The Use of Digital Learning Resources to Improve Micro and Macro Skills for Reading Comprehension in English Language

Autor(a): Saraí Echevarría Sandoval
Esc. Sec. Of. No. 0145 "Emiliano Zapata" 15EES0356Q
Amatepec, México.
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Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés)

Analysis of Teaching Experiences

"The Use of Digital Learning Resources to Improve Micro and Macro Skills for Reading Comprehension in English Language Learning"

Que para sustentar examen profesional y obtener el título de

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Saraí Echevarría Sandoval

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Introduction

English language teaching today is of the utmost importance, vital nowadays. This is because we are in a present, where most of the information we find on the internet is written in English. Also, that it is a global language and wherever we travel, we can observe that language.

Mexico, a country that shares one of the most extensive borders with the United States of America, is not the exception to this phenomenon. Even though English has been present in the curricula of Mexican schools since 1960 (British Council, 2015). We are exposed not only to the music of English-speaking artists but also to exposure through its texts.

Having basic English skills in secondary school students has become a primary goal for the government, thus seeking for students speaking English is not only another requirement, or simply a resource that people can count on, but rather, it is a need that humans have today, a consequence of the demands that the world has.

Nevertheless, we have the exposure of music and texts students cannot practice English or learn it formally, just within the classroom, and in some cases, in courses that some students have access to after school. The teacher uses the different activities, strategies and methods so that the student can develop the four skills that English contains: listening, speaking, reading and writing.

The teacher's job is not easy; because students must learn to speak a new language, in addition to culture. Therefore, it is crucial that the student does not learn the English language in isolation, but that they also really learn culture and aspects that help them know more about the language and become interested in it.

Motivation becomes fundamentally in this teaching-learning process since it will be complicated for the teacher to teach if the student is not motivated. In addition, the learning that the student acquires should not stay there, but it must have the ability to transmit it efficiently, and that the content that is addressed and has application in her daily lives.

In the Aprendizajes Clave para la Educación Integral. Lengua Extranjera. Inglés. Educación Básica. Plan y programas de estudio. Orientaciones didácticas y sugerencias de evaluación program, 2017 (ACEI) we have various social practices of language, as an example, we will take one of them which is; Express complaints about a product, the student must be able to express complaints in English, using appropriate expressions, by doing this, they are not only learning in English, but also expressing complaints typically used in their mother tongue.

Meaningful learning and the usefulness that English has in each content is essential in each class, really seeing what its function is in the content that is addressed in secondary school becomes crucial, and as a teacher, it must be attended to.

As mentioned above, English consists of four skills; in this document, we will highlight one: reading. Reading comprehension is something elementary that every human must develop; however, we do not give it its importance.

Through reading we can learn new vocabulary, expand our knowledge about the world, apply functional strategies and later be able to share what we read with others, and learn important information that helps us in our lives. We can use this skill every day, through the reading of text messages, advertisements, logos, menus, instructions, etc., and the understanding of the text and the information that is reflected is vital to fulfill certain activities that we want to do. In Mexico, we have ACEI Plan and Program, in which we as teachers find the purposes to promote in students a set of fundamental knowledge, practices,

skills, attitudes and values that help students to have a comprehensive development.

The fact of knowing how to read, and acquire the necessary knowledge is not closed only to the academic field, for the fulfillment of certain tasks, but also to confront the current world, since as mentioned previously, we find reading in English nowadays.

To develop reading skills, we must know what we want to achieve with our students; in this document, these skills will be focused on micro and macro skills in secondary school students. The importance of students acquiring these reading skills will allow them to learn more efficiently since they will have the necessary input.

The proposal's objective is based on improving micro and macro skills in reading in English language learning. Within the proposal, particular situations were presented, such as the fact of not being in face-to-face classes and having to teach online, through the different technological resources that students have, which caused several students were not able to connect to the classes or be present within the implementation of the proposal.

This document is divided into three chapters. Within the first chapter we can find the origin of the proposal, the problems presented by the students, as well as the results of certain tests that were carried out in the group of study, besides agreements and form of work that were carried out with students. Likewise, we can find the questions to be answered and the purposes of the proposal.

In chapter two, we will find the Theoretical review, based on the search for the fundamental concepts supported by authors who have previously analyzed these topics, at the same time characteristics that both digital resources and reading skill have, and how these two are related with the ACEI Plan and Program.

In chapter three, we will find the implementation of the proposal, developed in three periods for secondary school students, as well as the way in which each of these was developed and the reaction of the students when they were learning. Likewise, strengths and areas of opportunity in terms of improving teaching, some changes and reflections on the part of the teacher who is working with this group of study.

Finally, in the conclusion, we will find the results obtained in the series of applications, as well as the answer to each of the questions after the analysis of the proposal, new challenges that the teacher has too.

CHAPTER 1

1. Topic of Study

1.1 School Context

Education in our days plays a fundamental role in the construction of society and the development of the individuals in it. However, it has faced a series of challenges that have led to changes in teaching students and the way of managing classes.

The pandemic we are facing today has caused classes are no longer in educational institutions as we were used to in our daily lives. We went from having classes in a classroom, where we were in face-to-face contact with students, and we could enjoy their coexistence and move to a different education model.

Several countries, including Mexico, opted for a new work model so that education did not stop, and all students could access to education and sufficient knowledge despite being able to attend school. For this, it was decided to work online.

Working online implies not only assigning learning activities and having them completing them, but also answering their questions, that teachers look for enough resources so that those who do not have an online connection can, like their peers, learn the contents, take part of social practices of the language, skills, attitudes and values related to the program.

Classes are now held mainly on the Zoom platform, Google Meet and Google Classroom, in addition to all the resources and strategies that teachers had to

learn to get used to this new way of working, although it was not easy for anyone, there were a series of errors, but as in everything, there were also successes worthy of recognition.

"Some claim that virtual education cannot be established in the new educational paradigm. Indeed, it should not replace quality face-to-face teaching, but it should offer another alternative, a different paradigm, with its singularities and values. It is said that the Internet transmits data but not values. It will depend on the uses and selection made of these data to transform them into information and, through the teacher's guide, elevate them to knowledge, attitudes and values" (Herrera, 2017, p. 484).

Although this new working model is working today, it does not mean that it is good or bad; instead, teachers management determines whether it is or not useful. It is well known that face-to-face classes allow the learning process, clarification of doubts and, in turn, the assimilation of values to students. However, this can also occur through online classes, as long as the teacher works with the strategies and activities in the sessions to make it possible to develop the same or more skills that face-to-face classes allowed.

1.2 Consejo Técnico Escolar (CTE)

As a part of my last year of training, I was assigned to Escuela Secundaria Técnica No. 2 "Tierra y Libertad", located in the center of Toluca, which as all other schools during this period of sanitary isolation realized all its activities supported mainly by some communication technologies.

Within the institution, I was assigned the 2nd E group, which has 42 students, of which 22 are men, and 20 are women. They are aged 13-14 years. According to the Wealth Health Organization, the students are in adolescence. "Adolescents experience rapid physical, cognitive and psychosocial growth. This affects how

they feel, think, make decisions, and interact with the world around them" (WHO, 2021, par. 2).

To decide how the contents of the English course should be worked on, in the CTE was carried out, where the necessary indications were given to work with the students, as follows:

- Wear the uniform in the zoom sessions.
- Sign in the communication platform technology using their complete name.
- Mention in each session the expected learning, moments of the class and an evaluation instrument at the end of it.

In the CTE's, certain specifications were provided to work with the students, learning about the process they are going through, during confinement due to the pandemic. In addition, be careful in socio-emotional problems, since several students due to the pandemic have lost close relatives to them.

The work with technology, that is, the resources that should be implemented and how to work them with the students. To verify that these considerations were carried out, either the principal or the coordinator of the school, entered the classes and gave suggestions.

Nevertheless, we know that the role of titular English teachers is of utmost importance for students' performance in the sessions. Within the school, there are 4 English teachers with a C2 level and preparation in terms of teaching, teachers with certifications that allow them to concentrate on teaching the classes.

However, it is well known that knowledge is not everything, but also how students are addressed and the relationships that they establish, with rules, but at the same time that allow communication between students and more if they

are being taught a foreign language. Teachers work together to design and determine strategies and ways of working with the groups, of course, giving each a distinctive touch of their own. As I mentioned before, the English teachers agreed on how to work with the students. In this case, the conditions for the English holder to work with the students were the following:
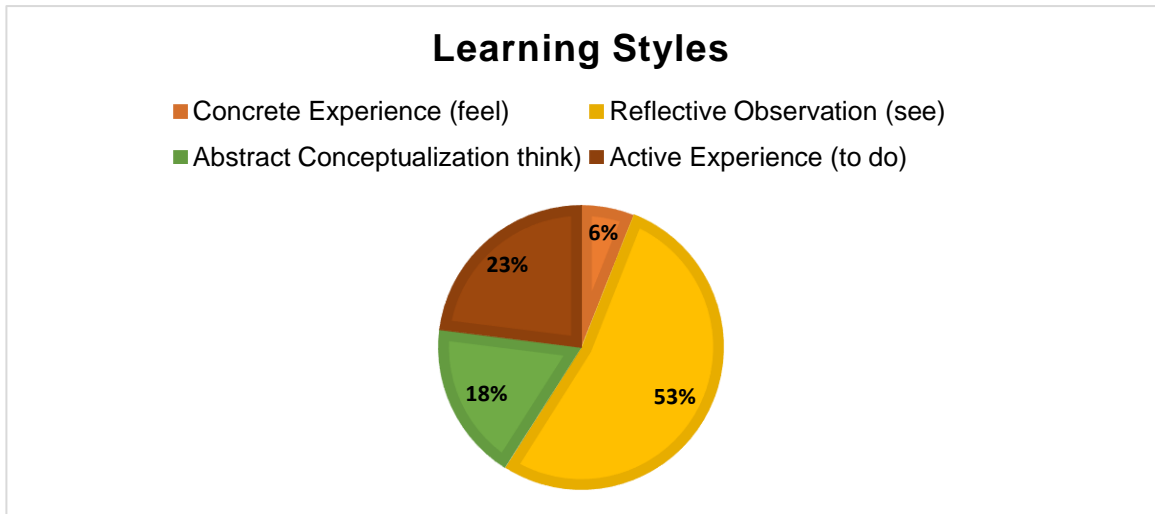
- The Zoom session closes 5 minutes after starting it.
- Two activities to work per week.
- Camera on.
- Full name in each activity that is uploaded to the classroom.

