



ESCUELA NORMAL DE ATLACOMULCO
"PROFESORA EVANGELINA ALCÁNTARA DÍAZ"



Didactic material to foster reading with first graders

Ensayo

Que para sustentar examen profesional y obtener
el Título de:

LICENCIADA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD
EN LENGUA EXTRANJERA (INGLÉS)

Presenta

MARICARMEN SERVIN MEDINA

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Artistically build is a synthesis of life in the form of material.
We must try to put everything under the same hat

Alvar Aalto

To God for giving me the strength to continue.

To my parents for the love and believed in me.

To my brothers who are the engine to move forward.

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INTRODUCTION

This document is aimed to describe some important points about teaching materials and their need at the Secondary Agricultural Technical School no. 0013 “Lic. Andrés Molina Enríquez”. Today's society, demands to have a higher quality education, an imperative of the demanding world in which they are immersed, which has created the urgent need for the work of men to be much more effective, for which more preparation is required. That is why the most appropriate authentic materials for each educational situation and the design of good educational interventions that consider all contextual elements are always key factors for achieving the intended educational objectives.

The present essay is integrated by three parts, in the first part it is included the topic selected and the reason why it was chosen to be developed in the school; there is also included the information background with the most remarkable authors in the field of teaching English and who have researched about didactic material and its importance as well as the reading process and the best strategies to practice this skill with teenagers. This essay is located in a thematic line to support the teaching practice; there are also the purposes and the questions to be answered which have guided the development of the intervention strategy. It has also been considered the Qualitative method for the research and to end this first part, the resources are included, they are the lesson planning, the teacher's journal and the purpose of this essay, the didactic material.

The second part includes the development of the topic, which explains the study group where the topic is focused, the students' profile and the five didactic situations that exemplify the use of the didactic material to foster reading based on the progress obtained in each of them. Finally, the third part includes the conclusions and suggestions that are the result of the pedagogical intervention to promote reading through the use of different didactic materials.

RATIONALE

The main bases that were determine for the realization of the research topic are the needs of the students; that is to say, since the beginning of the teaching period it was noticed that young people liked to work with material that was attractive to them, because they also had more information and were able to help their classmates who had difficulty when learning English, what could be observed was that the students remembered the topics through the use of the didactic material and likewise it was not so complicated to understand the topics seen during the week of practice, this is where the obligation to use various didactic resources arises, in the design of innovative activities that awaken the interest, motivation and consequently the significant learning of the learner towards the learning of a second language. The research topic was presented through the improvement of this stage as a teacher and the best way to do so is that students feel motivated and arouse their interest in learning a second language in an attractive and innovative way.

Ramirez, A (2015) mentions, "Teachers are currently blamed for the inefficient learning of the English language, for the supposed traditionalism used in the classes taught and not only in this subject but in all those taught during education, therefore, it is intended to modify the way in which is taught and for this methods are sought and one of them is the implementation of teaching materials, it is known that is a good way to achieve and capture the student's attention".

For the identity, the school is the most important part in which should be responsible for making schooling more enjoyable and attractive, for which you can implement teaching materials and for these to be effective and propitiate a successful learning situation.

It is important to have knowledge of the importance of the didactic material in which they refer to the means and resources that facilitate teaching and learning, within

and educational context, stimulating the function of the senses to easily access the acquisition of concepts, skills, or attitudes.

The idea of using authentic material in the teaching of English is supported by references and different authors who discuss this topic. Authentic material gives students many significant advantages and promotes them with great motivation and interest in language learning and helps them improve communicative competence. In addition, authentic materials allow students to develop confidence through activities that strengthen and develop English using real problems that lead them to be creative, imaginative and analytical. It is concluded that the authentic materials are chosen in an alternative for the development of learning and it is expected that the means and resources used favor the development of the students' communicative skills.

The need to foster reading is of great importance, but a problem that has arisen is the lack of intention that young people have about it, every day many young people decide to opt for other things except for reading since technology has led to the Traditional reading and it has become boring and we only do it when necessary. That is why the use of didactic material was implemented to encourage reading and arouse interest in reading, since the students with whom they work like motivation through different didactic materials.

PART I.

THE TOPIC OF STUDY

1.1 THE TOPIC AND THE CONTEXT

E.S.T.A. High School No. 0013 "LIC. ANDRÉS MOLINA ENRIQUEZ" discontinuous shift is in the town in the Barrio de San Joaquin in the municipality of Jocotitlan, with postal code 50700, KILÓMETRO 18. 2 CARRETERA ATLACOMULCO-TOLUCA
Additional Data: Between the Road to San Pablo De los Remedios, next to the CBT Dr. Maximiliano Ruiz Castañeda. It is important to talk about the school context, because it is where children learn countless things that allow them to acquire their learning better by demonstrating that they have new experiences when it comes to English. It is worth mentioning that historical facts can be presented in teaching materials such as timelines, informational capsules, news and cartoons. According to information obtained in INEGI (2018), the current sources of employment in the locality are the following:

Agriculture: activity that has as its main crops: corn, tomato, beans, chili in its various varieties such as bit, wrench and crystalline and onion. That they consume themselves due to the human needs presented by the population and when the production is fruitful, it is commercialized locally and regionally. Standing out the onion that is the only one that is marketed at the state and national level. At present, the agricultural manipulation is developed with the use of technology and advances in scientific knowledge in what are considered the so-called "greenhouses" that allow to improve the crops within their seasons because climate change has significantly affected this municipality.

Livestock: where a high percentage of goat livestock predominates, followed by pigs, cattle destined to produce milk, cheese and meat, sheep and poultry for the sale of meat and eggs.

Forestry: carrying out the forestry activity of products timber and harvesting is done from rural production.

Manufacturing Industry: that in remote times gave solvency to several people from that municipality as to the neighbors, that over time it had its decline, giving rise to a small business, where only some can receive a salary to move forward.

Commerce: it is one of the sectors that is carried out in different establishments in both rural and urban areas. That in times current opportunities have been provided to highlight the main products offered by said municipality.

Services: that present a great demand to meet personal, professional, repair and maintenance needs, social, cultural and recreation, among others generating jobs in the local population.

These economic activities that are promoted in the locality are the main source where students can apply their knowledge after having interacted with didactic materials.

1.2 INFORMATION BACKGROUND

The learning and teaching of a foreign language has always been associated with the use of materials - more than all printed texts - because it has been shown that it allows us to approach not only the language studied but also its culture. Now, learning a foreign language is not the sole responsibility of a teacher, it is necessary to provide environments for the learner to be motivated to use it. Martín (1999), points out “a language is learned using it, the concept of language use is inseparable from the concept of language presented in texts”. From this perspective, the role played by materials in the learning contexts of language and culture is absolute.

According to (Gutiérrez, 1980, p.15) “Didactics is the science that deals with the teaching-learning phenomenon in its descriptive aspect of effective methods”. It oversees looking for methods and techniques to improve teaching, allowing to approach, analyze and design pedagogical schemes. It is a creative way of teaching for the teacher and a different way of learning for the student.

Already in the period from 2007 to 2011, this positive trend in the use of materials is further consolidated, 43% of teachers do so with the clear purpose of facilitating student learning, and also recognize that it is a fundamental tool to practice language, know the context and develop autonomy to the extent that facilitates interaction. However, only 10% of teachers, mostly with outstanding applications, use the materials for specific purposes; for example, to develop a competence or to develop critical thinking skills or as a social mechanism for the inclusion of students. These results are a good indication that there is a growing interest in using materials that respond more and more to the academic, cultural and value needs of students, and, a progressive interest in developing materials supported by new technologies is reported.

However, in relation to the scope of the material, which is determined by its potential to influence particular learning contexts and by its ability to respond to specific

training needs and various learning styles, the evidence shows that it aspect is still very incipient and underdeveloped: the materials used by teachers are still rooted in traditional teaching perspectives, and definitely a material is of quality when it responds to what it is learned for.

These results constitute a starting point not only for teachers, but also for designers of teaching materials to create materials that are much more contextualized and adapted to the real learning situations of students.

The teaching of the English language requires highly trained professionals who not only teach, but also contribute to the creation of new methodologies, techniques, and materials that facilitate students' acquisition of knowledge and skills that are useful and applicable to them. your personal, academic and professional life to communicate in this language. One of these skills that today's professionals need to develop is reading.

Developing the ability to read in a second language allows us to access the latest technologies, the latest printed materials and an extensive field of Internet sites, just to name a few examples.

In our country, most people have no reading habits. Most students, in general, read why they are forced and not because they have the desire to do so. They read to do a homework, to investigate some information required by the teacher but almost never because they are curious to enter the world of reading.

About the treatment of language, the materials present discourse excerpts that correspond to diverse discursive genres, both oral and written texts that account for a variety of voices and views on a given topic. The discursive, lexical and grammatical aspects suggested in the materials are just some of the aspects that the students will be able to work in the classes with the teacher, putting special interest in the content to be addressed in them. The material is not exhausted in the

proposed activities, on the contrary, it will serve as a trigger for new and better work proposals for the classroom.

Jerson, (1999). "With this in mind, we have developed a series of tasks taking as main axes those mentioned above for adolescent students of pre-intermediate level who attend English classes at the School of Languages under the Secretariat of University Extension of the Faculty of Humanities and Education Sciences of the National University of La Plata."

Jolly, (1998). "Present an easy process to follow when writing new materials. They include the following steps: identification of needs, exploration of needs, contextual realization, teaching, production of materials, use in the classroom and evaluation". Following this model, we can realize.

Brown, (2007). "The use of resources can have an important impact on language teaching and learning". Within this framework, teaching resources guide the phases of the educational process.

Sanchez, Iglesias, (2007). "From a cognitive point of view, these phases promote the construction of meaningful learning, classify teaching resources, in base texts of the subject and complementary materials". Depending on the use of resources in the process of teaching and learning the English language, it is possible to refer to the following approaches and methods:

Tomlinson, (2011). "Communicative approach: This approach emphasizes the use of didactic materials, that is, resources written or prepared by English-speaking speakers" Consider the use of teaching materials in primary schools, it is very important, as it is a resource that facilitates students the acquisition of new knowledge and the development of skills.

Lems, Miller, Soro, (2010). Grammar approach: "In this context, the main resources used are dictionaries and grammar books.

It is important to keep in mind that the teaching material must have the elements that enable some specific learning. Therefore, a book is not always a teaching material. For example, reading a novel without doing any kind of analysis or work in this regard does not imply that the book acts as didactic material, even though it can provide data on the general culture and expand the literary culture of the reader.

Among the types of teaching resources mostly used by English teachers in the public administrative unit, the voice stands out, followed by body language and study text". Sánchez, (2011). "These resources are essential for learning a second language, but you should also consider that there are other resources that complement this learning and that these teachers should keep in mind when preparing their class schedules". On the other hand, in the semi-public administrative unit, just as in the public one, the voice stands out, as the most used resource in the classroom, also followed by body language.

Clearly, teachers are mostly using basic resources within the English classroom and postponing other resources that are also of great importance in the teaching and learning process. The proper use of the teaching material is of the utmost importance to retain or capture the attention of students, however, in the same way, Ausubel, (1998) mentions, "the means and the way in which the message is transmitted plays a fundamental role in the individual learning". The teacher must know the student so that their teaching makes sense and knows how to bring the knowledge that the student wants to learn. It is necessary to know the student and their learning styles that is to say if they are kinesthetic, auditory or visual, to carry out a more suggestive work environment, where all the students interact with each other, knowing the students in the same way helps us to realization of the teaching material.

In order to know the knowledge that children have on any subject, it is necessary to make an inquiry of the previous notions before addressing it; Based on the answers obtained, the teacher will be able to start planning his class, taking into account the method to be used and the materials that will support his class to ensure that the children appropriate each knowledge.

Another author who is of utmost importance that makes us mention on the subject addressed is Bruner (1998) indicates “that learning is the process of interaction in which a person obtains new cognitive structures or changes some by adjusting to the different stages of intellectual development.” The learners must evaluate each word regarding its difficulty level and implement extensive rehearsal by cards. Furthermore (1997), “learners should have a review plan in their learning process”. This will demand expansive meta-cognitive abilities on the part of the language learner; if they lack such abilities, no difference may be found in comparing flash cards and word lists. Is the issue of time duration. There is a direct relation between working with didactic material and time duration. It is believed that flash cards are more effective than word lists because the former can be easily separated into several groups. Hence, learners can easily focus on difficult words over simpler words because the learners learned twenty new vocabulary items for no more than twenty minutes in this study, they did not have enough time to evaluate the difficulty level of the words and focus on more challenging items.

