

**Teaching reading strategies to learn English with third grade children from Colegio  
Theodoro Hertzl**

**Research Study Report to opt for the Bachelor's Degree in Elementary Education  
with Emphasis on English and French**

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## Resumen

El presente trabajo tuvo como objetivo principal, identificar la contribución de las estrategias de lectura en el aprendizaje significativo del inglés en niños de tercer grado del Colegio Theodoro Hertzl. Por lo que se implementó una metodología cualitativa de tipo descriptiva. Se tomaron como sujetos de investigación a los estudiantes de tercer grado de la escuela y se usaron entrevistas, preguntas abiertas, revisiones documentales y un diario de campo como medio para registrar las observaciones hechas en el contexto del aula. Los resultados indicaron que los estudiantes mostraban desinterés frente a las estrategias implementadas por el docente y que eran susceptibles a distractores, lo que limitaba el aprendizaje. Finalmente, se propuso la implementación de dos clases con una nueva estrategia de lectura adaptada al espacio y contexto de los niños, lo que contribuyó a que los estudiantes respondieran a las actividades de lectura de libros de texto de Compass de una manera más natural y establecieran conexiones con sus propias experiencias.

Palabras clave: lectura, estrategias, herramientas, aprendizaje, experiencias, conexiones.

**Abstract**

The main objective of this work was to identify the contribution of reading strategies in the significant learning of English in third graders of Theodoro Hertzl College. So a qualitative descriptive methodology was implemented. Third graders were taken as research subjects at the school and interviews, open questions, documentary reviews, and a field journal were used as a means of recording observations made in the classroom context. The results indicated that students showed disinterest in the face of the strategies implemented by the teacher and that they were susceptible to distractors, which limited learning. Finally, two classes were proposed with a new reading strategy tailored to children's space and context, which helped students respond to Compass textbook reading activities in a more natural way and establish connections to their own experiences.

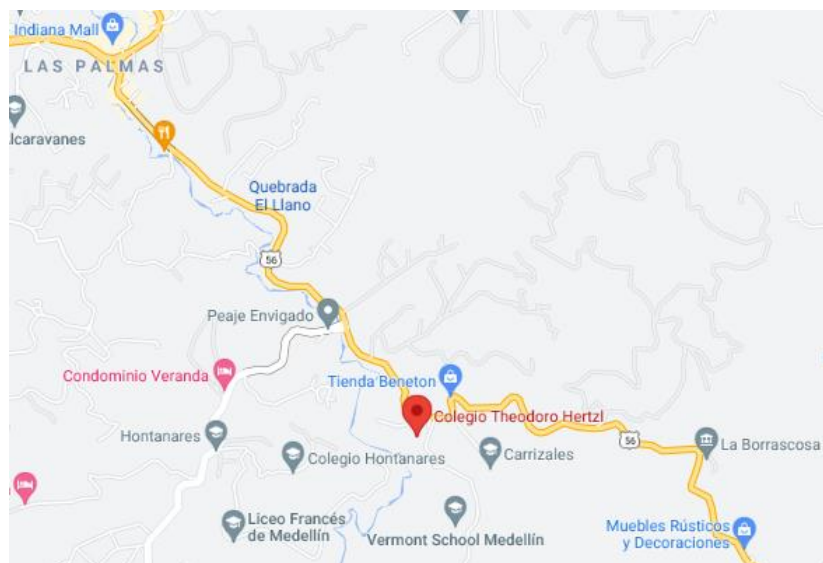
Keywords: reading, strategies, tools, learning, experiences, connections.

## Introduction

Theodoro Hertzl is a Private confessional educational institution founded in 1946. Located at kilometer 3 via el Retiro, it is a Jewish school where this culture is lived daily respecting the religious beliefs of each student. They have a Hebrew monotheistic philosophy where they constantly seek to contribute in the relationships between man and God, man and his neighbor, man and society and his surroundings. In their mission and vision, they seek to train people with values and excellent academic levels surpassing state requirements. It's a school with a high level of English and where many other subjects such as math, social studies, science, etc are dictated in English as well. Focusing only on English, it is possible to observe the lack of teaching strategies that could contribute to the learning of the English language in a meaningful and playful way.

*Illustration 1. School and Location*





*Taken from google maps*

The main objective of the institution regarding English is to achieve the highest quality-scoring standards that allow it to position itself according to its vision. Collaborating teachers must follow a material guideline to reach these standards. Based on the observations gather the lack of didactics strategies by means of lectures. Put students in a disadvantage from learning useful material they can use in the real world.

For example, students normally have to utilize a text book for learning that have very little insignificants in real life situations. Also, students have to answer questions without truly understanding the context. By asking questions in regards to the context they're reviewing one can concluded they are guessing more than they're learning.

English is one of the most widely spoken languages in the world, becoming an universal language, due to the fact that many people use it in different fields such as academic, work, technological and social, that is why it becomes an instrument of communication strategic for today's professionals and students. Since, in this context, the demand of a foreign language, particularly English, as an instrument of communication in the international community, represents a key to have access to knowledge, to different cultures and educational programs.

As stated by Gomez (2002) “The teaching and learning processes of English as a foreign language present various challenges, since an approach must be guaranteed to the learners that allows them the parallel development of different communication skills and the knowledge of different linguistic components”.

Faced with these challenges, it is essential in the development of learning strategies, originated in student-centered educational approaches, since they are key tools for students to approach the English language, allowing the organization and conscious use of information. These strategies promote the ability to learn how to learn and contribute to the consolidation of meaningful learning.

Consequently, with the foregoing, this document presents a description of the teaching of reading strategies to learn English with third grade children from Colegio Theodoro Hertzl, therefore it consists of the following organization:

In the first instance, a documentary review was carried out and the methodological contributions of the project were structured. Subsequently, a description of the writing strategies implemented in the classroom context was made, identifying important aspects such as mastery of the language, development of interpretation and interpretation skills, and learning processes. Finally, the conclusions and recommendations are listed.

## General

### Problem Description

This section presents the description of the problem, which will serve as a basis for the analysis of the reading strategies implemented in the school and will support the design of the proposed tools.

Bearing in mind that the main objective of the institution regarding English is to achieve the highest quality standards that allow it to position itself in accordance with its Vision. To meet these standards, English teachers must follow Compass, a reading series produced by Richmond. This tool is based on my observations, for example, as shown in the description of the field diary on March 11, 2019, "The text called Magic Book used in this class had many doors to expand and connect with real life of the students, but the reading only fell apart as usual and we proceeded to answer the questions based on the text". a lack of reading strategies can be found, and that put students at a disadvantage to learn useful material that they can use in the real world, which affects their motivation.

Now, Perez (2009) points out that motivation: It is the inclination towards a certain activity, object, person, etc.; which is appreciated by man as a value, as a reason for action in an attempt to possess it. In short, motivation plays a very important role in the learning processes of a foreign language and is closely related to the use of knowledge.

Regarding the reading strategies, the monotony with which the book was worked was noted, since the questions were read and answered repeatedly without really promoting connections with the environment or with something known by the students. For example, they normally had to use the reading textbook to learn something that was lacking compared to real life situations. The topics in the textbook cannot be connected to actions or situations that children often do in their daily routines. By answering questions without actually understanding the context of the reading, the students were guessing rather than learning because they were literally looking for the information in the text. This did not help the students to make connections to prior knowledge or situations they had experienced at some point, they did not see any significant learning or motivation to continue learning something that did not generate satisfaction, or it just came as a meaningless questionnaire.

Returning to the field diary, on February 23, 2019. "Matia and Esteban did not concentrate at any time during the whole class because reading the text was not something that caught their full attention and they dedicated themselves to "spoiling" the rest of his classmates. This caused a general disinterest. since the students did not make sense of the class at that time and there was no motivation with external material that connected them with the activity. "For me this happened because they did not feel captured by something unknown to them, without motivation or a little mystery that could engage and connect them with reading.

It should be mentioned that comprehension plays a very important role in the activities implemented in class. Although as teachers, it is relevant from practice to promote participatory spaces, the particulars of the context in which they interact must be taken into account. In this case, the students in question manifested a break in attention that triggered disinterest in the rest of the students, so the very purpose of the tool was completely lost.

Due to this experience, many questions arose about what to do in different situations in the teaching process and how teachers face adversity to generate meaning and value in the learning of a second language. Taking into account these circumstances, this research will focus on the implementation of a reading strategy called "making-connection", with the objective of connecting the close experiences of the students and the previous knowledge to achieve a meaningful learning of the English language in third grade children from Colegio Theodoro Hertzl.