In addition to these instructions and observing the needs and lack of face-to-face classes, I decided to make YouTube videos or reinforce the themes and a series of digital learning resources that would allow content learning and, in turn, the feedback necessary to the students.

1.3 Group of Study

Talking about specific characteristics of this group, it is that the number of students who connect to the sessions is the minority, it is a very active group, which participates if they are questioned, despite the fact that sometimes they do not give or know the correct answer to what is being asked. In addition to the interest and knowledge they have in English, it is a group that can easily relate what they are learning to other subjects, and thus obtain a better learning of the subject.

I applied a series of diagnoses to the group of study. Starting with the learning styles test, together with the titular English teacher, we decided to apply the Kolb model since it allowed us to have more precise results.

Learning Styles

- Concrete Experience (feel)
- Reflective Observation (see)
- Abstract Conceptualization think)
- Active Experience (to do)

6%
23%
18%
53%

Graph 1. Learning styles test results.

The most meaningful results were the predominant learning style is Reflective Observation (Graph 1), which means students, find it easier to acquire learning through sight, as the previous graph shows.

Elementary factor in the construction of student learning, which now despite not being in a classroom, receive through slides, the content to be developed in the English class, in which students can see images related to the topic, and most of their learning in through observation.

This characteristic of the group is reinforced by the fact that when they come across a text, and predict what it will talk about, they can easily do it, as long as they have images that help them, in addition to the videos that are interesting and contain graphics that really help them understand what they are listening to.

Digital Resources

■ Wi-fi ■ Cellphone data
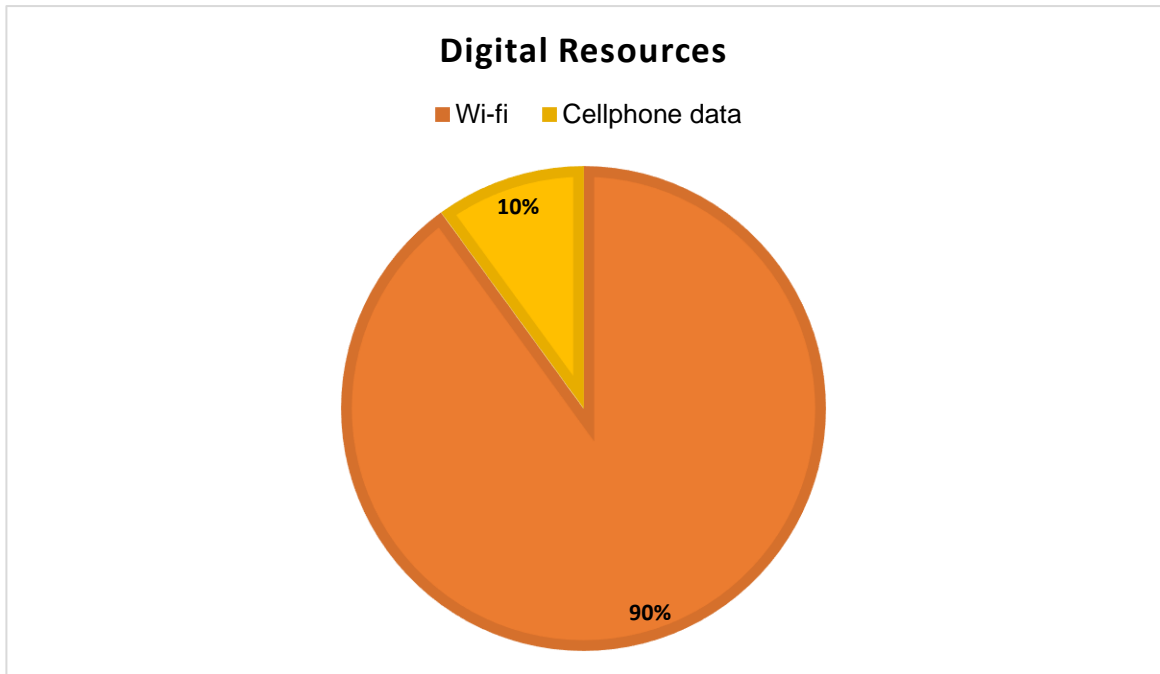
Graph 2. Digital resources test results.

According to the test that was applied on the digital resources they had, the data obtained were the following: Some students do not have a computer, but they do have a cell phone, 90% use their Wi-Fi signal and 10% also have cell phone data (Graph 2), 98% have access to WhatsApp messaging and have access to a television and watch videos on YouTube. The possible fears they face are the fact of not knowing the platforms or the excessive load of tasks and that they cannot comply with these on time.

Within this, and through observation and questions asked to the students in Zoom session, I noticed that some of the students have cellphone or computer, and they have sisters or brothers who also take classes online, which means they have to lend their computer or cellphone. Sometimes, classes are at the same time with each other, and the student cannot join the meeting, however for this, they have the possibility of sending a message to the WhatsApp group, and the activities on the platform are available, and where appropriate, if there is any doubt, they can write it down in the group or let the teacher know.

As the third test applied, we have the English test, which was specifically designed in the content set out in ACEI Plan and Program and based on the levels that the Common European Framework of Reference (CEFR) provides us. However, it should be noted that, in this test, the ability of speaking or listening could not be assessed at this first moment, since it was difficult for students to be able to record an audio at that time due to the situation.

English Results

A2   A1+

A1+

■ Reading   ■ Writing   ■ Grammar and vocabulary
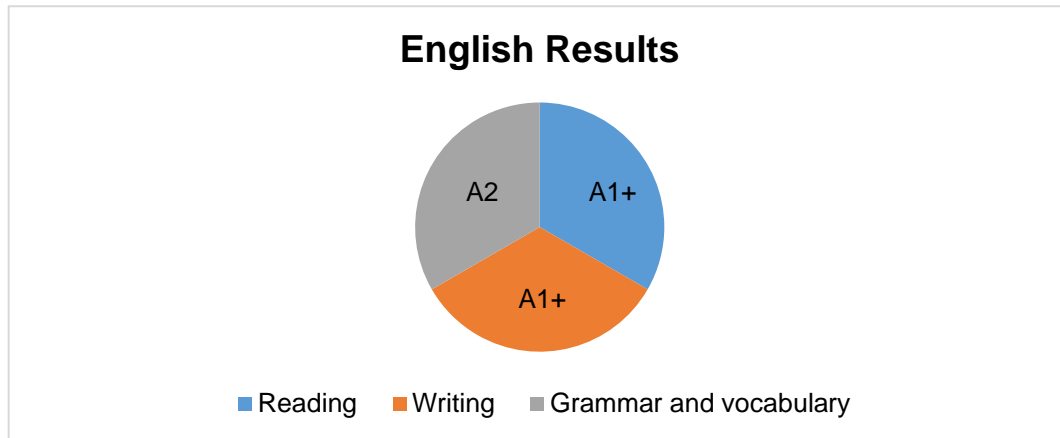
Graph 3. English test results.

As we can see in the Graph 3, among the lower skills we have writing and reading. I determined to work with one of these skills, which is reading. In other words, "…comprehensible input is the crucial and necessary ingredient for learning a new language" (Krashen, 1987, par. 3), in this case, the input of reading. For this reason, I decided to focus my proposal on reading, since it is an elementary factor in learning a foreign language. In addition, it is a personal challenge, because I remembered when I was in secondary school, the activities that I least liked to do in the English subject was reading, since I considered it something difficult, I analyzed this and determined that several of the students at that age think the same, since we do not read in our first language, and we do not have enough prior knowledge to deal with another.

In ACEI Plan and Program (SEP, 2017, p. 165) indicates that students who graduate from secondary school should have B1 level. In this case students with

this level according to the Common European Framework of Reference for Languages (CEFR) can read basic concepts of English, they can understand familiar words, nouns, some objects, etc.

When the student should respond to the exercises or produce based on the information presented in the texts, it is difficult due to the lack of understanding of the text, and then the teaching-learning process of English is broken, and there are gaps that makes learning difficult for students.

In ACEI Plan and Program (SEP, 2017, p. 169), it is suggested that students understand simple texts, the general idea and some relevant ideas. In addition to them, the understanding of the texts allows them to stay in them and have the ability to understand listening. Therefore, we can realize that the fact that students read provides them with a high benefit in developing other skills.

1.4 Problem

Our life, experience and knowledge can be enriched by reading. Therefore, reading is also something indispensable. By reading, we can increase our knowledge about science and technology, which is an easy way to get valuable information. More reading means more knowledge. Moreover, reading is a target language to build vocabulary for English learning.

When learning a language, it is essential to have the necessary input for it, which is reading. Through this skill, we can understand a text and acquire the vocabulary necessary to write and speak. Reading goes beyond just recognizing the words and understanding their meaning, but understanding the text, making inferences, predicting and using the most helpful strategies that help students comprehend and understand the text to produce.

According to the data obtained in the test and the observation that the Zoom classes allowed, the students reported more significant problems in the following areas:

- Lower interest in reading.
- Lack of vocabulary.
- Lack of strategies to comprehend a text.

Related to the problems mentioned above, I decided to focus the work on the lack of strategies to comprehend a text. Based on that, I consider necessary to recover the proposal of Brown (2004), in relation to the micro and macro skills of reading comprehension, which are the following:

"Micro skills

1.   Retain chunks of the language of different lengths in short-term memory.

2.   Recognize that a particular meaning may be expressed in different forms.

Macro-skills

1.   Infer context that is not explicit by using background knowledge.

2.   From described events, ideas, etc., infer links and connections.

3.   Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata to interpret texts" (Brown, 2004, pp. 187-188).

It is essential to mention that they are not all the micro and macro skills that the author proposes; nevertheless, these were selected according to the characteristics and needs that the group reported in the reading skill.

According to ACEI Plan and Program, this proposes that students develop skills, knowledge, attitudes and learning strategies to participate and interact in social practices of the language, oral and written, typical of different routine, habitual and known communicative and cultural contexts, with native and non-native speakers. In other words, it promotes the development of skills in a balanced way.

