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## ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA



### ENSAYO ANALÍTICO EXPLICATIVO

**“THE USE OF DIGITAL TOOLS TO DEVELOP READING COMPREHENSION  
MICRO SKILLS”**

**QUE PARA OBTENER EL TÍTULO DE  
LICENCIADO EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD  
LENGUA EXTRANJERA INGLÉS**

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ASUNTO: Aceptación del Trabajo de  
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**P R E S E N T E .**

Por las condiciones que debe reunir el Trabajo de Titulación para sustentar el Examen Profesional de la **LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)**, informo que con base en la normatividad vigente se cubrieron los requisitos para continuar el proceso respectivo del documento titulado.

**"THE USE OF DIGITAL TOOLS TO DEVELOP READING  
COMPREHENSION MICRO SKILLS"**

**MODALIDAD: ENSAYO ANALÍTICO EXPLICATIVO**

**SECRETARÍA DE EDUCACIÓN**  
  
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Zaragoza, en acuerdo con el Oficio 05120000/2239/2020  
del Director General de Educación Normal



SECRETARÍA DE EDUCACIÓN  
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SUBDIRECCIÓN DE ESCUELAS NORMALES  
ESCUELA NORMAL DE ATIZAPAN DE ZARAGOZA

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## **Introduction**

The following document is the product of a long process of design and preparation, execution, but above all of the proposed effort and carried out in the secondary school N ° 981 "Nicolás Romero" CCT. 15EES7479G; located at S / N, Bulevares del Lago, 54473 Villa Nicolás Romero, the State of Mexico, which was built from September 24<sup>th</sup>, 2020, to February 22<sup>nd</sup>, 2021, where the 2020-2021 school year is different since, at the international, there was an outbreak of Coronavirus, (Covid-19), so we are in a pandemic and social distancing.

The objective of this research work was to practice the strategies of teaching the micro reading skills with the use of digital tools to develop the comprehension of texts in the subject of English in Secondary with the constructivist approach.

In addition, I intended to enhance my areas of opportunity during the intervention sessions; however, it is essential to mention that the document consists of a diagnosis, according to Iglesias (2006), focuses on evaluating the characteristics and processes of educational actors, considering their values, attitudes towards themselves and others, peer work and the school environment. Hence, it focuses on the characteristics of the school both in the internal context and in the external context.

The purpose of this diagnosis was to know in a general way, the multiple relationships that teaching practice has; These relationships were analyzed according to the organization proposed by (Fierro, Fortoul, and Rosas, 1999), these dimensions are: personal, interpersonal, social, institutional, didactic and evaluative since the teaching practice goes beyond the classroom and refers to social construction. Of educational practices within the school institution.

In the same way, three reflective analyzes have been developed under the arguments proposed by Smith's Cycle of Reflection (1991), which allows us to analyze our past experiences, projecting future improvements to deepen this experience of reflection. This model allowed reflection on the actions based on the classroom situation, which led to a rethinking of this practice.

Considering the time in which the work was executed and taking into account the ACUERDO number 12/26/15 by which Código de Conducta del Servidor Público de la Secretaría de Educación Pública. The principles and values of respect have always governed me, responsibility with the students, parents, teachers, and the high school principal.

It is essential to mention that all the stages contemplated in the cycle have been developed, which entails on the part of the teachers, not only raising the conflict situation but also being aware that beliefs and conceptions in this regard can be interpreted differently by others.

Finally, a conclusion will be given, taking into account the skills to be developed and answering the central questions of the topic.

The central idea of this work is that the reader clearly understands the importance of developing micro-reading skills with digital tools to promote reading comprehension. Consider this proposal as a professional development tool that allows them to reflect on said work.

# CHAPTER

# 1



## **Study Theme.**

The following document has information about the study topic carried out at the secondary school No. 981 "Nicolas Romero" C.C.T. 15EES7479G; located in S / N, Bulevares del Lago, 54473 Villa Nicolas Romero, State of Mexico, and my teaching trainee practices were from September 24<sup>th</sup>, 2020, to June 14<sup>th</sup>, 2021. The 2020-2021 school year is different since, Internationally, there was an outbreak of Coronavirus (Covid-19), so we are in a pandemic and social distancing. On the other hand, I intend to improve my strategies to promote student learning through didactic proposals.

Additionally, I intended to strengthen my areas of opportunity during the intervention sessions, and in the same way, it is intended to talk about the characteristics of both the class groups and the teachers and the high school.

### **1.1 Diagnosis and context.**

The following information is about diagnosis, which according to Iglesias (2006), focuses on assessing the characteristics and processes of educational actors, considering their values, attitudes towards themselves and others, the work between equals, and the school environment.

Therefore, it contains information recovered in the first observation day carried out from August 17<sup>th</sup> to 21<sup>st</sup>, 2020 and from the first intervention period on September 21<sup>st</sup> to October 16<sup>th</sup>, 2020 in the High School School No. 981 "Nicolas Romero," C.C.T. 15EES7479G, located at Bulevares del Lago s/n, C.P. 54473, Villa Nicolas Romero, State of Mexico.

The school belonged to a State System (SEDESOL, 2015) and works with the 2018 curriculum named "Aprendizajes Clave". Para la Educacion Integral Plan y Programas de Estudio para la Educacion Basica (SEP). It was a full-time schedule from 8:00 a.m. to 1:30 p.m. It was located in an urban context according to (SEDESOL, 2015).

It is also important to mention that in the Normal School of Atizapán de Zaragoza during the seventh semester, the following dates were contemplated for the Intervention practices in the secondary school No. 981 "Nicolas Romero."

First Consejos Tecnicos Escolares (C.T.E.): August 17<sup>th</sup> to 21<sup>st</sup>, 2020.

Observation: August 24<sup>th</sup>-28<sup>th</sup>, 2020.

First weeks of practice: September 21<sup>st</sup> to October 16<sup>th</sup>, 2020.

Second Consejo Tecnico Escolare (C.T.E.): October 2<sup>nd</sup>, 2020.

Second weeks of practice: November 9<sup>th</sup> to December 4<sup>th</sup>, 2020.

Third Consejos Tecnicos Escolares (C.T.E.): December 11<sup>th</sup>, 2020.

Fourth Consejos Tecnicos Escolares(C.T.E): January 7<sup>th</sup>, 2020.

Fifth Consejos Tecnicos Escolares (C.T.E): January 8<sup>th</sup>, 2020.

Third weeks of practice: January 11<sup>th</sup> -22<sup>nd</sup>, 2020.

Sixth Consejos Tecnicos Escolares (C.T.E): February 19<sup>th</sup>, 2021.

Fourth weeks of practices: February 8<sup>th</sup> – 22<sup>nd</sup>, 2021.

The school had a total staff of 22 people, including the Principal, Assistant Principal, teachers, and cleaning staff, also the school had 444 students, of which 209 were men and 235 were women, all divided into 9 class groups. The classroom of 1<sup>st</sup> "A", 1<sup>st</sup> "B" and 1<sup>st</sup> "C" have 45 students, 2<sup>nd</sup> "A" and 2<sup>nd</sup> "C" have 54 students, while 2<sup>nd</sup> "B" has 52 students. 3<sup>rd</sup> "A" and 3<sup>rd</sup> "B" have 50 students, and finally, 3<sup>rd</sup> "C" has 49 students. It is essential to mention that the school does not have students with any motor, visual, or hearing disabilities. The age range of the students is 12 to 16 years old.

The situations that occurred in educational centers were part of the daily relationship, and these facts could be recognized by observing, describing, and analyzing them (Pozner, 2000), so observation was also used to obtain information and dialogue.

It is essential to mention that the following information was obtained by questionnaires, which were handy tools to obtain data and easily accessible from a distance (Garcia,2003). Due to the distance modality, it was carrying out through Google Forms, which were applied to the students.

On the other hand, it is essential to mention that the 2020-2021 school year is different since the Coronavirus outbreak (COVID-19) was raised internationally, which according to the World Health Organization (2020), is a pandemic that causes human diseases respiratory infections that can range from the common cold to more severe illnesses such as respiratory syndrome.

With the COVID-19 Pandemic, teachers, students, and parents at the Secondary School No. 981 "Nicolas Romero," so paraphrasing Monereo, Monte, and Andreucci (2015), it is possible to consider it as a critical incident, given that these are unexpected situations that affect the lives of human beings, therefore, from this, the health and educational authorities decided that school activities would not be face-to-face.

On the other hand, during this school year, I was in charge of groups 1<sup>st</sup> "C" and 3<sup>rd</sup> "C"; with teacher "A," Bachelor in Secondary Education with a specialty in Foreign Language English with a C1 level of English. For the 2<sup>nd</sup> "C" group, with teacher "Y," Bachelor of Secondary Education with a specialty in Foreign Language English with a level B2 of English, it is essential to mention that the 2<sup>nd</sup> "C" group I will be working the explanatory analytical essay since the conditions of the work with the group do not allow it.

The 1<sup>st</sup> "C" group had 45 students of which 22 were men, and 23 were women, however the age for distance reasons I do not know this data, on the other hand of 3<sup>rd</sup> "C" it had 49 students of which 20 were men and 29 are women, the age is also unknown for reasons of distance and finally the group of 2<sup>nd</sup> "C" had 54 students of which 26 were men and 28 were women. The age range is 12 to 13 years old, so if it is like Piaget (1991) mentions, at the age of 11, the stage of formal operations begins, where students manage to carry out more complex thought processes, therefore students of 2<sup>nd</sup> "C", according to online classes, they have prior knowledge of the subject of English.

On October 26<sup>th</sup>, 2020, the headteachers applied a Google Forms questionnaire to know the digital tools that students have to continue with the teaching-learning process, and the results were:

- In the 1<sup>st</sup> “C” group, 94% had T.V. (Appendix 1)
- 100% also had a smartphone. (Appendix 2)
- 12 students also had a computer, and 14 had a laptop. (Appendix 3)
- Only 94% had Internet service. (Appendix 4)
- Furthermore, it is essential to mention that only 35 of 45 students answered the Google Forms questionnaire.
- In the 2<sup>nd</sup> “C” group, 93% had T.V. (Appendix 5)
- 100% of students had a smartphone. (Appendix 6)
- 3 students had a computer, and 19 had a laptop. (Appendix 7)
- Only 98% had Internet service. (Appendix 8)
- Furthermore, it is essential to mention that only 47 of 54 students answered the Google Forms questionnaire.
- In the 3<sup>rd</sup> “C” only 82% had T.V. (Appendix 9)
- 97% had a smartphone. (Appendix 10)
- 11 students also had a computer, and 12 had a laptop. (Appendix 11)
- Only 94% had Internet service. (Appendix 12)
- Furthermore, it is essential to mention that only 35 of 49 students answered the Google Forms questionnaire.

In general, students manifested curiosity behaviors in virtual sessions in the face of exciting activities. Hence, they needed to ask about it, their behavior was like moderate learning pace, and the majority of them show short periods of attention already that they have many distractors at home such as noise, the television on or they are eating, in addition to the fact that their companions support them when asked their doubts and do not let them think for themselves.

The health conditions due to Covid-19, the Educational system return to the virtual learning environment, which according to Cedeño, E, (2019), allows effective communication between the actors of the process, promoting new roles for the teacher.

The headteachers used I.C.T. in their work plan, and their role is to guide the teaching-learning process and evaluate it since the parents are responsible for offering accompaniment during learning.

Taking account above, the main work strategies that teacher "A" has implemented, and that I have taken up in the 1<sup>st</sup> "C" and 3<sup>rd</sup> "C" groups during the distance mode, according to the agreements in the collegiate during the C.T.E., they are the following:

- ✓ Implementation of the "Aprende en casa II" programming with the 2018 curriculum named "Aprendizajes Clave". Para la Educación Integral. Plan y Programas de Estudio para la Educación Básica. Lengua Extranjera. Inglés. Educación Básica. and the; according to the Secretaría de Educación Pública (SEP).
- ✓ Use of the Classroom application to carry out the activities.
- ✓ Submit an activity each week by classroom.

- ✓ Answer questions by classroom.
- ✓ Instructions in English and Spanish.
- ✓ Submit a video to explain the topic in the Drive application.

On the other hand, teacher "Y," the main strategies that she uses and I have taken up in the 2<sup>nd</sup> "C" group are the following:

- ✓ Use of the "Aprende en casa II" cards or guide with the 2018 curriculum named "Aprendizajes Clave". Para la Educacion Integral. Plan y Programas de Estudio para la Educacion Basica. Lengua Extranjera. Ingles. Educacion Basica. and the "Aprende en Casa II" guides; according to the Secretaria de Educacion Publica (SEP).
- ✓ Meetings in the Zoom application on Wednesdays from 11:30 to 12:00 pm to explain the subject.
- ✓ Use of YouTube videos and activities of the Liveworksheet website.
- ✓ Send five activities of the following skills: Writing, Reading, and Listening.
- ✓ Send the activities by classroom and by WhatsApp to parents every Monday.

Also, on August 28<sup>th</sup>, 2020, the teacher "A" assigned me the following in groups of 1<sup>st</sup> "C" and 3<sup>rd</sup> "C" for the First Practice Day:

✓ Use of the program "Aprende en casa II" with the 2018 curriculum named "Aprendizajes Clave". Para la Educación Integral. Plan y Programas de Estudio para la Educación Básica. Lengua Extranjera. Inglés. Educación Básica. and the "Aprende en Casa II" guides; according to the Secretaría de Educación Pública (SEP)

✓ Submit "Aprendizajes Clave" curriculum activities every Monday and "learn at home 2" activities every Thursday.

✓ Explain the topic in a video and submit it by classroom

✓ Write the instructions in English and Spanish.

✓ Assign a grade by classroom.

✓ Answer students' questions.

On the other hand, with the teacher "Y" on August 24<sup>th</sup>, 2020, I assigned the following in the group of 2<sup>nd</sup> "C" for the first day of practice.

✓ Work with the 2018 curriculum named "Aprendizajes Clave". Para la Educación Integral. Plan y programas de estudio para la educación básica. Lengua Extranjera. Inglés. Educación Básica. and the "Aprende en Casa II" guides; according to the Secretaría de Educación Pública (SEP).

✓ Explain the topic in a video and send the activities by Classroom and Whastapp every Monday.

✓ Write the instructions in English and Spanish.



- ✓ Use digital tools such as Liveworksheet and Google Forms for the activities.
- ✓ Hold meetings on Wednesdays to explain topics and answer questions.
- ✓ Send an activity with the following skills: Writing, Reading, and listening.

Furthermore, paraphrasing Fierro, Fortoul, and Rosas,(1999), the pedagogical relationship is how the previous dimensions are expressed jointly. Therefore it is possible to mention that all the actors involved in the teaching-learning process of High School No.981 "Nicolas Romero" was possible to observe attitudes of respect, commitment, and responsibility, which allows this to be adequate and optimal to promote values in each of the students and provide them with the knowledge that will serve them in their daily lives.

On the other hand, the teachers and the Principal, given the circumstances caused by COVID-19, the school carried out relevant innovations in their interventions since they considered the needs and interests of the students they serve, as well as the dialogue between parents of family and teachers.

Likewise, I observed that the principals' leadership was like a guide because it allowed his teachers to develop their role with freedom and enthusiasm, a fact on my perception in the interventions they carry out since the development of the student's autonomy is underpinned, and this is reflected in them, as they show enthusiasm for going back to classes in a natural environment.

Through the realization of the diagnosis, I manage to understand that teaching work is not an easy task since it works collaboratively with the agents that intervene in the student's life and, more currently, due to the need to raise awareness among the parents of the family to which they must work collaborative way since they share a common goal which is to achieve English skills and abilities.

Fierro, Fortoul, and Rosas (1999) mention the following six dimensions (Didactic dimension, social dimension, interpersonal dimension, values dimension, personal dimension, and finally institutional dimension.)

1. The didactic dimension will alter the pedagogical relationship;
2. The social dimension allows us to know the student's family context as a teacher in training, consider the social aspects that require modifying the intervention,
3. The interpersonal dimension allows us to keep a cooperative relationship with the collegiate that allows me to learn from shared experiences,
4. Values dimension to direct my actions ethically and consciously to give my students a guideline to achieve learning that is useful and relevant in their lives.
5. The personal dimension allows us to explore who the teacher is as a being, not a professional.
6. Institutional dimension, the teacher as an individual is part of their work environment, the Institution.

The purpose of this diagnosis was to know in a general way, the multiple relationships that the teaching practice has; these relationships are analyzed according to the organization proposed by Fierro, Fortoul, and Rosas (1999), these dimensions are: personal, interpersonal, social, institutional, didactic and value since the teaching practice goes beyond the classroom and refers to the social construction of educational practices within the school institution.

Also, distance learning organization, such as the Consejos Tecnicos Escolares (C.T.E.), was related to the application of "Zoom" meetings and Google Classroom to maintain communication with students, assign tasks and answer questions regarding work to continue the teaching-learning process at a distance.

On the other hand, I am a student in the seventh semester of the Bachelor of Secondary Education with a specialty in Foreign Language (English), Program (1998) at the Normal School of Atizapán in Zaragoza. My English level is B2 according to a CENNI test so, I can establish dialogues with vocabulary from home, family, and school and write short texts to express academic topics.

During the three years previously studied, I have had various courses that have provided me with theoretical and practical content that has allowed me to enhance my graduation profile. However, mainly in the professional practice path, I have put both contents into play, given that I went to practice in three different secondary schools, where I managed to recognize areas of opportunity and strengthen my teaching practice.

Among the areas of opportunity that I was able to identify is directing myself clearly and precisely with the students, since sometimes, at the time of giving the instructions, I am not very clear.

As areas of strength, I identify carrying out didactic planning, which allows me to visualize my intervention, retake the contents of the "Aprendizajes Clave" study program, and in the same way, currently have knowledge regarding I.C.T.

Taking into account the above and ACUERDO numero 26/12/15 por el que se expide el Código de Conducta para los Servidores Públicos de la Secretaria de Educacion Publica is issued. I consider that I have the following principles and values which I have been strengthening during my stay at the Normal School of Atizapán de Zaragoza.

Nowadays, I consider that the principle of legality has been improved during the internship. I abide by the professional practice regulations, and I recognize that this allows me to develop myself in an informed manner in the school context.

In addition to the central values that I practice when interacting with my students are respect, tolerance, and empathy, which so far make it easier for me to develop the teaching-learning process on time.

Just as I also consider that I have strengthened the principle of impartiality since I emphasize that each of the students in the synchronous and asynchronous sessions has an active role, and I recognize the group's diversity as an area of strengths and not weaknesses.

The competence that I consider to strengthen is the principle of effectiveness on the leadership; for me is an opportunity because I do not have much influence on my colleagues, so I cannot play the role of a leader. On the other hand, I consider collaborative work developed since I always contribute ideas to meet the objectives, which I consider to perform collaborative work well.

However, In the institutional dimension, all aspects of the organization, decision-making, and contributions each teacher makes to the Institution intervene to improve collective work.

The school is not only the sum of individuals and isolated actions but a cultural construction in which each teacher contributes their interests, abilities, personal projects, and knowledge to a joint educational action Fierro, Fortoul, and Rosas (1999).

In the Educational Institutions paraphrased to Blau, 1971; Hall, 1983 Quoted in Vicente, (2016), there is an organizational structure which refers to the different actors of education that play a role in the school, and therefore Secondary School No. 981 "Nicolas Romero" is composed of a principal, an assistant principal, three counselors, and 17 teachers specialized in different subjects, including two English teachers. Similarly, the school has ten scholarship recipients who help the school with communication between parents and teachers.

The institutional management in Secondary School No. 981 was carried out equitably; the Principal took into account the specific needs for several activities or task that involved learning and teaching processes according to the Program Aprendizaje Clave, this in order to streamline the work and that each one contributes by making use of their specific skills and knowledge and cooperative work.

During the first weeks of work and the preparation of the classes in the C.T.E., the organization was observed with greater clarity, the Institution adapted to the new normal, reaching collective agreements to virtually holding the meetings or leave assignments by classroom or email and work with "Aprende en casa II" or the English program 2018 named "Aprendizajes Clave."Para la Educacion Integral.Plan y Programas de Estudio para la

Educacion Basica.Lengua Extranjera.Ingles.Educacion Basica; according to the Secretaria de Educacion Publica (S.E.P.).