## **Rationale**

This work is developed with the intention of facilitating didactic reading strategies that allow both, the entire formal education sector and society to generate bilingual spaces in a non-bilingual context in a meaningful way and thus allowing students to generate associations with their immediate environment for the acquisition of English not only grammatically, but to use it in real life contexts. It allows to observe the didactic strategies implemented to generate new learning interventions within the classroom, facilitating a joint between teaching-learning and the purpose of the academic curriculum, making a pedagogical contribution to the educational community of non-bilingual and Spanish-speaking contexts, teaching reading strategies that promote the learning of English in a meaningful way.

On a regional level there are other studies in reading. Silva & Araujo (2016).in a study with Extensive Reading in many school contexts from different countries, included Venezuela, a comparison between two reading approaches was made. They establish a contrast between Extensive Reading and Excessive Reading, where the former is presented to the students as something voluntary outside the academic context. It is carried out for pleasure and personal choice, allowing them to enrich their intellect, nurture their vocabulary in English. The later, Excessive Reading, refers to something procedural and obligatory that must obey rules previously established by the teacher. This study proposes a reading scheme that allows teachers and students to guide themselves and generate reading habits based on choice and pleasure. Extensive Reading is important for this research study because it provides tools to create reading habits inside the classroom where students can choose what they want to read, avoiding overstress and lack of motivation.

Marin (2008), in study about English autonomous learning for beginning children in México, propose a manual of English language learning strategies. She believes that graphic representations should also be taken as text since they offer information and if people only read the written information, without taking into account the structure or the images, they are reading incorrectly. According to her proposal to be a good reader, the following steps should be followed: "1. Do not stop to read every word. 2. Read several

words at the same time, in fragments. 3. Use the presentation of the text to help you understand it. 4. With the visual aids try to guess the meaning of the words that are not known, or simply ignore them if it is considered that they are not important for the understanding of the text. It depends more on yourself than on the dictionary.”

Marin (2008) says that you must be an active reader to be able to read between the lines and interact with the text, including images. She suggests some reading strategies that should be implemented by the teacher according to the reading purposes that the teacher has. “Previewing: looking at the title, the subtitles and the illustrations so the reader can have an idea of the structure and content of the text; Predicting: using your knowledge of the language, topic, type of text, and purpose. Skimming: Read the text quickly to understand the main ideas; Scanning: searching for specific information in the text; Guessing from the context: using previous knowledge of the topic and ideas as keys to guess the meaning of unknown words; Paraphrasing: stopping at the end of each paragraph or section to interpret what you have read in your own words” (p. 10). This study makes it easier for learners not to make an exact translation from one language to another, but also to stimulate inference and approach meaningful reading.

Montejo (2005) in his research about an interactive model that motivates the reconstruction and self-regulation of reading strategies in English as a foreign language in Cuba with primary students explains how a strategy such as Bidirectional Interaction allows the developments of comprehension using critical reading where all the parties involved contribute to the teaching learning process. He believes that critical reading will promote a true understanding and mastery of the reading process, this not being a mechanical process of reading word by word, thus having more access to other information and different perspectives on reality. This research study will show different strategies that would allow the teacher to have tools in a non-bilingual context to generate critical thinking by reading in English and not to do it mechanically only by translating but connecting with neighboring contexts.

All these studies enable me to see from different points of view which strategies could help me to achieve my goals with reading in this research project.

As for the contribution of this project, I think this study will facilitate students to learn a foreign language in a meaningful way, making connections with their close contexts and using different reading strategies to fulfill their own purposes. For the fostering of meaningful learning, it is necessary to generate empathy as well as motivation so that the students feel an attraction to continue learning without needing to feel as if it was an obligation. Learning English like other languages needs to be mediated by the "wanting" and the "doing", since if you do not have a true love for it, it is very difficult to use it in any other context other than for filling out a form or meeting a score.

About the teachers, I believe this study will provide different tools, specially reading strategies to let teachers, including myself, to improve and make sense of the way we work, making adaptations depending of the English teaching context and adjusting our teaching strategies according to our students' needs.

Socially, this study will serve as a guide to facilitate the learning of English in a non-bilingual context, generating significant spaces for students to use English as a daily tool to be opened to the world. This research project will make a pedagogical contribution to the educational community of non-bilingual and Spanish-speaking contexts, thus contributing to teaching reading strategies that allow the learning of English in a meaningful way.

**Problem formulation**

Consistent with the above, and from many observations and some interventions, concerns arose about why and how children were taught through reading in the area of English to generate meaningful learning, so this research study focuses on what effect the "make connections" strategy has on significant aspects of promoting third grade children's learning at Theodoro Hertzl College. Consequently, the following question arises:

What reading strategies could be implemented to promote English learning in third grade children at Colegio Theodoro Hertzl?

**Goals****General objective**

Identify the contribution of a connecting reading strategy in the meaningful learning of English in third grade children from Colegio Theodoro Hertzl.

**Specific objectives**

Inquire about the use of reading strategies to promote meaningful English learning in children

Describe the reading strategies that the Cooperating Teacher and the textbook propose for the meaningful learning of English in third grade children from Theodoro Hertzl School.

Propose a reading strategy that promotes significant learning of English in third grade children at Theodoro Hertzl School.

## **Justification**

Today, because of the globalized society in which we live, mastery of the English language is essential to be able to communicate with the world around us. Hence, the great importance of the English subject for our students, as it will be the one that provides them with this language tool for their future (Gamboa, 2004).

On this basis, this work represents the implementation of the knowledge acquired in the formation process and the investigative culture acquired in the processes of professional practice. Finally, this work becomes the basis of future research, since first, it has been a little explored field at primary basic levels, and it is also evident that the work of comprehensive reading in foreign language, from the first grades of school, allows children to expand vocabulary, interpret it in written contexts and find meaning and usefulness in the language; indispensable factors to ensure learning.

Learning a language in an increasingly globalized world goes from being an option to a necessity which must be crossed by experience and daily life. Meaningful learning, unlike traditional or rote learning, seeks a natural link between the student and said learning, thus allowing the connection of activities with real life, connecting previous knowledge. The learning of a second language should not be linked to a specific population, generating exclusion but should be a tool available to all in a globalized environment where teachers play a fundamental role and outside of degrees or diplomas we must always look for the way to touch each of the fibers and the world of our students taking into account the environment and working with the available material but not seeing it as a limitation but taking it as a motivation to generate new teaching strategies.

Generating in the classroom a space of trust, tranquility and mutual respect between students and teachers, verbally and non-verbally during the teaching of a second language allows to reduce the psychological and physical distance, providing as advantages the assimilation and motivation within an environment where Students can concentrate, they can mold and copy behaviors that are emotionally stimulating and attractive for them, being we the teachers leading educators of the citizens of the future without taking into account economic conditions.



## Theoretical Framework

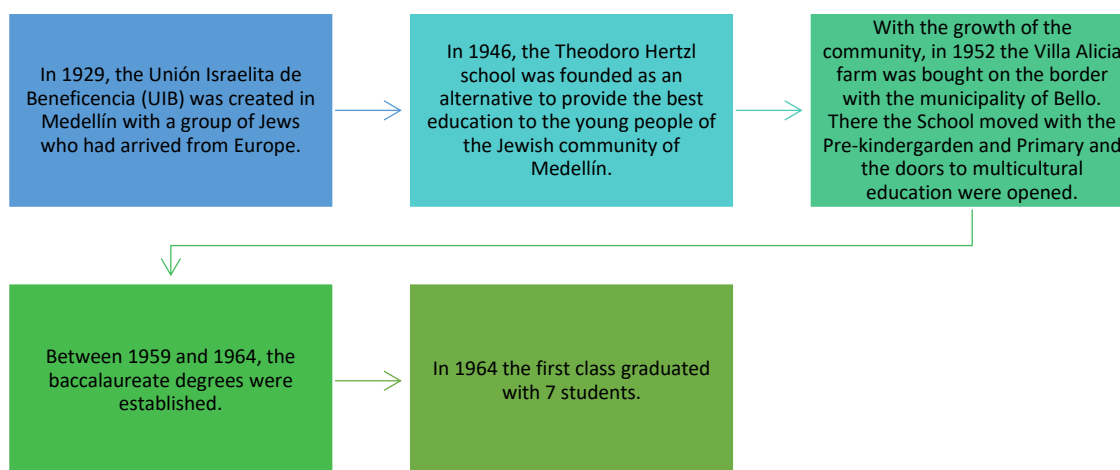
### Framework

Throughout history, education has played an important role in the face of the concept of society. With time and the advancement of technology, we have become a "global world" where access to information is much easier for the world population, so reading becomes the essential set of skills that allow the readers to be able to access information of their interest. Understanding reading is an important part of this work since it would help explore what it is and the different reading strategies to encourage students to use it to learn in general, but especially English as a second language, in a Spanish-speaking country. Also, this exploration will take a closer look at the concept of meaningful learning and how this has taken place in bilingual schools through reading.

