded that LS helped teachers gain solid professional development and provided them with more interesting activities. Consequently, making the class more enjoyable for students, who were able to achieve better results in their tests.

In addition, Kincal et al. (2019) developed action research to improve students' higher cognitive skills. This study sought to examine if LS increased students' EFL learning level significantly and what teachers thought about it. Data for this study was collected using a pre and posttest to define students' English language level, and semi-structured interviews to check teachers' perceptions. The results showed that lesson study increased students' English levels significantly, as well as teachers' in-service professional development.

Furthermore, Özdemir (2019) adopted a case study approach to evaluate the effectiveness of LS on teachers' and students' progress. The purpose was to examine the effect of LS as a tool for teachers' professional development and students' reading comprehension. Data was analyzed through observation and field notes, alongside teachers' reflective diaries and interviews. The findings of the research showed that LS contributed considerably to the professional development of teachers' and students' learning.

Finally, Goh and Fang (2017) developed a case study to report how a grade-level team in a primary school used lesson study to mediate the implementation of the English Curriculum. This research explored how LS challenged teachers' beliefs in teaching and the impact of LS on educators' and students' learning and knowledge. The data collected included observation sheets about the educational process and interviews with teachers to check their perceptions. The results illustrated how teachers moved from a lesson-based view into a curriculum-based deliberation. Challenging their perspective and adopting learners' lens when improving their research lesson.

To conclude, the purpose of this research review was to view the most common trends of lesson study to improve the reading comprehension of students. This review painted an important picture of the use of lesson study not only as a tool for professional development, but also as a way to improve the reading comprehension of students. It gave a general understanding of how lesson study had an aim to improve the way teachers teach as a form of developing students' learning. It also clearly defined the relationship between Vygotsky's sociocultural theory and its principles, since both of them focused on learning as a shared experience that can only be done with the help of others. On the other hand, the components of reading comprehension required students to use cognitive and metacognitive strategies to better comprehend what they are reading. Consequently, the use of lesson study for improving the reading comprehension of students was clearly visible, since lesson study takes into consideration several aspects of students learning to improve their overall achievement, while simultaneously improving the professional development of teachers.

5. Methodology

The purpose of this research was to improve the reading comprehension of tenth-grade students through lesson study at a public school in the city of Loja during the 2021-2022 school year. The central question that was answered was “How does lesson study improve reading comprehension among tenth-grade students at a public school in the city of Loja during the 2021-2022 school year?” and its subsequent questions: what are the most suitable reading strategies through lesson study to improve the reading comprehension among tenth-graders at a public school in the city of Loja during the 2021-2022 school year?, how does lesson study contribute to improve the reading comprehension among ninth-graders at a public school in the city of Loja during the 2021-2022 school year? and how effective is the application of reading strategies through lesson study to improve the reading comprehension among tenth-graders at a public school in the city of Loja during the 2021-2022 school year?

To accomplish this, the research project used a mixed methodology approach with its corresponding data collection tools (i.e., pre and posttest, questionnaires, field notes) that allowed a comprehensive understanding of the impact of lesson study on reading comprehension and what the perceptions of the students were.

5.1 Research Setting

This project took place in the city of Loja, located in the -3.99313 latitude and -19.20422 longitude, at a public institution from the Educational District Zone 7, to one classroom of tenth-grade students from the afternoon session, for a period of eight weeks.

5.2 Procedure

5.2.1 Research Methods

This research used a mixed methodology with a quasi-experimental design. This methodology was considered viable for this study due to the nature of the research questions, which intended to gather quantitative (students’ scores regarding reading comprehension) and qualitative (participants’ perception towards lesson study) data. This allowed the researcher to build on the potential and malleability of quantitative and qualitative research methods (Gay et al., 2011) to help gain a deeper insight into the use of lesson study to improve reading comprehension.

Furthermore, this study had a quasi-experimental design, defined by Abraham and MacDonald (2011, as cited in Iowa State University, 2021) as a study where there is a

manipulation of an independent variable but there is no control group and no random selection. This fit the criteria for the present study because in the quantitative aspect, there was only a one-group intervention and there was no control group. Moreover, these participants were assessed using a pre and posttest to measure their reading comprehension levels before and after the intervention, respectively. As well as a questionnaire based on the Likert Scale, which allowed us to gain an insight into students' perception in regards to the activities of lesson study.

On the other hand, the qualitative feature used a narrative inquiry, defined by Creswell (2012) as a form of qualitative research that gathers data through the collection of individual stories rather than the broader picture, in order to evaluate collaborators' behaviors towards lesson study with the help of field notes that were developed and analyzed at the end of every intervention in a process known as debriefing; which allowed to discuss and exchange ideas to complete the cycle of lesson study in an educational context.

Moreover, the participants were selected in cluster samples, since it was difficult to discriminate individuals from a single classroom. These participants were students of 10th grade of a public school, where the researcher was able to participate due to the management made by the University.

Besides that, at the beginning of the intervention plan, students took a research-made criterion referenced test to check their levels of comprehension in reading. From there, the necessary adaptations were made to teach and improve their reading comprehension skills with the help of the lesson plans adapted from a lesson study model. In the beginning phase, the researcher was an active participant in the data collection process and developed activities to elicit students' response; in the development phase the researcher conducted activities related to lesson study that can improve students' reading comprehension. In the final phase, students were assessed with activities that generated specific input to demonstrate students' knowledge. Consequently, students had to actively participate in the activities and become the center of the teaching-learning process.

Besides that, collaborators acted as non-participants observers and collected data by developing field notes that took into account all the activities and students' responses during the educational process, while the researcher did the same activity after the educational process.

Finally, at the end of the intervention, students had to take the research made posttest in order to see their improvement based on the lesson plans modeled after lesson study, as well as research made questionnaires, based on the Likert Scale to understand the impact of lesson study in their learning process.

In order to achieve visible change in students' reading comprehension, the intervention plan consisted in the development and execution of lesson plans composed of the basic elements of it. The first element was learning objectives, which according to Scrivener (2011) allowed the researcher to concentrate on what activities and procedures will fit best to obtain specific outcomes. These objectives were in concordance with the outcome proposed by the MinEduc (2016) based on Bloom's Taxonomy.

The next components of the lesson plan were practice activities and instructional resources. These portions were connected because Scrivener (2011) explains that students require activities that are more than simply random entertainment. These activities took into account the way students learn, by creating restricted (activities designed to be accessible to learners and draw attention to specific learning points) and authentic (exposure to language in fairly natural manners) exposure by implementing resources that can fulfill these requirements, for instance, reading magazines, books, or articles or reading notices, posters around the classroom.

The final component of the lesson plan was the assessment aspect. According to Harmer (2007) this type of assessment is known as "continuous assessment" and it is used to measure students' achievement throughout the whole learning period and not just the end. Here, the progress is measured as it is happening. This allowed the researcher to understand if the activities and resources based on lesson study significantly impacted students to promote their learning.

Furthermore, this intervention plan was carried out in a period of 8 weeks, with 5 weekly hours, and 21 total classes imparted in the afternoon session of the public institution.

5.2.2 Data Collection Sources and Technique

In accordance with the previous information, the present project used quantitative and qualitative techniques to gather and analyze data in order to gain an understanding of the phenomenon under study. As explained by Gay et al. (2011) quantitative sources focus only on numerical data, whereas qualitative analyses comprehensive and narrative data (i.e., perspectives, beliefs).

Therefore, the quantitative technique and source for this research was the paper and pencil method with an emphasis on selection items (e.g., multiple choice, true or false) in the form of a criterion referenced test (see annex 1) that was research made. The purpose was to measure students' cognitive dimension in regards to reading comprehension. As well as a questionnaire (see annex 2) based on a Likert Scale that was used to understand students' perception towards the use of lesson study activities for their learning process.

Besides that, for qualitative techniques, the researcher used observations to understand collaborators beliefs and experiences of using lesson study in the classroom. This was done in a participant manner as the researcher was highly and directly involved in the educational process by developing and coordinating the activities that were conducted in the classroom. Thus, fitting in with what Creswell (2012) mentions, that the observer becomes an active part of the situation being observed. In addition, the collaborators helped by acting as non-participant observers annotating the reality of the classroom using field notes (see annex 3) during the observation, while the researcher used them to gather relevant aspects of the lesson and to reflect on the use of lesson study, after the intervention process.

5.2.3 Research Participants

Due to the fact that this study focused on educational research. The population was selected with the help of cluster sampling, that is, intact groups are randomly selected instead of individuals (Creswell, 2012). First, the population identified was all the tenth-grade students from the city of Loja who took English as part of their curriculum. Then, the cluster sample for this population was a school located in the "Educational District Zone 7" in an urban zone in the city of Loja, where the intervention plan was applied because of the agreements made by the university and the Educational District Zone, which allowed the researcher to conduct research in the aforementioned public institution. From there, the research participants were thirty-three tenth-grade students (17 women and 16 men), with an A2.1 level of English, between the ages of 14-15, that attended the afternoon session, and had a working-class socioeconomic status.

5.3 Data Analysis

The subsequent analysis of the quantitative data was developed with the help of statistical formulas to test the significance of the present study. Defined by Gupta (2021), as the gathering, organization, analysis, interpretation, and presentation of numerical data in order to track the deviation of distinct values. This methodology helped the researcher measure the pre and posttest

and allowed to compare the results with the grading scale provided by the MinEduc (2016) (see annex 4) through the use of frequency tables and the use of the most appropriate measure of central tendency to express the reality of the selected population.

Furthermore, the Wilcoxon test was used to analyze learners' improvement. Defined by Durango and Refugio (2018), the Wilcoxon signed-rank test is a "non-parametric statistical hypothesis on a single sample to assess whether their population means ranks differ". This type of test focuses on determining if two dependent samples have had a significant statistical difference before and after an intervention or process.

In addition, statistical formulas helped with the analysis of students' questionnaires based on the Likert Scale system by analyzing the data into frequency count (total number of occurrences) and assigning them a numerical index.

For the qualitative data, a thematic analysis was used. According to Gay et al. (2011) this type of analysis focuses on identifying patterns in data by finding common themes or patterns that emerge from the answers of the interviewees. The field notes were coded to determine the patterns, which were later related to lesson study activities, shared experiences and beliefs that the researcher and collaborators had. Finally, these patterns were classified into related codes to further specify the data gathered into manageable chunks and were presented in a narrative form.

6. Results

The present segment shows the results gathered from the pretest and posttest data collection tool. These tools were used to measure students' performance regarding the reading comprehension skill (Predicting, Reading for Gist, Reading for Specific Detail, Detailed Reading, and Guessing Meaning from Context). Furthermore, a postquestionnaire was used to evaluate students' perceptions towards lesson study, which developed reading comprehension strategies to improve the reading comprehension of the students.

6.1 Pretest and Posttest Results

The pretest and posttest results helped the researcher to implement an intervention plan and to identify the most suitable reading strategies through lesson study to improve the reading comprehension among tenth-graders at a public school in the city of Loja during the 2021-2022 school year.

Table 2

Pretest and Posttest Analysis through Wilcoxon Test

Students' Code	Pretest Scores	Posttest Scores	Difference (pretest- posttest)	Ranks
10EGBS001	5	6	-1	3.5
10EGBS002	6.5	10	-3.5	24
10EGBS003	6	8.5	-2.5	13
10EGBS004	6	7.5	-1.5	7
10EGBS005	2.5	2.5	0	0
10EGBS006	6.5	9.5	-3	19
10EGBS007	6	7	-1	3.5
10EGBS008	5	8.5	-3.5	24
10EGBS009	6.5	7.5	-1	3.5
10EGBS010	6	9.5	-3.5	24
10EGBS011	6	6	0	0
10EGBS012	6	9.5	-3.5	24
10EGBS013	4	9	-5	29.5
10EGBS014	6.5	7	-0.5	1
10EGBS015	6	8.5	-2.5	13
10EGBS016	4.5	8.5	-4	27.5
10EGBS017	8	9.5	-1.5	7
10EGBS018	6	9	-3	19
10EGBS019	4.5	7.5	-3	19

10EGBS020	4	8	-4	27.5
10EGBS021	5.5	8.5	-3	19
10EGBS022	6	7	-1	3.5
10EGBS023	6	8.5	-2.5	13
10EGBS024	5	8.5	-3.5	24
10EGBS025	2.5	8	-5.5	31
10EGBS026	6	8.5	-2.5	13
10EGBS027	6	8.5	-2.5	13
10EGBS028	5.5	7	-1.5	7
10EGBS029	6	8.5	-2.5	13
10EGBS030	7	9	-2	9
10EGBS031	7	10	-3	19
10EGBS032	3.5	8.5	-5	29.5
10EGBS033	6	8.5	-2.5	13
MEAN	5.6	8.1		

Note. This table presents the statistical analysis of the pretest and posttest results. (10EGBS=Tenth-grade of Educación General Básica Superior; 001 = students' code)

Table 3
Wilcoxon Ranks

	Ranks	Total Number	Sum of Ranks
Pretest Scores	Positive Rank (+)	0	0
	Negative Rank (-)	31	496
Posttest Scores	Ties	2	
	Total Population (N)	33	
	Critic Value (W)	170	
	p ≤ 0.05		

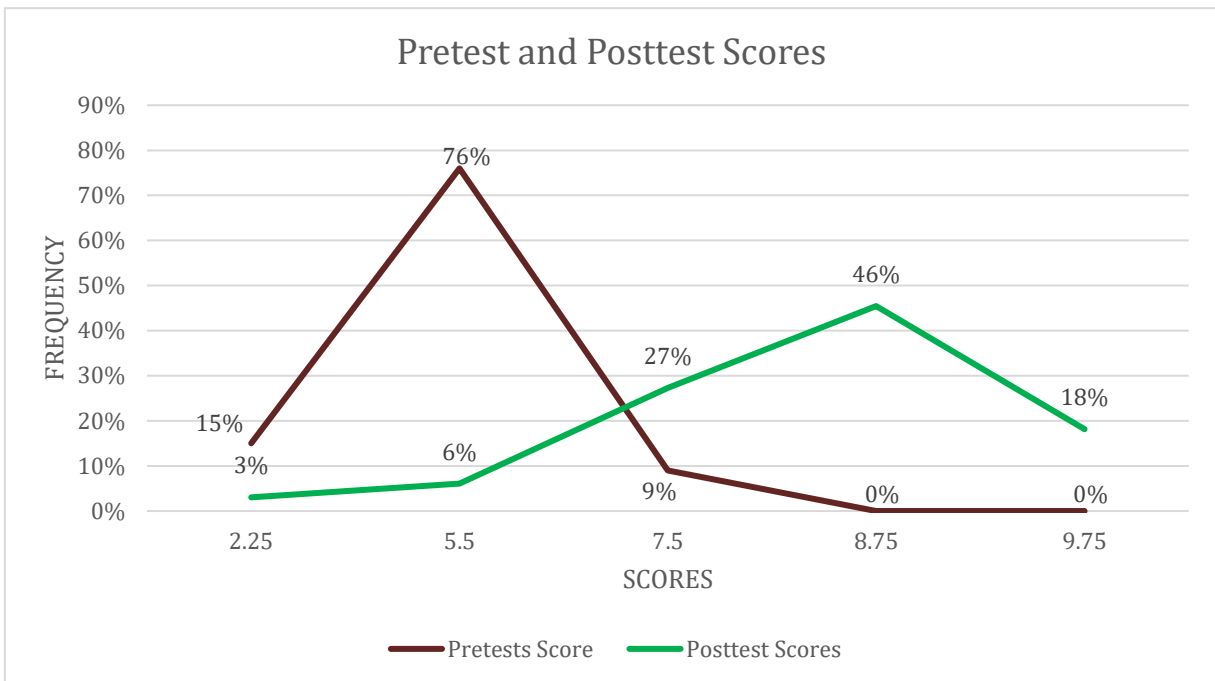
Note: Table showing the total rank values of the Wilcoxon Test

Table 2 below, illustrates the results obtained in the pretest and posttest before and after the intervention process, respectively. It is apparent from this table that the tenth-grade students significantly improved their reading comprehension skill after the intervention process, compared to their pretest counterpart. On average there has been an increase in reading comprehension levels, with 31 out of the 33 participants obtaining a higher grade after using reading comprehension strategies through lesson study in the intervention process. While only 2 out 33 participants did not have a change in their progress.

Thus, the results from the Wilcoxon test showed that there is a significant statistical difference ($p \leq 0.05$) between the processes. In other words, there is high probability (95%) that the treatment was, in fact, effective. The efficacy of this treatment is going to be further analyzed through the use of the questionnaire's answers which explored students' perception regarding the use of lesson study model to improve the reading comprehension of the participants.

Figure 1

Pretest and Posttest Comparison



Note: Figure of a polygon representing a comparison between the grades obtained by the participants of the research during their pretest and posttest.

The results obtained during the application of the pretest scores to measure students reading comprehension levels are clearly set out in Figure 1. The data from this figure showed that 91% of the students did not reach at least an average level of reading comprehension according to the MinEduc (2016), which is considered as a grade level of 7, while only 9% of students were in line to almost reach the necessary learning components. Hence, 100% students struggled comprehending texts.