Another of the relevant activities regarding institutional work is that each shared their experiences in the classroom to give feedback on the work carried out, exchange situations where the work complements, and serve as feedback. Sometimes and when institutional activities required it, tasks were assigned randomly; this also fair to all.

Based on Fierro, Fortoul, and Rosas (1999), the social dimension can be interpreted as explaining the social, political, economic, and cultural environment of the practice and the students' living conditions and demands towards the teacher. According to W.H.O. (2020), this was significant because the recommendation is that the population stay at home. Therefore education has some changes due to the new normality indicates that they will be able to return to face-to-face classes only if the health alert traffic light of the entity and the municipality are green.

In this way, new forms of teaching are established, which are aimed at learning from their homes, for this reason, the "Aprende en casa I" and "Aprende en casa II" programs were implemented, however the 2<sup>nd</sup> "C" teacher works with the 2018 curriculum named "Aprendizajes Clave". Para la Educacion Integral.Plan y programas de estudio para la educacion basica.Lengua Extranjera.Ingles.Educacion Basica. and the "Aprende en Casa II" guides; according to the Secretaria de Educacion Publica (SEP).

On the other hand the teacher of 1<sup>st</sup> “C” and 3<sup>rd</sup> “C” agreed to work with "Aprende en Casa II" and works with the 2018 curriculum named "Aprendizajes Clave". Para la Educacion Integral. Plan y Programas de Estudio para la Educacion Basica. Lengua Extranjera. Ingles, those agreed during the intensive phase of the School Technical Council, held on October 2nd, according to the Secretaria de Educacion Publica (SEP).

In the Institution, each of the teachers expressed and perceived their task as an educational agent differently; the teachers of High School No. 981 "Nicolas Romero" have the objective of attending to their students' needs, working in a collaborative way strengthen students' learning. Likewise, they maintained an interest in improving their areas of opportunity and shared it with all their colleagues to seek new strategies to progress in their teaching practice.

Some of the expectations and pressures that teachers received in these times from the educational system, their colleagues, or the community itself were concerning educational improvement, administrative burden, material, and economic resources, or only to the link between the educational agents of the Institution.

Being part of the C.T.E. allowed me to get information through the observation in order to achieve their dialogues as Taylor and Bogndan (1987) said about the importance of allowing people to talk about what they have in mind and what worries them without forcing them to respond to the interests, concerns or prejudices of the observers. Then, the teachers on this Institution gave a sense of responsibility to their work, as they seek training in the social-emotional development of students and encourage work at home through homework with little difficulty.

Paraphrasing Fierro, Fortoul, and Rosas (1999), teaching practice is an intentional action directed to achieve specific educational purposes, which always contains a set of values like respect, responsibility, friendship, and empathy, which allow us to carry out a good coexistence and a good work environment. I have been strengthening during my stay in the Normal School of Atizapan de Zaragoza; different values were taken into account by the titular teachers and me during the practices.

Considering the ACUERDO número 26/12/15 por el que se expide el Código de Conducta para Los Servidores Públicos de la Secretaria de Educación Pública is issued, it is possible to recognize the principles and values on both headteachers, which leads to their actions I will emphasize mentioning the following:

I consider that the principle of legality has been strengthened since during my internship I adhere to the regulations of professional practice, and I recognize that this allows me to develop myself in an informed way in the school context as well as by the titular teachers since they are governed under laws and regulations of both the school and the Secretaria de Educación Pública (S.E.P.).

The Principle of Honesty, both holders, take it to the practices in the same way since they guarantee access to information and in the same way protect the personal information of their students and meet the needs and interests of students in time.

Likewise, both the titular teachers and I consider that we have developed the principle of loyalty since they carry out the activities according to each student's needs that make up the group and offer permanent support to each one in their learning.



Regular teachers also practice the principle of impartiality by acting legally without granting preferences and providing a dignified, cordial, and tolerant treatment with their colleagues and students with whom they interact in the school context. Just as I also consider that I have strengthened the principle of impartiality since I emphasize that each of the students in the synchronous and asynchronous sessions has an active role, and I recognize the group's diversity as an area of strengths and not of weaknesses.

On the other hand, the principle of equality and non-discrimination, it is possible to recognize that in teaching work, we guarantee gender equality since we guarantee public service and the same opportunities for all students without excluding any student during their learning and they recognize and respect the individuality of the other.

As areas of strength, I identify carrying out didactic planning that allows me to visualize my intervention, retake the contents of the "Aprendizajes Clave." Para la Educacion Integral. Plan y Programas de Estudio para la Educacion Basica. Lengua Extranjera. Ingles. Educacion Basica, according to the Secretaria de Educacion Publica (S.E.P.) and in the same way, currently know I.C.T.

However, the principle that I consider that I most need to strengthen is the principle of effectiveness since I consider leadership an opportunity since I do not have much influence among my fellow teachers, so I cannot play the role of leader. I consider the collaborative work developed since I always contribute ideas to meet the objectives, which I consider to carry out collaborative work well.

Likewise, the interpersonal dimension focuses on the relationships in the Institution with the people who are part of the educational process, such as students, teachers, principals, and

parents; therefore, "social construction is the result of individual action and collective within the school and faced with the institutional, educational work" (Fierro, Fortoul and Rosas, 1999).

For this reason, there must be a pleasant institutional climate since this usually impacts the way of teaching of a teacher or the student's learning.

On the other hand, considering the ACUERDO número 26/12/15 por el que se expide el Código de Conducta para Los Servidores Públicos de la Secretaria de Educacion Publica, it is possible to recognize that both teachers govern their actions under the principles and values mentioned in it, which leads to their actions in suitable behave at all times. Therefore I will emphasize mentioning the following:

The Principle of Honesty, both holders, take it to the practices, since they guarantee access to information and in the same way protect the personal information of their students, as well as serving the needs and interests of the students on time.

Likewise, I consider that they have developed the principle of loyalty since they carry out the activities according to each of the students who make up the group and offer permanent support to build their learning.

They also practice the principle of impartiality as they act pretty without granting preferences and provide a dignified, cordial, and tolerant treatment with their colleagues and students with whom they interact in the school context.

In addition to the principle of equality and non-discrimination, it is possible to recognize it in their teaching work and gender equality since they guarantee public service and the same opportunities for all students without excluding any student during their learning and recognition respect each other's individuality.

During my stay at the Normal School of Atizapán de Zaragoza, I developed different Bachelor of Secondary Education's graduate profile competencies with a specialty in Foreign Language. English overtime during Intervention Practices and with the support of courses carried out outside the Institution.

The 1999 Study Plan establishes the graduation profile, which defines through five fields, which are the following: specific intellectual abilities, mastery of the purposes and contents of secondary education, didactic competencies, professional identity, and ethics. Moreover, the ability to perceive and respond to social conditions within the school environment.

We are going to return to only two fields of the graduation profile. Next, some characteristics that define each of the fields mentioned above are in S.E.P. (2010; pp. 10-13).

#### 1. Specific Intellectual Skills.

a) Has a high capacity for understanding written material and has the habit of reading; In particular, he critically evaluates what he reads and relates it to reality and, especially, his professional practice.

b) Express their ideas clearly, simply, and correctly in written and oral form; in particular, he has developed the abilities to describe, narrate, explain, and argue, adapting to his students' development and cultural characteristics.

c) Raises, analyzes, and solves problems, faces intellectual challenges generating their responses based on their knowledge and experiences. Consequently, he can guide his students to acquire the ability to analyze situations and solve problems.

d) Has a disposition and capacities conducive to the scientific investigation: curiosity, capacity for observation, method of asking questions and testing answers, and critical reflection. Apply those skills to improve the results of your educational work.

e) Locate, select, and use various kinds of information, both from written sources and from audiovisual material, especially that you need for your professional activity.

2. Domain of the purposes and contents of secondary education.

a) Know in depth the purposes, contents, and teaching approach of the teaching subjects and recognizes that work with the contents of the specialty contributes to the achievement of secondary education's general purposes.

b) Has mastery of specialty's disciplinary field to safely and fluently the topics included in the study programs and recognize the sequence of content in the three grades of secondary education.

c) It recognizes the articulation between primary education and secondary education and assumes this as the final stage of Basic Education in which the knowledge, skills, attitudes, and values established in the Study Plans to be consolidated.

d) Knows how to establish a correspondence between the nature and degree of complexity of the educational contents with the cognitive processes and their students' development level.

### 3. Didactic Competencies.

a) Knows how to design, organize and put into practice didactic strategies and activities appropriate to the needs, interests, and forms of development of adolescents, as well as to the social and cultural characteristics of their family environment, for students to achieve the purposes of knowledge, skills development and value formation established in the plan and study programs of secondary education.

b) Recognize the students' differences that influence the learning processes and apply didactic strategies to stimulate them; in particular, it can favor students' learning at risk of school failure.

c) Identify special educational needs that some of their students may have; attends them, if possible, through particular didactic proposals, and knows where to obtain guidance and support to do so.

d) Knows and applies different strategies and forms of evaluation on the educational process that allow a practical assessment of student learning and the quality of their teaching performance. Based on the evaluation, they are willing to modify the teaching procedures that they apply.

e) Is capable of establishing a work environment that favors trust, self-esteem, respect, discipline, creativity, curiosity, and pleasure in studying and strengthening students' autonomy.

f) Recognizes the processes of change that adolescents experience but distinguishes that these processes do not appear identically in all, but individually and uniquely. Based on this knowledge, he applies appropriate strategies to meet the needs and concerns of his students.

g) Knows the teaching materials and didactic resources available and uses them creatively, with specific purposes.

#### 4. Professional and Ethical Identity.

a) It assumes, as principles of its action and of its relationships with students, mothers and fathers, and their colleagues, the values that humanity has created and enshrined throughout history: respect and appreciation of dignity, human freedom, justice, equality, democracy, solidarity, tolerance, honesty and adherence to the truth.

b) Recognizes, based on a realistic assessment, the meaning that their work has for students, income families, and society.

c) Has sufficient information on the philosophical orientation, legal principles, and organization of the Mexican educational system; in particular, it assumes and promotes the national, democratic, accessible, and secular public education character.

d) Know the main problems, needs, and deficiencies that must be resolved to strengthen the Mexican educational system, especially those located in their field of work and in the entity where they live.

e) Assume your profession as a life career, know your rights and obligations, and use the resources available to improve your professional capacity.

f) Values teamwork as a means for continuous training and school improvement and has favorable attitudes for cooperation and dialogue with colleagues.

g) Identifies and values the most important elements of the Mexican educational tradition; in particular, it recognizes the importance of public education as an essential component of a policy based on justice, democracy, and equity.

The desirable traits of new teacher 13.5. The capacity of perception and response to the social conditions of the school environment.

a) Appreciates and respects the country's regional, social, cultural, and ethnic diversity as a valuable component of nationality and accepts that such diversity will be present in the situations in which they carry out their work.

b) Values the family's educational role, interacts with the students' mothers and fathers in a receptive, collaborative and respectful way, and can guide them to participate in the student's education.

c) Promotes solidarity and community support for the school, taking into account the resources and limitations of the environment in which it works.

d) It recognizes the community's main problems in which it works and is willing to contribute to its solution with the necessary information, through direct participation or the search for external support, without implying the educational tasks' neglect.

e) It assumes and promotes the rational use of natural resources and can teach students to act personally and collectively to protect the environment.

According to the above, we can see that the characteristics demanded by the 1999 curriculum are general for those who wish to develop in the educational field and be suitable for any educational subject and demands skills, attitudes, knowledge, and values that must be practiced with the students, to achieve during the school year. Students with a certain degree of knowledge and maturity according to their stage development and finally meet the expectations that are both exemplary teachers as a model for the student.

The requirements of the 1999 curriculum throughout the eight semesters used in the Institution, there are subjects which each of the subjects has specific purposes that they intend to form A certain degree of qualities in us students so that when we reach the end of our professional training, we have the characteristics of the desired graduation profile.

Therefore, the main goal in this explanatory analytical essay intended to strengthen two fields (**DIDACTIC COMPETENCES** and **PROFESSIONAL AND ETHICAL IDENTITY**), emphasizing a competence in each of the following fields:

## **1.2 Competences**

Therefore, this explanatory analytical essay aims to strengthen two fields, **DIDACTIC COMPETENCES** and **PROFESSIONAL AND ETHICAL IDENTITY**. Furthermore, the document is based on these competencies according to the position of several authors.

Didactic Skills.



**a) It assumes, as principles of its action and of its relationships with students, mothers and fathers, and their colleagues, the values that humanity has created and enshrined throughout history: respect and appreciation of dignity, human freedom, justice, equality, democracy, solidarity, tolerance, honesty and adherence to the truth.**

I believe that this field had been developed throughout the previous semesters, mainly in the courses of Strategies for Study and communication 1 and 2 first and second semester.

- Strategies and Resources 1 Reading comprehension in the fourth semester.
- Strategies and Resources. Auditory Comprehension and Oral Expression. Fifth semester.
- Strategies and Resources 3 Reading and Writing sixth semesters.

Which allowed me to recognize the role of the teacher in the current context and gave me tools to use when facing the group, such as teaching strategies, Paraphrasing (COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, EVALUATION) I managed to apply construction principles to favor the development of a second language in secondary education students, mainly emphasizing:

- Motivate students to learn a second language.
- Carry out a formative evaluation throughout my interventions to recognize the learning process of each adolescent.

**b) Recognizes the individual differences of learners that influence the learning processes and applies didactic strategies to stimulate them; in particular, it can favor students' learning at risk of school failure.**

In this field, I consider my teaching training has been strengthened, with the courses of the previous semesters, for example:

"Development of Adolescents 4. Cognitive Processes", taken during the fourth semester, helped me to strengthen this field, since during the different interventions in the secondary groups, I have considered the cognitive and English level of the students, and from there managed to start for the selection of teaching strategies.

**c) Identify special educational needs that some of its students may have; attend them, if possible, through particular didactic proposals and know where to obtain guidance and support to do so.**

On the other hand, in this field, during the interventions, I have not had the opportunity to work with students with Special Educational Needs, so I have not developed this skill in practice. It is worth mentioning that it was intended to develop this skill with different didactic proposals to student learning during these interventions.

**d) Knows and applies different strategies and forms of evaluation to the educational process that allow you to effectively assess students' learning and the quality of their teaching performance. Based on the evaluation, they are willing to modify the teaching procedures that they apply.**

**e) Is capable of establishing a work environment that favors trust, self-esteem, respect, discipline, creativity, curiosity, and pleasure in studying and strengthening students' autonomy.**

Paraphrasing Castelló (2009); Díaz Barriga (2007); Gulikers, Bastiaens, and Kirschner (2004); Stein, Isaacs, and Andrews (2004, quoted in Monereo, Sanchez and Suñe, 2012), a set of activities and evaluation has a sequence connected with strategies that pose problems and conflicts for students to solve whose contextual conditions, resources and limitations, cognitive demand, emotional pressure so that the students can face in the future.

Likewise, I consider these two fields began to develop during the interventions in different schools' groups.

Through the Teaching Planning and Learning Evaluation courses on the fourth semester helped me to strengthen and learn about different evaluation strategies during a sequence of applied activities as a teacher in **training** in a group that favored the students' learning by promoting the student's critical character and fostering their autonomy through the development of skills, values, beliefs, and knowledge that allowed them to form an independent thought.

**f) Recognizes the processes of change that adolescents experience but distinguishes that these processes do not appear identically in all, but individually and uniquely. Based on this knowledge, They apply appropriate strategies to meet the needs and concerns of their students.**

I explored and practiced different teaching methods and learning a foreign language as natural, cooperative, audio-lingual, content-based, translation, communicative, task-based, and others to develop this field. Also, knowing the students' learning styles like visual, auditory, kinesthetic, among others, was essential to design a lesson plan in real-life situations, such as buying products or services, requesting information or help, and giving information. Besides, it tries to respond to the students' interests, needs, and tastes at all times.

The theoretical support, the content must begin with a structuralist approach for the design of the activities, starting with vocabulary and grammar as basic units; taking into account their needs and that they are simple at the beginning and increase as the process progresses (Branda, 2017) The above considering the age and intellectual maturity in which the students are for the development of their skills in English so that this field I consider is developed.

**g) Knows the teaching materials and teaching resources available and uses them with creativity, flexibility, and specific purposes.**

On the other hand, paraphrasing Clark and Starr (Quoted in Piñera Ruiz and Navarro Piñera, 2014), teachers can improve their teaching performance when they rely on resources or materials. These range from audiovisuals to a sheet of paper.

However, the authors of this article consider that for these materials to become support for the teaching and learning process, they must be used correctly; They cannot do the educator's task alone; that is, any material needs to be appropriately used to motivate students, or it loses its importance.

The above mentioned during the different secondary schools' practices among the most used didactic resources were: the blackboard, flashcards, worksheets, projector, videos, audios, textbooks, images, and posters. All of these were used to support the explanations or activities supported by the lessons.

### **Professional and Ethical Entity**

**a) It assumes, as principles of its action and of its relationships with students, mothers and fathers, and their colleagues, the values that humanity has created and enshrined throughout history: respect and appreciation of dignity, human freedom, justice, equality, democracy, solidarity, tolerance, honesty and adherence to the truth.**

The learning environment is fundamental in high school, reflecting principles and values to achieve a good student-teacher relationship.

Paraphrasing *Aprendizajes Clave para la Educacion Integral* (S.E.P., 2017) In the learning environment, harmonious coexistence should be encouraged in which values such as respect, responsibility, freedom, freedom, solidarity, collaboration, and all those values allow improving the school environment.

Considering the above, I consider that the school environment was positive since there was respect on both sides, either from the students to the teacher or the teacher to the students; in the same way, the parents' treatment was respectful.

**b) Recognizes, based on a realistic assessment, the meaning that their work has for students, their families, and society.**

In the same way, to develop this field, I not only supported a method for teaching and learning but also in the learning styles of the students (visual, auditory, kinesthetic, among others), but they developed learning in a significant way the use of language in real-life situations, such as buying products or services, requesting information or help, giving information, among others.

Also, try that these activities responded to the students' interests, needs, and interests to focus on real-life situations.

**c) Has sufficient information on the philosophical orientation, legal principles, and organization of the Mexican educational system; in particular, it assumes and promotes the national, democratic, accessible, and secular public education character.**

In the course "Philosophical, legal and organizational bases of the Mexican educational system," I acquired knowledge about legal documents that consolidate the teaching profession rules over the years. For example, el Artículo 3°, La Ley Federal de Trabajadores al Servicio del Estado, el Acuerdo 592 by Basic Education is established, so I recognized the importance to guide my teaching work and conducted properly.

**d) Know the main problems, needs, and deficiencies that must be resolved to strengthen the Mexican educational system, especially those located in their field of work and in the entity where they live.**

In Mexico, the educational system operates according to established guidelines, which I consider contributes to various problems. I was able to reflect on this in the same way with the support of the courses "Philosophical, legal and organizational bases of the Mexican educational system" and "Management School," where we review situations that occur in educational centers and hinder the development of an adequate teaching process, which, being in front of a group, demands that they propose strategies to attend them.

**e) He assumes his profession as a life career, knows his rights and obligations, and uses the resources available to improve his professional capacity.**

I consider the teaching profession as a means of continuous learning since, with the support of the Professional Practice Path, being in front of a group the various situations have demanded me to be continuously inquiring and reflecting; however, I need to know my rights and obligations, Therefore, in these interventions with the groups, it is intended to strengthen this field.

**f) Values teamwork as a means for continuous training and school improvement and has favorable attitudes for cooperation and dialogue with colleagues.**

Paraphrasing Antunez (1999), collaborative work between teachers is essential to improve teaching practices also for the students' benefits, to achieve the purposes of the school, and to emphasize In my career in schools, I have developed this ability since I have worked together with the regular teachers of the different schools, which has benefited the students in their learning.