### Context

Theodoro Hertzl is a private denominational educational institution founded in 1946, and located at kilometer 3 via El Retiro, Antioquia. Its historical route is as follows:

*Illustration 2: Historical background*



Source: Authors

Therefore, it should be noted that Theodor Hertzl is a Jewish school where this culture is lived daily, respecting the religious beliefs of the entire student community. The College belongs to the Union Israelita de Beneficencia, which is a non-profit organization. It is run by former students and parents who are part of the UIB. All the economic resources that are generated are invested in improving the institution.

The school has a monotheistic Hebrew philosophy where they constantly seek to contribute to the relationships between man and God, man and his neighbor, man and society, and their environment. In their Mission and Vision, they seek to train people with values and excellent academic levels who meet state requirements. It is a school with a high level of English and where many other subjects are also taught in this language.

Regarding the students, this study was outlined by analyzing a group of 25 students between 6 and 8 years old. They are very active children and are willing to learn English with the help of the teacher, through reading. They are always looking for ways to solve problems and when they really do not know what to do, they always ask for help, but in most cases, they understand what they are doing with the help of the instructions above. They always participate and try to do everything in the best way.

The Collaborating Teacher (CT) at Theodor Hertzl school is a person with a superior academic profile and university degrees in the field of teaching, which makes him a human being with great potential both as a person and as a professional. He is originally from Ecuador and has an important international trajectory. He lived in the United States for most of his life and, at age 27, he ventured to Vietnam, where he learned a lot about what he is today. He is a teacher who seeks to introduce technology for the acquisition of a second language, in this case English, so he has a lot of knowledge about programs, videos, pages and other tools.

The teacher states that he has focused his efforts on the use of didactic strategies to improve conversational skills and increase comprehension capacity, ensuring that students feel more committed to the language and understand the importance of bilingualism for their personal and professional future.

## **Referential Framework**

### **Reading**

To be able to teach reading and English as a Foreign Language, it is important to understand what happens when we read. Gamboa (2004), who carried out a research study based on Reading Comprehension in English as a Foreign Language says that the reading process involves many cognitive, psychological, and linguistic processes, but for her, there are two important models to achieve this:

The bottom-up or decoding model of reading is an essential passive process, where the reader decodes the intended message of the writer, because meaning resides in the text. The reader follows a linear process of decoding the printed word, to find the meaning encoded by the writer. In Gamboa's words;

This implies that the meaning comes from deciphering the letter, then the word, the sentence and finally the text. In other words, the process is conceived as something unilateral in which the reader only has the role of extracting written information and constructs meaning from the particular text segment that is being processed without taking into account the surrounding environment. (Gamboa, 2004, p.16).

This model serves to represent what was observed within the classroom and how the students only read to answer questions that appeared in the text, but did not interact with it.

The top-down or making-meaning model of reading was initially thought to be in contrast to earlier ideas that reading was a linear progression from page to understanding. In this model the meaning does not reside in the text as in the previous one, rather, this process involves the cultural, historical, linguistic context, etc. and implements everything the reader knows to generate a meaningful interpretation of the text. Gamboa, talking about Goodman's contribution, states that readers bring a great deal of knowledge, expectations, assumptions and questions to the text and, given a basic understanding of

the vocabulary, they continue reading as long as the text confirms their expectations (p. 162).

A key element in explaining reading is how much what the brain already knows affects perception of what is being read. Then what the reader understands is the result of an active process with the information from the text, what the reader knows, and the environment he/ she/ is in. This model allows to make connections and generate meaningful reading with the students while interacting with the text and the environment (Gamboa, 2004).

Goodman (2003) defined reading as a receptive psycholinguistic process, where the reader must generate significant connections in an interaction with the text, thus implementing cognitive and sensory processes. The reader learns meaningfully as he gets involve in the subject and connects the information to personal experiences. Reading comprehensively involves the use of authentic material which, according to Goodman, will help the reader make meaning as he predicts and self-corrects, including the previous information that the reader has and the four interacting linguistic systems —graphophonic, syntactic, semantic, and pragmatic— that are provided by the text. The goal is the construction of meaning where the reader focuses on understanding and not on the language itself, making connections and using the new information for his own purposes.

The meaning- making process of reading suggested by Goodman is the base for further development in the field of literacy. Many authors had included a critical perspective in the process of becoming a good reader and writer.

Freire (2004) through his critical observations and reflections on the social context and pedagogy, especially on the traditional concept of teaching as an accumulation of knowledge, pointed out that this view prevented individuals, especially the oppressed, from perceiving themselves as persons in the process of being and consequently missing the opportunity to transform and emancipate themselves from the oppressive forces and to opt for freedom. Among the essays that Freire wrote between 1968 and 1981, the importance of the act of reading stands out in particular, because the author presented a critical analysis of the matter, stating that the act does not end in the pure decoding of the

written word or the language because readers need to read the world before reading the text and, in that way, they will be able to have different perspectives of the text.

In a few words, Freire's proposal on reading consists of characterizing this as an act that implies a succession of three moments: in the first one, the individual makes a prior reading of things in his world—a universe populated by different beings and signs: sounds, colors, smells, sensations, gestures, shapes and nuances, where beliefs, tastes, misgivings, fears, and values are part of the world of every person. In the second moment, the reader carries out the reading of the written words, and, in the third one, the reading is expanded in a process of rereading and rewriting the world. Such a conception is frontally opposed to the mechanization and the memorization manifested when the reading consists merely in describing the content and does not reach the point of becoming a path of knowledge. In Freire's opinion, of course, a mistake is made in conceiving the act of reading in this latter way. Thus, literacy, conceived as a cognitive, creative, and political activity, is an effort to read the world and the word, where no text is possible without context (Freire, 2004).

Cassany (2004) affirms the language is something that needs to be learned in a social context and with real experience, where reading plays an important role and is not just as only a decoding process because she argues that readers need to be in context with the text and interact with it, making connections with the previous experiences and social context of the reader. Reading involves purpose so teachers need to take into account the purpose of the text and also the purpose of the reader in reading the text. Cassany (2004) states, “Language (listening, speaking, reading, and writing) develops in social contexts as particular people engage with particular activities throughout their daily lives. Language is learned interactively as individuals engage in social contexts. People use language differently in different situations” (p. 6).

Wilson (2002) and Cassany (2004) based on the ideas presented by Freebody (1999), explain a model for literacy development with four main practices. According to Cassany, the Code Breaker is a reader who plays the role of processing or dismantling the code, taking into account grammatical competence and emphasizing the decoding and coding of the written system; The text Participant adds the role of meaning builder

with semantic competence, emphasizing the understanding and production of meaning, taking into account prior knowledge, literal construction, and inference of concepts and processes; the Text User assumes the role of a communicative user of the text, emphasizing the understanding of the purpose of the speech and, the ability to use texts with different functions in various cultural and social settings. Finally, the Text Analyst takes up the critical or analytical role of the text, with critical competence. The text is taken as partial, because it is not neutral, and influences the reader. He/she recognizes values, attitudes, opinions and ideologies and the construction of alternatives on the text.

The critical pedagogy is deepened when the school reaches the student as a mean to encourage critical thinking where no knowledge is less important than other, and every point of view allows the development of dialectical thinking. Each speech is accompanied by its tradition and social practice, so when it comes to generating critical reading, each student generates meaning according to their origin and previous knowledge of their relationship with the world (Cassany, 2004).

### **Reading strategies**

Reading is discovering new worlds, generating ideas, proposals, but also rediscovering the learning that we have acquired within our own culture, taking into account the above, we can say that reading becomes a process not only of decoding, but it goes much further than that. Reading becomes meaningful and motivates students to develop critical thinking and generate connections with their own experience, allowing meaningful and contextualized reading, leaving aside reading to answer questions of which the answer is in the same text, but making assumptions or reaching conclusions that are given through a cognitive process of inference. Exploring reading strategies suggests that it is necessary to implement those that promote making connections, contextualizing, and generating meaning for the reader, without making it a mechanical process.

Goodman (2003) dedicated himself to generate reading strategies throughout his life. In his proposals of reading as Psycholinguistic Process he searched strategies that

make visible the interaction between thought and language, the creation of meaning, and a parallel understanding of the world.

