



**ESCUELA NORMAL DE ATLACOMULCO
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Improve writing skills through micro activities and technology use.

Ensayo

Que para sustentar examen profesional y obtener el
Título de:

**LICENCIADO EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD
EN LENGUA EXTRANJERA (INGLÉS)**

Presenta

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Education is the most powerful weapon which you can use to change the world.

Nelson Mandela

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With the deep profound love, this work especially is dedicated to:

To my parents:

Amelia Remedios Alcantara Reyes and Javier Nuñez Gonzalez, who always taken care of me with love, supported all my decisions, gave me affection and helped me economically in all the process.

To my siblings:

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INTRODUCTION.

English is considered an important language; it is spoken in many countries around the world and by many people. It has become a global language with different purposes such as scientific, academic, and literary ones. Everyday English moves along different countries and different people. Secretaria of Public Education acknowledges that to include English as a subject in the curriculum; the principal achievement is bilingualism at acquisition and learning. The first one refers to an unconscious process, on the other hand learning, is a conscious study of the target language (SEP, 2011).

In the language learning process, beginners require to develop different skills such as: speaking, listening, reading and writing. As it is known, those skills are going to make the learner to be able to communicate in another language (English). Each skill has an important role in English language but some of them have a higher level of difficulty than others. For this reason, in the writing learning process is necessary to pay attention to both, learning how to write and the ways writing fits into their lives.

I decided to work with micro-activities to teach vocabulary and help students to improve writing comprehension because in the first weeks of practice it was observed that students had problems to understand the instructions, so far, they can learn some English by writing different types of readings. Nevertheless, learning a language is a process because it is not the students' mother tongue so it can be difficult but not impossible to learn it (SEP, 2011). One of the factors that creates the access to a globalized world is English. It is economical cultural and socially essential therefore that some people learn English as a foreign language or as a second language.

The development on this topic, consists of presenting relevant information on the skill, the context of the school where the topic is being developed, the purposes and questions being used for the development of this information about the case study on these students, such as their characteristics, ways of life, likes and other features,

and finally taking into account the resources that are the lesson plan, the teacher's diary and teaching materials, what is it for and why is it important to use it.

To be more precise on the explanation of the current essay, the first part of this work has the main topic stated and described, which basically focuses on the closest description of the school background and general aspects of the setting of itself, the characteristics of the students involved and their background, as well as some writing traits necessary to understand the importance of the writing micro- skills and technology aims to this specific group of people in secondary school English basic level.

This part also makes reference to the needs and expected results of the study of English in basic education levels, as well as outstands on the need of having students write better ideas by means of technology devices or tools, even when the advance seems limited at the beginning.

The combination of certain micro skills regarding grammar with the use of technology are also presented, in order to help the reader interested in this topic to understand or get a hint on what is pursued.

All the resources and materials used to every situation described are also explained to a certain point, so that all topics together; writing, micro skills, and technology are assumed when going through the class situations.

The second part of this work describes five class moments or situations where students took part, such situations were intended to be part of fulfilling the intention of combining language micro skills, with all those materials and technology help that nowadays functions as a scaffolding place to teachers of foreign languages; they go from videos easily found on Youtube, to links where students can do activities over and over again, Nobody can see if they fail and they can correct as many times as they want.

These activities also create certain motivation on students, considering the lack of electronic devices many of them have, and whose use can be facilitated by school resources now more available at schools all levels.

The situations carried out show the very beginning of students doubts, repetition, practice, enquiries, and desire to continue working by themselves or as the teacher puts them to work, due to the fact that the more they felt comfortable with the language, the more they participated.

This part also shows some knowledge the teacher gets every time a class is planned and a situation is finished, since taking into account this is a first encounter with real scenarios, some situations escape from control or because of lack of time, some activities needed to be modified a bit.

The final part of this document highlights the possible parts of this practice which led to certain aspects not considered at times when planning a class situation; these parts of unknown or unexpected outcomes were considered later to get to certain suggestions.

It can be said that the reflective part of analyzing every situation took some time, this is because of checking what was planned and contrasting it to the real practice is not an easy task, all concepts and reasoning behind every step requires certain attention and time management that time and experience may bring eventually.

Definitely, suggestions and conclusions are prone to be analyzed and given a follow-up revision, considering that every school is different and students also change from place to place. The good activities need to be continued and perfected for the better learning and practice of the language of secondary schools, also teachers need to be aware of what they need to reinforce to make their teaching quality and worthy time.

RATIONALE.

The challenges Mexico faces are numerous; our country “has made great advances in economic development, the expansion of education and the promotion of literacy. To ensure future economic benefits, the Mexican government focuses on opening and liberalizing industry sectors and maintaining close commercial relations with the United States and Latin American countries to keep an ongoing trend of greater direct foreign investment.” For this reason, the responsibility of English teachers, is to develop English as a tool to learn a second language and developing writing skills in our students so that they can communicate with people around the world, solve problems in a real situation and make decisions that improve their lives. In a way, teachers should create opportunities where students can produce and apply their language knowledge.

According to Cousil (2009) “In Mexico, the English language has been taught in Mexican public schools since the 1960s. The decentralization of basic and teacher education began in May 1992 with the signing of the National Agreement for the Modernization of Basic Education. The regulatory principles established by article three of the Mexican Constitution, as well as the educational transformation promoted by the National Development Plan 2007-2012”

Education in Mexico recognizes the need to incorporate English as a subject in order to facilitate the instruction of this foreign language in the three levels of basic education. It is designed to ensure that students complete their secondary education by developing the multilingual and multicultural competence necessary to successfully manage the communicative challenges of the globalized world and respect their own culture and that of others.

Today, the National English Program (PRONI) is aimed at teaching English to Mexican students from an earlier age in kindergarten, primary and secondary education (from 5 to 15 years old), its mission is framed by the needs of contemporary society that is predominantly governed by information and communication technologies, which requires citizens with the necessary skills to face and incorporate into a constantly changing globalized world.

For all the previous reasons mentioned, writing is a basic competence that must be improved, so that our students discover and reformulate ideas when they try to create meaning through writing skills. Writing can be seen as a problem-solving activity instead of a simple act of communication. Therefore, this complex cognitive activity that includes several processes and strategies needs to be practiced and guided. The use of mental strategies in the writing process is crucial for successful writing. The key to producing good writing or essays depend on the types and number of strategies used, and the pattern of strategies to formulate ideas or verify what has been written.

In addition, communication through writing helps to remember experiences organize thoughts and balance our feelings, but also writing leaves us wonderful stories, biographies and dates that help at first, our students, and in time, humanity to be better communicators. Teachers must provide knowledge, actions, values and attitudes through strategies that develop writing skills in students and offer opportunities to use a foreign language as they adapt.

For that purpose, I would like to improve writing skills through micro activities and technology use” because micro activities strategies provide a structure to learn using the mind to solve a problem or complete a task, increasing learning approaches, remembering and applying information by means of building sentences and paragraphs, editing written works, paraphrasing, and ordering information to be learned.

“The production of short texts that respond to personal, creative, social and academic purposes, in which it is possible to express thoughts, judgments and opinions based on sequences of statements and using appropriate records according to the text” (SEP, 2011). Consequently, applying the objectives of this document through evidence that students have acquired another language all the time, it is for this reason that I worked on the following topic: “ Improve writing skills through micro activities and technology use”.

High school students may or may not communicate according to their level of English language proficiency in writing. As teachers, we know that the students have made

mistakes in vocabulary and grammar, when they take risks and experiment with the language, and that accuracy may be affected, but it is a normal part of the language development process. For example, some students can copy words and expressions by writing them by heart, they have also developed the ability to identify order, label certain ideas and write familiar phrases, statements or questions in context, however, they have difficulty in formulating fluid answers and organizing ideas to express clearly.

Part I

**Topic Of The
Study.**

1.1 THE TOPIC AND THE CONTEXT

The school which was assigned for this school year is Technical Secondary School No. 99 "Ermilo Abreu Gómez", which is located in the neighborhood of Barrio Cuarto La Loma, San Bartolo Morelos, the school has 249 students and a total of 17 teachers, also said to be a public technical school, located in a rural area. (See appendix 1)

This school has an infrastructure that is made up of a social work office, a classroom for management, an assistant office, it also has a laboratory, a boardroom, a computer center equipped with 30 computers, smart screens, service Internet and different projectors, as well as a school store, two basketball courts, a volleyball court, one of more than soccer, two green areas, gardens, civic plaza and at the end 9 classrooms assigned to take classes. This infrastructure allows students to obtain the expected academic results and improve their attendance, stay interested in learning and performance, and educational quality.

According (National Institute of National Statistics and Geography) (INEGI, 2013), the economia of those who lived in Barrio Cuarto la Loma, their main economic activities are agriculture and livestock, but also, most parents of families leave the city to work in another state or country to cover family expenses. This is one of the reasons that influence the behavior of the students because they are abandoned or live with family caregivers or grandparents that create an environment of non-parental families, that is, they live in families that face economic difficulties, such as difficulties registering the child. in school or obtaining medical service.

The secondary school is next to a main road, but due to the economic situation, most of the students do not use any type of transport, such as a taxi or a bus, they walk a few minutes to the school or, in some cases , they use their bicycle. This can affect the performance of the students because sometimes they get tired when making the trip to school, among other disadvantages, they arrive in poor condition shoes, their materials for their classes do not carry everything they need for their classes.

The 2011 high school curriculum requires teaching our students a second language, as it must be a sequence from kindergarten to high school, but here, students are in contact with the English class for the first time. Once in high school, in addition to learning the English language, job opportunities increase significantly, and it must be considered that many of the population tend to travel abroad to work, in this way they will be able to diversify their communication elsewhere.

Another reason, writing in the second language, in this case English is assumed to be more difficult than it is in the native one. To some extent, the writing disabilities are caused by vocabulary and language function, style, sociolinguistics, grammar especially for joining sentences of the foreign language that are not mastered yet by the students. Considering of that complexity of writing, I think that the writing skill could only be mastered by practicing a lot, so students must be provided with enough good writing activities. These are some of the reasons why it is necessary to develop micro writing activities in a second language.

1.2 INFORMATION BACKGROUND

Writing

Education and knowledge only have value when they allow people to free themselves from the conditions that society imposes on them. Active learning, student participation and other strategies that involve students and mention learning seek to develop literacy through the discussion of students' real-life problems and concerns. Literacy focuses on teaching writing and reading skills, but here the emphasis is on writing.

Writing is a basic competence that must be improved, it is seen as a process by which writers discover and reformulate ideas when they try to create meaning. It can be seen as a problem-solving activity instead of a simple act of communication. Therefore, writing is a complex cognitive activity that includes several processes and strategies. The use of strategies in the writing process is crucial for successful writing. The key to producing good writing or essays is based on the types and quantity of strategies used, and on the regulation of strategies to generate ideas or to review what has been written.

Writing encourages thinking and learning, as it motivates communication and makes thinking available for reflection. When thinking is written, ideas can be examined, reconsidered, added, reorganized and changed. Then KITAO (1996), established that the writing components are:

- a) Grammar ability: to write English in grammatically correct sentences.
- b) Lexical ability: choose words that are correct and used properly.
- c) Mechanical ability: to correctly use punctuation, spelling, capitalization, etc.
- d) Stylistic skills: use phrases and paragraphs properly.
- e) Organizational skills: organize written work in accordance with the English convention, including order and selection of materials.

f) Property lawsuits: To issue a judgment on what is appropriate based on the task, the purpose of the deed and the hearing.

The writing components used to develop micro writing activities were grammatical, lexical, mechanical and stylish abilities, because these help us showing the elements to generate the most important achievements and stages of each product giving the opportunity to get in touch with the world through cognitive strategies so that students are able to develop the autonomous learning.

Teaching Writing.

Writing is considered as a means of communication. But it is not only simply drawing a range of orthographic symbols; it actually involves a complex process where we have to use certain grammatical rules in organizing facts. When we write we do not only keep our purpose of writing in our mind, but we also have to think about how to organize them in the composition. Thus, writing is included as a productive skill. Students are charged to produce the ability in writing by process of thinking. They must be more encouraged to express their ideas, experience, thought and feeling through their writing.

A writing process is a complicated process, because needs cognitive abilities in recognizing some segments of languages to produce a qualified writing. In general, writing process is done through two stages, exploring ideas and processing the ideas into readable texts. Rivers (1981: 294) claimed that writing in the language becomes a complicated activity because writing involves meaningful segments of language: words, sentence, grammar, and how to transfer those segments into written forms.

Objectives of the teaching of writing skill can be achieved through some approaches. According to (Harmer, Teaching Productive Skills to the Students:, 2015) there are two approaches in teaching writing. They are focusing on the product of writing process and focusing on the writing process itself. He states that focusing on the writing process leads those who advocate a process approach in writing. However, teachers have to pay attention to the various stages of any piece of writing process.

Micro writing activities

Each of the four language proficiency areas involves a variety of micro activities. These skills are often overlooked by teachers as an area of instructional focus; however, ELL students may not have had the opportunity to acquire these skills. They may need direct instruction and time to use the skills to participate fully in the lessons in the classroom.

In writing, there are some aspects that should be considered, that micro activities apply more appropriately to imitative and intensive types of writing in which they tend to describe the mechanics of writing and the level of the word, such as vocabulary, cohesion devices, past verb, modal, etc. Brown has summarized aspects of micro activities in:

1. Produce graphemes and spelling patterns of English.
2. Produce writing at an efficient speed to meet the purpose.
3. Produce an acceptable word core and use appropriate word order patterns.
4. Use acceptable grammatical systems (eg, time, agreement, pluralization), patterns and rules.
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written speech. (Brown, 2004)

Technology.