**g) Identify and assess the most critical elements of the Mexican educational tradition; in particular, it recognizes the importance of public education as an essential component of a policy based on justice, democracy, and equity.**

I consider that during my internships, this competence is almost catch up with since I understood the foundation bases that rules the schools nowadays with the concepts in the course: "Education in the historical development of Mexico 1 and 2" and "Seminar on selected topics of history and pedagogy and history 1 and 2.

I also recognize the legal foundations with which primary education is governed in the "Constitucion Politica de Los Estados Unidos Mexicanos" especially its Articulo 3°; La Ley General de Educacion (L.G.E.) since they are the primary legal documents that regulate the national educational system, so I consider that this field is developed.

It is essential to mention that the school has two English teachers: one of them is "A"; with a degree in Secondary Education, with a C1 level of English, teaches classes in the first and third-grade groups, and teacher "Y," with a degree in Secondary Education with a specialty in English, with a B2 level of English, is a headteacher in the second-grade groups.

During this school year, I work with the groups 1<sup>st</sup> "C" and 3<sup>rd</sup> "C," and the headteacher is "A," Bachelor of Secondary Education with a specialty in Foreign Language English with a C1 level of English. Also 2<sup>nd</sup> "C" group, with teacher "Y," Bachelor of Secondary Education with a specialty in Foreign Language English with a level B2 of English, it is essential to mention that the 2<sup>nd</sup> "C" group I will be working the explanatory analytical essay since the conditions of the work with the group do not allow it.



The 1<sup>st</sup> "C" group had 45 students of which 22 were men, and 23 were women, however the age for distance reasons I do not know this data, on the other hand of 3<sup>rd</sup> "C" it had 49 students of which 20 were men and 29 are women, the age is also unknown for reasons of distance and finally the group of 2<sup>nd</sup> "C" had 54 students of which 26 were men and 28 were women.

The age range is 12 to 13 years old, is mentioned by Piaget (1991), at the age of 11, the stage of formal operations begins, where students manage to carry out more complex thought processes, therefore students of 2<sup>nd</sup> "C", according to online classes they have prior knowledge of the subject of English.

The information found on the Google Forms questionnaire that was applied to the students of 1<sup>st</sup> "C", 2<sup>nd</sup> "C" and 3<sup>rd</sup> "C" to know the digital tools that students have to continue with the teaching-learning process and it was obtained that in the 1<sup>st</sup> "C" group, 94% had T.V., 97% also had a smartphone, 12 students also had a computer, and 14 had a laptop. Only 94% had Internet service, and it is essential to mention that only 35 of 45 students answered the Google Forms questionnaire.

In the same way, in the 2<sup>nd</sup> "C" group, the questionnaire was applied, and 93% of students had T.V., and 100% had a smartphone, three students also had a computer, 19 had laptops, and 98% had Internet service, it is also important to mention that only 47 of 54 students answered to the Google Forms questionnaire.

On the other hand, in the group of 3<sup>rd</sup> "C," only 82% had T.V., and 97% had a smartphone, 12 students also had a computer and 12 had a laptop, and 94% had Internet service, and it is also important to mention that only 35 of 49 students answered the Google Forms questionnaire.

In general, students show curiosity in virtual sessions in the face of activities interested in them, so they needed to question it; they present a moderate learning pace. The majority of them show short periods of attention that they have many distractors at home such as noise, the television on or they are eating, and their companions support them when something is questioned and do not let them think for themselves.

The health conditions due to Covid-19, the virtual learning environment continue developing different learning and teaching strategies. According to Cedeño, E. (2019), this kind of virtual environments allows fluid and active communication between the actors of the process, promoting new roles for the teacher, so "Y" and teacher "A" made use of I.C.T. in their work plan, and their role is to guide the teaching-learning process and evaluate it since the parents are responsible for offering accompaniment during learning.

Taking into account the above, the main work strategies that teacher "A" has implemented, and that I have taken up in the 1<sup>st</sup> "C" and 3<sup>rd</sup> "C" groups during the distance mode, according to what was agreed in the collegiate during the C.T.E., they are the following:

- ✓ Implementation of the "Aprende en casa II" programming with the 2018 curriculum named "Aprendizajes Clave". Para la Educación Integral. Plan y Programas de Estudio para la Educación Básica. Lengua Extranjera. Inglés. Educación Básica. and the; according to the Secretaría de Educación Pública (SEP).
- ✓ Use of the Classroom application to carry out the activities.
- ✓ Submit an activity each week by classroom.
- ✓ Answer questions by classroom.

- ✓ Instructions in English and Spanish.
- ✓ Submit a video to explain the topic in the Drive application.

On the other hand, teacher "Y," the main strategies that she uses and I have taken up in the 2<sup>nd</sup> "C" group are the following:

- ✓ Use of the "Aprende en casa II" cards or guide with the 2018 curriculum named "Aprendizajes Clave". Para la Educacion Integral. Plan y Programas de Estudio para la Educacion Basica. Lengua Extranjera. Ingles. Educacion Basica. and the "Aprende en Casa II" guides; according to the Secretaria de Educacion Publica (SEP).
- ✓ Meetings in the Zoom application on Wednesdays from 11:30 to 12:00 pm to explain the subject.
- ✓ Use of YouTube videos and activities of the Liveworksheet website.
- ✓ Send five activities of the following skills: Writing, Reading, and Listening.
- ✓ Send the activities by classroom and by WhatsApp to parents every Monday.

Also, on August 28<sup>th</sup>, 2020, the teacher "A" assigned me the following in groups of 1<sup>st</sup> "C" and 3<sup>rd</sup> "C" for the First Practice Day:

- ✓ Use of the program "Aprende en casa II" with the 2018 curriculum named "Aprendizajes Clave". Para la Educacion Integral. Plan y Programas de Estudio para la Educacion Basica. Lengua Extranjera. Ingles. Educacion Basica. and the "Aprende en Casa II" guides; according to the Secretaria de Educacion Publica (SEP)

✓ Submit "Aprendizajes Clave" curriculum activities every Monday and "Aprende en Casa II" activities every Thursday.

✓ Explain the topic in a video and submit it by classroom

✓ Write the instructions in English and Spanish.

✓ Assign a grade by classroom.

✓ Answer students' questions.

On the other hand, with the teacher "Y" on August 24<sup>th</sup>, 2020, I assigned the following in the group of 2<sup>nd</sup> "C" for the first day of practice.

✓ Work with the 2018 curriculum named "Aprendizajes Clave". Para la Educacion Integral. Plan y programas de estudio para la educacion basica. Lengua Extranjera. Ingles. Educacion Basica. and the "Aprende en Casa II" guides; according to the Secretaria de Educacion Publica (SEP).

✓ Explain the topic in a video and send the activities by Classroom and Whastapp every Monday.

✓ Write the instructions in English and Spanish.

✓ Use digital tools such as Liveworksheet and Google Forms for the activities.

✓ Hold meetings on Wednesdays to explain topics and answer questions.

✓ Send an activity with the following skills: Writing, Reading, and listening.

Furthermore, paraphrasing Fierro, Fortoul, and Rosas (1999), the pedagogical relationship is how the previous dimensions are expressed jointly. Therefore it is possible to mention that all the actors involved in the teaching-learning process of Secondary School No.981 "Nicolas Romero" was possible to observe attitudes of respect, commitment, and responsibility, which allows this to be adequate and optimal to promote values in each of the students and provide them with the knowledge that will serve them in their daily lives.

On the other hand, the teachers and the principal, given the circumstances caused by COVID-19, the school carried out relevant innovations in their interventions since they considered the needs and interests of the students they serve, as well as the dialogue between parents of family and teachers.

Likewise, I observed that the principals' leadership allows teachers to develop their role with freedom and enthusiasm, a fact that is also observed in the interventions they carry out since the development of the student's autonomy is underpinned, and This is reflected in them, as they show enthusiasm for going back to classes in person since distance work is satisfactory for them.

Through the realization of the diagnosis, I manage to understand that teaching work is not an easy task since it works collaboratively with the agents that intervene in the student's life and, more currently, due to the need to raise awareness among the parents of the family to which they must work collaboratively since they share a common goal which is to achieve English skills and abilities.

Besides, the six dimensions work together, and if any of them presents conflicts, it will alter the pedagogical relationship. As a teacher in training is essential to know the students' family context and consider the social aspects to keep a harmonious relationship with the collegiate that allows me to learn from shared experiences, and even more so to direct my actions ethically and consciously, in order to give a guideline for my students to achieve learning that is useful and relevant in their lives.

Finally, it is essential to mention that the 2<sup>nd</sup> "C" group will be working on the explanatory analytical test since the working conditions with the group allow me to carry out, which will favor the document's development.

### **1.3 Purposes.**

#### **GENERAL PURPOSE:**

During the practical sessions, use different didactic strategies focused on reading ability by designing reasoned plans contemplating the micro-skills and thus propose different strategies with a constructivist approach to acquiring English as a second language.

#### **SPECIFIC PURPOSES: (digital tools and reading comprehension)**

Propose specific didactic strategies for micro-skills during the intervention sessions to promote reading comprehension in the second English language.

Select vocabulary that is understandable at the age and level of English proficiency (gradation and graduation) to establish clear and precise instructions and promote reading comprehension.

Analyze the accessibility and relevance of digital tools to link the didactic proposals established in the planning within the teaching practice sessions and contemplate digital didactic strategies to be used in the virtual classroom with the specific learning of reading ability in English acquisition as a second language.

#### **1.4 Central questions.**

1. What is the importance of developing micro-skills to promote reading?
2. What is the importance of promoting reading comprehension with the constructivist approach?
3. How does the acquisition and learning of vocabulary influence the use to promote students' reading?
4. What is the impact of the use and design of digital materials for the development of reading, focusing work on micro-skills?

# CHAPTER

# 2



## **Theoretical References.**

### **Reading.**

The reading definition over the years has been modified since previously the conception that was given to referred simply to the ability to obtain "information," however Fischer (2004) refers to it as "the ability to give meaning to written or printed symbols" the agents who develop it should not perform it merely as a mechanical process, but instead as an activity that is motivating and favours learning.

Thus, the above allows me to reflect on the importance of promoting the same in my classroom, given that within the Secondary level curriculum in the subject of English, it is proposed to address it, since it is one of the four language skills, which transcends in the lives of the students since the utility that is given to it has implications outside the classroom, that is, in daily life.

### **Reading Comprehension.**

Rholetter (2014) defines *reading comprehension* as "the process of giving meaning to a text" so that the people who carry out the reading process must reach conclusions and reflections regarding the topic being discussed. Addresses in these so that the reader will interact with the text exhaustively presented to him, and thus his learning is enriched at the same time that his ability is enhanced each time he participates in learning spaces aimed at working on the understanding reader.

Therefore, concerning the development of reading comprehension in high school adolescents of the institution "Nicolás Romero 981" it is possible to observe that each of the students presents a different level of development, this, in turn, is reflected given the stimuli that he has received in the academic, social and family environment, which allow him to achieve optimal development of his ability.

### **Reading in a second language.**

Grabe (2009) explains that when a person reads in their mother tongue, they make use of certain neural connections which are considerably different in each language, given that readers are familiar with the sure spellings that compose it, which they recognize from an early age and little by little they are concretized, and in turn allow them to carry out the reading process promptly.

Grabe (2009) mentions the role of readers in the reading learning process on a second language; they acquire new processes of affixation, so as an English teacher, I develop pedagogical situations to familiarize students with vocabulary, structure, and pronunciation of content in English; which allows my students to carry out the reading process and be able to identify the main ideas of the text; differ with them; make a new position regarding the information that was read.

### **Micro skills.**

To promote reading comprehension ability, it will work through micro-skills strategies that, according to Zarei and Pedram (2018), of reading skills." Emphasizing the following four micro reading skills according to Zarei and Pedram (2018):

1. Drawing a logical inference from a reading passage.
2. Understanding mood, tone, or impression of a reading passage.
3. Guessing the contextual meaning of words in a reading passage.
4. Getting the main idea of a reading passage.

### **Constructivism.**

Constructivism is a learning theory that states that man can understand and reflect on his environment and build a representation of it. It is essential to mention the bases of teaching concept through the detection of relevant supports (scaffolds) for the construction of knowledge that takes up the experiences of the staff that according to Piaget quoted in Meece, (2000), The constructivist approach of the learning child creates the knowledge of the world from his interactions with the environment. Teachers facilitate the process by focusing his attention, asking questions, and stimulating his thinking.

Likewise, constructivism will improve the teaching and learning processes, favoring reflection and student-centered learning in the group of 2<sup>nd</sup> "C" as a way to achieve better learning; that is, it is a theory about how the knowledge, aspects of knowledge converge.

This approach's basic approach is that the individual is his construction produced due to the interaction of his internal dispositions and his environment, and his knowledge is not a copy of reality but a construction that the person makes herself.

This construction results from the initial representation of the information and the activity, external or internal, that we develop in this regard Carretero (1994). The preceding means that learning is not a passive process, but an active process on the part of the student to organize, relate and interpret the information they receive in order, based on their experience, to build their knowledge through strategies and planning to promote learning comprehension reading.

### **Meaningful learning.**

Paraphrasing Ausubel (1963), meaningful learning is the way to acquire and store many ideas and information represented in any field of knowledge. *Meaningful learning* is the process through which new information is related to the cognitive structure of the person who learns, which is transformed into psychological meaning for the subject or, in this case, in the students. Therefore, it aims to explain the learning process taking into account the processes of understanding, transformation, storage, and use of information.

### **Teaching-learning strategies.**

According to Monereo (1994), learning strategies are decision-making processes in which the student chooses and recovers, in a coordinated way, the knowledge he needs to fulfill a particular demand or objective, depending on the characteristics of the educational situation in which the action occurs.

In this way, the activities used to facilitate knowledge acquisition are made through learning strategies, which are characterized to facilitate knowledge in the learner during learning to influence the information process.

However, on the other hand, paraphrasing Schmeck (1988); Schunk (1991), teaching strategies are sequences of procedures or plans oriented towards the achievement of learning goals, while specific procedures within that sequence are called tactics. Learning. In this case, the strategies would be procedures carried out by the student to improve learning, which implies a sequence of activities adjusted to the objective or goal.

### **Didactic sequence.**

It is possible to plan a didactic sequence for a subject or topic; that is, it is reasonably flexible planning, so it is essential to carry out these didactic sequences that help strengthen teaching by achieving educational goals.

According to Moreira (2012), it defines *didactic sequence* as potentially facilitating teaching sequences of learning specific topics of conceptual or procedural knowledge, which can stimulate applied research in the daily teaching of classes. According to the author, one can only speak of teaching when there is learning, and for learning to be considered such, it must be permanent.

The proposed didactic sequence is theoretically based, in such a way that it guides learning considering the various materials and teaching and evaluation strategies, to increase the participation of the student in their learning process so that during of different digital tools or material that helps to improve the learning of 2<sup>nd</sup> “C” students and the activities will be detailed, as well as the type of evaluation.

## **Planning.**

Planning is a way of organizing and facilitating contributions to design strategies that improve teaching-learning to optimize learning in different students. It is crucial to bear in mind that there are no alike students. In the group 2<sup>nd</sup> "C," the planner must analyze, implement actions and activities to obtain a favorable educational result; the process is attended to organize and foresee the how, when, where, with what, and what for learn.

The planning is focused so that it contributes to improving teaching practice, favoring the learning and teaching process of the diversity of students.

For these reasons, consider it essential to analyze and reflect on planning as a tool that contributes to optimizing the learning of the diversity of students, taking into account that planning is essential to foresee various futures concerning educational processes; specifies aims, objectives, and goals; allows the definition of courses of action and, based on these, determines the most appropriate resources and strategies to achieve the expected learning, (Diaz Barriga, 2005).

Planning is one of the essential tools of the teacher since it allows us to analyze and predict the variables that intervene in the teaching-learning process and the well-being of students to obtain the best possible results in learning, so it will be of support to improve strategies to promote reading comprehension in the 2<sup>nd</sup> "C" group.

Planning is not a task to be carried out automatically and mechanically; it involves the personal capacity, dexterity, and ability of the teacher, recognizing that the educational purposes, characteristics, and students' educational needs with fundamental references to carry out an adequate; since the adequation the teacher can lead a variety of experiences that are not congruent with the established purposes. So planning in the 2<sup>nd</sup> "C" group is fundamental, taking into account the students' characteristics and needs even tough in virtual environments.

It is essential to reflect on the importance of developing planning tailored to the needs of the students, having a clear vision of what the 2<sup>nd</sup> "C" group needs to achieve a commitment, and improving reading comprehension in a second language.

The planning carried out by the teacher, carefully designed, contributes to having enough time to help students to express affections and interests given that many learning problems provide attention to the basic needs that should characterize in the teaching-learning processes in group 2<sup>nd</sup> "C."

### **Instructions.**

The Instructions are fundamental in education; the students know the dynamics of the tasks, following the instructions of each activity. Harmer (1998), for his part, recommends that the instructions be as simple as possible and logical. It is essential for this author that the teacher verifies that the students know what they have to do through an example provided by the students.

In other words, students must respond to the necessary procedure; therefore, the teacher must be able to transmit the instructions for been understood in order to carry them out; this will allow the 2<sup>nd</sup> "C" group to understand and is reflected in the same way through assignments in google classroom and virtual classes in google meet in the 2<sup>nd</sup> "C" group.

### **Technological tools.**

As for technological tools, according to Diaz, (2016), digital tools are a way to innovate classes to strengthen learning; they are tools that help us facilitate daily life activities by making use of skills. Furthermore, the knowledge that allows the efficient use of technological resources and instruments can be highly effective learning tools for developing technological competencies in students to use different digital tools during classes.

### **Evaluation.**

*Evaluation* is defined as an educational tool whose fundamental purpose is to enhance learning; however, paraphrasing SEP (2018) defines it as a systematic and planned process through multiple strategies, which allows making judgments and assessing whether students have reached the expected learning, taking into account the knowledge, skills, attitudes, and values.

In other words, it is a way to facilitate and support the teaching and pedagogical decisions of teachers' intervention, influencing the learning process with a defined purpose of assigning a grade, always seeking to improve the quality of education.



For this reason, it is crucial, the use of the information we collect will allow us to make better decisions about the next steps in learning and make more appropriate action proposals to help students advance, considering their characteristics and needs, taking into account diagnosis and formative evaluation in the 2<sup>nd</sup> "C" group.

Paraphrased to SEP (2018), the diagnostic evaluation allows all interested parties to know what particular degree of learning is mastered before starting work or activities, so it is necessary to know the needs and qualities, and areas of opportunity through activities.

On the other hand, paraphrasing SEP (2018) Formative assessment guides from the progress and difficulties of students during the learning process, that is, decisions about the teaching strategy and the necessary adjustments should influence the student, in order to achieve the learning goals taking into account the competencies that the student achieved.

### **Investigation action.**

According to Elliott (2005), action research is focused on discovering students' feelings about teaching practice since it is a tool that allows the researcher to be a generator of professional knowledge that seeks to improve actions. Thus, by implementing it in the educational field, it is possible to attend to problem situations identified within educational institutions.

Therefore, in my future teaching, I will use it to address the problems that I identify in terms of the use of digital tools to develop reading skills and thus improve my teaching training and intervention to promote the construction of their learning. The above is because my teaching intervention is always in constant improvement and searching to meet the various challenges facing education.

### **Smith cycle.**

The objective of this work is to describe Smith's cycle, emphasizing action research through reflection, since during the intervention days, I will support myself with said reflection in order to analyze the intervention days with the 2<sup>nd</sup> "C" group for the development of my skills and my professional development at Nicolas Romero No.981 high school.

It is essential to mention that numerous models have been proposed to carry out reflection processes. However, as we mentioned, we will use the cycle elaborated by Smith (1991) Y that consists of 4 phases or stages.

a) Description

b) Inspiration

c) Confrontation

d) Reformulation.

The notions presented are demanding and favor processes of continuous and systematic professional development from initial training. Therefore, this would imply reflection not only for but in and on the activities carried out in the classroom.