For Goodman (2003) there is a series of strategies that are used by the reader when he/she interacts with the text. The reader initiates the process when he/she decides there is a text to be read. This means that the reader must make the decision to read by his/her own will, not being imposed from outside. When the text is not of interest or does not represent something important for the reader, he/she uses termination strategies. Just as the reading begins, it can also be finished at any moment, and not necessarily because the end of the text has been reached. Stopping reading is a free decision as to start reading and it can happen because of lack of interest, lack of time, or because the text or material is too redundant or not understandable.

When a reader initiates the process of reading, he/she uses several strategies: 1. Sample/Selection strategies: In the case of beginners, the visual or other elements like images, drawings, charts, maps, etc. allow us to understand and retain much more information than a specific paragraph within the reading.

Goodman (2003) said that "we choose what is most useful on the basis of what we already know" (p. 112). This means that the reader approaches the text making connections with what he/she knows or the previous knowledge she/he has. 2. Prediction/Inference strategies: constantly our mind is waiting or anticipating what will happen later in our daily life and this also happens when we read. The prediction occurs during reading, while the inference occurs as we give meaning to the information obtained and as it is confirmed as we go through the text. "Our predictions are based on our inferences and our inferences are based on our predictions" (p. 113), which the reader generates from his previous experiences or personal connections. 3. Confirmation/Disconfirmation strategies: these occur during the reading when we anticipate as we read and later, we confirm or correct the anticipation that we had previously made. According to Goodman (2003), "we take risk, but we stay alert for contradiction" (p. 114). Finally, 4. Correction strategies: "Readers correct when they have disconfirmed their predictions and inferences, often immediately. (p. 114) It means that the reader confirms what she/he predicts while is reading or change his/her mind about

what she/he has read or understood. The psycholinguistic reading strategies suggested by Goodman play an active role in the generation of meaning because they enable the reader to understand a written text as she/he manages to anticipate, but at the same time confirm or correct his/her anticipation, while she/he is using her/his previous knowledge. This is contrasted with the traditional role assigned to oral reading as the main activity to promote reading. Goodman contradicts this idea when he says that “oral reading becomes a performance more than an attempt to get to meaning” (p. 115), because the reader is totally focused on matching words and sounds as a way to generate meaning, but this is not enough.

McLaughlin (2012) quoted by Moreno (2007) in her article Reading Comprehension: What Ever Teacher Needs to Know, explores a framework for reading comprehension with 10 principles that each teacher must consider. She focuses on Principle number 5: Teach Reading Comprehension Strategies, and she keeps exploring and expanding the psycholinguistic model of reading. According to her, comprehension requires some specific steps:

Previewing: Activating prior knowledge, predicting, and setting purposes for reading; Self-questioning: Generating questions to guide reading; Making connections: Relating reading to self, text, and others; Visualizing: Creating mental pictures of text while reading; Knowing how words work: Understanding words through strategic vocabulary development, including the use of graphophonic, syntactic, and semantic cueing systems; Monitoring: Asking “Does this make sense?” and adapting strategic processes to accommodate the response; Summarizing: Synthesizing important ideas; Evaluating: Making judgments about text content and the author’s craft (p. 434).

In the same way, Goudvis (2007) quoted by Moreno (2007) propose in their book "Strategies that Work: Teaching Comprehension for Understanding and Engagement" several reading strategies that allow students to generate curiosity and meaningful reading. Activating and Connecting to Background Knowledge: A Bridge from the New to the Known" is a strategy that seeks to start with personal stories or something close to the students that allow them to generate connections to what they read with their own

lives, thus opening different forms of associating what is known or what has been experienced by the reader to new experiences. In other words, this strategy seeks to start from the local moving toward the global, fostering the reader's empathy with literature that connects to his/her previous knowledge.

The authors and ideas presented about support the importance of reading as meaning making and the different strategies associated to it. Harvey and Goudvis (2016) emphasize that:

Comprehension is not about answering a bunch of questions at the end. Comprehension is an ongoing process of evolving thinking. It is the evolution of thought that occurs while we are reading listening and viewing. It is, above all, the inner conversation that readers have with text, the voice in our heads that speaks to us as we read, our inner voice (Harvey, 2014 p. 8).

Solé (1996) quoted by Moreno (2007) talks about reading as an active and constructivist process where the reader must generate critical thinking, and this is done by making connections with experiences or rethinking what has been learned to give meaning through interpretation. This author points out that reading is one of the most powerful means that human beings have to obtain information where the reader first learns to read and then reads to learn.

### **Meaningful Learning**

Meaningful learning is a very important factor in this study, it will allow readers to identify what relationship it has with learning and what elements must be considered to make valuable connections for students.

Trenas (2008) talking about Ausbel et al (1983) explains his theory of assimilation, where prior knowledge has great relevance and serves as a bridge for the acquisition of new learning by making connections and for this, three conditions must be satisfied.

i) a student must have some relevant prior knowledge to which new information can be related in a non-arbitrary manner, ii) the material to be learned

must be meaningful in and of itself; it must contain important concepts and propositions relatable to existing knowledge, and iii) a student must consciously choose to non-arbitrarily incorporate this meaningful material into his/her existing knowledge (P. 3).

Presents Novak's theory of education, known as Human Constructivism, in which he states that "meaningful learning underlines the constructive integration of thinking, feeling, and acting, leading to human empowerment for commitment and responsibility." (p. 5). For this author, meaningful learning cannot happen until schools integrate the cognitive, psychomotor, and affective aspects for teaching through experience. In the same way, Trenas (2008) brings Godwin's idea of meaningful learning as something constructed from experience. This idea frees learning from the concept that everything must be understood literally, thus giving rise to learning from experience. Meaning is given more value than memory because connections with previous knowledge and how it was achieved are more important.

To promote meaningful experiences, the educational system must be designed to prepare children for the world, the local and the global, in a century where access to so much information is possible. The idea that children are empty boxes that should be filled with information needs to be transformed because it is unreal and useless. Taniguchi (2004) shares this idea when she says:

The educational system should be designed to teach people about the world they live, how they fit in with that world, and hopefully, give the students the tools to see how they can make contributions to that world. To accomplish that design, education must create interests and meaning to what is presented; otherwise, education provides experiences, but not educative ones (Dewey, 1916, p. 5).

Previous experiences and reflections allow the students to build new knowledge that has meaning and connection for them.

Also, Taniguchi (2004) makes an emphasis on student involvement, learning ownership, and the learning activities that are part of Experiential Learning. According to her, quoting Henry, (1989).

Experiential learning theory focuses on allowing the student to have an experience, reflect on it, and come up with his or her own meaning. This is not a conditioning process of what someone else wants to see learned or an exposure to a certain part of reality through a certain tainted view. Experiential learning is all “about ensuring that a person can ‘do’ rather than merely ‘know’...” (Henry, 1989, p.28). (p. 41).

Context and experiences are necessary to achieve the acquisition of something that has value within the child's cognitive capacity (Taniguchi, 2004).

Barriga (2006) thinks one of the most valued and pursued objectives within education throughout the ages is to teach students to become autonomous, independent and self-regulated learners, capable of learning to learn. Learning to learn involves the ability to reflect on how you learn and act accordingly, self-regulating the learning process itself using flexible and appropriate strategies that are transferred and adapted to new situations.

*Illustration 3. Meaningful Learning.*



*Taken from magister..com.co by Berenice Larios de Rodríguez and Esteban Rodríguez G.*

## Research design

### Kind of investigation

The present study is part of a type of qualitative research. Qualitative research is a set of research techniques used to gain an overview of people's behavior and perception on a particular topic. Generates ideas and assumptions that can help understand how a problem is perceived by the target population and help define or identify options related to that problem (Sampieri, 2010).

Qualitative research produces descriptive data, people's own words, spoken or written, and observable behavior. At the same time, it focuses on study problems, events, actions and values, making them seen from the perspective of individuals, allowing to address the meanings and actions of individuals, the way in which these are linked to other behaviors of their own. Of the community. Explain social facts, looking for a way to understand them.

They analyze, interpret and understand the studied reality as it appears, as it is and occurs, a situation that makes it characterize it as a phenomenological methodology, thus finally allowing to help theoretically: interpret and understand intersubjectivity as a way of obtaining the truth of reality, the interpretation of the way of thinking of the subject who is the one who gives the information and acts as a thinking and participative being in the interpretation of their reality.

Qualitative research can be defined as social research that deals with people's lives, their stories, but with an organized and methodological vision of what is seen and felt if we manage to place ourselves in the place of the other and recognize ourselves in him in order to understand their life history, which implies a certain attitude towards said investigation. Qualitative research is important for the educational field because it is about educating for the understanding, interpretation of the reality that is expressed in phenomena, conflicts, problems and questions in the different areas of human life.

## **Collection sources and techniques**

Literary review. As its name indicates, the bibliographic review and other materials that are related to the subject of study will be carried out in order to extract, collect and organize the information that concerns the research problem. For this, the critical reading and its application process will be taken into account (Sampieri, 2010).