Media for Teaching Writing

Actually, There are three kinds of media that can be used in teaching writing skill like: Visual (example: pictures and photos), Audio (example: tape recorder, cassettes, and radio) Audiovisual (example: movies, and videos). Classify media into six basic categories: (1) Text, is alphanumeric characters that may be displayed in any format, for example: book, poster and so on. (2) Audio, includes anything that can be heard and it may be live or recorded, for example: teacher's voices, music and mechanical sounds. (3) Visuals, are regularly used to promote learning, for example: cartoons and photographs. (4) Audiovisual / Video, shows motion, for

example: movies, DVDs and computer animation. (5) Manipulatives, are three dimensional and can be touched and handled by students. (6) People, for example: teachers, and students. All kinds of media can be utilized, if the media are relevant to the materials and effective to support the teaching of writing skill. (Sharon E. Smaldino, 2008).

It is important for teachers to know functions of media in a learning process well. This attempt will help the teachers to select relevant and effective media that can be used to teach writing. According to (Erdmenger., 1997) states that functions of media that are used in a teaching process, including teaching writing include: arousing the students' motivation, transmitting information, directing the students by giving clues of the materials which are taught, controlling the objectives of the study by helping the students to focus on the materials which are taught.

In the learning processes, including the learning of writing, the student needs to use appropriate media, for example: movies and videos. This is because movies and videos can present moves, sounds, and interactions. Besides, the use of those media is suitable to students who always have curiosity to something new, attractive, and modern. Consequently, the use of media in learning writing should be improved to arouse the students' motivation and help them develop their writing skill. Based on the explanations above, some kinds of media, including audio visual media for example, movies and videos, can be utilized as media for teaching writing. Through the use of these media, the students may get benefits in their writing processes. This is because the media support the learning of writing effectively and help to transmit the materials given by the teachers to the students. However, the use of media needs to be selected properly in order to be effective and relevant to the objectives of the study.

Another tool is the use of the projector, which according to Cunning (2001) explored the benefit of using multimedia projector in language teaching states that video supplies stimuli to the students which benefits a chance to the learners to get a surroundings representation of the subject. Also the use of videos by multimedia projector helps the students to get a suggestion of the stress and rhythm sample of

the targeting language. In addition, it permits the students to guess, assume and investigate the information of the subject matter.

The teaching of writing skill needs to use audiovisual media (movies, videos) because audiovisual media are the unification of visualization, audio, and moves that can present objects, events, and places. All of those aspects are necessary in a writing process. Besides, movies (audiovisual media) will attract the students' motivation better than conventional media and invite the students' arguments or feedback based on the movie story. Related to this, Harmer (2001: 282) states that teachers can use a short video extract (movie) as media to teach a lesson, including writing, which is used to illustrate topics that are learnt by students and is used to highlight language points.

1.3 THE TOPIC INTO THE THEMATIC LINE

Using micro activities and technology is an interesting topic because it represents a fundamental change in the way teachers and students approach the learning experience. The use of technology allows interaction with the material in order to learn, memorize, manipulate or apply the target language structures. Its objective is to help students to use the language they have already learned, using them to retrieve information about the language that is already stored in memory, rehearse writing structures and communicate in the language despite gaps in the knowledge of writing skill.

For these reasons, this topic has a complete relationship with the socio-cultural approach, as it can improve the effectiveness of language teaching and learning in the classroom and create more learning opportunities through interaction, participation and negotiation. The sociocultural approach is the essential and determining factor in the development of higher mental activities, including voluntary attention, intentional memory, logical thinking, planning and problem solving. Learning is considered as a social event that takes place as a result of the interaction between the student and the environment. In addition, this will be strengthened with "The Improvement Route" of the high school, as students have the idea of how writing can have a positive impact on high school teaching.

This is directly related to the pedagogical principles proposed in the "Curriculum". 2011 " The pedagogical principles are the essential conditions for the implementation of the curriculum, the transformation of teaching practice, the achievement of learning and the improvement of educational quality, for example, the focus on the process of student learning, planning to improve learning, create a learning environment, use educational materials to promote learning. evaluating to learn, among others.

Hence, to achieve the objectives of this final paper it is presented the following thematic lines established in "Orientaciones Académicas para la Elaboración del Documento Recepcional" (SEP, 2002), which are:

- A) “LOS ADOLESCENTES Y SUS PROCESOS DE APRENDIZAJE” this first line refers to knowledge that trainee teachers manage 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 formation of reference groups or friends, teenagers at risk the socio-cultural context. Tracking a small group help find explanations to improve student learning”.
- B) “ ANÁLISIS DE EXPERIENCIAS DE ENSEÑANZA” it states how the topics are related to some students’ 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 according to secondary purposes.
- C) “GESTIÓN ESCOLAR Y PROCESOS EDUCATIVOS” this third line mentions how the teachers can expand their knowledge about the work developed in the school as well as how to influence the “school management” into the secondary school.

This document is based on "TEENS AND THEIR LEARNING PROCESSES" because the main purpose of this topic is that students can consolidate their proficiency in English, evolving into basic communicative situations and developing specific skills. within a range of communicative situations using micro activities and technology that formulate, investigate and propose solutions, understand and analyze conflicting explanations, think analytically and logically the methods to understand the problem, evaluate the credibility and usefulness of each source and practice precision and in their products In addition, they understand and produce oral and written texts on different topics using different educational materials that allow them to enjoy free time, create learning networks and integrate learning communities in which the teacher is a mediator and a facilitator for proper use. of these” (SEP, Curriculum 2011. Basic Education, 2011).

1.4 PURPOSES

1.4.1 General purpose

To improve writing skills by using micro activities and technology.

1.4.3 Specific purposes

To imitate different types of writing samples, in order to familiarize the students to real encounters.

To improve memory, judging, reasoning and thinking in order to understand bits of information.

To describe the mechanics of basic writing so as to create a related frame of L1 to L2.

To perform tasks through internal procedures so as to start generating some grasp on the target language.

1.5 QUESTIONS TO BE ANSWERED

English language learners do not always have to produce long pieces of writing to increase their proficiency, sometimes they just need small pieces of samples of real written ones. Most of the students have had at least contact with brands, videogames, apps on their cell phones, songs and other resources depending on their backgrounds, which helps us as teachers to have into account, all that previous knowledge to start from a kind of basis. So, my first question is: How can I help my students to improve their writing skills, using micro activities and technological tools?

Writing seems to be an old fashion activity; however, students still need to communicate through social media, apps, and presentations in school, so, the importance of writing properly and giving meaning to it, leads me to the next inquiry: What is the significance of expressing correctly in the written form?

In order to make teaching of skills successful, teachers need to consider certain factors which may affect or benefit students interest and motivation, and one of those factors is materials. They play an interesting role if used in the correct way. To my favor, The secondary school “ Emilio Abrew Gomez” counts with the necessary tools to help my intervention and improve writing skill by means of micro activities and technology, which takes me to my final question: what micro activities can I design to use technology for the improving of the third grade students, in order to help them notice a more accurate use of the language?

The main questions to answer are: what extent have the students been exposed to a variety of written models before this session and during the lesson carried out? Could narrating a text be enough to give the students an idea of how similar L1 and L2 are? Was the activity focused and useful on helping creating a judging skill at any point? Was the activity focused and useful on helping creating a judging skill at any point? How can students´ previous skills be analyzed in contrast with the current development in class?

1.6 METHODOLOGY

According to (Leedy, 2010) “Research is a systematic process of collecting, analyzing, and interpreting information (data) in order to increase our understanding of a phenomenon about which we are interested or concerned”. This means that research helps to know more about a specific topic and determine which actions should be taken to solve any problem. Leedy (2010) also mentions that the main characteristics are:

“Research originates with a question or problem, requires clear articulation of a goal, collecting information, organizing it in a certain way for presentation to others, referencing, and statements properly. Finally, the research divides the principal problem into more manageable subproblems, accepts certain critical assumptions, and requires the collection and interpretation of data to resolve the problem that initiated the research”

1.6.1 Qualitative Method.

There are two kinds of research: qualitative research and quantitative research. The first one has as a purpose to understand and interpret social interactions and the second one tests hypotheses, look at cause and effect.

This paper focuses on a qualitative method and applied features in order to improve learning and teaching process it is important to consider interviews in a qualitative research since they yield to a great deal of information to finally sum up results, especially facts, for example biographical information, students’ beliefs and perspectives, feelings, motivation, present and past behaviors, adding that case studies are unique by focusing on exploring people facts.

1.6.2 Ethnographic Studies.

The ethnography differs from a case study. The case study studies a person, program, or event while ethnography studies an entire group that shares a common culture. Creswell (2003) defines “ethnographies, in which the researcher studies an intact cultural group in a natural setting over a prolonged period of time by collecting,

primarily, observational data”. The focus is on everyday behaviors to identify norms, beliefs, social structures, and other factors. Ethnography studies usually try to understand the changes in the group’s culture over time. As a result, findings may be limited to generalization in other topics or theories. With this we can specify that it occurs with direct observation of a group of people.

1.6.3 Case Studies

According to Yin (2003) a case study design should be considered when: (a) the focus of the study is to answer “how” and “why” questions; (b) you cannot manipulate the behaviour of those involved in the study; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the phenomenon and context. Therefore, the following investigation will give a data collection for a case study, this is usually extensive and is based on multiple sources, such as direct or participatory observations, interviews, records or archival documents, physical artifacts and audiovisual materials. In addition, the time will be given so that the researcher has time on the site interacting with the people studied. The report would include lessons learned or found patterns that connect to theories.

1.7 RESOURCES

1.7.1 Lesson Plan

Lesson Planning is a process of designing a didactic sequence through the appropriate activities to achieve a specific purpose or objective. It is necessary to specify the objective, the activities to be carried out, the materials needed, the way the students will be organized and the way the learning process will be assessed.

According to (TRAINING, 2017) Lesson planning is a significant element of teaching-learning system. A lesson plan is a stepby-step guide that provides a structure for an essential learning. Before planning a lesson, it is essential to classify the learning outcomes for the class. It is important because it helps the teacher in maintaining a standard teaching pattern and does not let the class deviate from the topic. Pre-planning helps the teacher to be better equipped in answering questions asked by the students during the lecture. An effective lesson plan has three basic components; aims and objectives of the course, teaching and learning activities and, assessments to check student understanding of the topic.

The lesson plan that I use is composed of a unit, the specific competence, the social practice of the language, the environment, the product, the doing, the knowing, the knowledge, the skills that are developed by session and the expected learning, according to Plan 2011 or 2017 these aspects are used to make the lesson plan, taking into account the characteristics of the students and the school where the lesson plan is applied in a specific way. The lesson plan also has heating, preparation, development and closure; these are developed during a 50-minute session

1.7.2 Didactic Material

The resources to use during the teaching work such as the textbooks and other materials or tools which help learners learn, e.g. magazines, newspapers, calendars banners, ads, computers, CDs, apps, social nets, websites, etc. are important learning materials because they can significantly increase student achievement by supporting student learning. For example, a worksheet may provide a student with

important opportunities to practice a new skill gained in class. This process aids in the learning process by allowing the student to explore the knowledge independently as well as providing repetition. Learning materials, regardless of what kind, all have some function in student learning. Among the materials that were most used during the sessions was the use of the projector, show them slides, interactive online games, use of translators, use of memes, among others, of the previous sayings, they were the ones that most caught their attention, they liked interact with them and were available to everyone.

1.7.3 Journal

(Porlan, 1994) defines the Journal as an instrument that encourages the development of a deeper level of description of classroom dynamics through the systematic and detailed account of different colors and everyday situations. The importance of this reflection as a preservice teacher is that it promotes the learning about how to improve the teaching, activities and strategies. These impact positively in the teaching process which is presented in the secondary school. Through more and better materials, learners will be able to achieve the goals and the evaluation could be congruent according to the learning styles of each student.

According to (Cover, 2020) A teaching journal is a written record of your teaching experiences, usually committed to paper (or disk) while the experiences are still fresh. Keeping notes on your own teaching can be useful to you, much like keeping research notes. The simple act of writing an experience down will help you retain it and will almost certainly help you reflect on it and learn from it. Re-reading the material later allows you to look back on your experiences with critical detachment.

A useful way to keep a teaching journal is to simply incorporate it into the same document in which you plan out your presentations. Specify, before class, what you plan to cover and how then, after class, you can note down quickly.

Part II

The

development

of the topic

2.1 THE GROUP OF THE STUDY.

The students with whom I decided to work with were group 3 "B", the group is made up of 41 students, of whom 25 are women and 16 are men, and they are between the ages of 13 and 14 years old.

More of the students in the group do not have an adequate level of English, only a few have a good level and are the ones who participate the most during the session, of the others they argue that they do not like the subject of English because they cannot understand what is being indicated to them. Therefore, during the observation the group showed different characteristics in their way of learning, to which at the beginning of the year a multiple intelligences test was applied, which showed that the learning style that prevails in the group is auditory and kinesthetic according their results (See appendix 2). This was one of the reasons why this group was chosen. Among other weaknesses of the group is that they do not like working in teams, the insistence of the students is very concurrent, they lose the attention of the class frequently, while the delivery of work is not done responsibly or on time, in addition to talking too much, about things that are off topic.

Among the advantages that this group has is that they are very enthusiastic, they like to participate in activities that have to do with dancing, singing, drawing or that have to be outside the class, also that they like sports, things that are up to date. , work with activities that include cell phone use.

One of the main reasons why I decided to work with group 3 "B", was that they have certain deficiencies in the writing of English, because the topic to be developed has to do directly is why it was taken account for the group to develop activities to strengthen this

2.2 STUDENT'S PROFILE.

2.2.1 Student A

She is 14 years old; she lives in Barrio Cuarto La Loma, San Bartolo Morelos. She was born on Toluca, Estado de Mexico, she is from a nuclear family, because she is with her mother, father and three brothers. Her parents are Teachers, this aspect pointed out details about her personality explaining the reasons why she is very participative in class, in addition to having good command of English because she has attended courses for 2 years.

