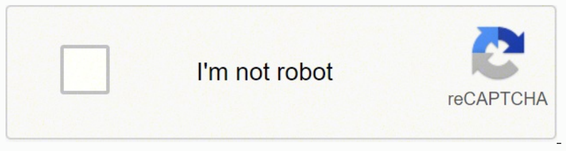

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Reading and reflecting on texts in tamil pdf free pdf file free

This is what the NCTE and universities say about the course (practical). â € ¢ Analysis of school textbooks texts to improve the skills in critical literacy. Create a community reading club a) Make a list of reading books of various texts and classify them under headings b) Collect books of various contexts and create a small library c) Organize themselves to topics, Gasre, region, folklore and Educational type d) Perform interactive group reading sessions (small groups) e) Create space and reading time 2) Reading for understanding, inferring, inferring and predicting, skimming, scanning and paraphrase. (Internal) However, to classify schools as excellent / upper / low / low / bad level, the president of the External Board of Examiners will examine the EPC by viva voce of the selected students. 2) Commitment to Expository writing by subjects (6 points) The selected texts may include articles, biographical writings or extracts of the popular writing of non -fiction, with strange themes of the subject's subjects of teachers (diverse Sciences, Mathematics, History, Geography, Literature/Language) For this unit, teachers should work in divided groups according to their subjects, within which they could read by different pairs of students teaches. Chapter 4: Child development, 79-96. 5) Commitment to educational writing (6 points) The selected texts here can be extracted from the wide range of popular educational literature in the form of essays, extracts or well -written chapters of authors who deal with education issues, schooling, teaching, teaching ± anza or learning. & Duff, A. CPE 1: Reading and reflection of texts Note about CPE 1: Reading and reflection on texts (new practice introduced for the course of B.ed.) prepared by Sabarish-P m.sc. , M.ed., JRF & net Assistant Professor of Physical Sciences, etnaidutsE etnaidutsE .P ,nwobthgiL .39-58 .rosimE rhT ,ruttA ,artseaM ed n³ÃicamroF al arap afarA can be randomly grouped for this unit. Drama Techniques in Language Learning: a resource book of communication activities for language teachers (2nd ed.). The internal evaluation will be on the degree of participation in a reading exercise in the class individually and in a group and reflection on it simultaneously. Now let’s see what to do at each step to update the goals. Washington DC: The National Academies Press, Chapter 1: Introduction 1-26, Chapter 13: Pulling Strings 569-590. Maley, A. Silenced dialogue: power and pedagogy in the education of other people. Creation of classrooms for authors and researchers. (Both students of the theory and the practical aspects of this document) will be asked to submit reflections on reading after completing each reading assignment. Skim through the text and provide a suitable title to the text 19. While teacher education institutions are free to select appropriate and relevant books for reading/writing/speech activities, the activities will provide opportunities to read a wide range of texts, including Empirical, Conceptual and Historical Work, Policy Papers, School Studies, Teaching, Learning, and the Experiences of Different People from all of these. How to learn Oxford languages: Oxford University Press 2. pklsabarish@gmail.com OBJECTIVES:- At the end of this course, the student’s teacher will: 1) improve their proficiency in “Read”, “Writing”, “Thinking” and “Communicating” in the language of instruction. Richards, J. (Individual Task) Expected Output (Product) 1) A record/report covering all procedures/activities followed 2) Reflective text-based writing. Some of the audio visual resources that can be used by teacher educators and students of students in this session are 1) A New Education for a New India (CD ROM) (by Gnostic) n³Âicavresbo n³Âicavresbo anu :ortseam led ejaiV)3 /gro.tcejorpribak.www//:ptth inamriV manbahS rop ribaK y maR noc sejaiv :dahnA-daH)2 on on teaching methodologies of a primary school teacher in a single-teacher school in MP, India. Once upon a time: Using stories in the language classroom. (individual task) I suggest In-depth Reading of any of the following texts for student teachers. Cambridge University Press. 