

**ESCUELA NORMAL SUPERIOR
DEL ESTADO DE MÉXICO**



**The importance of didactic material for
the development of reading
comprehension**

INFORME DE PRACTICAS PROFESIONALES

que para obtener el título de
**Licenciada en Enseñanza y Aprendizaje del Inglés
En Educación Secundaria**

PRESENTA

Apolonio Poblano Roxette

ASESOR

Mtro. Rodríguez Bazán Julio Cesar

Toluca, Estado de México, julio de 2023

CONTENT

.....	1
INTRODUCTION	4
JUSTIFICATION	5
PROBLEM STATEMENT	7
PURPOUSE	7
THEORETICAL FRAMEWORK.....	9
IMPLEMENTATION	25
COMMUNITY CONTEXT	21
SCHOOL CONTEXT	21
THE HEAD TEACHER.....	23
THE STUDY GROUP	24
SECOND GRADE GROUP F	24
OBSERVATION	91
CONCLUSION	93
ANEXES	102
BIBLIOGRAPHY.....	103

INTRODUCTION

During a week of September, I carried out my observation practices at secondary school No. 0005 "Camerino Lara Castillo" in order to know the school context of the students to collect information from the general to the particular, which covers the community in which the institution is located, the characteristics of the institution (general and particular), the characteristics and conditions of the classrooms, as well as the behavior of the students with their different teachers without leaving aside the role played by teachers and administrators.

The main objective of this was not only observation but also that it had the purpose of producing an action-research (Latorre, 2003), in this way one as a teacher in training could enter a little more into the context in which I would work my next practices relating what was seen in class with practice. In this way, the beginning of an action research would be conducted.

Lomax defines action research as "an intervention in professional practice with the intention of causing an improvement", action research leads us not only to an intervention in teaching practice but also to create critical thinking in situations in which a teacher in training can come to face, in this way I create new solutions to the problems that I find during my day of observation or practice, the main objective of the research-action is to cause an improvement through a self-reflective inquiry in order to be able to overcome the daily teaching model and create improvements so that education has a better quality. (Latorre, 2003)

Kemmis & McTaggart have described a wide range of characteristics of action research. The following are highlighted as salient features:

- a) It is participative. As mentioned above, its function is to improve the practices themselves through reflection on them.
- b) Create self-critical communities in this way the teacher takes part and collaborates during the phases of the research process.
- c) It involves registering, compiling, analyze our own judgments, reactions, and impressions; This is done with the help of a field diary that will allow us to record any event that is seen. (2005, p. 24)

Since the institution assigned for the internship is sheltered in the Escuela Normal Superior, it was a point in our favor since as a student of this institution one could have an idea of what could be faced, in this way a small diagnosis which was based on questions that perhaps would serve as a guide to help us during this period, and thus be able to make an in-depth observation to be able to know the student context and know how to act in the most appropriate way before it.

Kemmis & McTaggart (1998) Action research is a method of reflection on practices, which begins with small cycles of planning, action, observation, and reflection, all based on a social and/or educational practice, to find a solution to larger problems and thus come to learn from change through the consequences of the acts carried out to improve education, all with the aim of reconstructing practices linking change and knowledge. (2005, P.35)

We use this topic as a starting point since it will help us not only to improve teaching practices but also to create a quality education so that the student feels motivated to learn new things and does not take it as another obligation.

JUSTIFICATION

The main aim of this didactic intervention is to show how, through the representation of everyday situations in the classroom, the teaching of content in context and the use of real materials, a more significant learning of English can be achieved, resulting in greater ability communication of the students in this language.

To do this, a series of activities will be proposed under the theme of the materials that will be used during classes. This proposal is proposed after conducting the analysis of studies that show the low communicative competence in English of native Spanish language students.

This didactic intervention proposal focuses on the meaningful learning of English because it is considered that this type of learning is beneficial for students, since it makes it easier for them to acquire new knowledge, it helps them retain information for longer, makes students capable of transferring what they have learned, that is, that they can use that learning in other situations or contexts. (Richards, 2006) (Stern, 1991)

Since certain of the positive effects of didactic materials in the classroom have been mentioned in monumental aspects, as is well known, in many public schools there are needs in various points

that are affecting learning in one way or another and education of English as a foreign language; One of them is the absence of support materials that make pedagogical practice possible in the classrooms, to which are added the restrictions regarding the access to technological tools such as computers and the internet and referring to personnel who in some occasions are not prepared for their performance once the institutions have these resources. The case becomes somewhat adverse once the schools remain located in vulnerable areas and whose income to economic resources is also reduced.

Understanding the thinking of students will have a greater ability to adapt teaching methods to their abilities, so it is necessary to know the development of understanding that in students, their level of cognitive development such as their academic knowledge, a situation that shows that students are the best source of information about their own abilities and skills. (Meece, 2001)

In the learning orientation process, it is vitally important to know the cognitive structure of the student; It is not only a question of knowing the amount of information that it has, but which are the concepts and propositions that it manages as well as its degree of stability. For Ausubel (1983), learning is synonymous with understanding and implies, as mentioned above, a vision of learning based on the internal processes of the student and not only on external responses. With the intention of promoting the assimilation of knowledge, where the Higher Education teacher uses previous organizers that favor the creation of relationships between previous and new knowledge. The organizers are intended to facilitate meaningful responsive teaching, allowing organized content presentation to lead to better understanding.