In other words, these results meant that students had difficulties in guessing the meaning of unknown words using the pictures and the general context of the reading. They presented issues in extracting the gist and key information items from simple texts even with the aid of

visual support. They were not able to clearly understand the ideas and messages of simple texts by making use of context clues. They struggled with identifying intentions and detailed facts in order to better understand the text. Thus, these results clearly demonstrated that students faced struggles in their reading comprehension skill.

On the contrary, the results obtained in the application of the posttest shows that there was a significant improvement in students' reading comprehension levels after the application of lesson study in their learning process. This was visible since almost all students (91%) placed themselves between almost mastering (between 7.5 and 8) and mastering the necessary learning components (between 9 to 10) for reading comprehension. While, only 9% of students still had issues reaching the minimum level of reading comprehension for their English level due to the fact that students did not attend classes and were not able to participate during the learning process.

This meant that most students were capable of correctly interpreting the meaning of complex unknown words based on their previous encounter with familiar words in texts. They were also able to correctly make use of clues such as titles, illustrations to identify and understand the relevant information in written texts. In addition, they were capable of finding specific predictable information from longer text forms, thus, allowing them to identify the gist faster and without issues.

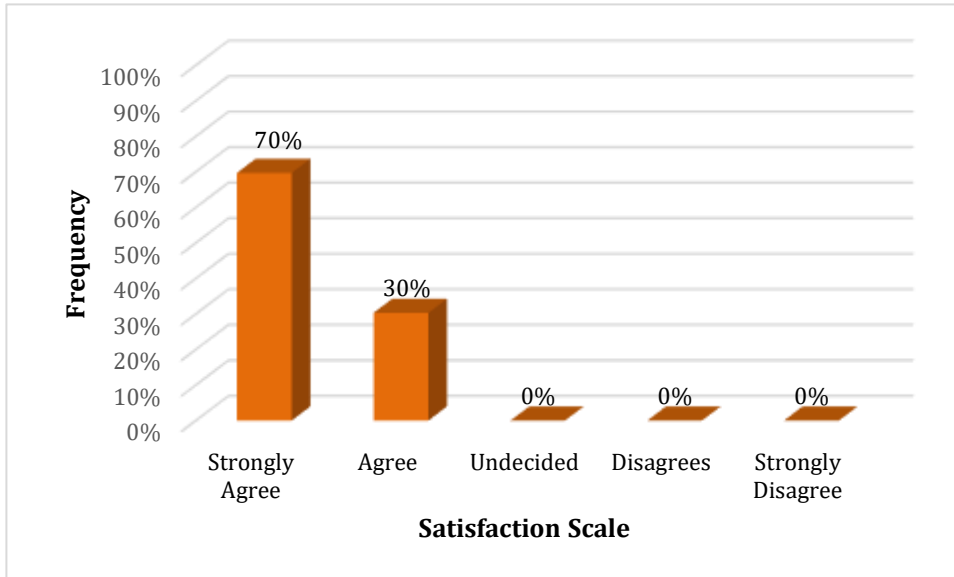
6.2 Questionnaire Results

After analyzing the significance of the improvement of students' reading comprehension skills through the Wilcoxon test; and showing that there was a statistical impact ($p \leq 0.05$). The researcher also used a questionnaire to ratify these results and identify teachers' and students' perceptions about the effectiveness of lesson study to improve tenth-graders' reading comprehension at a public school in the city of Loja during the 2021-2022 school year.

Question 1: Previewing using pictures helped me predict the contents of the reading better.

Figure 2

Students' Answers about Using Previewing Strategy to Predict



Note: Bar graph showing the level of satisfaction of students regarding the use of predicting during class.

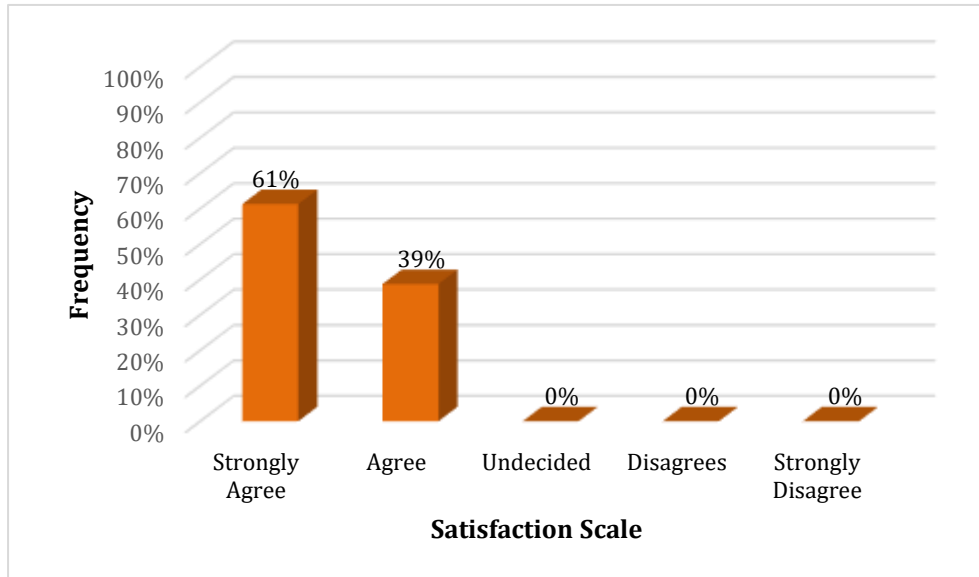
As shown in Figure 2, the results from the questionnaire indicated that most students (70%) “strongly agree” that previewing helped their reading comprehension skill, specifically the predicting component, while the rest of the students (30%) “agreed” with the aforementioned statement. This meant that all students considered the activity of looking over the reading contents to connect their previous knowledge to the new ideas in the text useful, or to attach the new contents to previous experiences they might have had in order to make educated guesses about the content of the reading.

This was also visible during the observation of the classes through the use of field notes, where students participated more during this activity, by analyzing pictures, and based on the vocabulary learned, identify where they can use that type of lexis. Their engagement during this activity was extremely high, as they were able to use not only their previous knowledge, but also connect what they were learning to their mother tongue.

Question 2: Creating my own questions allowed me to find the important ideas in the text.

Figure 3

Students' Response about Creating Questions to Understand Ideas



Note: Bar graph showing students level of satisfaction regarding the use of questioning during class.

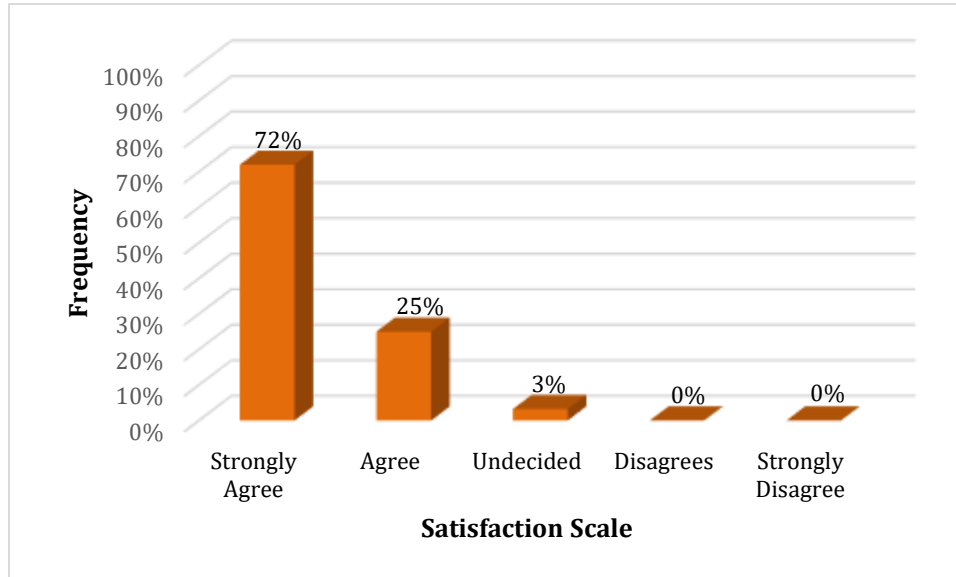
In Figure 3 there is a clear trend of agreement regarding the use of questioning to understand ideas in the text. In other words, 100% of students “agreed” that creating their own questions and even reading to answer specific questions set by the teacher helped them develop their reading comprehension of texts; as they had to question what they read and analyze any underlying intentions in the text. Furthermore, this means that students were capable of interacting with the text beyond just reading, they were able to comprehend the text at its core.

This was further proved before and during the class procedure with the help of the field notes, where students actively participated answering questions related to the reading to further understand what the theme of the reading might be about. To analyze specific information and to correct any misconception they had about specific topics.

Question 3: Developing map minds helped me find the specific details of the text.

Figure 4

Students' Answer about Using Mapping to Scan Information



Note: Bar graph showing students level of satisfaction regarding the use of scanning during class.

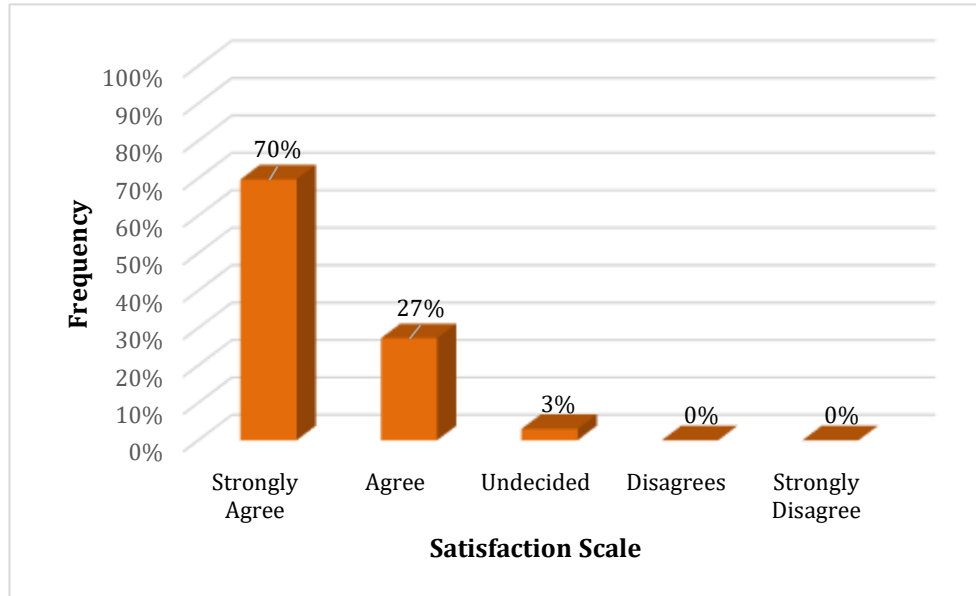
Figure 4 clearly sets out the results obtained about using mapping to identify specific information in a text. The data points out that almost all (97%) of students “strongly agree” with the use of mind maps as a form of developing reading comprehension; specifically, the aspect of scanning. This meant that students thought that utilizing graphic organizers as a form of structuring students’ analysis of texts in order to see the bigger picture, find connections between parts of the text and detect hierarchies among several bits of information. While, only 3% of students felt “undecided” about the use of graphic organizers to identify specific information. This meant that students did not feel that their reading comprehension was improved through the use of this activity.

This result was in concordance with what the researcher observed during the educational process, as although some students finished answering questions regarding specific information from the reading, other students had difficulties identifying what to do or where to put the answers in the mind map.

Question 4: Outlining helps me identify the specific details of the text better.

Figure 5

Students' Answers about Outlining to Understand Specific Details



Note: Bar graph showing students level of satisfaction regarding the use of questioning during class.

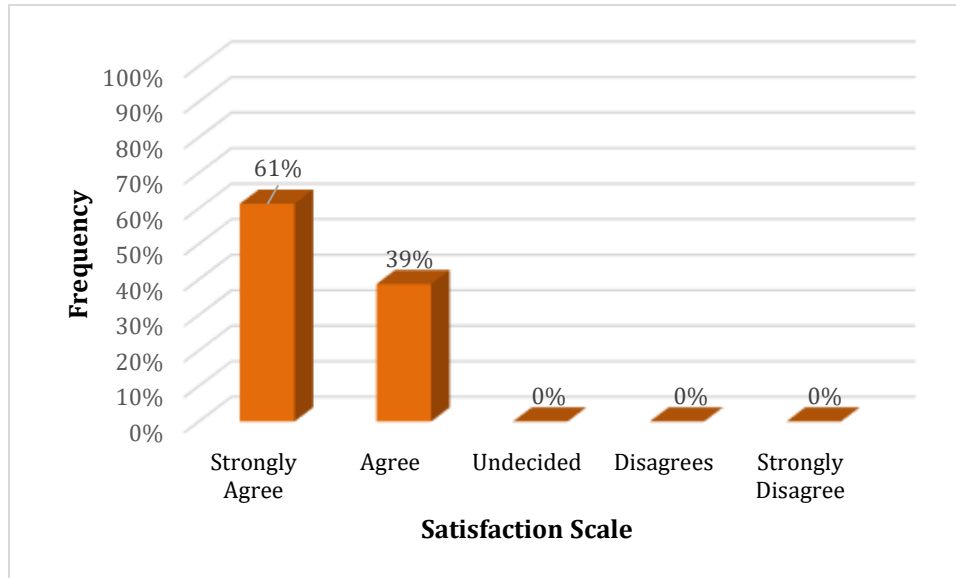
From Figure 5, in response to question number four, a range of responses was elicited. As a matter of fact, the majority of those who responded to this item felt that their reading comprehension was greatly improved with the help of outlines. This was clearly visible as 70% of the population answered that they “strongly agreed” with the statement, while 27% “agreed” with this idea. This meant that students felt that using a structured summary in order to identify essential features of a text greatly improved their reading comprehension skill. On the other hand, only 3% of students did not feel as this strategy made a difference in their reading comprehension levels.

This was a striking result from what the researcher observed during the application of this strategy and the annotations made in the field notes. As when students had to complete this activity, they would usually take longer to answer the prompts. They would sometimes get confused with the directions given during the “teaching” section.

Question 5: Summarizing provided me with the understanding of ideas and unknown words.

Figure 6

Students' Answers about the Use of Summaries to Understand Ideas and New Words



Note: Bar graph showing students level of satisfaction regarding the use of summaries during class.

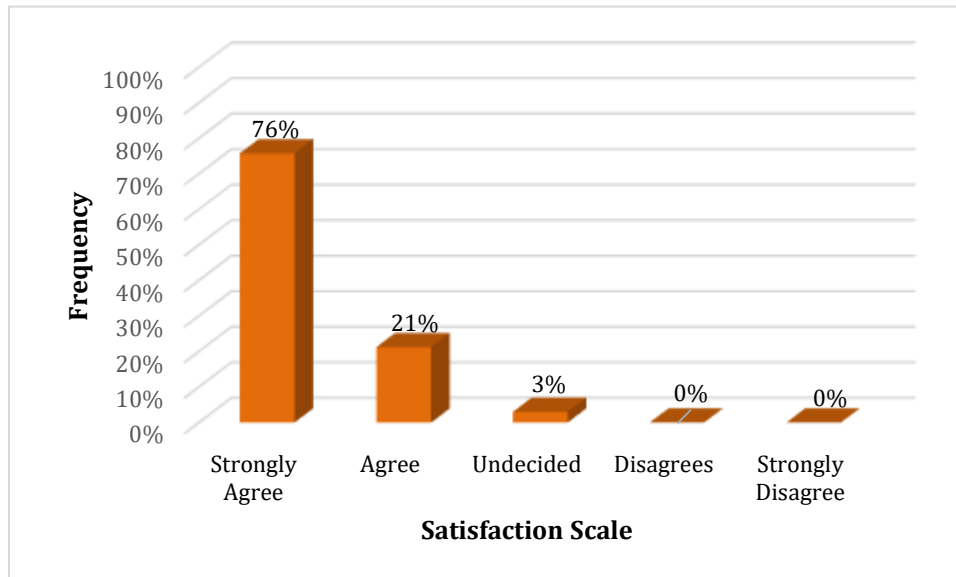
As shown in Figure 6, in response to question 5, most of those surveyed (70%) indicated that they “strongly agreed” with the use of summaries to understand ideas in the text and to infer the meaning of unknown words. While the rest of the population (30%) “agreed” with the statement. This meant that students greatly increased their comprehension of central ideas in the text and the identification of the meaning of new unknown words through the use of a written recollection using students’ own words and ignoring irrelevant details in the piece of writing.

Together this result provides an important insight into what the researcher observed during the lesson, since the teacher realized that students were eager to create their own summaries using their own words and their understanding of the reading. However, due to their level of vocabulary, some students struggled converting what they understood into a written statement.

Question 6: Paraphrasing helped me guess the meaning of words faster and easier.