For this author, the reflective process arises from the need to generate positive changes in schools, but from their bases, from the perception of a professional problem carried out by the teacher. Therefore, in each of the phases, the teacher's performance is essential. This model originates in continuous training processes, which is why it is presented as a good option for teachers in training who dedicate a subject to the development and professional knowledge of the teacher.

In the same way and we mention the reflection cycle of Smith (1991). It is composed of four phases or stages:

A) Description

B) Inspiration,

C) Confrontation

D) Reformulation.

Next, the process carried out is described, indicating the stages that were traveled, according to the model proposed by Smith (1991).

#### **DESCRIPTION.**

It is essential to identify teaching practice as problematic. Paraphrasing (Smith, 1991) The first step in this cycle is to perceive the problems of teaching practice, for which we must be able to describe our practices and use these descriptions as a basis for further debates and be analytical according to (Smith, 1991) In this first stage, a description of a situation that arose during the educational intervention in classes was made.

#### **INSPIRATION.**

On the other hand, the mere description of a situation that is considered problematic is not enough, so clearly describing the problem in the initial teaching of teachers must advance to a second stage. The next phase corresponds to that inspiration. In a few words, Paraphrasing Smith (1991) seeks what the meaning of my teaching is? In other words, this phase's objective is to explain the theoretical frameworks that justify the action that made me act in a certain way, emphasizing the strategies that favored my action in class.

Therefore, it is relevant to mention the strategies carried out during the virtual classes with the 2<sup>nd</sup> "C" group in reading and comprehension strategies.

### **CONFRONTATION.**

Once we have explained the theories and strategies that govern class action, we are ready to reflect on other theoretical contributions. Therefore, paraphrasing (Smith, 1991) in the confrontation, it is expected to confront the person who performs the cycle of reflection with ideas and convictions, explaining why that led us to act in this way.

I reconsidered during the confrontation in the 2<sup>nd</sup> "C" group, primarily considering my skills to develop and the purposes of the subject of study for the improvement of my professional practices.

### **REFORMULATION.**

Paraphrasing Smith (1991) is how you would execute the strategies or theories, however in another way, so in the reformulation, you can see the final result of becoming aware of our ideas and my practices.

## **Exploring Activities**

The reflective activity for teachers on practices should be part of his training process. This activity offers the possibility of distancing oneself from the professional problem, giving space to contemplate the practice in a reflective process. Learning improvements are ones of the most relevant problematic situations involving daily decision-making between students-teacher.

It is crucial to promote reflective action in English teachers as it allows us to evaluate our behavior and guide our practices more efficiently. In the same way, we must consider that it is not a short-term and straightforward process since it is a continuous process of learning, dynamic, of constant changes that leads us to appropriate relevant ideas and discard others.

In this article, we intend to discuss how to promote comprehension reading using digital tools through the micro-skills reading strategy, taking as a primary basis the constructivist pedagogy in the subject of English in the official high school 0981 Nicolas Romero leading a process of reflection. For this, the skills to be developed and improved teaching practice have been taken as a starting point.

In our case, it refers to promoting and improving comprehension reading in a second language (English) with the micro-skills strategies suggested by Zarei and Pedram (2018) for students in group 2<sup>nd</sup> "C" who are at the age of 13 to 14 years.

The reflective process has been developed under the arguments proposed by Smith's Cycle of Reflection (1991), which in simple terms allows us to analyze our past experiences projecting improvements in the future to deepen this reflection experience. So the reflection came on the classroom situation, which led to a rethinking of this practice.

All the stages contemplated in the cycle on the professional problem raised have been developed, which entails on the part of the teachers, raising the conflict situation and being aware that what beliefs and conceptions in this regard can be interpreted differently by others.

The central idea of this reflective process is that the teacher considers this proposal as a professional development tool that allows him to look at his practice, making explicit his assumptions and beliefs about his professional actions.

I will bear in mind that this look is open and ready for transformations that help us restructure our actions. In this article, we present the theoretical framework that is the basis of our discussions, and then I describe Smith's Cycle of Reflection (1991) and our reflections made during the course.

## Smith Cycle 1. The Dozen Roses.

### **Description:**

Theme: Monologues.

Group: 2<sup>nd</sup> "C".

Date: January 18<sup>th</sup> to 25<sup>th</sup>.

The following document contains information made during the third trainee teacher practices session at the "Nicolás Romero" High School No. 981, CCT.15EES7479G; it is located in S/N, Bulevares del Lago, 54473 Villa Nicolás Romero, State of Mexico.

During the intervention day with the 2<sup>nd</sup> "C" group the week of January 18<sup>th</sup> to 25<sup>th</sup>. On the 18<sup>th</sup>, I sent them a YouTube video through the classroom explaining the topic of Monologues with the following information:

**What is a monologue?**

**How is the monologue expressed?** (Appendix 13)

Where learning improves are the following:

- Review of genres of monologues.**
- Promotes feedback.** (Appendix 14)

For this reason, they wrote in their notebooks the following:

- What is a monologue?**
- How is the monologue expressed?**
- First-person.**
- Narrative.**
- Active.** (Appendix 15)

They also listened and completed a monologue according to audio (Appendix 16), and I also sent them reading from Buying Flowers, where they answered the following questions:

1. Why is the man buying flowers?
2. What color are roses?
3. How much do roses cost per dozen?
4. Why the roses have a reasonable price today?
5. Write the meaning of the following words: dozen, sale, cheap, cost, price.
6. What does the seller say about roses and women? (Appendix 17)

However, on Wednesday, January 20th, I worked with this activity in the online class through PowerPoint in which they searched a dictionary for the following words before reading dozen, sale, cheap, cost, price in order to better understand the reading right away I chose two students to read the Buying Flowers reading, and they immediately analyzed the questions: (Appendix 18)

1. Why is the man buying flowers?
2. What color are roses?
3. How much do roses cost per dozen?
4. Why the roses have a reasonable price today? (Appendix 19)

These questions guided the students to understand the reading more clearly, and finally, I chose two students to reread the reading and help them in the pronunciation of the reading.

**Social Language Practice:** Improvise a short monologue on a topic of interest. (Appendix 14)



## **Explanation:**

I decided to carry out the class according to Piaget (1962) quoted in Meece (2000). The constructivist approach creates knowledge of the world from his interactions with the environment. The teachers facilitate the process by focusing his attention, asking questions, and stimulating their thinking.

I agree because, during the interventions, I was an intermediary during the virtual class and guided the students to improve the reading comprehension of the students through guided questions in which the students understood the reading through vocabulary and questions.

On the other hand, virtual learning environments allowed me to create a synchronous and asynchronous digital space in which teaching-learning was developed where I use interactive materials to promote autonomous learning that, according to Wasserman, Quint, Norris, and Carr (2015) mentions that students study by themselves the theoretical concepts provided by the teacher. Class time will be used to answer questions, carry out practices and initiate relevant discussions with the content.

This is during online interventions since class time is used to answer questions and activities, so online classes develop student learning.

This through the use of micro skill strategies that, according to Zarei and Pedram (2018), "is the ability to construct meaning from a reading passage in order to meet the objectives of reading comprehension the development of reading skills" (p.9). Emphasizing the following four reading micro-skills according to Zarei and Pedram (2018):

1. **Drawing a logical inference from a reading passage.**
2. **Understanding mood, tone, or impression of a reading passage.**
3. **Guessing the contextual meaning of words in a reading passage.**
4. **Getting the main idea of a reading passage.**

However, during the intervention day, the following micro-skills were developed during the online class.

3. **Guessing the contextual meaning of words in a reading passage.**
4. **Getting the main idea of a reading passage**

Taking into account two micro-skills that I developed during the online classes.

3. **Guessing the contextual meaning of words in a reading passage.**

In this micro-skill during virtual class, together with the students, they read the reading of Buying Flowers (Appendix 18), and the students with a dictionary looked up the words from point number 5 (Appendix 19) in order for the students to understand that the reading.

4. **Getting the main idea of a reading passage.**

After reading and looking for the meaning, students with questions 1, 2, 3, 4, and 6 answered the questions to understand the reading better, which helped them understand with more clarity reading, as can be seen in the activity answered by a student. (Appendix 20)

## **Confrontation:**

The first competition to improve during my intervention was:

*Identify the special educational needs that some of your students may have; serve them, if possible, through particular didactic proposals, and know where to obtain guidance and support to do so.*

I believe that this competence was improved, I was able to identify the needs of my students, and I attended to them through my teaching, which was prioritized by providing support to the group to help them develop skills and knowledge about the English subject.

However, it requires designing didactic proposals that guide students to develop their reading skills by implementing micro-skills and thus enhancing both the students' skills and my teacher training. I returned the group characteristics and interests, focused on terms of the cognitive level of the group.

*Assume your profession as a career for life, know your rights and obligations, and use the resources available to improve your professional capacity.*

I managed to assume the teaching role according to the legal guidelines that regulate my practice, so the main theoretical-methodological activities that I carried out are the design of activity sequences, formative evaluation of the students through the reception, and review of the evidence sent by the students, they prepared the teacher's diary intending to reflect on my practice and propose actions to improve.

Regarding technological tools, according to (Diaz *et al.*, 2016), digital tools are a way to innovate classes to strengthen learning, so during the interventions with the 2<sup>nd</sup> "C" group, different digital tools were provided to promote learning. Learning, such as classroom, WhatsApp, YouTube PowerPoints, and PDF documents, helped me reinforce the students' learning since the students make use of these digital tools from home.

**Didactic sequence:** On Wednesday, January 20<sup>th</sup>, I worked with this activity in the online class through PowerPoint in which they searched a dictionary for the following words before reading dozen, sale, cheap, cost, price in order to better understand the reading right away I chose two students to read the Buying Flowers reading, and they immediately analyzed the questions: (Appendix 18)

1. Why is the man buying flowers?
2. What color are roses?
3. How much do roses cost per dozen?
4. Why the roses have a reasonable price today? (Appendix 19)

These questions guided the students to understand the reading more clearly, and finally, I chose two students to reread the reading and helped them in the pronunciation of the reading.

On the other hand, I consider that the micro-skills developed in this activity Zarei and Pedram, (2018)

**1. Drawing a logical inference from a reading passage.**

**4. Getting the main idea of a reading passage.**

I achieved since during the intervention, the students, with the support of a dictionary, identified words and understood the reading as it could be seen at work, also with the support of questions 1, 2, 3, 4, and 6 and the previous vocabulary at point 5 the students were able to assimilate the reading. (Appendix 20)

### **Reconstruction:**

Rholetter (2014) defines *reading comprehension* as "the process of giving meaning to a text" (p. 1), so I consider that during the intervention in the online class with the students, I could achieve them since it managed to promote that the students reading comprehension with strategies making use of micro-skills in reading.

Therefore, in the subsequent intervention, I am going to use the following two micro-skills.

**1. Drawing a logical inference from a reading passage.**

**4. Getting the main idea of a reading passage.**

On the other hand, paraphrasing Diaz (2016), the use of digital tools helps promote the apprentices' autonomous learning, which I consider to be achieved with the students of group 2<sup>nd</sup> "C" since the students assimilated reading with the support of technological tools. during the online class through google meet and a PowerPoint presentation, taking into account the number of students who delivered the activity (Appendix 21)

## **Smith Cycle 2. Three countries, three cultures.**

### **Description:**

Theme: Comparatives.

Group: 2<sup>nd</sup> "C"

Date: February 8<sup>th</sup>-15<sup>th</sup>.

The following document contains information carried out during the fourth trainee teacher practices at the Official High School No.0985 Nicolas Romero CCT. 15EES7479G; It is located in S/N, Bulevares del Lago, 54473 Villa Nicolás Romero, State of Mexico.

During the intervention in the 2<sup>nd</sup> "C" group, I worked from February 8<sup>th</sup> to 15<sup>th</sup>, where on Monday, February 8<sup>th</sup>, I sent you a video explaining the subject of comparisons with the following information:

- **What are comparatives?**
- **How do you form the comparatives?** (Appendix 22)

In addition, the following learnings were promoted:

- Read and understand the general meaning, main ideas, and details from literary essays.**
- Describe and compare cultural aspects.** (Appendix 23)

For this reason, the students wrote the following information in their notebooks:

- **What are comparatives?**
- **How do you form the comparatives?** (Appendix 24)

The activities were as follows:

1. Read the reading from "My favorite country" and identify and underline the sentences with comparatives.

2. Students wrote true or false according to the reading in 4 sentences.

3. According to the reading, the students ordered four sentences about comparatives.

4. Finally, according to the reading, the students answered the following two questions in their notebooks.

-1. What is David's favorite country?

-2. Why is Mexico your favorite country? (Appendix 25)

However, on Wednesday, February 10<sup>th</sup>, during virtual class, I worked with the following activities.

During the online class, they first ordered three sentences with the structure of the comparatives (Appendix 26) then with the support of 5 students, they read the reading of "My favorite country" (Appendix 27) then I supported them in the pronunciation of the reading, and then the students identified the sentences with the structure of the comparatives. (Appendix 28). Moreover, the students answered the following two questions in their notebook:

**-1. What is David's favorite country?**

**-2. Why is Mexico your favorite country? (Appendix 29)**

The comparative sentences and the questions helped the student better understand the comprehension reading during the online class.

**Social Language Practice:** Read short literary essays to contrast cultural aspects. (Appendix 23)

### **Explanation:**

During the virtual sessions, I decided to use the constructivist approach that, paraphrasing Piaget quoted in Meece, the student must interact by contracting their knowledge so that the active interaction has essential material and resources that help the student contribute to the development of their learning. Hence, a guide who is supporting the development of the student is also essential.

For this reason, the students during the virtual classes were given support and digital tools to facilitate the construction of their learning, and students were helped to understand reading through activities to promote reading comprehension.

On the other hand, paraphrasing (Flores, Diaz & Rigo, 2016) digital tools are technological resources that help both the teacher and the students to streamline work and improve the teaching-learning process.

For what I consider convenient to use different digital tools such as google meet, which allowed me to interact with the students and carry out the classes online, I also made use of a PowerPoint presentation that allowed me to show the activities during the google classroom class. Moreover, WhatsApp and Gmail allow me to interact by message with the students and send the activities on time; for this reason, he considered that I improved the teaching approach during virtual classes.



On the other hand, during the virtual sessions, I made use of micro-skills strategies to promote comprehension reading, which according to (Zarei and Pedram, 2018), "is the ability to construct meaning from a reading passage in order to fulfill with the objectives of reading comprehension the development of reading skills" (p.9). Emphasizing the following four reading micro-skills according to Zarei and Pedram (2018, p.9):

1. **Drawing a logical inference from a reading passage.**
2. **Understanding mood, tone, or impression of a reading passage.**
3. **Guessing the contextual meaning of words in a reading passage.**
4. **Getting the main idea of a reading passage.**

However, during the intervention day, the following micro-skills were developed during the online class.

1. **Drawing a logical inference from a reading passage.**
4. **Getting the main idea of a reading passage.**

Take these two micro-skills into account to develop the topic in the virtual classroom.

1. **Drawing a logical inference from a reading passage.**

In these micro comprehension reading skills, I took it into account during the virtual session since the students first ordered three sentences with the structure of the comparatives, which later in the reading, they identified the sentences that helped the students understand the reading with more clarity.

#### **4. Getting the main idea of a reading passage.**

In this micro-ability, the students obtained the main idea with the activity where they ordered the sentences, which they later identified in the reading "my favorite country," which is why it helped answer the two questions asked in activity number 4, as an example. (Appendix 30)

#### **Confrontation:**

##### **The first competence improve during my intervention was:**

*Identify the special educational needs that some of your students may have; serve them, if possible, through particular didactic proposals, and know where to obtain guidance and support to do so.*

I believe that I managed to enhance this competence since, during my interventions, I attended to the educational needs of the students in terms of the construction of their learning, since when carrying out the learning situation "my favorite country," some of them explained to me their doubts regarding the subject of comparatives, for example, they asked me: What is the structure of comparatives? What does a specific vocabulary word mean? Moreover, When are they used?

In addition, when proposing to the students the use of adjectives in the comparatives in reading, I supported them in realizing the same, given that when reviewing the delivery of their evidence, I realized that the vast majority of them did not know. They answered the questions correctly. Hence, I mentioned that it was important that before answering the questions, they should read the reading at least twice to have a better reading comprehension that would allow them to answer the questions and their time to identify the comparatives used in it.

*Assume your profession as a career for life, know your rights and obligations, and use the resources available to improve your professional capacity.*

The competence as mentioned earlier, I consider that from the teaching work that I carried in the group, before, during, and after the design of learning situations, it has been strengthened given that currently given the situation by the Covid-19 virus pandemic, I have rethought my teaching intervention, that is, the strategies, digital tools, teaching methodologies, learning environments which I have modified according to the distance learning that was proposed to continue with the teaching process.

In addition, I improved my professional capacity as a teacher, since, through the current teaching approaches proposed by the curriculum and the new ways of students' learning, it demands my role as a teacher, as mentioned by González (2016), I must consider the student an active and not a passive being, so my proposal to improve favors those as mentioned above, because I propose to the students to express, inquire, read, and listen to different words and text in a second language in English.

**Didactic sequence:** On Wednesday, February 10<sup>th</sup>, during the virtual class, work with the following activities.

During the online class, they first ordered three sentences with the structure of the comparatives (Appendix 26) then with the support of 5 students, they read the reading of "My favorite country" (Appendix 27) then I supported them in the pronunciation of the reading, and then the students identified the sentences with the structure of the comparatives. (Appendix 28) Furthermore, the students answered the following two questions in their notebook:

**-1. What is David's favorite country?**

**-2. Why is Mexico your favorite country? (Appendix 29)**

I consider my students understood the general meaning of the reading “My favorite country,” because when I asked them in English some questions like: “Who is David? Where is David? Which is the coldest country? Is Mexico hotter than Russia? They answered with coherency in English and others (half of the participation) in Spanish.

I helped develop the following micro-skills during the intervention during the online class.

**1. Drawing a logical inference from a reading passage.**

**4. Getting the main idea of a reading passage.**

Take these two micro-skills into account to develop the topic in the virtual classroom.

These micro-skills helped the students understand the comparatives' structure, which helped the students understand the content of the reading more clearly.

After identifying the general sense of reading, the students were able to answer the following two questions:

**-1. What is David's favorite country?**

**-2. Why is Mexico your favorite country? (Appendix 29)**

These activities helped to understand the reading, thus achieving the expected learning as seen in the activity. (Appendix 30)

## **Reconstruction:**

During the virtual meeting, I consider that the objective was fulfilled since I managed to promote reading comprehension by linguistic skills where students understood reading besides, according to Fischer (2004), refers to it as "the ability to make sense to what is written," it is the ability to understand what they read.

So I consider that 2<sup>nd</sup> "C" group motivated and favored the construction of their learning through reading, which in turn They understood the general meaning of reading through strategies and reading micro-skills that helped to understand reading as can be seen in the activity (Appendix 30) and at the same time with the use of different digital tools and taking into account the number of students who delivered the activities. (Appendix 31)

On the other hand, the micro-skills that I will use in the next virtual meeting in the 2<sup>nd</sup> "C" group to promote reading are:

**1. Drawing a logical inference from a reading passage.**

**4. Getting the main idea of a reading passage.**

### **Smith Cycle 3. The best country.**

#### **Description:**

Theme: Superlatives.

Group: 2<sup>nd</sup> "C".

Date: February 15<sup>th</sup>-22<sup>nd</sup>.

The following document contains information carried out during the fourth trainee teacher practices session at the "Nicolás Romero" High School No. 981, CCT. 15EES7479G; it is located in S/N, Bulevares del Lago, 54473 Villa Nicolás Romero, State of Mexico.

During the intervention in the 2<sup>nd</sup> "C" group, I worked from February 15<sup>th</sup> to 22<sup>nd</sup>, where on Monday, February 15<sup>th</sup>, I sent you a video explaining the topic of "superlatives" with the following information:

- **What are Superlatives?**
- **How do you form the superlatives?** (Appendix 32)

In addition, the following learnings were promoted:

- **Read and understand the general meaning, main ideas, and details from literary essays.**
- **Describe and compare cultural aspects.** (Appendix 33)

For this reason, the students wrote the following information in their notebooks:

**- What are Superlatives?**

**- How do you form the superlatives?**

**- Write four examples.**

As you can see in the activity. (Appendix 34)

The activities were as follows:

1. Read the reading from "My favorite country" and identify and underline the sentences with the structure of the superlatives.