## **Information sources**

### **Primary information sources**

The results of the field research and the data obtained from the implementation of the field diary in the process of professional practices are taken as a primary source of information.

The Pedagogical Journal is the Instrument that enriches and evidences the process of training and supervision of the teaching experience, enabling constant reflection, self-evaluation, co-evaluation and hetero-evaluation. It is a notebook in which all the experiences and reflections on the pedagogical intervention inside and outside the classroom. It is important to note that a pedagogical field journal presents an overview of what happens in the classroom. For the preparation of the pedagogical diary, the Descriptive, Interpretative-Reflective and Intervention for new action plans.

### **Secondary information sources**

To identify the main sources that address the subject, research articles and doctoral theses were searched in databases such as: Proquest, Ebscohost, Dialnet, Redalyc, Multilegis, Sciencedirect.

A database is a program capable of storing a large amount of data, related and structured, which can be quickly consulted according to the selective needs that are investigated.

### Information systematization

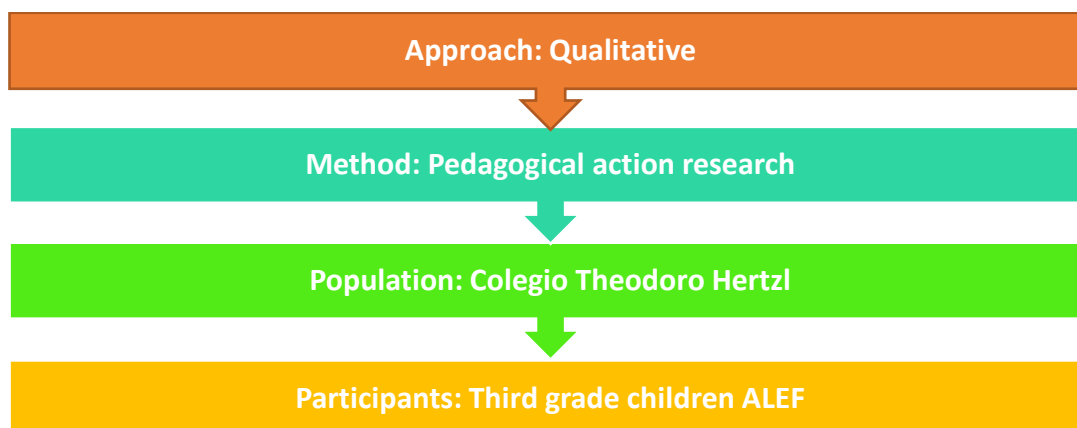
For the analysis of the theoretical information, discriminatory reading cards will be made in order to eliminate unreliable sources and extract useful information for the investigation.

### Study population and sample

This Project is developed at the Theodoro Hertzl school located in El retiro - Colombia. For the purposes of the study, 30 third-grade students, aged between 7 and 8 years, are taken as participants. The sample consisted of 19 girls and 11 boys.

As for the research design, the following chart illustrates the main elements for the research study.

*Illustration 4: Methodological elements*



Source: Authors

### Research approach

Pedagogical Action Research (PAR), a qualitative method, allows me to do a closer study of myself where I can evaluate my performance as a teacher, thus becoming a researcher, transforming my pedagogical practice through reflection. This method helps me to generate a research study mediated by experience, helping me to see closely the

social reality as well as the environment in which the events take place, which enables consistent planning to achieve interesting and meaningful learning, considering their previous knowledge.

PAR focuses on teaching and practice. According to Gomez (2002), it comprises three phases: deconstruction, reconstruction, evaluation. Deconstruction is an analysis of the students' previous knowledge and their social interaction with the environment to later build on that previous knowledge, considering everything that surrounds them, to finally allow them to acquire meaningful or contextualized knowledge. The reconstruction phase is possible and successful if previously a detailed and critical deconstruction of the practice was carried out. The reconstruction is a reaffirmation and complement of the previous practice with transformations of the weak, ineffective, and inefficient components. The evaluation allows the validation of the effectiveness of the alternative pedagogical practice, when the reconstructed practice is started, all the components materialize, and their performance must be tested. The field diary then becomes a powerful technique for collecting data and monitoring the proposal. In this evaluation process of the practice, the teacher reflects on her personal satisfaction with the change that occurs and on the behavior of the students in the face of new didactic, training and other subjective indicators of effectiveness.

This whole process consists of going from unconscious practical knowledge to a process of reflection in action on a problematic situation, resulting in an applied critical theoretical knowledge. Thus, the objective of action research is to transform practice through the construction of individual pedagogical knowledge.

### **Project execution process**

The following table lists their activities and products based on the Colciencias guide for pedagogical intervention projects. The execution time of the work was six months, as evidenced in the later Giant diagram.

Table 1: Giant Diagram

ACTIVITIES	Months	1	2	3	4	5	6																			
	Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Document review		■	■																							
Collection of information sources			■	■																						
Goal setting				■	■																					
Application design of the interview					■	■	■	■	■																	
Presentation of the proposal								■	■	■	■	■	■	■												
Implementation																■	■									
Support of the final report																					■	■	■			

Source: Authors

Table2: Project execution process

Objective Raised	Activities	Results Or products	Product type	Delivery date	Means of verification
Investigate the use of reading strategies to promote meaningful learning of english in children.	Revision of information	General review and tracking of information and authors	Social appropriation of knowledge	Month 2: june 2020	Document review for the construction of the theoretical framework.
Describe the reading strategies that the collaborating teacher and the textbook propose for the meaningful learning of english in third grade children at theodoro hertzl school.	Observation	Systematization and registration of information	Generation of new knowledge	Month 4: september 2020	Field journal to support the study problem

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Propose a reading strategy that promotes significant learning of english in third grade children at theodoro hertzl school.	Pedagogical intervention	Intervention proposal	Generation of new knowledge	Month 6: november 2020	Generation of a reading proposal
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Source: Authors

## Results

In this way, it can be summarized that the teaching of a second language with the help of meaningful learning allows students to create meaningful connections that allow them to transfer knowledge through their previous experiences in order to generate new learning.

To respond to the first objective of a review of the use of reading strategies to promote meaningful English learning in children, a review of scientific documents and research should be used as a technique in sources such as: Proquest, Ebscohost, Dialnet, Redalyc, Multilegis, Sciencedirect.

The following table frames the search criteria and implemented variables and the synthesis of the revised sources:

Tabla 3: Literature review

Objective	Categories	Search Criteria	Literature Review
Investigate the use of reading strategies to promote meaningful English learning in children.	Motivation to reading	Motivation + reading + English	The process of understanding reading is similar in both the mother tongue and the foreign language because both use semantic and contextual information. However, many of the flaws in understanding a foreign language text are due to the lack of linguistic keys, vocabulary or the handling of grammatical structures, which would undoubtedly facilitate the relationship between the reader and the text. It is therefore relevant to note that the disrecognition of the language may interfere with the understanding of the written text (Casas, 2018)

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Reading strategies	Strategy + Reading+ English	It is easier for students to answer questions of a literal than inferential order, since this is a complex process, even more so as it is a foreign language, which is why, from the first approaches to reading, teachers must propose questions of an inferential type, so that students can develop the ability to read comprehensively , because the guarantee of understanding is the reader's ability to make inferences (Ramirez, 2017)
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Learning English	Learning + Meaningful Learning + English	Meaningful learning is a teaching method in which people are sought to participate. Unlike traditional methods based on memorization, here the really important thing is to learn. That is, it is a practical learning that will allow you to link class activities with real-life situations.
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**Characteristics of meaningful learning**

Learning is active. If you want to learn, it's because you're interested in subject matter. That's why you participate actively and fully in class. Collaborative learning. In this learning method they prioritize technological resources to promote collaboration between teachers and classmates. For example, you will be

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able to participate in forums, discussions and webinars, among other teaching resources typical of virtual education.

**Constructive learning.** Meaningful learning is related to the knowledge and previous experiences you have. The new information changes your previous perspectives and helps you gain in-depth knowledge. This will make you see reality differently.

**Practical learning.** As a student you will find a practical sense of what you have learned, beyond the physical or virtual training environment.

**Effective learning.** When you study under the meaningful learning method you participate in the planning of the activities, in the establishment of the goals and in the choice of instruments to evaluate the results of the activities carried out. Don't just complete an assignment (Sanz, 2017)

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Source: Authors

The results of the documentary review process underpin the design of a proposal for didactic intervention that focuses on meaningful Learning in English because this type of learning is considered to be really beneficial to students, as it makes it easier for them to acquire new meanings, helps them retain information for longer, and makes students able to transfer what they have learned, that is, that they are able to use that learning in other situations or contexts.