Figure 7

Student's Answers about Using Paraphrasing to Guess Meaning



Note: Bar graph showing students level of satisfaction regarding the use of paraphrasing during class.

As it is clearly set out in Figure 7, 76% of those who were surveyed indicated that they “strongly agreed” with the statement that paraphrasing helped them to understand the meaning of new words faster than if they were to do it in isolated items. 21% felt that their ability to guess meaning was improved thanks to the use of paraphrasing. On the contrary, 3% of those who were surveyed reported that they did not feel as if the use of paraphrasing provided them with any significant help with the skill of identifying meaning through contextual clues, as they selected “undecided” in their questionnaire.

Surprisingly, this was different from what the researcher observed during the application of this strategy in the educational process, as students would sometimes struggle with creating their own ideas and putting them in a written format. Furthermore, they would sometimes seem scared to even try to create their own ideas, that they would usually copy off of those who did do it.

6.3 Teachers' Perception

As one of the objectives of the research was to identify teachers' and students' perceptions about the effectiveness of lesson study to improve tenth-graders' reading

comprehension, the purpose of this section is to report the results from the teachers' perceptions. The analysis of these results was gathered from the field notes, observation and reflections from the process followed during this study. Furthermore, this analysis is presented in the chronological stages of the lesson study cycle. It is also necessary to point out that, although this cycle was applied for several weeks, the analysis is described in a general manner to avoid repetition.

6.3.1 Before Lesson Study

To begin with, the lesson study cycle started when the four participants of the process (3 collaborators and me) identified the classroom needs through a collaborative reflection. Because this process was applied in different institutions, each pre-service teacher came out with a different focus. In my case, with the help of my "more knowledgeable other" (MKO), I realized that my students had issues with reading comprehension, specifically in the aspects of predicting, skimming, scanning, detailed reading and guessing the meaning of words.

After that, I had to conduct what is known as the "study of teaching materials". For this process I also had the help of my MKO, who helped me identify the most suitable strategies for teaching reading comprehension. She provided me with the resources necessary to identify these techniques, as well as mentioning what I must expect from students of that educational level.

6.3.2 During Lesson Study

After completing the "study of teaching materials", I started creating my first research lesson. This process was done with what my MKO had mentioned about students and the teaching strategies that I focused on. In addition, this lesson was modeled after Gagné's nine events of instruction support. This model was composed of 9 stages of teaching, where the activities were designed to get students' attention during the opening stage, recalling their prior knowledge, teaching and modeling the activities that students will be assessed on, and giving students the opportunity to demonstrate what they have learned. As well as assessing their knowledge through activities directly related to the objectives of the class.

After the development of the first research lesson, I taught the class following the activities and expected responses of the students as stated in the aforementioned lesson plan. I also took into consideration the interaction that students had during the learning process, to determine the impact of the activities and the instruction carried out.

On the other hand, my collaborator was assigned the task of observing the class and students' behavior as a non-participant observer, in order to contrast my experiences against what the collaborator observed. Furthermore, it is necessary to mention that because the collaborator could not be in all the classes, it was agreed to systematically have a record of these in the form of field notes to later use for the debriefing process.

6.3.3 After Lesson Study

After conducting the first lesson, the lesson study group (3 collaborators) and I, got together to start the “debriefing” process. Here, we began sharing what we experienced during the delivery of the research lesson. First, each collaborator was given a sample of the lesson plan applied during the learning process. Then, I began recounting the events of that class so that the collaborators could understand if I followed the lesson as intended.

This process also allowed me to identify if there were any challenges that I could see students had during the process, in order to correct the lesson and improve the way it was being taught. For example, I realized that during the modeling section, the reading models I was teaching were confusing for them. So, I changed the level of difficulty and improved the instruction.

After that, the collaborator who observed me got up and started retelling the events from his point of view. This allowed me to realize some issues that were present during the lesson. For instance, during one of the lessons, in the discussion of the class objective, I did not check for understanding. This meant that if students had trouble understanding what was expected of them, I was not able to fill that learning gap.

Based on this evidence, we can say that this process allowed me to understand better what the creation of a lesson objective entails. This meant that I was able to align the objectives, the activities of the class and the assessment, so it was easier for students to understand, create and scaffold their learning. It also allowed me to grow professionally, as I was able to overcome professional obstacles and develop new skills.

7. Discussion

The present research was conducted to improve the reading comprehension through lesson study among tenth-grade students at a public school in the city of Loja during the 2021-2022 school year. Furthermore, this section contrasts the results obtained in this investigation with the theoretical framework and the previous studies used in this research. In addition, this section was set out with the aim of answering one central question, that is, how does lesson study improve reading comprehension among tenth-grade students at a public school in the city of Loja during the 2021-2022 school year? and its subsequent questions, which are, what are the most suitable reading strategies through lesson study to improve the reading comprehension among tenth-graders at a public school in the city of Loja, during the 2021-2022 school year? how does lesson study contribute to improve the reading comprehension among tenth-graders at a public school in the city of Loja during the 2021-2022 school year? and how effective is the application of reading strategies through lesson study to improve the reading comprehension among tenth-graders at a public school in the city of Loja during the 2021-2022 school year?

The central question of this research sought to determine “how does lesson study improve the reading comprehension among tenth-grade students at a public school in the city of Loja during the 2021-2022 school year?”. This question was answered with the help of the pretest and posttest, which results indicated that there was a statistical ($p \leq 0.05$) difference between the two assessments. This meant that students had a positive improvement in their reading comprehension after the application of the lesson study model.

This finding is in agreement with the Gersten et al. (2010) results which showed that the application of this model created a marginal significance in students’ overall comprehension of passages due to the fact that lesson study created a study of “instructional improvement strategies”, which in turn formed a highly interactive instruction environment, which according to Beck et al. (2002, as cited in Gersten et al., 2010) is the most essential part for quality comprehension.

However, due to the nature of the present research (single pre-posttest design with no control group) caution must be applied, as the findings are not transferable to large populations. Furthermore, due to the short amount of time spent during the application of this research, it is difficult to conclude that this mode influenced students to use this type of strategies outside of the

research environment. A further study with the application of a control group and applied in a long period of time is therefore suggested to clearly understand the association between the use of the lesson study model in reading comprehension.

The second question in this research was focused on answering “what are the most suitable reading strategies through lesson study to improve the reading comprehension among tenth-graders at a public school in the city of Loja, during the 2021-2022 school year?” Based on the questionnaire given to students and the field notes taken during the research, a strong relationship between the use of reading strategies such as previewing, mind maps, questioning, and summarizing on improving reading comprehension was found. Students were able to easily identify main ideas, understand new words and find specific information using these aforementioned techniques.

This outcome supports previous research made by McWhorter (2019) and Hazayameh and Alomery (2021) which stated that these types of activities can help students improve their reading comprehension since it allows them to familiarize themselves with the structures and contents of texts, as well as allowing to take notes to promote better recollection of information and improve comprehension.

On the question of “how does lesson study contribute to improve the reading comprehension among tenth-graders at a public school in the city of Loja during the 2021-2022 school year?”, this study found through the use of field notes and the debriefing process, that because this model focused on the study of teaching materials and the improvement of the teaching-learning experience, the researcher enhanced its teaching practices, for example, the correct development and creation of a lesson plan and activities using Gagné’s nine events of instruction support, consequently developing students’ knowledge properly since it took into consideration their interactions with the materials and the activities.

Thus, this result mirrors those of the previous works in this field (Kincal et al., 2019; Özdemir, 2019; Goh & Fang, 2016) which stated that because lesson study includes students’ interest, it increases learners’ learning levels indirectly and significantly. Furthermore, this outcome is similar to what Stepanek (2007) observed, that is, that because this model focuses on creating more effective teaching strategies it leads to improved student learning.

Regarding the question “how effective is the application of reading strategies through lesson study to improve the reading comprehension among tenth-graders at a public school in the city of Loja during the 2021-2022 school year?”, through the application of the pretest and posttest it was clearly visible that students improved their overall score. Especially, in the areas of predicting, skimming, scanning, detailed reading and guessing meaning from context, since students were able to use context clues and general information from the readings to identify what will happen next in the story, recognize new words, and find specific information quickly.

This corroborates the ideas of Spratt et al. (2012) which explain that these components are the most important ones when teaching and learning comprehension. Since these are the main tools to correctly comprehend texts. In fact, according to Oakhill et al. (2014) comprehending a text is not simply reading to complete a task. It implies keeping track of our analysis of texts and it focuses on making use of these subskills all at once during the entire reading process in order to become an expert reader.

8. Conclusions

The strategies applied had demonstrated that techniques such as previewing, questioning, mapping, and summarizing were the most suitable for reading comprehension. This was evident during the learning process, as students participated more during these activities and were capable of completing the tasks faster, thus having an active involvement in the classroom.

The findings of this study support the idea that the implementation of an intervention plan through lesson study helped the pre-service teacher to design effective lesson plans with the correct sequence, following Gagné's 9 events of instruction, in order to make learning more open to students' needs and interactions. It also helped the pre-service teacher to correctly manage a classroom, be more receptive to new ideas, and to work collaboratively.

Students were able to develop their reading comprehension skill since the lesson plans applied through the lesson study model, took into account students' interaction with the educational materials, the activities and the teaching process, in order to create a more meaningful learning environment. This was visible in their posttest scores, where there was a statistical difference after the intervention process.

9. Recommendations

Teachers should apply a variety of teaching strategies that take into consideration students' levels, interests, and that takes into account the different manners in which learners learn. Some strategies that can be applied are previewing, mapping, and questioning, since these activities allow learners to create their own ideas and have visual imagery of what they are learning.

It is recommended that teachers use the lesson study model as a tool for professional development. Not only because it can help them improve their overall instruction, and their idea of how a lesson should be constructed, but also because it improves teachers' receptiveness to work collaboratively and be more open to new ideas.

English as a Foreign Language (EFL) teachers should investigate the weaknesses students have in their reading comprehension. Teachers ought to implement a variety of assessment tools that can help them identify issues in this skill so they can be tackled, and can allow them to keep a record of learners' improvement.

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11. Annexes

Annex 1. Certificado de Pertinencia y Coherencia

Loja, 25 de abril de 2022

Mg.
Paola Moreno Ordoñez
**DOCENTE DE LA CARRERA DE IDIOMA INGLÉS Y PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS**
Ciudad. -

Para los fines pertinentes, me permito informar que luego de haber revisado el proyecto de tesis denominado **IMPROVING READING COMPREHENSION THROUGH LESSON STUDY AMONG TENTH-GRADE STUDENTS AT A PUBLIC SCHOOL IN THE CITY OF LOJA DURING 2021 – 2022 SCHOOL YEAR**, a cargo de Alicia del Carmen Díaz Chávez en el que se ha podido evidenciar que la autora ha incorporado todas las sugerencias y observaciones. Por lo tanto, se emite el informe favorable en cuanto a la Estructura, Coherencia y Pertinencia, puesto que cumple con los elementos establecidos en el Art. 226 del Reglamento de Régimen Académico de la Universidad Nacional de Loja.



ROSA PAOLA
MORENO
ORDONEZ

Mg. Sc. Paola Moreno Ordóñez,
**DOCENTE CARRERA DE PEDAGOGÍA DE LOS
IDIOMAS NACIONALES Y EXTRANJEROS**

Annex 2. Oficio de Director de Trabajo de Titulación



FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE IDIOMA INGLÉS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ofc.111-DC.II/PINE-NG-AEAC-UNL
Loja, mayo 3 del 2022

Licenciada M.Sc.

Rosa Paola Moreno Ordóñez,

DOCENTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DE LA FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN DE LA UNIVERSIDAD NACIONAL DE LOJA;

Ciudad

De mis consideraciones:

De conformidad con el Art.228 del Reglamento de Régimen Académico de la Universidad Nacional de Loja, me permito designarle **DIRECTORA** del Trabajo de Integración intitulado: **IMPROVING READING COMPREHENSION THROUGH LESSON STUDY AMONG TENTH-GRADE STUDENTS AT A PUBLIC SCHOOL IN THE CITY OF LOJA DURING 2021- 2022 SCHOOL YEAR**, de autoría de **ALICIA DEL CARMEN DIAZ CHAVEZ**, estudiante del Ciclo 8 de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación, correspondiente al período académico Abril 22/2022 – Septiembre 9 /2022.

Aprovecho la ocasión para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

**EN LOS TESOROS DE LA SABIDURÍA
ESTÁ LA GLORIFICACIÓN DE LA VIDA**



**ROSA PAOLA
MORENO
ORDONEZ**

Lcda.M.Sc. Rosa Paola Moreno Ordóñez,
DIRECTORA ACADÉMICA

Elaborado por:

Dra. M.Sc. Nela Aguilera Asanza,

ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA

Annex 3. Pre and Posttest for Reading Comprehension



UNIVERSIDAD NACIONAL DE LOJA

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: PRETEST / POSTTEST

Student's code: _____

Course: _____

Date: _____

A. Predicting

1. Look at the pictures and the story. Try to predict the outcome. Tick your answer. (2 points)

A. Ken sits on his chair. He has three books on the table. He takes one book and places it in front of him.



What do you predict Kenn will do next?

- a. eat his snack ()
- b. read the book ()
- c. play with his sister ()

B. Ben and Vin went to the playground. They saw a swing. Ben stood behind Vin.

What do you predict Ben will do?

- a. Ben will sing ()
- b. Ben will climb ()
- c. Ben will push the swing ()



B. Reading for gist (Skimming)

2. Read the texts below and answer the questions. For each question, circle the most appropriate answer. (2 points)

Richard Carapaz is a professional Ecuadorian cyclist who has won many prizes due to his dedication and hard work. In 2019, he won the Giro d'Italia. In November 2020, he became the first Ecuadorian finalist in the "Vuelta de España". In July 2021, he participated in the Tour of France, winning the third place in the entire competition.



A. What is the best title for this text?

- a. Victories of Richard Carapaz.
- b. Life of Richard Carapaz.
- c. Values of Richard Carapaz.

B. Which sentence expresses the main idea of the text best?

- a. Richard Carapaz is the most important cyclist in Ecuador.
- b. Richard Carapaz has won many prizes thanks to his dedication.
- c. Many people watched the Giro d'Italia because of Richard Carapaz.

C. Reading for specific information (Scanning)

3. Read the following text and answer the questions below. Read the question first to know what you are looking for. (2 points)

When we think of amusement parks, we think of countries like the United States or Japan, that have many modern attractions. However, in the northern part of the city of Copenhagen, Denmark, there is the oldest amusement park in the world, Bakken. This park opened in 1583 and still operates today. There are 150 games in its facilities, some that are very interesting like the wooden roller coaster built in 1932 or the metal rollercoaster built in 1938.



A. Which country has the oldest amusement park in the world?

1. Japan 2. United States 3. Denmark

B. In which year was “Bakken” opened?

1. In 1573 2. In 1583 3. in 1932

C. How many attractions does “Bakken” have in its facilities?

1. 150 games 2. 320 games 3. 4 games

D. When was the rollercoaster made out of wood built?

1. In 1938 2. In 1853 3. In 1932

D. Detailed Reading

4. Read the text and answer the questions, tick the left column if it is true or the right column if its false. (2 points)

Also known as football in Europe, soccer is a sport played with two teams of 11 players each. It has become the most popular sport in the world. There are the **defenders**, the **midfielders**, the **forwards** and the **goalkeeper**. The goalkeeper is the only player who can use their hands or arms to throw the ball. The team with the highest number of goals by the end of the game wins



	TRUE	FALSE
a. Soccer is also called football in America.	()	()
b. Soccer is the most popular sport in the world	()	()
c. The defender is the only one who can use their hands when playing.	()	()
d. The game is won by the team who has the higher number of goals.	()	()

D. Guessing the meaning of unfamiliar words

5. Based on the previous reading and picture, choose the most appropriate meaning for every word. (2 points)

Goalkeeper

Play nearest to the opposing team's goal.

Defender

Play between their team's defenders and forwards.

Midfielder

An outfield player that stops attacks during the game.

Forwards

A player who defends the goal in soccer.

ANSWER KEY

QUESTION 1: PREDICTING

LITERAL	ANSWER	SCORE
A.	Read the book	1 point
B.	Ben will push the swing	1 point
	TOTAL	2 points

QUESTION 2: READING FOR GIST

LITERAL	ANSWER	SCORE
A.	Victories of Richard Carapaz	1 point
B.	Richard Carapaz ha won many prizes thanks to his dedication	1 point
	TOTAL	2 points

QUESTION 3: READING FOR SPECIFIC INFORMATION

LITERAL	ANSWER	SCORE
A.	Denmark	0.5 points
B.	In 1583	0.5 points
C.	150 games	0.5 points
D.	In 1932	0.5 points
	TOTAL	2 points

QUESTION 3: DETAILED READING

LITERAL	ANSWER	SCORE
A.	False	0.5 points
B.	True	0.5 points
C.	False	0.5 points
D.	True	0.5 points
	TOTAL	2 points

QUESTION 4: GUESSING THE MEANING OF WORDS

LITERAL	ANSWER	SCORE
A.	Goalkeeper: A player who defends the goal in soccer.	0.5 points
	Defender: An outfield player that stops attacks during the game	0.5 points
	Midfielder: Plays between their tems' defenders and forwards	0.5 points
	Forwards: Play nearest to the opposite teams' goal.	0.5 points
	TOTAL	2 points

Annex 4: Questionnaire for Students



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DATA COLLECTION SOURCE: QUESTIONNAIRE FOR STUDENTS

Dear student, please answer with sincerity the questionnaire about your learning experience. The information you will provide below will be used only for academic purposes. Your answers will be anonymous and confidential.