2. Students wrote true or false according to the reading in 4 sentences.

3. According to the reading, the students ordered four sentences with the structure of the superlatives.

4. Finally, according to the reading, the students answered the following two questions in their notebooks.

1. What is Selena's favorite country?

2. Why is Mexico your favorite country? (Appendix 35)

However, on Wednesday, February 17th, during virtual class, I worked with the following activities.

Students first read the sentences of the true or false activity during the online class, and then the students read the reading of "My favorite country" (Appendix 36) with the support of 5 students. I supported them in the pronunciation of the reading and then the students, They read the sentences of true or false again; however, this time they answered true or false according to the reading "My favorite country" once read (Appendix 37) after the students identified the sentences with the structure of the superlatives (Appendix 38). Finally, the students answered the following two questions in their notebook:

-1. What is Selena's favorite country?

-2. Why is Mexico her favorite country? (Appendix 39)

The comparative sentences and the questions will help the student better understand comprehension reading during the online class.

**The social practice of language:** Read short literary essays to contrast cultural aspects. (Appendix 33)

### **Explanation:**

During the virtual class with the 2<sup>nd</sup> "C" group, knowledge was carried out with the constructivist approach's support Calderón Sánchez (2001). Teachers must help students find the most suitable strategy for each one, a process that information and achieve abstract reasoning and symbolic representations of the concepts.



With this, I confirm that this approach was carried out since the students were actively participatory, and I was the one who guided them to their learning. That promoted the learning environments, and the student became the primary constructor of their knowledge without forgetting that the protagonist of learning is the student and not the teacher. The students imply that the information given to the students must be organized and structured clearly, and in turn, give the possibility to assimilate quickly to facilitate the learning process during class.

In the same way, taking into account the above, during virtual classes, doubts are usually resolved; if the students have not understood the subject, it is essential to mention that the virtual classes were used to resolve doubts to a large extent. However, I can say that the activity was of great help to improve reading comprehension in the students, emphasizing the students who were during the virtual class and taking into account that there are students who, for unknown reasons, do not enter the virtual class.

On the other hand, reading strategies were retaken through the use of micro-skills strategies to promote reading comprehension, which according to Zarei and Pedram (2018), "is the ability to construct meaning from a reading passage with the in order to meet the objectives of reading comprehension the development of reading skills." Emphasizing the following four reading micro-skills according to Zarei and Pedram (2018):

1. **Drawing a logical inference from a reading passage.**
2. **Understanding mood, tone, or impression of a reading passage.**
3. **Guessing the contextual meaning of words in a reading passage.**
4. **Getting the main idea of a reading passage.**

However, it is essential to mention that the following micro-skills were retaken to promote reading comprehension.

**1. Drawing a logical inference from a reading passage.**

**4. Getting the main idea of a reading passage.**

Both were carried from the beginning to the end of the class, the sentences of true or false were read first, and then they read the reading to identify said problems raised in the reading.

The micro-skills helped students raise an idea about the reading and understanding the context and content and in the same way helped the students understand and become familiar with the vocabulary of the subject with reading since the main subject was the superlatives, as you can see in the activity. (Appendix 40)

**Confrontation:**

The development and application of this sequence allowed me to develop the following competence that stipulates my plan and study program for the Bachelor of Secondary Education with a Specialty in English:

*Identify the special educational needs that some of your students may have; serve them, if possible, through particular didactic proposals, and know where to obtain guidance and support to do so.*

With the "Superlatives" learning situation, I implement the following micro-skills: Drawing a logical inference from a reading passage and getting the main idea of a reading passage. I instructed the group to read the sentences in the true or false activity to familiarize them with the information to be collected in the reading and understand it to give answers to them. (Appendix 40)

The vast majority of the students, when carrying out the activity, did not do it intentionally, since at the time we worked on answering the questions, they did not carry it out quickly because they were not attentive to the reading in plenary their classmates did that in the session, and that is how those students with a slow learning pace were supported and guided in carrying out the activity.

However, they must review the topic at home since it was also complex for them to carry out the activity since they did not identify at what moment of the sentence a superlative is being used. Hence, as support material, I suggested watching the video on the subject to support the construction of their learning and provide feedback on the evidence of each student via classroom so that it is resolved correctly.

*Assume your profession as a career for life, know your rights and obligations, and use the resources available to improve your professional capacity.*

I considered this competence to be favored when carrying out a student-centered intervention, based on the constructivist approach; wherein the various activities proposed they were the ones who developed the activities, and I only acted as the guide; at the time of giving instructions, answering questions, and conducting reviews of the various activities requested.

At the same time, he managed to develop the ethical teaching code that regulates my actions in the classroom, so at all times, I address myself with respect, empathy, and responsibility in my teaching work in order to favor the construction of a learning environment based on values that favor the construction of learning in my group regarding a second language such as English at the secondary level.

In the same way, he suggested making the most of in my interventions the various technological tools that my group has, for example, access to the internet and an electronic device that allows them to connect to video chat sessions with the meet application, to put in I play their conceptual, attitudinal and procedural knowledge in the sessions.

**Didactic sequence:** On Wednesday, February 17<sup>th</sup>, during the virtual class, work with the following activities.

Students first read the sentences of the true or false activity during the online class, and then the students read the reading of "My favorite country" (Appendix 36) with the support of 5 students. I supported them in the pronunciation of the reading, and then the students read the sentences of true or false again. However, this time they answered true or false according to the reading "My favorite country" once read (Appendix 37) after the students identified the sentences with the structure of the superlatives (Appendix 38). Finally, the students answered the following two questions in their notebook:

- 1. What is Selena's favorite country?
- 2. Why is Mexico her favorite country? (Appendix 39)

## **Reconstruction:**

Grabe (2009) mentions that in learning to read in a second language, readers must learn new affixation processes. So in my role as a teacher during the virtual class with the 2<sup>nd</sup> "C" group familiarizes students with vocabulary, structure, and pronunciation. of content in English, which allows them to carry out the reading process and be able to identify the main ideas of the text, differentiate themselves from them, take a new position regarding the information that was read, making use of different strategies to promote reading. I needed to promote taking into account the number of students who gave me the activities. (Appendix 41)

On the other hand, from paraphrasing (Castañeda, 2009). Conceiving education in a broader context, citizens must know how to handle knowledge, update it, select what is appropriate for a given context, be in permanent contact with sources of information and understand what has been learned in such a way that it can be adapted to new and rapidly changing situations.

So, I resorted to using digital tools to promote reading comprehension through micro-skills strategies to understand reading, which I believe I achieved since the students gave positive use to the digital tools used in class such as PowerPoint, pdf documents, YouTube, WhatsApp, and classroom which were helpful to follow up my skills.

# CHAPTER

# 3

## **Conclusion**

This section will first discuss the problem and the objectives of the work, and then the research questions presented in chapter one, which will be answered.

The research problem that this study wanted to explore is comprehension reading using digital tools with micro-skills strategies to promote reading comprehension in a second language, in this case, English, and if this strategy helped students improve reading comprehension and taking into account my skills to develop.

On the other hand, during the intervention days, I made use of micro-skills strategies that, according to Zarei and Pedram (2018):

- 1. Drawing a logical inference from a reading passage.**
- 3. Guessing the contextual meaning of words in a reading passage.**
- 4. Getting the main idea of a reading passage.**

The Reading micro-skills, according to Zarei and Pedram (2018), "is the ability to construct meaning from a reading passage in order to meet the objectives of reading comprehension and the development of reading skills" (p. 9). Likewise, I only made use of the following three reading micro-skills:

- 1. Drawing a logical inference from a reading passage.**
- 3. Guessing the contextual meaning of words in a reading passage.**
- 4. Getting the main idea of a reading passage.**

Next, it will be explained how I support each micro skill.

In Smith's cycle "The Dozen of Roses," the following micro-skills were implemented.

**3. Guessing the contextual meaning of words in a reading passage.**

**4. Getting the main idea of a reading passage.**

Taking into account two micro-skills that I developed during the online classes.

**3. Guessing the contextual meaning of words in a reading passage.**

Paraphrasing (Pae, 2003 quoted in Zarei and Pedram, 2018) refers to the ability to roughly understand what denotation or connotation of a word is used. In this micro ability during virtual class, together with the students, they read the reading of Buying Flowers (Appendix 18), and the students with a dictionary looked up the words from point number 5 (Appendix 19) in order for the students to understand what I consider It was a success since the students answered the questions assertively, which showed that they understood the reading as seen in the activity. (Appendix 20)

**1. Drawing a logical inference from a reading passage.**

**4. Getting the main idea of a reading passage.**

Paraphrasing (Pae, 2003 quoted in Zarei and Pedram, 2018) refers to obtaining a general understanding of a written passage without worrying about the details.

Taking into account the above, I consider that after having read the reading and having looked for the meaning of the words, the students with questions 1,2, 3, 4, and 6 (Appendix 20) answered the questions in order to understand reading better, this helped them to understand reading more clearly, that is, there was an improvement in the reading ability of the students.



Following the smith cycles, the smith cycle "three countries, three cultures" and the cycle "The best country," the following micro-skills were promoted.

**1. Make a logical inference from a reading passage.**

**4. Getting the main idea of a reading passage.**

Paraphrasing Kaplan quoted in Zarei and Pedram (2018) is defined as the act of reasoning based on factual knowledge, so in this micro-skill of comprehension reading it is taken into account in the cycle three countries, three cultures, and students first ordered three sentences with the structure of the comparatives with the support of the following questions Who is the main character? Who is David? Where did David live? Is Mexico colder or Japan? Which food is spicier? Which food is healthier according to the reading? These questions during the virtual class helped to understand the reading and at the same time to identify the sentences with the structure of the comparatives reaching conclusions. This led to promote reading comprehension and the general idea of said reading as seen in the activity. (Appendix 30)

In the same way, in the cycle "The best country," the students before reading first read the sentences of the true or false activity and identify the sentences with the structure of the superlatives, supporting me with questions such as: What is the person's name? of the reading? Where did Selena live? According to the reading, What is the largest country in the world? For Selena, which is the hottest country? Which is the most disciplined country? Which country is more relaxed? Mexico or Japan? With the support of the questions, students identified the sentences and understood the reading and at the same time identified the premises if they were true or false of activity 2 (Appendix 35) and in the same way the students already understood the structure of the superlatives thanks to the video that I send

them before reading, this helped the students to become familiar with the reading and understand the content of the reading. (Appendix 40)

#### **4. Getting the main idea of a reading passage.**

Paraphrasing (Pae, 2003 quoted in Zarei and Pedram, 2018) refers to obtaining a general understanding of a written passage without worrying about the details. In Smith's cycle, "three countries, three cultures." In this micro-ability, the students obtained the main idea with the activity where they ordered the sentences and then identified in the reading "My favorite country" the sentences with the correct structure of the comparatives, which is why it helped to answer the two questions that were asked. inactivity number 4 (Appendix 30)

In Smith's cycle, "The best country" since with the help of the questions: What is the person's name in the reading? Where did Selena live? According to the reading, What is the largest country in the world? For Selena, which is the hottest country? Which is the most disciplined country? Which country is more relaxed? Mexico or Japan? The students identified the structure of the superlatives with ease.

In the same way, it helped to understand the content of the reading more clearly and become familiar with the vocabulary of the subject reading since the main subject was the superlatives (Appendix 40). I consider the strategy of micro skills to be excellent during the virtual class; however, I have students who did not deliver the activity for unknown reasons. It should be emphasized that they are students who do not enter virtual classes for unknown reasons, and note that these students are the ones who have the most difficulty perform the activities. (Appendix 41)

On the other hand, the elaboration and execution of the different didactic sequences planned and the one elaborated to promote the reading of comprehension with digital tools allowed me to develop and improve the following competence that stipulates my plan and study program of the Bachelor of Secondary Education with Specialty in the English language:

*Identify the special educational needs that some of your students may have; serve them, if possible, through particular didactic proposals, and know where to obtain guidance and support to do so.*

I believe that this competence was improved, I was able to identify the needs of my students, and I attended to them through my teaching, which was prioritized by providing support to the group to help them develop skills and knowledge about the English subject, prioritizing reading comprehension in English.

Enhancing this competence allowed me to be more analytical and reflective in terms of the construction of their learning, given that when carrying out different learning situations, some of them expressed their doubts regarding the topics.

In addition, when proposing to the students the use of adjectives in comparatives and superlatives and providing them with vocabulary for a monologue, could you support them in realizing it?

On the other hand, in the third cycle, "The best country," it was more difficult for me to develop this competence since I had students who did not connect to the virtual class for unknown reasons.

So, I consider to attend to the needs given that some Students did not deliver said activity correctly or and did not respond correctly to the activities given that at the time of reviewing the delivery of their evidence, and they were supported by messages from google classroom. However, it was difficult for students to understand the issue due to this circumstance.

Therefore, I still need to develop this competence further, and I need to design didactic proposals that guide students to develop their reading skills through the implementation of micro-skills and thus enhance both the students' skills and teacher training. It should be noted that there was an improvement in reading comprehension with the integration of micro-skills since it helped to understand the general ideas of the readings, making the students have significant learning.

Regarding technological tools, according to Diaz (2016), digital tools are a way to innovate classes to strengthen learning, so during the interventions with the group of 2<sup>nd</sup> "C," the use of different digital tools provided to promote learning, such as YouTube, Liveworksheet, PowerPoints, PDF documents, google meet, google classroom, Gmail and WhatsApp.

The last three to contact students and be in constant communication in case of doubts about the readings and assigned activities In-classroom and in the same way it was resumed due to the situation in which we find ourselves in a covid-19 pandemic, for which it helped me to reinforce and facilitate the learning of students since from home the students make use of these digital tools so that I consider on this site that this competition was reinforced.

The following competence to develop during the job was:

*Assume your profession as a career for life, know your rights and obligations, and use the resources available to improve your professional capacity.*

I consider that this competence was fully developed since from the teaching work, I carried out different didactic sequences that allowed me to be in front of the group, before, during, and after the design of learning situations, taking into account the situation due to the Covid virus pandemic- 19 I have rethought my teaching intervention, that is, the strategies, digital tools, teaching methodologies, learning environments which I have modified according to the distance learning that was proposed to continue with the teaching process.

I also assume the teaching role according to the legal guidelines that regulate my practice, so the main theoretical-methodological activities that I carried out are the design of activity sequences, formative evaluation, and diagnosis of the students through the reception and review from the evidence sent by the students, to reflect on my practice and propose actions to improve.

Thus, I also managed to favor the moment of carrying out a student-centered intervention, based on the constructivist approach; wherein the various activities proposed they were the ones who developed the activities, and I only acted as the guide; at the time of giving instructions, answering questions, and conducting reviews of the various activities requested.

It is essential to mention that consistently following the ethical teaching code that regulates my actions in the classroom, so at all times, I addressed myself with respect, empathy, and responsibility in my teaching work in order to favor the construction of learning environments based on values that favor the construction of learning in my group regarding a second language such as English at the secondary level.

My central questions are answered according to my experience as a trainee teacher:

### **1. What is the importance of developing micro-skills to promote reading?**

Paraphrased to Zarei and Pedram (2018), Reading micro-skills allow us to understand readings through different strategies to fulfill reading skills development.

Considering the above and the development of reading comprehension with the strategies of reading micro-skills, I consider they should be used to improve the development of reading skills during the virtual sessions. There was an improvement in the students' reading ability using the reading strategy micro-skills since this strategy facilitated the understanding of the contents in the readings. The students obtained the central ideas either through questioning activities before reading.

For this reason, I consider it essential to conceive the use of micro reading skills to promote reading comprehension and impart an active, participatory, constructivist teaching, developed with strategies that allow the construction and improvement of reading comprehension.

### **2. What is the importance of promoting reading comprehension with the constructivist approach?**

Comprehension reading is a fundamental part of learning where it should be advocated for teaching that proposes to impart an active, participatory, constructive teaching, developed with strategies that allow the construction of knowledge.

Considering the above, paraphrasing Piaget's (1968) Piagetian constructivism, knowledge results from the interaction between subject and object; that is, knowledge does not lie in the object but the interaction between both. As constructivism, the student is an active subject taking into account the role of the teacher as an element that can promote development by proposing learning environments and activities adapted to the level of development of the students.

Emphasizing Sole (1992) mentions that reading is how the written language is understood where the reader intervenes and simultaneously decodes the information intervenes, making the reader understand the reading through inferences and premises.

Therefore, it is essential to mention that the constructivist approach favored comprehension reading, guiding it to conclusions with different premises and inferences; these activities allowed the students to understand the reading, so they carried out previous activities that allowed them to understand more reading clarity. I also favored the interaction between teacher-student since, during virtual classes, I guide the student in developing his learning by developing reading skills. With the support of questions or statements, the students understood the content of the reading.

### **3. How does the acquisition and learning of vocabulary influence the use to promote students' reading?**

The words of Robsenblatt (1996) affirms that the reader and the text establish a series of activities to reach their understanding, so that during the sessions, through different strategies of reading micro-skills, the students acquired new vocabulary, as well as grammar which developed reading comprehension skills assimilating new concepts and the main idea of reading.

Likewise, reading competence is one of the most relevant tools since it helps in reading comprehension in a second language. Students strengthen and acquire new vocabulary at the same time to learn a second language case in English.

### **4. What is the impact of the use and design of digital materials for the development of reading, focusing the work on micro-skills?**

Paraphrasing Barriga and Andrade (2012), Digital tools have immense potential to develop the intelligence of students and to innovate education in a different way than the traditional ones, they help to facilitate the work of teachers and students already that meet the skills development needs of the use of digital tools.

Therefore, taking into account the above, I consider that during the interventions, they supported the development of the students' skills since reading comprehension was promoted with the support of digital tools, which facilitated the teaching-learning during the virtual sessions. A way to reflect on how teens and teachers learn and teach.



For Tello (2007), technology and knowledge established bases in how both play a fundamental role in the development and social transformation. This is due to the rapid progress provided by the use of technologies playing a role in transforming education and students.

In other words, during the sessions for the students, the use of different digital tools was something innovative, so they paid attention to the comprehension reading activities in this way. Zarei and Pedram (2018) said the reading micro-skills allow understanding the readings through different strategies in order to comply with the development of reading skills, so that the acquisition of knowledge and transmission was carried out more efficiently through reading micro-skills strategies, thus impacting the acquisition of learning in reading comprehension.

Reading comprehension with the strategies of reading micro-skills with the use of digital tools was very supportive since the use of digital tools facilitated comprehension reading, favoring new skills such as the acquisition of new vocabulary, grammatical structures, and skills. In the use of digital tools, which was a different way of innovating pedagogy in teaching-learning, for this reason, I consider that the strategies of reading micro-skills are an excellent strategy to promote reading comprehension.

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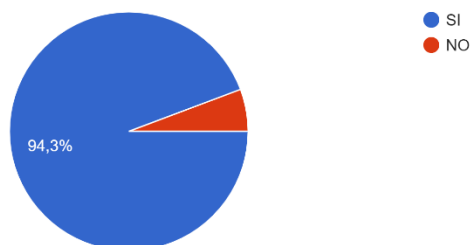
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## Appendix

### Appendix 1

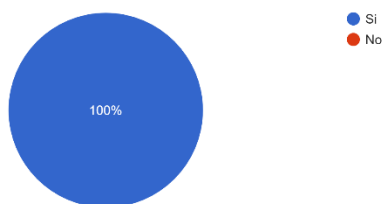
1.- ¿Cuentas con TV para sintonizar la programación "Aprende en casa"?  
35 respuestas



Survey carried out to the group of 1.C to know the number of TV that they have at home.