Montessori (2018) “The didactic materials are a tool that helps students' mental development and self-construction”. They help the student understand what is learned by associating abstract concepts with specific sensory experience, so he is learning and not just memorizing.

It is necessary to foster our custom for day-to-day reading, since through this, we will also agree to have good writing, and therefore to better express our ideas, projects, thoughts, and arguments when expressing our concerns. On the other

hand, the habit of approaching books is instilled in children from an early age, integrating the world of letters into everyday life.

It is very important to foster students to make reading a habit since it will mean that in the future, we will find people who are more knowledgeable about different realities and therefore more tolerant and aware of diversity.

1.3 THE TOPIC INTO THE THEMATIC LINE

During past generations, teachers have acquired learning to foster reading the didactic material, and competence as well as a style of teaching, which was through experiences to be in front of a group with difference context, to innovate and created dynamics sequences in which the use of didactic materials, because to continue working traditional method increases an update where the teacher is the guide for students, and also build their own learning from the previous notions that are possess for the modifications of mental schemes, allow to acquire a sign learning.

A description of the subject of study is provide, as a well as the relation with students of occurs with the social context in which the school is immersed, significantly in the students learning process, aside from the characteristic classroom, as such of girls and boys in the practice group, addition to the differences styles, such as the role of their parents and the commitments achieve.

A) “LOS ADOLESCENTES Y SUS PROCESOS DE APRENDIZAJE” this first line refers to knowledge that teacher manager to have from secondary school students; the idea of this is that trainee teachers know their characteristics by adolescents to learn, “ to build notion process, the information, the formation of reference groups or friends, teenagers at risk the socio-cultural context. Tracking a small group help find explanation to improve student learning.

B) “ANALISIS DE EXPERIENCIAS DE ENSEÑANZA” it states how the topics are related to some student’s experiences, this thematic line express the initiative and the pedagogic imagination that teacher develops during the initial formation for designing applying and analyzing learning activities to secondary purposes.

C) “GESTION ESCOLAR Y PROCESOS EDUCATIVOS” this third line mentioned how the teachers can explant their knowledge about the work developed in the school as well as how to influence the “school management” into the secondary school (Sep ,2002)

1.4 PURPOSES

1.4.1 General Purpose

To use didactic materials to promote reading.

1.4.2 Specific Purposes

To describe the characteristics of the social and institutional context where the didactic materials to foster reading.

To apply the classification of didactic materials from the perspective of various authors.

1.5 QUESTIONS TO BE ANSWERED

In order to carry out the investigation of the use of the didactic material, some data or cases are mentioned in which the topic to be addressed is carried out in which it served to reflect on the good and bad points, to apply and act on social events through the creation of intervention strategies and methods, based on the topic to be addressed, different strategies and dynamics for the improvement of learning in English are determined.

- What are the teacher's attitudes towards using didactic materials in EFL classes?
- Do the teachers prefer to use didactic materials?
- What types of teaching materials do you favor to implement reading?
- Does the use of teaching material implement motivation in students for reading?
- Do the teachers need training in dealing with didactic materials?

Today there are excellent teaching materials that can help a teacher teach, improve it or that can help you in your work, that's why the questions are asked. To conclude the questions are reliable to establish different strategies by using the teaching material to promote reading.

1.6 METHODOLOGY

1.6.1 Qualitative Method

The present study sensibly the views of the teaching methods of the most favorable model teachers and the views of their students as well. The procedures included three model teacher selection, participating students' selection and analysis of the English proficiency improvement of participating students. Research tools included student evaluation of teaching (SET), the questionnaire survey, and students' interviews.

García, Hedgcock, Ferris (2008) "group the teaching resources into published materials and didactic materials", the classroom observations were arranged, and analytic notes and contact summaries with the teacher were written. In fact, learners' own reactions are more important than the kinds of utilized texts as far as language acquisition is concerned, and if a text (irrespective of its nature) is employed to help learners use the language in the classroom, this kind of practice can be equated with authenticity. But, to create didactic material for use different scenarios in classrooms, the leaning is to employ simulations which are by their very nature unreal. For example, if an activity requires the students to complete a bank form, the used text is real, but the created location and the roles assigned to the students are artificial since the classroom is not a bank and the individuals are language learners.

This example reflects the unstable nature of the authentic text concept and thus claimed that the purpose behind using the text should be the criteria for determining authenticity in the language classroom. Apart the plurality of meanings associated with authenticity in relation to language learning and the importance of tasks and learners' perceptions students' views about educational aspects may not necessarily be valid or even relevant due to their own limited expectations, beliefs, and experiences in some educational contexts.

1.6.2 Ethnographic Studies

For instance, some learners may favor or plainly accept mechanical activities or simplified texts as effective because these materials are cognitively less complex. (Prize, 2007) "A language is learned using it, the concept of language use is inseparable from the concept of language presented in texts" challenging or the learners are not aware of the diverse task / text types available, irrespective of whether these materials are relevant in the context and facilitate the acquisition of the target language or not.

Language activities are diverse, and they display varied degrees of authenticity, and so the discussion of such a wide topic in the limited space of this article cannot possibly do justice to the subject. Thus, further discussion related to authenticity in this paper will limit itself to authentic texts implying real language since the discussed study attempted to investigate the extent exposure to authentic reading texts in a second language educational scenario can lead to effective acquisition of the target language.

1.6.3 Case studies

The 1st grade group "E" with 34 students in its entirety, study group for the research topic "Didactic material to Foster Reading" the group mostly does not have English level, since in the primary where they were they did not have an English teacher (**APPENDIX 1**), it is for this reason that it is my study group to work English through the use of didactic material and promote reading skills, reading is considered important to understand and understand a language, Students are interested in a topic when it is attractive or interesting, the use of didactic material is essential for the motivation of students.

The group of 1 ° "E" were considered 4 students of study that is 2 students who have a more advanced level than the others and 2 who do not have student level A with level A2 student B with pre-initial level ,, Student C with level A2 and student D with pre-initial level, the 4 students do the work, in different situations, but do the work properly in time and form, but due to the level of English if they are difficult to read, it is interesting to highlight that students in their entirety are interested in reading. Yin, R, K (2003). Case study research: Design and Method, Cambridge University.

1.7 RESOURCES

1.7.1 Lesson Plan

A lesson plan provides you with a general outline of your teaching goals, learning objectives, and means to accomplish them, and is by no means exhaustive. A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other.

When planning learning activities, you should consider the types of activities students (**APPENDIX 2**) will need to engage in, to develop the skills and knowledge required to demonstrate effective learning in the course. Brown, (2007). “The use of resources can have an important impact on language teaching and learning”. Learning activities should be directly related to the learning objectives of the course and provide experiences that will enable students to engage in, practice, and gain feedback on specific progress towards those objectives. As you plan your learning activities, estimate how much time you will spend on each.

Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. Some questions to think about as you design the learning activities.

1.7.2 Didactic Material

Tomlinson, (2011). “Communicative approach: This approach emphasizes the use of didactic materials”, that is, resources written or prepared by English-speaking speakers’ Educational materials are one of the key components of educational technology. From the general didactic aspect, educational materials can be defined as the didactically adapted materials that the teacher can use during the teaching

process as teaching materials; for the students (**APPENDIX 3**) who are acquiring or revising their knowledge with the help of the materials, these materials are learning materials or learning sources.

Educational materials are therefore all the specially prepared materials intended to be used during the processes of teaching and learning, in other words, when studying specific educational contents and achieving specific educational goals defined in syllabuses.

1.7.3 Journal

Its fact, that students who achieve the best result are those who in addition to having consistently and decisively given themselves to the study of the language. They enjoy and have fun with their learning (**APPENDIX 4**). It is equally important to learn what is not known as not to forget what has already been learned, so that warming, activities perfectly complete fill this dual purpose, learn and have fun. But not only since they also serve to create a pleasant and participatory climate where all students interact and cooperative with each other, achieving an adequate climate of study in the classroom.

Sanchez, Iglesias, (2007). "From a cognitive point of view, these phases promote the construction of meaningful learning, classify teaching resources, in base texts of the subject and complementary materials". Once studied the theory of information processing realized how much work and dedication of the teacher there is behind each of his classes.

Contrary to what, there is a very small margin for improvisation and very few issues are left to chance. The teacher knows a dominates the class time you, have planned the activities with a logical and sequential order seeking in all of them a previous se purpose or objective just as in order to speak a foreign language you daily practice is very important, to learn to teach Spanish the theoretical knowledge that have

already assimilated. Therefore, since the beginning of the course, teachers have been doing constant work to interpret and apply the theoretical foundation that were necessary to explain.

PART II.

THE DEVELOPMENT OF THE TOPIC

2.1 THE GROUP OF STUDY

The 1st grade group "E" with 34 students in its entirety, study group for the research topic "Didactic material to Foster Reading" the group mostly does not have English level, since in the primary where they were they did not have an English teacher, it is for this reason that it is my study group to work English through the use of didactic material and promote reading skills, reading is considered important to understand and understand a language.

The study group according to the learning test where they came out was in visual, that is why the subject of didactic material is also chosen because the students, as already mentioned, are interested, and capture their attention. **(Appendix 5)**

Students are interested in a topic when it is attractive or interesting, the use of didactic material is essential for the motivation of students. The group of 1 ° "E" were considered 4 students of study that is 2 students who have a more advanced level than the others and 2 who do not have student level A with level A2 student B with pre-initial level, Student C with level A2 and student D with pre-initial level, the 4 students do the work, in different situations, but do the work properly in time and form, but due to the level of English if they are difficult to read, it is interesting to highlight that students in their entirety are interested in reading. Yin, R, K (2003). Case study research: Design and Method, Cambridge University.

2.2 STUDENTS' PROFILE

2.2.1 Student A

Student A of first grade group "E" with 12 years of age, a student who has level A2, **(APPENDIX 6)** originally from the municipality of Jocotitlán, is a student who only lives with his dad and his sister of 18 years, his father works in the presidency of the same municipality of Jocotitlán therefore its economy is stable to meet the materials that are required in school, as his father spends a lot of time at work and only his sister takes care of his education if he needs more attention on behalf of his father because it is a long time that he is at home alone with his sister he needs more support because he is a serious young man and sometimes it is difficult for him to speak in public, to transport from his house to school his father leaves direct in the school in the mornings and in the afternoons the public transport that leaves it in front of his house, adapts very well when making teams or working in pairs is not difficult to make friends, his average of the give priority The final grade is 9.9, during the time he is in high school his average is 9.8. Some subjects such as Mathematics, chemistry and biology are difficult for him, the change from primary to secondary school if it is a little difficult, but adapts quickly to the climate of any environment is a student who performs the work indicated, meets all that is required, likes to read, throughout the stay of primary and secondary school has read 8 books, which his favorite book is "the trip to the center of the earth", he likes to play soccer, he likes to go with his dad on the weekends to sow corn, that is why his favorite subject is livestock, because he would like to study Agronomy, when he arrives at his house he likes to prepare his food the same way, he likes to eat a lot of vegetables, he is a student who takes care of his diet, during the English class his pronunciation is difficult, but according to the spelling practiced in the classes at the beginning with 10 minutes pronunciation is practiced as well as improvement in terms of pronunciation.

2.2.2 Student B

Student B is a 12-year-old student, he is a student who does not have an English level or his level is very null, **(APPENDIX 7)** because in his elementary school where he was he did not have an English teacher, that is why it is difficult for him to Class activities, the student lives in “San Pedro de los Baños”, so he has to wake up at 5 in the morning, to arrive at school at 7 am, he walks with other classmates, lives with his aunt because his parents left him alone with her, his aunt is already of legal age and cannot accompany him to school, he is a quiet student, he does the work, but another difficulty he has is that he does not know how to write correctly and at the time of reading the words are difficult even if they are in Spanish, he likes to read not frequently but what he likes to read are books about the environment, throughout elementary school and time in high school to read 4 books and his favorite book is "love in another language", his average of the primary is 8.5 and the secondary for the moment its average is 8.0, so the subjects that are difficult are biology, English, mathematics and Spanish, their tastes are riding a bicycle, playing football and likes to sow corn , his favorite subject is civic and ethical training, he is facilitated to use songs he likes to listen to songs, in the afternoons when he arrives at his house, and sometimes he has food, to dine well, just eat oatmeal and milk, his economy does not It is so good to support the expenses that are presented, it does not have, for the materials that are required in the school.

The student presents difficulties in understanding or advancing with the times and rhythms of the activities, is a respectful young man, and shares his ideas with his classmates.