She loves the subject of Mathematics, because she likes to play with numbers, because they are exact, mind games and solving exercises. Regarding the subject of English, she has good ability to listening, writing and reading, but she has problems regarding his grammar.

She has mathematical logician, kinesthetic and interpersonal as multiples intelligences mentioned by Howard Gardner according to the test (See appendix 3), she likes listening music, sometimes she is shy but she is a leader in the group, all the time she has new ideas to show and achieve in the second language subject. So, she learns easily if she could listen to songs and instructions, also if she organizes the activities between her classmates and she helps them. Her average entering third grade was 9.8

2.2.2 Student B

She is 14 years old, lives in Barrio Cuarto, La Loma, San Bartolo Morelos. She is from a nuclear family on weekends, because his father comes back from Mexico City to home, so in this time she is with his mother, father and little sister, but for economic reasons he only lives with his mother and sister during the weeks. This aspect marks details with his personality as why she is hardworking, patient, and gentle.

She likes the English subject because she wants to learn about other cultures and new language to communicate with others and increase her knowledge. She always attends activities, notes, warm ups, materials, etc., and she does it.

She has logical-mathematic and interpersonal as multiples intelligences mentioned by Howard Gardner according to the test (See appendix 3), she solves the situations unexpected quickly and she is a leader definitely, also he is very organized with his things and she has a beautiful handwriting. She is one of the leaders of the group in a positive way. Her average entering third grade was 10.0

2.2.3. Student C

He is 14 years old, he lives in Ixtlahuaca, Estado de Mexico, He is from a single parent family, because his parents are separated. Now he lives with his grandmother because his father works in another state to provide money for his health, education and nutrition. He does not obey his grandmother and has many problems at school because he does not work, although he has the ability to learn everything he wants, he does not use the possibilities.

He does not like the subject of English because he said that he does not understand anything, but neither does he pay attention or work in the activities to learn it, in addition, student b helps him to try to clarify his doubts and solve them. His communication that he has with his classmates is very null, except when they problem him, he usually has aggressive attitudes. His average entering third grade was 6.2

2.2.4. Student D

He is 14 years old, he lives in Barrio Cuarto La Loma, San Bartolo Morelo. He is from a nuclear family, because he lives with her mother, father and brother, his father is a taxi driver and his mother is at home. His family is large, but his three other siblings live in USA, so this is a factor for her mother to pamper her. Take advantage of this and is characterized by being lazy and easily distracted.

He does not like the subject English because it is irrelevant for him, he mentioned that he had some troubles with the mentor teacher, since then he hates the subject. He argued the it was difficult to say it and memorize all the rules and vocabulary. He prefers Physical Education classes, because he plays soccer. He only works with his specific friends. During the afternoon he works in a greengrocer.

He presents spatial-visual as an intelligence (see appendix 3), he learns through games and drawings but he is one of the leaders of the group in a negative way. Her average entering third grade was 6.8

2.3 TEACHING INTERVENTION STRATEGY

2.3.1 SITUATION I

Name of strategy: Inside out with movies.	
Date: October 3 rd , 2019	Grade 3 rd
Number of students: 41 students.	Group: "B"
Achievement: Infers the general meaning and main ideas from details.	
Social practice: Read and understand different types of literary texts from English-speaking countries.	
Social competence: Read suspense literature and describe moods.	
Purpose: To imitate different types of writing sam ples, in order to familiarize the students to real encounters.	

Background:

Different aspects were presented before seeing the topic "Emotionary", because the thematic unit that had been previously addressed was "Voice mail of telephone complaint", during this unit the topic of adjectives was reviewed, for which the topic was developed from In order to involve the adjectives referring to people who were in a situation of illness, specific vocabulary was also reviewed referring to the most famous illnesses in their community or municipality, in the same way during the unit they were taught different connectors focused on the cases of opinion (in my opinion - I think), sequence (next - after) and addition (again - as well as), only two words of each subtopic of the connectors were taken into account, which allowed Students to retain what they had been taught. Now before applying the strategy, the subject of comparative and superlative was seen, which generated too many interrogations for the students because they did not know the difference between regular and irregular adjectives, in the same way they could not detect in which part to use one or another.

Along with this topic, they were introduced to the topic of Emotion, in which they showed interest because a certain vocabulary they already knew or interacted with

on social networks. With this, it was detected that the students knew they lacked vocabulary, they were sad to speak in English, and above all and more importantly that they did not have the sufficient tools to write at least a text in English, in the same way, the students who had command of English, they excelled in the class with their participations or contributions, but after you will convey their emotions or feelings, they generated conflict when commenting in front of the group, and some students showed negative attitudes when they did not want to enter class, speak in excess of topics that were not related to the class, changing places, losing interest in activities.

Description:

The class began with checking attendance, which was usually carried out in each of the sessions, as the teacher went through the list, randomly, asking them what emotions each of the students remembered, of which the teacher mainly listened those that were related to social networks, memes or simply the most common ones, as the roll call was made, in the same way they were asked the question How did you feel today ?, at the end of the roll call the professor, change of place to those students who mis behave and , mainly to their case studies, student A and student C did not take in a good way that action and argued they they, this generated the group began to make comments off the topic and that the group was distracted for a moment, while Student B and D did not experience any complications and helped their classmates to re-focus on what the teacher was doing.

To continue with the class, the teacher explained students that they were going to watch a video, which contained small fragments of different types of films, each one of which was currently trending, the video was short and very precise in each of its subjects or each of the films could be easily observed, at the end of the video, the teacher asked the group, what type of films had student A and B started to identify with them and began to tell them which they considered most important and which genre or type of film each corresponded, the rest of the group were only some how making their contribution while student C and D were apathetic and did not participate during this activity.

Later, the teacher pasted word cards about the types of movies in the video (Comedy, drama, musical, science-fiction, horror, animated) in the corner of the board, as well as Flashcards referring to an example of a film according to the type of film that corresponded, for this the students were instructed to write names of each type of film that they had seen in the video or some name that they knew was according to the type of film so, they wrote two emotions regarding how they felt each one related to these films, to strengthen this the teacher indicated that they could use their dictionary in case they had doubts regarding the vocabulary and he also began to exemplify with his personal opinion, once this was done, the group understood the activity better, since prior to this they did not understand what they were going to do.

After this, the teacher explained that the class was referring to the types of films, the teacher began to show them some slides, in which in each one the type of film was shown, the actions referring to each one of them (adjectives or verbs), he gave them an example of a name for each of them and also that each of these had the question How do you feel when you watched a _____?, the main thing was that the students had to write what they saw in each of them, after having finished analyzing each of the types of films, which had previously been made known to them, the teacher, indicated that they would play Pass the ball, the game consisted in that among all the group students were going to be passing a ball and everyone had to say Pass the ball, Pass the ball, until the teacher said the word stop the game stopped and the person who stayed with the ball would have to answer the questions How do you feel today? Or How do you feel when you watched a _____ ?, this activity was repeated on different occasions, generating the participation of all the students in this activity, not only asking them questions about how they felt, but also asking them about the vocabulary such as type of movies, verbs, adjectives, as well as some previous topics seen in this class, with this the teacher verified in each of them who had already managed to understand the class topic.

Once the feedback on the subtopics of emotions, types of movies, adjectives and some verbs was given, the teacher gave them a worksheet which was divided into three parts which were:

The first part is that you have to make a relationship between the emotion and the face of the emoticon, each of this was individually and personalized, in this 5 keywords were handled (happy scare, love, angry, frustrated), for which the teacher began to review this activity as he saw how they were ending, since most of them finished this activity, he gave feedback to the whole group, and went directly to their case studies asking them about this vocabulary to Student A answered correctly (see appendix 4), student B answered correctly, student C answered correctly at the second opportunity and student D was according to the class and did not know what was being asked, the rest of the group gave contributions adding more emotions.

In the second part of the activity the teacher indicated that they had to complete a chart, related to the topic of superlatives and comparatives, therefore in the same way the words that they were going to use in the chart were at a cost of this, the Teacher indicated that they could review their notes that they had made in past classes in order to be able to complete the chart, the teacher indicated that when 10 students finished, they would begin to review this activity, the group showed disinterest because they did not have the notes on the subject comparative and superlative, generating for the most part different doubts between the use of each one, to which it was added that they did not know how to distinguish between adjectives that were irregular and regular. Continuing with the activity and with the group disconnected from the activity, the teacher gave them the correct answers, also gave them a short explanation to form the topics superlative (est, iest, the most) and comparatives (er, ier, than-more) and I specify in their chart what were the regular and irregular adjectives.

In the third and last part of the worksheet, the teacher gave them the instructions. In this activity, the students had to create a text of 30 to 40 words, in which they were asked to take into account the vocabulary that had been seen in the class (types of the movie, adjectives, verbs) or during this unit, for which different problems were

presented in this part, among the main ones was that they tried to place English words that had more similarity to Spanish (false cognates) , at all times they wanted to use their translate, and just as they did not have enough tools to generate this work, the teacher helped them with giving them small sentences using the vocabulary they had already seen, to make the activity in a simpler way, to which student A carried out the activity correctly, having only some spelling errors (see appendix 5), while student B and D did it incompletely, arguing that it was difficult for them to join the words to create the text, therefore student C did nothing, from the rest of the group some delivered it but made use of their translator or worked as a team (pairs, trios or more).

Analysis:

At the beginning of this strategy, when the class began, the students were arriving in disorder because the previous module had attended a conference, which generated a total disorder, as they arrived, the attendance was taken, and once the attention of the students had been achieved, too much buzz was still heard, so the teacher began to change places, at the beginning of the class, there were different speculations regarding the vocabulary that had been in previous classes, also that when asking them the questions, they did not know what it meant, and therefore they did not want to participate.

To continue with the activities, when the video began to play, the group reacted immediately, remaining silent, and observing, at the end of the video, the students made different contributions, such as giving more examples of movies regarding what they had seen, they changed their way of expressing and they began to participate gradually. Thus, videos create a more engaging sensory experience than using printed materials alone. Students really see and hear the concept being taught and can process it in the same way that they process their everyday interactions.

In addition to just watching the video referring to small parts of movies, different wordcards and flashcards were pasted in the corner of the blackboard, which contained the keywords of the video summary as well as its size and color was attractive, which helped the Students will take note of the key words to be learned

and keep track of. In this way they were introduced to the vocabulary of the class. Howard Gardner's multiple intelligence theory reminds teachers that there are many types of learners within any one class. According to (Gardner, 2020) research indicates that teachers should aim to appeal to all the different learner types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence. Flash cards can be bright and colorful and make a real impact on visual learners. Many of the activities outlined below will also appeal to kinaesthetic learners.

Continuing with the class at the time of showing them the slides, the students focused the information on each one of them, and most of them took notes. With the support of the projector in the classroom, this benefited the teacher by bringing a dramatic and dynamic change in the classroom atmosphere as well as in teaching techniques. By using the multimedia projector in class, teachers can deliver a topic not only verbally but also visually that is helpful for students to focus more in class. (Carson, 2013) said about the benefits of using a multimedia projector to teach English among students. Creating curiosity for learning in students, also saves time because it can give detailed insight very effectively and accurately, decrease teacher burden, teacher can develop personal knowledge of English, new varieties of experience for students, make making learning English very easy helps to focus students' attention on the lesson.

As said by (Lee, 1993) that "educational games can be broken with the monotony of traditional face-to-face training and animated sessions with interactions. Based on the foregoing, during this strategy, when the Pass the ball game was applied, it was a moment of relaxation and learning for the group, since at first they showed some negativity to participate in the class and in the same way make their intervention when making their participations, in addition to the fact that said game was very useful because they managed to retain the vocabulary of the best and as the game was repeated, the interaction between them was greater, they remembered more words and appropriated of them. Therefore, according to Su Kim (1995), he affirms that learning languages is a difficult task that can sometimes be frustrating. Choice

games are invaluable as they provide students with a break while also allowing students to practice language skills. The games are very attractive as it is fun and challenging at the same time. Moreover, they employ meaningful and useful language in real contexts, they also stimulate and enhance cooperation.

In this application, the students considered as study cases

Student A: She has the basic knowledges about the L2 and her writing is good, so she feels in confidence to write and express her ideas using the L2, also she is carried away by her knowledges and her notes did not have all the aspects that teacher requested. However, she had some troubles with the grammatical aspects. (See Appendix 6)

Student B: She has ideas to grow professionally to improve his opportunities, so he takes notes, focuses on the contents and knows how applying them, but she is shy to participate in the class. She was able to develop a text with the characteristic's necessities. (See appendix 6)

Student C: He lost the worksheet..

Student D: He is an imperative boy, if he did not like the activity he was distracted quickly. Then, the teacher had to pushed him to do the activities (write, read, pay attention, cut, stick), although he has the capacity to retain the information in some classes, he misses a lot of classes, then he still confused words, but not he cannot understand it, otherwise he did not have the compromise to do it. (See appendix 6)

Reflection:

From my point of view the class was good, but after revising my notes, I think that I considered my students to be hundred per cent kinesthetic but I realized I used a lot of visual aids to have them get an input before they had the opportunities to write some words or ideas. I thought of these activities because the help the students get the idea of the words or vocabulary to be used as well as to what the topic is. According to (Harmer., 2004), the practice of English and the teaching of productive skills specially for beginners, starts a little chaotic, but with different activities and the correct input, students can eventually show some evidence of their learning.

Since all the students watched the videos and participated supporting their classmates, they had the time to see the word cards and the video to get enough vocabulary before we started practicing.