### Appendix 2

2.- ¿Cuentas con un teléfono celular para recibir y enviar datos, imágenes y mensajes de whatsapp?  
35 respuestas

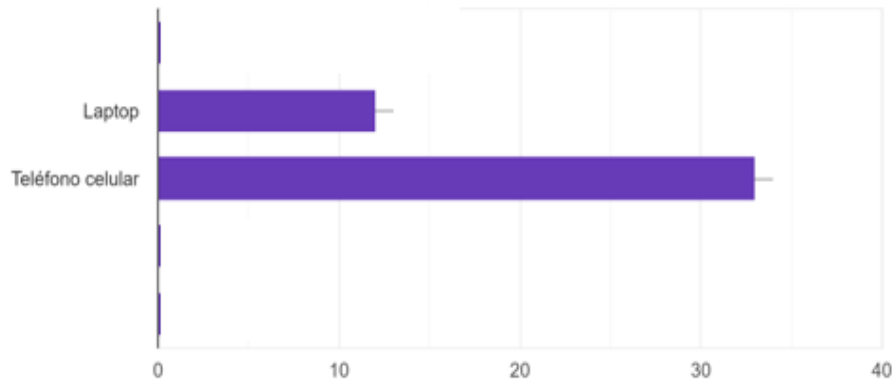


Survey carried out to the group of 1.C to know the number of students who have cell phones.

### Appendix 3

3.- ¿Cuál es el dispositivo electrónico con el que cuentas en casa?

35 respuestas

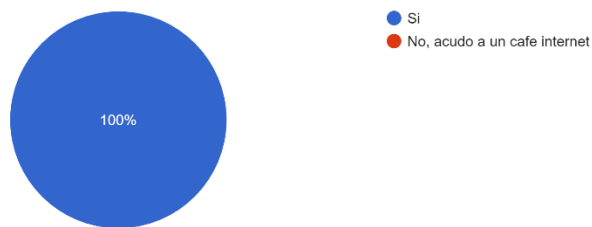


Survey carried out to the group of 1.C to know the number of students who have a computer and laptops.

### Appendix 4

4.- ¿Cuentas con servicio de Internet en casa?

35 respuestas

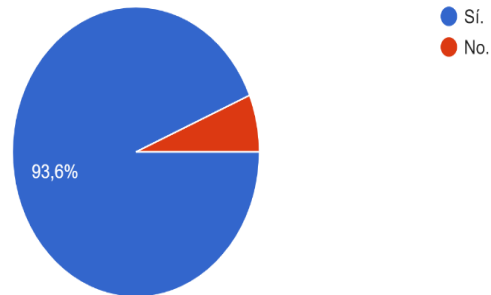


Survey carried out to the group of 1.C to know the number of students who have internet service at home.

## Appendix 5

1.- ¿Cuentas con TV para sintonizar la programación "Aprende en casa"?

47 respuestas

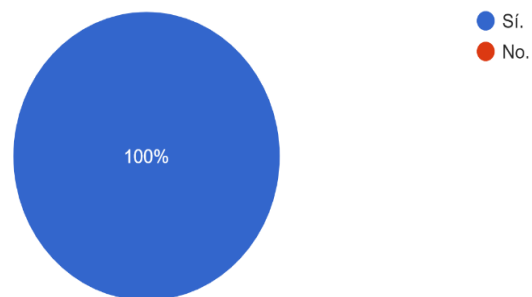


Survey carried out to the group of 2.C to know the number of TV that they have at home.

## Appendix 6

2.- ¿Cuentas con un teléfono celular para recibir y enviar datos, imágenes y mensajes de whatsapp?

47 respuestas

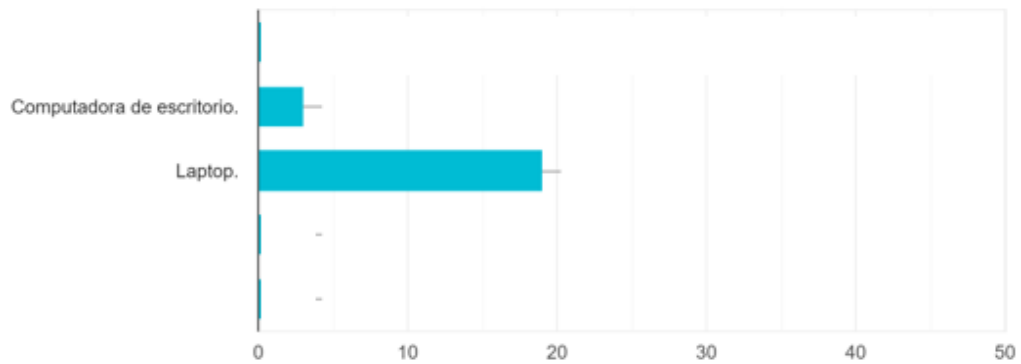


Survey carried out to the group of 2.C to know the number of students who have cell phones.

### Appendix 7

3.- ¿Cuál es el dispositivo electrónico con el que cuentas en casa?

47 respuestas

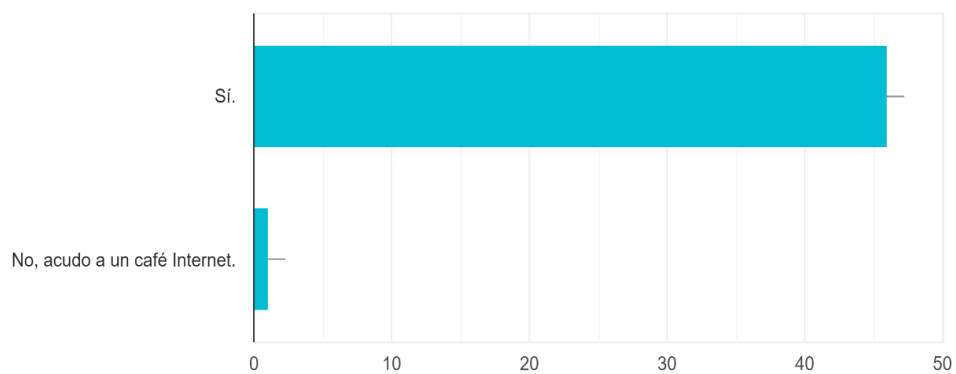


Survey carried out to the group of 2.C to know the number of students who have a computer and laptops.

### Appendix 8

4.- ¿Cuentas con servicio de Internet en casa?

47 respuestas

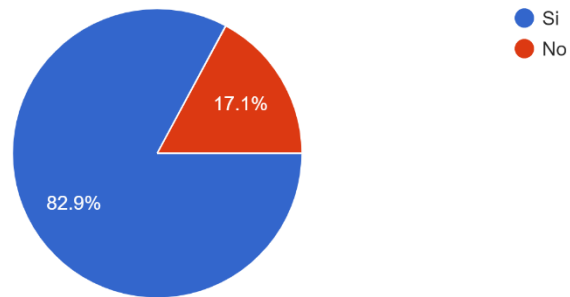


Survey carried out to the group of 2.C to know the number of students who have internet service at home.

## Appendix 9

¿Cuentas con TV para sintonizar la programación "Aprende en casa"?

respuestas

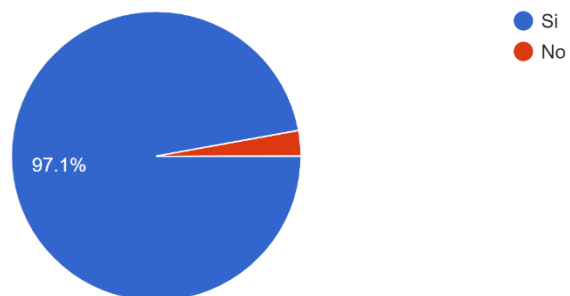


Survey carried out to the group of 2.C to know the number of TV that they have at home.

## Appendix 10

¿Cuentas con un teléfono celular para recibir y enviar datos, imágenes y mensajes de whatsapp?

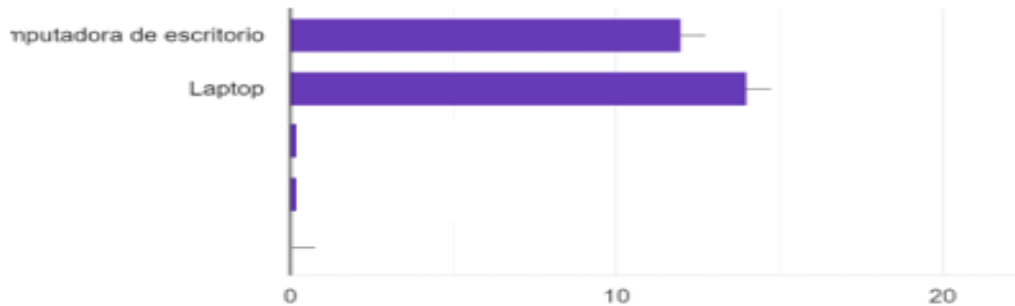
respuestas



## Appendix 11

¿Cuál es el dispositivo electrónico con el que cuentas en casa?

nbsp;respuestas

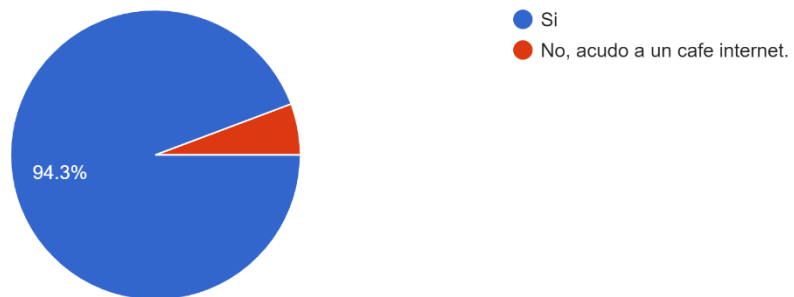


Survey carried out to the group of 2.C to know the number of students who have a computer and laptops.

## Appendix 12

4.- ¿Cuentas con servicio de Internet en casa?

35 respuestas



Survey carried out to the group of 2.C to know the number of students who have internet service at home.

## Appendix 13

Youtube: <https://youtu.be/K4NugxKNX-s>

In this video I explained the monologue theme.

## Appendix 14

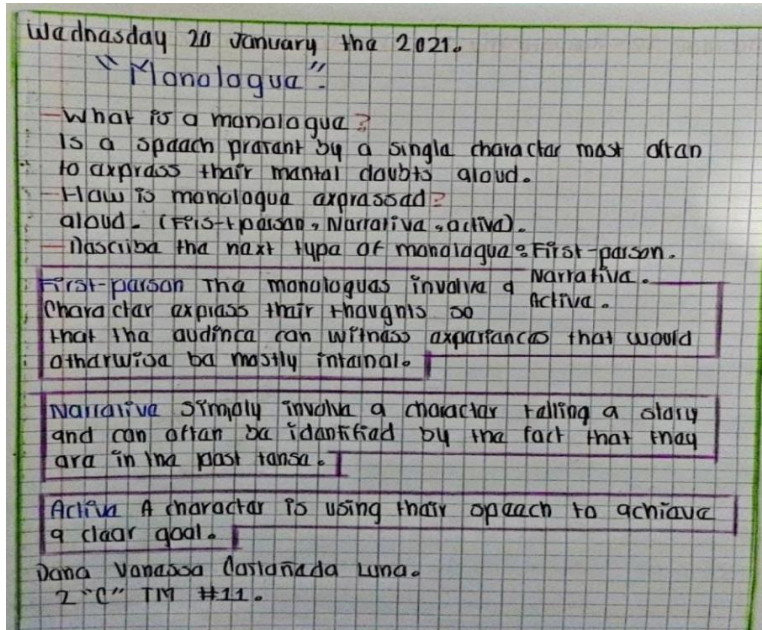
PLANEACIÓN DE CLASE							
Aprendizajes Clave. Para la Educación Integral. Lengua Extranjera. Inglés. Educación básica.							
Middle school:	Escuela Secundaria Oficial No. 961 Nicolas Romero				Clave C.C.T.: 15EES1479G		
School year:	2020-2021	Shift:	Morning shift	Subject:	Inglés 2	Group & Grade: 2-C	
Head teacher:	Gomez Tapia	Yaquelin		Face to face class	Online class	Hybrid class	
Teacher trainee:	Bautista Gómez	Juan Uriel		Week of	January	18th	22nd 2021
Social Learning Environment:	Playful and literary	Specific Competency:	Literary expression	Social Practice of Language:	Improvise a short monologue on a topic of interest.		
Cycle:	4	Unit:	2	Product:			
Instructions: The teacher trainee completes with the information required based on the information agreed with the head teacher.							
Date:	January 18 <sup>th</sup>	Topic(s):	Monologue.	Estimated time of implementation	1 week	Means of contact	Classroom and online class.
A short description of the activities to be developed by the students				Pedagogical adjustments	Resources & educational technology tools:	Assessment & learning evidence	Achievements
-T. sends by classroom a video to introduce yourself to the group and explains the topic in a video about Monologue (Video) (Appendix 1) and Ss write the following points on their notebooks. -What is a monologue? -How is monologue expressed? -Describe the next type of monologue: Fict-person, Narrative, Active.				The link video allows the student to understand the topic.	Video:(Appendix 1)	Answers to questions on their notebooks.	Promote feedback. Review monologue genres

<sup>1</sup> Textbook, TV program, digital resources or platforms, etc.

GOBIERNO DEL ESTADO DE MÉXICO				"2020. Año de Laura Méndez de la Cuenca; emblema de la Mujer Mexicana".			
ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA				EDOMEX			
LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)				DECISIONES FIRMES, RESULTADOS PLANTAS.			
ASIGNATURA: TRABAJO DOCENTE I & II		SEMESTRE: SEPTIMO/OCTAVO		CICLO ESCOLAR: 2020-2021			
PLANEACIÓN DE CLASE							
Ss open the document PDF then Ss read the monologue about "Buying Flowers" and answer the following questions. 1. Why the man is buying flowers? 2. What color are roses? 3. How much do roses cost per dozen? 4. Why the roses have a good price today? 5. Write the meaning of the following words: dozen, sale, cheap, cost, price. 6. What does the seller say about roses and women? Finally, when they finish the activity, they take a photo and send it by classroom. (Appendix 2)				T. send by classroom the document PDF and copy in their notebooks in case they can't print it	Document PDF:(Appendix 2)	Photo of the activity in their notebooks	
Ss open the document PDF and print and paste on their notebooks the activity then Ss Listen and complete the monologue about "Buying Flowers". when they finish the activity, they take a photo and send it by classroom. (Appendix 3)				T. send by classroom the document PDF and copy in their notebooks in case they can't print it	Document PDF and link on Drive (Appendix 3)	Photo of the activity in their notebooks	
Observations, comments and notes							

2°C planning with the theme of "Monologues" describing the didactic sequence of activities.

## Appendix 15



Students answered the three questions according to the video.

## Appendix 16

### Buying Flowers

**Instructions: Listen and complete the following monologue**

<https://drive.google.com/file/d/1guhm-QQ-DPH4O22xN84sYVFg-h5RHZAe/view?usp=sharing>

**A:** I need some flowers for my \_\_\_\_\_. It's her birthday.

**B:** Very well. We \_\_\_\_\_ some fresh red roses.

**A:** How much are the \_\_\_\_\_?

**B:** \$20 per \_\_\_\_\_.

**A:** That sounds \_\_\_\_\_ a good deal.

**B:** Yes, they're on \_\_\_\_\_ today.

**A:** I'll take a dozen.

**B:** Splendid. Will there be anything else?

**A:** No, the roses will be fine.

**B:** I'm sure your wife will \_\_\_\_\_ them.

**Words**

- wife
- Roses
- Have
- love
- Dozen
- Like
- Sale

Students they listened to the audio and completed the monologue.



## Appendix 17

**Buying Flowers**

**Instructions: Read the following monologue and answer the following questions.**

**A:** My wife's birthday is today. I need some flowers.

**B:** We have lots of fresh red roses.

**A:** How much do the roses cost?

**B:** \$20 a dozen.

**A:** That sounds good. Last year I paid \$30.

**B:** Yes, you came here on the right day. They're on sale today.

**A:** Give me a dozen.

**B:** Very good. Would you like anything else?

**A:** No, I'll just give her the roses and a card.

**B:** She should be very pleased with these roses.

**Instructions: Write and answer the following questions in your notebook.**

1. Why the man is buying flowers?
2. What color are roses?
3. How much do roses cost per dozen?
4. Why the roses have a good price today?
5. Write the meaning of the following words: dozen, sale, cheap, cost, price.
6. What does the seller say about roses and women?

Monologue activity "Buying Flowers" and questions.

## Appendix 18

The screenshot shows a PowerPoint presentation in Spanish. The title slide is titled "Buying Flowers" and contains a monologue between a man (A) and a woman (B). The monologue is as follows:

**A:** My wife's birthday is today. I need some flowers.  
**B:** We have lots of fresh red roses.  
**A:** How much do the roses cost?  
**B:** \$20 a dozen.  
**A:** That sounds good. Last year I paid \$30.  
**B:** Yes, you came here on the right day. They're on sale today.  
**A:** Give me a dozen.  
**B:** Very good. Would you like anything else?  
**A:** No, I'll just give her the roses and a card.  
**B:** She should be very pleased with these roses.

The presentation also includes a list of questions for a notebook activity:

1. Why the man is buying flowers?
2. What color are roses?
3. How much do roses cost per dozen?
4. Why the roses have a good price today?
5. Write the meaning of the following words: dozen, sale, cheap, cost, price.
6. What does the seller say about roses and women?

The PowerPoint interface shows the title slide selected in the slide sorter on the left. The status bar at the bottom indicates "Diapositiva 3 de 13" and "Inglés (Estados Unidos)".

Monologue of "Buying Flowers". (Reading) presentation Powerpoint.

## Appendix 19

Monologues - copia - PowerPoint (Error de activación de productos)    juan uriel bautista

Archivo Inicio Insertar Diseño Transiciones Animaciones Presentación con diapositivas Revisar Vista Ayuda ¿Qué desea hacer? Compartir

Portapapeles    Diapositivas

1 English Class

2 Monologues

3 Buying Flowers

4 Questions

5

Haga clic para agregar notas

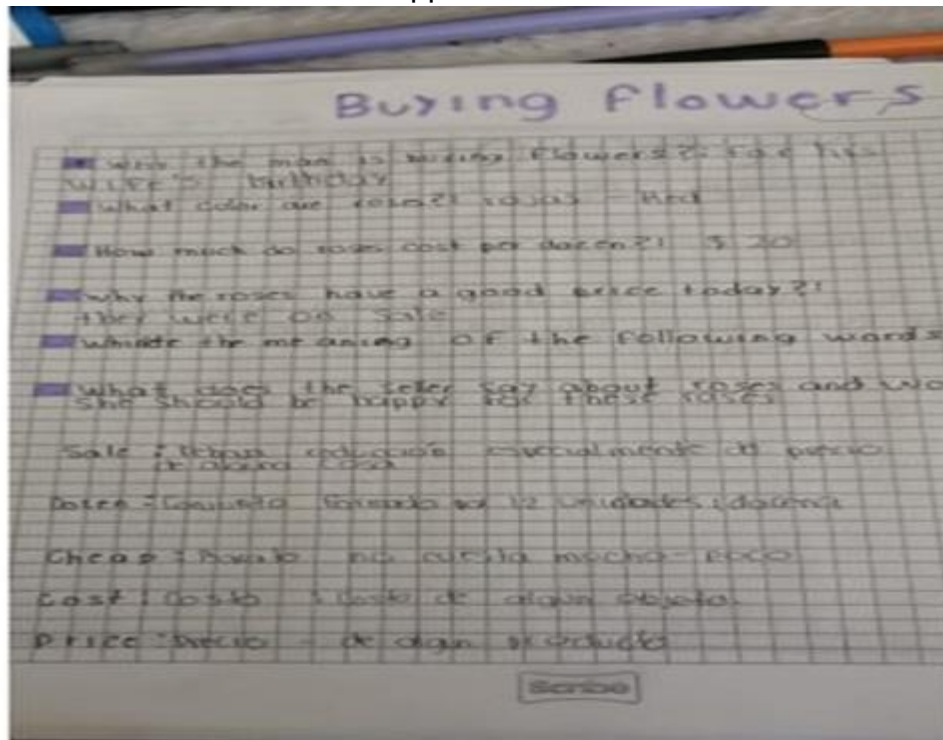
Diapositiva 4 de 13    Inglés (Estados Unidos)    Notas    Comentarios    68%

**Questions.**

1. Why the man is buying flowers?
2. What color are roses?
3. How much do roses cost per dozen?
4. Why the roses have a good price today?
5. Write the meaning of the following words:  
Dozen:  
Sale:  
Cheap:  
Cost:  
Price:

Questions from the monologue "Buying Flowers"(Reading)

## Appendix 20



Activity answered by a student on the monologue of "Buying Flowers".