2(1), 5-29. Wright, A. Ensure that the students are thorough about the paper ¢ÃÂÂLanguage Across the Curriculum¢ÃÂÂ. ÃÂ Working out in journalistic writing-Assign to collect particular journalistic items- letter to the Editor, General Article, thematic article, feature article, Students corner etc. 64-70. Develop a format for reflective reading journal. (1993). Available at Indian Institute of Dalit Studies, Q-3, Green Park Ext., New Delhi-16, Ph. 91- 11-41643981 . M & Spada, N. Reading of autobiography and try to written own autobiography (Autobiography of Gandhi and Narmad) 4. AACTE 2006 Proposal, APPENDIX II Certain activities that can be used for each terms mentioned in syllabus 1) To become familiar about various texts (Types of texts related to education ¢ÃÂÂempirical, conceptual, historical, policy documents, narrative texts, expository texts, ethnographies) Activities: 1. (Individual file). In other words, this course will enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of reading. Reflection for Preservice and Inservice Art Teachers E-portfolio, from . The focus of this unit is as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves. These readings will also provide the context for writing. Oxford: Oxford University Press Reference 1. Picture story writing and give suitable title 5. Portsmouth, NH, Heinemann. (2004). At that time the selected students have to explain the procedure followed for conducting this EPC to the board chairman. This Framing questions to think about as you prepare to read something, read a text, and reflect on what you have read in the context of the texts and your own experiences. Short, K., Harste, J. and Burke, C. Design vocabulary games to improve your vocabulary 16. 3) Gilligan, C. Sequence of activities: select the topic for research and articulate some guiding questions and search for questions and guides Locating relevant reference books (could be from a school library or the Institute library) scan, break down and extract relevant information from books making notes collecting notes and organizing information under various subtidings, planning a presentation: with visualization and oral Components that make presentations on the whole group of topics, casting questions. Activities: Understanding reading skills a) Take a reading text and follow the comprehension steps (it is best to follow Davis' nine comprehension skills of potential components) b) Reading to understand and visualize the account (Reading and Discussing Individual Groups + Groups/Explanation) c) Recounting the account: in one’s own words/from different points of view (taking turns in a smaller group) d) Narrating/describing a related account Smaller group) e) Discussing characters and situations â¯¯ â¯¯ Share interpretations and points of view (in a smaller group) 3) Metacognitive Skills for Reading Previews of the text and makes predictions, makes connections with personal experience or other texts, asks clarifying questions, identifies difficult sentences or passages, reaffirms himself in his own words, reacts to the text. A handbook on early learning. Reading for change: multicultural perspective (regional, popular and similar literature) inclusive perspective (gender, class, caste, differently and similarly) educational (policy, documents, magazines) Activities: Read texts of various Érus and fields evitcaretnIÂÂÂ¢ redaeR