However, each of these social practices sometimes develops more one skill than the others; the reality is that all four are worked together. Although doing a detailed analysis, we realize that when preparing the learning products, they are oral or written, which leads us to the fact that the input in the development of the classes must be sufficient for the students to create the product.

This fact does not mean that receptive skills are left out, but rather, the need to reinforce them to make the product or to be able to apply the knowledge of English. Sometimes people think English is just speaking or writing, but it is not. It is elemental to understand a text when it is written or spoken.

Within ACEI Plan and Program, we can find the following social practice of the language: Read literary essays, in which students must read essays about English-speaking countries to notice cultural aspects from other countries and later be able to contrast these cultural aspects between the country and Mexico, as we can see, the skill of reading is present, but when they must develop the product, which in this case is a comparative chart, the program suggests that after reading, produce in writing what they understood.

For all this, before making the product, students are given a series of tools that allow them to do it effectively. As teachers, we must put into practice the strategies so that students understand written texts, that they have the necessary knowledge through reading, to acquire a foreign language.

1.5 Purposes

General Purpose

To use digital learning resources to improve micro and macro skills for reading comprehension in English language learning.

Specific Purposes

- To select what digital resources are more suitable to promote micro and macro skills for reading in secondary students.
- To design learning strategies applying digital learning resources to improve micro and macro skills that help students to comprehend words, meaning and consequently, the text when reading.
- To determine which micro and macro skills were more developed by students.
- To analyze the results of applying digital resources to improve micro and macro skills for reading to decide which ones are more convenient for secondary school students.
- To evaluate the results of applying digital resources in reading strategies to improve micro and macro skills for reading.

1.6 Questions to be Answered

- Why are digital resources necessary nowadays in English Language Learning to improve reading skills?
- What are the macro and micro-skills more needed in the secondary students of the second grade?
- Why is it essential to improve macro and micro-skills for reading in secondary school students?
- What are the advantages and disadvantages of using digital resources in the learning of reading?
- What are the most beneficial digital resources for teaching reading in secondary students?

- How to determine the effectiveness of the use of digital resources in teaching reading in secondary students?

- How to apply digital resources when teaching reading?

- Which digital resources were more effective to improve micro and macro skills for reading?

CHAPTER 2

2. Theoretical Review

2.1 The Program to Teach English in Basic Education

Mexican Secondary education can be completed through various modalities, including General, Technical or Tele-secondary. These options follow the national curriculum in terms of content established by the National Ministry of Education (Secretaría de Educación Pública (SEP], 2017).

According to ACEI Plan and Program, the English subject belongs to the "Language and Communication" field, which in terms of this subject, there is a change in the context in which it has been taught. In the 2011 Plan, we had to

consider English as a Second Language, which we can understand as a language learned and used for every day and public communication in a country that speaks it; that is, the learner is exposed to the language.

However, in ACEI Plan and Program, we find this subject within the context of a Foreign Language, which is being understood as the language that is learned in a country in which the target language is not commonly used for that reason, Foreign Language is a more appropriate concept for teaching English in most part of Mexican territory.

The program is divided into two stages: The familiarization stage, where students begin to have contact with the language and get to know it; the other is the second stage where students are expected to have basic control of English, which is expected in the secondary school students which I am working with.

Within the study program, we find that learning EFL it is divided into four cycles, which are the following, in turn mentioning the general purpose that each of these cycles pursue:

"**1st cycle:** Raise awareness and familiarize with a language other than the mother tongue and react to basic and personal communication needs in defined routine contexts.

2nd cycle: Interact in immediate and known communicative situations through expressions used in familiar contexts.

3rd cycle: Interact in everyday communication situations through short oral and written texts in familiar contexts.

The grade I am working with is 2nd grade in secondary school, in which students are supposed to be, that is, in cycle 4, with the following purposes.

4th cycle: Maintain interactions and adapt their performance through various oral and written texts in various communicative situations.

1. Analyze some aspects that allow improving intercultural understanding.

2. Apply some strategies to overcome personal and collective challenges in learning a foreign language.

3. Transfer strategies to consolidate performance in foreign language learning situations.

4. Use a broad but straightforward linguistic repertoire in a variety of familiar and current situations.

5. Exchange information of current interest.

6. Undertake with a neutral register in social exchanges within a varied range of situations" (SEP, 2017, p. 168).

The purposes formerly mentioned are crucial in learning a new language to develop the four skills. In this case, this proposal is related to reading, and these purposes are present in the contents seen in the classes. Based on them, it is expected that students have a B1 level at the end of this grade in each one of the skills, that is, that students understand and exchange opinions about the general meaning and main ideas of various oral and short written texts, know how to act in a basic way in their daily life, describe experiences, events, wishes and plans, as well as the contrast of cultural aspects through literary and recreational activities.

Now, for the development of these competencies within the four skills, a pedagogical approach is adopted based on the social practices of the language. This means that students learn through the interactions they have in their daily lives through a real context (SEP, 2017, pp. 170-171). Although, we know this

approach considers learning as linguistic and cultural, where language is not only seen as knowledge but also as the application and use that is given into real life.

The subject has two curricular organizers: Social learning environments and Communicative activities (SEP, 2017, p.174). Within these environments are located the social practices of the language and we can find these three: "Family and community", "Ludic and literary", and "Academic and training", where a social practice of the language is given to the knowledge of English trying to compensate for the absence of it in the context that we find ourselves.

At the same time, the communicative activities seek that the distribution of the social practices of the language of each environment is balanced, has contextual relevance and attends to the levels of mastery and competence of the Foreign Language. It is important to mention that both the social learning environments and the social practices of the language are taken up from the 2011 Plan, and communicative activities that seek balance in terms of English are now emerging in this 2017 Plan.

The plan itself is very enriching and clarifies the teacher's work to perform at the levels and grades to be worked on. Regarding the way of working, we find the didactic guidelines that guide the intervention that we have with the groups that are working since they include concrete recommendations in teaching the students. They are intended to provoke positive learning experiences in students that promote their cultural and linguistic development since the more skilled they are in communication, the greater their intercultural competence and their preparation for schooling (SEP, 2017, p. 176).

When evaluating, it is of the utmost importance to take into consideration that each of our students learns through social learning environments, taking part of communicative activities, and social practices of the language, at their own pace, the four skills, analyzing this from three senses:

1. Regarding the ways to acquire them.

2. Regarding the moment in which they are acquired.

3. Regarding the level of English proficiency and competence that each student develops (SEP, 2017, p. 177).

For the evaluation to fulfil this purpose, it is necessary to constitute it as a continuous, permanent and formative process, which occurs during teaching and not to assume it as an isolated event that occurs at the end of a specific period.

2.2 Reading: Importance

Within English, there are four skills, two of them receptive and two of them productive. Among the receptive skills, we find reading. Reading is several interactive processes between the reader and the text, in which readers use their knowledge to build, create, and construct meaning.

According to Harmer (2003), reading is helpful for language acquisition. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding. Reading also develops comprehension, critical thinking, and prior knowledge. This relation is interdependent, which means that prior knowledge serves as a foundation for critical thinking and inference-making. Reading is essential and has a primary role in our life.

Speaking, writing, reading and listening, are the basic skills for communication. Students must produce either written or oral texts. Nevertheless, for this, they first need to recognize and understand what they are writing or speaking, and this is where the skill of reading comes in.

"When good readers read for careful comprehension, they typically employ multiple strategies to achieve their goals (and they do so with a heightened level of metacognitive awareness. Among good readers, these strategies are often applied initially without much conscious thought. Only when the initial set of strategies does not lead to successful comprehension is that a much more conscious problem-solving mode of attention is activated". (William, 2002, p. 13).

Reading implies a series of processes to follow, several challenges that students must solve, and the most efficient tools to be able to do so. The use of strategies, in turn, facilitate reading and that it is understood sufficiently; for this, when a student faces the text, he must be able to detect what kind of task is being requested and be able to apply a strategy that works for him.

The importance of reading is relevant; we are benefiting students to be competent in this skill; consequently, if they have helpful input (reading), they will produce correctly. Therefore, to enable students to have such an important skill.

Talking about this skill is not just thinking, that students must understand what they read or decode the symbols for their understanding. If not rather, it implies a series of skills that can be applied, such as micro and macro skills.

It is essential that students understand a text, that they increase their reading ability; for this, it is relevant that they improve their micro and macro skills in reading.

2.3 Problems when Reading

It is crucial to recognize as teachers that there are various obstacles when reading; these can range from the vocabulary, the code used, and the type of

text used. Likewise, we must consider these factors that Christine Nuttall (1996) mentions for them as teachers.

Difficulties with reading comprehension have many implications in school. Specifically, problems understanding texts interfere with studying and learning from texts. Most teachers usually complain about their pupils' difficulties paying attention to what they are reading during daily classroom activities. These kinds of problems with text comprehension have a significant impact on academic achievement.

"In a 2013 UNESCO surveyed 108 countries to look at the reading habits, Mexico ranked 107. Besides, most Mexicans do not have the habit of reading" (Larrey, 2021, par. 1); we are confronted with Spanish as a mother tongue and the impact it generates on students afterwards, having to read in English.

As a first instance, it is essential to introduce them to the chunks, which according to the British Council, are groups of words that can be found together in language. They can be words that always go together. "A… reader uses their knowledge of chunks to help them predict meaning and therefore be able to process language in real-time" (BBC, 2021, par. 1), so when they find a chunk that they already know into the text, it will be easier for them to understand through the context of what is being talked about.

In this case, that the micro and macro skills were worked in an online way, in which the teacher cannot be face to face with the student, it is essential that through a series of activities, generate the necessary interest, and knowing how to choose which digital learning resources to work with.

"It has to be remembered, however, that their application requires careful evaluation of such factors as learner motivation, authenticity, technology, relevance and interest, appropriateness of topic, newsworthiness and length" (Banville, 2005, par. 3).

Teaching this skill is not easy work, for this and as a first instance today, we must promote this reading in students to be later able to design appropriate activities where we provide the strategies that students need to understand. Doing this should not be done quickly and drastically, but rather start to interest them, make the appropriate use of technology so that interest is generated in students, correctly adapting the materials according to the characteristics and needs that the group presents.