## Appendix 23

LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)						
ASIGNATURA: TRABAJO DOCENTE I & II		SEMESTRE: SEPTIMO/OCTAVO		CICLO ESCOLAR: 2020-2021		
PLANEACIÓN DE CLASE						
Aprendizajes Clave. Para la Educación Integral. Lengua Extranjera. Inglés. Educación básica.						
Middle school:	Escuela Secundaria Oficial No. 981 Nicolás Romero			Clave C.C.T.: 15EE57479G		
School year:	2020-2021	Shift:	Morning shift	Subject:	Inglés 2	
Head teacher:	Gomez Tapia	Teacher:	Yaquelin	Face to face class	Online class	Hybrid class
Teacher trainee:	Bautista Gómez	Teacher:	Juan Uriel	Week of:	February	8th
						2020
Social Learning Environment:	Playful and literary	Specific Competency:	• Understanding of the self and the other	Social Practice of Language:	• Read short literary essays to contrast cultural aspects.	
Cycle:	4	Unit:	3	Product:	Comparatives between two countries.	
Instructions: The teacher trainee completes with the information required based on the information agreed with the head teacher.						
Date:	February 8th	Topic(s):	Comparatives	Estimated time of implementation	1 week	Means of contact
A short description of the activities to be developed by the students		Pedagogical adjustments		Resources & educational technology tools:		Classroom and online class.
<p>&gt;T. sends by classroom a video, two links to introduce yourself to the group and explains the topic in a video about "Comparatives". (Video) (Appendix 1)</p> <p>Ss open the PDF document then read the reading about "My favourite country" after that Ss find and underline all the comparatives sentences, when they finish the activity Ss take a photo and send it by classroom. (Appendix 2)</p>		<p>The link video allows the student to see some examples of comparatives.</p> <p>T. send by classroom the document PDF and they can copy in their notebooks in case they can't print it.</p>		<p>Video:(Appendix 1)</p> <p>Document PDF:(Appendix 2)</p>		<p>Assessment &amp; learning evidences</p> <p>Photo of the activity on their notebooks.</p>
						<p>Achievements</p> <p>Read and understand general meaning, main ideas, and details from literary essays.</p> <p>Describe and compare cultural aspects.</p>

<sup>1</sup> Textbook, TV/program, digital resources or platforms, etc.



GOBIERNO DEL ESTADO DE MÉXICO

"2021 Año de la Comemoración de la Independencia y la Grandeza de México"



ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA  
LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)  
ASIGNATURA: TRABAJO DOCENTE I & II SEMESTRE: SEPTIMO/OCTAVO CICLO ESCOLAR: 2020-2021

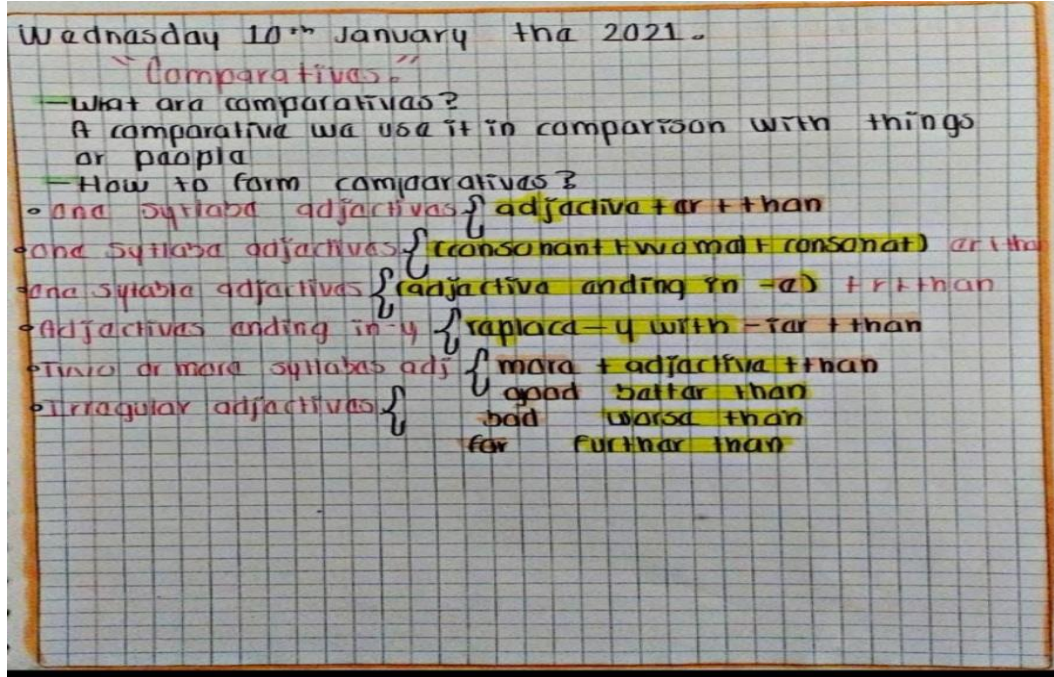
### PLANEACIÓN DE CLASE

Ss open the same PDF document then according to the reading Ss choose if it is True or False. <b>For example: a) England is colder than Mexico. [T]</b> When they finish the activity take a photo and send by Classroom. (Appendix 2)	T. send by classroom the document PDF and they can copy in their notebooks in case they can't print it.	PDF Document (Appendix 2)	Photo of the activity on their notebooks.
Ss open the same PDF document after that Ss put the words in the right order on their notebooks. <b>For example: → Japan/ in winter/ is colder /Mexico/ than Japan is colder than Mexico in winter.</b> When they finish the activity take a photo and send by Classroom. (Appendix 2)	T. send by classroom the document PDF and they can copy in their notebooks in case they can't print it.	PDF Document (Appendix 2)	Photo of the activity on their notebooks.
Ss open the same PDF document later Ss answer the following question on their notebooks. <b>1. What is David's favourite country?</b> <b>2. Why is Mexico your favorite country?</b> When they finish the activity take a photo and send by Classroom.	T. send by classroom the document PDF and they can copy in their notebooks in case they can't print it.	PDF Document (Appendix 2)	Photo of the activity on their notebooks.

Observations:

2°C planning with the theme of "comparatives" describing the didactic sequence of activities.

## Appendix 24



Students answered the two questions according to the video.

## Appendix 25

**Name:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

### My favourite country

**1. Read the text then find and underline all the comparative sentences. For example:**

Hi, I'm David I used to live in the USA but now I live in England, and I've lived and worked in several countries. I think my favourites were probably Japan and Mexico, mainly because of the food and because of the weather. As you know, the weather in England is often very cold, very grey and quite wet. In Mexico is hotter than England, the sky is clearer than England besides in England the weather is worse than in Mexico but I love England. On the other hand, Japan is lovely, because Japan is more humid than Mexico in the summer and colder than Mexico in the winter, but it was still very, very sunny there – sunnier than in England.

The food ... well, I know some people eat to live, but I don't; I live to eat. I love my food, so Japan and Mexico were both wonderful countries for me. I know the food in Britain is maybe more varied than in other countries, because we've got so many different types of cooking here, with all of our Indian restaurants, Chinese, Thai, Italian... the list is endless. But Mexican food was definitely the spiciest food I've had so that even on the fruit we often had chilli. Japanese food – this was probably the healthiest food and the most delicious, and I became a bit of an addict to sushi by the end of my time there.

So, overall, choosing between Mexico, England and Japan, I think Mexico is my favourite. It's the most relaxed country, and the weather is beautiful. It's the sunniest and hottest country, and it has beautiful beaches. So, if I chose, I'd live there.

**2. According to reading, read the sentences and decide if they are true (T) or false (F).**

**For example:** → a) England is colder than Mexico. (T)  
 b) Mexico is hotter than England. ( )  
 c) Mexico is more humid than England. ( )  
 d) In England the sky is clearer than in Mexico. ( )  
 e) Japan is more humid than Mexico in summer. ( )

**3. According to reading, put the words in the right order on your notebook.**

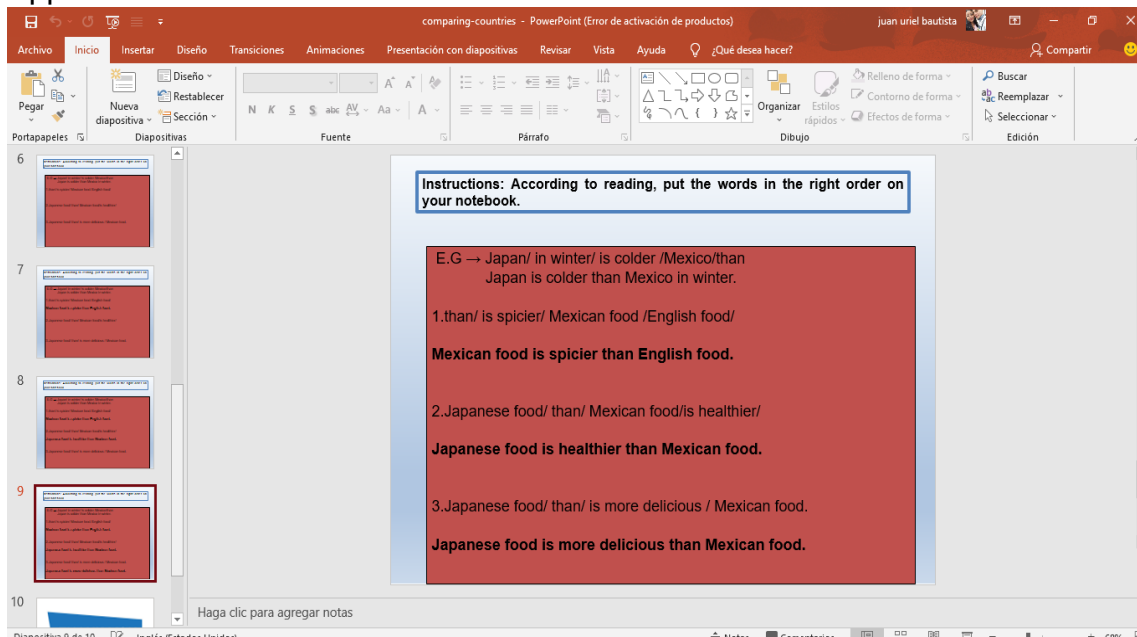
**E.G** → Japan/ in winter/ is colder /Mexico/than Japan is colder than Mexico in winter.  
 than/ is spicier/ Mexican food /English food/  
 Japanese food/ than/ Mexican food/is healthier/  
 Japanese food/ than/ is more delicious / Mexican food.

**4. According to reading, answer the next following questions on your notebook**

1. What is David's favourite country?  
 2. Why is Mexico your favorite country?

"My favorite country" reading activity.(comparatives)

## Appendix 26



**Instructions: According to reading, put the words in the right order on your notebook.**

**E.G** → Japan/ in winter/ is colder /Mexico/than  
 Japan is colder than Mexico in winter.

1. than/ is spicier/ Mexican food /English food/  
**Mexican food is spicier than English food.**

2. Japanese food/ than/ Mexican food/is healthier/  
**Japanese food is healthier than Mexican food.**

3. Japanese food/ than/ is more delicious / Mexican food.  
**Japanese food is more delicious than Mexican food.**

Activity of ordering 3 sentences with the correct structure of the comparatives.

## Appendix 27

**My favourite country**

1. Read the text then find and underline all the superlative sentences. For example:

Hi, I'm Selena I used to live in the USA but now I live in Russia, and I've lived and worked in several countries. I think my favourites were probably Japan and Mexico. For this reason, I consider that **Russia is the coldest country**, as you know, **Russia is the biggest country in the world**, but **Mexico is the hottest country in the world** and it has **the best climate**, however, in my opinion, **Japan is the most beautiful country** because it has beautiful trees everywhere, furthermore, **Japan is the most disciplined country in the world**, I love Japan also it's essential to mention that **Japan is the country with the most natural disasters**.

The food ... well, I know some people eat to live, but I don't; I live to eat. I love my food, so Japan and Mexico were both wonderful countries for me. I know the food in **Russia is maybe most varied** because we've got so many different types of cooking here, with all of our Indian restaurants, Chinese, Thai, Italian... the list is endless. But, **mexican food the spiciest I've ever eaten nevertheless japanese food is the most delicious** in my point of view, besides **japanese food – this was probably the healthiest food and the most delicious**, and I became a bit addicted to sushi by the end of my time there.

So, overall, choosing between Mexico, Russia, and Japan, I think Japan is my favorite. **It's the most relaxed country**, and the weather is beautiful. **It's the sunniest and hottest country**, and it has beautiful beaches. So, if I chose, I'd live there.

Reading of "My favorite Country". (comparatives)

## Appendix 28

**Russia is the coldest country.**  
**Russia is the biggest country in the world.**  
**Mexico is the hottest country in the world.**  
**It has the best climate.**  
**Japan is the most beautiful country.**  
**Japan is the most disciplined country in the world.**  
**Japan is the country with the most natural disasters.**  
**Russia is maybe most varied.**  
**Mexican food the spiciest I've ever eaten.**  
**Japanese food is the most delicious.**  
**Japanese food – this was probably the healthiest food and the most delicious.**  
**It's the most relaxed country.**  
**It's the sunniest and hottest country.**

Students identify sentences with the comparative structure in the reading "My favorite country."

## Appendix 29

14

15

16

17

4. According to reading, answer the next questions on your notebook

**1. What is David's favourite country?**

**2. Why is Mexico your favorite country?**



THANK YOU

Questions from activity 4 of the reading "My favorite country"



## Appendix 30

**Name:** Santarosa Lazo Daniel  
**Date:** 13/02/2021

**My favourite country**

1. Read the text then find and underline all the comparative sentences. For example:

Hi, I'm David I used to live in the USA but now I live in England, and I've lived and worked in several countries. I think my favourites were probably Japan and Mexico, mainly because of the food and because of the weather. As you know, the weather in England is often very cold, very grey and quite wet. in Mexico is hotter than England. The sky is clearer than England besides the weather is worse than in Mexico but I love England. On the other hand, Japan is lovely, because Japan is more humid than Mexico in the summer and colder than Mexico in the winter, but it was still very, very sunny there – sunnier than in England.

The food ... well, I know some people eat to live, but I don't; I live to eat. I love my food, so Japan and Mexico were both wonderful countries for me. I know the food in Britain is maybe more varied than in other countries, because we've got so many different types of cooking here, with all of our Indian restaurants, Chinese, Thai, Italian... the list is endless. But Mexican food was definitely the spiciest food I've had so that even on the fruit we often had chilli. Japanese food – this was probably the healthiest food and the most delicious, and I became a bit of an addict to sushi by the end of my time there.

So, overall, choosing between Mexico, England and Japan, I think Mexico is my favourite. It's the most relaxed country, and the weather is beautiful. It's the sunniest and hottest country, and it has beautiful beaches. So, if I chose, I'd live there.

2. According to reading, read the sentences and decide if they are true (T) or false (F).

For example: → a) England is colder than Mexico. ( T )  
b) Mexico is hotter than England. ( T )  
c) Mexico is more humid than England. ( F )  
d) In England the sky is clearer than in Mexico. ( F )  
e) Japan is more humid than Mexico in summer. ( T )

3. According to reading, put the words in the right order on your notebook.

E.G → Japan/ in winter/ is colder /Mexico/than Japan is colder than Mexico in winter.  
than/ is spicier/ Mexican food /English food/  
Mexican food is spicier than English food  
Japanese food/ than/ Mexican food/is healthier/  
Japanese food is hearthier than Mexican food  
Japanese food/ than/ is more delicious / Mexican food  
Japense food is more delicious than Mexican food

4. According to reading, answer the next following questions on your notebook

1. What is David's favourite country?  
**Mexico**
2. Why is Mexico your favorite country?  
**Because it's the most relaxed country, and the weather is beautiful. It's the sunniest and hottest country, and it has beautiful beaches.**

Example of an activity answered by a student.

# Appendix 31

N.P.	NOMBRE DEL ALUMNO(A)	SEMANA 1							SEMANA 2							SEMANA 3							SEMANA 4							SEMANA 5							TOTAL
		L	M	M	J	V	S	D	L	M	M	J	V	S	D	L	M	M	J	V	S	D	L	M	M	J	V	S	D	L	M	M	J	V	S	D	
1	ALVARADO ARIZULI MOISES	✓							✓							✓							✓							✓							5
2	ANICETO RODRIGUEZ JONATHAN GAEL	✓							✓							✓							✓							✓							5
3	ANTONIO MENDOZA ALEXA	✓							✓							✓							✓							✓							5
4	ARIZULI DANIEL ENRIQUE	✓							✓							✓							✓							✓							5
5	BALDERAS CERVANTES GABRIEL EFREN	✓							✓							✓							✓							✓							5
6	BELMAR BALAZAR IRVIN ALEJANDRO	✓							✓							✓							✓							✓							5
7	BERMUDEZ DELGADO XIMENA VAMILEY	✓							✓							✓							✓							✓							5
8	BURCO RODRIGUEZ HEYUN OSMAI	✓							✓							✓							✓							✓							5
9	CAMACHO VALENCIA CARMEN MICHELL	✓							✓							✓							✓							✓							5
10	CARDENAS ALIJO MARIBEL	✓							✓							✓							✓							✓							5
11	CASTAÑEDA LINA DANA VANESSA	✓							✓							✓							✓							✓							5
12	CERON CRUZ EDITH ZARAI	✓							✓							✓							✓							✓							5
13	CID MORRA VALENTINA ZOE	✓							✓							✓							✓							✓							5
14	CRUZ REYES ALAN	✓							✓							✓							✓							✓							5
15	DE ANDA PADRON HANNIA MARCELA	✓							✓							✓							✓							✓							5
16	FIGUEROA ORNELAS VALERIA	✓							✓							✓							✓							✓							5
17	GALLARDO SANCHEZ AZUL ESTEFANIA	✓							✓							✓							✓							✓							5
18	GARCIA NORIEGA PAOLA ITZARY	✓							✓							✓							✓							✓							5
19	GASPAR CRUZ KOCHILT NETTE	✓							✓							✓							✓							✓							5
20	GONZALEZ FLORES RAQUEL REBELE	✓							✓							✓							✓							✓							5
21	GONZALEZ RAFAEL ZULEIMA SAMAI	✓							✓							✓							✓							✓							5
22	GUTIERREZ AGUILAR ANGEL ANDRON	✓							✓							✓							✓							✓							5
23	HERNANDEZ REYES REBEKA ALEJANDRA	✓							✓							✓							✓							✓							5
24	HUERTA BECERRIL ANITZALV ABBIE TH	✓							✓							✓							✓							✓							5
25	HUERTA ORTEGA MARCOS EDUARDO	✓							✓							✓							✓							✓							5
26	BRAYTE MELO MARIO ESTEBAN	✓							✓							✓							✓							✓							5
27	RUAREZ GIM ANGEL GABRIEL	✓							✓							✓							✓							✓							5
28	KFERMAN NOCUEIRA HUGO ALBERTO	✓							✓							✓							✓							✓							5
29	LEAL GUZMÁN ERICK	✓							✓							✓							✓							✓							5
30	LOPEZ RESENDIZ PALOMA RUBI	✓							✓							✓							✓							✓							5
31	MARTINEZ AVILA ALEX	✓							✓							✓							✓							✓							5
32	MARTINEZ REYES ANDREA FERNANDA	✓							✓							✓							✓							✓							5
33	MARTINON JAVIER DVLAN	✓							✓							✓							✓							✓							5
34	MELO ALCANTARA BRUNO ZURBEL	✓							✓							✓							✓							✓							5
35	MIRANDA RUIZ CARLOS ANGEL	✓							✓							✓							✓							✓							5
36	MONTES ARTEAGA NORMAN ALEXIS	✓							✓							✓							✓							✓							5
37	MORA CALVILLO ANNETTE MICHELLE	✓							✓							✓							✓							✓							5
38	MORAN MEDINA LUIS RIBEL	✓							✓							✓							✓							✓							5
39	NAVARRO VELAZQUEZ IVANNA	✓							✓							✓							✓							✓							5
40	OLMOS RUAREZ SANDRA	✓							✓							✓							✓							✓							5
41	OSCARO GRANADOS IRIANA PAOLA	✓							✓							✓							✓							✓							5
42	PARRA MARQUEZ AURA SAQUIRA	✓							✓							✓							✓							✓							5
43	PATRICIO GONZALEZ LESLY GUADALUPE	✓							✓							✓							✓							✓							5
44	PANCEL SANTIAGO OWEN IARLEY	✓							✓							✓							✓							✓							5
45	REYES PERALTA ANGEL VAIL	✓							✓							✓							✓							✓							5
46	RODRIGUEZ CAMACHO ROMAN HASSIEL	✓							✓							✓							✓							✓							5
47	SALAZAR RAMIREZ LINA DANIELA	✓							✓							✓							✓							✓							5
48	SALVADOR QUIROZ XIMENA	✓							✓							✓							✓							✓							5
49	SANCHEZ ORTIZ MIGUEL ANGEL	✓							✓							✓							✓							✓							5
50	SANTAROSA LAZO DANIEL	✓							✓							✓							✓							✓							5
51	SORIANO FLORES NATALIA	✓							✓							✓							✓							✓							5
52	TERRONES SOLORIO BRANDON	✓							✓							✓							✓							✓							5
53	TOBRES COLLINGA DENISE AIRELY	✓							✓							✓							✓							✓							5
54	VELAZCO PINEDA DORIAN	✓							✓							✓							✓							✓							5

Numero de actividades a entregar	Cinco	Cinco	Cuatro	Cuatro	Uno
Fecha a Entregar	15 de Febrero	22 de Febrero	1 de Marzo	8 de Marzo	15 de Marzo

List of qualifications. 37 students delivered the comparatives activity.