Student's code: _____

Date: _____

1. Previewing using pictures helped me predict the contents of the reading better.

- Strongly Agree
- Agree
- Undecided
- Disagrees
- Strongly Disagree

2. Creating my own questions allowed me to find the important ideas in the text.

- Strongly Agree
- Agree
- Undecided
- Disagrees
- Strongly Disagree

3. Developing map minds helped me find the specific details of the text.

- Strongly Agree
- Agree
- Undecided

- Disagrees
- Strongly Disagree

4. Outlining helps me identify the specific details of the text better.

- Strongly Agree
- Agree
- Undecided
- Disagrees
- Strongly Disagree

5. Summarizing provided me with the understanding of ideas and unknown words.

- Strongly Agree
- Agree
- Undecided
- Disagrees
- Strongly Disagree

6. Paraphrasing helped me guess the meaning of words faster and easier.

- Strongly Agree
- Agree
- Undecided
- Disagrees
- Strongly Disagree

THANK YOU FOR ANSWERING

Annex 5. Field notes



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DATA COLLECTION SOURCE: FIELD NOTES

<p>Setting:</p> <p>Individual Observed:</p> <p>Observation #:</p>	<p>Observer Involvement:</p> <p>Date/Time:</p> <p>Place:</p> <p>Duration of Observation:</p>
<p>Descriptive Notes</p>	<p>Reflective Notes</p>

Annex 6. Grading Scale for Student Learning

Qualitative Scale	Quantitative Scale
A = Masters the necessary learning components	9,00 - 10,00
B = Understands the necessary learning components	7,00-8,00
C = Almost reaches the necessary learning components	4.01 - 6,99
D = Does not reach the necessary learning components	≤ 4

Annex 7. Lesson Plans

LESSON PLAN 1

Class: 10 th Grade EGBS N^o Students: 33 students	School year: 2021-2022
Language Level: A2.1	Topic: Pretest (Reading Comprehension)
Date: 05/05/2022	Type of institution: Public
Teacher Student: Alicia Diaz Chavez	Schedule: 15:55-16:30 Time per lesson: 35 minutes
Lesson Objectives	Resources
❖ Pretest Administration	Pre-test worksheet
Warm-up and Objective Discussion	
Storytelling: 5 students mention a word out loud (verbs, nouns, adjectives) and the teacher writes it on the board, the teacher and students try to create a story using all of the words on the board. The students suggest in which order the words will be used to complete the story. At then end, one student retells the story to class.	
Instruct (Teach) and Model	
Instruct (explain) Teacher explains how to fill in the pretest by giving students the instructions on how to answer the questions.	
Model N.A. (pretest administration)	
Guided Practice	
N.A. (pretest administration)	
Independent practice	
N.A. (pretest administration)	
Assessment	
N.A. (pretest administration)	

Annexes



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
DATA COLLECTION SOURCE: PRETEST / POSTTEST

Student's code: _____

Course: _____

Date: _____

A. Predicting

1. Look at the pictures and the story. Try to predict the outcome. Tick your answer. (2 points)

A. Ken sits on his chair. He has three books on the table. He takes one book and places it in front of him.



What do you predict Kenn will do next?

- d. eat his snack ()
- e. read the book ()
- f. play with his sister ()

B. Ben and Vin went to the playground. They saw a swing. Ben stood behind Vin.

What do you predict Ben will do?

- c. Ben will sing ()
- d. Ben will climb ()
- e. Ben will push the swing ()



B. Reading for gist (Skimming)

2. Read the texts below and answer the questions. For each question, circle the most appropriate answer. (2 points)

Richard Carapaz is a professional Ecuadorian cyclist who has won many prizes due to his dedication and hard work. In 2019, he won the Giro d'Italia. In November 2020, he became the first Ecuadorian finalist in the "Vuelta de España". In July 2021, he participated in the Tour of France, winning the third place in the entire competition.



A. What is the best title for this text?

- a. Victories of Richard Carapaz.
- b. Life of Richard Carapaz.
- c. Values of Richard Carapaz.

B. Which sentence expresses the main idea of the text best?

- a. Richard Carapaz is the most important cyclist in Ecuador.
- b. Richard Carapaz has won many prizes thanks to his dedication.
- c. Many people watched the Giro d'Italia because of Richard Carapaz.

C. Reading for specific information (Scanning)

3. Read the following text and answer the questions below. Read the question first to know what you are looking for. (2 points)

When we think of amusement parks, we think of countries like the United States or Japan, that have many modern attractions. However, in the northern part of the city of Copenhagen, Denmark, there is the oldest amusement park in the world, Bakken. This park opened in 1583 and still operates today. There are 150 games in its facilities, some that are very interesting like the wooden roller coaster built in 1932 or the metal rollercoaster built in 1938.



A. Which country has the oldest amusement park in the world?

- 1. Japan
- 2. United States
- 3. Denmark

B. In which year was "Bakken" opened?

- 1. In 1573
- 2. In 1583
- 3. in 1932

C. How many attractions does "Bakken" have in its facilities?

- 1. 150 games
- 2. 320 games
- 3. 4 games

D. When was the rollercoaster made out of wood built?

- 1. In 1938
- 2. In 1853
- 3. In 1932

D. Detailed Reading

4. Read the text and answer the questions, tick the left column if it is true or the right column if its false. (2 points)

Also known as football in Europe, soccer is a sport played with two teams of 11 players each. It has become the most popular sport in the world. There are the **defenders**, the **midfielders**, the **forwards** and the **goalkeeper**. The goalkeeper is the only player who can use their hands or arms to throw the ball. The team with the highest number of goals by the end of the game wins



	TRUE	FALSE
a. Soccer is also called football in America.	()	()
b. Soccer is the most popular sport in the world	()	()
c. The defender is the only one who can use their hands when playing.	()	()
d. The game is won by the team who has the higher number of goals.	()	()

D. Guessing the meaning of unfamiliar words

5. Based on the previous reading and picture, choose the most appropriate meaning for every word. (2 points)

Goalkeeper

Play nearest to the opposing team's goal.

Defender

Play between their team's defenders and forwards.

Midfielder

An outfield player that stops attacks during the game.

Forwards

A player who defends the goal in soccer.

LESSON PLAN 2

Class: 10 th Grade EGBS Nº Students: 33 students	School year: 2021-2022
Language Level: A2.1	Topic: Amusement parks around the world
Date: 06/05/2022	Type of institution: Public
Teacher Student: Alicia Diaz Chavez	Schedule: 13:15 – 14:25 Time per lesson: 70 minutes
Lesson Objectives	Resources
<p>After reading the text and using a mind map students will be able:</p> <ul style="list-style-type: none"> ❖ To identify main points in a simple, short text related to amusement parks. ❖ To summarize information related to amusement parks in short, simplified sentences. 	<p>Reading “Amusement Parks Around the world” Mind Map Template Flipchart</p>
Warm-up and Objective Discussion	
<p>Topic of Details: Teacher presents students with a list of words that have something in common. Teacher reads the words out loud and asks students what should be the topic of this list. Students take turns giving their ideas until they reach a general consensus. Teacher explains what is the objective of the class and why students should know what is the importance of recognizing main ideas in everyday life.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher shows vocabulary words related to the reading and explains its meaning through examples and by making connection to students’ real life. Teacher explains how to find main ideas.</p> <p>Model Teacher models how to predict by saying the thought process of a prediction out loud. Teacher models how to find the main idea of a small paragraph, by focusing on the first paragraph of the reading and explaining to students how they should always look for the first sentence or the words that are repeated the most Teacher models how to fill in the mind map that students will use to understand main ideas. Teacher shows students how to create a summary using a flipchart.</p>	
Guided Practice	
<p>Students are divided into groups and given an information sheet related to the reading. The groups predict what the story will be about based on the title and pictures from the vocabulary. Students and teacher read the story out loud to check if the predictions were correct and to read for gist. After that, students find the main idea of the remaining paragraphs and fill in the mind map following the teacher’s instructions. Teacher checks students’ mind maps and clarifies any mistakes.</p>	
Independent practice	
<p>Students create a summary of the main points from the reading using a mind map and their own words. Students present it to the class to check the general understanding.</p>	
Assessment	
<p>Students create their own summary of the reading using only 23 words.</p>	

Annexes

Annex 1: Reading “Amusement Parks Around the World”



Amusement Parks Around the World

There are many places where you can have fun, but nothing is like amusement parks. Here is a list of the most amazing places to visit if you are a fan of roller coasters.

Denmark's Tivoli Gardens is full of flowers. It was an inspiration for Walt Disney. It has existed since 1843. It is full of different games like bumper cars and roller coasters.

Disney World's Magic Kingdom is in Orlando, Florida. It is the biggest park in the world, with more than 20 million visitors yearly. There are castles, mountains, and many new things every time you visit.

Efteling Park in the Netherlands is an amusement park with inspiration in ancient legends. There is a magic tree called Marerijk and a scary roller coaster called Baron 1898. This roller coaster falls very quickly before circling the park.

These are just some of the amazing amusement parks in the world. There are also other beautiful places like Beto Carrero World in Brazil with big roller coasters or like Epcot in Germany's Europa Park with indoor and outdoor roller coasters.

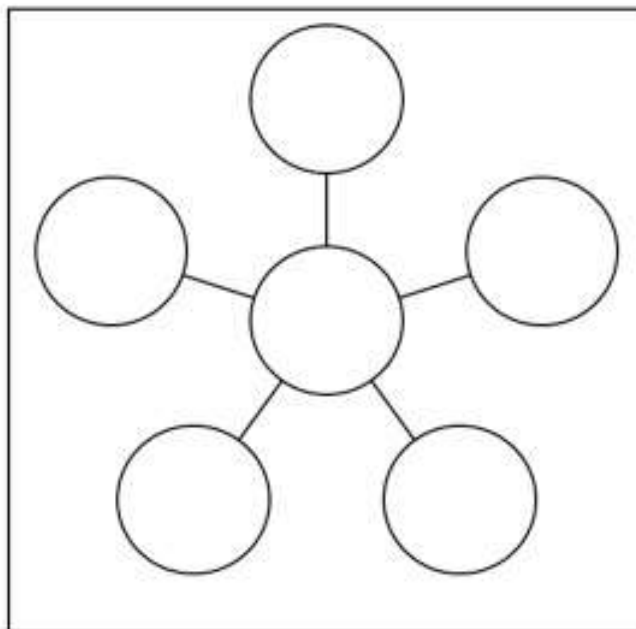
Retrieved from: <https://www.insider.com/amusement-parks-around-world-2018-10#europa-park-has-13-roller-coasters-and-globally-themed-park-districts-6>



Acti

Annex 2: Mind Map Template

Mind Map



Annex 3: Flipchart for Nonfiction Summaries

The Keys to Unlocking a Nonfiction Summary

① Read the text.

② Identify the text structure.
- sequence
- cause & effect

③ "Unlock" the main idea sentence.

Identify text → In this lesson,
Verb → the author examines
Topic → our global economy
Big Idea → and explains how it's a result of communication and transportation innovations.

④ Identify 2-3 important details.
- imports and exports
- benefits and costs

⑤ Write your summary.

In this lesson, the author examines our global economy, and explains how it's a result of communication and transportation innovations. Because of importing and exporting, companies can use parts from all over the world to create a product. There are both benefits, like lower prices, and costs, like a loss of jobs due to outsourcing, associated with our global economy.

LESSON PLAN 3

Class: 10 th Grade EGBS N^o Students: 33 students	School year: 2021-2022
Language Level: A2.1	Topic: Bakken Amusement Park
Date: 09/05/2022	Type of institution: Public
Teacher Student: Alicia Diaz Chavez	Schedule: 14:25 – 15:35 Time per lesson: 70 minutes
Lesson Objectives	Resources
Given the reading text with the pictures and questions, students will be able: <ul style="list-style-type: none"> ❖ To successfully identify specific information related to an amusement park in a set of multiple-choice questions. 	<ul style="list-style-type: none"> - Reading Activity - Mind map Template - Flashcards - Flipcharts
Warm-up and Objective Discussion	
Board Race: Teacher divides students into different groups. Teacher divides the board and the students into groups. The teacher writes at the top of the board a topic (TV shows, Sports, Animals) and students need to think of a word related to it. The group that does it faster without repeating the same words, win.	
Instruct (Teach) and Model	
Instruct (explain) Teacher asks students how to predict, students give their ideas based on what they learned before. Teacher explains to students what scan is and how to do it properly through a flipchart .	
Model Teacher models how to find specific information through the use of a tree mind map template, using a short text .	
Guided Practice	
Students are shown pictures of the reading , based on what they see, they have to make predictions regarding the contents of the reading. Teacher checks with them if their predictions are correct. Students read the questions from the reading activity along with the teacher to identify the key words that they need to look for. Teacher checks if students identify the key words correctly.	
Independent practice	
Students classify the key words using the tree mind map . Students read the text and identify the information necessary to complete the tree mind map.	
Assessment	
Students complete the worksheet activity , selecting the right option from the questions in the reading.	

Annexes

Annex 1: Flipchart for Scanning

SCAN

Definition: To search for a specific piece of information in a whole text.

Directions:

1. Choose a key word.*
2. Let your eyes drift around the passage until you see the keyword.
3. Carefully read the information around the keyword.



* Key word: the specific word you want to search for

Annex 2: Short text Sample

 Read the following passage and answer the questions:



My aunt 'Lisa' is a doctor. She's 30 years old. She is very kind and pretty. She has brown hair and blue eyes. She likes spending time with me. We usually go to the park together. We sometimes ride our bikes in the park and have popcorn. She always bakes delicious cupcakes for me. I love her very much.

Questions

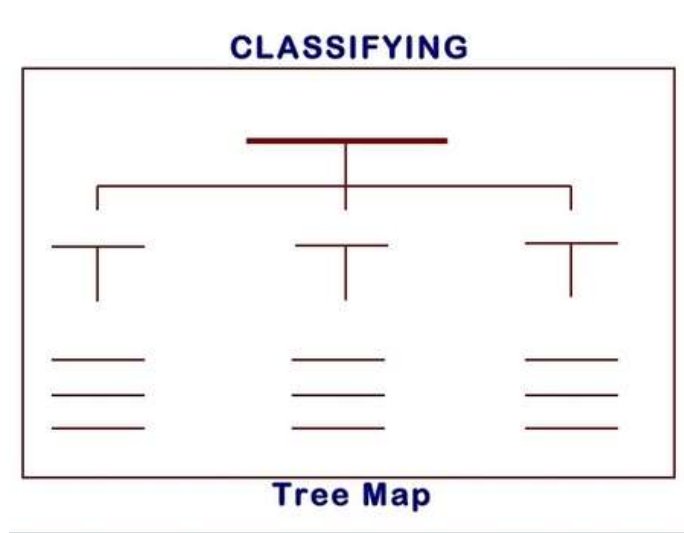
- 1 - How old is aunt Lisa ?
.....
- 2 - What does aunt Lisa look like ?
.....
- 3 - Where do they usually go ?
.....
- 4 - What does she always bake ?
.....

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Annex 3: Flashcards for predicting

		
Bakken Amusement Park	Wooden Rollercoaster	Copenhagen, Denmark

Annex 4: Tree mind map Template



Annex 5: Reading Activity



The History of Bakken Amusement Park

When we think of amusement parks, usually very modern places with new technology come to mind. We think of countries like the United States or Japan, that have many modern attractions. However, in the northern part of the city of Copenhagen, Denmark, there is the oldest amusement park in the world, Bakken. This park opened in 1583 and still operates today. There are 150 games in its facilities, some that are very interesting like the wooden roller coaster built in 1932. This park is the second most important tourist attraction in Denmark. Originally, this park offered fireworks, amusement rides and dancing games. But throughout history, most parks have closed and new ones have appeared. Bakken, unlike many others, has survived, and is still operating today.