For the second objective, a semi-structured interview was conducted with the teacher that included three guiding questions based on the categories of analysis proposed in the previous result. In addition, a chart was created to analyze the class reading the Compass textbook, and all the main features of this material were taken into account. Then, with the same intention, a script was developed with several open questions to invite the TC to share the ideas he highlighted in his personal vision of reading and that were part of his class.

Table 4 Objective Questions 2

Guiding Questions	Response analysis
<p>Do you think motivation plays an important role in learning the English language?</p> <p>What kind of strategies do you think works best with third graders?</p> <p>How to achieve meaningful learning in students?</p>	<p>The teacher states that motivation plays an extremely important role since there are many distractors inside the classroom. In the above by the field diary, it could be seen how students are easily influenced by distracting agents.</p>
Compass Questions	
<p>Do you consider compass to be a useful tool for learning the English language?</p>	<p>This bilingual tool is the most widely used option, which has two alphabetical lists of words, one in each language next to translation, and some include other useful information such as examples of a word in different contexts, its different meanings and importance.</p> <p>When the language domain level is already advanced, it is convenient to use the English dictionary, to find the definition of each term in this same language.</p> <p>The teacher agrees that the role of the teacher must be the one who is able to</p>

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optimize the conditions for the process of teaching/learning foreign languages to be appropriate. The idea of the teacher's knowledge maintaining a unique function of control, class and explanation of the activity has been replaced by another in which he is given other roles that encourage motivation and a positive attitude for the acquisition of these second languages.

### Open questions asked students

What kind of readings do you prefer to be dealt with in classes?

students' responses indicate that they feel unmotivated when addressing readings in classes because they have trouble understanding some concepts.

What is most difficult for them when addressing readings in class?

To introduce students to the world of reading in another language it is advisable to start with the stories. These stories help create playful moments and multiple studies have found that reading forges empathy and aids in the assimilation of knowledge.

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Source: Authors

This showed that reading is a wonderful tool, although implementation and strategies determine learning. Among its benefits favors vocabulary expansion, reinforces spelling and grammar, helps to learn the correct pronunciation of sounds and allows small readers to let the imagination run wild. It is therefore of the utmost importance that the teacher contributes to maintaining an environment that promotes the correct approach to reading. In short, reading stories and books, adapted to the context of the class and with content themes that arouse the interest of children, according to their tastes and preferences, is a great ally for learning a new language. In addition, it improves children's

communication competence and is one of those playful activities that make learning a new language fun for children.

Finally, he proposed to the implementation of two classes with the reading strategy chosen and adapted for the space and context of the children, taking into account the observations previously made and the analysis of my field diary as an instrument, helped to show an active participation of the students, and great changes in reading comprehension, making students read the compass textbook in a contextualized and meaningful way.

Students responded to Compass textbook reading activities in a more natural way and making connections to their own experiences. During didactic practice and the research process, several class observations could be made and two complete lesson plans implemented, divided into 4 classes. a journal of teachers was maintained after each class and ideas and materials were collected from the lesson plans to be carried out, as what I wanted to accomplish was something really meaningful and not memory-based. For the rest of the data collected, the meeting could be scheduled at specific times and with the help of the TC and students.

With the two implementations of the strategy that were chosen, there were large changes in students' participation in reading, as well as when the activities carried out were related to the filling of questions based on the text. This strategy enabled both students and teachers to conduct a search for prior knowledge on which we could build new knowledge, intertwined with meaningful experiences for them, which eventually made the process a memory and monotonous reading to a reading with meaning and context.

The implementation of meaningful reading strategies made it possible to see a change in the way children internalized the English language as something familiar and close, because when talking about something previously seen or answering questions, orally or in writing, children did so naturally and not from memory, as seen in previous activities; this could be evidenced in the participation of students as they were much more active, the answers were natural and not literal of the text, usually supported by examples of previous experiences or situations with which they identified reading and their

answers. The written part also showed much more focused responses and at the same time contextualized with what they were known without losing the focus of reading.

To analyze the data, an analysis graph was made describing all the data collected during practice, including some field journals, the analysis of the compass textbook that was implemented during classes, and the analysis of my planning.

All of this data showed what the research study strongly suggested, showing subcategories or patterns that were in the end highly repeated, which gave a way to reach some results for analysis. Then you could see why and how class plans and strategies implemented during a class are of paramount importance to student learning.

### **Active participation as meaningful learning**

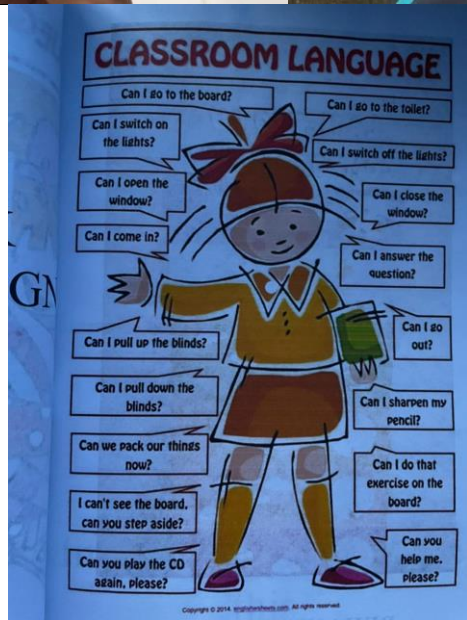
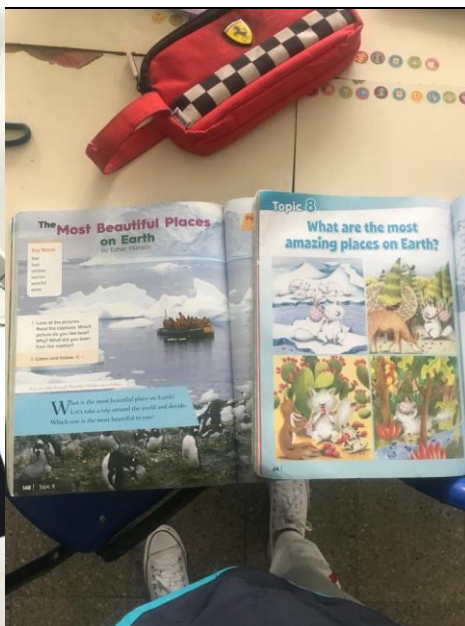
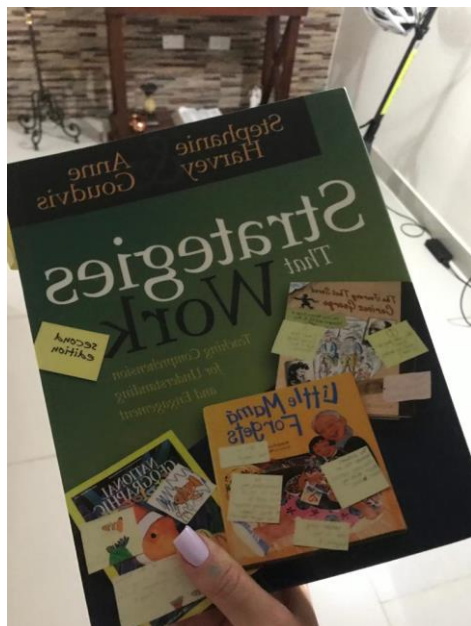
During the interventions, it was possible to see a big change in students regarding class participation and the answer to random questions based on the texts studied. The active participation of students in and out of classrooms must be a pleasant and spontaneous moment for them that generates meaningful learning for life. However; most of the time this becomes the opposite based on the use of misconceptions or misused strategies by teachers. Active student participation requires the application of assertive strategies that go beyond finalating a class and therefore specific content, rather requires how and when those strategies that meet the needs of students are applied as protagonists of the educational process in different contexts.

According to Lucius (2015), "Learning strategies are procedures (sets of steps, operations or skills) that an apprentice consciously, controlledly and intentionally employs as a flexible tool to learn meaningfully and solve problems."

Teachers are probably the most important factor among those with regard to the question of how to teach. Guiding the student in learning, at any level, is a very individual and personal company. Attempts to identify an ideal prototype of teachers are proven to be useless. Hundreds of research they researched about the different types of teachers indicated that there is no ideal personality pattern. Our own classroom experience confirms this conclusion. Energetic, thoughtful, sympathetic, serious, traditional, non-Orthodox teachers proved effective in different situations. According to Eggen (2001),

much of the effectiveness of teachers lies in understanding their own personal strengths and preferences and adopting compatible strategies. In order, the implementation was able to demonstrate that the teacher is the facilitator of spontaneous active participation in the process of acquiring knowledge of each of his students, and therefore the guarantor of the promotion of learning through each of the motivating strategies that he applies in class development.