# Appendix 32

Youtube: <https://youtu.be/qUFAQ2hWiN4>

In this video I explained the superlatives theme.

## Appendix 33

### PLANEACIÓN DE CLASE

Aprendizajes Clave. Para la Educación Integral. Lengua Extranjera. Inglés. Educación básica.						
Middle school: <u>Escuela Secundaria Oficial No. 981 Nicolas Romero</u>				Clave C.C.T.: <u>15EES7479G</u>		
School year: <u>2020-2021</u>		Shift: <u>Morning shift</u>		Subject: <u>Inglés 2</u>		Group & Grade: <u>2-C</u>
Head teacher: <u>Gomez Tapia</u>		<u>Yaquelin</u>		Face to face class	Online class	Hybrid class
Teacher: <u>Bautista Gómez</u>		<u>Juan Uriel</u>		Week of: <u>February</u>	<u>15th</u>	<u>2021</u>
Social Learning Environment:	Playful and literary	Specific Competency:	• Understanding of the self and the other	Social Practice of Language:	• Read short literary essays to contrast cultural aspects.	
Cycle:	4	Unit:	3	Product:	3perlatives.	

Instructions: The teacher trainee completes with the information required based on the information agreed with the head teacher.

Date:	February 15th	Topic(s):	Superlatives	Estimated time of implementation	1 week	Means of contact	Classroom and online class.	
A short description of the activities to be developed by the students		Pedagogical adjustments		Resources & educational technology tools <sup>1</sup>		Assessment & learning evidences	Achievements	
>T. sends by classroom a video, a links to introduce yourself to the group and explains the topic in a video about "Superlatives". (Video) (Appendix 1)				The link video allows the student to see some examples of comparatives.		Video:(Appendix 1)		Read and understand general meaning, main ideas, and details from literary essays.
Ss open the PDF document then read the reading about "My favourite country" after that Ss find and underline all the superlatives sentences, when they finish the activity Ss take a photo and send it by classroom. (Appendix 2)				T. send by classroom the document PDF and they can copy in their notebooks in case they can't print it.		Document: PDF:(Appendix 2) Photo of the activity on their notebooks.		Describe and compare cultural aspects.

<sup>1</sup> Textbook, TV program, digital resources or platforms, etc.



GOBIERNO DEL ESTADO DE MÉXICO

"2021. Año de la Celebración de la Independencia y la Grandeza de México"

ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA



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

ASIGNATURA: TRABAJO DOCENTE I & II

SEMESTRE: SEPTIMO/OCTAVO

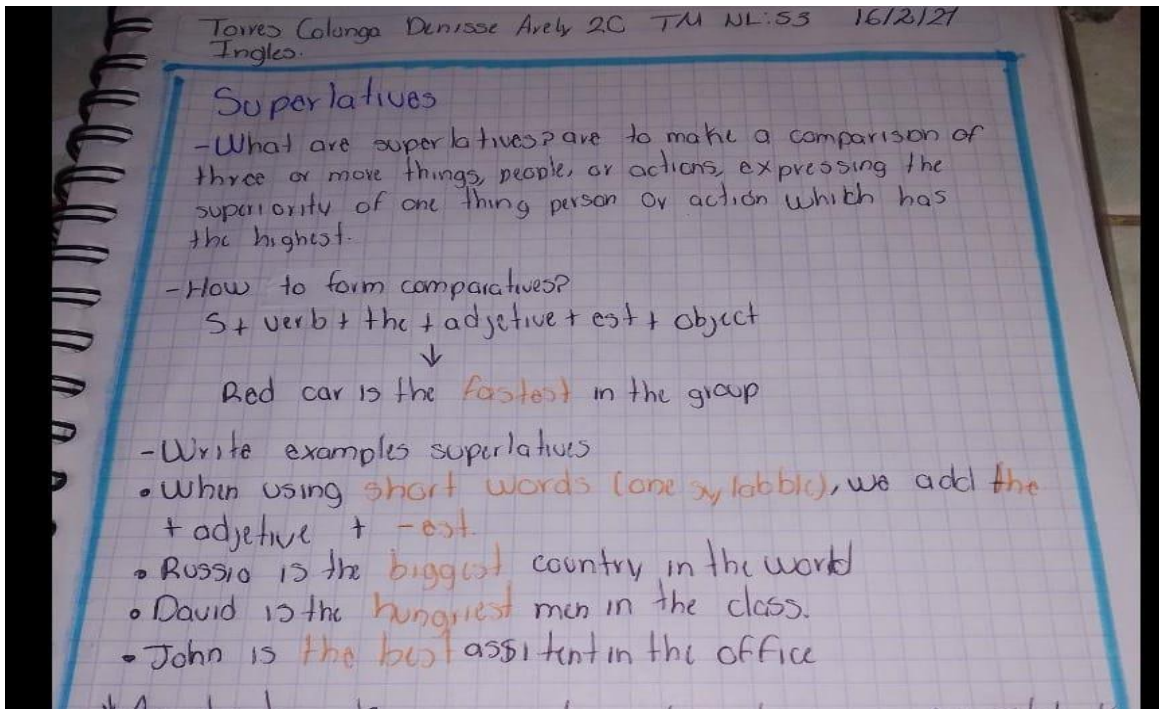
CICLO ESCOLAR: 2020-2021

### PLANEACIÓN DE CLASE

Ss open the same PDF document then according to the reading Ss choose if it is True or False. E.g: <b>Russia is the coldest country</b> (T) when they finish the activity take a photo and send by Classroom. (Appendix 2)	T. send by classroom the document PDF and they can copy in their notebooks in case they can't print it.	PDF Document:(Appendix 2)	Photo of the activity on their notebooks.
Ss open the same PDF document after that Ss put the words in the right order on their notebooks. E.G → <b>Russia/ is/ country / the coldest/ Russia is the coldest country.</b> when they finish the activity take a photo and send by Classroom. (Appendix 2)	T. send by classroom the document PDF and they can copy in their notebooks in case they can't print it.	PDF Document:(Appendix 2)	Photo of the activity on their notebooks.
Ss open the same PDF document later Ss answer the following question on their notebooks. 1.What is Selena's favourite country? 2.Why is Japan your favorite country? when they finish the activity take a photo and send by Classroom.	T. send by classroom the document PDF and they can copy in their notebooks in case they can't print it.	PDF Document:(Appendix 2)	Photo of the activity on their notebooks.
Observations:			

2°C planning with the theme of "superlatives" describing the didactic sequence of activities.

## Appendix 34



Students answered the three questions according to the video.

## Appendix 35

Name:  
Date:

**My favourite country**

1. Read the text and find all the superlatives sentences.

Hi, I'm Selena I used to live in the USA but now I live in Russia, and I've lived and worked in several countries. I think my favourites were probably Japan and Mexico. For this reason, I consider that Russia is the coldest country, as you know, Russia is the biggest country in the world, but Mexico is the hottest country in the world and it has the best climate, however, In my opinion, Japan is the most beautiful country because it has beautiful trees everywhere, furthermore, Japan is the most disciplined country in the world, I love Japan also it's essential to mention that Japan is the country with the most natural disasters.

The food ... well, I know some people eat to live, but I don't; I live to eat. I love my food, so Japan and Mexico were both wonderful countries for me. I know the food in Russia is maybe most varied because we've got so many different types of cooking here, with all of our Indian restaurants, Chinese, Thai, Italian... the list is endless. But, mexican food the spiciest I've ever eaten nevertheless japanese food is the most delicious in my point of view, besides japanese food - this was probably the healthiest food and the most delicious, and I became a bit addicted to sushi by the end of my time there.

So, overall, choosing between Mexico, Russia, and Japan, I think Japan is my favorite. It's the most relaxed country, and the weather is beautiful. It's the sunniest and hottest country, and it has beautiful beaches. So, if I chose, I'd live there.

2. According to reading, read the sentences and decide if they are true (T) or false (F).

For example: → a) Russia is the coldest country (T)

b) Russia is the biggest country in the world. ( )

c) Mexico is the hottest country in the world. ( )

d) Japan is the most disciplined country in the world ( )

e) Japan is the most relaxed country. ( )

3. According to reading, put the words in the right order on your notebook.

E.G →  
Russia/ is/ country in the world /the biggest /  
Japan is /the most / country in the world /disciplined/  
Japan/ is /relaxed /country. / the most

4. According to reading, answer the next questions on your notebook

1. What is Selena's favourite country?  
2. Why is Japan your favourite country?

"My favorite country" reading activity. (superlatives)

## Appendix 36

My favourite country

1. Read the text then find and underline all the superlative sentences. For example:

Hi, I'm Selena I used to live in the USA but now I live in Russia, and I've lived and worked in several countries. I think my favourites were probably Japan and Mexico. For this reason, I consider that **Russia is the coldest country**, as you know, **Russia is the biggest country in the world**, but **Mexico is the hottest country in the world** and it has **the best climate**, however, In my opinion, **Japan is the most beautiful country** because it has beautiful trees everywhere, furthermore, **Japan is the most disciplined country in the world**, I love Japan also it's essential to mention that **Japan is the country with the most natural disasters**.

The food ... well, I know some people eat to live, but I don't; I live to eat. I love my food, so Japan and Mexico were both wonderful countries for me. I know the food in **Russia is maybe most varied** because we've got so many different types of cooking here, with all of our Indian restaurants, Chinese, Thai, Italian... the list is endless. **But, mexican food the spiciest I've ever eaten nevertheless japanese food is the most delicious** in my point of view, besides **japanese food – this was probably the healthiest food and the most delicious**, and I became a bit addicted to sushi by the end of my time there.

So, overall, choosing between Mexico, Russia, and Japan, I think Japan is my favorite. **It's the most relaxed country**, and the weather is beautiful. **It's the sunniest and hottest country**, and it has beautiful beaches. So, if I chose, I'd live there.

Reading of "My favorite Country". (superlatives)

## Appendix 37

Instructions: According to reading, read the sentences and decide if they are true (T) or false (F).

For example: → a) Russia is the coldest country (T)

b) Russia is the biggest country in the world. (T)

c) Mexico is the hottest country in the world. (T)

d) Japan is the most disciplined country in the world (T)

e) Japan is the most relaxed country. (T)

True or false activity of reading "My favorite country"

## Appendix 38

The screenshot shows a PowerPoint presentation in Spanish. The ribbon includes 'Inicio', 'Insertar', 'Diseño', 'Transiciones', 'Animaciones', 'Presentación con diapositivas', 'Revisar', 'Vista', and 'Ayuda'. The slide content is as follows:

**Russia is the coldest country.**  
**Russia is the biggest country in the world.**  
**Mexico is the hottest country in the world.**  
**It has the best climate.**  
**Japan is the most beautiful country.**  
**Japan is the most disciplined country in the world.**  
**Japan is the country with the most natural disasters.**  
**Russia is maybe most varied.**  
**Mexican food the spiciest I've ever eaten.**  
**Japanese food is the most delicious.**  
**Japanese food – this was probably the healthiest food and the most delicious.**  
**It's the most relaxed country.**  
**It's the sunniest and hottest country.**

Students identify sentences with the superlatives structure in the reading "My favorite country."

## Appendix 39

The screenshot shows a PowerPoint presentation in Spanish. The ribbon includes 'Archivo', 'Inicio', 'Insertar', 'Diseño', 'Transiciones', 'Animaciones', 'Presentación con diapositivas', 'Revisar', 'Vista', and 'Ayuda'. The slide content is as follows:

**4. According to reading, answer the next questions on your notebook**

**1. What is David's favourite country?**

**2. Why is Mexico your favorite country?**

Questions from activity 4 of the reading "My favorite country"

## Appendix 40

Name: Tanya Latorre Benise Arde  
Date: 11 Feb 22

### My favourite country

1. Read the text and find all the superlative sentences.

Hi, I'm Selena I used to live in the USA but now I live in Russia, and I've lived and worked in several countries. I think my favourite was probably Japan and Mexico. For this reason, I consider that Russia is the coldest country, as you know Russia is the biggest country in the world, but Mexico is the hottest country in the world and it has the best climate, however, in my opinion, Japan is the most beautiful country because it has beautiful trees everywhere, furthermore, Japan is the most disciplined country in the world. I love Japan also it's essential to mention that Japan is the country with the most natural disasters.

The food... well, I know some people eat to live, but I don't; I live to eat. I love my food, so Japan and Mexico were both wonderful countries for me. I know the food in Russia is maybe the most varied because we've got so many different types of cooking here, with all of our Indian restaurants, Chinese, Thai, Italian... the list is endless. But, Mexican food is the spiciest I've ever eaten nevertheless Japanese food is the most delicious in my point of view, besides Japanese food — this was probably the healthiest food and the most delicious, and I became a bit addicted to sushi by the end of my time there.

So, overall, choosing between Mexico, Russia, and Japan, I think Japan is my favorite. It's the most relaxed country, and the weather is beautiful — it's the sunniest and hottest country, and it has beautiful beaches. So, if I chose, I'd live there.

2. According to reading, read the sentences and decide if they are true (T) or false (F).

For example: → a) Russia is the coldest country (T)  
b) Russia is the biggest country in the world (T)  
c) Mexico is the hottest country in the world (T)  
d) Japan is the most disciplined country in the world (T)  
e) Japan is the most relaxed country. (T)

3. According to reading, put the words in the right order on your notebook.

E.G. —  
Russia is / country in the world / the biggest / Russia is the biggest country in the world  
Japan is / the most / country in the world / disciplined / Japan is the most disciplined country in the world  
Japan is / relaxed / country / the most / Japan is the most relaxed country

4. According to reading, answer the next questions on your notebook

1. What is Selena's favourite country? Japan  
2. Why is Japan your favourite country? For the food, landscapes, and because it is relaxed country

Example of an activity answered by a student.

## Appendix 41

NOMBRE DE LA ESCUELA SE		EDUCALIX																
LISTA DE ASISTENCIA		FECHA: 09-2021																
ASIGNATURA		M																
NOMBRE DEL PROFESOR		TOTAL																
DOMINIO: AV. FLAMINGOS EN BULEVARES DEL TELEFONO: 596-4221		24																
Nº	NOMBRE DEL ALUMNICO(A)	SEMANA 1					SEMANA 2					SEMANA 3					TOTAL	
		L	M	M	J	V	L	M	M	J	V	L	M	M	J	V		
1	ALMADADO AIROLI MONTE																	
2	ANASTO RODRIGUEZ ANATHAN GAEL																	
3	ANTONIO MENDOZA ALEXA																	
4	ARINO DANIEL ENRIQUE																	
5	BALDERAS CERVANTES GAEL EFREN																	
6	BELMAR BALTAZAR BRUN ALIENORIO																	
7	BERMUEZ DELGADO XIMENA VANILE																	
8	BURGOS RODRIGUEZ KEVIN OSMAR																	
9	CAMACHEL VALPUECA GABRIEL MIGUEL																	
10	CARRASCA ALFARO MARIEL																	
11	CASTANEDA LUNA TANIA VANESSA																	
12	CEJON CRISTO EDITH JAVIER																	
13	CID MORIA VALENTINA ZOE																	
14	CRUZ INOS ALAN																	
15	DE ANDA PADRIGNI FANNIA MARCELA																	
16	FIGUEROA ORIBELAS VALENTIA																	
17	GALLARDO SANCHEZ AZUL ESTEFANIA																	
18	GARCIA NORRUEGA PAOLA TIZABY																	
19	GASPAR CRUZ XOXO HELI FELIPE																	
20	CONDALIZ FLORES RAQUEL ORIELI																	
21	CONTALEZ BAFARI ZULEIMA SAMAI																	
22	CUTJERREZ AGUILAR ANGEL ANTON																	
23	HERNANDEZ ROSAS REBEKA ALDANORRA																	
24	HUERITA BECERRIL ANKIZALY ARIBIETHI																	
25	HUERITA ORTEGA MARCOS EDUARDO																	
26	HURTADO MELIO MARCO ESTEBAN																	
27	JUAREZ CHINI ANGEL GABRIEL																	
28	KEPESMAN HOGUEIRA RIVCO ALBERTO																	
29	LEAL GUSMAN ERICK																	
30	LOPEZ BENSINDI DALGOMA IRIBI																	
31	MARTINEZ ARIAN ALEX																	
32	MARTINEZ RIVERA ANDREA FERNANDA																	
33	MARTINEZ JAVIER EVELAN																	
34	MENDO ALCAZANTANA MARIELA FRIEL																	
35	MIRANDA RUIZ CARLOS ANGEL																	
36	MONTES ARTEAGA NORMAN ALEXIS																	
37	MORA GILLO ANNETTE MICHELLE																	
38	MORAN MEDINA LUIS NEIL																	
39	NAVARRO VELAZQUEZ FANNIA																	
40	OLASO JIMENEZ SANDRA																	
41	OVANDO GRANADOS BIANKA PAOLA																	
42	PARRA MARQUEZ AURA SARIBRA																	
43	PATRICIO GONZALEZ LUIS Y GUADALUPE																	
44	RANGEL SANTIAGO OWEN IARLEV																	
45	REYES PERALTA ANGEL VAIL																	
46	RODRIGUEZ CAMACHO ROMAN HASSIEL																	
47	SALAZAR RAMIREZ LUNA DANIELA																	
48	SALVADOR OLIVERO XIMENA																	
49	SANCHEZ ORTIZ MIGUEL ANGEL																	
50	SANTAROSA LAZO DANIEL																	
51	SORIANO FLORES NATALIA																	
52	TERROCHE SOL CIRIO BRANDESON																	
53	TORRES COLLINGA DENISE ARIELV																	
54	VELAZCO PINEDA DORIAN																	

Numero de actividades entregadas: Cinco    Cinco    Cuatro    Cuatro    Uno

Fecha a Entregar: 15 de Febrero    22 de Febrero    1 de Marzo    8 de Marzo    15 de Marzo

List of qualifications. 31 students delivered the superlatives activity.