Retrieved from: <https://www.guinnessworldrecords.com/world-records/oldest-amusement-park-in-operation>

After Reading, answer the next questions

A. Which country has the oldest amusement park in the world?

1. Japan 2. United States 3. Denmark

B. In which year was “Bakken” opened?

1. In 1573 2. In 1583 3. in 1932

C. How many attractions does “Bakken” have in its facilities?

1. 150 games 2. 320 games 3. 4 games

D. When was the rollercoaster made out of wood built?

1. In 1938 2. In 1853 3. In 1932

LESSON PLAN 4

Class: 10 th Grade EGBS N^o Students: 33 students	School year: 2021-2022
Language Level: A2.1	Topic: The History of Disneyland
Date: 16/05/2022	Type of institution: Public
Teacher Student: Alicia Diaz Chavez	Schedule: 14:25 – 15:35 Time per lesson: 70 minutes
Lesson Objectives	Resources
Given the reading text and questions, students will be able: ❖ To successfully write outlines containing specific details about Disneyland.	- Pedagogical Module - Outline Worksheet - Flashcards - Word Search Puzzle
Warm-up and Objective Discussion	
Students complete a word search puzzle containing vocabulary related to the amusement parks to connect students' prior knowledge. Teacher introduces the objective of the class by asking a student to write it on the board and explaining the importance of these objectives in everyday world.	
Instruct (Teach) and Model	
Instruct (explain) Teacher presents students with flashcards of the new vocabulary words from the reading. Students are asked what they think these pictures mean, and students reply using their mother tongue. Teacher gives clues of what they are by giving words related to the target word and by giving spelling clues.	
Model Teacher models how to find specific information and filling an outline by using a short text called "The Hornbill Alarm Clock".	
Guided Practice	
Students are divided into groups of four and given a list of words related to the reading. Students brainstorm all the associations they can think about these words and they are asked to annotate them in the outline given to them. Teacher writes down the associations that are closer to the point of the reading. Students read the questions from the reading to identify what they need to answer. Teacher asks students to clarify what they need to be looking for in the reading and corrects any mistakes. Students highlight the answers they think fit the questions the most.	
Independent practice	
Students complete the outline worksheet for the reading by following teachers modeling.	
Assessment	
Students complete the summary portion of the outline by themselves using the most important details from the reading to check their understanding.	

Annexes

Annex 1: Word Search Puzzle **AMUSEMENT PARKS**



T	M	S	C	A	R	N	I	V	A	L	L	S	K	T
B	N	I	E	C	R	N	T	Q	N	L	E	R	R	Y
U	C	E	D	D	Q	P	P	R	I	Z	A	E	F	D
M	A	V	M	W	I	G	G	K	I	P	C	O	U	N
P	R	C	S	N	A	R	S	R	T	N	G	E	N	A
E	O	U	Q	J	I	Y	P	N	O	E	S	W	H	C
R	U	W	I	Y	P	A	E	C	T	E	G	W	O	N
C	S	N	U	F	R	M	T	S	L	R	O	E	U	O
A	E	K	R	S	E	S	E	R	P	L	A	S	S	T
R	L	I	E	S	T	Y	U	V	E	U	I	I	E	T
S	A	M	U	E	M	R	D	G	M	T	E	R	N	O
F	A	M	K	Q	M	P	K	C	U	L	N	N	H	C
G	A	C	S	C	R	A	M	B	L	E	R	E	I	T
B	I	E	S	U	O	H	D	E	T	N	U	A	H	L
T	R	O	L	L	E	R	C	O	A	S	T	E	R	U



AMUSEMENT PARK
BUMPER CARS
CAROUSEL

PRIZES
ROLLER COASTER
TRAIN

Annex 2: Flashcards for Vocabulary

<p>Theme Park</p>	<p>Entertainment Industry</p>	<p>Trolley Park</p>

<p>Great Depression</p>	<p>Cartoon character</p>

Annex 5: Reading Activity

Reading

➤ Read the next story and answer:

The history of Disneyland and the reason why theme parks happened

When someone says "amusement park", the first thing that comes to many people's minds is the Disneyland theme park. However, have you ever wondered who had the idea to create it in the first place? What were the first games that people enjoyed?

The creation of Disneyland set a standard for all the amusement and theme parks around the world. It established an entertainment industry. Walt Disney created the amusement park that changed the way families enjoy fun in the US.

Before Disneyland, amusement parks were trolley parks, built at the ends of train lines to get people to visit them. At the beginning of the 20th century, the Great Depression and Second World War affected the amusement industry. They had no money for good maintenance and bad people went there.

Thanks to the letters that the children sent to Walt Disney and the fact that there was nowhere for his daughter and the rest of his family to have fun, in the early 1950's he decided to build a park. There, families could meet his cartoon characters and ride his trains. It seems like a common idea today, but at the time it was completely original. Disney put together the best of the best from his studio, with engineers, carpenters, and scientists who helped him make his dream come true. So, it was with the help of these people that Walt Disney created the family-friendly amusement park that still receives millions of visitors each year.

Retrieved from <http://disneyland.com/disneyland-history/>

- a. For what business did Disneyland served as a standard for?
- b. How were amusement parks before the creation of Disneyland?
- c. Who created Disneyland?
- d. What kind of people helped the creator of Disneyland to build his dream?

LESSON PLAN 5

Class: 10 th Grade EGBS Nº Students: 33 students	School year: 2021-2022
Language Level: A2.1	Topic: Where to do sports in your country?
Date: 19/05/2022	Type of institution: Public
Teacher Student: Alicia Diaz Chavez	Schedule: 15:55 – 16:30 Time per lesson: 35 minutes
Lesson Objectives	Resources
Given the topic of the class, students will be able: ❖ To formulate two questions related to places to do sports in Ecuador, using the correct grammatical structure.	- Pedagogical Module - Flipchart “Present simple questions” - Interview Prompt
Warm-up and Objective Discussion	
Students are given prompt questions: “Do you do a lot of sports?” “What kind of sports do you like to do?” Students answer the questions using their own experiences and prior knowledge. Teacher explains what is the objective of the class and establishes the importance of the topic.	
Instruct (Teach) and Model	
Instruct (explain) Teacher explains to students how to create questions using the present simple by using a flipchart . Teacher reminds students of the meaning of the “Wh” questions and its importance.	
Model Teacher creates some questions using “wh + present simple” and asks students to explain what information the question is eliciting. Students give their ideas out loud. Teacher models how to answer and presents some examples to the class. The class also gives their ideas in their mother tongue for the teacher to use.	
Guided Practice	
Students are divided into pairs and are asked to read the first four questions from the interview prompt . Teacher asks students how they would answer the first question “Tell me 4 places to do sports...” Students give answers and teacher writes it on the white board to help students center their ideas.	
Independent practice	
Students develop the rest of the questions from the interview prompt and present their ideas to the teacher.	
Assessment	
Students create two more questions for the interview prompt and use the correct grammatical structure.	

Annexes

Annex 1: “Wh” Question Flipchart

Present simple wh- questions					
Singular	Who What When Where Why How How often How much	do	I	go work like think study live have eat	?
			you		
Plural		does	he she it		
			you we they		

Annex 2: Interview Prompt

Speaking

- 1** Interview a classmate about good places to do sports in your country. Ask them the following questions and create two of your own. Take notes.

a. Tell me 4 places where people can go to practice sports in Ecuador.

b. What kinds of sports can people practice there?

c. What do you need to go to these places?

d. Are these places popular? Why or why not?

Annex 3: Creating 2 Questions

Create 2 questions of your own

1. _____

2. _____

LESSON PLAN 6

Class: 10 th Grade EGBS Nº Students: 33 students	School year: 2021-2022
Language Level: A2.1	Topic: Where to do sports in your country?
Date: 20/05/2022	Type of institution: Public
Teacher Student: Alicia Diaz Chavez	Schedule: 13:15 – 14:25 Time per lesson: 70 minutes
Lesson Objectives	Resources
Given an interview activity, students will be able: <ul style="list-style-type: none"> To produce a successful dialogue with a partner using the correct grammar point and vocabulary. 	<ul style="list-style-type: none"> Interview Template Grading Sheet Self-assessment sheet
Warm-up and Objective Discussion	
<p>Students are given prompt questions “what do you know about interviews?”, students discuss in pairs and report back to the class their opinions.</p> <p>Teacher introduces the objective of the class to check students’ comprehension of what is needed from them in the eighth project.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher recalls students’ previous knowledge on how to use the present simple for questions and answers. Teacher share the grading sheet with students so that they know what they will be assessed on.</p> <p>Model Teacher models some examples with some common mistakes and asks students if they are correct or if there is any mistake.</p>	
Guided Practice	
<p>Students presents their own questions and answers from the previous interview template. Teacher checks for any mistake and corrects their ideas. Students practice their interview presentation once the questions have been corrected.</p>	
Independent practice	
<p>Students, in pairs, present their interview to the class.</p>	
Assessment	
<p>Students fill a self-assessment sheet for their presentation.</p>	

Annexes

Annex 1: Interview Template

Speaking

- 1** Interview a classmate about good places to do sports in your country. Ask them the following questions and create two of your own. Take notes.

a. Tell me 4 places where people can go to practice sports in Ecuador.

b. What kinds of sports can people practice there?

c. What do you need to go to these places?

d. Are these places popular? Why or why not?

Annex 2: Grading Sheet

	Poor	Fair	Good	Very good	Excellent
	1-2	3-4	5-6	7-8	9-10
Fluency (speed, naturalness, lack of hesitation)					
Accuracy (grammar: syntax and general structures)					
Vocabulary (use of words, expressions from studied unit/s/ course for the picture's description)					
Pronunciation (stress, rhythm, intonation patterns)					
Content (precision and length in describing the subject matter and picture elements)					
Total:out of 50.					
Comments and suggestions:					
.....					

Annex 3: Self-grading Sheet

I'm completing this self-evaluation based on what I learned in the module.

Self-evaluation Topics	I check ✓ the box that most applies to me			
	I do it very well	I do it somewhat well	I can improve	I can't do it without help
I can write sentences related to sports and entertainment using phrasal verbs.				
I can express myself using the present and past simple.				
I can describe fictional and nonfictional characters.				
I can ask questions to better understand sports.				

LESSON PLAN 7

Class: 10 th Grade EGBS N^o Students: 33 students	School year: 2021-2022
Language Level: A2.1	Topic: The History of Soccer
Date: 25/05/2022	Type of institution: Public
Teacher Student: Alicia Diaz Chavez	Schedule: 14:25 – 15:35 Time per lesson: 70 minutes
Lesson Objectives	Resources
Given the reading text with the pictures, students will be able: <ul style="list-style-type: none"> To identify the meaning of unfamiliar words based on the context with high accuracy. 	<ul style="list-style-type: none"> Reading Activity Speaker Flashcards Mind map template Youtube Audio
Warm-up and Objective Discussion	
Students listen to a short audio about a narration of a soccer game. Students take turns explaining what the broadcaster is narrating and try to identify which type of game is. Teacher explains the objective of the lesson by explaining to students the importance of detailed reading and how to apply it in everyday life.	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher introduces the new vocabulary through flashcards and through a diagram of a soccer field. Students give their ideas where they explain in which position of the field the player belongs to.</p> <p>Model Teacher models how to identify the meaning of the unfamiliar words from the reading by filling the first division of the brace map.</p>	
Guided Practice	
Students read the text out loud and circle words that they think are important for the reading. Teacher asks students why they think the soccer players position has a different font. Students give their ideas and teacher restates the objective of the class. Students are divided into groups. Along with the teacher, students complete the first player position from the reading and fill in the first division of the brace map.	
Independent practice	
Students complete the rest of the brace map with the soccer player positions. Students share their answers out loud and teacher checks for any misunderstanding.	
Assessment	
Students write a conclusion of the reading by paraphrasing in a small paragraph the meaning of the roles of the soccer players.	

Annexes

Annex 1: Youtube Audio “Football Narration”

- Super 6. (2020, September 8). “Here’s Hogg. . . DEENEY!” | best end to a football match EVER [Video]. Youtube. <https://www.youtube.com/watch?v=6TnKvIQ2h7s>

Annex 2: Vocabulary Flashcards



Annex 3: Reading Activity

What are some of the differences between football, soccer, and rugby?



Soccer

Also known as football in Europe, soccer is a sport played with two teams of 11 players each. It has become the most popular sport in the world. It is a sport that only needs a ball and is played on a rectangular grass field, sand, or artificial turf that has a goal at each end. The opposing goal using their feet only. Each person on the team has a role. There are the **defenders**, the **attackers**, the **midfielders**, the **forwards** and the **goalkeeper**. The goalkeeper is the only player who can use their hands or arms to throw the ball. The team with the highest number of goals by the end of the game wins. If the **score** is tied at the end of the game, the referee declares a **tie** or the game goes on for 30 more minutes. If the game is still tied, penalty kicks decide the winner.

Retrieved from: [https://www.sciencedaily.com/terms/football_\(soccer\).htm](https://www.sciencedaily.com/terms/football_(soccer).htm)

World Fact

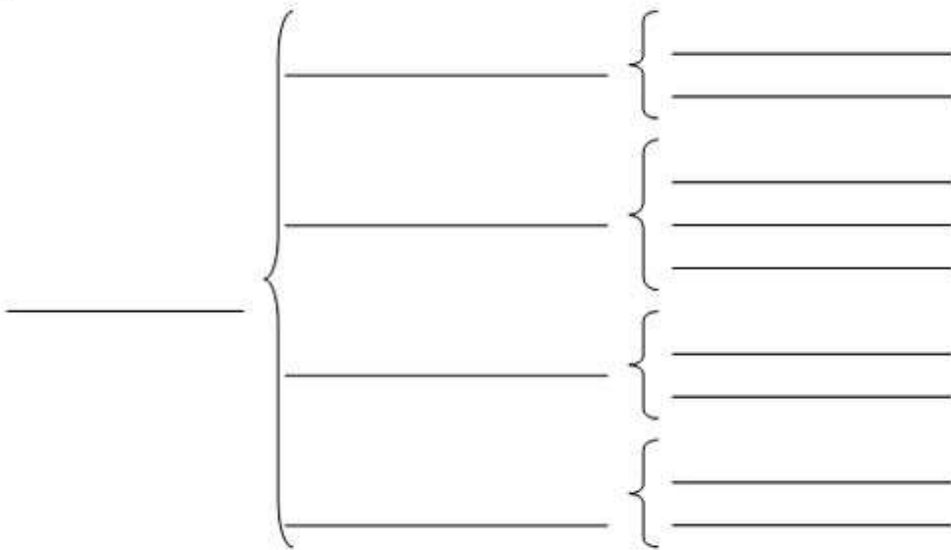
American football, rugby, and soccer are all football. The word *football* comes from a family of sports. Rugby Football and Association Football were invented in England. Rugby football is known as rugby. The word “association” became “assoc”.



Legend:

- Goalkeeper
- Defenders
- Midfielders
- Forwards

Annex 4: Brace Map Template





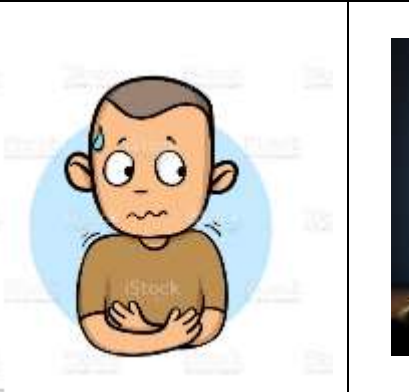


LESSON PLAN 8

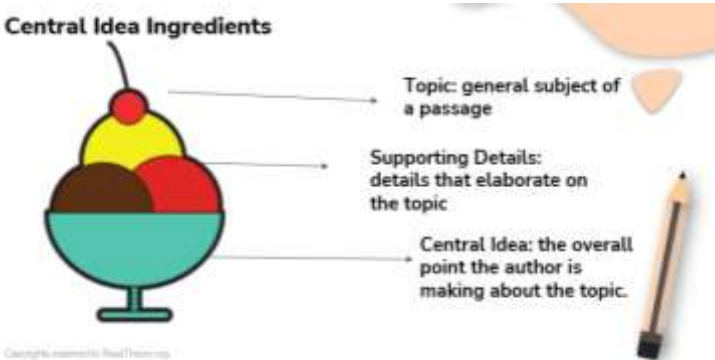
Class: 10 th Grade EGBS N^o Students: 33 students	School year: 2021-2022
Language Level: A2.1	Topic: Richard Carapaz
Date: 27/05/2022	Type of institution: Public
Teacher Student: Alicia Diaz Chavez	Schedule: 13:15 – 14:25 Time per lesson: 70 minutes
Lesson Objectives	Resources
At the end of the lesson, students will be able to: <ul style="list-style-type: none"> • To correctly outline the main idea of the text. • To identify the supporting details of the main idea. 	<ul style="list-style-type: none"> - Reading Activity - Flashcards - Outline - Flipchart
Warm-up and Objective Discussion	
<p>Hot Potato: Students are given a sheet of paper with a prompt topic “Famous Sportsman”, the first students from every row completes the sheet with one key word that they can connect to the topic. After the have finished, the pass the sheet to their classmate, who is directly behind, and the process is repeated. Students must not repeat words.</p> <p>Teacher asks students if they know any famous Ecuadorian sportsman, after some answers teacher explains that the objective of today, which is to correctly outline the main idea of a text and to identify the supporting details.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher explains vocabulary from the reading to students by using pictures. Teacher uses a power point presentation “Main ideas ingredients” and pictures to familiarize students with how to identify main ideas.</p> <p>Model Teacher models how to identify the main idea of the text by using a sample text and thinking out loud. Teacher models how to fill in an outline to recognize the main ideas of the text and supporting details.</p>	
Guided Practice	
Students are given a sample text about Soccer in Ecuador, students and teacher complete the outline where students can understand clearly what is the main idea of the topic and its supporting details.	
Independent practice	
Students read a story about Richard Carapaz and complete an outline for main ideas by themselves.	
Assessment	
Students complete a worksheet about central ideas in a text.	