# MY QUESTIONS

- How create motivation to the students so that they learn a second language foreign to them
- How to make English part of a context like the Colombian?
- Schools should evaluate to achieve notes or true learning?
- How well prepared are Colombian teachers to make a foreign language part of our context? (both personally and educationally).



# MY PROPOSAL

- o I believe that learning must be transferred so that it has an added value in our lives, if the knowledge can touch us we can develop it efficiently and meaningfully.

For me the experiential learning developed by many authors such as Dewey, Kolb, Piaget, etc. is the key to introduce meaningful learning in the lives of students, making learning fun and attractive to develop both a foreign language and all knowledges.

Because I believe that what is contextualized and developed through our own experiences has an added value that generates motivation to achieve different objectives that have a final PURPOSE.

## **Final Considerations**

### **Conclusions**

To conclude this research work, it recognizes the importance of the strategies that are implemented during the educational process, the importance of what to do as a teacher and the clarity in the purposes of each intervention.

Students should know the purpose and purpose of what they are doing to be motivated or excited about what they are doing. The teacher is the person in charge and the primary person in charge of what happens in the classroom, although he must comply with what is imposed on him within the institution.

Students should always generate connections or have feedback prior to a new topic as humans always look in our close environment, so as teachers we must generate that familiarity with students before moving towards something new.

The teacher when implementing the reading strategies should; get students to participate in classes through simple strategies, such as answering a question, giving them a minute to write their thoughts before choosing someone to talk. Some clues can be given about the type of response expected. so it is important to have a discussion with the whole class allowing it to participate actively, in this strategy the chairs or desks must be distributed in the form of a horseshoe for visual contact to be established between students.

During the practice sessions, increased participation by students was evident because they were interested in knowing the meaning of words they did not understand, they struggled to improve their writing to respond well. Based on the applications that were made, students took care to express themselves orally correctly in English when asking and responding, and also understood and memorized the basic reading comprehension strategies needed in a foreign language.

The implementation of the implemented reading strategies served as a tool to apply relevant maneuvers to teach reading in a foreign language was very helpful for students to start creating reading habits, change their readiness in the face of an English

text, as well as acquire new vocabulary. Significant progress was shown that, if it continues to persist, the results will improve.

### **Recommendations**

As future teachers we have to teach classes in different ways, innovate new things and not just stick with what the programs ask us to do. It must also be one of the main functions of the teacher since teaching planning. If teachers implement active participation strategies, students will be motivated to participate and leave fear behind, that would encourage us to work even harder to learn and share what we know or have learned with others.

Three things were very clear about my experiences and during this research work:

- The strategies and purposes of a class should always be very clear and have a purpose.
- The teacher is solely responsible for what he does and shares with students.
- What children say and think should always be taken into account.

Finally, it should be noted that the implementation of participation strategies are part of the roles of teachers and as teacher training students we learn from them. It is the teacher who must from the beginning of the class promote or awaken the participation of his students with the aim of generating trust and that we students can learn without forgetting things, but learn well to practice our profession in the best way.

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## **Annexes**

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Specific Objective #1

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Describe the reading strategies the Cooperating teacher and text book propose for the significant learning of English in third grade children of the Colegio Theodoro Hertzl.

Research	Data	Technique(s):	Reseach data instrument:
Document Review			Analysis Guide Book Compass

Texto original (datos)

In the COMPASS program, students embark on a fascinating voyage across the oceans, lands and sky, and through the realms of human knowledge, to explore many of life's important questions.

COMPASS is a six level elementary school language arts program, written specially for use in countries where English is not the official language. Its modular and flexible organization of components offers teachers and students a distinct language learning experience that increases students' cultural awareness and fosters development of thinking skills.

COMPASS presents a unique blend of ESL and EFL methodologies, and fully complies with the highest requirements of international standards. This makes COMPASS an English Language Arts program students will love using to learn language meaningfully and prepare themselves to sit for any international language examination. Taken from Richmond Publishing S.A. 2020

The reading strategies proposed by the compass are not connected with the world of the students since many of its subjects are foreign or from a distant environment for them, and it has a very grammatical approach since the questions it raises can be answered by and same text literally.

Ideas, recurrencias, patrones

Categorías

Standarization

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1 The reading strategies proposed by the compass are not connected with the world of the students.

Decontextualization

Grammar oriented

Literality

2. Students will love using to learn language meaningfully and prepare themselves to sit for any international language examination.

### My Interpretation

The Compass is a book that based on its proposal is designed to achieve high scores in standardized exams at an international level such as the ESL and EFL and seeking to move the student through international issues, but my question as a teacher is how contextualized these are topics? or what should be the preparation of students to work with this material? As teachers that I use, we are going to give these books or how we can familiarize our students more to achieve a meaningful learning of them without deviating the purpose for which it was created but also give the students' knowledge of value to them.

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### Specific Objective #1

Describe the reading strategies the cooperation teacher and text book propose for the significant learning of English in third grade children of the Colegio Theodoro Hertzl.

Research	Data	Technique(s):	Research data instrument:
Interview			Interview Question script

Texto original (datos)

Interview

¿Cuánto lleva como docente?

“Llevo más de 25 años ejerciendo como docente de idiomas”.

¿Cómo aprendió inglés?

“Desde muy pequeño soy curioso y me gusta aprender, entonces me gusto el inglés en el colegio y comencé a aprender solo y luego hice la universidad y unas maestrías”.

¿Qué le gusta de la docencia?

“Aprender, aprender cada día cosas nuevas, aprender de los estudiantes que son los retos más grandes y cada día reinventarme como docente”.

¿Qué experiencia tiene?

“Me gradué de la universidad en mi país de origen Ecuador, luego viene a Colombia e hice algunos cursos y especializaciones, también en estados Unidos, luego me resulto la oportunidad de viajar al Oriente por una oferta laboral entonces me fui y allá logre una experiencia totalmente diferente, la disciplina, la forma de enseñar, cursos nuevos y una maestría; aprendí mucho de ellos y puedo decir que mi perspectiva de la enseñanza o a lo que estaba acostumbrado u enseñado cambio totalmente”.

¿Dónde ha laborado?

Ecuador, Colombia, Estados Unidos, Filipinas.

¿Qué opina del aprendizaje de una segunda lengua?

“Querer es poder, siempre he pensado que las personas cuando quieren aprender pueden hacerlo con más o menos recursos que otros, vivimos en un mundo muy tecnológico ya donde hay mucha información a la mano y el que quiere busca los medios”.

Ideas recurrencias, patrones

Categorías

the teacher most of the time followed  
the textual reading and works the book to the

Literality

Contextualization/ Decontextualization

letter but on some occasions he tried to contextualize the students

### My Interpretation

Para mi el docente Daniel es un docente con un gran recorrido internacional y con unos conocimientos únicos adquiridos con la experiencia y el entorno que lo ha rodeado durante su vida, sin embargo en las observaciones pude percibir monotonía y algo de represión frente a sus clases, luego más adelante en conversaciones con él pude darme cuenta que habían muchas cosas que él quería implementar pero con reglamentación o mejor dicho limitación del colegio él no podía lograr muchas cosas y eso lo llevaba a perder el entusiasmo y volver sus clases monótonas como el establecimiento lo requería siempre trabajando con un libro (Compass). Pienso que muchas veces los profesores nos dejamos aplastar o reprimir por normas impuestas pero a pesar de eso debemos buscar la manera de lograr que lo que queremos transmitir al otro sea significativo y llegue como un regalo que les dure toda la vida.

With regard to reading, the teacher most of the time followed the textual reading and works the book to the letter but on some occasions he tried to contextualize the students before reading and sought to do that engagement with them so that they could achieve understanding the text in your immediate surroundings.

### Specific Objective # 2

To propose a reading strategy that promotes a meaningful learning of English in third-grade children of Colegio Theodoro Hertzl.

Research	Data	Technique(s):	Research data instrument: Planning
Document Review			Analysis Matrix

Texto original (datos)

## **EL CICLO DE VIDA DE LA MARIPOSA**

Para esta actividad primero les enseñe un video en youtube varias veces para que ellos vieran el proceso e igualmente se familiarizaran con el vocabulario, luego les hice preguntas acerca del video para ver si la información era clara, luego entre todos leímos el texto propuesto por Compass sobre el ciclo de vida de las mariposas, juntos hicimos el cuestionario y todos participaron de manera muy activa, luego en la siguiente clase cada uno debía traer materiales reciclables para elaborar nuestro ciclo de vida de la mariposa, igualmente quise brindarles otro espacio y los invite a que fuéramos al bosque a buscar objetos sin dañar la naturaleza que nos sirvieran para la actividad, todos estuvieron muy felices y buscaron materiales para realizar su actividad.