2.2.3 Student C

Student C is applied in all his work that he does, he commits himself to everything he does his work are excellent and strives to have the best qualifications, he is originally from Jocotitlan center, he lives with his dad, his mother and his little brother, he has with 12 years, he is a student who likes to read, he has read 5 books and his favorite book is animal documentaries, throughout his career his general average of primary school is 10 and high school is 9.7, He is the head of the group and is responsible for order in the group. He is a student who performs and organizes the activities of the festivities that take place at the school. His favorite subjects are physics, chemistry, food and English, according to this his level of English is A2 **(APPENDIX 8)** because in the primary where he was had an English teacher, and apart he had English courses, he no longer attends the courses Because the schedule is already too late and his parents do not let him out, his economy is favorable to meet all the materials and activities requested at school, transportation to get to school travels by taxi that leaves directly at home, either in the morning or in the afternoon, his favorite activities are swimming that he does every fifteen days, he likes sports a lot, but especially football, he doesn't like going out to parties or going out with his Friends because his parents don't give him permission. He likes to go out with his family, he does not like to say rudeness he considers it as a language not suitable for the Mexican language, it is curious, he asks why things and especially what he will serve and if he thinks it convenient , he considers himself an outstanding student among all his classmates, his diet is equally healthy, he does not like to eat in the school cafeteria he takes his own food that his mother prepares, he likes studying and he would like to study for general doctor.

2.2.4 Student D

Student D is interested in the subject but does not like it very hard to concentrate on activities is distracted by anything, he is originally from “San Pablo” municipality of Jocotitlán but is also a student (**APPENDIX 9**) who has to wake up very early to get to school because his economic situation is very low, he lives with his parents and his siblings he is the brother after 3 siblings he is the middle one, but he is a student, who likes to work but is difficult activities, in the elementary school where he was almost never had classes, he learned to read at age 8 however he likes to read, throughout his study time he has read 5 books and his favorite book is “love in another language” his type of literature that he likes to read is science and fiction, of his brothers he is the only one who has the possibility to work and for that his commitment is to continue studying even if several things are difficult for him, his favorite subjects are Spanish and physical education for this reason he likes sports for that, he goes out with his friends in the afternoon, he likes to work in a team, adapts to the activities of his classmates on weekends he likes to go out with his dad to work his Dad is a merchant, he does not like animals, but he does like livestock matters in which he explains animals. Its general average in primary school is 8.6 and in secondary school it is 7.8 which shows the difference in qualification that some work costs

2.3 THE TEACHING INTERVENTION STRATEGY

2.3.1 Situation I

Read a story with magic boards

Unit: III A

Communicative Activity: Literary Expression.

Social Practice: Read Classic Tales.

Social Learning Environment: Literary and Ludic.

Product: Big Book.

Achievements: Understands the general meaning and main ideas of classic tales.

Group of study: 1° E

Schedule: 12:20 – 1:10

As it has already been mentioned the problem identified in First-grade group “E” was related to the lack of interest in reading. Situation one with the study group was effective because to make readings with first-grade students and specially to make readings with didactic material the class becomes more interesting and meaningful and students learn much better.

The didactic situation was that the students had to write a little story, first to start the class, train the students in teams of 4 members to make the activity easier to explain, what the activity consisted of each team an envelope where the messy parts of a story appeared in which they already knew the parts where a story or story begins, by then it was easier for them to form a colored sheet on which they had to paste the story the activity was easy because the students easily understood the instructions of the activity and they managed to carry out the activity and especially because the members of each team did rely on each other to finish the activity by then it was easier for them to form a colored sheet on which they had to paste the story. order, the team that finished, had to choose one of its members to read the

ordered story, according to the fact that if the team was wrong, it allowed another team to present it correctly, the team that had it correctly it would give a dollar as participation.

The activity worked for students interested in ordering and pasting the story on the color sheet, it is very simple but the students were interested because, just when they learned to read, they resumed the topic of classic stories and his parts.

By then at the beginning of the activity my student B mentioned:

Student B: -Esto es muy facil teacher no tiene otra actividad más difiail

Teacher: - It is very easy right perfect, so you are helping your teammates to finish the activity.

At the end of that activity, the students did not have the activity correctly, but each of the team members passed by and took a magic board where the story was written paragraph by paragraph in order, as it should be, a team took a magic board of how the story began and among all of us we were correcting and checking why the error was or why they did not understand it, and so they were building and correcting the story, after having the story correctly (**Appendix 10**), we read it together and quickly verified the pronunciation that already we had in the previous classes, like the verbs in the past, I asked some students the verbs that were presented in the past and we said them in the present, so we checked and studied parts of a story or story and the verbs in the past, but above all to promote reading and after reviewing the important points of reading, ask some questions about its story.

The development of materials is a significant area to explore, since through the creation of worksheets, as a research professor in this way, innovation seems to be very important to highlight that educational innovations are planned to achieve improvements in classroom practice to improve student performance.

When making the story together, student A:- ¿esto va a venir en nuestro examen?

porque fue muy facil de realizar ahora ya entiendo mejor como realizar o como mas que nada se comienza y se termina una historia en ingles con los conectores que nos enseñó

When listening to what the student says A confirms that this activity was significant or something they learned when making their product easier for them, considering the points and comments of the students it is effective any activity to encourage reading but with the use of didactic material it is more interesting, for the student C support his classmates to carry out the activity but did not see any comments on his part, student D did the activity just like student C but did not see him interested in the activity approached and asked

Teacher: - ¿Por qué crees que realizamos esta actividad? ¿crees que en algún momento tu puedas realizar alguna actividad como esta?

As students are known to be visual learners, this is the reason why my subject of study focuses on the use of teaching material to encourage reading in the English language, the subject also adapted very well to the conditions and student learning because the topic he focused on was classic stories where students have to learn reading through classic stories, resolved a little complicated the fact that many of the young people are not interested in reading and especially because it is more complicated to learn to read in English.

From my point of view, to promote reading the students need access to interesting books and didactic materials. When students are provided with well-designed classroom libraries, they interact more with books, spend more time reading, exhibit more positive attitudes to reading. Today the reading is very important the skill for a child learns early in life; Reading encourages children to think creatively about the world around them. Encourage them to write stories of their own and give them tools to design and print covers for their work.

Literature can help learners to develop their understanding of other cultures, awareness of difference and to develop tolerance and understanding. At the same time, literary texts can deal with universal themes such as love, war, and loss that

are not always covered in the clean world of course books, according to the previous situation the activity promotes reading with different short stories. The situation was functional using didactic material because students interested in carrying out the activity were more attractive. they managed to identify the essential parts of a short story and above all to be interested in the readings that are presented because it was of interest.

Most children, sooner or later, learn to read, even if they do so at different levels. However, reading is for them a passive procedure and consists of simple recognition of letters, words, and sentences that lack some deep meaning. In these times, the essence of reading, writing, and therefore the reflection of it has been lost, which generates a lack of interest or motivation in the study by students.

Teenagers prefer any other work than reading; they are included by other activities. Reading is for boring young people, something foreign to their interests, and imposed task that does not provide them with any pleasure or satisfaction, and experience they prefer to avoid.

Reading has continued in the background in academic training, it is not given the importance that it has, since its teaching is generally limited to the first years without continuity, so students usually reach high school with different levels. Some articulate clearly, others have slow or lazy or flawed language; Some young people come from homes where they hear a lot of well-chosen words, while others with a very limited vocabulary. In their ability to identify their ideas, some young people do not respond, unless encouraged, or speak with few words; while others want to talk and have many skills to do so. It also depends on your desire to be, be, grow and imitate.

According to the activity carried out in situation one and reflecting on the level of English that the students of the first group "E" are not very good, but considering the effectiveness of the activities carried out with didactic material it is very significant for them despite English is difficult for them and especially for such a simple instruction to paste a sheet on paper, in the activity, relating creative activities to learning a language is very attractive for students.

Reading is one of the most effective channels that allows man to be in contact with the constant flow of information that is generated in the era of the information we currently live. Hence, success in studies and professional activity is closely related to the development of this capacity. Likewise, it is through this practice that the necessary cognitive tools are purified, so that a person consolidates his critical, rational and constructive thinking.

Education, like many other areas of knowledge within the humanistic sciences, has been relegated from the scientific level. In particular, the teaching of English has not been adequately valued by socially legitimized groups as a source of scientific knowledge production. However, under the new scheme proposed today, education has been gaining ground in terms of its legitimacy and need as part of individual and collective development.

Analysis

The present activity was carried out to implement the reading with the use of didactic material, that is, the use of the magic boards works to favor the motivation and capture the attention of the students, especially with the students of 1 ° E that the most students are visual. According to Delor (2016) "Speaking English has become a necessity for the vast majority of professionals in the global village, as they require management", in some cases the four skills of the language, in others only the comprehension of written texts to comply with the permanent education.

A didactic material can be visual, auditory or audiovisual. There are general teaching resources, that is, they are used in all areas of knowledge, blackboard, projector or computer, and there are specific teaching resources, those specific to an area of knowledge (maps, dictionaries.).

But for this activity or the situation, the resources used were the magic boards that apart from motivating the students to participate and learn a little more with the English language, the students interact with each other and the knowledge is triggered.

The use of different resources during the teaching of English as a foreign language allows the motivation and participation of the students to be active, they allow the learning to be more realistic and help the students to understand.

The correct selection and use of different resources will determine the effectiveness of the training process. Considering the multiplicity and student diversity that each teacher possesses, the resources used can vary, be effective and motivating in one group and less in another.

The appropriate use of teaching resources according to the nature of the content covered by class, allows students to relate the new information to their previous experiences, leading them to produce reactions that facilitate the resolution of problems posed in a communicative situation.

Reflection

Studying a foreign language is a task that involves a high degree of demand and commitment on the part of the student, but this task does not have to be boring. Students who achieve the best results are those who, in addition to having consistently and decisively given themselves to the study of the language; enjoy and have fun with their learning using the didactic materials.

It is equally important to learn what is not known how not to forget what has already been learned, warm-up activities perfectly fulfill this dual purpose: learn and have fun with the use the didactic material. But not only, since they also serve to create a pleasant and participatory climate where all students interact and cooperate, completing an adequate climate of study in the classroom.

A way of learning and teaching that makes students the protagonists of their learning by adopting as a teacher in training a guiding or accompanying role. Learn to think and look for logical reasoning, to deduce and reflect on a model and a concept where it starts and guides, but it is the student himself who autonomously values and draws his conclusions.

The complexity of the training demands to deepen in diverse theories that analyze from different angles the preparation of the professors. Thus, we have that current

approaches to teaching and learning point to teaching as a critical activity and teaching practices as a training context from a critical perspective. According to Zabalza (2002), practices are "a transverse component of training that should affect and be affected by all the subjects of the curriculum".

It is convenient to add that the teacher is conceived as a decisive author in the educational and school processes. From there, the need to contribute to the development of competencies that allow it to assume teaching in contexts of uncertainty and complexity like the current ones. Likewise, it is necessary to recognize the influence of the political, social and cultural in the construction of that knowledge, influenced by the unpredictable. According to these ideas, the development of critical and reflexive thinking is required.

That sometimes as future teachers we have the idea that reflecting on the practice is done individually, and instead this action to have a better result should be in collective, since ideas would be contrasted with those of someone else, generating a very enriching and meaningful exchange of opinions.

If we were to reflect on the importance of generating contexts of participation, encounter, and collaboration among teachers in a community of practice, it would be possible to build a new form of teaching work that would facilitate the processes of change and transformation that derive from the construction of a practice Educational success.

If they were to share the experiences that we have as teachers and that they face in the classroom among teachers, there would be an exchange of information that would serve to rethink different situations in different ways.

2.3.2 Situation II

“Activity read how is a monster in your dreams”

Unit: I B

Communicative Activity: Exchanges to media

Social Practice: Composes dialogues and interventions for a silent short film

Social Learning Environment: Family and community

Hours: 10:20 - 11:10

The class was held with the 1st group "E", the class began with a dynamic of "animal songs" to integrate students into teams in which they took a card of an animal and each student rose from their places and only made the sound of the animal that touched them for example if it was a frog they had to say road, road, road and thus find their companions with the same sound to form teams of 4 members.

By finding their classmates and forming the teams, the students made a circle with their chairs and each of the teams also had their own space, having their teams already formed in each circle, the teacher provides each of the teams a cardboard and colored sheets so that the students can carry out their activity in terms of reading, the students in teams take out their colors, scissors, and resistor. At the end of delivering their materials to the students, the teacher explains the activity in which, in the previous classes, the topic of the silent short film had already been seen, and above all that it is for them a silent short film, in the previous classes we reviewed Some characters such as "The Pink Panther" and "Mickey Mouse" already have prior knowledge for which they will perform the activity.