Annexes

Annex 1: Flashcards for Vocabulary

		
Become	Win	Negotiate
		
Give	Agree	Catch
		
Accomplishment	Goosebumps	Spotlight

Annex 2: Main Ideas Ingredients PowerPoint Presentation



Annex 3: Outline to identify main ideas

What is the Main Idea?

Name _____

Title: _____

MAIN IDEA: _____

DETAIL: _____

DETAIL: _____


DETAIL: _____

Annex 4: Sample Text “Soccer in Ecuador”

13

SOCCER IN ECUADOR

Like most of Central and South America, Ecuador is soccer-mad and it can be said that soccer, popularly known as “futbol”, is the national sport of Ecuador. Soccer in Ecuador does not have the same association with middle class “Soccer Moms” that is typical in the United States. Rather, because of its basic simplicity and the lack of any necessary equipment besides a ball, soccer thrives in lower income working class areas where it is often the only recreational outlet available.





Active Windows
www.microsoft.com/windows

Annex 5: Reading activity “Richard Carapaz”

Richard Carapaz

While you read, pay attention to any words you don't know and underline them.



Ecuador doesn't have a great cycling culture, but a look at the front page of many newspapers left no doubt that Richard Carapaz, the “Locomotive of Carchi”, became an Ecuadorian legend. The athlete from Carchi achieved great status when he won the 2019 Giro d'Italia, a tremendous accomplishment achieved through hard work and dedication. He gave the Ecuadorian people goosebumps and made his nation proud. The Ecuadorian government negotiated with ESPN and agreed to broadcast the final race live on television. Parks and squares were full by 6 a.m., principally in Carchi, Carapaz's home province. In Quito, around 5,000 fans got together to cheer on Carapaz. His accomplishments clearly caught the attention of the entire nation, where cycling had never been in the spotlight.

Annex 6: Worksheet central ideas in texts

NAME _____ DATE _____

America's Favorite Dish

Did you know that every second, there are 350 slices of pizza sold in America? That's a lot of pizza! Americans love pizza so much, that 1 in 8 people eat it for dinner each night. Most Americans have a favorite pizzeria and there are plenty to choose from. There are nearly 70,000 pizza restaurants in the United States, so finding a place to get a slice is not hard, but choosing which tasty toppings to include might be. Although, there is one topping that nearly all Americans do agree on. Pepperoni is included on at least 1/3 of pizza orders. Now that you have learned about Americans' love of pizza, perhaps it's time to think about what to have for dinner.

Central Idea

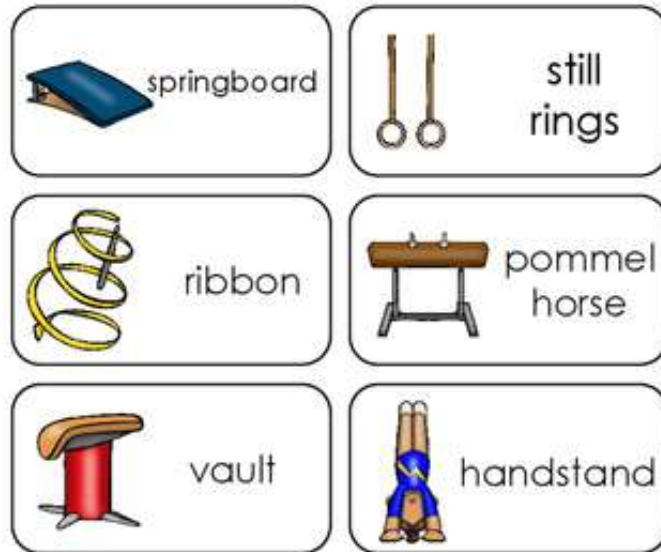
Supporting Details

LESSON PLAN 9

Class: 10 th Grade EGBS N^o Students: 33 students	School year: 2021-2022
Language Level: A2.1	Topic: Gymnastics in the Olympics
Date: 30/05/2022	Type of institution: Public
Teacher Student: Alicia Diaz Chavez	Schedule: 14:25 – 15:35 Time per lesson: 70 minutes
Lesson Objectives	Resources
Based on the reading and the given questions, students will be able: <ul style="list-style-type: none"> ❖ To state specific information of small paragraphs in a graphic organizer. 	<ul style="list-style-type: none"> - Pedagogical Module - Flashcards - Outline - Flipchart
Warm-up and Objective Discussion	
<p>Questioning: Students are given questions about the Olympics. “What do you know about the Olympics?” “Do you know what sports are practiced in the Olympics?” Students brainstorm their ideas to the class and teacher annotates some sports on the board. After answering, teacher explains to students the topic and the objective of the class.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher explains vocabulary from the reading to students by using flashcards. Students guess what the meaning of the word is based on the picture.</p> <p>Model Teacher models how to fill in a KWL chart to scan for information on a text. Students give their ideas to the class about what they know about Gymnastics in the Olympics and teacher fills in the “Know” section of the table in the flipchart.</p>	
Guided Practice	
<p>Students are asked to complete, using their own words, the “Know” section of the KWL chart. Students are asked to fill in the “Want to know” with questions about the reading.</p>	
Independent practice	
<p>With the questions in mind, students read the text about “Gymnastics in the Olympics” and find the required information. Students read silently the first time, and then out loud to find the ideas.</p>	
Assessment	
<p>Students complete the “What I learned” aspect of the table using their own words to explain the main ideas of the text.</p>	

Annexes

Annex 1: Flashcards about Gymnastics



Annex 2: KWL Sample Chart

Topic: Photosynthesis

Know	Want	Learn
<p>Photosynthesis is a process used by plants and other organisms.</p> <p>It converts light energy into chemical energy.</p>	<p>What is the basic process of photosynthesis?</p> <p>What are the advantages of photosynthesis?</p>	<p>During photosynthesis, light energy is captured and used to convert water, carbon dioxide, and minerals into oxygen and energy-rich organic compounds.</p> <p>Photosynthesis helps in providing oxygen in the atmosphere and decreases the concentration of carbon dioxide.</p>

Annex 3: Questions from the Reading Activity

1. What are some of the events in women's gymnastics?

2. What skills do gymnasts need to have?

3. Which event do you think would be the most difficult? Why?

Annex 4: Reading Activity about Gymnastics

World Fact

Greeks believed that a balance between the mind and body was only possible when physical exercise went along with mental activity. Philosophers like Aristotle, Homer, and Plato recommended the strengthening properties of gymnastics.



Gymnastics in the Olympics

Changing and beautiful, Olympic gymnastics is a **breathtaking** show.

Gymnastics was one of the original sports in the Olympic Games. This sport demands athletes to perform on a variety of equipment trying to be perfect. These are some of the women's gymnastics events:

Beam

In this event, gymnasts must be very precise in keeping their balance while they do flips, turns, and jumps on a beam that is 1.2 meters above the ground, and measures 5 meters long, and just 10 centimeters wide.

Floor

Here, gymnasts have to perform a 90-second routine with music. The act must involve a combination of gymnastics, dance, and interpretation.

Uneven Bars


For this, gymnasts must have a lot of upper body **strength**. They make a variety of movements going from the low to the high bars. They need to finish with their feet together to get a good score.

Springboard

Here, gymnasts run, then jump. They are judged on how they move in the air.

Retrieved from: <https://www.olympichannel.com/en/stories/news/detail/rhythmic-and-artistic-gymnastics-explained/>

Annex 5: KWL Chart



Name _____ Date _____

KWL Chart

What I Know	What I Want to Know	What I Learned

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LESSON PLAN 10

Class: 10 th Grade EGBS Nº Students: 33 students	School year: 2021-2022
Language Level: A2.1	Topic: Past Simple Regular Verbs Spelling
Date: 02/06/2022	Type of institution: Public
Teacher Student: Alicia Diaz Chavez	Schedule: 15h55 – 16:30 Time per lesson: 35 minutes
Lesson Objectives	Resources
After analyzing the spelling rules of regular verbs, students will be able: <ul style="list-style-type: none"> ❖ To successfully write the correct form of regular verbs. 	<ul style="list-style-type: none"> - Flipchart Regular Verbs - Past Simple Worksheet - Regular Verbs worksheet - Flashcards Regular Verbs
Warm-up and Objective Discussion	
Hot seat: Teacher divides the class into two teams. One student from the group sits in the “hot seat”, the teacher shows the vocabulary word directly behind that student and their group has to elicit the word from the student in the hot seat without saying the word directly.	
Instruct (Teach) and Model	
Instruct (explain) Teacher explains the rules for creating regular verbs in the past. Teacher shows through a flipchart the most common spelling rules for regular verbs.	
Model Teacher shows students flashcards with regular verbs. Teacher models how to change the verbs according to the rules of spelling.	
Guided Practice	
Teacher presents students with flashcards of regular verbs in its base form. Students mention what the meaning of the word is. Later, one student is asked to come to the board and write the correct past form of the verb.	
Independent practice	
Students complete a small worksheet where they write the past form of the regular verbs following the rules.	
Assessment	
Students complete a worksheet about regular verbs and its affirmative form.	

Annexes

Annex 1: Flipchart about Regular Verbs

SPELLING RULES
with the Regular Verbs

Regular verbs ending in **-e**, add **d** only:
like - liked arrive - arrived

Regular verb with one syllable, with a single vowel and ending in a single consonant, double the final consonant:
stop - stop**ped** rob - rob**bed**

Regular verbs ending in a consonant + **-y**, change the **-y** into **i** and add **ed**:
Study - stud**ied** cry -cri**ed**

However regular verbs ending in a vowel + **-y**, add **ed**:
Play - play**ed** stay -stay**ed**

Annex 2: Flashcards Regular Verbs



Annex 3: Regular Verb Worksheet

A) Write the Past Simple form of the verbs

a) Play _____	m) Walk _____
b) Watch _____	n) Listen _____
c) Wait _____	o) Check _____
d) Ask _____	p) Want _____
e) Call _____	q) Deliver _____
f) Decide _____	r) Work _____
g) Warn _____	s) Wash _____
h) Try _____	t) Turn _____
i) Question _____	u) Observe _____
j) Need _____	v) Live _____
k) Laugh _____	w) Kiss _____
l) Kill _____	x) Invite _____

Annex 4: Regular Verb Assessment Worksheet

Past Simple Regular Verbs

SPELLING RULES:

-ed
walk - walked
talk - talked
answer - answered

-e -d
Dance - danced
Like - liked
Arrive - arrived

Consonant + y → -ied
study - studied
tidy - tidied
carry - carried

vowel + y → -yed
play - played
enjoy - enjoyed
stay - stayed

Write the past simple of the following verbs in the right place.

close finish like open prepare touch try want
stay enjoy cook plan admit trace ask type
play

Verb + -ed

Verb + -d

Vowel + y + -ed

Consonant + y + -ied







LESSON PLAN 11

Class: 10 th Grade EGBS N^o Students: 33 students	School year: 2021-2022
Language Level: A2.1	Topic: Past Simple Irregular Verbs
Date: 03/06/2022	Type of institution: Public
Teacher Student: Alicia Diaz Chavez	Schedule: 13:15 – 14:25 Time per lesson: 70 minutes
Lesson Objectives	Resources
After analyzing the rules of past simple and the form of irregular verbs, students will be able: <ul style="list-style-type: none"> ❖ To write simple sentences about their daily routine in the past. 	<ul style="list-style-type: none"> - Word Search Puzzle - Daily Routine Flashcards - Classification table of Irregular Verbs
Warm-up and Objective Discussion	
<p>Onion Ring: Students are put into a circle and end up with a partner in front of them. Each pair is given a flashcard about regular verbs, one partner answers the meaning and the correct form of the verb. On the teacher’s signal, students move places and create new pairs. The new partner repeats the task.</p> <p>Teacher explains to students the objective of the class and asks students to think of when they can use the past simple.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher writes a sentence on the board and asks students to say if it is in present or past. After students recognize the tense (present), teacher asks students to change it to the past. Students say out loud the sentence in the past and teacher writes it on the board. Teacher then explains that in the past, there is something known as irregular verb, and mentions that they cannot be inferred, rather they need to be learned by heart.</p> <p>Model Teacher shows students a table with the most common irregular verbs. Teacher models how to memorize them with the help of the table (with the meaning and its classification).</p>	
Guided Practice	
<p>Teacher gives students flashcards about daily routines and asks students to infer the meaning from the context.</p> <p>After that, teacher writes prompt phrases on the board about “Daily routines in the past” (Yesterday, I _____ at 6 A.M.)</p> <p>Students guess which flashcards fits best in the sentence.</p> <p>One student goes to the board and sticks the flashcard on the board and then fills with the correct form of the verb the sentence.</p>	
Independent practice	
Students complete a search word puzzle by identifying the correct form of the verb in the past.	
Assessment	
Students create 6 sentences using the past simple form and the irregular verbs they learned.	

Annexes

Annex 1: Irregular Verb Table

THE MAIN IRREGULAR VERBS OF THE ENGLISH LANGUAGE CLASSIFIED BY SOUND

	VERB BASE	PAST	TRANSLATION
THE MOST IRREGULAR			
	BE	Was/were	
	DO	Did	
	GO	Went	
	SEE	Saw	
	HAVE	Had	
MY FAVORITE (THOSE THAT DO NOT CHANGE)			
	BET	Bet	
	COST	Cost	
	CUT	Cut	
	HIT	Hit	
	HURT	Hurt	
	LET	Let	
	PUT	Put	
	READ	Read	
SHUT	Shut		
THOSE THAT LIKE "T"			
	BEND	Bent	
	BUILD	Build	
	DREAM	Dreamt	
	LEARN	Learnt	
	SEND	Sent	
THOSE THAT GO -EW, -OWN, OR AWN			
	BLOW	Blown	
	DRAW	Drawn	
	FLY	Flew	
	GROW	Grew	
	KNOW	KNEW	
THE -OUGHT OR -AUGHT VERBS			
	BRING	Brought	
	BUY	Bought	
	CATCH	Caught	
	FIGHT	Fought	
	TEACH	Taught	
	THINK	Thought	
THOSE WITH "EE" BECOMING "E"			
	BLEED	Bled	
	FEED	Fed	
	FEEL	Felt	
	KEEP	Kept	
	LEAVE	Left	
	SLEEP	Slept	

Annex 2: Flashcards Irregular Verbs



Annex 3: Search Word Puzzle Irregular Verbs

IRREGULAR VERBS WORDSEARCH
 FIND THE SIMPLE PAST OF THE FOLLOWING VERBS

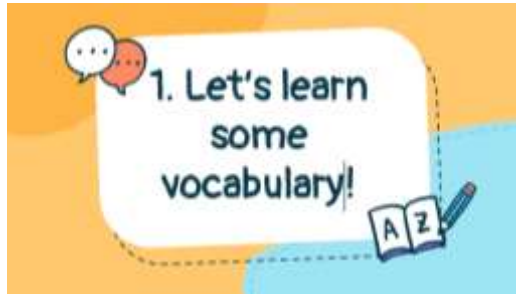
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LESSON PLAN 12

Class: 10 th Grade EGBS Nº Students: 33 students	School year: 2021-2022
Language Level: A2.1	Topic: Past Simple Reading
Date: 06/06/2022	Type of institution: Public
Teacher Student: Alicia Diaz Chavez	Schedule: 14:25 – 15:35 Time per lesson: 70 minutes
Lesson Objectives	Resources
After reading the given questions and the short text, students will be able: <ul style="list-style-type: none"> To state specific information by using a multi-flow mind map 	<ul style="list-style-type: none"> - PowerPoint Presentation - Reading Activity - Multi-flow Mind map
Warm-up and Objective Discussion	
<p>Read-and-race: Teacher puts pieces of paper in front of the board with sentences, students are divided into groups and divided into readers and writers. Readers run towards the board and try to memorize as many sentences as they can, then they run back to the writers and dictate the sentences. The group that finishes first without any mistake wins. Teacher explains to students the objective of the class and asks students to remember the importance of scanning texts.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher presents the vocabulary words using the pictures and by giving students some synonyms of the word. Teacher introduces some tips on how to scan information in a text by giving tips.</p> <p>Model Teacher models how to scan information in a small text about “The Goliath Birdeater Spider”. Teacher models how to fill in a multi-flow mind map of cause and effect to understand better the information of the text.</p>	
Guided Practice	
<p>Teacher shows students a set of pictures structurereading, as well as the title of the text. Teacher asks students to predict what the story will be about. Students exchange ideas until they reach a general consensus. Students read the questions about the reading to identify what they need to look for. Teacher asks students to identify the key word of the questions and corrects if necessary.</p>	
Independent practice	
<p>Students read the text quickly, only one time while looking for the key words from the questions and highlight the answers in the text. Students complete a multi-flow mind map creating cause-effect connection about the questions from the reading.</p>	
Assessment	
<p>Students create a summary of the most important points from the reading using the information from themind map.</p>	

Annexes

Annex 1: Slides for Vocabulary



SYNONYM: NOT RECOGNIZED



SYNONYM: BE INTERESTED IN

FALL UNDER ITS SPELL



Synonym: Be fascinated with something

SUMO WRESTLING



WANNABE



Synonym: Aspirant at something

Annex 2: Tips for Scanning

First read the questions to find key words.