2.4 Digital Learning Resources: Their Importance Nowadays

The use of technology when teaching a Foreign Language is of utmost importance; even more, it becomes the required alternative to teach students within a hybrid model and provide them access to education. For this, teachers must choose helpful resources and the most appropriate strategies to be developing the micro and macro skills for reading, proposed by Brown (2007).

The use of digital learning resources has always been fundamental since they adapt to the demands that students have today; it allows them to acquire knowledge in a non-traditional way. Teachers have come to understand that today's youth communicate with friends through cellular phones, email, instant messaging, and chat rooms. "The educators' learning in Information and Communication Technologies (ICT) should be a continuous process as this will enable them to master Digital Learning Resources (DLRs) during classroom management duties" (Camilleri, Mark, 2017, p.8).

We are in an era where the use of these resources is elementary for teaching; we cannot teach as it was done before, but rather the teacher must adapt to the way students acquire learning today.

However, today its use becomes essential due to the situation we are facing in the educational sector, in which classes are online. "Teachers should take advantage of both the technical expertise and excitement that students bring

with them in order to learn from them and connect the use of technology to their teaching" (Walker & White, 2013, p.7).

It is well known that students know a lot about using technology, and as teachers, we must use this expertise. However, our students were used to only using digital resources for games and fun, and at the time that the way to receiving education changes, they too, like us as teachers, are in a learning stage.

When students are taught to work with a platform or some digital learning resources, a video is made explaining the use of it, and through the sessions that are held, the doubts are retaken and clarified to be able to use them correctly.

2.5   Digital Reading

The situation that we are facing today and the way of working that has been adopted have caused changes in platforms and how texts are worked in the classroom. These texts are no longer printed on a sheet of paper or in a physical book but can be accessed through certain web resources, or students do it through their devices, which is where we enter a new term, digital literacy. "The term digital literacy refers to the combination of texts and other multimedia resources that are only found in an electronic context" (Knobel & Lankshear, 2014, p.97).

Working now on texts, where students can access the link and can read through their cell phones, tablets or computers, has now made this the way to work today. Knowing the students, the demands of the current world, and even the particular way each one has to access the texts, we would say that we go to the library; however, it is not something that happens, but we search on the internet what we want to read. "People prefer electronic, to print when they want quick

access and also for portability reasons, but they prefer print to read to children or when they want to share books with others" (Alonso, J. 2017, p.8).

This is the new way of working, and it is the new way of reading; young people have adapted to the use of technologies, students have done it in the classroom and even more because of the classes that are being taken online. However, something worrying that converges to teachers is to know if students understand what they read. "Young people who read in digital format, but who do not have an adequate level of reading skills can be considered the new illiterates of the 21st century." (Amiama, 2017, p.112)

Here is where the role of the teacher comes in, in providing students, not as such to read, but rather to use the repertoire of strategies they have to achieve an understanding of the text in the way that is most facilitated to students.

Nowadays, the public sector had the urgency and in a forced way to use these technological resources, various strategies were used to do so, and there are still students who do not have them, but a way has been sought for what they do or well-adapted activities for those who do not have this service, however, it is intended that students do so and be able to take their classes, as well as face a text, no longer printed, but digitally. This with a series of advantages and disadvantages, mainly in the health of students and teachers, since it damages their sight because of spending too much time on the cell phone or computer, the main advantage is that they can take their classes and try to learn more about English, because this is not the same that in face-to-face classes.

It is well known that this change was due to both teachers and students, and it was probably an expected change, but the pandemic accelerated everything, at times, the scenario was full of concern, uncertainty and in turn ignorance of the work online, needs or deficiencies that in the course of the cycle and work were supplied, both in teachers and in students.

Gutiérrez (2009) mentioned that the reader of the future is, then, an inhabitant and integrated reader, and even subscribed to information architectures that validate their own need for information, interaction, self-recognition, learning and entertainment, and he was right, we have reached a time in life where the future is today, and students adopt new ways of working using technology.

2.6 Digital Resources when Teaching Reading: Proposal

Krajka (2007) suggests that the selection of online resources should also include the flexibility of the material, the possibility of connecting online resources with various needs of learners, and the diversification of themes. We cannot use a digital learning resource because we like it or because we think it is the one that students will like the most, but the right one to teach the topics and promote learning.

According to this, within reading, we can find two fundamental processes when developing this skill. One of them is the top-down process, and it happens when someone uses background information to predict the meaning of the language they are going to listen to or read; it makes the most of what the person brings to the situation. In other words, the students use the prior knowledge of the language that they already have to understand more easily the text they are dealing with.

The other one is bottom-up, in which students use meanings or grammatical characteristics of the most basic units of the text, (e.g. sounds for listening or words for reading) and moves from these to try to understand the whole text. From my perspective, it is more complex to apply this process since it is too linear, unlike top-down, in which students make connections between what they already know and what they are about to learn, which generates in them more meaningful learning.

According to this, it is chosen to work with Top-Down process in online lessons, for this students are given a task to solve in which they need to read a text. As teachers, it is necessary to give reasons when assigning a reading task and determine the most viable strategies for students. Implementing a task generates in them the need to read; although it is true, reading should be constant and daily by the student.

Thus, the implementation of strategies depends entirely on the teacher developing this ability to make students feel the need to do so and become good readers. First, teachers should introduce a strategy and talk about how, when, and why to use it. After it is introduced, the strategy must be practiced and revisited multiple times during the classes, with accompanying whole-class discussions. Second, teachers need to model combinations of strategy uses while reading aloud to the class. The strategies used with students to develop reading will help beginning readers and weaker readers read more fluently and with better comprehension.

As I mentioned before, to be more specific when working with reading, it is necessary to work first with micro and macro skills. It is proposed to work as follows:

- Within the Zoom sessions in which you work reading "a typical skimming task would be a question from the teacher… a common scanning activity it is searching information in the text." (Scrivener, 2011, p.257)

- In the Zoom platform, we can also work with strategies such as predicting. "Predicting is fundamental to comprehension. Good readers anticipate meaning. They do this by predicting what they think is going to happen in the selection and by revising their predictions as they read". (Duffy, 2009, p.101)

- Vocabulary in Quizlet.

- New way of working texts on Padlet and practice the reading strategies.

- The zoom platform, students must be given the necessary vocabulary to understand the text, or well, it can be done on YouTube videos.

- We have the strategy of reading for detail proposed by Harmer (2001), with the true-false exercises that provide the students' need to read the text in greater detail and to be able to solve the task on Google Classroom.

- As feedback and after students solve the task, the text is discussed in order to enrich it. Through participation, students will show the level of understanding about the text they had. It could be done in Google Classroom or Zoom.

- Penny Ur (1999), proposes comprehension questions, which I consider, they can be implemented in Google Forms. The questions allow students to practice strategies learned and vocabulary analyzed in the classes; this helps the practice of these strategies. The teacher observes which strategies they need to practice more through these digital learning resources.

For the development of the proposal, the students must have that freedom for reading, not making this look like an obligation, familiarizing them, and later teaching strategies that help them solve tasks.

We as teachers should use authentic digital learning resources as often as possible since they provide authenticity and motivate learners. We must design the activities in which the students will improve micro and macro skills because it will allow us to create them according to the student's needs and characteristics, or English level, as well as the availability to access the resources. When working with these resources, it is crucial that we explain these resources' characteristics and how the activities will be evaluated, make use of evaluation instruments, and what is expected of the students in the development of the micro and macro skills through digital learning resources.

2.7 Advantages and Disadvantages of Digital Learning Resources

"From the learners' perspective, one of the significant advantages of Web-based learning is that the universal language that internet users manipulate is English, and that is the language they are willing to learn by all means. This aspect intrinsically motivates learners to access Internet sources or use Internet means because it provides authentic use of the English language, so learners see the usefulness in this resource." (Cabrini, 2007, p.33).

One of the most outstanding advantages is that the universal language is English, making it easier for us to interest students to understand what they are reading to access the information provided, the resources they need to use, and what undoubtedly motivates them to read.

Students work in such a way that despite not being interacting with their classmates in person, can see them in online classes with the various feasible platforms to work with students, as well as the development of activities that allow them to create supportive learning environments that genuinely allow them to learn in a new way.

"In a narrow sense, when we use the computer, or one of its programs in particular, for instance, the Power Point to present the content at stake, we may say that teachers have the opportunity to call students' attention by using sounds, images, colors, different types of letters etc. Thus, it helps the students to visualize the contents in a better and more efficient way". (Cabrini, 2007, p.31).

When the teachers work with these resources, it is allowed to work with the content and have access to videos and images, or games that the students find interesting and are hooked on learning this foreign language. Besides, each session has the slides to give the topic, allows them to be uploaded to the classroom, and access them when they require it.

Among the disadvantages that the use of digital learning resources we can find according to Tognato (2001) when teachers use technology in their classes, they have to be attentive to certain aspects, such as the availability of resources, appropriate time for students and teachers to use the technology and, some help from another person prepared for that end, this also was taken into consideration in the Consejo Técnico Escolar.

To know the access that students have to resources such as a cell phone, computer to take their classes in Zoom or upload their work to Classroom. In this case, to know what the problems were, a test was applied to the group of study in which the data obtained said that if they entered with either of these two devices.

However, through informal interviews in the sessions, I was able to realize that several students have to share one of these two devices with a member of their family. For this, they are given the possibility of typing a message on WhatsApp to keep track of them, of course, this is determining the role as a teacher, in knowing when the student is mentioning it truthfully and when it is only a pretext for not entering the class.

Correa (2001) also highlights other factors that teachers must be aware of when planning, for instance, a lesson that will require the use of a computer. This author states that frequently in class there will not be enough computers for all the students.

The above mentioned becomes the most significant disadvantage because not all students have the devices or, failing that, Internet access, for which the preparation of surveys to each of them had to be carried out to know their limitations.

2.8 Most Helpful Resources for the Group of Study

The classes are carried out, on the platforms with which they work, need some internet access, and it is well known that student's despite being in a globalized world they do not always have access to the same ones, for that reason, the selection of these tools is based on a diagnostic test applied to secondary school students.

For students who do not have constant internet and need to connect through telephone data, the teacher must choose the essential tools to teach English skills. For this reason, these tools are focused on developing macro and micro reading skills.

"Mobile language learning is a field that is quickly maturing, and to this end, a growing body of research has appeared that highlights the various ways in which mobile devices may be used in the teaching and learning of languages" (Stockwell & Hubbard, 2013, p.2).