The teacher shows a comic strip created with cardboard and colored sheets to the students a drawing of a monster (**APPENDIX 11**) where they are presented different scenes of the same character the students by teams will create their own story according to how they are presented scenes, with the cardboard and its colored sheets they will create their own story, and they will realize it with their creativity, the

students will have only ten minutes to realize their character of a monster, by then the teacher monitors the work.

While monitoring the teacher realizes the work of the team where the student D is and he is not performing or supporting his team, the teacher asks him why he is not supporting them and his response was:

- Student: No quiero trabajar Teacher.
- Teacher: you have to work with them, I am very sorry but the work will be evaluated individually if you do not do what corresponds to you the qualification will decrease.
- Student: Bien, voy a trabajar ahora, si eso me gusta hacer estos trabajos, pero si fueran individuales.
- Teacher: you are in a group and as such you have to collaborate in the work either individually, in pairs or in teams.

The students finish the work meanwhile the student A comments the following:

- I have always liked to do the activities, and I like working with colleagues because I can help them with whatever they need.
- Teacher: excellent I am very glad that you say that because we are going to work as a team or individually.

When carrying out the work, the students in teams present their name history "how is a monster in your dreams", the student B team presents its history and they wrote only their characteristics of the character, for example, the monster is ugly, the monster is tall.

But they did not explain what the story was about, like this team of student B is students who do not perform the activities in a timely manner. Student B only mentioned the team members, but it was not explained how he helped his classmates to make or create his story, the student only replied that he did not like to do teamwork just like student D.

While the student C team was the only team that correctly carried out the activity, he explained that his monster was an animal that visited them at night and sometimes did not let them dream about everything they had or all their wishes, they explained if they had several errors, but they carried out the activity, as indicated and could use the past verbs that had already been seen before.

According to what was expected of the activity, the students were all interested in the vast majority of the 34 students who were focused and learned to interpret and, above all, to read their own story, each of the students learned what was expected to be. the use of verbs in the past and practice reading.

The study students focused and in one way or another performed the work, but as mentioned in previous paragraphs it is observed that in each of the teams I perform according to their creativity and how the children of the study groups were, Finally they did their work and practiced reading. It is observed that they are interested in learning regardless of their activity. Concluding that we observe the form and work of the teams where the students of study are and how is their form.

Analysis

The purpose of this activity was to improve or promote reading in students of 1-grade group E. The process of reading comprehension is similar in both the mother tongue and the foreign language because in each semantic information is used and contextual.

However, many of the failures in the understanding of a text in a foreign language are due to the lack of linguistic, vocabulary or grammar structures, which would undoubtedly facilitate the relationship between the reader and the text (Leanrui, and Wilson, Kate 2006). Therefore, it is relevant to note that ignorance of the language can interfere with the understanding of the written text.

In this agrees, noting that ignorance of the language is an influential factor in the understanding of English texts; For this reason, in reading courses for academic purposes, students are expected to develop cognitive strategies and identify linguistic clues of the text that will facilitate their comprehensive understanding. An

added value is that when learning to read in a foreign language those linguistic failures that were in the mother tongue can be helped and corrected since efficient reading mechanisms are developed.

English language teaching should not only contribute to functional linguistic efficiency, but also to the ability to build and reconstruct new knowledge, which means developing in students the basic knowledge, habits, and skills that allow them to communicate in the foreign language, understand oral and written information, express orally about the family, their school and social life, as well as write simple and brief messages.

Students should be exposed to different and varied teaching tasks that are relevant, meaningful and authentic as a stimulus as well as challenging them to use English in real contexts, such as the use of teaching materials such as those presented to perform the activity “as is a monster in your dreams ”is played with the imagination of the students through learning to read.

Understanding texts in a foreign language makes it possible to make better use of time to obtain information, it is much cheaper for the state and it must be recognized that if the information is translated, it may lose relevance. In some future students will one day be specialists in any branch of science and technology, they have to be able to read the literature of their specialty in English as a foreign language and quickly determine if their content is of interest to them, find the information you need and understand the explanations about the teams you work with.

To conclude with this analysis, I consider that students are improving little by little in terms of reading through the use of teaching material, however, if much more work is needed to get to how they want students to improve, it is difficult for them because They are not very interested in the language if they like to do the work they pay attention but they only do it to pass the subject, the interest in continuing to learn the English language has to be aroused much more.

For the following situation where strategies can be applied to carry out or promote reading From cognitive psychology, understanding is described in terms of a series

of processes or activities and each has a specific result in the development of the global process.

These processes are recursive as it is passed from one to another continuously, it goes back to the previous one and it changes to another according to the text and the needs of the one who understands.

The description of these processes serves to describe some of the cognitive strategies used to achieve the understanding that is completed with the development of inferences throughout the reading and the use of metacognitive strategies of self-regulation.

Reflection

Studying a foreign language is a task that involves a high degree of demand and commitment on the part of the student, but this task does not have to be boring. Students who achieve the best results are those who, in addition to having consistently and decisively given themselves to the study of the language; enjoy and have fun with their learning through the use of the didactic material and, above all, implement reading.

During the activity, it is equally important to learn what is not known how not to forget what has already been learned, so that heating activities perfectly justify this dual purpose: learn and have fun. But not only, since they also serve to create a pleasant and participatory climate where all students interact and cooperate with each other, achieving an adequate climate of study in the classroom.

A, G, Alberto (2010) "The didactic materials must be oriented to an end and organized according to the criteria of reference of the curriculum. The pedagogical value of the media is closely related to the context in which they are used, rather than their own intrinsic qualities and possibilities. "

The complexity of the training demands to deepen in diverse theories that analyze from different angles the preparation of the professors.

Therefore we have that current approaches to teaching and learning point to teaching as a critical activity and teaching practices as a training context from a critical perspective. According to Zabalza (2002) the practices are “a cross-cutting component of the training that should affect and be affected by all the subjects of the curriculum”.

The didactic materials must be goal-oriented and organized according to the learning conditions of the students, that is to say, in the activity carried out and, above all, to know the type of learning of students in this process, students according to the test of learning styles are mostly visual and it facilitates to present them with some image or it is easier for them to learn and remember through some image or some teaching material that interests them. In the same way, the pedagogical value of the media is closely related to the context in which they are used, rather than their own intrinsic qualities and possibilities.

The inclusion of didactic materials in a given educational context requires that the corresponding teacher be clear about the main functions that the media can play in the teaching-learning process.

During the realization of the activity and when study student's interest and the effort that they put into it through the motivation of the didactic materials that are presented to them, students B and D see the process that is It takes place to improve reading.

2.3.3 Situation III

What is the weather like?

Unit: III B

Communicative Activity: Playful Expression

Social Practice: Produces constructive predictions about others.

Social Learning Environment: Literary and Ludic

Product: Forecast

Hours: 12:20 - 13:10

At the beginning of the class, some students had to be in the presentation of a war band, in the previous class that of English and the students entered with many energies and with few due to the rehearsal they had and asked permission to go out for a while to rest or some time to start the class well, and that is how they were given only 5 minutes of class, so that the situation went well, and above all wanted the students to learn or take some of the activities to be done.

The 5 minutes of the class passed and the teacher started the class, asked the students to remain silent, to perform the activities correctly and had no doubt about them, quickly began with the list pass, the teacher explained to the students that this is a new project on the forecasts which is a new unit, so therefore the students have their first task which is to perform their unit separator and their evaluation form so that their parents are aware of their grades and In the same way, the separator was asked for homework due to the time lost at the beginning of the class.

The teacher asks the students what they think the unit is going to be about? To contextualize the students; Some students responded: - we are going to see the climates, - we are going to see about the weather and the weather.

In general, students had the idea that the unit was about weather and weather; the teacher told them that the verbs previously in past classes already used now were going to review them in the future so, in conclusion, I tell them that what was going

to be reviewed in this unit are the forecasts, that is, predicting what will happen in the future is that is why the teacher presented different flashcards of the climates so that the students had no doubt about what they were going to see in the unit.

(APPENDIX 12)

To begin with the beginning of the class, the teacher presents a dynamic "Barnyard" or "Animal sounds" where the teacher explains to the students what it is to hum and gives them an example with a mimic, he tells the students lalala lalala and asks them Which is the song? Student A answers the teacher's question and answers the following:

-Student A: Es cielito lindo Teacher

Teacher: Of course, excellent

Teacher instructs the students to stand up and by list, number take a piece of paper of some song, and the teacher tells them to take them by list number because that way they have more order when performing the activity since the Students all had their role, the teacher told them that they only had to make the sound of the song that they played and find their partner or threesomes which have the same song.

This is how the start-up activity was carried out to integrate students in pairs and threesomes and start the class with more dynamics when the students found their partner or their trios, they sat in a circle with their chairs. Teacher presented flashcards of the seasons of the year, spring, summer, fall, autumn and Winter. The teacher asks students what is their favorite season of the year? and because? Student D who had been silent so far responded as follows:

Teacher: -ok What is your favorite season of the year? and why?

Student D: - my favorite seasons of the years is summer because is beautiful.

Teacher: very good is correct excellent. And it gives you participation

The teacher continues to ask students the same question to give participations with dollars and the students are more motivated to participate. The teacher checking his

students' participations realizes that they do not pronounce it correctly, so he remarks to the students,

Teacher: -

repeat after my SUMMER, SPRING, FALL or AUTUMN and WINTER.

Student B: - ya me lo aprendí Teacher está muy fácil

Teacher: - excellent, if it is very easy now answer the following question in English
What is your favorite season of the year?

Student B: - Es que no se hacerlo bien Teacher

Teacher: - no te preocupes yo te voy a ayudar, pero trata de responder

Student B:- yes Teacher

Teacher: - repeat after my: MY FAVORITE SEASONS OF THE YEAR IS WINTER

Student B: - MY FAVORITE SEASONS OF THE YEAR IS WINTER

Teacher: excellent true that if you can

Teacher indicates to the students that it is their notebook to make a table which they divide in two columns on one side the season of the year and on the other side activities

Teacher makes the table on the board by defeat the flashcards of the seasons of the year where they correspond, while the students make their table in their notebook, at the end of the table the teacher monitors the students to verify if the students really finished their table and the Most students finished doing it.

Finally, the teacher gives them a small text about what activities are carried out in each season of the year (Appendix), the teacher explains to the students that they underline with different colors the seasons of the year they find and the activities such as: In the summer I play soccer.

Teacher indicated to the students that they only had 5 minutes to do the work and could use the dictionary if they did not understand any words and the little leaf of the

text that they gave them should be stuck in their notebook, while the teacher pasted on the board Word cards about the activities of the text in disorder so that the students could identify them in the table that I make on the board.

The student finished early and commented on the following:

Student A: - yo quiero pasar Teacher, yo quiero pasar es muy fácil

Teacher: - permíteme tantito en lo que terminan tus compañeros no nos adelantemos a las actividades

The teacher had the knowledge that Student A was going to finish before all his classmates because the activity was very easy, but he also had to give participation to his other classmates.

Several students finished the activity, but student C already wanted to participate, the teacher indicated the following

Teacher:- go to the board and take a Word card of some activity and paste it where it corresponds according to the season of the year.

Student C: - ok Teacher si, si entendí por eso quería participar

The student takes a Word card "I play with the snow"

Student C: esta oración la coloco en Winter por que dice yo juego con la nieve y la nieve solo es en invierno

Teacher: excellent very good

The teacher continued to give participation to the students so that they put the activities in order and correctly.

Finally, the students copy the table in their notebook, the teacher tells the students if they have any questions and asks them not to forget their homework separately.

Analysis

According to the situation, there were several difficulties. At the beginning of the class, at the time of asking the detonating question, it works perfectly to contextualize

students and, above all, to arouse their curiosity and to know what the topic or activity that is going to be done during class will be treated, and also contextualize the students, that activity works in the same way to attract their attention depending on the activity that is carried out in this case the flashcards on the subject that is going to be presented, in the same way start with a dynamic activity so that the students they feel motivated, that is, starting with a warm up, because young people learn through games but without neglecting the part of learning. According to Antonio, A (2008) "Motivation is an internal state that directs our behaviors and keeps us in some activities. Although we are able to learn a certain task if we are not motivated enough, we will not control the voluntary cognitive processes necessary to carry out the learning.

At school you must rethink the motivational situation in the idea that all students are motivated by something, the question is in the teacher's ability to determine how their students are motivated.

The students know that they were already coming with energy due to the activity they did before the class and some felt tired, and they did not want to do any activity but at the beginning of the class the teacher gave them time to breathe to concentrate on the activities.

In carrying out the activities during the situation, the students learned the vocabulary and were interested in participating and in improving their learning using didactic material where the classes are more dynamic and more participatory.