- 01 What does the Goliath birdeater spider eat?
Key word: **eat**
- 02 How does the Goliath birdeater kill its prey?
Key words: **kill, prey**
- 03 Why are Goliath birdeaters frightening?
Key word: **Frightening**

02 TIPS FOR SCANNING

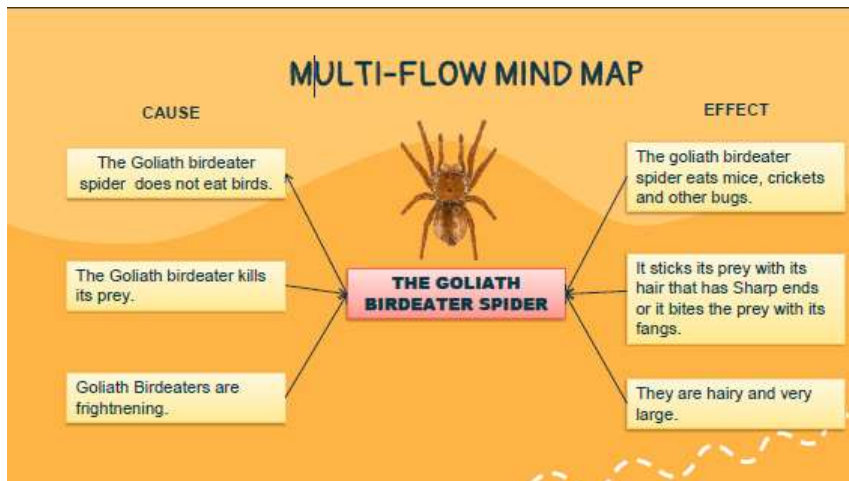
- ANSWER**
"Right here" questions.
- FIND**
A key word or number in the question.
- MOVE**
Your eyes quickly across the text until you find the key word.
- LOOK FOR**
The answer around the key word.

Annex 3: Sample Text for Scanning

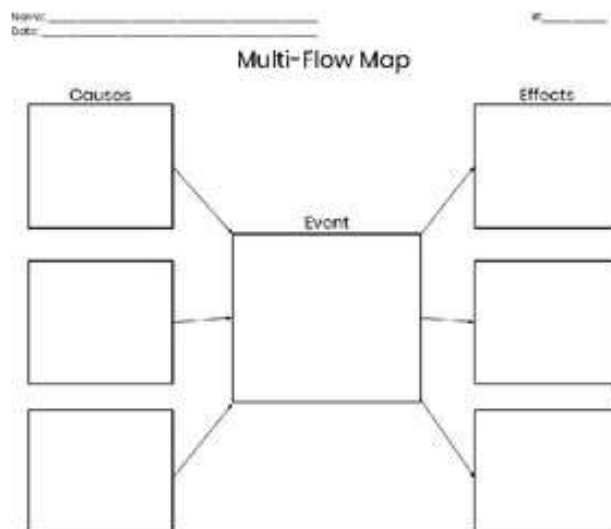
The Goliath Birdeater spider's name isn't quite right. Goliath means "large" and it is the biggest spider in the world, but it **does not eat** birds. It **eats** mice, crickets and other bugs. The Goliath birdeater can **kill** its **prey** in two ways. It sticks its prey with its hair that has sharp point ends or bite with its fangs and poison its prey. Goliath Birdeaters can be **frightening** since they are hairy and very large.

The Goliath Birdeater Spider

Annex 4: Mutli-flow Mind map



Annex 5: Multi-flow Mind Map Template



Annex 6: Reading Activity “Cartoons and Sports”

Before Reading

Think of a TV series or a movie about sports or athletes. What kinds of sport do the characters practice? Do you enjoy watching it? Why or why not?



Cartoons and Sports

Captain Tsubasa: the animated star who changed the face of Japanese soccer and inspired Messi and Iniesta

The Japanese soccer team, Samurai Blue, went from an unknown team to regulars in the World Cup. Their revolution is due to the formation of the country's first professional soccer league in the 1990s, but also to one player that inspired a generation of soccer players to **take up** the now favorite sport. That player is Tsubasa Oozora, the fictional 11-year-old soccer-obsessed student.

Writer Yōichi Takahashi thought of Tsubasa during his high school years. In the 1970s and 80s, sumo wrestling was the national sport of Japan. In 1978, the World Cup in Argentina was televised live in Japan, and it captivated Takahashi.

The more he researched soccer, the more he learned about it. He quickly fell under its **spell**. It was not Japan's favorite sport, but it was the world's favorite sport. Takahashi created Tsubasa, the young **wannabe** soccer star, who survived a bus hitting him because of the soccer ball he held.

Tsubasa is in more than, 6 animated series, 4 films, 14 multi-console video games, toys, clothes, and much more. It is very popular and captured the imagination of thousands of children, including soccer players Messi, Fernando Torres, Alessandro Del Piero, Andrés Iniesta, Lukas Podolski, Zidane, and many more.

Retrieved from: <https://thesefootballtimes.co/2018/06/11/captain-tsubasa-the-anime-star-who-changed-the-face-of-japanese-football-and-inspired-messi-iniesta-and-nakata/>

Answer the next questions:

1. Why is Tsubasa important in the history of soccer?

Key Word:

2. What type of merchandise of this anime can people get?

Key Word:

3. What is the relationship between Captain Tsubasa and Messi?

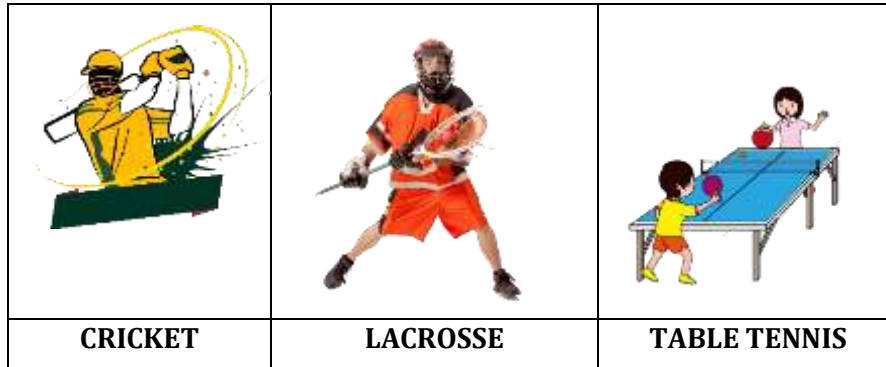
Key Word:

LESSON PLAN 13

Class: 10 th Grade EGBS Nº Students: 33 students	School year: 2021-2022
Language Level: A2.1	Topic: Sports around the world
Date: 09/06/2022	Type of institution: Public
Teacher Student: Alicia Diaz Chavez	Schedule: 15:55 – 16:30 Time per lesson: 35 minutes
Lesson Objectives	Resources
After analyzing the text, students will be able: <ul style="list-style-type: none"> To correctly paraphrase the meaning of unfamiliar phrases. 	<ul style="list-style-type: none"> - Flashcards - Flipchart - Reading Activity - Outline Template - Flipcharts
Warm-up and Objective Discussion	
<p>The communication Game: Students are grouped into a single row. Teacher relays a message through mimes to the first student of the row and the student passes it down until the end of the row. The last and first student present the message to the class to check how much it changed.</p> <p>Teacher explains to students the objective of the class and explains why paraphrasing is important in everyday life.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher presents new vocabulary using pictures and mimes. Teacher explains to students what paraphrasing is and what it consists of.</p> <p>Model Teacher models how to paraphrase the information in a text, and to use only the important information by using a sample text.</p>	
Guided Practice	
<p>Teacher shows students a set of pictures from the reading, as well as the title of the text. Teacher asks students to predict what the story will be about. Students write down their ideas on the outline. Students read the short story to familiarize with the topic and highlight the important vocabulary from the reading that they think can help answer the questions.</p>	
Independent practice	
<p>Students paraphrase only the important vocabulary of the reading they highlighted. Students read a second time with the idea of the new vocabulary and try to paraphrase the ideas from the text to answer the questions from the reading.</p>	
Assessment	
<p>Students create a paraphrase of the reading using their own words and selecting only the most important information in the reading.</p>	

Annexes

Annex 1: Vocabulary Pictures



Annex 2: Paraphrasing Model

“A Day at School in Kyrgyzstan” by Kathryn

What the Text Says

It's 7:30 a.m. and I'm on my way to school. I'm wrapped in a gigantic coat, hat, and scarf to keep out the winter chills as I walk. It's still dark out, but I pass vendors setting up shops, families driving donkey carts, and men standing outside their cars. I also pass groups of students, who wave to me and say, "Hello, Miss Kathryn!"

Saying This in Our Own Words

A person is going to school in the morning. It is cold and dark because it is winter.

Annex 3: Reading Activity

Common Sports Around the World

Each country has its own preferences in everything. These are the most common sports in some countries.

In Australia, cricket, football, and rugby are very popular. In Canada, people like practicing ice hockey, but also lacrosse, Canadian football, basketball, and baseball. Chinese people enjoy various sports like martial arts, basketball, football, table tennis and volleyball. In France, many people watch and practice sports like soccer, rugby, motorsports, and cycling. For Germans, watching and playing soccer is very common. In India it is not difficult to find people who love cricket. In Japan, people enjoy watching or practicing sumo, judo, karate, and kendo. The Japanese are also interested in western sports such as baseball and football. Some say sports in the United States are going through a revolution now. People believe that in this country American football, basketball, and baseball are the only popular sports, but more and more Americans are interested in other sports like hockey and soccer.

The truth is that it is typical for a country to generally prefer a sport or two, but most like watching all sorts of sports.

Retrieved from: <https://viva-mundo.com/en/noticia/post/what-motivates-students-study-abroad>

1. What does the article refer to with the phrase “each country has its own preferences”?

2. What is common for people of all countries?

3. What are some wrong ideas people have about sports in other countries?

Annex 4: Outline Template

DETAILED READING NOTES

Text Title:

Author:

Before Reading

I can infer from the tittle and pictures that:

After I read:

List extracts from the reading that you consider are important to answer the questions from the paragraph. Paraphrase these ideas to check your understanding.

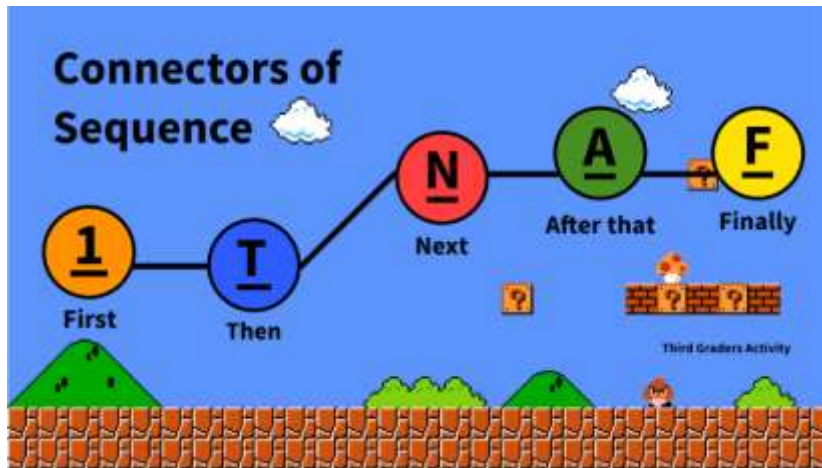
What other question you have after reading?

LESSON PLAN 14

Class: 10 th Grade EGBS N^o Students: 33 students	School year: 2021-2022
Language Level: A2.1	Topic: The most memorable moment in Sports.
Date: 10/06/2022	Type of institution: Public
Teacher Student: Alicia Diaz Chavez	Schedule: 13:15 – 14:25 Time per lesson: 70 minutes
Lesson Objectives	Resources
After analyzing the questions and seeing the example, students will be able: <ul style="list-style-type: none"> To write a small narration about a sport event that happened in the past. 	<ul style="list-style-type: none"> - Flashcards - Flipchart - Writing Prompt
Warm-up and Objective Discussion	
<p>Pick and Fan: Students are divided into groups of four and each student is given a role of moderator, reader, thinker, and paraphraser. Students are given flashcards for irregular verbs and must answer correctly.</p> <p>Teacher explains to students the objective of the class and checks for understanding regarding the activities that students must present.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher presents the topic of sequencing connectors by using a flipchart in the form of a game. Teacher explains the meaning and use of the sequencing connectors. Teacher reminds students of the 4 “WH” questions and the meaning of them.</p> <p>Model Teacher models how to answer the 4wh questions and the sequencing connectors by narrating the “2019 Giro d’Italia”.</p>	
Guided Practice	
<p>Students and teacher complete a small activity about sequencing connectors and the past simple. Teacher checks for any mistakes about the activity. Students brainstorm ideas about important events in sports. Teacher writes the ideas on the board and divides students into groups based on the ideas they have.</p>	
Independent practice	
<p>Students complete the writing prompt about the important event by using the correct grammatical structure.</p>	
Assessment	
<p>Students create the first draft using the correct sequencing connectors and the grammatical structure.</p>	

Annexes

Annex 1: Flipchart “Sequencing Connectors”



Annex 2: Wh questions + Past Simple

WH-QUESTIONS				
What		you	play	yesterday?
		he	go	last week?
Where		she	meet	
	did	they	have lunch	last weekend?
Who		Sarah	buy	
		James	visit	3 years ago?
		Tony and Sam		

Annex 3: Narrative Text Example

First, Carapaz’s attack 3K from the summit of the Colle San Carlo, the penultimate climb of Stage 14, might have been the moment that decided the Giro. **Then**, he chose to mark Roglič, with whom he had been feuding via the press for several days, and Landa, the Giro’s best climber who mounted a powerful attack the day before. **Next**, Nibali considered Carapaz a threat and covered his acceleration, which caused him to lose more time to the Movistar rider. **Finally**, Carapaz took advantage of every opportunity presented to him and using the strength of his team (and the hubris of his rivals) to his advantage won the 2019 Giro d’Italia.

LESSON PLAN 15

Class: 10 th Grade EGBS Nº Students: 33 students	School year: 2021-2022
Language Level: A2.1	Topic: The most memorable moment in Sports. (Presentation)
Date: 13/06/2022	Type of institution: Public
Teacher Student: Alicia Diaz Chavez	Schedule: 14:25 – 15:35 Time per lesson: 70 minutes
Lesson Objectives	Resources
After observing the example, students will be able: <ul style="list-style-type: none"> To report on an important past event about Ecuadorian sports using the correct structure of the past simple. 	<ul style="list-style-type: none"> - Picture - Grading Scale - Self-grading scale
Warm-up and Objective Discussion	
<p>Show a picture: Students are shown a picture about a famous moment in Ecuadorian sports. Students try to predict what memorable moment is and why is it memorable. Teacher explains to students the objective of the class and checks for understanding about the activity.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher reminds students of the use of sequencing connectors and to help students with their writing. Teacher presents to students the grading scale that she will use to grade students' performance and asks students to check if it needs any modification.</p> <p>Model Teacher models some common mistakes that students should avoid regarding the presentation of the narration and checks for any question regarding pronunciation.</p>	
Guided Practice	
Students correct any mistake that they might have and join in groups to practice the presentation of their project.	
Independent practice	
Students present the activity to the class as if they were narrators of a sport event.	
Assessment	
Students fill in a self-grading scale for the presentation of their project.	

Annexes

Annex 1: Picture for lead-in



Annex 2: Scale for Oral Presentation

	Poor 1-2	Fair 3-4	Good 5-6	Very good 7-8	Excellent 9-10
Fluency (speed, naturalness, lack of hesitation)					
Accuracy (grammar: syntax and general structures)					
Vocabulary (use of words, expressions from studied unit/s/ course for the picture's description)					
Pronunciation (stress, rhythm, intonation patterns)					
Content (precision and length in describing the subject matter and picture elements)					
Total:out of 50.					
Comments and suggestions:					
.....					

Annex 3: Self-grading Scale

I'm completing this self-evaluation based on what I learned in the module.				
Self-evaluation	I check ✓ the box that most applies to me			
	I do it very well	I do it somewhat well	I can improve	I can't do it without help
I can narrate a historic event related to sports using sentences in the past simple.				
I can explain an entertaining plan using phrasal verbs related to entertainment.				
I can identify and express the benefits of sports using vocabulary related to sports.				