Most of the students access the classes with their cell phone, as well as the digital learning resources that are worked on in the sessions for the development of micro and macro skills.

Most of the students access the classes with their cell phone and the digital learning resources that are worked on in the sessions for the development of micro and macro skills.

Among the platforms most requested by some and with which these skills are best suited to work, we find:

- Google Classroom: Activities related to the topic and proposal.
- Quizlet: To learn new vocabulary and phrases.
- Zoom: Online sessions.
- YouTube: Videos to reinforce the topic.
- Popplet: Mind maps with vocabulary.

- Pages from British Council: Flashcards/ Vocabulary.

- Padlet: Different way of working texts.

- Google Forms: Questionnaires to practice reading.

- Kahoot: To remember content seen in the classes.

I decided to work with these resources and not with applications that students can download directly to their cell phones because, as I mentioned earlier, several of them share the phone, or downloading the applications makes their memory saturate and slow down their cellphone. The use of some of these digital learning resources was new for them, but with the zoom sessions and videos on YouTube, they are explained how to make use of them.

Simultaneously, they are the resources that improve the micro and macro skills in the time that one has since it is well known that there is only one class in a face-to-face way. It is challenging to explain the use of other resources or apps, it would take much time, and it is not what is intended that they know how to use them, but rather to use them as a support in the development of micro and macro skills in a suitable way through online classes.

CHAPTER 3

3. Didactic Proposal Application

3.1 Applications

I decided to divide the didactic proposal application into three periods: The first period consisted of the students' familiarization, the second a development of the proposal and the third moment as a closing. The time was not much due to the way the classes are being carried out in an online way not in a face-to-face, for that reason it is only one hour per week and the other two hours are carried out through Classroom, WhatsApp and some videos or resources that help students to complement the content of the classes.

As it has been said it should be noted that the work was online due to the pandemic. As a teacher, a series of strategies were used to work with the students, in turn a series of feelings in each session, full of uncertainty of not knowing if the signal or problem with the internet would go away, which is the reality that many teachers are facing when working in this way. Although we are not in front of the classroom but making the pertinent adaptations and having the courage and enthusiasm to teach it can be done without problems; perhaps there will be inconveniences, but we as teachers must know how to take the best way and give a solution.

These applications were different from those of previous years, where they attended face-to-face classes and had contact with the students, going on to have the sessions and applications through a computer, where several students turn off their cameras, and as teachers do not know if we are alone in the

session or the students are there. The only way to find out is through questions asking for their participation and verify that they are in the session and paying attention.

A different job, a job that was not easy to carry out, something new for everyone, but always assuming the challenge that every teacher has, facing changes and learning day by day from these applications and this different way of working.

3.2 First Application Period

For the first application, the social practice of the language to be developed was: Read short literary essays to contrast cultural aspects, for which the contents were lent to work with the micro and macro reading skills. In the development of the activities, it was intended that the students were familiarizing themselves with certain concepts through reading the essays referring to English-speaking countries.

Within this application, they were introduced this macro skill: Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata to interpret texts, and according to these, two fundamental concepts were given: skimming and scanning, the two strategies that they applied to read; in turn, they were allowed to practice these two strategies through a questionnaire. Teaching these two strategies must be together since, as Scrivener (2011) mentions, scanning is a process in which the student looks for specific information, however to find it, he has to quickly observe the entire text. In addition, every day we practice these strategies in our daily lives, if we want to get the general idea from a blog on Facebook we skim the text, and if we want to check a manual in order to know the instructions, we scan the text.

In general, the students understood these two concepts, and they lost the fear of reading since these essays were short and before starting a reading assignment

as such, there was a brainstorming that allowed them to place themselves in the context of reading, when they had to read the text, even though they did not understand each word, they could, through the context, give an idea and meaning to it.

However, at the time of providing specific instructions, there was not such adequate communication from me to the students, so several of the instructions were not clear, and instead of knowing what they should do, they felt more confused. The result could be seen in how they answered their exercises, for which, through the comments section, I basically wrote the instructions again, and then the students could do it correctly. Nevertheless, several students no longer made the respective corrections.

What worked within this application were the materials used in the Zoom session since these gave enough input to the students to become familiar with reading and with the micro and macro skills that should be worked on. Through the slides, they could know the meaning of certain words before the text, and the graphic resources used allowed them to know the context in which the text was located. This should continue to be retaken in the following application since we were not in a classroom in which we could give the students clues so that they could infer the topics or enough vocabulary. However, through these resources, eye-catching and allowing them to give the scaffolding context, they could develop both the program sets objectives and the objectives found in the didactic proposal.

Regarding skimming and the scanning strategies that were applied with the students, they were benefited as soon as they understood the text and completed. The social practice of the language in which students were involved indicated that since they had to read, it lent itself a lot to work on the didactic proposal and introduce them to the world of reading. The location of this theme, it is found in the playful and literary environment which encourages reading, so

the expected learnings and competencies that the students had to fulfill at the end of the practice fit perfectly with the proposal.

Talking about the lessons that took place, basically, the students had to read essays about English-speaking countries culture. Once they have developed comprehension they were invited to contrast some cultural aspects with Mexican cultural aspects, this time to familiarize the students with the context they were going to have lessons. In the Zoom session, a mental map was made that allowed to generate a brainstorm about Mexico, in which each of them contributed to complement the mind map. They were able to complement the mind map with cultural aspects that they already knew, and thus know what the text would be about.

There was a brief reading about a country that they already knew, which in this case was Mexico addressing five cultural aspects. Within this same session, the two strategies to be developed in the classes were explained, which were skimming and scanning; it was easier for them to understand it because they could make a similarity with what they usually do in their first language.

At this moment the zoom class began, and I showed them a collage with images of cultural aspects from Mexico, such as: mariachi, typical food, important days and some emblematic monuments or pyramids. Subsequently, the students observed an incomplete mind map, with the cultural aspects divided, but not with the responses, they answered this, based on the information from Mexico. Later, a text was shown about the independence of Mexico and USA, for which they were able to identify certain similarities and differences between these two countries. The students were able to participate without fear since they had the prior knowledge necessary to do. To practice skimming and scanning strategies some questions were done, they have to identify the dates, what happened, who was involved, etc.

Their prior knowledge was so important at this point of the session, because some students expressed: "I know the answer because in face I have seen the Independence Day of USA", most of the students had listened about cultural aspects on Facebook or in the TV.

After that, I created a questionnaire in Google Forms, in which they had to read an essay referring to the United States and answer some questions, in which they would apply these two strategies into practice. This essay was closely related to cultural aspects that we have in Mexico, so they could put into practice the micro skill: From described events, ideas, etc., infer links and connections, this allowed them to make a connection between the ideas expressed about Mexico and those of the USA, in order to answer the questions.

 Penny Ur (1999) proposes comprehension questions, in this case, to practice deeper with these strategies and such as an introduction for the next practice. In turn, we worked with Padlet, where there was certain information by boxes of the United Kingdom country, talking about the cultural aspects that were also mentioned with the other two previous countries, which in this case was Mexico and the USA, working with padlet was freer for them since when they had the information from these three countries, they could compare and contrast them.

To complement the comparative chart, they undoubtedly could realize the importance of these two reading strategies when doing their activity, making comparisons in how these strategies were applied not only in school but also in different settings of their everyday lives.

These lessons, and the way of working with the students regarding the activities, allowed them to realize that even though they are learning a Foreign Language, it is not impossible to understand the text in English, as long as they have the vocabulary necessary and in turn understand the meaning of it, through the context of the text as well as having two strategies and putting it into practice. In addition, it allowed them to know how to use two types of digital resources in the

development of their reading, one of these Google Forms and the other Padlet, which was the first time that some had access to this digital learning resource.

What I would do differently in terms of the implementation of the proposal and in terms of the development of the theme would be to explain the strategy and in turn, be practicing it with different activities to make it more meaningful, in this case, they first did the exercises and then explain to them what strategies they used, however, I consider that the strategies should be taught at the same time as they are using into practice to have more meaningful learning, and in turn be practicing them.

I would continue doing, giving them graphic resources and questions that give them clues to know the context of the reading and that it does not seem impossible to understand it. In this application, I mainly use skimming and scanning to work with the students, since I consider it very important that they are the ones that they first understand as reading strategies and that they are the ones that dominate day by day, to be able to advance with some more complex ones, besides the topic of literary essays, it excellently lent itself to work with them.

I considered or assumed that the students would know these strategies since when they do something in the Spanish subject, they usually make use of them; however, I had to be very emphatic in each one of them, since they really knew what each of them consisted of after explaining them, however, at times they tended to confuse them.

Regarding the instructions, it has always been difficult for me, and I realized that I wrote a specific instruction, but when I wanted to explain it, I made it so extensive that it confused them or tended to solve it myself. Instead of finishing the first instruction, I quickly went to the next one, which caused some confusion in the students.

At the same time, when I asked for the participation of the students, I realized that if they did not give the correct answer, I did not tell them that it was wrong, but if I tried to ask the group in general if they agreed and later the students made the clarifications. In addition, I realized that I always guide them in the activities; that is, I clarify when they have the openness to go further with their work, but I always provided them with resources to help them complete their activities. I use a lot of graphics and little font on the slides, so they could understand. When teaching vocabulary, it appears on the slides as a Pictionary, so they quickly know the word's meaning.

In carrying out the sessions, sometimes I spoke in Spanish to clarify certain issues that were complicated for the students, while the students' communication is allowed based on the shares they give. Within the sociocultural approach, the information not only remained in them, or in the matter, but the uses that it has on a day-to-day basis are seen, thus transcending the learning they obtain in classes.

At the beginning of the sessions, I had specific activities to work with the students and a sequence; nevertheless, I made certain modifications so that the students will facilitate their understanding of the subject, as well as the objectives of the proposal to work with them, almost always the modifications they were made in the materials or in the instructions given to the students.

Regarding the assumptions, I had from the students, they already knew how to use the mentioned strategies; however, I was surprised that several of them did not master them, for which a concise explanation of them was made. I consider that using images becomes essential in learning a second language in terms of materials since, through them, the students generate a context of the topic to be addressed and the understanding of the texts is facilitated.