The didactic material is a tool or technique that by obligation the teacher must use it to develop, facilitate the learning of the students otherwise the learning of the students will be very short, didactic material is known as Materials, Media, Resources, Learning Significant, constructive.

Reflection

Many times what is less, it is time to mediate conflict situations, but it is very necessary to dedicate spaces to do it during or after class, since it is the key to be

able to foster a good climate in the classroom, either through use of the didactic material, so that students feel confident

One of the most difficult tasks of a teacher is to promote a good climate in the classroom while delivering content for learning. Our tendency is to dissociate both aspects as different things, without considering go hand in hand, and they must occur simultaneously. Let us not forget that a good classroom climate will promote and encourage better learning.

According to, Pujol (2005). "The materials must be at the service of the students, they are mediators of learning, especially those of a manipulative nature, due to the transcendence that they exercise in the various tasks they carry out throughout the day at school". The material that we put at your fingertips, the game and discovery situations that are created and the results that are obtained are the fruit of the process of your intervention to capture reality and adjust it to your measure.

The conflict situation ascends now when it is necessary to take a path and it is necessary to choose between several that could be, even, contradictory. When the need for choice is internal, people activate a series of mechanisms that lead us to think about various factors of convenience or inconvenience of the choice we decide.

An educational center, besides being a learning space, is a place of coexistence, and therefore, a space in which there are conflicts that we must address. Conflicts that occur as a result of the relationships established between students and teachers. Learning to live together must be part of what we understand by educational quality. Learning to resolve conflicts in the classroom or at recess, allows to know and practice the processes for the achievement of mutual respect, solidarity and tolerance, to live in harmony and acquire skills.

2.3.4 Situation IV

The weather forecast for 3 days

Unit: III B

Communicative Activity: Playful Expression

Social Practice: Produces constructive predictions about others.

Social Learning Environment: Literary and Ludic

Product: Forecast

Hours: 12:20 - 13:10

To begin with the situation, the teacher divided the students into 5 teams for that, he warms up “musical chairs” with the students to form teams of 5 members, where the students danced around the chairs there were only 4 chairs and so Even while the music was playing, they were spinning and when the music stopped, the students who were outside were forming teams to finish the warm-up, the teacher indicated While the warm-up was taking place, the teacher prepared the following activity connecting and having everything ready to present a video

When the students were already seated as the teacher told them, the teacher presented them with flashcards about the climates, so that you remember what each of them refers to, relating them to the images and word cards.

The student A responds to the activity

Student A: maestro, esto va a venir en un examen, ya habíamos visto el cilindro y eso si lo aprendí porque recordar las imágenes me hace recordar de qué clima estamos hablando

Teacher: Probably if you see it on your exam, everything is important to study it so we don't know how we are going to find it on the exam.

Student A: los recuerdo más con imágenes, no lo podría poner así en el examen

Teacher:: No puedo decirte cómo los vas a encontrar en el examen, probablemente los encontrarás con imágenes o tal como los tenemos con imágenes y palabras.

when answering student A's question the teacher continued with the class the teacher showed them the flashcards and asked the students to repeat after me Sunny, Windy, Cloudy, Snowy, Stormy and Rainy and also the students who had not yet learned the climates the teacher showed them with the image and the word, the teacher hit the flashcards on the board and the word cards hit them in disarray, then asked the students for participation, the teacher gave them participation through the dynamic "victims" Eeny, meeny, miny, moe catch a tiger by the toe if he hollers, let him go, eeny, meeny, miny, moe and the last syllable that the teacher has finished saying is to the students who ask him a question, the students liked to participate in that way, they entertained that Apart and they felt motivated to participate, the teacher realized that everyone learned in this way because all the students who participated wanted to participate again. for that, the student D commented on the following

Student D: No me gusta participar porque tengo miedo de cometer errores, pero esta actividad es muy fácil para mí, ahora si te entiendo, mínimo Teacher, si voy a tener que corregirlo en el examen.

Teacher: Me da mucho gusto escuchar esa parte de ti, y sobre todo que tengas la iniciativa de participar ya que todos aprendemos

After recalling the vocabulary seen in the previous classes, the teacher gave them a worksheet about a song which is "November rain" the teacher told the students to listen to the song and identify not only by the title of the song if not by what they will hear from her of what the weather is being spoken; For some students, it was difficult even though the title of the song already had the weather to be spoken about, after that the teacher indicated that with a red color they would identify the top of the one that was mentioned in the song. Also, the vocabulary seen in the previous classes was reinforced and with this song to know if, they can remember the climates. the teacher asked the students what the weather is being discussed?

the teacher told the students to pay close attention to the next video that I present to them, Student B asked the teacher the following

Student B: Teacher lo que nos acaba de enseñar es lo que viene en el video

Teacher: of course, everything we have seen is what comes in the video everything has a purpose

Student B: entonces si me interesa esta parte, y también va a venir en el examen

Teacher: you can still come in your exam

The teacher realized the students' interest in the next exam, they were interested or worried about that part because they had already asked several times about the exam.

The teacher again told the students to pay attention that they were going to identify a weather forecast of 5 days of the week so that they were scoring, so by teams, a single member of each team will write down the climates that are mentioned each day.

The teacher plays the video, and the first sentence that the cylinder has today is a little cloudy. Students quickly scoring why the video does not stop, and the students as a team were more motivated to write down the climates that were mentioned in the video

The next sentence was, on Tuesday the weather will be rainy, people are recommended not to go out without their umbrellas, next Wednesday, the weather will change very strange because it will be completely sunny and the general public is recommended to use sunscreen.

next Thursday, the weather will be snowy, we only have one day left we do not know what destiny has for us with these very frequent changes in the weather.

at that moment is when the students realize the weather is not the right thing, and they understand that this cannot happen and they are surprised, for they never imagined that this was going to happen, finally, in the video a short film where they

left in suspense to the students and it was when the teacher indicated to the students the following question: what do you think will happen to the weather?

student C tells the teacher

Student C: El clima está muy loco eso no pasa realmente, pero es gracioso, así entendemos sobre el pronóstico de los climas en una semana y es divertido a mi si me está gustando

the teacher responded to student C

Teacher: that's correct, that's not true but they are mentioning the different weather, for this reason, the video, the surprised students already wanted to know what was going to happen with the weather, the video started again and mentioned that it was the last day on earth, and the scared and suspended students **(APPENDIX 13)** wanted to know what weather was going to follow if it was possible to survive or do not. in the video it was mentioned on Friday the weather will be extremely stormy, with rain and wind in the afternoon, but we will survive another day, see you later to continue with more forecasts.

Finally, the teacher told the students that by teams they gave him the sheet where they wrote the climates per week, for that the teacher gave the students individually a text about the phrases found in the video, but they were in disarray they had to accommodate them correctly. While the students answered their worksheet, the teacher pasted word cards on the board, about the same sentences in the same way, the teacher participated to the students to correctly arrange the sentences in order.

Analysis

According to the situation about the forecast, is important this mention and indicated it is the work of activities, there were several difficulties.

At the beginning of the class, at the time of asking the detonating question, it works perfectly to contextualize students and, above all, to arouse their curiosity and to know what the topic or activity that is going to be done during class will be treated,

and also contextualize the students, that actively works, in the same way, to attract their attention depending on the activity that is carried out, in this case, the flashcards or videos about the activity on the subject that is going to be presented.

In the same way, start with a dynamic activity so that the students feel motivated, that is, starting with a warm-up because young people learn through games but without neglecting the part of learning.

Paloma, Diaz (2015) this mention “Didactic materials are any kind of aid that assists those actors to achieve their objectives during the entire learning process. There are two types of didactic materials according to the actors of the educational process: teaching materials and learning materials”. Learning materials are those assets or resources that support learners during the process of learning (books, games, worksheets, etc.).

On the other hand, teaching materials provide academic staff with resources to guide and support the learning process of students. It is important nevertheless the use of Didactic materials can be a distraction and game this confused with other game but Teachers should be thinking in different strategies for caption the attention of students; Teachers adapt didactic material when the existing ones need to be used for a different purpose.

Accordingly, teachers present the didactic material changing what it initially intended to promote and modifying the purpose of the activity to support the teaching strategies applied in a new activity.

Reflection

It is important to know this part of the use of didactic resources into the school teaching-learning process has a high importance level because it is a basic component of advance to students. In language teaching its implication does not reduce, but it becomes still more interesting due to its extraordinary contribution to students’ knowledge, motivation, interests and the learning styles inspired through it.

The methodology to develop the research work is supported in the inductive, deductive and descriptive methods; as well as following the precise method scheme. Though the didactic method has been given importance in several schools, it does not satisfy the needs and interests of all students.

It can be boring for students to listen to possible lectures. There is the least interaction between the students and the teachers. Learning which also includes motivating the students to develop an interest in the subject may not be satisfied through this teaching method.

It may be a monologue process and experience of the students may not have a significant role in learning. Though students should be the center of instruction, in many cases, teachers and students rely on materials, and the materials become the center of instruction.

Then the teacher is busy and does not have the time or inclination to prepare extra materials, textbooks and other commercially produced materials that are very important in language instruction. Therefore, teachers need to know how to choose the best material for instruction, how to make supplementary materials for the class, and how to adapt materials.

PART III.

CONCLUSIONS AND SUGGESTIONS

3.1 CONCLUSIONS

SITUATION I

During the application of situation, I, firstly, it is difficult to carry out an activity with the first grade students group E because the students did not have the corresponding level of English, the execution of the situation was that.

The students in this group were interested in reading and especially in relating different topics with the use of didactic material, for them it was attractive and captured their attention, it is important to highlight that the use of the teaching material must be attractive and related to the topic What has to be learned in this case to improve reading in English and stimulate the creativity of the students in an easier way by discovering their skills, previously the topic applied in the situation had been analyzed, that's why the students knew how to do the activity and they participated constantly, if at first it was difficult because of their level of English but little by little they became motivated with the realization of the activity and the use of didactic materials that were presented during the class.

SITUATION II

Firstly, the important thing to capture their attention from the students and that they feel confident is to carry out activities or dynamics so that the students not only sit on a bench and only see the images and write, having the students in constant movement facilitates the learning the topics.

At the time of carrying out this situation where the students already had the context of what was going to be done in the activity, it is equally important to mention that the teacher takes the model of the activity so that the students adapt and create their scenario, as in this activity the students used their imagination and creating their monster without forgetting the model that the teacher carried, in this way a reading could be made with their imagination of the students, for that it is necessary to clarify the doubts that they are having.

The students because it is there where we realize that they are learning and cause them the necessary doubts to improve their work, another interesting point that was rescued is teamwork, which despite being more complicated, with the group of first E the students supported each other, in this way we all learn together and promote both reading and the proper use of didactic materials

SITUATION III

During the realization of this situation, it is important to consider that the students in the previous classes had already seen about the activity that was accepted out, however, we have to contextualize the students with detonating questions with videos or flashcards without forgetting the question to arouse their curiosity and that they feel interested in the subject.

This time the didactic material that was used for the students to improve their reading was flashcards about the climates, a very attractive and interesting topic for the students, due to the importance that had been mentioned in previous classes on the climate and especially the representation of the climates with flashcards and videos, which finally were for them to be interested in reading according to a topic of interest in this case about the climates is interesting for the students because we woke up in them their curiosity.

SITUATION IV

In this situation, it is important to know that the theme was the same one that was seen in the application of situation III, however, the students were already clearer about the theme that was going to be revived and it was easier for them to relate them to images.

This is the importance of the use of didactic materials, the students were already close to the evaluations, they were more interested in remembering and reviewing the topics because they cared about their grade, the students improved their reading, the vocabulary seen in the previous classes it helped a lot for them to understand the main idea of a small text, however, mentioned earlier, the use of didactic materials is important so that students hardly see an image and a text react the

image with the text and finally understand a small text of what will be discussed this time we continue with the climates and the days of the week, it is equally important to mention that in each activities or should arouse their interests or curiosity of the students to capture their attention and especially that they are interested during the class.

3.2 SUGGESTIONS

SITUATION I

The existence of didactic materials in the classroom fosters the participatory attitude of girls and boys in their learning processes. The use of didactic materials in various situations favors interaction between students and promotes the development of autonomy.

As the didactic materials are auxiliary resources, they must be used flexibly, according to the needs of the students.

From a critical perspective it is necessary to subject any didactic material or not, to a deep analysis. To our analysis, from our needs and interests of the students, with our conceptions and ideas; all this, in turn, must be reflected in a center project so that it is the benchmark for all educational work.

It is necessary to point out that even with all the benefits they offer, no material, no matter how innovative and complete, is capable of replacing a teacher, on the contrary, the teacher will always be the most significant element in the educational process.