Finalmente todos hicimos nuestro ciclo de vida en grupos de a tres de manera manual, cada equipo mostro su actividad y nos explicó que entendieron y que les gusto más de la actividad, para terminar busque hacer asociaciones de sus vida en comparación con las mariposas y pegamos n nuestros trabajos en la cartelera para que todos los otros compañeros los pudieran ver.



## DISCOVER THE UNEXPLORED

**Interpretive:** The student can identify the plot of a story, also the sequence of events in a story, compare and contrast texts, in order to retell stories using their own ideas

**Argumentative:** The student can use different digital tools to produce and publish a basic text related to their favorite places around the world.

**Creative:** The student can conduct research on a tourist destination and create a brochure with this information supported by illustrations, images etc.

Students will watch the video <https://www.youtube.com/watch?v=78Ouaj0iLUk>

And we will discuss what is the video about. Teacher will know about the third term metaphor and what are they going to do

### **National Geographic Travelers.**

What will you learn?

- a) Places, culture, food, customs, religion. (types of tourism)

Ecotourism, adventure, sports, cultural, religious, business, agriculture tourism, safari, family, gastronomic, literary

- b) Creating a video, using a blog or web page

- c) Writing scripts and informative texts

What products we will cover?

#### **PRODUCTS TO BE DELIVERED**

On going project

1. Format (worksheet) with the information about their tourist destination and an unexplored fact about it (places, culture, food, customs, religion). Individual and Group
2. Find out an unexplored thing about the country. Individual
3. Search a contaminated area in the country and create a tip for clean it up individual
4. Create a script about their tourist destination using informative texts. group
5. Video (Talk about their tourist destination). Individual and with families
6. Brochure (printed or digital) individual. The brochure will include: culture, food, customs, religion and one unexplored thing about the country selected



## THE MAGIC BOOK

Cada uno hizo su actividad e hizo su exposición con videos y herramientas tecnológicas buscando un acercamiento con lo que ellos conocían, haciendo uso de las TICS que era una de las herramientas a las cuales el profesor Daniel apostaba más.

Ideas, recurrencias, patrones

Categorías

Purposeful planning

Connections

Participation

My Interpretation

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With my implementation I was able to perceive that to achieve meaningful learning the students and the teacher must be in context with what we want to learn, that it is not only about grammar but about knowledge of value for my students and that I as a teacher are the only responsible of me what to do clearly taking into account the institutional regulations.

### Planning Analysis Matrix

Propósitos de la clase	Conexiones	Participation	Diseño de la clase
The class sought to achieve something meaningful for the students where both the regulations issued by the school were complied with as well as with the aim of the strategy of generating contextualized and valuable learning for them, not only grammatically.	The strategy allowed students to give feedback before reading with videos or previous conversations, giving them the ability to be more soaked or closer to the topic so that when they read it it was not a sudden shock with something they did not know but a reinforcement of information that may be useful to them.	The students began to participate in a much more active way, making comments and contributions with situations or things known to them with which they made connections or identified the issue.	The class first had a previous introduction to the topic so that the children could know that they were going to work, then the group reading was done slowly and with questions to check that there was understanding, then we answered all the questions orally and went out to the patio to collect materials for our next activity to create our cycle of life and finally we all exposed as a

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group the most  
significant for us.

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### Specific Objective # 3

To implement a reading strategy that enable meaningful English learning in third-grade children of Colegio Theodoro Hertzl.

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Research Data Technique(s):	Research data instrument: Teacher's
Participant Observation	Journal Format

Texto original (datos) Fechas?

The first day I made a personal presentation in English, the children were very excited and curious to know who I was.

After my presentation I wanted to know more about them, they also wanted to know more about me, from the beginning I tried to find the means for them to understand me without the need for translation since I am a very kinesthetic person and I need to use my body a lot to express what I want. At first I was nervous and scared but then they made me feel confident, with their active listening and participation. The teacher allowed us to talk and get to know each other.

Ideas, recurrencias, patrones

Categorias

Active Participation

Monotous planning

Decontextualization

My Interpretation

After several classes of participatory observation with the students, I was able to perceive that usually the English classes had the same order, call the list, take the COMPASS and continue with the next reading, fill in the "reading comprehension" questions and grade.

They were somewhat monotonous outside of the semester projects, the children always expressed their desire to do different activities and take advantage of the different spaces of the school, but this did not happen.

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### Specific Objective # 3

To implement a reading strategy that enable meaningful English learning in third-grade children of Colegio Theodoro Hertzl.

Research Data Technique(s):  
Participant Observation

Research data instrument: Teacher's  
Journal Format

Texto original (datos)

After several observations and assisting the students during the classes with the English teacher, carry out an analysis of the needs and tastes of the students during the class to later be able to implement activities according to what the institution requires at the academic level and what students asked based on their environment and motivations.

Ideas recurrencias, patrones

Categorias

Meaningful learning spaces

Useful Tools for meaningful  
purposes

Rote Learning vs. Meaningful  
learning

My Interpretation

My proposals were based on a quest to generate meaningful learning spaces for students by implementing the use of English in a natural way through reading, but not by

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rote and only to answer questions, but rather seeking that children could acquire tools and then use them to future.

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### Specific Objective #3

Implement a reading strategy that enable meaningful English learning in third-grade children of Colegio Theodoro Hertzl.

Research Data Technique(s):  
Participant Observation

Research data instrument: Teacher's  
Journal Format

Texto original (datos)

During my interventions, I decided to do activities that were meaningful to them and also comply with institutional guidelines.

I managed to do two complete interventions and a joint intervention with the English teacher.

All the time the activities had to be measured by the Compass book, the activity that both teachers did was based on a reading called "Discover the unexplored" where we previously saw a video from national geographic where they could introduce themselves a little to Places, culture, food, customs, religion. (types of tourism)

Ecotourism, adventure, sports, cultural, religious, business, agriculture tourism, safari, family, gastronomic, literary to later read the text and achieve Create a video,

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using a blog or web page, Write an scripts and an informative text and not only answer the questionnaire.

During both classes the students were very active and interactive with the class. They looked very excited and connected with the activity since it was the first that was different from the model that had been working.

Ideas, recurrencias, patrones

Categorias

Diversified Planning

Active Participation

Motivation

My Interpration

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Here we go → book  
4

Indicaciones → vamos hacer las paginas del libro, y debemos tratar de acabar hoy para mañana

1. A page match the pictures with colors

2. page • True or False → correct the false was/were

- Hoy voy hablar pasito, cada uno sabe cuales son sus parejas, hagasen en parejas y solo les digo una vez de hablen más pasito si estan haciendo buya despues de la primera no les digo nada sino que me acerco y les comienzo a rebayar.

Teacher  
Speak  
+

Usually in English but sometimes in Spanish

f. There were two friendly ~~with~~  
dwarves. They were the Luisa's  
best friends. They were named  
Lulu and Lili.

g. There were five colorful fairies  
in the castle.

acabar en la casa  
para mañana.

- Todos se estaban quejando → Estamos  
muy atrasados toca para la casa  
porque hemos perdido muchas  
clases. 1:00pm

Tablero

Joa. R., Jerónimo O., Simón P., Sofía P.

- Pedir siempre  
la palabra.
- Tener un buen  
tono de voz.
- Engir el comporta-  
miento en clase.

BYE Le Pone el nombre de los  
que incumplen las reglas, y  
el aseo

page write the plural  
answer the i?

12:28 Empiezan la actividad.

↳ You can use the  
student books and  
notebooks.

Pasaba por cada puesto ayudando  
y resolviendo inquietudes.

- ¿Cómo están organizados o cómo  
se organizan las parejas?  
↳ manejo de grupo

- homo - erano?

plural - singular

- ¿Por qué perdemos el nivel  
de inglés de los niños?

♥ Ellos entienden el inglés - Instrucción  
en inglés.

Cuento → en grupos de a 3  
 lo empezaron el martes  
 y alguno de los integrantes  
 se lo llevaba y lo tenía  
 que traer terminado el jueves (hoy).

Después de una historia hacen  
 el TL →

#6 - was there an elf  
 in this story?  
 • yes, there was

Delegados pasan a mirar que  
 la hoja este volteada.

La cada fila tiene su delegado.

Tienen la hoja de TL  
 al revés mientras otros  
 exponen.

TL # Was there a wish  
 in the story?  
 No there wasn't

Cuentos  
 hasta 5

page write the plural  
answer the i?

12:28 Empiezan la actividad.

↳ You can use the  
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