On the side of technology, students were exposed to videos so as to help them get information even when they are not really good at using the language yet. But equipment is helping the teacher to get the students attention using characters and movies most of them already known, and making easier in a way that the setting for the new activity is ready on time to start the second situation.

According to Brown, in the case of writing, students used the micro activities known as those in which learners produce graphemes and orthographic patterns of English, even when it is the position of the adjectives, still there are some aspects that have to be considered because some students have problems with the language and I didn't considered auditory students in my activity. According to Brown (2004) the micro activities apply more appropriately to imitative and intensive types of writing performance in which they tend to describe about the mechanical of writing and at the level of word, such as vocabulary, cohesive devices, past verb, modal, etc.

2.3.2 SITUATION II

Name of strategy: Stranger things.	
Date: December 10 TH , 2020.	Grade 3 rd
Number of students: 41 students.	Group: “B”
Achievement: To describe the mechanics of basic writing so as to create a related frame of L1 to L2.	
Social practice: Interpret and express information published in various media.	
Social competence: Share emotions and reactions caused by a TV program.	
Purpose: Clarifies the meaning of some words.	

Background:

As part of the activities prior to this one, we were working with vocabulary related to adjectives, in order to begin to generate in the students a database that they could use when carrying out the activities or class sessions, to have what is known as prior knowledge. They were given certain adjectives which focused on different areas that are shown below:

ADJECTIVES					
People.	Objects.	Good Feelings.	Bad Feelings.	Size	Time.
Timid	Clean	Breve	Angry	Big	Fast
Handsome	Long.	Fine.	Awful	Little	Slow
Confident	Strange	Joyful.	Bored	Great	Old

The meaning of each one was identified together with the students and special emphasis was placed on the most common ones that are worked on the text, as well as those that have similar meaning to Spanish for a better understanding of them. The adjectives were also worked on the class materials such as: Textbook and flashcards.

They were asked to keep the material since in future classes it will be used to return to the subject of comparatives and superlatives.

Each class we have a review with the students, since some adjectives are new and the students declare that they find it difficult to learn all the vocabulary , trying with this review, that the students get used to the pronunciation and meaning of each one.

A review of the weather and its divisions was also made, in order to ask questions such as: How are you today? Trying to get students to respond using the adjectives practiced, as well as to describe some situations in each month of the year such as: How do you feel on Christmas?

The videos shown contain both adjectives and vocabulary related to time, so they are considered relevant to their regular practice in class sessions.

The materials are managed through projections or via Messenger, to promote the use of technologies and at the same time keep the materials available to students or teachers for the session that requires them.

Example of materials used for work over time:

Concept of time:

Days: Monday, Tuesday, Wednesday.

Months: April, January, March.

Writing date.

Times of the day: Sunrise, afternoon.

Eventually the students were able to identify the combination of some adjectives to describe how they felt in the day, they even used sentences like: Teacher, I feel strange today or ideas like: December is an important month. Although the students showed problems with the organization of the sentences when speaking or writing, they have also shown progress

Description:

At the beginning of the class, attendance was taken, as it was taking the group took its place and stayed in order, the first activity of the class was to develop a spelling of 10 (referring to adjectives, connectors, some words from the video), for which the teacher realized that some of his students did not know the alphabet, which generated that many of them will not participate, when he finished spelling he asked those who had managed to write the words in order on the board to write the words, each received a participation, among which the student A and B stood out, because they clearly mastered the alphabet, but student B, almost did not participate during this activity, while student C did not write anything because the alphabet is not known and student D, he only managed to understand some words since he spent most of the time talking to his friends, from the rest of the group, most of them managed to get along the dictation, just as it was identified that others did not have mastery of the alphabet.

To continue with the class, the teacher instructed them to form pairs, for this, he placed together student A with C and student B with D, from the rest of the group they did it in a way that they felt comfortable, at first the group reacted in a negative way because they were with friends, and once the group returned to order, the teacher gave them a small reference about what Netflix is, to contextualize the group, among which there were certain doubts, then things happened more specific, centralizing an original Netflix series, which is Stranger things, for this the teacher gave them the first part of the worksheet, within which it consisted of drawing something that came to their mind just by hearing the name of the Serie.

After the first part was finished, the teacher showed them a video clip referring to a scene from Stranger things (<https://www.youtube.com/watch?v=puyzh8zGKcU>) (only used until the second 40), the group watch the video carefully, once this was finished the teacher asked them what they had managed to observe, for this only Student A participated, and explained what he had understood, for them the teacher returned to pass the video, and once it finish, he gave the second part of the worksheet, in which the students should have certain words, taken from the video, and this should be specific due to each category of this activity.

The activity was reviewed only for the first ten students who finished, for them the students had different questions regarding the vocabulary of the video, to which the teacher gave them a short text that included the content of the video, and began to check the pronunciation of the students, for that I ask them to come to exemplify the scene of the video, which only one team passed, I showed the video again, and the teacher was added to the student A and C team, so that the rest the group was given confidence to go to the front, once they saw the exemplification, other teams participated.

To end the class, the teacher indicated that they had to do the last part of the worksheet, which was to create a text of 45 to 60 words, along with their partner who had been assigned to them since the beginning of the class, for the activity they could help themselves from their dictionary as well as the vocabulary they had been learning during the session and in their previous classes,, therefore the student B and D were The first to finish, they were joined by 4 more teams and what happened to student A and C, was that they stopped paying attention to the session at the end of class and they made it difficult to do the activity.

Analysis:

When reading the way in which the classes have been handled, I have realized that it is about giving the students the information that is considered necessary for them to work with the activities that are designed, however, I think that You need to organize a little more what is done with the activities, since apparently this is affecting that all or most of the students can pay attention and participate in a similar way.

Davies and Fraenkel (2003), mentions that the practice of written skills requires considering the time pressure assigned to activities, so it is assumed that perhaps by adding a greater number of written activities, such as the emphasis that If you want to achieve it, it may also require more planning considering the contents of the high school program where you work. This situation is somewhat complicated due to the progress that must be made according to the program and the progress that is not even with the students.

It is considered that the students may not pay the same attention as in other subjects when doing the practices, due to the informality of what is written or the pressure with the times that they are forced to work to cover the activities in short time.

In general, I consider that the activities are good and that the students are motivated, but the activities with "Stranger things" from drawing to locating characters with adjectives seem to have been to the like of the students.

The students in general participate in different ways and when the video was played all pay attention, since the video only lasts 40 seconds the students pay the maximum attention and, in the end, being a not so long resource, it can be repeated in case the students have lost some important data.

The challenge is more demanding because there is a lot of information that must be retrieved, so the decision to give them the audio script of the video, so that although only 10 students were reviewed, a little more understanding on the part of the students can be ensured.

The part of writing 40 to 60 words is even more demanding, that was notable when reviewing the exercises they gave at the end of the session, not all students have the same retention or speed to carry out their activities, they are easily distracted and they sometimes take the activities with little seriousness or lose it as the days go by.

In this application, the students considered as study cases

Student A: She had less omission errors writing her ideas on some exercises (See appendix 7), It was helpful to contextualize the series of stranger things because it was to her liking, the vocabulary used was more efficient to understand. Working in pairs was a great help, working with Student D, since she does not like drawing and managed to get her partner to help her.

Student B: She did not have troubles with the elaboration by her text (See appendix 7) because she had all his notes and she was checking it, sometimes she asked his classmates the activities that they did to clear his ideas, only if she did not know how a word was written, she approached to ask teacher his doubts. Meanwhile the

Student C, supported in the activity to his partner the search for words, when he did not know directly asked the teacher or the mentor teacher.

Reflection:

After analyzing the activity, I realize that some could have been done in addition to those carried out during class. For example, since there is talk of micro skills, it could have been started with written questions so that they would have a written reference of the word order, or the students could go to the blackboard to make small statements with the objectives, so that, as well mentioned by (Brown 2004), students can have adequate language patterns as a sample of what they are expected to produce.

The technology that is used is a good element to capture attention and help with showing the correct pronunciation of some words, but it is possible that the audio script that was given at the end, may have been given at the end of the video as reinforcement of the correct way to write certain words and from that document the students get ideas of how to carry out the task in the best way.

Once the video was considered, it could also have been paused so that the written micro skills were produce, could also be achieved from what they can hear, pause and see what they observe, as well as asking about things or events not so clear in the video but they can also be observed. Videos can be virtual tutors that can contribute to the classic resources of school spaces. (Seely 2009)

Videos like the one shown for the activity can promote students to remember vocabulary better or give them some extra information that contributes to their language learning.

Since the video is not long, students wrote while watching, but it would be convenient to consider repeating it at least 3 or 4 times due to the speed at which it is presented

In order to involve students with some personal issues as well and make the language more meaningful to them, they can relate adjectives to more personal things.

Students can create sentences with the vocabulary they observed and what they have already seen in such a way that they practice either in sentences, phrases or even written stories, part of what is shown on the video.

2.3.3 SITUATION III

Name of strategy: Play with verbs.	
Date: February 20 th , 2020.	Grade 3 rd
Number of students: 41 students.	Group: “B”
Achievement: Uses perfect tenses and simple past in sentences and texts	
Social practice: Participate in language games to work with specific linguistics aspects.	
Social competence: Participate in language games to comprehend and write irregular verb forms	
Purpose: To perform tasks through internal procedures so as to start generating some grasp on the target language.	

Background:

The previous to the activity that is presented below, has connection with works of revision of vocabulary lists, including lists of verbs in the present and past with their meanings worked in class and adverbs of time in present and past that have been practicing in various sessions. The previous sessions teacher sent the lists to the students in printed form and gave them a link to be able to work.

In this link (<https://www.turtlediary.com/game/change-verbs-to-past-tense.html>), students practice changing verbs from present to past tense, which makes students more motivated. What was done was to familiarize the students with the pronunciation and meanings of the verbs, as well as to practice in class using the projector; The students were asked to enter if possible, to do it at home or from a cyber to practice as many times as necessary. Since the lists were given, students begin to practice reading and familiarize themselves with the written structure and the sound, either from the teacher or from the online game. Although it is not a wide reading or full text, students begin to recognize verbs and adverbs in isolation, but the operation or connection has already started and it is noted with students in the security of filling in some exercises in the notebook and blackboard.

On the other hand, there is also a practice of a small skill of hearing recognition and association of sounds with symbols in the new vocabulary.

What I wanted to do in the new session was to return to what has been worked, in order to extend the isolated words now into sentences that may eventually be worked on present and past tense, but with less difficulty for the students.

It is intended that in the session in which a memory game is worked, the activity goes further and the students can get more formal structures than those they have done so far and if possible, using the 4 skills and working small areas of the language.

Students were asked to keep the material since in future classes they will be return to the topic of Present and Past in negative and interrogative form.

It is very possible that the students were confused with the writing of the verbs or that the verbs have not been made clear, so these lists were kept posted in the classroom, in their notebooks and we shared them via WhatsApp or Messenger. (See appendix 8)

Students are also asked on some occasions to be the leaders of the reviews so that it is not always the teacher who does the work, that helps the students to bring the materials with them in each session and there is some commitment to pay attention in case they have to be the ones who decide the way to work on a certain day.

Description:

At the beginning of the session, the roll was called with the instruction to say “Present” plus a verb from those worked in class without repeating any of their classmates, as the roll was taken, each student took his place performing the selected verb until the list ended, this made the students get a little tired, but they also reviewed the verbs again and stayed that way until the teacher gave the order to stop. Example: Raúl- Run, Diana- Do, etc.

The first activity of the class was with two verb columns, one of regular and one of irregular on the board, 10 verbs from each side, the room was divided into two parts and ten volunteers from each side were asked to line up , in total 20 students

participated, the instruction was that by saying: one, two, three, the students run to put the past of any verb in the column on their side, regardless of the order, this caused some emotion in the students so those who were sitting also wanted to pass, they were told that in the second round the verbs would be reversed and 10 more students would be requested from each side to participate again, this took us approximately 10 minutes, so once reviewed verbs in 2 different ways students were explained that a memory game would be played in teams of 8 people.

Once the 2 rounds were over, the students saw an image projected on the wall for a few seconds, it was shown the idea that they would see it in each team, since this same image was copied and cut out to make card games where the students had to form pairs of the verb with the noun.

Students in each team were asked to turn the previously cards, scrambled and lined cards on the back so that the image or word was not seen and to arrange the pieces in a rectangle, they were given one minute to arrange the letters and later everyone could participate in the game when the teacher gave the instruction to start.

Students had 5 minutes to assemble the game, the team that finished before time was the winner of the competition.

Subsequently, they reviewed with all the correct order of the images and words and everyone was asked to collaborate with mentioning a verb either regular or irregular and to say what its past tense was.

At the end it was commented that they had 5 more minutes to answer a hand out with the following questions on the same team with which the memory games were put together.

The students commented that they were given little time to carry out the activities, but they were told that all or almost all the students were able to participate, review the verbs and some adverbs of frequency and begin to identify the statements in their interrogative form, which in a later class was better explained, the grammar of the present and past tenses was worked again but in different activities.

In some way, we were also working with words and sentences that came out of the verb lists to form a game known by everyone and that have a grammatical form called VERBS in memory letters and called TIME WARNINGS in questions. , which were combined in the final questions, as Harmer (2001) mentions, words can be more than just verbs, if we change their ending with ED or all its form as in FIGHT-FOUGHT, and students can perceive that words do have meaning and change information according to its form

Analysis.

It has been mentioned that for Brown (2004), the micro activities of writing are acquired in an imitative way and in some occasions mechanically, especially when the students produce certain previously seen patterns, that had already been worked on a previous session However, in this practice it was wanted to emphasize more in the reading part, since visual practice helps to expand the words or phrases when perceiving the information outside the usual order (Nuñez, 1996), as is the case of the unusual attendance call and the letters that were presented in the memory game at the beginning of the formation of the teams.