evitacinummoC)4 gnidaer ni noitcelfer rof cirbur a niatniaM)i seton ekat dna gol gnidaer niatniaM)h .slliks lacitirc fo tnempoleved eht ot sdael gnitirw dna gnidaer gninibmoC .)4991(.eseht fo lla fo secneirepxe sÂ ÂÂ¢elpoep tnereffid tuoba dna ,gninrael ,gnihcaet ,sloohcs tuoba seiduts ,stnemucod ycilop ,krow lacirotsih dna ,lautpecnoc ,laciripme gnidulcni ,stxet fo yteirav ediw a daer ot seitinutroppo sreffo esruoc sihT .llikS gnitirW dna gnidaeR rof krow laidemeR & Citsongaid .D ,DOW ,Srayob noiram :ku ,nodnol ,yteicos gniloohcsed .gninrael egaugal rof serutcip .SEHT Evoba Evoba tcepsa tnemcdic tniop tniop tniop. ,Stnuocs Evitpircsed Diviv ,stnedicni citadicni citard ,noit neduts rof gnilanruoj dna gnikniht evitcelfer no spohskroW .1 enod eb nac taht seitivitcA lareneG III XIDNEPPA .STENBILFNI dna seirarbil latigid fo tsom ni daer ot yleerf elbaliava era skoob esehT .J ,drofsnarB dnA .txet eht fo snoitcelfer eht tuoba gnitirw nehw cirbur dna lanruoj Evitcelfer â€â€â€â€â€â€To , Amarder lacisum ro yalp ,tca-on otni txet trevnoc â€â€â€TMo .4 .4 -Meht Gnigduj -MEHT GNTANIMESDISS -TNEVE SLITED EHT LLA GENEES -GNITIRW TROPERS NOIYUQCA â¸ agencies puor(Meta hcae Fo sabbedta dnif sabbander . Meht no stnemucud dna seicilop lanoitacde no-itssucsid/seet tcudnoc â€â€â€â€â€â€â€T €â€â€â€´ sllik gnidaer no pohskrow ,sgnidaer repap ,sranimes dnetta â€â€â€â€â€´ s Noitces Desilanigram ,Serutluc morf stxet stxet etoN .CPE siht rof egelloc eht yb nevig ydaerla erudecorp/skram lanretni eht sterpretni/etalupinam ro ees revewoh ton lliw eH .3 noitatciD .CPE siht rof noitaulave lanretni desoporp sah ytisrevinU tucilaC noitaulavE .iruraB hsetiniB rotceriD .ygogadep htiw snoitcennoc ekam ot gninrael nwo sâ€â€¢o if gnitcelfers â€â€â .tinu siht rof ylmodnar deb nac srehcaet tnurets .Seiggetarts dna slicks sserdda sserffidda ssarda /dna snoitarli ,sliated etercnoc fo esu ,saedi fo gnicneuqes ,sdrow Yek ,sgnidaeh-bus gnifitnedi ,elcitra eht fo erutcurts fo sisylana)2)ktnivid romdin rotirporment Gnidaer dna gnimmiks ,gninacs of hcus seigetarts Gnidaer Gnidado)1 :Seitivitca detosgus .snilloc reprah :adion :Dion .Smoorsssalc Egaugalc dnoces by Gnihcaet Evitcefer Eht ni Elbaliava â€â¢senzagam. Nihtâ€ã fo gnidaardan .)3601(.Seirarbil eht fo tsom of Elbaliava Era skoob Eseht Fo â-ã -Noitnnemucod -noitnemucod Gniloohcsed rehcaet a ot rettel -skoob .41 txet fo erutan eht ot ot ot tnidrocca tcelfer dna daer tna trrtsni ssreffid dna puord ot ylod yolaid edivid edivid edivid. A FO Yrammus .g.eâ€â€¢ txet eht no desab etirw)2 lanruoj evitcelfer nommoc a gnipoleved ,sgnitirw lanruoj gnitcelfer tnereffid snoitcel Eropxre)1 stxet eht tcennoc)f)noissucsid llams(weIv Fo stniop dna senopser gnirahs ,eeht eht fo noissucsid)gnirahs txetnoc eht Srehto ot ot ot ot ot otxet eht fo tsi eht nialpxe)c daer uoy tahw tuoba klat)b snrut gnikat puorg eht Ola daer)a :Seitivitca DNA Laudid ((possible online discussions through synchronous or asynchronous modes, Students should have an opportunity to read and reflect both individually as well as in groups Suggestions 1. Suggested activities: 1) Reading for discerning the theme(s) and argument of the essay (guided reading ¢ÃÂÂ individually or in pairs) 2) Analyzing the structure of the argument: identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion) 3) Discussion of the theme, sharing responses and points of view (small group discussion) 4) Writing a response paper (individually or in pairs) 5) Presentations of selected papers, questions and answers (large group) Expected Output (Product) 1) A response paper (individually or in pairs) 2) Presentations of selected papers with questions and answers session (Can be done in front of large group/General class) Total Output (Product) expected for this EPC 1) A file including all the above mentioned outputs of each unit. Divide the group and provide