LESSON PLAN 16

Class: 10 th Grade EGBS Nº Students: 33 students	School year: 2021-2022
Language Level: A2.1	Topic: The study of Crime
Date: 16/06/2022	Type of institution: Public
Teacher Student: Alicia Diaz Chavez	Schedule: 15:55 – 16:30 Time per lesson: 35 minutes
Lesson Objectives	Resources
After reading the text and the given questions, students will be able: <ul style="list-style-type: none"> To identify specific information about the reading by using context clues. 	<ul style="list-style-type: none"> - Flipchart - Bubble map template - Vocabulary Worksheet - Reading Activity
Warm-up and Objective Discussion	
<p>Kim’s Game: Teacher presents flashcards about daily routines. Students are given time to memorize the cards. Teacher asks students to cover their eyes. Teacher removes one card and students have to remember which car is missing. Teacher explains to students the objective of the class and checks for understanding of the activities.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher introduces students to new vocabulary through the use of flashcards and realia. Teacher reminds students how to scan and asks students to mention some of the ideas from previous classes.</p> <p>Model Teacher models how to scan a text with the use of bubble maps and by using a sample text about “Good reasons for athletes to learn a new language”.</p>	
Guided Practice	
<p>Students read the questions from the reading to find the key information they should look for. Teacher asks students to mention them to the class to check for any mistakes. Students read the text and highlight the information that is necessary to answer the questions.</p>	
Independent practice	
<p>Students complete a bubble map about the reading, putting the main idea in the center and dividing the information in the rest of the bubbles.</p>	
Assessment	
<p>Students complete a worksheet about key information from the text by using the tips learned during class.</p>	

Annexes

Annex 1: Daily Routine Flashcards



Annex 2: Flashcards for study of crime



Annex 3: Sample Text “Good reasons for athletes to learn a new language”

Good reasons for athletes to learn a new language

The Ontario Institute for Studies in Education lists the following benefits of learning another language from an athlete's point of view:

1. **Understanding different cultures:** A language tells us a lot about the way people who speak it think. When an athlete competes against people from different cultures, knowing their language is an important psychological advantage.

2. **Being autonomous and resourceful:** Big competitions don't usually happen in one's home city. Athletes must travel, and knowing the language may help them get around in different places.

3. **Improving location intelligence and increasing receptiveness:** In sports, it is important to be able to predict and comprehend the game, the opponent, and respond fast. When athletes learn another language, they can become more aware of expressing things.

These are just some of the multiple benefits of learning a language for athletes.

Annex 4: Reading Activity “The study of Crime”

THE STUDY OF CRIME

A BANK ROBBERY

► **READ THIS NEWSPAPER ARTICLE ABOUT A ROBBERY.**

A serious crime was committed yesterday in the centre of London. A million pounds was stolen from the Nat East Bank in Oxford Street by three robbers carrying guns. Customers in the bank were told to lie on the floor while the robbers took the money from the cash. Fortunately, nobody was killed during the robbery, but two people were hurt. They have been in hospital since yesterday morning.

We talked to a policeman after the robbery. This what he said: “We’re going to talk to all the customers in the bank at the time of the robbery and we’re going to start looking for these criminals immediately. They can’t escape from London because we’re going to close all the roads for five kilometres around Oxford Street. If the public help us, we will catch them”.

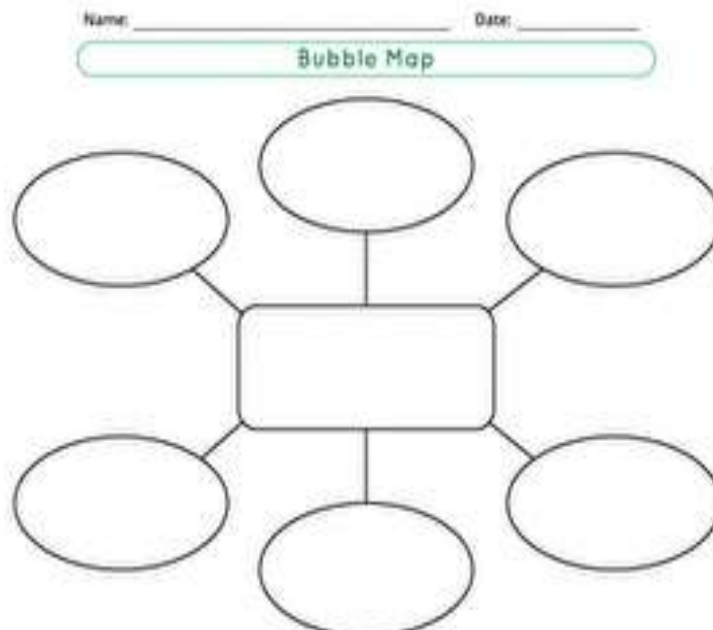
If you think you can help or if you know something about the robbery, please contact the Central London Police Unit on 207 7646805.

► **ANSWER THESE QUESTIONS ABOUT THE TEXT.**

1. How much money was stolen?
2. How many robbers were there?
3. How many people were hurt?
4. How long have they been in hospital?
5. What are the police going to do to the customers?
6. What are they going to do to the roads?



Annex 5: Bubble Map Template








LESSON PLAN 17

Class: 10 th Grade EGBS Nº Students: 33 students	School year: 2021-2022
Language Level: A2.1	Topic: Prisons around the world
Date: 17/06/2022	Type of institution: Public
Teacher Student: Alicia Diaz Chavez	Schedule: 13:15 – 14:25 Time per lesson: 70 minutes
Lesson Objectives	Resources
After reading the text and the given questions, students will be able: <ul style="list-style-type: none"> To compare and classify the details of a text about different prisons around the world by using a detailed table. 	<ul style="list-style-type: none"> - Flipchart - Flashcards - Compare and Contrast Outline - Reading Activity
Warm-up and Objective Discussion	
<p>Word Ladder: Teacher writes two words on the board “Live” and “Cake”. Students have to change one letter at a time until they reach the final word. Every letter they change must create a valid English word.</p> <p>Teacher explains to students the objective of the class and explains why comparing and contrasting is important.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher introduces new vocabulary to the class through the use of flashcards. Students try to explain in their own words what they think the words mean based on the picture. Teacher introduces students how to close read in order to gain an understanding of the text.</p> <p>Model Teacher models how to compare and contrast through the use of relevant information and specific words by showing a reading about “Basketball vs. Volleyball”.</p>	
Guided Practice	
<p>Students check the title and the pictures of the reading to predict what the reading will be about. Teacher asks students to mention their predictions. Students then read to confirm their ideas and to familiarize with the topic.</p>	
Independent practice	
<p>Students read again and underline with blue the similarities between the prisons and with red the differences between the prisons in the reading.</p>	
Assessment	
<p>Students complete a compare and contrast worksheet about the prisons by using the right information from the text.</p>	

Annexes

Annex 1: Flashcards for Prisons around the world

		
PUNISH	COMPLY	INMATE
		
OVERCROWDED	DOUBLE BEDROOM	

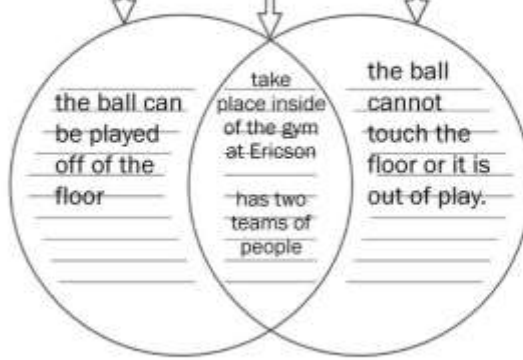
Annex 2: Compare and Contrast Text Sample

Compare and Contrast Title: _____

basketball

same

volleyball



Sports at Ericson

There are two popular sports played at Ericson, basketball and volleyball. Both take place inside of the gym at Ericson. Also, each sport has two teams of people. In basketball, however, the ball can be played off of the floor, and in volleyball, the ball cannot touch the floor or it is out of play. Basketball and volleyball are popular sports at Ericson.

Annex 3: Reading Activity

Prisons Around the World

The most famous prison in Europe is Aranjuez Prison located in Aranjuez, Spain. It lets parents and children with their incarcerated family members. With Disney characters on the walls, a nursery, and a playground, the is to prevent kids from realizing, as long as possible, that parent is behind bars. The cells are usually big in size and morel like a hospital room rather than a prison cell itself.



stay
goal
a
look



The most famous prison in America is Penal de Ciudad de Barrios. Located in San Miguel, El Salvador. These cells are just 12 feet wide and 15 feet tall, but they're usually packed with more than 30 people. They were initially constructed to serve as 72-hour holding cells, but many inmates stay for more than a year. Most of their days are spent pulling apart their clothes and using the thread to sew together hammocks, where they sleep stacked on top of one another like cords of wood.

The most famous prison in Africa is Luzira Prison. Located in Kampala, Uganda. In Luzira, inmates are assigned more responsibility that would be in similar prisons in the United Kingdom or the USA. Inmates assume responsibility for maintenance of harmony and functionality of the units where they live, including the growing and harvesting of food, its preparation and its distribution within the prison. Learning is encouraged, many men learning and teaching carpentry skills to



with
others.

Annex 4: Compare and Contrast Outline

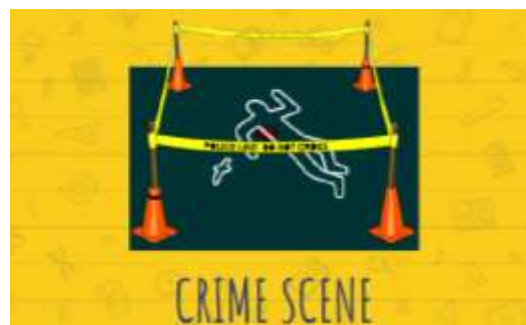
CHARACTERISTICS	AMERICA	EUROPE	AFRICA
PEOPLE PER CELL			
TYPE OF CELL			
ACTIVITIES INMATES CAN DO			

LESSON PLAN 18

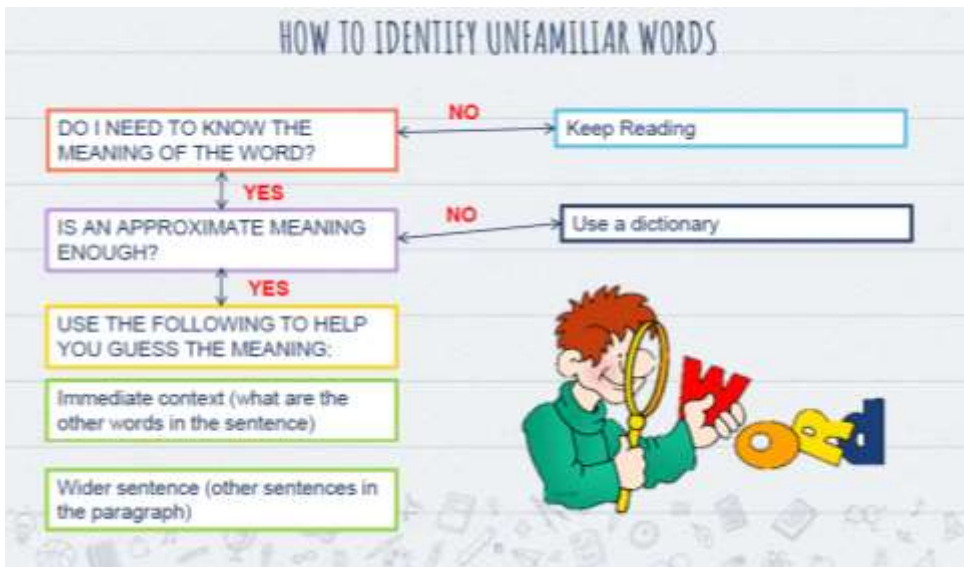
Class: 10 th Grade EGBS Nº Students: 33 students	School year: 2021-2022
Language Level: A2.1	Topic: Vocabulary on Crime
Date: 20/06/2022	Type of institution: Public
Teacher Student: Alicia Diaz Chavez	Schedule: 14:25 – 15:35 Time per lesson: 70 minutes
Lesson Objectives	Resources
After watching the pictures and reading the text, students will be able: <ul style="list-style-type: none"> To identify the meaning of words based on the context through the use of a word map. 	<ul style="list-style-type: none"> - Flashcard - PowerPoint Presentation - Word Map Template - Reading Activity
Warm-up and Objective Discussion	
<p>Jumble Words: Teacher writes words jumbled on the board, students try to recognize the words and arrange them to make sense. (aijl = jail)</p> <p>Teacher explains to students the objective of the class and explains the importance of expanding on vocabulary to gain more knowledge about the English language.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher introduces new vocabulary to the class through the use of pictures. Students try to explain in their own words what they think the words mean based on the picture. Teacher explains to students how to identify meaning of words from context using some tips for understanding.</p> <p>Model Teacher models how to identify the meaning of words through the use of a word map and using real life knowledge.</p>	
Guided Practice	
<p>Students check the title and the pictures from the vocabulary to predict what the story will be about.</p> <p>Students read the text a first time noting down the words that are in bold in the text.</p> <p>Students and teacher then fill in the first word map with the first word in bold.</p> <p>Students and teacher fill in the center square of the word map and identify a synonym for the words, a definition using students' ideas and asks students to use it in a sentence.</p>	
Independent practice	
<p>Students complete by themselves the rest of the words in bold and fill in the rest of the word maps.</p>	
Assessment	
<p>Students finish the word map by creating sentences using the new words learned in the right context.</p>	

Annexes

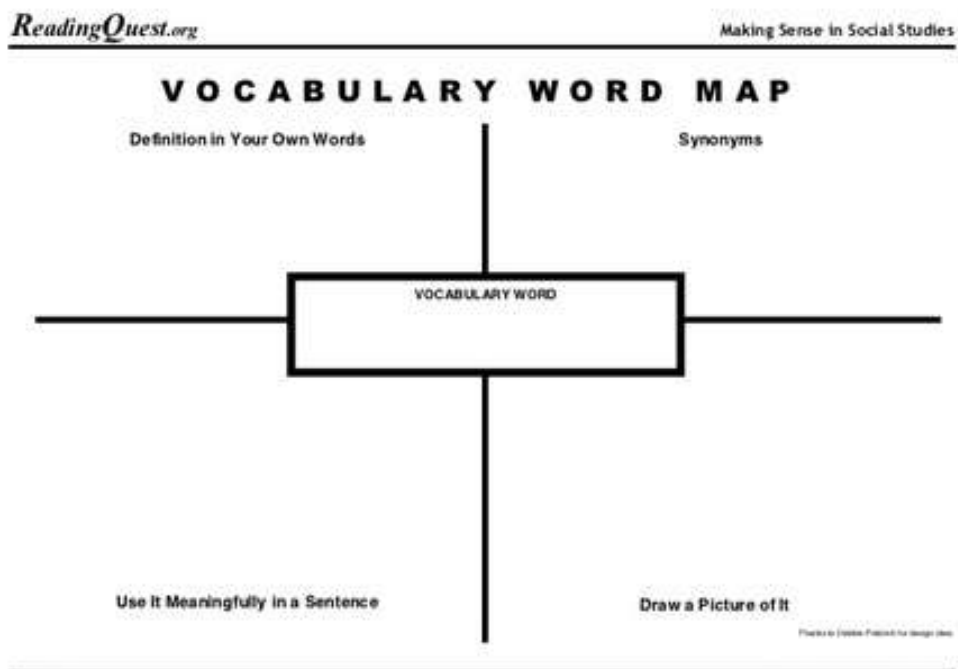
Annex 1: Pictures for Vocabulary



Annex 2: Tips from Guessing Meaning from Context



Annex 3: Word Map Template



Annex 4: Reading Activity “Vocabulary on Crime”

Vocabulary on crime

Mike is a journalist. He wanted to make an interview with Ricky Black, the director of Central Prison in Oswald. Read the interview and try to guess the meaning of the underlined words.

Mike: May I ask a few questions about the prisoners (1)?

Ricky Black: Of course. I’m listening to you.

Mike: Thanks. Do you have a difficulty in your job?

Ricky Black: Yes, it is very difficult job because prisoners are dangerous people which means my life is in danger all the time.

Mike: Do the prisoners behave in the same way?

Ricky Black: Yes, when the prisoners come here, they say that they are not guilty (2).

Mike: Can you give me an example?

Ricky Black: Sure. Daniel Ford is a good example for it. When he came here, he said that he was innocent (3). However, later it turned out to be that he is both a murderer (4) and a thief (5). He broke into the house of an old lady. The old lady was sleeping in her bed that night. Daniel Ford killed her with his gun (6) violently. Then, he stole two thousand dollars, a diamond ring and a Picasso picture. The neighbors heard the noise and called the police. The police arrested (7) him at the airport. Later, the inspector (8) George investigated the crime scene (9) and found his ID card and finger print (10).

Mike: His ID card?

Ricky Black: Yes, it is very funny, but true. Daniel was going to fly to Italy that night. After killing the woman, he started to prepare his ID card but when the police arrived, he panicked and dropped his ID card.

Mike: I see, thank you for sparing time.

Ricky Black: You’re welcome.