It was also considered that assigning little time to the students motivated the reading of words and images to be a little more accelerated, since the students require to read faster for the school level in which they are, it was also intended that the students related sounds to writing patterns and although it is at the word level, it is understood that together with the images and previous practices with verbs they can write or say sentences either in present or in past tense.

Finally, the students had to answer some questions, it was considered that they could solve them without further explanation since they have taken questions at other times and in many cases they are leaning on the previous vocabulary but it was not that easy, they were also doing teamwork, so the same More advanced colleagues supported those who had some type of problem and that help.

As mentioned by Fraenkel and Davies (2003), in order for students to develop reading skills, teachers must support them to use their previous knowledge to

understand texts, such as the questions, design activities with a purpose, which it is to read the verbs and images to be able to relate them later and to review written works together, as is the case of the answers to the questions that were given at the end of the activity.

I think that, as in previous occasions, a little evaluation was lacking, however, several activities were carried out before to provide the students with the requirements to carry out the activities.

I also consider that the students were participating at ease and with encouragement and they did not put as much resistance as on other occasions to work, since almost the entire class was involved and on the move.

The materials can be used for future occasions, since the students mistreat them a little, but many situations have been solved by fixing them, even so, some letters were lost, and the session ended very quickly.

In this application, the students considered as study cases

Student A: Before starting the activity, during verb practice, she was one of the ones who worked the most through the game, sending me her capture of each of the activities (see appendix 9), during the session, she was participative, helping her colleagues to clarify doubts, in the part where they had to create their history using verbs, the memo was helpful because it remembered how each verb was written, in addition to being able to identify regular and irregular verbs, it had very few errors in its spelling. (see appendix 10)

Student B: In the practice of verbs in the past with the game, he showed interest because he always wants to use the cell phone, arguing that some activities were easy, he sent me his evidence (see appendix 9) to notify that his participation in the activities had been worked on in the session It was very little, he had some doubts in the creation of his text, he still had no doubts in the identification of the verbs, therefore, in his writing he had errors, the interaction with his group was that he leaned on his colleagues asking them either directly with your teacher. (see appendix 10)

Student C: During the practice with verbs in the game, his performance was very low, and the results he obtained in each activity was very low (see appendix 9), during the course of the session, he was apathetic to the activities, did not participate in the activities In addition, in the memorama game he did not play with any of his colleagues, in the creation of his text, he only managed to make some statements (see appendix 10).

Student D: This activity was a great help, since it was about using the cell phone, his activities in practice went from less to more, he likes to play during it, emphasizing that at first he had not understood him, but since they were different activities within which he could play at all times (see appendix 9), in the session, he behaved very participative, contributing what he had learned from the verbs, only in the part of creating his text he was in conflict, but at all times he asked or his teacher and with help from mentor teacher, he get a good job done. (see appendix 10)

Reflection.

At the end of the session we proceeded to review the process of class activities, recognizing that the materials were very attractive for the students, in fact some of them asked to see them a little longer, which indicates that the class could have been divided in two parts, where the material presented was more exploited, for example, the link could have been used in the classroom and in class to take advantage of the use of technology, strengthening the information that the students have been handling, it could also have been done a statement with each verb in the present and / or past tense before moving on to the final game, in this way both an exercise and a task would have been carried out, understanding the task as an activity without linguistic production that would be the memory game and an exercise that would be the production of the statements. (Nunan, 1999)

It was possible to practice micro activities in listening comprehension when each student selected a verb for the attendance since the students had to pay attention not to repeat what the other classmates said, there was a simple and quick reading of both images and words to associate meanings, which provides vocabulary and attention in its writing.

When students go to the board to change the regular and irregular verbs, it connects with the memory and recognition of the words while improving or paying attention to the correct spelling of them.

We also work on the pronunciation of verbs in each repetition, writing, change from present to past and when connecting with the questions, because although they are secondary school students, it is important to comment that for many it is a time when they are already working more consciously with the language, and that although they are teenagers, the pronunciation was variable between them and the students have not fully developed a system that contains the sounds of the language being practiced. This is important since, as (Meisel, 2011) mentions, sometimes what students pronounce lacks the correct sound as well as the correct meaning of the words they use and the part that each word occupies within the sentence, whether they are verbs or adverbs as in the questions that were asked at the end.

We worked with memory and with the application of the data stored in it, although the information was also contextualized by integrating questions. Micro skills of oral, written, reading, listening, and reasoning were used.

Finally, it is considered to be prudent to find a way to evaluate that all or most of the students used the verbs in the correct way when making the changes and identifying them.

2.3.4 SITUATION IV

Name of strategy: A testimony with memes.	
Date: March 5 th , 2020	Grade 3 rd
Number of students: 41 students.	Group: "B"
Achievement: Anticipates general sense, main ideas, and some details in order to produce an oral text.	
Social practice: Understand and produce oral exchanges related to leisure situations	
Social competence: Interpret and offer descriptions regarding unexpected situations in an oral exchange.	
Purpose: To improve memory, judging, reasoning and thinking in order to understand bits of information.	

Background:

Prior to this strategy, the topic of Report anthology of historical events was seen, in which work was done in teams, which the teacher noticed that, if the dispersion of the members by team was good, this improved the performance of all members, to which, different teams were forming, due to this the same students decided with whom to work, which generated a competitive work environment among them.

During this unit, certain aspects that each text must carry began to be seen, as was the case of the use of sequence words, which helped the group to give a sequence and therefore to ensure that their texts had coherence, just as when they had an error indicating where it was and they were able to identify it more easily, also that they began to be taught the Wh Question words, so that they could extract more information from the text, and at the time that they will create their own, they could have more information.

Previous to applying the strategy, during the testimony unit some short films were worked, where they had to imagine a new story and recreate it writing certain sentences that are already pre worked, as well as identifying the subject, verb and

complement. With this they increased their vocabulary and practiced writing more in each session.

Description:

The following strategy was divided into two sessions, to which different activities were applied in each one focused on the students producing a text referring to a testimony, taking from time to time certain situations that they had faced and others.

In the first session the class started, when the teacher, as in each session, made the attendance called asking for vocabulary from the previous sessions, to continue with the class the teacher spelled 10 words, the teacher noticed that the students had improved in this activities, when the teacher finished, put the numbers from 1 to 10 on the board and indicated that in an orderly manner they would write the words, among them student A and C had all the correct answers, from the rest of the group there was greater participation, commenting that this activity was made easier for them, when they finished writing the words they checked the meaning of each word. (handsaw, bottle, rope, lamp, ladder, scissors, umbrella, comb, keychain, bell)

After this the teacher divided the group into teams of 6 people, of which the students A and D stayed in the same team and the students B and C stayed together, from the other teams the teacher assigned a student as manager of the team taking care that those were the best performers in the class, teacher divided his room into 7 parts, indicating in which part each team had to be grouped, with this he controlled time and his way of working.

To continue the class, the teacher gave a double letter size sheet to each team, after which the teacher gave them the instructions for the activity in general, which consisted of the worksheet they were going to work with during the session. It is divided into different parts which were: the first part were 12 images, which were directly related to the words that were dictated during the spelling, the students identified the following in Spanish of each word, so that they could locate what each word meant image, in addition they knew in situation they would use each image. Also that they were told that it could only be used for one situation.

In the second part of the activity the teacher gave them 4 unexpected situations (see appendix 11), which were read the first by the teacher and the others gave participation for those who wanted to read them, asked the group what were the doubts they had regarding each text, and He gave him the following instruction which consisted in that for each situation they had to choose 2 images, but each image could only be used once, for this, there were different doubts with the group, which the teacher gave them the example of the first situation and left to their discretion the choice of the following images that they would use for each situation, reminding them that each image could not be used more than once, once the teacher did this, the group understood to be carried out in said activity, the group began to work in a good way, to which only the teacher was in charge of monitoring this activity and solving their doubts specifically for each team.

Once they finished this activity, the teacher gave them the last two situations, and indicated that they had to write two actions that they would do personally in each of the situations, for them, they mainly used the dictionary and used one list of verbs they had from the previous classes. For this only two teams had managed to finish. The teacher suspended the activity because the time of the class was going to end, he gave the last instructions to the class, to which he asked each team to write the names of the members on a sheet of paper and explained that for the next class they were going to work under an unexpected situation or something that they had already gone through, for them it was left with the task of creating sentences that would help them generate a testimony of their situation, just as I asked them for certain materials such as double letter size sheets, colors, photographs regarding each situation, and markers.

For the second session, the teacher started the class accommodating the students according to their team that they had formed in the previous session, with this I call roll and asked them about the team they remembered from the previous class, as well as certain verbs that they had used to solve each of the situations. As peer work, I review the material that had been previously requested, in the event that a team

did not have the necessary material, the teacher brought extra material to give them and the whole group works hand in hand.

After this, I indicate that they could start working on their product, the teacher personally, went to each team to give them an explanation or ask them about their doubts, for them to write on the board certain ways in which they could create their statements in past or present form. A certain group of students asked if they could use their dictionary, which they were allowed to do. This helped them to clarify certain doubts they had regarding how some of the words were written.

The activity was carried out effectively, because the situations they represented were actions related to their context, in the same way the photos helped them to orient themselves according to their story that they were narrating, and the statements they made of homework allowed them to generate their testimony with greater credibility. What the teacher did was to check their grammar, and in the same way he started checking the pronunciation, clarifying doubts about how to say some words. To continue with the class, the teacher indicated that by teams only two people were going to present their situation that each one of them had, the participation was due to the number of teams he had assigned, at the end of each presentation they were asked to each team some questions related to the other teams to give feedback on what they had done in each situation.

Analysis:

In this activity, problems arose, because the students during the previous sessions had not been able to understand the structure of writing sentences in the past, as well as in the present, which made the teacher have to give his opinion on the subject. The activities that were carried out during this strategy were fun for the students, because at the beginning of the first session they were introduced to the vocabulary of the class with the spelling activity, which the majority of the group has been improving, to which the. Student A had a great improvement when carrying out this activity in the sense that she managed the vocabulary in a good way, distinguish B showed certain deficiencies in her spelling but was able to create sentences or paragraphs, student C did not make great progress in her writing, but already

retained more words, student D saw a great change because even in this situation she managed to create small sentences, but in this way she created her text.

Afterwards, among the other activities, in which they were given the unexpected situations, they were intrigued to know which team make the best strategy or what would be the best materials that they should use to get ahead after each situation, To which it helped that certain situations were related to the context where they develop, and some of them commented that they had lived some of these, and managed to develop each one in the best way.

"Sociocultural theories of literacy recognize and acknowledge the importance of the social context along with the experience and abilities of the students" (Bruner, 1996; Vygotsky, 1978), thus relating vocabulary, relating them to what surrounds them, Using visual aids such as photographs to start writing helps them motivate them and see activities as easy.

For the second day, when the class started some teams did not have the complete material and therefore they were not going to carry out the activity, what helped them was that the teacher had planned certain problems that could arise, therefore I brought them extra material so that they could work, when they began to relate their testimony, student C expressed to the group that the activity was easy because the situation that his team had taken was regarding the use of memes and a story that It had happened at school, to which said team replayed the story, giving functionality to what he had told them.

Many of the students, at the time that the teacher went through each of the teams, made known their doubts or questions about what they should do, as well as verified the statements they used to create for their final product. When the first team finished, the rest of the group felt pressured to finish their work, but the teacher gave the first team as an example when going to present their work, the reactions were positive and each team expressed their point of view on what had happened. presented, thus filling the information that was missing from their work, thus generating a group evaluation, and that their work will improve. (see appendix 12)

According to Brown (1995), Produce writing at an efficient speed to meet the purpose. With this micro skill, we can see that, during this activity, because the group knew their purpose of what they had to develop as a final product, therefore, they were preparing themselves to have their materials with what they were given. Asked and at the time they began to write their testimonies in an easy way.

Reflection:

As a teacher, in this unit, I noticed that the activities implemented consisted of involving more achievements in the elaboration of the product, because they had enough resources to describe the characters and consolidate the acceptable use of grammatical systems (for example, time, agreement, pluralization) , patterns and rules such as a micro-writing writing at work, this learning strategy could produce a natural tendency or stimulus obtaining the objective that was to carry out a testimony

Likewise, making them aware of the purpose of the activity was important as it helped students to expand their attention span, as well as keep them focused on the subject area and the task at hand, remembering what they had to hear or read, do active learning, and get organized. Their ideas for learning. The results of this exercise were gratifying because the active participation of the students was achieved.

What I learned from this strategy was that listening and clarifying students doubts directly is highly functional and in addition to making them know what you want to get from the class, they are left from the beginning, the students commit to their products, in addition to that if integrating technological elements, such as using the projector, showing them large and attractive material also helps them attract their attention.

During the activity I realized that students like activities that are related to their daily life, in addition to showing a specialization in class when they are shown unusual things, in this way I learn that during my teaching they must use certain strategies with a greater degree of difficulty because the group managed to develop in a good way during the strategy that was applied and that students A and c generated a great stir or interest in being in the class.

PART III.