However, for the presentation of the texts, I think they can be improved; for example, in the Google Forms questionnaire, on information from the USA,

there was only the text, and I needed to put a representative image of what was being carried out. In addition, it was also important to practice the way I gave them the instructions because I should not confuse them; on the other hand, support them in terms of the exercises, not scare them.

I could not say that all the students were able to master the content through reading, but only some of them, I could see this through the work I received, that some were not only good, but exceeded my expectations, but in others, I return that the instructions were not so clear so that they had an adequate performance.

Furthermore, this brings me to the strengths that I consider to have in terms of the classes. One of them is the way I prepare the materials, which helped them to answer thoroughly or developing an adequate understanding of them, and also the fact of always guide them in the exercises so that they did not feel that they had to do everything by themselves, that is, that they felt support despite not being in a classroom together every day. However, the improvement in terms of the instructions must be made now, because otherwise I will not imply myself and may generate frustration in them.

When I showed them the mind map about Mexico, they were very interested because it was something creative that allowed them to participate and that they also dominated, for which the way to engage them is when they feel confident with the topic when they have enough knowledge to participate, and at the same time, the subject attracts their attention and the materials in the same way. The way to determine that this was interesting for the students was because they participated in the class or several of them took notes without asking them and uploaded them to Classroom, and in the following classes they used it for the review.

3.3 Second Application Period

For this application, the social language practice that was worked on was: Paraphrasing how a machine works. In this practice, it was sought that the students, after becoming familiar with the texts, could now learn new strategies, know how to use them and practice with them.

For this application, the social language practice that was worked on was: Paraphrasing how a machine works. In this practice, after the students became familiar with the texts, it was sought to learn new strategies, know how to use them, and practice with them.

Regarding practice, students had to paraphrase information, however, to do it, they had to understand written information that was provided to them through infographics about the operation of a machine. In this period of application, they applied skimming and scanning strategies, they were not mentioned as such, they should apply them, however some of the students were able to do it.

In this case, what worked in a good way was the learning that they had of the vocabulary, not only through the image and knowing the meaning, now through a series of sentences where the sentence was used they could know what the meaning was, that is, the students already knew about some words in English, at the time of listening to them with others, they immediately knew what the meaning of it was.

This can be taken up again in the following application since they can know the meaning of a word through a context. I consider that the strategies used fulfilled their function; however, it should be noted that the vocabulary used was technical, so there were times when, due to the same technicalities, they were confused, or there was a higher degree of difficulty than they were used to. I realized that at the time, they had to solve the exercises related to the comprehension of the texts.

Talking about the objectives, these were closely related to the didactic proposal, since the students had to understand the text and then paraphrase it now with their own words or the use of synonyms that would help them construct a different sentence, but keeping the main idea.

The classes were carried out so that the students knew vocabulary related to certain technicalities that were to be found in the infographic and turn, with examples of the words used in sentences so that they could infer what it was through a context. The meaning of the sentence and the support of graphic resources such as photographs or animated gifs will make it easier for them to know the meaning of the word.

For this occasion, verbs were used that in turn could be nouns, and some other nouns that depended on their context were going to have a different meaning to develop the micro skills: Recognize that a particular meaning may be expressed in different forms, in turn, synonyms of the words that were being analyzed were mentioned, that was going to facilitate the paraphrase. After they learned the vocabulary, it was easier for them to face again the texts, these texts through infographics created on Picktochart, in which they had to solve certain exercises, one of them was True or false exercise, which Harmer mentions, to check the comprehension of the topic in this case, about machines, and practice the two strategies mentioned above.

Something that I noticed about my first application was a weakness giving the instructions, because they had a basic understanding, but I confused them with so much explanation that I wanted to give, so I applied the Concept Checking Questions (CCQ), which allowed me to obtain information, to know if they had really understood the instructions and knew what they had to do in the activities. "They are used to highlight the essence of the meaning of the target language taught during a lesson and verbally check students' understanding of new

vocabulary, grammar points, communicative functions or even instructions presented in class" (Florkowska, 2018, p.8).

This practice helped them to have sufficient resources for vocabulary, and they understand that, in a reading in English, as in Spanish, they will find words that apparently mean something but after analyzing them in context they acquire a completely different one, in addition to realize that certain verbs are also used as nouns, and they must be careful in the order that that or those words have into the parts of the speech.

What I would do in the same way, is about the CCQ´s, since it really allowed me to know if the students had learned the contents, without having to explain the instructions again, because these not only helped the instructions but also know if the content itself had been clear.

The strategies most used up to this point were videos, accompanied by digital resources with which they could work, such as Classroom and Picktochart, that helped me construct the infographics. Within the video, the students found a tutorial on how to develop their infographic, and something that was emphasized a lot in the classes is the fact of writing down the vocabulary that they observed in the video so that they could rescue it and used it in their exercises as a time to talk. These resources seem appealing to students and were interested in learning more about technology, apart from helping to clarify the subject.

There were words like "store" that I assumed they knew that not only had the function of a noun, and it was not, but that despite seeing it as a verb, I asked the meaning of this word and a student said: "The store is the place in which we go to buy things" several of the students believed that it was just the place where they were going to buy, until I presented them with the image or the definition and then now if they could know what the meaning was as such.

The instructions this time were shorter, and I had fewer problems than in the last application; nevertheless, some students answered the activities in Spanish, something that I did not expect was going to happen, knowing that it was the English subject, and they should answer the activities in that language.

Of the teaching patterns that I was able to notice I have, it is the fact of questioning them before showing the topic or the meaning of a word, that is, before answering I requested that someone gave me an answer, or if a student made a mistake, I did not tell him as such that it is wrong, on the other hand, I said that it is good, but I asked the same question to another classmate until he gave the correct answer or one of them and then after two or three students I return with the same one and gave the right answer.

Vocabulary acquisition is an essential component of Foreign Language Learning (Beglar & Hunt, 2005). I planned to work with Quizlet the vocabulary, but when I saw the need for them to have more graphic resources, I re-recorded a video, and I honestly did not want to make another video because the work handle would probably become monotonous for them. However, its implementation was basic in student learning.

The implementation of the search for a certain vocabulary before carrying out an activity helped the students, that when they found the text, it would be easier for them to understand it and solve the activities that were requested of them in the week, it was something new that I implemented, and that was retaken by the English titular, since he usually does that in each activity that he presents to the students, if they are going to come across vocabulary unknown to them, in this sense at the beginning of the school year, they were provided with certain links or the application of dictionaries that they could use to write the definition, since as such a translation is not requested but rather a simple definition that gives them to understand the meaning of the word.

Regarding my strengths, I found the fact of implementing interactive slides to remember the contents addressed during practice, honestly I have never been one of the teachers who apply games like this in their classes, and I was afraid to do it online, but it was simpler than in face -to-face classes, so this may help me to develop this skill now in face-to-face classes.

I learned that I should not limit myself and be afraid of exploiting resources and letting students experiment with what they already know or what resources they can count on, sometimes I feel a certain pressure or fear that students do not know how to use something, and I explain too much or saturate them with information that helps them understand certain digital resources, however I feel that I forget that they know how to use a lot of technology, and they do not even use certain resources but go further and teach me something new.

Regarding the use of these strategies to eradicate the areas of opportunity or at least reduce them, I think that instead of talking so much and taking a long time explaining or giving them material, I can synthesize it in a mental map or through an image that helps them to understand the same, but without saturating them with information.

3.4 Third Application Period

During this application period, the social practice of language was "Improvise short monologues on a topic of interest", in which students had to listen to a series of monologues to produce their own later. However, I had to make certain modifications regarding the activities to be developed; instead of listening to monologues, they had to read them, and thus they would fulfil the purposes of the proposal and, in turn, those of the program the input would change.

In this third application, the students put into practice the reading strategies learned in the two previous periods, in addition to learning the reading strategy called inference to develop the macro skills: Infer context that is not explicit by

using background knowledge, which allowed them to carry out the different activities. "Comprehension always involves trying to get inside the author's head to see what he or she really meant when the text was composed. The reader, operating from one set of background experiences, cannot precisely know the mind of an author, who is operating from a different experience background. The reader must make a calculated guess as to an author's meaning." (Duffy, 2009, p.101)

This period I consider that had an evaluation from the students and me since they made a detailed and general analysis of the text with greater freedom. At the same time, they had the opportunity to go beyond it, not only implicitly but also using their previous knowledge, linking it with the information that is already written in the text.

The objectives were related to the program as in the proposal; it is worth highlighting the modifications. The CCQ's helped to verify the understanding of the instructions without the need to saturate the students with information, as well as the use of mental maps to provide examples or vocabulary/phrases that could be used in the activities; this allowed them to build their learning and not be talking all the time in the sessions, on the other hand, they could take an active part in their knowledge.

The development of this period of application in the use of digital texts was done through a worksheet and digital resources that allowed a new presentation of them, such as the use of Padlet. In this time, the students, through open questionnaires, were able to express opinions about the text and the respective inferences, the result of the questions that were asked to them.

The activities were not controlled as before, but they were allowed to perform the activities freely, to a certain extent. The feedback was done in Zoom sessions through graphic organizers that the students were building with a series of concepts and questions that they were answering.

In this case, in Quizlet they could learn not only words, also phrases for their monologue, that the students could use at the beginning, development and closing of their monologue. Phrases widely used and generally used to practice the micro skill retain chunks of the language of different lengths in short-term memory.

 "Quizlet is one of the most widely used flashcard systems available. While teachers and students can use the software on a PC, it also offers a free mobile app. Quizlet offers several ways to study vocabulary." (Dizon, 2016 p.46). I continue working with these resources because it was easy for the students to access to it, and to learn vocabulary related to the class.

What I would do differently is to be more precise in terms of the participation that students have, I was surprised myself that the students were participating too much, but this caused a kind of disorder in the session since everyone wanted to participate and it was not seen an order as such to follow. The students already knew that they could raise their hand if they wanted to participate, but as in previous sessions where I had to ask for their participation, I assumed it would be the same, but now they wanted to speak.

Regarding the students' previous knowledge, there was the use of strategies and the knowledge of the different digital resources to work both vocabulary and texts. However, it is valid for some students; they had to present examples to put these strategies into practice again and then verify the strategy they were implementing. Each time they put a strategy into practice when they found another challenge, it was easy for them to know what strategy they should apply to solve the task that was requested the activity.