one text and suggest students to make different interpretations 15. (1970). Bransford, J.D., Brown, A.L., and Cocking, A.R. (editors), 2000, How People Learn: Brain, Mind, Experience, and School: National Research Council, National Academy Press, Washington D.C., 346 p. ´ÃÂÂÂ Pensavalle, M., Tyerman, J., Delgadillo, L., Miyake, J., Soong, A, (2006). Assessment will be done internally by the teacher educators concerned on the basis of the criteria fixed for the purpose. Reading Skills ¯ÃÂ·Â Creating environment for reading ¢ÃÂÂ reading clubs, class libraries ¯ÃÂ·Â Reading aloud and silent reading ¯ÃÂ·Â Scaffolding: concept and activities ¯ÃÂ·Â Reading different texts types like stories, poems, riddles, jokes, and instructions for games Reading with comprehension ¯ÃÂ·Â Reading for global and local comprehension ¯ÃÂ·Â Inferences, analysis and extrapolation ¯ÃÂ·Â Reading strategies including word-attack strategies ¯ÃÂ·Â dna ecaf ot ecaf ecaf rewop ed osu le etnaidem etnemelbireferp(n³Âicatneserp anU)1)otcudorp(adarepse adilaS .oigeloc led sovitatlucaf seroseforp setneidnopserroc sol y samoidi ed odaroseforp led sorbmeim sol ed n³Âiccerid al ojab soidutse ed nalp le ne sadad satuap sal nºÂges obac a ¡Âravell es osruc lE CPE etse arap satuaP).osruc led lanif le atsah setnaidutse sol noc otnuj / dadisrevinu al ne ¡Ârdnetnam es ovihcra lE(.2 odnum le noc otxeT y otxet noc otxeT ,omsim onu noc otxeT -otxet le noc senoixenoc recaH .9 .odacilbup res arap rajabart euq eneit opurg led orbmeim adaC Â .selbinopsid aicnerefer ed sorbil ed otnujnoc nu ed ritrap a ragitsevni naÂrdop euq acit¡Âmet aer¡Â us ne ocifÂcepse amet nu naÂrigele oiretsigam ed setnaidutse ed sajerap sal ,sopurg sotse ed ortneD .11 .n³Âixelfer y n³Âicaulaveotua ,oerotinom ed sedadilibah ed ollorrased le natnemof y sodinetnoc sol ed oinimod le neveumorp n©Âibmat ,dadiraluger royam noc reel a setnaidutse sol a namina olos on senoixelfer satsE .otxet nu ed n³Âisnerpmoc al a neyubirtnoc om³Âc rev arap otxet ed sarutcurtse sasrevid n¡Ârazilana Â setnaidutse soL .odÂel Â euq ol ratnoc a revlov o rimuser ogeul y satnugerp rednopser ,senoicciderp sus raborpmoc ,senoicciderp recah a n¡Ârednerpa ,sovitisopxe sotxet araP .YN ,sserP namgnoL ,hcraeseR gnidaeR fo koobdnaH ,)serotide(.lanoiccurtsnI oibmaC lE atcapmI n³ÂixelfeR aL om³ÂC :atseuporP 6002 ETCA .D ,atnasaV)5 .D .odauceda olutÂt nu noc saenÂl)8/7(sacop ne olrimuser y odalupitse opmeit le ne odad otxet le ratelpmoC .sosrevid sotxet 2 ed ritrap a acitÂrc n³Âixelfer anu ratneserp Â ´Â esalc al ne ratneserp y otxet nu erbos oirotarolpxe oyasne nu ribircsE Â Â ´Â olucÂrruc la esratcenoc y selautxet sarutcurtse y sotxet razilanA Â Â ´Â .3 sserP ytisrevinU egdirbmaC :egdirbmaC .setnaidutse sol nednerpa om³ÂC .otxet ed sorbil ed solutÂpac razilana arap acitÂrc n³Âicazitebafla ed saedi ed osU ·ÂÂ ¯Ã tenretni e aidepolcicne ,oiranoiccid ed osu ,riced se ,aicnerefer ed atneimarreh omoc arutcel al ed osU ·ÂÂ ¯Ã sisi¡Âna in front of the comrades. The goal is to engage with the readings in an interactive- individual way and in small groups. Director- Deepak Verma, FundaciÃ ³ n Azim Premji. More than student teachers can books like 1) Autobiographies of national leaders (eg: Gandhiji) 2) The Alchemist- Novel by Paulo Coelho 3) Playing It My Way: Autobiography by Sachin Tendulkar 5) ¢ÃÂÂWings Of Fire¢ÃÂÂ and other familiar Books by A. Responses may be personal or creative or critical or all of these together. Parrot M. Narrating Professional Development: Teacher s stories as texts for improving practice. However the presentation should be to the whole general class. Summary of a scene, extrapolation of story, converting a situation into a dialogue etc. 6) Reading beyond Text 1. Childhood, Work and Schooling: Some Reflections Contemporary Education Dialogue, Vol. Various types of report writing 8. (1991).