The teacher is the one who transmits and structures the information, designs the learning situations, and diagnoses the abilities and needs of the students.

SITUATION II

The use of didactic material in students substantially influences their development because it acts as a mediator between them and their learning; the fact that teaching materials are resources that go directly into your hands reinforces the learning experience. Students require early stimulation through objects that boost their skills and lead them to progress in others, to achieve greater psychomotor mastery that facilitates the appropriation of new skills.

It is recommended to have the students in sight either stick them on the blackboard or around the room so that the students can remember a topic that has been seen with the teaching material, in the same way that it is attractive and interesting for the students

SITUATION III

A fundamental criterion when preparing didactic material is the characteristics of the subject or the student to whom the material is directed.

This is important to recognize when preparing a teaching material. It must be remembered that if the material is not appropriate to the characteristics and needs of the students, it will not accomplish the purpose of adequate teaching and, of course, correct learning.

The elaborated material, then, could also be applied in these areas. It is important to underline the fact that the formation of structures during activities is an effect of natural and spontaneous maturation.

Whatever any teaching system would contribute would be to facilitate the natural process of acquisition and consolidation of intellectual operations. For this it is suggested as previously mentioned about having all the possible causes that usually happen within each activity, in planning it should always be written another activity for any situation that occurs,

SITUATION IV

The didactic material is used appropriately by the teacher when he makes it alive and dynamic with his enthusiasm and punctual feedback.

Some of the purposes of the teaching material are to make the student live what you want to teach, get closer to reality; motivate or stimulate the class; make the perception and understanding of facts and concepts easier; supporting and exemplifying what is said, thereby saving time and effort by guiding students in their learning; fix knowledge, train in the use of instruments or materials to those who use them, improve attention and concentration; there is retention; is experienced.

Teachers can find a variety of positions that point to the importance of working with didactic materials in the transition classroom and the possibilities of generating meaningful learning in students when it is raised with intention. In this way, research

that evidences teaching materials is necessary and it is possible to determine how they can be significant according to the age of the student.

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APPENDIX 1

1 ST E STUDENTS' RESULTS IN THE DIAGNOSTIC TEST
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SEXO		NOMBRE DEL ALUMNO	ACIERTOS	CALIFICACIÓN	%
H	M				
x		AGUILAR VARGAS OMAR	27	3.5	40%
x		BARTOLO TORRES MIGUEL ANGEL	26	3.4	30%
	x	BECERRIL MENDOZA LUISA FERNANDA	21	2.7	30%
	x	CÁNDIDO LARA DIANA	29	3.8	40%
x		CONTRERAS LÓPEZ RODRIGO	5	0.6	10%
	x	CONTRERAS SANDOVAL VALERIA	46	6.0	60%
x		CRUZ ALEJO EDGAR ELIAZAR	21	2.7	30%
	x	DE JESÚS NICOLÁS CINTHYA	23	3.0	30%
x		GARCÍA SANDOVAL ULISES	21	2.7	30%
x		GARITA MARTÍNEZ ALVARO	20	2.6	30%
x		GOMEZ TORRES LEONARDO	11	1.4	10%
	x	GÓMEZ VELASCO MARÍA GUADALUPE	13	1.7	20%
	x	GONZÁLEZ ESPARZA MAYRA YARETZI	19	2.5	30%
	x	GONZÁLEZ SEGUNDO MAYRA	17	2.2	20%
x		ISIDORO DE LA LUZ MICHAEL ALAIN	19	2.5	30%
	x	LARA LARA NOELIA	23	3.0	30%
x		LEÓN ALCANTÁRA ARMANDO	14	1.8	20%
x		LÓPEZ REBOLLO JACQUELINE	15	1.9	20%
	x	MACIAS CRUZ MERARI SINAI	22	2.9	30%
x		MACUIL GONZÁLEZ SAÚL ALEJANDRO	47	6.2	60%
x		MARTÍNEZ GIL ANGEL LUIS	21	2.7	30%
x		MENDOZA AGUIRRE DIEGO	15	1.9	20%
x		MENDOZA GONZÁLEZ ABRAHAM	18	2.3	20%
	x	MENDOZA VILLEGAS DANIA	5	0.6	10%
	x	MONROY MORENO AZUCENA	19	2.5	30%
	X	ORTA GIL MARIANA SAMANTHA	36	4.7	50%
	x	RAMÍREZ VICTORIANO BRAYAN	26	3.4	30%
x		REYES SEGUNDO YARITZA	25	3.3	30%
	x	SANCHEZ GONZALEZ MARCOS	36	4.7	50%
x		SÁNCHEZ MAURO JAZMÍN	18	2.3	20%
	x	SANCHEZ RUBIO VANIA	36	4.7	50%
	x	SÁNCHEZ SÁNCHEZ JORGE ALONSO	19	2.5	30%
x		SEGUNDO CLEMENTE GABRIELA MONSERRAT	40	5.2	50%
x		SIMÓN TERESO BRAYAN	48	6.3	60%
x		SUAREZ CRUZ ORLANDO	18	2.3	20%

APPENDIX 2

LESSON PLAN ORGANIZATION

1 st GRADE									
Week 2									
SOCIAL LEARNING ENVIRONMENT: LITERARY AND LUDIC									
PRODUCT: FORECAST									
DATE: FEBRUARY 24 th TO 28 th , 2020.									
UNIT: III B		COMMUNICATIVE ACTIVITY: PLAYFUL EXPRESSION							
SOCIAL PRACTICE: PRODUCES CONSTRUCTIVE PREDICTIONS ABOUT OTHERS.									
STAGE	SESSION 1	SESSION 2	SESSION 3						
INTRODUCTION	T asks students the vocabulary from the previous classes with a dynamic "victim" like, money, money, moss catch a tiger by the tail if he bothers, let him go, easy, money, money, moss and the last syllable that the teacher has finished saying is to the students who ask him a question T asks students to prepare their exhibition topic (10')	T presents a "gotcha" dynamic to remember the vocabulary of the last class Ss formed in a circle in the classroom and each student puts his right finger on the left hand of his winged partner to the first one who takes his finger with his hand will be the one who asks the teacher any questions about the previous class *Today will be cold, you should wear a coat. *Sunday is expected to be sunny and hot. Be sure to wear light clothes *Today will be windy, try to stay safe at home. (10')	T performs a warm up "musical chairs" with the students to form teams of 5 members and the teacher will indicate students to sit in their right place to carry out the following activity *save water *save energy *plant trees *walk or bike T indicates students open your book in page 78 activity 5 (10')						
DEVELOPMENT	Ss prepare their exposition on the weather forecast using the vocabulary and the expressions (10') *Today will be cold, you should wear a coat. *Sunday is expected to be sunny and hot. Be sure to wear light clothes *Today will be windy, try to stay safe at home. *For Wednesday will be rainy and you will need to bring an umbrella Ss use their creativity to submit the product T monitors work (10') Ss take note of the mistakes of each team to improve it. T indicates that the team meets with everything in the rubric takes 2 more points (10')	T presents students with Word cards about the keywords of the article (5') T&Ss search the words on the keywords in the dictionary (10') * save water * save energy * plant trees * walk or bike Ss read and match the columns "Tips to created a better future" (10') <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>What to do?</th> <th>Why?</th> </tr> </thead> <tbody> <tr> <td>Save water</td> <td>Only 3% of the water on this planet is fresh</td> </tr> <tr> <td>Save energy</td> <td>Generating it causes pollution and contributes global warming</td> </tr> </tbody> </table>	What to do?	Why?	Save water	Only 3% of the water on this planet is fresh	Save energy	Generating it causes pollution and contributes global warming	Ss complete the following questions and answers with information from the article. (10') *what will happen if we don't save water? <u>We will not have fresh water to drink</u> *what _____ if we plant trees? <u>We _____ improve air quality</u> * _____ save energy? <u>We _____ global warming</u> *what will happen if we walk or bike? _____ T gets students in pairs with the dynamic "same that tune" *cielito lindo *las mañanitas *El mariachi loco T gives students a piece of paper of a song known to students (5') Ss take the role and it depends on the song, they sing a part of the song and get together with their partner who has the same song (10') *Will happen *Will help *Will contribute to
What to do?	Why?								
Save water	Only 3% of the water on this planet is fresh								
Save energy	Generating it causes pollution and contributes global warming								
CLOSURE	T checks students for their work T asks students for their notebooks and give a grade (10')	T&Ss review the correct answers in the text to implement the tips to help our planet (10')	T tells students to search the following words in their dictionary (10') * healthy *daily *Meditate						
ASSESSMENT	Ss perform sentences using the Will	Ss review the correct answers in the text to implement the tips to help our planet Check written examples of forecasts	Ss write sentences using the Will write sentences that express future to understand forecasts						
ACHIEVEMENTS	Identify ways to express future actions by listening to them	Reading, speaking, writing	Writing, reading						
SKILL	Reading, speaking, writing	Markers, speakers, word cards, dictionary	Textbook, markers, dictionary						
TEACHER'S RESOURCES	Word cards, flashcards								
STUDENT'S RESOURCES	Textbook, notebook	Notebook, markers, colors,	Notebook, textbook, color paper, colors						

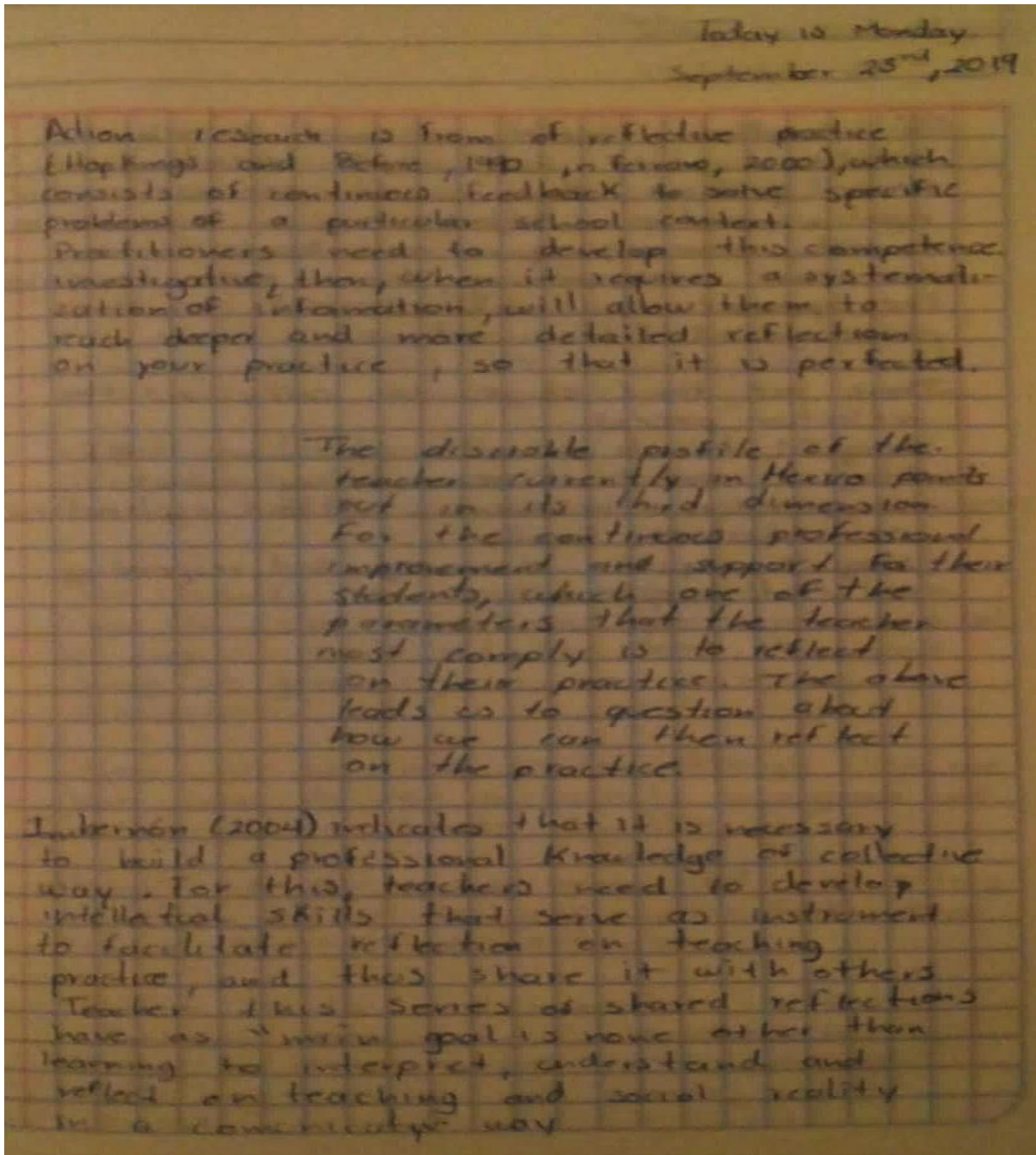
APPENDIX 3

DIDACTIC MATERIAL IS ONE OF THE INSTRUMENTS FOR STUDENT LEARNING



APPENDIX 4

EXAMPLE OF THE ORGANIZATION OF THE JOURNAL WITH AUTHORS



APPENDIX 5

LEARNING STYLES TEST AND VISUAL PREVAILS

GOBIERNO DEL ESTADO DE MÉXICO Visual - Kinestésico Auditivo - Kinestésico CICLO ESCOLAR 2019-2020