**CONCLUSIONS AND
SUGGESTIONS**

3.1 CONCLUSIONS

According to the work developed in the secondary school and use of technology strategies applied taking in count the micro writing skills, the advantages and disadvantages that happened around this job, I get the following conclusions:

- A. The diversity of materials, activities, exercises, and resources in the class raise the attention and curiosity of the students.
- B. It is important the contextualization of the different topics on each stage because it allows that the students feel comfortable and integrated, know part of the topic and promote their participation.
- C. Mixing technology in the activities of the class, helps students to succeed producing micro writing activities because they develop internal mental procedures where the information keeps and creates associations more memorable.
- D. Taking notes, asking for clarification, summarizing important information in a text, and practicing exercises are cognitive strategies that allow teaching micro writing activities.
- E. Reinforcing and putting in practice the micro writing activities make easier the learning process on the students to acquire a second language.
- F. Teaching grammar structures in a dynamic way allows students to be part of their own learning, for example using posters, examples, set of letters, drills, magic boards, and so on.
- G. Giving feedback and clarifying doubts in class allow students to do a better job when they are working or producing a specific writing task.

In the case of study:

In order for the students to develop their writing, videos from movies that they had previously seen were used, using the projector.

In conclusion, Student A could have improved her writing, she would have been part of the strategy all along, guiding the use of technology for classes.

In brief, Student B works best with activities that are related to their real context.

In summary, the Student C working with situations based on real things did not help him to carry out the activities and lose attention.

In conclusion, the Student D should attract her attention by talking directly to her, she can develop the micro activities if the teacher will focus directly on her.

In conclusion, to describe the basic writing mechanisms, it is necessary to project a segment of the series Stranger things to guide them to develop basic statements that confirm a dialogue.

Student A and D worked efficiently guiding themselves with their previous knowledge related to the series, thus favoring language manipulation.

Student B and C developed their text, guiding themselves with the vocabulary that they had seen prior to the unit, leaning on their notes.

In conclusion, playing with verbs online with the students attracted their attention so that they could develop texts that previously used the verbs seen in class and reinforced with the memory game.

Student A in the interaction with the game allowed him to know how each one of them was written, to learn the grammatical structure thus allowing its improvement when writing the texts.

Student B: working online is not functional because you lose focus on what you are doing.

Student C: the activity of working with verbs did not help him because he misses a lot of classes

Student D: Working with online games helped produce short texts.

In conclusions, working with situations in which the students have lived helped them develop texts describing testimonies.

Student A B, C, D: it is concluded that working in a team was useful for them since they all contributed ideas remembering the vocabulary, grammatical structures, sharing experiences, and the visual use was great to increase your reasoning and memory.

3.2 SUGGESTIONS

According to the intervention strategy applied in the secondary school, teacher could recommend the following:

- ✖ It is suggested doing different activities such as playing memories games, filling or matching sentences, and projector to promote the participation.
- ✖ It is advisable using visual and realia material in order to contextualize the different topics to students.
- ✖ It is recommended the use of cognitive learning strategies to be as a reasonable understanding of students' abilities so that they can make judgments about what tasks are easy and what tasks are difficult.
- ✖ It is advisable to activate the memory so that students can think about the task at hand and strategic procedures at the same time.
- ✖ It is recommended promoting the micro writing activities through cognitive learning strategies such as elaborating, repeating, practicing and taking notes.
- ✖ It is suggested giving enough vocabulary to students to facilitate the solution of writing exercises.
- ✖ It is advisable practicing short writing to generate a comfortable sense on students.
- ✖ It is recommended teaching grammatical rules using posters, informative charts, short readings and drills.
- ✖ It is suggested to practice the team work facilitating opportunity areas to increase their grades.

In the case of study:

It is recommended to use online gaming activities, to develop micro activities with student D as well as to guide him better for the use of technology.

It is recommended to encourage motivation in student C generating in which it is participatory and that focuses its attention on the class, in addition to integrating it into group activities.

It is recommended to work with movies or series, or plan based on the interests of student A

Work with real situations so that student B develops her writing skills using technology and micro activities.

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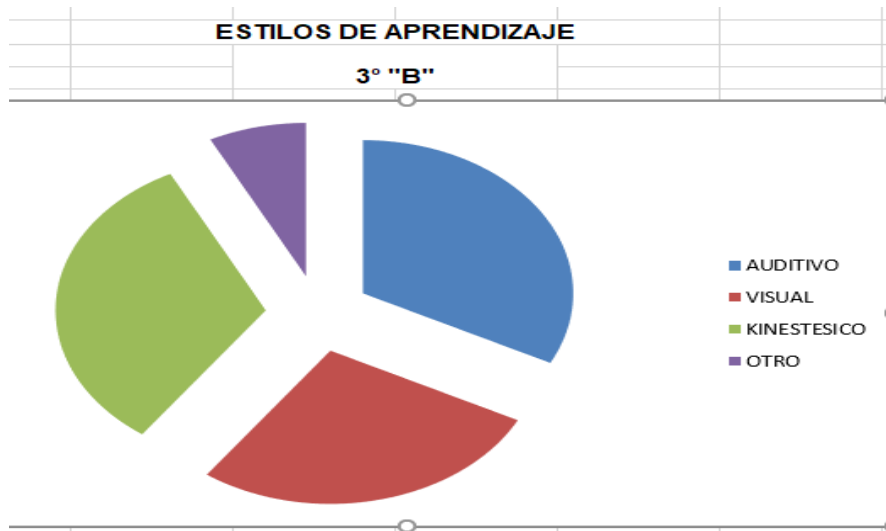
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APPENDIXES

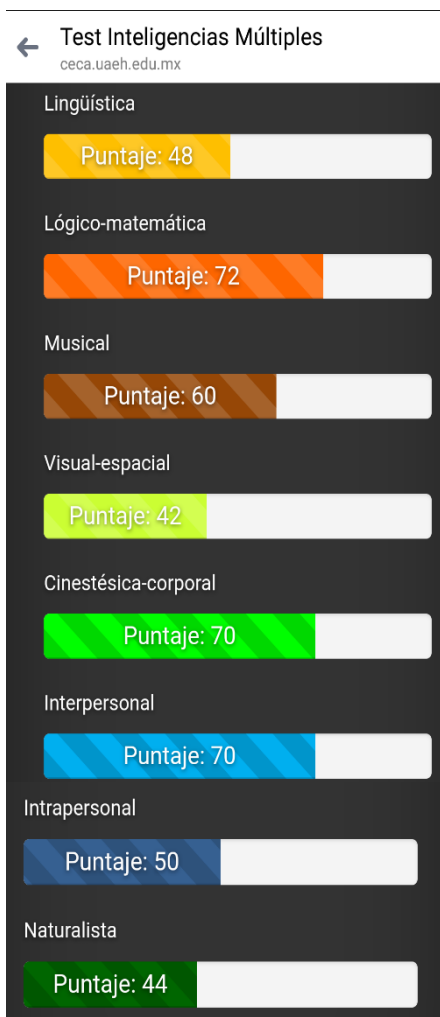
Appendix #1. Hermilo Abreu Gomez school



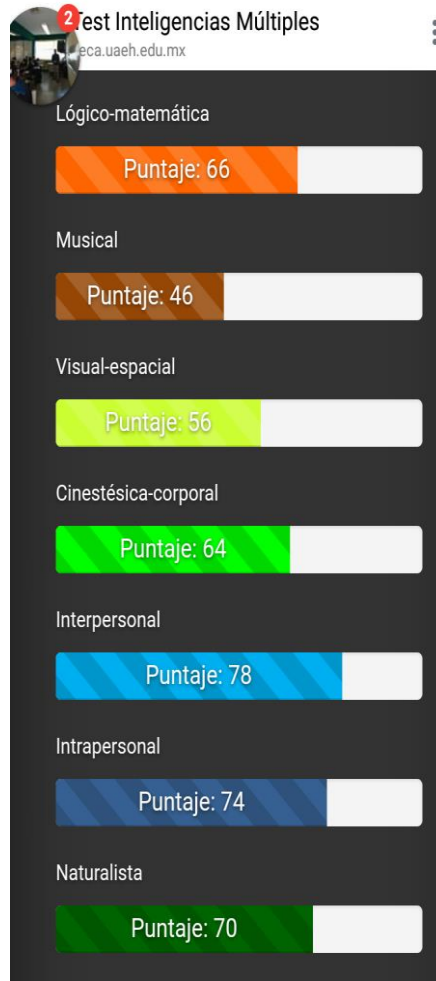
Appendix #2: Results of Intelligences multiples test of group third "B"



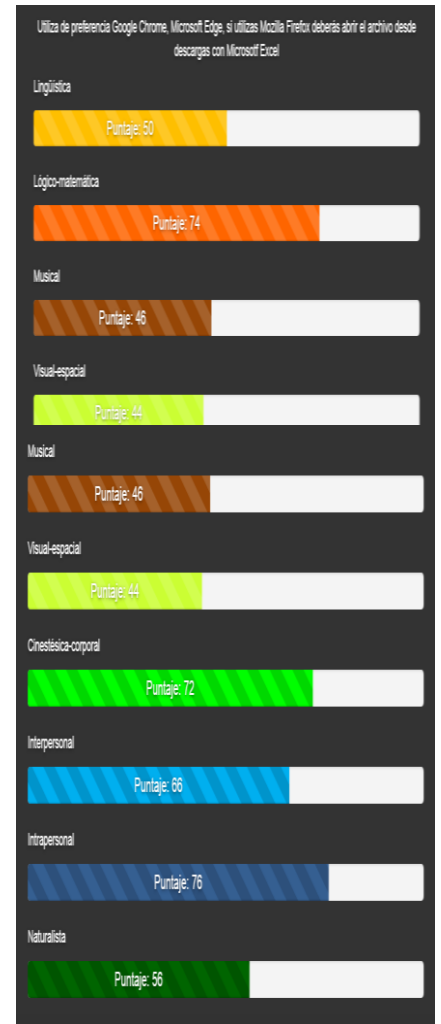
Appendix #3: Intelligences multiples test of Student A, B, C, and D.



Student A

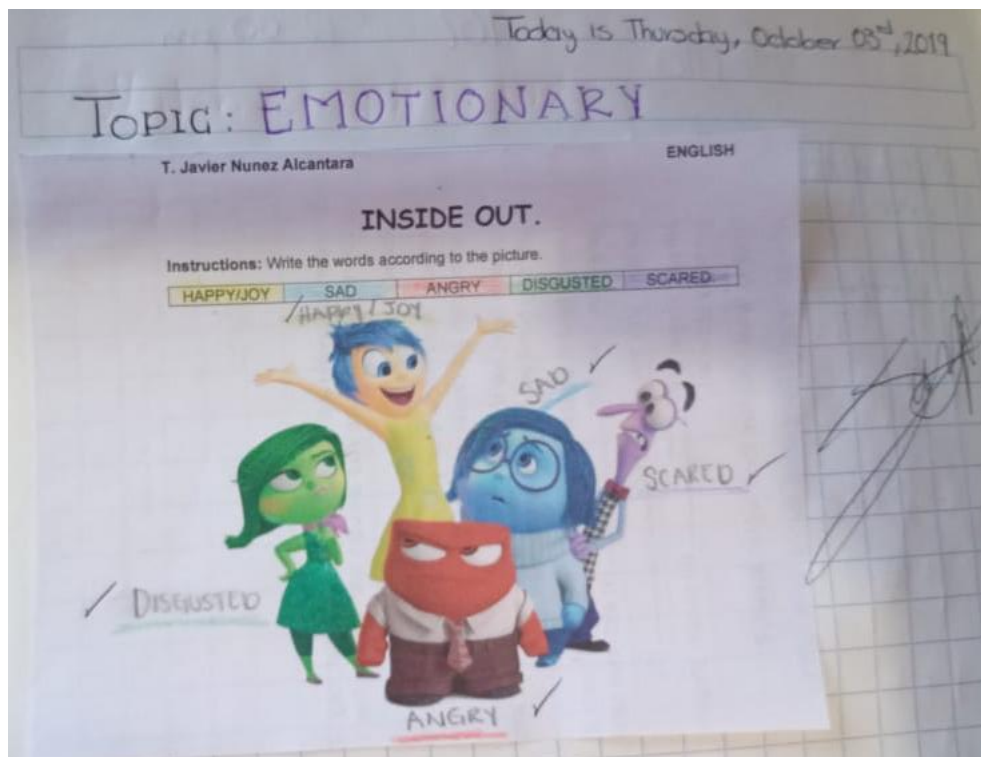


Student B

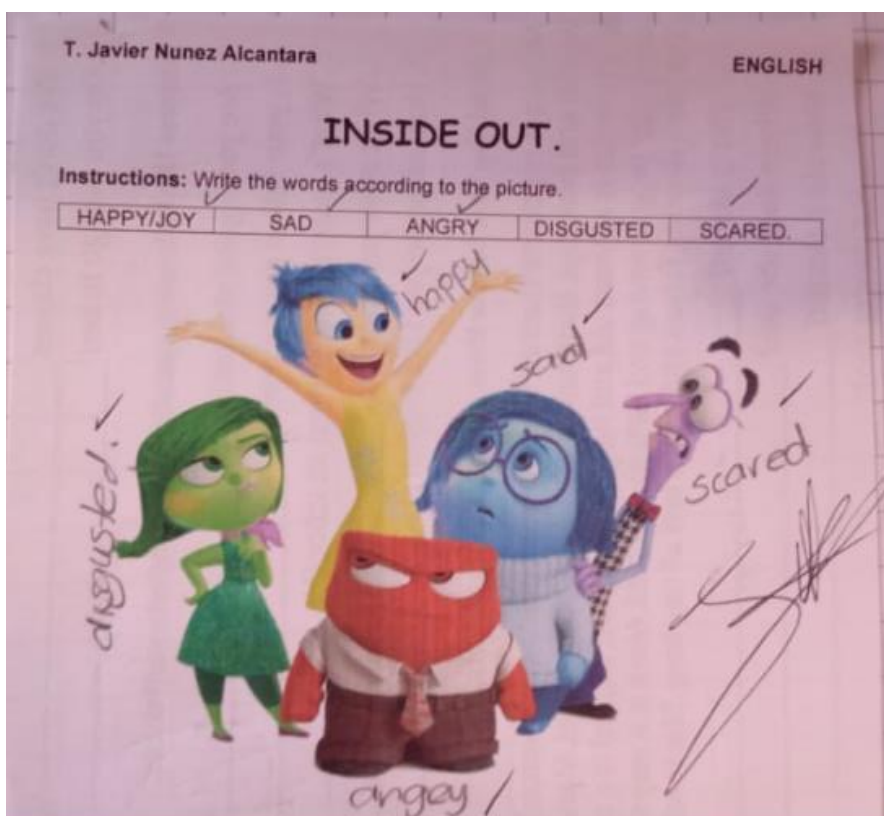


Student D

Appendix # 4: Check the vocabulary of emotions.