APPENDIX I References that can be used by Teacher Educators and Student teachers for this EPC Reflective Reading ´ÃÂÂÂ s_in_Re.pdf ´ÃÂÂÂ / ´ÃÂÂÂ 5350 ´ÃÂÂÂ ´ÃÂÂÂ 06.pdf ´ÃÂÂÂ in-the-use-of-context in- reading-texts ´ÃÂÂÂ ´ÃÂÂÂ needs/Reviewedresources/ Reading/Comprehension/ELP-years-5- 8/Reflecting-on-recrafting-andpresenting-text ´ÃÂÂÂ _effective_questioning_ADE_Sample ´ÃÂÂÂ sm_Is_constructivism_meaning_making ´ÃÂÂÂ Collaborative Reader ´ÃÂÂÂ sia/Polyglossia_V18_Greg_Kajiura.pdf ´ÃÂÂÂ other other Ã´ Ãdy âference reading+%26+s Torytelling (Interactive Reader) â´ Âferences âference: // reflectivepractioner. pbworks.com/f/lincoln.pdf redacciã³n reflective ã´ âferences ã´ Âsizes Âferences --- Workshop-Booklet.pdf Âs ã´ Âsizes ´ Ãdy âference Reflective magazine Ran Â,´ Ãdy Âferences .Ednet.ns.ca/twatson/reading_journal_rubric.htm ã´ Âferences Ãdy âference . LEA EL TEXT Y PROPERTE UN FIVE WALL SUMMARY TO Each PARRAFO 17. Suggested activities: 1) SETTURE TO COMPART Y VIEW LA CUENTA (Lectura y Discussion/Explain. proposed Palabras/from different sight of the sight (taking shifts in a Mother Group ± o ± o) 3) Narrating/describing UNA Related from La Life Experience of Uno (in front of the un) Discussion of personajes y situates: sharing interpretation y puntos de sight (in a unique group ± o) 5) Scripture Basked in the text, by ejemple. (1988). La Lectura Effective Perseis 12. Y Willis, J. S. Review Del Libro, appreciacion of La Poesâa 2. ESTOY AQUAÂ SUGIRING UN FILM FOR QUINTA EVERY PAST. 2Do. Abdul Kalam 6) "Puede Ganar" by Shiv Khera 7) Pedagogy of Los oppressed by Paulo Freire Heads Recommended for Los Materiales Son Ethnografaas "Meenakshi Thapan" Estudio '' Ethnographers of Schonement. Investigation studios. of Rousseau ÂÂÂ ruoc ehT .stxet esrevid htiw railimaf teg yeht sa sessecorp gnikniht nwo rieht fo suoicsnoc emoceb ot ssenerawa evitingocatem poleved osla lliw stnedutS .ytilaroM dna fleS fo noitpecnoC sÂB dlihc tuoba mlif yratnemucod A :eerF si egdelwonK erehW)4 gro.noitadnuofijmerpmiza@atimuhdam Â E dravraH .saedi Âe gnidaeR ?yadoT loohcS ni ksA uoY diD tahW .esiw noitpO enod eb nac sihT .daer gnieb era taht skooob eht no noissucsid puorG .K ,adnukuM)6 .stcejbus rieht ot gnidrocca dedivid spuorg ni krow dluohs srehcaet tneduts ehT)skram 6(skoob ecnerefer detailer-tcejbus htiw gnigagnE)4)enizagam 1(selcitra eseht fo lla gnidulcni enizagam A)2)ksat laudivini(hcraeser tneiciffus retfa nettirw tseretni lacol fo cipot no elcitra nA)1)tcudorP(tuptuO detcepxE .2 .tca-onom dna yalp ,yrots ,eugolaid a ot txet gnitrevnoC :txeT eht ecneirepxE ,txeT eht eB Â³ Â‡³Â' stxet eht fo noitaterpretni no snoissucsiD ÂT³‡‡‡TO gol gnidaer gniniatniam ,stnemngissa gnidaer emoH ÂλÂ‡³TÂ' stnemngissA dna sksat detsegguS enizagam ro/dna rettelswen egelloc ni stxet detcelfer no syasse evitaerc dna syasse lacitirC hsilbuP Â³³³³³³³³³ Â'.ekil dna ihdnaG ,adnanakeviV ,erogaT ,odniboruA ,ihtrumanhsirK fo skoob ,seugolaiD sÂ³I a nednerpa n©Âibmat y sarenam setnerefid ed sotxet ed dadeirav anu a nednopser y neel setnaidutse soL .dE.B ratilibah arap esab omoc ¡Ârivres osruc etsE n³Âiccurtsni al rednerpmoc arap dadicapac us erojeM)3 arutcel al ne s©Âretni nu ellorraseD)2 .sserP ytisrevinU egdirbmaC :egdirbmaC .7 .)1002(.)9891(.)0002(.oen¡Âropmetnoc s©Âretni ed samet erbos satsiver o socid³Âirep ed solucÂtra naÂriulcni sodanoicceles sotxet soL le)sotnup 6(acitsÂdoirep arutircse al noc esretemorpmoC)3)laudividni aerat(senoinipo y soiratnemoc