I consider that the instructional strategies, in this case, were clear, something new I did was the fact of putting a note in the instructions of the tasks attached on the Google Classroom platform, which was that the students had to solve the

activities in English, not in Spanish; actually, this considerably decreased the number of students who still responded to the activities in English.

Something new I was able to notice this time in terms of my teaching patterns was the fact that I provided students with clear examples from daily life so they could understand a text, then emphasize the importance of its learning, that this not only lies in the subject of English but we can learn and use it in our daily lives each piece of information that we analyze can provide the tools that can be applied in their daily lives.

Talking about modifications of the session, there were, in terms of the activities, I had a scheduled time for the session, but as I already mentioned, the students wanted to participate and had the knowledge to do it. This caused the time of the session to be speeded up, for which, when it had finished, I recapitulated a series of questions directly to some students and remembering the instructions to follow for their product; this helped them reinforce what they should do.

The fact that the students participated had to do with the way in which the material was designed, which allowed them to have enough tools to do it. As Tomlinson (1998) said, materials should also stimulate learner's interaction with the input rather than just having passive reception of it. This does not necessarily mean that the learners should always produce language in response to the input, but it does mean that they should always do something mentally or physically in response to it.

The material implemented in the session was easy to understand. There were words that the students did not know or moments in which the students did not know what to say, I asked: What topics can we talk about in monologues? only one student participated and quickly mentioned to his classmates: "Just look at the images in the slide and tell what they are about" this helped a lot because the students were able to do it later with greater confidence.

It allowed students to comply with class activities, for this, the use of Padlet was effective since in this they could find classified information, in terms of body language strategies, which made that through the name of each strategy they could realize what it was about, and in turn, whether or not to agree with the strategy mentioned in the text. "One of the main teacher's functions when training students to read is not only to persuade them of the advantages of skimming and scanning, but also to make them see that the way they read is vitally important" (Harmer, 2003, p.69).

According to my strengths is the scaffolding they had in terms of making their product, in addition to giving them an example and practice the strategies in the Zoom sessions; allowed that when facing the task in which they have to put into practice the strategies analyzed using digital resources they remembered what they had done in the session and now do in the task.

Regarding the areas of opportunity, I consider that there is the fact of not being afraid in the sessions, I mention this because sometimes I doubt my ability to apply certain activities because I do not know if it will work or not, but finally, it is the teaching work one does not know that it will go well or that it will go wrong, but I will not know that if I do not try first.

Carrying out varied activities for the students undoubtedly implies more work, striving in the PowerPoint presentations. However, it is something that the students appreciate and give them participation and a considered time to respond to the activities in zoom sessions. Something that surprised me a lot, and at the same time gave me a lot of joy, it was with the images and some keywords, students were able to make sentences talking about their experience of online classes during the pandemic, and they no longer only spoke Spanish, but also they made an effort to form their sentences in English, for sure, some with more difficulty than others, but they tried for first time.

In addition, something that we commented with the teacher is that some students looked tired in the sessions due to the situation they were going through, and that caused the fulfilment of classroom activities to begin to drop, for which they had to set a shorter time to do the activities so that they would comply, and if it was, even though they cut a day to do their activities, they did.

3.5 Results

The hybrid model with we have worked in this new way of education has not been easy for students, nor for teachers, each one has had to adapt to the demands of it, although it is true, not all of them have the resources in the first instance, but if looking for a way to get them, and in turn not stop learning but continue with it.

It is important to mention certain points that I face in the application of my proposal and, in each session. The use of technological devices was elementary, but sometimes the internet signal, the light or simply the device began to fail and they were issues that were within the class. The same thing happened to the students, and they sent a message to the group that they could not connect due to a certain situation.

It is crucial to consider that several of the students were very responsible and sent some evidence of why they could not be in the session, while for others it was only a valid excuse for not entering to the classes.

In the classes via zoom, approximately 12-16 students were connected, at the beginning of the cycle they were shy but present, and little by little their absence became more present, that is to talk about another topic, but we know from the difficult situations that each one has gone through due to this pandemic, and on this occasion I would like to mention that such as in my case, they lost a family member, or were simply tired of taking classes like this, without interacting directly with their classmates.

It is vital to highlight that students accessed the link and entered to the class, but they were not there, they simply connected, but did not pay attention. The same happened with the tasks attached in Classroom, working with a minority, those who could not connect or carried out their work in a timely manner, the English titular teacher directly stablished communication with their parents and students to provide a solution. In turn, in each evaluation a questionnaire was elaborated with the contents addressed, so they study and respond to it, thus achieving a passing grade.

The reality of each teacher is this, many of the results are really subjective due to the situation, but the reward of each teacher is to know that there may be few students, but if they have enough knowledge and see how little by little they develop the skills in the course of activities, provides satisfaction.

3.5.1 First application

Within this period, basically as mentioned, the students became familiar with reading and the two fundamental strategies, which are skimming and scanning through questionnaires (Annex. 1), in this annex students were able to read the text about cultural aspects from USA, which were being identified through the questions, that is, by practicing scanning, and in turn answer the question: What is the text about? To practice skimming, as we can see, the answer was short, but allowed them to practice it.

The fact that the students recognized the name of the strategies does not mean that they did not implement them at the time of reading. Regarding to the completion of the questionnaire, I consider that it was useful since they did it in a way in which they only had to answer, losing their fear of the text as such. In addition to this, the fact that it was information that called their attention that they could make similarities with their country allowed them to be more meaningful and simpler to do.

At this time, not all the students were able to do it in a simple way, up to this point, some of them did not return to the text to answer the questions, they only answered trying to see if they remembered or some others, just to comply with activity.

3.5.2 Second application

Within this application, there were more noticeable results in terms of the scanning strategy, when reading the text with instructions that revealed the operation of a machine, they could see in more detail how this strategy worked with true or false exercises.

Although, at this time, the complicated thing was to perform the skimming, when they had to scan the text, they basically looked for a word and then found the answer, it should be noted that this is not bad, however, when it comes to skimming it did bring certain problems. That is, they could find the information, but when there was a question of understanding or giving a general idea of the text, it was not fully understood, this has to do with technicalities or not having sufficient prior knowledge of the text. operation of certain machines.

The vocabulary on this occasion, I decided to work with Quizlet, in fact several times I worked with Quizlet for vocabulary, which for some worked because of the dynamic way that exists to practice and remember it easily, however, for them it was easier to do it through a video, it was easier to listen to the video, identify the image and be able to relate the word (Annex. 2), as we can see in the annex 2, after watching the video, the students had to identify the meaning of the verbs through the five images that were presented in the worksheet.

3.5.3 Third application

Working with Padlet was successful, although it is true, padlet is a tool that allows students to comment, but this time I only decided to work with a different

presentation of the text, which was not as they were used to, through a link or, failing that, the worksheet. The way in which the texts were organized, allowed the students to understand them, of course, in addition to the respective images of each of the strategies (Annex 3), this annex was so helpful for students, because they could read the text about strategies for body language, but these strategies were organized, consequently students understand every strategy, also with the help of a representative image.

In this practice, the students could apply knowing the meaning of certain words through the context, there were words that they did not understand but through the context or what the text was talking about, they then understood the text, always mentioning that do not worry if they did not understand every single word but pay attention to the content of the text.

Three fundamental strategies were worked on: Skimming, scanning and inferring. For which we resume working on questionnaires with Google Forms (Annex. 4), regarding to this annex, students read a text about a monologue, which spoke of a specific situation that had happened to the author, then, they were able to identify specific information, and in turn give the general idea, however, there were some questions that helped them to infer in the text, even though the information was not reflected in it, it is the case of hypothetical questions, such as: "What will happen now?" Before they took the questionnaire in class via zoom, without reading the text, the question was read and they could automatically know what strategy they should implement.

In the exercises in the same way they had to practice the three strategies, something good was that before inferring what they had been, look for the answer or say a "I don't know", but when putting the inference into practice and knowing that this we can take it to carried out from what the text tells us and joining their previous knowledge, they could do it easily (Annex. 5), within this annex, we find a chart that allowed students to respond to it, practicing

strategies, with some freedom, that is, the information was also complemented by their perception of the text, as well as their prior knowledge, which allowed them to not limit themselves in their answers.

The problem was not that they did not know how to apply them but rather the use of English to do so, if they were in zoom sessions, they were given the possibility of speaking in Spanish so that they did not limit themselves with these strategies and in terms of responding to the exercises , they used flanged resources at the beginning of the school year, thus not ruling out that several of them could do it on their own, but some others, using Google Translator, something that remains subjective information, since we are not observing them in the classroom of classes, but only one hour through zoom and counting that they turn off their cameras and the exercises were carried out in a free space that each one had.

Conclusion

Joining digital learning resources with the teaching of micro and macro skills in secondary school students, working with digital learning resources this time was not an option; it was a demand that distance learning needed. Regarding the implementations and after the analysis of each one, I can answer the questions for myself.

We have faced a situation that shocked the world. Nevertheless, the public educational sector in Mexico had the urgency to adapt how teaching was being carried out to safeguard students' lives. We realized the importance of managing digital resources, the importance of teaching, and, more precisely, teaching reading.

In the beginning, we as teachers were afraid to work with digital resources, and through this situation, we were able to observe the urgency that there is, to master and implement them in the classes. For the development of reading skills, there are resources that students can have easily and that allow them to get out of that traditional model in which they were used to learn, to move to a new one, which based on their interests and management of digital resources, they are taking advantage of them as they wish to learn a Foreign Language.

These micro and macro skills can vary in groups, in students. However, I was able to realize there are two essential ones, which are: recognize that a particular meaning may be expressed in different forms and develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata to interpret texts.

For recognizing that a particular meaning may be expressed in different forms, students must be reinforced this, since when they are faced with authentic English texts, they may find words that do not know their meaning, even though they do not know that word or the meaning that could be expressed in different ways, it is also something that they will face orally.

Regarding the use of strategies, this becomes essential when facing any type of text students read, the application of them will allow them to have a better understanding and in turn, enrich the vocabulary they find in reading. This in order that when they have to produce, they can do so thanks to the input of texts, phrases or vocabulary that they learned through reading.