Student A



Student B

T. Javier Nunez Alcantara ENGLISH

INSIDE OUT.

Instructions: Write the words according to the picture.

HAPPY/JOY	SAD	ANGRY	DISGUSTED	SCARED.
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Student D

Appendix 5: Correct the texts

T. Javier Nunez Alcantara ENGLISH

Instruction: Create a text of 35 to 45 words, using the vocabulary from the emotionary unit.

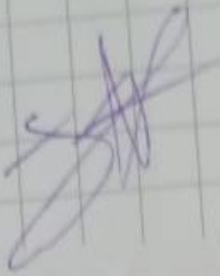
When I watch horror movies, I cover my face because I am scared.
 The comedy movies are funnier than musical movies, I lugh a lot.
 The science-fiction movies is the most interesting, I enjoy watch it.
 When I watch Drama movies, I cry because I am so emotional.

KEYWORDS:

<u>Comedy</u> -	<u>Drama</u> -	<u>Musical</u> -
<u>Science-Fiction</u> -	<u>Horror</u> -	<u>Animated</u>
<u>When</u> -	<u>Cover your face</u>	<u>Interesting</u> -
<u>Watch</u> -	<u>Surprised</u>	<u>Dance</u>
<u>Cry</u> -	<u>Emotional</u> -	<u>Laugh</u> -

Good job

Student A

Good Job 

ENGLISH

T. Javier Nunez Alcantara

Instruction: Create a text of 35 to 45 words, using the vocabulary from the emotionary unit.

I watch the movies on Netflix
 I love movies of science-fiction,
 Because the movies have drama,
 and surprised. My little sister watch
 comedy movies and she cry
 because she is emotional, but
 My brother doesn't like musical movies.

Student B

Thursday 3rd October

ENGLISH

T. Javier Nunez Alcantara

Instruction: Create a text of 35 to 45 words, using the vocabulary from the emotionary unit.

I am happy in the school,
 because in the house I'm angry.
 My friend always disgusted in
 the school, why not like???

OK, tra refente a los generes
 de peliculas, emotion, speculative
 and comovative.

KEYWORDS:

Student D

Appendix # 6: Evidence of situation work 1

Today is Thursday, October 03rd, 2019

TOPIC: EMOTIONARY

T. Javier Nunez Alcantara ENGLISH

INSIDE OUT.

Instructions: Write the words according to the picture.

HAPPY/JOY SAD ANGRY DISGUSTED SCARED

DISGUSTED

ANGRY

Instruction: Fill in the table placing the words correctly.

COMPARATIVE	SUPERLATIVE
happier	the happiest
better	the best
worse	the worst
more attractive	the most interesting
more interesting	the most interesting
sadder	the saddest

Happier	Happiest
Better	More attractive
Worse	The best
The worst	More interesting
The saddest	Most interesting

T. Javier Nunez Alcantara ENGLISH

Instruction: Create a text of 35 to 45 words, using the vocabulary from the emotionary unit.

When I watch horror movies, I ~~cover my face~~ because I am scared.
 The comedy movies are funnier than musical movies, I laugh a lot.
 The science-fiction movies is the most interesting, I enjoy watch it.
 When I watch Drama movies, I cry because I am so emotional.

KEYWORDS:

Comedy	Drama	Musical
Science-Fiction	Horror	Animated
When	Cover your face	Interesting
Watch	Surprised	Dance
Cry	Emotional	Laugh

Good Job

Student A

Thursday, 7 October 3rd, 2019

TOPIC: Emotionary

T. Javier Nunez Alcantara ENGLISH

INSIDE OUT.

Instructions: Write the words according to the picture.

HAPPY/JOY SAD ANGRY DISGUSTED SCARED

DISGUSTED

ANGRY

Instruction: Fill in the table placing the words correctly.

COMPARATIVE	SUPERLATIVE
happier	happiest
more interesting	most interesting
better	best
worse	the saddest
more attractive	the worst

Happier	Happiest
Better	More attractive
Worse	The best
The worst	More interesting
The saddest	Most interesting

T. Javier Nunez Alcantara ENGLISH

Instruction: Create a text of 35 to 45 words, using the vocabulary from the emotionary unit.

I watch the movies on Netflix I love movies of science-fiction, because in the movies have drama, and surprised. My little sister watch comedy movies and she cry because she is emotional, but my brother doesn't like musical movies.

KEYWORDS:

Comedy	Drama	Musical
Science-Fiction	Horror	Animated
When	Cover your face	Interesting
Watch	Surprised	Dance
Cry	Emotional	Laugh

Good Job

Student B

T. Javier Nunez Alcantara ENGLISH

INSIDE OUT.

Instructions: Write the words according to the picture.

HAPPY/JOY SAD ANGRY DISGUSTED SCARED.

Instruction: Fill in the table placing the words correctly.

COMPARATIVE	SUPERLATIVE
Happier	More attractive
Better	The best
Worse	More interesting
Happiest	Most interesting
The worst	The saddest

Happier	Happiest
Better	More attractive
Worse	The best
The worst	More interesting
The saddest	Most interesting

Thursday 3rd October

T. Javier Nunez Alcantara ENGLISH

Instruction: Create a text of 35 to 45 words, using the vocabulary from the emotionary unit.

I am happy in the school, because in the house Anger's. My friend always disgusted in the school, why not like ???

Ok, Era referente a los generos de peliculas, emotion, speculative and comparative.

KEYWORDS:

Comedy	Drama	Musical
Science-Fiction	Horror	Animated
When	Cover your face	Interesting
Watch	Surprised	Dance
Cry	Emotional	Laugh

Topic Emotionary

Student D

Appendix # 7: Evidence of situation work 2

Stranger things

First challenge "A movie still"

Watch a picture from the movie "Stranger things" and draw it

Second challenge "Three, two, one"

Watch a scene from "Stranger things" and take notes of the following items:

One character is: Dustin ✓

Three words you learnt: job, children, exactly ✓

Two things you saw: Ice creams, backpack ✓

One phrase you like: "I got the job" ✓

Student A -D

Third challenge "What happen"

Create a text where describe all (video, characters, clothes, food, place, people)
40-60 words

In an ice cream shop, Dustin was looking up to Henderson, he asked to Robbin and Henderson appeared.

Dustin wears a yellow and green hat.

Henderson dresses up a sailor suit.

They are happy because Henderson got the job. They dance and shout like fools.

The place ^{has} ~~have~~ a lot of ^{people} ~~persons~~.

Student A - D


Today is Tuesday, December 10th, 2019

Watch on Netflix

Stranger things

First challenge "A movie still"

Watch a picture from the movie "Stranger things" and draw it



Second challenge "Three, two, one"

Watch a scene from "Stranger things" and take notes of the following items:

One character is: Dustin ✓

Three words you learnt: hunger, pleasure, back ✓

Two things you saw: That Henderson is back ✓

One phrase you like: I got the job? ✓

Student B - C

Third challenge "What happen"

Create a text where describe all (video, characters, clothes, food, place, people)

In the video Dustin greets a Robin, and after Henderson appear and Dustin smile.
 Henderson and Dustin do a rarely greet, and laugh and Robin was surprised because maybe Henderson ^{has} ~~have~~ many children friends. The Henderson and Robin wear blue uniform with white gap, Dustin wears green gap, blue t-shirt and bag pack.
 Use less Henderson and Dustin Change for pronouns.

Student B - C

Appendix # 8: List of the verbs

T. Javier Nuñez

RM Cesar Jugoso

Hello guys, Good morning, I am sending you the following list of verbs. You were asked to review them in their present and past tense, please.

No.	REGULAR VERBS			IRREGULAR VERBS		
	PRESENT	PAST	PART PARTICIPLE	PRESENT	PAST	PAST PARTICIPLE
1	beg	begged	Begged	be	Was were	Been
2	copy	copied	Copied	begin	began	Begun
3	dry	dried	Dried	break	broke	Broken
4	fit	fitted	Fitted	build	built	Built
5	hug	hugged	Hugged	choose	chose	Chosen
6	marry	married	Married	come	came	Come
7	plan	planned	Planned	do	did	Done
8	rely	relied	Relied	cut	cut	cut
9	skip	skipped	Skipped	draw	drew	Drawn
10	tip	Tipped	tipped	eat	ate	Eaten
11	try	tried	tried	fall	fell	Fallen
12	worry	worried	Worried	fly	flew	Flown
13	ban	banned	banned	get	Got	Gotten
14	clap	Clapped	Clapped	go	went	Gone
15	drop	dropped	Dropped	have	had	Had
16	shop	shopped	Shopped	keep	kept	kept
17	slip	slipped	Slipped	know	knew	Known
18	stop	Stopped	Stopped	sing	sang	Sung
19	travel	Travelled	travelled	tell	told	Told
20	empty	Emptied	emptied	win	Won	won

Type a message, @name...

Appendix # 9: Game of verbs online

Student A

Identify and click on the verb(s) in the sentence.

After the movie **was** over we **ate** dinner at the diner.

REPLAY

You can do it better.

NEXT

CHECK

1 / 2

TURTLE DIARY.com Exercise 1 10 / 10 ✓ 8 ✗ 2 ☆ 0 0 0 8 0 ⌚ 02 : 16 ⏪ ⏸ ⏩ ⏴ ⏵

Detailed description: This screenshot shows a web browser window with several tabs open. The active page is an online exercise from Turtle Diary. The instruction is to identify and click on the verb(s) in the sentence. The sentence is "After the movie was over we ate dinner at the diner." The words "was" and "ate" are highlighted in green. Below the sentence are three buttons: a blue "REPLAY" button with a circular arrow icon, a white text box containing the feedback message "You can do it better.", and a green "NEXT" button with a right-pointing arrow. At the bottom of the exercise area is a grey "CHECK" button. The progress bar shows "Exercise 1" with a score of "10 / 10", 8 correct answers (green checkmarks) and 2 incorrect answers (red X's). A star icon indicates a score of 80, and a clock icon shows a time of 02:16. Navigation icons for back, pause, and forward are also present.

Student B

VERBS

Identify if the underlined verb in the sentence is linking or action. Click on 'Linking' or 'Action' to answer.

The cat hid under the bed. (Linking , **Action**)

CHECK

TURTLE DIARY.com Exercise 7 10 / 10 ✓ 10 ✗ 0 ☆ 0 0 1 0 0 ⌚ 04 : 54 ⏪ ⏸ ⏩ ⏴ ⏵

Detailed description: This screenshot shows the "VERBS" section of the Turtle Diary online exercise. The instruction is to identify if the underlined verb in the sentence is linking or action. The sentence is "The cat hid under the bed." The word "hid" is underlined. Below the sentence, the words "Linking" and "Action" are shown in parentheses, with "Action" highlighted in green. At the bottom of the exercise area is a grey "CHECK" button. The progress bar shows "Exercise 7" with a score of "10 / 10", 10 correct answers (green checkmarks) and 0 incorrect answers (red X's). A star icon indicates a score of 100, and a clock icon shows a time of 04:54. Navigation icons for back, pause, and forward are also present.

Student C.

VERBS

Fill in the blank with the correct tense form of the irregular verb in parentheses.

Ha [] You can do it better. [] pal

REPLAY NEXT

CHECK

TURTLEDIARY.com Exercise 5 10 / 10 ✓ 2 ✗ 8 ☆ 0 0 2 0 ⌚ 01 : 53 ⏪ ⏩ ⏴ ⏵

Student D

VERBS

Identify and click on the verb(s) in the sentence.

The student memorized her vocabulary list and earned an A on her test.

CHECK 2 / 2

TURTLEDIARY.com Exercise 1 10 / 10 ✓ 9 ✗ 1 ☆ 0 0 0 9 0 ⌚ 05 : 51 ⏪ ⏩ ⏴ ⏵

VERBS

Write, on the blank, the correct form of the verb in parentheses.

I (think) think we will go for a bike ride this afternoon.

CHECK

TURTLEDIARY.com Exercise 4 10 / 10 ✓ 12 ✗ 8 ☆ 0 0 1 2 0 ⌚ 10 : 21 ⏪ ⏩ ⏴ ⏵

VERBS

Fill in the blank with the correct tense form of the irregular verb in parentheses.

I have already (take) taken my math test, and it was easy.

CHECK

TURTLEDIARY.com Exercise 5 10 / 10 ✓ 14 ✗ 16 ☆ 0 0 1 4 0 ⌚ 16 : 50 ⏪ ⏩ ⏴ ⏵

VERBS

Write, on the blank, form of the verb that agrees with the subject.

Mrs. Smith and the team (want) want to order pizza after the game.

CHECK

TURTLEDIARY.com Exercise 6 10 / 10 ✓ 18 ✗ 22 ☆ 0 0 1 8 0 ⌚ 22 : 39 ⏪ ⏩ ⏴ ⏵

Appendix # 10: Evidence of situation work 3

Student A

Today is Thursday, March 05th, 2020

Play with verbs.