N.P.	SEXO		NOMBRE DEL ALUMNO	A	V	K	A-K	V-A	V-K
	H	M							
1	x		AGUILAR VARGAS OMAR						
2	x		BARTOLO TORRES MIGUEL ANGEL						
3		x	BECERRIL MENDOZA LUISA FERNANDA						
4		x	CÁNDIDO LARA DIANA						
5	x		CONTRERAS LÓPEZ RODRIGO						
6		x	CONTRERAS SANDOVAL VALERIA						
7	x		CRUZ ALEJO EDGAR ELIAZAR						
8		x	DE JESÚS NICOLÁS CINTHYA						
9	x		GARCÍA SANDOVAL ULISES						
10	x		GARITA MARTÍNEZ ALVARO						
11	x		GOMEZ TORRES LEONARDO						
12		x	GÓMEZ VELASCO MARÍA GUADALUPE						
13		x	GONZÁLEZ ESPARZA MAYRA YARETZI						
14		x	GONZÁLEZ SEGUNDO MAYRA						
15	x		ISIDORO DE LA LUZ MICHAEL ALAIN						
16		x	LARA LARA NOELIA						
17	x		LEÓN ALCANTÁRA ARMANDO						
18	x		LÓPEZ REBOLLO JACQUELINE						
19		x	MACIAS CRUZ MERARI SINAI						
20	x		MACUIL GONZÁLEZ SAÚL ALEJANDRO						
21	x		MARTÍNEZ GIL ANGEL LUIS						
22	x		MENDOZA AGUIRRE DIEGO						
23	x		MENDOZA GONZÁLEZ ABRAHAM						
24		x	MENDOZA VILLEGAS DANIA						
25		x	MONROY MORENO AZUCENA						
26		x	ORTA GIL MARIANA SAMANTHA						
27		x	RAMÍREZ VICTORIANO BRAYAN						
28	x		REYES SEGUNDO YARITZA						
29		x	SANCHEZ GONZALEZ MARCOS						
30	x		SÁNCHEZ MAURO JAZMÍN						
31		x	SANCHEZ RUBIO VANIA						
32		x	SÁNCHEZ SÁNCHEZ JORGE ALONSO						
33	x		SEGUNDO CLEMENTE GABRIELA MONSERRAT						
34	x		SIMÓN TERESO BRAYAN						
35	x		SUAREZ CRUZ ORLANDO						

H= 19 Auditivo = 3 alumnos V ≠ 20 alumnos

APPENDIX 6

DIAGNOSTIC TEST STUDENT A







Numbers 1-20
 1. four 4 4. thirteen 13
 2. seven 7 5. sixteen 16
 3. ten 10 6. twenty 20

The English alphabet
 2. Fill in the missing letters of the alphabet. Then circle the vowels.
 Aa Bb Cc Ee Ff Gg Hh Ii
 Jj Kk Ll Mm Nn Oo Pp Qq Rr
 Ss Tt Vv Ww Xx Yy Zz

Months of the year
 3. Unscramble the letters to form the months.
 1. January 7. July
 rjnyaua yllu
 2. February 8. August
 yhuifraet ulagu
 3. March 9. September
 hmrac bestmpeec
 4. April 10. October
 talpi troocet
 5. May 11. November
 yam vbenecom
 6. June 12. December
 nuu becdereom

Days of the week
 3. Fill in the missing days.
 Monday, Tuesday, Wednesday,
 Thursday, Friday, Saturday, Sunday







Colors
 5. Fill in the vowels to complete the words.
 1. br own 4. bl ue
 2. ord er 3. ord er
 3. wh ol e 6. br ow n

A classroom
 6. Circle the correct word.
 1.  2.  3. 
 teacher / student / board / window / door
 4.  5.  
 teacher / student / board / door / board

Classroom objects
 7. Write the word or phrase from the box under the correct picture.
 crayons eraser notebook
 pair of scissors pencil ruler

Colors
 5. Fill in the vowels to complete the words.
 1. br own 4. bl ue
 2. ord er 3. ord er
 3. wh ol e 6. br ow n

each command
 1. Stand (up / down) 4
 2. Open (the door / the book) 4
 3. Sit (down / your feet) 4
 4. Raise your (hand / feet) 4
 5. Close (the door / eyes) 4



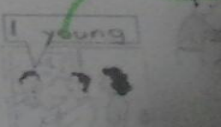
Words for people
 9. Match the words with the pictures.
 1. boy 
 2. woman 
 3. teenager 
 4. man 
 5. baby 
 6. girl 

Common adjectives
 10. Write the word from the box that has the opposite meaning.
 big old tall
 dirty small young
 1. big small 4. short tall
 2. clean dirty 5. old young
 3. young old 6. tall short

U.S. money
 11. Write the answers.
 1. two nickels = 10 cents
 2. three pennies = 3 cents
 3. four dollars = 400 cents
 4. four quarters = 100 cents

Parts of speech
 12. Write the words in the sentences on the correct line.
 A new notebook was on the desk.
 1. article was 4. verb was
 2. noun desk 5. preposition on
 3. adjective new

Punctuation
 13. Put the correct punctuation at the end of each sentence.
 1. Is Caroline in this class?
 2. My brother plays basketball every day.
 3. The food at that restaurant tastes fantastic.
 4. Can you come to the movies?

Greetings
 14. Fill in each speech balloon with the correct greeting.
 1.  Good afternoon!
 2.  Stand up!
 3.  1 young

APPENDIX 7

DIAGNOSTIC TEST STUDENT B

NAME STUDENT _____ GRADE _____

Numbers 1-20
 1. Write the number in the blanks.
 1. four 4 2. sixteen 16
 3. seven 7 4. sixteen 16
 5. ten 10 6. twenty 20

The English alphabet
 2. Fill in the missing letters of the alphabet.
 Then circle the vowel.
 Aa Bb Cc Ee Ff Gg Hh Ii
 Jj Kk Ll Mm Nn Oo Pp Qq Rr
 Ss Tt Uu Vv Ww Xx Yy Zz

Months of the year
 3. Unscramble the letters to form the months.
 1. January 7. July
 2. February 8. August
 3. March 9. September
 4. April 10. October
 5. May 11. November
 6. June 12. December

Days of the week
 Fill in the missing days.
 Monday _____ Wednesday _____
 Friday _____

Colors
 5. Fill in the object to complete the words.
 1. brown 2. blue 3. green 4. white 5. red 6. yellow 7. black 8. purple 9. pink 10. orange

A classroom
 6. Circle the correct word.
 1. (teacher / student) 2. (desk / bench) 3. (board / window) 4. (teacher / student) 5. (board / window) 6. (board / window)

Classroom objects
 7. Write the word or phrase from the box under the correct picture.
 crayons eraser notebook
 pair of scissors pencil ruler

Colors
 8. Circle the word or phrase that completes each command.
 1. Stand up / down
 2. Open the door / window
 3. Sit down / near / back
 4. Raise your hand / foot
 5. Close your / my / his / her eyes

Words for people
 9. Match the words with the pictures.
 1. boy 2. woman 3. long hair 4. man 5. baby 6. girl

Common adjectives
 10. Write the word from the box that has the opposite meaning.

big	old	tall
dirty	small	young

 1. big small 4. short tall
 2. clean dirty 5. small big
 3. young old 6. old young

U.S. money
 11. Write the answers.
 1. two nickels = ten cents
 2. three pennies = three cents
 3. four dollars = 400 cents
 4. four quarters = one dollar
 5. ten dimes = one dollar
 6. two twenty dollar bills = forty dollars

Parts of speech
 12. Write the words in the sentence on the correct line.
 A new notebook is on the desk.
 1. article the 4. verb is
 2. noun notebook 5. preposition on
 3. adjective new

Punctuation
 13. Put the correct punctuation at the end of each sentence.
 1. Is Caroline in this class? ?
 2. My brother plays basketball every day. .
 3. The food at that restaurant tastes fantastic! !
 4. Can you come to the museum? ?

Greetings
 14. Fill in each speech balloon with the correct greeting.
 1. Good afternoon!
 2. Good morning!
 3. Good evening!

APPENDIX 8

DIAGNOSTIC TEST STUDENT C

GROUP 1 GRADE 1

Numbers 1-20

1 Write the number in the blanks.
 1. four 4 4. thirteen 13
 2. seven 7 5. sixteen 16
 3. ten 10 6. twenty 20

The English alphabet

2 Fill in the missing letters of the alphabet. Then circle the vowels.
 Aa Bb Cc Ee Ff Gg
 Hh Kk Ll Mm Nn Oo Pp Qq Rr
 Ss Tt Vv Ww Xx Yy Zz

Months of the year

3 Unscramble the letters to form the months.
 1. January 7. July
 rjnyaua yllu
 2. February 8. August
 yburtar utaga
 3. May 9. September
 hmrae bestmrpee
 4. April 10. December
 rapl broocet
 5. June 11. November
 yam vbenroom
 6. October 12. October
 nvej bodcerom

Colors

5 Fill in the vowels to complete the words.
 1. brown 4. orange
 2. clour 5. yellow
 3. whoite 6. blue

A classroom

6 Circle the correct word.
 1. teacher / student (teacher) 2. desk / board (board) 3. window / door (window)
 4. student / board (student) 5. board / door (door) 6. board / board (board)

Classroom objects

7 Write the word or phrase from the box under the correct picture.
 crayons eraser notebook
 pair of scissors pencil ruler

Colors

8 Circle the word or phrase that completes each command.
 1. Stand up / down (down)
 2. Open your eyes (eyes)
 3. Sit down / your hand (hand)
 4. Raise your hand / down (down)
 5. Close your book / down (down)

Parts of speech

12 Write the words in the sentence on the correct line.
 A new school is on the way.
 1. article the 4. verb is
 2. noun school 5. preposition on
 3. adjective new

Words for people

9 Match the words with the pictures.
 1. boy 2. woman
 3. teenager 4. man
 5. baby 6. girl

Common adjectives

10 Write the word from the box that has the opposite meaning.
 big dirty old small tall young
 1. big small 2. dirty clean
 3. young old 4. old young

U.S. money

11 Write the answers.
 1. two nickels = 10 cents
 2. three pennies = 3 cents
 3. four dollars = 400 cents
 4. four quarters = 100 cents
 5. ten dimes = 100 cents
 6. two twenty-dollar bills = 400 cents

Punctuation

13 Put the correct punctuation at the end of each sentence.
 1. Is Caroline in this class?
 2. My brother goes to school every day.
 3. The food at that restaurant is delicious.
 4. Can you come to the movies?

Greetings

14 Fill in each speech balloon with the correct greeting.
 1. Hello! / Hi!
 2. Good morning!
 3. Good afternoon!

Days of the week

4 Fill in the missing days.
 Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday, Sunday

APPENDIX 9

DIAGNOSTIC TEST STUDENT D

The image shows a diagnostic test page for Student D, divided into several sections. The page is marked with handwritten green circles and lines, indicating the student's answers and corrections.