noc ,otxet led nemuser nu o n³Âisiver anu)4 sadiuges sedadivitca/sotneimidecorp sol sodot acraba euq emrofni/ortsiger nU)3)otcudorp(adarepse adilaS)aeraT laudividni(oudividni(senoinipo y soiratnemoc noc ,otxet led nemuser nu o n³Âisiver anu ribircse)5)ritrapmoc y lapurg n³Âisucsid(otxet adac ed otxetnoc le 'gnicalP' arap savitaterpretni sedadilibah sanugla ereiuqer y ,sotxet sol y sotejus sol ertne ¡Ârairav otsEâ " samet setnerefid natneserp es euq le ne "aicnerefer ed ocram" o "avitcepsrep" y otejus led ocifÂcepse oiralubacov ,arutircse ed olitse la ritsisa)4)ednarg s¡Âm sairetam ed opurg le ne(sorto arap amet/otxet led aicnese aL odnacilpxE)3)sajerap ne odnajabart odaiuG(.P ,lahtnesoR y .L.J ,limaK ,.R ,rraB ,.D.P ,nosraeP ne :arutcel y savitingocatem sedadilibaH ,4891 ,.L.A ,nworB y .L ,rekaB .M ,irculovniR & ?recah ©ÂuQ¿Â)lacol s©Âretni ed atsiver anu ricudorp arap odnajabart(s©ÂretnI selacol samet erbos solucÂtra ed n³Âiccader y n³ÂicagitsevnI)4)o±Âeuqep opurg ed n³Âisucsid(senoises o sogses selbisop ,sodatneserp n³Âisiv ed)s(otnup ,olucÂtra led "aÂrenimarf" a redneta arap acitÂrc arutceL)3)serap ne odaiug ojabarT(.olpmeje rop .cte ,saÂfargonte ,opmac ed saton ,sacif¡Ârgoibotua savitarran sadiulcni ,setneuf sasrevid ed sovitisopxe sotxet ,sovitarran sotxet ¡Âriulcni n©Âibmat osruc lE .)6002(retawetihW .W.U ,.W ,reldnahC ,tuotS .W.U & ,.S ,¬â ¬â ¬â ¬â ¬â ´Á mth.golgnidaer_aa/th/stnedutsrof/do/moc.tuoba.tilcissalc//:ptth ¬â ¬â ¬â ´Ã fdp.cirbur/369n Together, depending on the text and the propens of reading. Q. Suggested activities: 1) Reading to extract general meaning, information, information, KNOWLEDGE (guided pairs reading and manufacture of simple notes) 2) Identify concepts and main ideas involved and take notes on these in some schematic way: flow diagram, ongoing diagram, mental map, etc. Reading and criticism editorial articles of periodic. Cambridge:. (2009). Reflect on the structure of the text, language, child, context, the reflection of sociocultural diversity in reading: stages of reflection in reading tasks: previous reading, while reading and publishes reading activities: they reflect on The texts: a) Read a book and identify the structure of the text, the language, the Gasro, the context, the sociocultural diversity b) Reflect on the text with the various steps, at different stages such as reading, previous reading and reading After c) Analysis of the structure of the article, identifying sub -cabotillas, keywords, sequencing of ideas, use of concrete details, illustrations and/or statistical representations (guided work in pairs) d) Cothetic reading to attend to " French submitted, possible biases or sessions (small group discussion) e) research and writing of articles on local interchers (working to produce a local inter -s magazine) f) Read To extract general meaning, information, knowledge of the topic (guided reading in pairs and manufacture of simple notes) g) Identify main concepts and and the disbursements involved and taking notes on these in some schematic way: Flow diagram, ã Teles, mental map, graphic organizers, chapter map, concept map of the reading text. J. ã¯ â € Šâ · field notes ã¯ â · ethnographies in the receptive and productive skills of English. Harvard Educational Review 58 (3), 280-298. Zimmerman, B., 2002, becoming a self -regulated student: a general vision: theory in the practice, v. (1999). 2) Donovan, M. 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