The development of micro and macro skills is essential since, as teachers, we want to teach students reading skills; we cannot be so general but rather begin with these so students can have the necessary tools to learn a foreign language. In addition, these micro and macro skills will help students have a better

understanding, which will allow them to have sufficient input, but with effort, they will be able to produce.

The use of digital resources like everything else, brings advantages and disadvantages, and it will depend a lot on the teacher and the activities, to be able to use them in a correct way. Among the advantages are the implementation of authentic materials, finding specific resources for the micro or macro skill that we want to work with the students, the fact of being able to teach reading skills even if we are not in the classroom.

The most notorious disadvantages are not having any technological device that allows consultation or access to digital resources, not having internet or that it fails at the time of the search, the fact that the language used is above the English level of the students.

When working with the second-grade students of secondary school, and specifically with this group of study, I was able to realize that the most beneficial digital resources for them were:

- YouTube
- Google Classroom
- Quizlet
- Padlet
- Popplet
- Google Forms
- Zoom

Working with these resources, at first, we can say that they are resources already well known by anyone, however, they are very useful for students, and these resources allowed them to improve their reading comprehension, since they were easy to access, and although some were not known to them, they made the effort to learn how to use them.

I consider that the way we can realize the effectiveness of a resource is that students should apply the knowledge acquired in it through the exercises and tasks that they have to complete according to the social practices of the language.

In this case, each of the digital resources had a purpose, and at the time when the students had to apply what they had learned, an analysis could be made if this resource had been useful to them to learn about micro and macro skills, and if this was not helpful, the activity or the same resource has to be change.

To know how to apply these digital resources in teaching reading, it is necessary to specify what we want to develop in our students to determine how reading activities are worked on students.

After that, since the resource and the micro or macro skill to work with the students are determined, the activity is planned together with the necessary resources and possible problems and solutions.

Through the series of applications that were made, I realized which resources, at least for this group, were more significant and helped them with reading comprehension.

Among them the questionnaires in Google Forms guided by the teacher, that is, if the questionnaire of both closed and open questions is okay for them to put into practice the strategies that are taught, as long as the questions are studied with the students first, that is, a guided process, even more so if it is at a distance where we cannot be a whole class with them solving doubts.

In this case, when the students are taught the strategies, it is necessary for the teacher to show them with an example the practice of these ones, so they can be aware of which strategies they are implementing and can practice them later. I consider it is important not to teach these strategies such as: Skimming,

scanning and inferring, at the beginning or at the end, rather it is necessary to teach and practice them in the process, since it has a greater impact on the students.

Quizlet is a tool that undoubtedly helps the construction of vocabulary, to help the student understand it, the use of this resource requires the commitment of the student and in turn how it is organized and the interest they have in learning a foreign language. Personally, through the results obtained and the way the sessions were carried out, the YouTube videos made by me had more impact, and I help them understand it in a simpler way, through the graphics that in the video they were shown.

The use of slides requires engaging the student; in the zoom session, the students should not feel that they are only being exposed to a topic, but that they genuinely interact with the slides and are of interest to them, helps in the content that is being addressed.

If we are teaching in an online way, through PowerPoint presentations, these must have enough input that helps the students, although it is true, not all students have a high English level, for that reason sometimes they are given a series of questions, which they do not understand or do not know what to answer, then if the teacher provides a visual resource, it is easier for them to participate, in addition to giving them greater security to do it.

The use of slides requires engaging the student, in the zoom session, the students should not feel that they are only being exposed to a topic, but that they truly interact with the slides and are of interest to them. helps in the content that is being addressed.

As for Padlet, as a presentation of texts, it is good, but I think I could exploit its use more since many ideas came about how else I could use it after having implemented it. Nevertheless, suppose students are facing for the first time to

reading. In that case, it is ideal for working with a padlet, according to subtopics, that is, to implement a series of texts where each paragraph speaks only about a specific topic, as well when students face the text, it will be easier for them to understand it, and with this, the use of a visual resource to facilitate their understanding. In this case, after working with the padlet, it would be better to check the comprehension; each student can write their answer.

The ability to read is fundamental in our lives, and with it, the micro and macro skills, which undoubtedly should be taught in the classroom of a foreign language, the teacher's guidance is crucial and vitally important. However, the implementation of these resources, even though it was the only way to teach students, now it is here to stay, the teaching of English skills must be done jointly, but without forgetting the specific skills that each one of the demands.

It is well known that when students reach secondary school they do not have the desired level of English, at least for the most part, we have a utopia regarding the program, of achieving a competent level in the students, until now somewhat complicated in the public sector, but working and committing each English teacher, individually can achieve it.

The not very pleasant panorama is real in terms of the students who really acquired the learning and really improve their reading ability with the use of micro and macro skills, but those students who did, if their learning was significant, will be more interested in English and they will be able to share the information.

This skill is not one of those desired by students, since, at the moment of just seeing the text, they begin to have prejudices about it or fear in some cases, it is the teacher's job to eradicate those fears and provide them with enough resources so they can understand and lose their fear of facing an English text.

When students see a text in their first language, they tend not to read it or do not want to do it because they do not have the habit; when they now have to do it with a text in English, the situation becomes more difficult. So teachers have a complicated task, a challenge that we face every day; everything is in the way of teaching that reading has and how the activities related to this fantastic ability are carried out.

Through the series of activities, the students lost the fear of the texts; at the beginning of the reading sessions, they even showed some disinterest in it; however, more interest was observed on their part over time, although not in its entirety

Now that I was able to analyze the input process through reading, I consider that a good challenge would be to see how this input has a result when writing or speaking, that is, with productive skills, joining them and analyze at the same time what kind of resources allow them to develop these two skills, that is, receptive and productive.

As for the strengths of which I was able to make use of to teach the students, there is the fact of providing them with the material, and little by little guiding them in the activities so that they lose their fear of both reading and producing, and that the same material allowed them a scaffolding when solving some activities.

At the same time, I feel I use the CCQ's questions to stop struggling with instructions and understand the subject. Moreover, with all this, I do not want to say that everything was easy, but at least it can be said that the students learned and in final classes showed significant progress, they lost their fear of speaking, they lost their fear of being wrong, and they were able to understand that they are in a learning stage full of mistakes but that we can learn from themselves.

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ANNEXES

United States of America, my beautiful country.
Here in my country is very usual to eat fast food, like a cheeseburger and french fries. You may be surprised to see Ame
walking around with coffee, or food packaged in to-go containers. You'll probably see people eating a slice of pizza on th
(especially in New York City) or drinking a cappuccino while in line at the bank, 20% of all American meals are eaten in th
For many Americans, there isn't enough time to sit down in a café and enjoy a cup of coffee, or relax for a few minutes a
snack, so you'll often hear them order their food and drinks.
Many Americans love and follow sports, the most popular are football, baseball and basketball.
The most famous monument is the Statue of Liberty; you can find it in New York. Also, we listen to different styles of mu
the music that identifies us is country music... As you can see there are a lot of information as in your country!!

✓ 1. Are examples of fast food mentioned in the text?   1

◯ Spaghetti

◯ Hamburguer

◉ Pizza

◯ Chicken

◯ Turkey

◯ French fries

Añadir comentarios a una respuesta individual

✓ 2. Why American meals are often in the car?   1   / 1

◯ Because they like eating in the car

◯ Because they are acostumb to eat in the car

◉ Because they do not have enough time   ✓

Añadir comentarios a una respuesta individual

✓ 5. What is the typical music in USA?   1

Country Music

Respuestas correctas

country

Country

COUNTRY

Añadir comentarios a una respuesta individual

✓ 6. In your own words, what is the text about?   1

It's about things they do in America, their music, their food, etc.

Annex. 1. First application: Practice of skimming and scanning

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Annex. 2. Second application: True-False and verbs

Annex. 3. Third application: Body language strategies in Padlet

Annex. 4. Third application: Questionnaire

Instructions: Read the monologues and complete the ideas for each one of them.

Monologue	Tittle	
Dad, will you stop that please? I mean... it's great that you're enjoying it but really, you know... don't dance like that... I, I... my friends can see you... Stop, Please! It's my party and you're... well, frankly, you are embarrassing me.	My party... Or my dad's party? By Alan	This monologue is about... Of a young woman whose Father starts dancing at her party, embarrasing her in front of her Friends, making her angry.
To be or not to be, that is the question.	Hamlet By William Shakespeare	He said that, maybe because he felt... Sad or angry, but it really depends on everyone who is what they want to be and do and why that.
My name's Katie and I live in New York. This is my dog Max. He's lived with me all his life. Max and I, well, we have the perfect relationship. We met a few years ago and, let me tell you, he was looking for a permanent home and I always wanted a dog so I adopted him that same day. He is my loyal protector.	Max By Katie	Max is so happy with Katie because she... She's Known him since he was born, besides being the one who gave him a home and rescued him, being that they both feel a mutual love.

's | This monologue is about...a boy embarrased, for his father

ire | He said that, maybe because he felt... depressed

Max is so happy with Katie because she... gives him a home

From a gentleman whose car is very dirty, which is why they leave him written messages in the window how to "wash" to what he refuses, receiving damage to his car for it.

Añadir comentarios a una respuesta individual

✓ 2. When did he go out?   1   / 1

◉ In the morning   ✓

○ In the afternoon

○ At night

Annex. 5. Third application: Practice of strategies

Asunto: Se asume responsabilidad.

Toluca, Méx., 25 de junio de 2021

H. CUERPO DE SINODALES
P R E S E N T E

Quien suscribe C. SARAI ECHEVARRIA SANDOVAL, estudiante del octavo semestre de la Licenciatura en Educación Primaria, por este conducto, asume de manera total la responsabilidad de haber estructurado y elaborado el documento titulado: "The Use of Digital Learning Resources to Improve Micro and Macro Skills in English Language Learning" conforme a las Orientaciones Académicas para la Elaboración del Trabajo de Titulación. Con la supervisión del director de trabajo de titulación fue estructurado en la modalidad de: Análisis de experiencias, así como de haberlo adecuado a las observaciones hechas por

la Comisión de Titulación. Finalmente, defenderlo suficiente y de manera argumentada ante los sinodales, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del examen profesional.

Agradece ampliamente el interés y el apoyo que siempre se me brindó como estudiante.

A T E N T A M E N T E

C. SARAI ECHEVARRIA SANDOVAL