- Numbers 1-20:** Section 1 asks to write the number in the blank. The student has written '1' for 'one', '2' for 'two', '3' for 'three', and '4' for 'four'. Section 2 asks to write the number in the blank. The student has written '15' for 'fifteen'.
- The English alphabet:** Section 2 asks to fill in the missing letters of the alphabet and strike the vowels. The student has written 'Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz'.
- Months of the year:** Section 3 asks to unscramble the letters to form the months. The student has written 'JANUARY', 'FEBRUARY', 'MARCH', 'APRIL', 'MAY', 'JUNE', 'JULY', 'AUGUST', 'SEPTEMBER', 'OCTOBER', 'NOVEMBER', and 'DECEMBER'.
- Days of the week:** Section 4 asks to fill in the missing days. The student has written 'Monday', 'Tuesday', 'Wednesday', 'Thursday', 'Friday', 'Saturday', and 'Sunday'.
- Colors:** Section 5 asks to fill in the vowels to complete the words. The student has written 'red', 'blue', 'green', 'yellow', 'purple', 'orange', 'brown', 'pink', 'grey', 'black', and 'white'.
- A classroom:** Section 6 asks to circle the classroom word. The student has circled 'board', 'window', 'desk', 'chair', 'teacher', 'student', 'book', and 'blackboard'.
- Classroom objects:** Section 7 asks to write the word or phrase from the box under the correct picture. The student has written 'crayons', 'pens/pencils', 'eraser', 'paper', 'notebook', and 'ruler'.
- Words for people:** Section 9 asks to match the word with the picture. The student has written 'boy', 'woman', 'teacher', 'passenger', 'student', 'parent', 'doctor', and 'girl'.
- Common adjectives:** Section 10 asks to write the word from the box that has the opposite meaning. The student has written 'dirty', 'old', 'tall', 'short', 'clean', 'small', 'young', 'heavy', and 'light'.
- U.S. money:** Section 11 asks to write the answers. The student has written 'two nickels = 10 cents', 'three pennies = 3 cents', 'four dollars = 400 cents', 'four quarters = 100 cents', 'ten dimes = 100 cents', and 'two twenty-dollar bills = 40 dollars'.
- Parts of speech:** Section 12 asks to write the words in the sentence on the correct line. The student has written 'article', 'noun', 'verb', and 'preposition'.
- Punctuation:** Section 13 asks to put the correct punctuation at the end of each sentence. The student has written '!', '?', and '.'
- Greetings:** Section 14 asks to fill in each speech balloon with the correct greeting. The student has written 'Hello!', 'Good afternoon!', 'Hi!', and 'Goodbye!'.

APPENDIX 10

SITUATION 1 READ A STORY WITH MAGIC BOARDS THE FINAL PRODUCT OF THE 4 STUDENTS PROFILES

SITUATION I

STUDENT "A"

Solution

Once there was a shepherd boy who had to look after a flock of sheep. One day, he felt bored and decided to play a trick on the villagers. He shouted, "Help! Wolf! Wolf!"

The villagers heard his cries and rushed out of the village to help the shepherd boy. When they reached him, they asked, "Where is the wolf?" The shepherd boy laughed loudly, "Ha, Ha, Ha! I fooled all of you. I was only playing a trick on you."

A few days later, the shepherd boy played this trick again. Again he cried, "Help! Help! Wolf! Wolf!" Again, the villagers rushed up the hill to help him and again they found that boy had tricked them. They were very angry with him for being so naughty.

Then, some time later, a wolf went into the field. The wolf attacked one sheep, and then another and another. The shepherd boy ran towards the village shouting, "Help! Help! Wolf! Help! Somebody!"

The villagers heard his cries but they laughed because they thought it was another trick. The boy ran to the nearest villager and said, "A wolf is attacking the sheep. I lied before, but this time it is true!"

Finally, the villagers went to look. It was true. They could see the wolf running away and many dead sheep lying on the grass.

We may not believe someone who often tells lies, even when he tells the truth.

STUDENT "B"

Once there was a shepherd boy who had to look after a flock of sheep. One day, he felt bored and decided to play a trick on the villagers. He shouted, "Help! Wolf! Wolf!"

The villagers heard his cries and rushed out of the village to help the shepherd boy. When they reached him, they asked, "Where is the wolf?" The shepherd boy laughed loudly, "Ha, Ha, Ha! I fooled all of you. I was only playing a trick on you."

A few days later, the shepherd boy played this trick again. Again he cried, "Help! Help! Wolf! Wolf!" Again, the villagers rushed up the hill to help him and again they found that boy had tricked them. They were very angry with him for being so naughty.

Then, some time later, a wolf went into the field. The wolf attacked one sheep, and then another and another. The shepherd boy ran towards the village shouting, "Help! Help! Wolf! Help! Somebody!"

The villagers heard his cries but they laughed because they thought it was another trick. The boy ran to the nearest villager and said, "A wolf is attacking the sheep. I lied before, but this time it is true!"

Finally, the villagers went to look. It was true. They could see the wolf running away and many dead sheep lying on the grass.

We may not believe someone who often tells lies, even when he tells the truth.

Characters

STUDENT "D"

Once there was a shepherd boy who had to look after a flock of sheep. One day, he felt bored and decided to play a trick on the villagers. He shouted, "Help! Wolf! Wolf!"

The villagers heard his cries and rushed out of the village to help the shepherd boy. When they reached him, they asked, "Where is the wolf?" The shepherd boy laughed loudly, "Ha, Ha, Ha! I fooled all of you. I was only playing a trick on you."

A few days later, the shepherd boy played this trick again. Again he cried, "Help! Help! Wolf! Wolf!" Again, the villagers rushed up the hill to help him and again they found that boy had tricked them. They were very angry with him for being so naughty.

Then, some time later, a wolf went into the field. The wolf attacked one sheep, and then another and another. The shepherd boy ran towards the village shouting, "Help! Help! Wolf! Help! Somebody!"

The villagers heard his cries but they laughed because they thought it was another trick. The boy ran to the nearest villager and said, "A wolf is attacking the sheep. I lied before, but this time it is true!"

Finally, the villagers went to look. It was true. They could see the wolf running away and many dead sheep lying on the grass.

We may not believe someone who often tells lies, even when he tells the truth.

Setting

STUDENT "C"

Once there was a shepherd boy who had to look after a flock of sheep. One day, he felt bored and decided to play a trick on the villagers. He shouted, "Help! Wolf! Wolf!"

The villagers heard his cries and rushed out of the village to help the shepherd boy. When they reached him, they asked, "Where is the wolf?" The shepherd boy laughed loudly, "Ha, Ha, Ha! I fooled all of you. I was only playing a trick on you."

A few days later, the shepherd boy played this trick again. Again he cried, "Help! Help! Wolf! Wolf!" Again, the villagers rushed up the hill to help him and again they found that boy had tricked them. They were very angry with him for being so naughty.

Then, some time later, a wolf went into the field. The wolf attacked one sheep, and then another and another. The shepherd boy ran towards the village shouting, "Help! Help! Wolf! Help! Somebody!"

The villagers heard his cries but they laughed because they thought it was another trick. The boy ran to the nearest villager and said, "A wolf is attacking the sheep. I lied before, but this time it is true!"

Finally, the villagers went to look. It was true. They could see the wolf running away and many dead sheep lying on the grass.

We may not believe someone who often tells lies, even when he tells the truth.

Problem

APPENDIX 11

SITUATION 2 READ HOW IS A MONSTER IN YOUR DREAMS THE FINAL PRODUCT OF THE 4 STUDENTS PROFILES

All of us have ben alone on some day we ha done strang things like how to be in the grain or we have been at the oscar or we have sung wen to roosters run out
You won't stop me from going to paris even if I have to

STUDENT "A"

All of us have ben alone on some day we ha done strang things like how to be in the grain or we have been at the oscar or we have sung wen to roosters run out
We have acted in the rose of Guadalupe
-You won't stop me from going to paris even if I have to put in my father's closed

STUDENT "B"

Maria: Hello, how are you?
Laura: Hello, Maria. Im fine. This is my friend Hannah
Hannah: Hi, im a law student, can help you study your exam.
Maria: Thank you so much, Hannah, since I study ad...
Hannah: I don't know much about law
Hannah: No Problem, we can start tomorrow if you want, I can meet you during the afternoon after school
Laura: Great maria, im sure Hannah will help you lot
Felipe: If you want I can help too
Laura: yes, Felipe is so smart too
Felipe: wow, thank you so much for that, Laura!
Laura: It is just the truth

STUDENT "C"

Maria: Hello, how are you?
Laura: Hello, Maria. Im fine, That's my friend Hannah
Hannah: Hi, I'm a law student, can help you study your exam
Maria: thanks so much, Hannah, since I study adm... I don't know much about law
Hannah: No problem, we can start tomorrow if you want, I can meet you during the afternoon after school
Laura: Great! Maria, I'm sure Hannah will help
Felipe: If you want I can help too
Laura: yes, Felipe is so smart too
Felipe: wow, thank you so much for that, Laura!
Laura: It is just the truth
Maria: Well thank you all so much
I will be the best student of...

STUDENT "D"

SITUATION II

APPENDIX 12

SITUATION 3 WHAT IS THE WEATHER LIKE THE FINAL PRODUCT OF THE 4 STUDENTS PROFILES

4. Read and say what weather is described:

Weather

I like to watch the way the wind
can spin a weather vane.
I like to wear my big blue boots
to splash with in the rain.
I like to ride my bright red sled
on cold snowy days.
I like to feel the sun's warm rays
when I wade in the ocean waves.
Wind, rain, snow, and sun
Every kind of weather
is wonderful and fun!

STUDENT "A"

4. Read and say what weather is described:

Weather

I like to watch the way the wind
can spin a weather vane.
I like to wear my big blue boots
to splash with in the rain.
I like to ride my bright red sled
on cold snowy days.
I like to feel the sun's warm rays
when I wade in the ocean waves.
Wind, rain, snow, and sun
Every kind of weather
is wonderful and fun!

STUDENT "B"

4. Read and say what weather is described:

Weather

I like to watch the way the wind
can spin a weather vane.
I like to wear my big blue boots
to splash with in the rain.
I like to ride my bright red sled
on cold snowy days.
I like to feel the sun's warm rays
when I wade in the ocean waves.
Wind, rain, snow, and sun
Every kind of weather
is wonderful and fun!

STUDENT "C"

4. Read and say what weather is described:

Weather

I like to watch the way the wind
can spin a weather vane.
I like to wear my big blue boots
to splash with in the rain.
I like to ride my bright red sled
on cold snowy days.
I like to feel the sun's warm rays
when I wade in the ocean waves.
Wind, rain, snow, and sun
Every kind of weather
is wonderful and fun!

STUDENT "D"

SITUATION III

APPENDIX 13

SITUATION 4 THE WEATHER LIKE FORECAST FOR 3 DAYS THE FINAL PRODUCT OF THE 4 STUDENTS PROFILES

1. On tuesday the weather will be snowy
2. On thursday the weather will be stormy
3. On Friday the weather will be rainy
4. On saturday the weather will be cloudy
5. On sunday the weather will be sunny

STUDENT "A"

1. On Friday the weather will be rainy
2. On Monday the weather will be stormy
3. On Tuesday the weather will be sunny
4. On wednesday the weather will be snowy
5. On saturday the weather will be cloudy

STUDENT "C"

~~On wednesday the weather will stormy~~ Saturday
~~On wednesday the weather will snowy~~ Friday
On tuesday the weather not be sunny
On wednesday the weather not will raining
On Monday the weather not will stormy
On saturday the weather not will snowy
On Friday the weather not will sunny

STUDENT "B"

1. On tuesday, weather will not be cloudy
2. On tuesday, weather will not be stormy
3. On saturday, weather will not be rainy
4. On Friday, weather will not be cloudy
5. On saturday, weather will not be raining

STUDENT "D"

SITUATION IV

ASUNTO: Autorización de Documento Recepcional

Atacomulco, México., a 15 de junio de 2020.

**C. MTRA.
ALEJANDRA VELÁZQUEZ MONROY
PRESIDENTA DE LA COMISIÓN DE TITULACIÓN
PRESENTE**

La que suscribe **Dra. Yedid Monroy Segundo**, tiene a bien informarle a usted, que el Documento Recepcional titulado **“Didactic material to foster reading with first graders”**, de la **C. Maricarmen Servín Medina**, egresada de la Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés), del cual se me nombró Asesora, ha sido concluido conforme a los criterios establecidos por la normatividad vigente.

Sin otro asunto que tratar, le reitera las muestras de su consideración.

ATENTAMENTE


Dra. Yedid Monroy Segundo

ASUNTO: Se asume responsabilidad

Atacomulco, Méx., 7 de julio de 2020.

MTRA. ALEJANDRA VELÁZQUEZ MONROY
PRESIDENTA DE LA COMISIÓN DE TITULACIÓN
P R E S E N T E

Quien suscribe **C. Maricarmen Servín Medina**, asume de manera total la responsabilidad de haber estructurado el trabajo conforme al **REGLAMENTO DE EXÁMENES PROFESIONALES** vigente y bajo la dirección del Asesor del Documento Recepcional titulado: **“Didactic material to foster reading with first graders”**.

Así como haberlo adecuado conforme a los dictámenes hechos por los especialistas del área y finalmente defenderlo suficiente y argumentativamente ante el **HONORABLE CUERPO DE SINODALES**, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del Examen Profesional.

Agradezco ampliamente el interés y el apoyo que siempre brinda a sus estudiantes y egresados.

Atentamente


Maricarmen Servín Medina