Write 10 verbs in past and present.

dance → danced ✓	write → wrote ✓
push → pushed ✓	run → ran ✓
want → wanted ✓	swim → swam ✓
clean → cleaned ✓	think → thought ✓
cook → cooked ✓	have → had ✓


Answer the questions in present or past according to the information required.

1. Did you wash your hands today? Yes, I did.
2. How often do you watch TV? I rarely watch TV.
3. When did you fight your friend the last time? I fought with her 3 years ago.
4. Do you study frequently? Yes, I do.
5. What did the teacher do today? He taught us the verbs in past.

My last weekend

Create a text using the simple past. (Topic is free) Consider the vocabulary of the other units.

I went to visit to my grandmother with my parents because it was her birthday. All my family cooked something different like pozole, rice, chicken salad, mds, etc. I played soccer with my cousins. Then I played five five for a while. When we sang The Marimbas my grandmother cried a little. I really love to pass time with my family.



Student B

Play with verbs.

Write 10 verbs in past and present.

*Encuentra	find - found	*Llamar	- call - called
*Comer	Eat - Ate	*Sofiar	- dream - dreamed
*Dormir	Sleep - Slept	*Correr	- run - ran
*Escribir	Write - Wrote	*Ser	'be - was/were
*Llorar	Cry - Cried	*Cortar	cut - cut

Answer the questions in present or past according to the information required.

1. Did you wash your hands today? I yes, I did
2. How often do you watch TV? I don't watch TV
3. When did you fight your friend the last time? No, I couldn't fight with my friend
4. Do you study frequently? I yes, I did
5. What did the teacher do today? I watched videos

Create a text using the simple past. (Topic is free) Consider the vocabulary of the other units.

I played football but after of the school but now I studied English because I want to go the United States. I found new friends in my class, the teacher is friendly. My father lived in the United States and He visited Mexico in 2018. We went to Acapulco one week and I lost a bracelet, and I was sad. I told my father though.

Student C

Play with verbs.

Write 10 verbs in past and present.

run / ran
ate / ate
smile / smiled
sleep / slept
drink / drank
still / still
run / ran
move / moved
van / van

Answer the questions in present or past according to the information required.

1. Did you wash your hands today? I _____
2. How often do you watch TV? I _____
3. When did you fight you friend the last time? I _____
4. Do you study frequently? I _____
5. What did the teacher do today? _____

Create a text using the simple past. (Topic is free) Consider the vocabulary of the other units.

Hello! I wash my clothes. ? ? ?
What happen?

Play with verbs.

Write 10 verbs in past and present.

Present → Past
become - became ✓
do - did ✓
get - got ✓
drive - drove ✓
give - gave ✓
have - had ✓
ride - rode ✓
lose - lost ✓
run - ran ✓

take - took ✓

Answer the questions in present or past according to the information required.

1. Did you **wash** your hands today? Yes I did ✓
2. How often do you **watch** TV? I don't watch TV ✓
3. When did you fight your friend the last time? I didn't fight with my friend ✓
4. Do you study frequently? Yes I do ✓
5. What did the teacher do today? he played with us, using the verbs in past ✓

Create a text using the simple past. (Topic is free) Consider the vocabulary of the other units.

I went to my school, I played with my friend soccer, I studied in the class of Maths, I came back to my house, I ate enchiladas, I watched series on Netflix, I ^{had} ~~went to~~ dinner with my family, ^{we ate} tacos, When I returned home, I brushed my teeth and went to sleep.

EXCELLEN JOB =)

Appendix #11: Unexpected situation

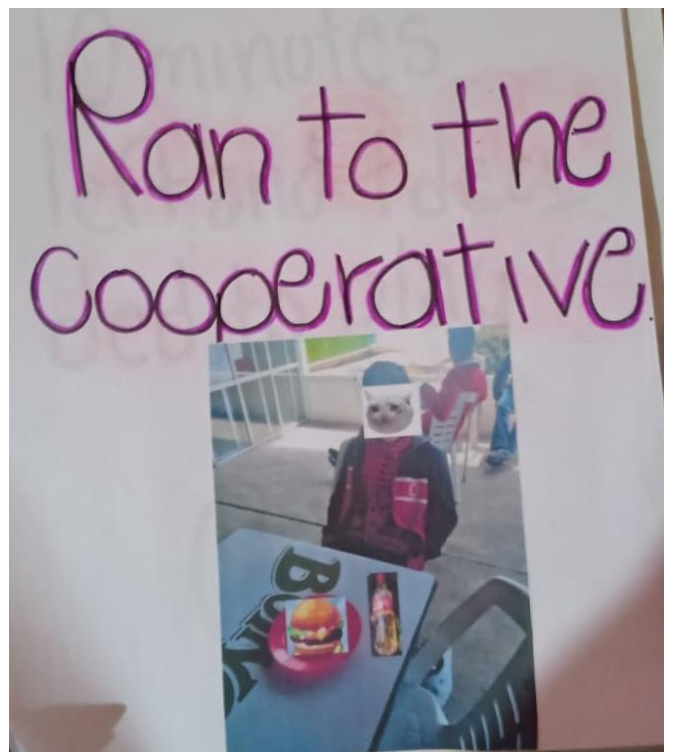
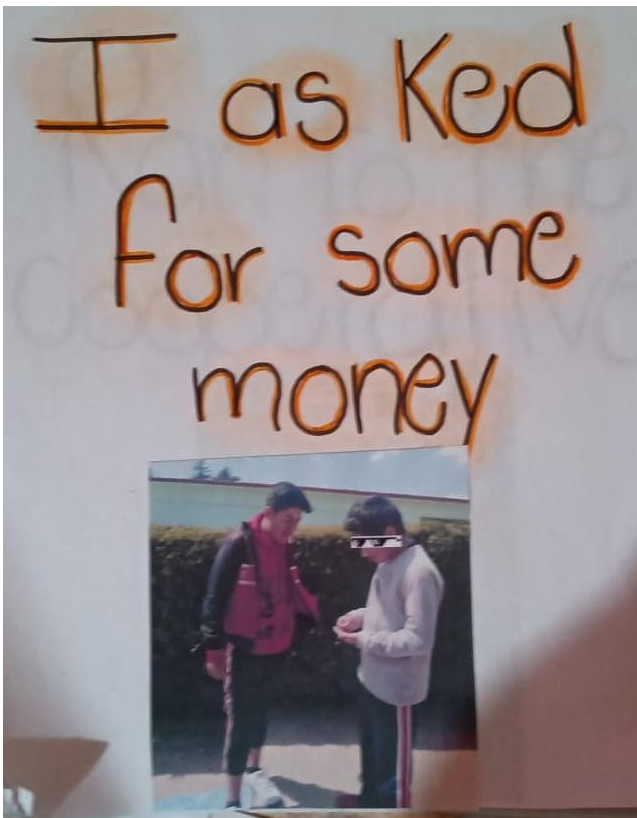
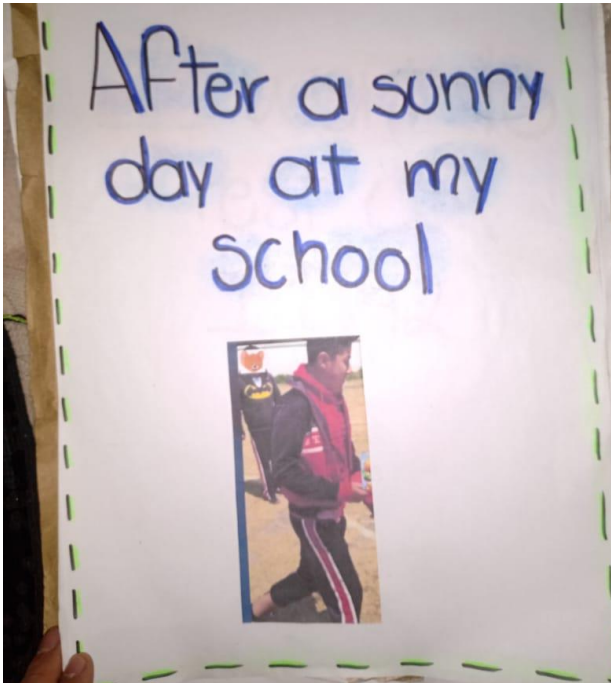
You have jumped from the plane but your parachute hasn't opened. You are falling very fast on to a motorway. How do you land safely?

You got lost while walking. Now you are standing before the river. You need to cross it and reach the other bank. There's no bridge and you can't swim. How to cross the river?

A guy comes up to you asking for directions and within seconds he snatches your bag. He is running so fast. You forgot your phone at home and can't call the police. How will you stop the mugger and get the bag back?

You are having lunch at the restaurant with some very important people. You've invited them so you are supposed to pay. Suddenly you realize that you've forgotten both your wallet with cash and your credit card at home. What will you do? You mustn't disappoint your guests.

Appendix # 10: Evidence of situation work 4



There where
10 minutes
left and I deci-
ded to play
football



So I
bought a
cake.

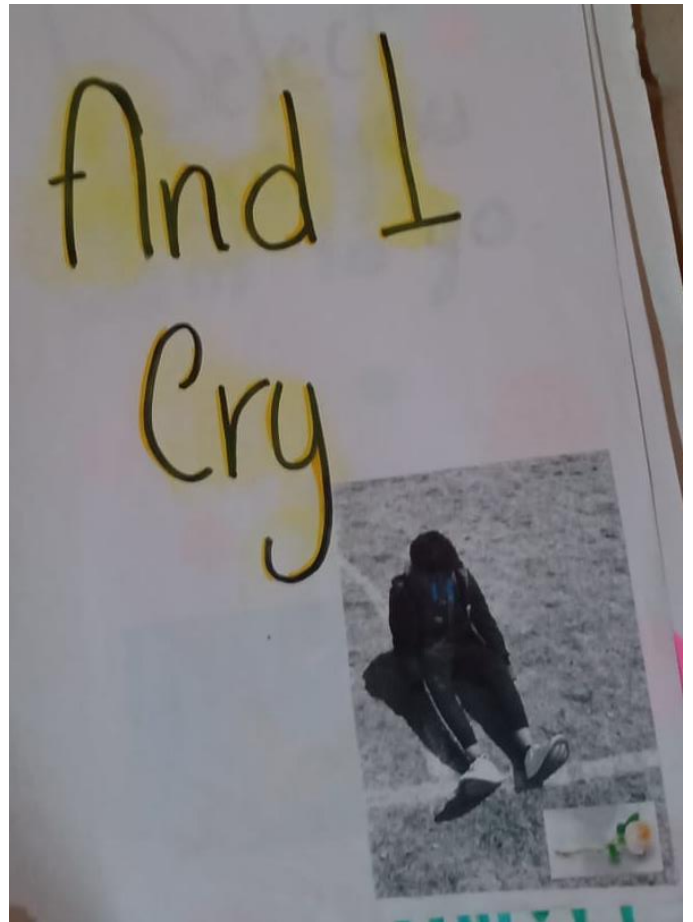
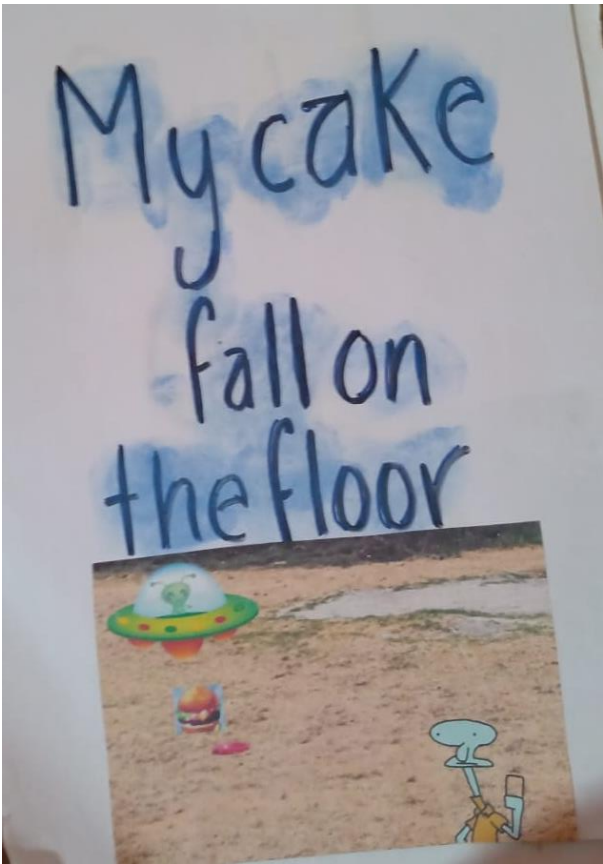


While I
uncovered
it.



Gabriel
shot's
to
me





ASUNTO: Se asume responsabilidad

Atiacomulco, Méx., 7 de julio de 2020.

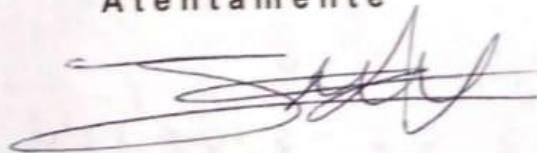
MTRA. ALEJANDRA VELÁZQUEZ MONROY
PRESIDENTA DE LA COMISIÓN DE TITULACIÓN
P R E S E N T E

Quien suscribe C. Javier Núñez Alcántara, 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: "Improve writing skills through micro activities and technology use"

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



Javier Núñez Alcántara

ASUNTO: Autorización de Documento Recepcional

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

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

El que suscribe **Mtro. Rodrigo Zaldívar Pérez**, tiene a bien informarle a usted, que el Documento Recepcional titulado "Improve writing skills through micro activities and technology use", del C. Javier Núñez Alcantara, egresada de la Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés), del cual se me nombró Asesor, 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



Dr. Rodrigo Zaldívar Pérez