The analysis of meaningful learning, offering the framework for the teacher in the design of tools that allow knowing the organization of the cognitive structure of the student, which will approve an orientation of the educational work in Education. Consequently, the importance of knowing how knowledge is acquired appears, for which the process of cognitive development and the cognitive structure of the subject are centrally important. You can not imagine a teacher working successfully and knowing nothing about the learning process; consequently, success is found in having the necessary experience of cognitive processes considering that a future professional and citizen is being trained at the service of their country, so meaningful learning is extremely important, adding education within the humanistic concept and applied for the common good, so that their acquired

knowledge is permanently applied in their life and mainly in their professional performance, standing out as a useful citizen at the service of the development of the country.

PROBLEM STATEMENT

In 1972, Michean Robert defines teaching material in his book *Principles and Methods in Secondary Education* as:

The link between words and reality. Ideally, all learning should take place in a real-life situation. This not being possible, the teaching material must replace reality, standing for it in the best conceivable way, to facilitate its objectification by the student (Michean, 1972, p. 282).

Learning a language is a process that needs constant practice, so it can be somewhat difficult and sometimes for certain students it becomes an experience full of stumbling blocks during their learning process¹, since it may be that this practice is not being enough. motivating and significant for their learning, thus generating reactions of disinterest; This is why the use of didactic material takes on monumental importance in the classroom, as it is a practical learning tactic - education for the students as well as for the teacher, because in this way it is possible to promote and strengthen the dynamism and the relationship in classes, generating more reliable spaces where students have the possibility of adopting a more active and participatory reaction that favors their learning environment to a monumental extent.

PURPOUSE

Since as the title of this research says "Importance of the use of didactic material..." It must be considered that we will always be working in the same environment. Secondly, the point I want to get to is that for this research the school context will be varied (Meece, 2001), since within the considerations for choosing it, it was concluded that making use and mentioning all those contexts that were helpful during professional internships, both face-to-face in order to make it known how the context in which the student finds their selves impacts their learning; Therefore, the Official

¹ See diagnosis p. 87.

Secondary School No. 0005 Camerino Lara Castillo attached to the Superior Normal School of the State of Mexico was served as support for practices and now as a subject of study.

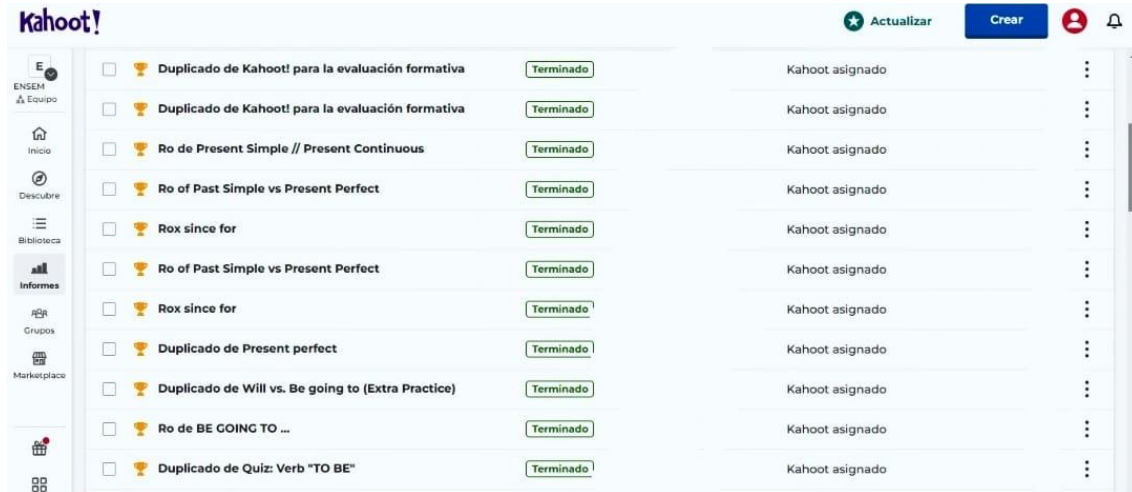
The purpose of the PNIEB is that "the student appropriates various social practices of the language that allow him to satisfy his communicative needs and develop various learning strategies (SEP, 2011).

The purpose of this essay is to understand the importance of knowledge of the school context so that the teacher can generate teaching material that allows you to awaken motivation in students to obtain significant learning from them and from them. In this way, students can be attracted to a new topic and achieve understanding of it.

The most valid reason that makes using and carrying out this kind of resources even more essential is the environment in which we can find ourselves, as explained above, the teachers themselves are not prepared to teach English classes and the challenge is more complex once we see that in most schools there is not the correct and suitable material that serves as support not only for them as teachers, but also to improve the quality of learning of all students, for which it is essential that certain teaching materials are built and given proper use throughout the English classes.

THEORETICAL FRAMEWORK

The implementation of didactic materials in the education of English as a foreign language or a second language could be one of the primary and significant tactics that the teacher must conduct in his classroom to facilitate the learning process of the students. In this way, today, due to technology, we have the facility to discover a gigantic plurality of resources and materials that contribute considerably to the processes.



Picture 1. Library of my games in Kahoot (Own Elaboration)

However, we must highlight the importance of these materials that are designed and made by the teacher and by the students themselves in some cases, making this an enriching and new learning and educational experience, adapted to the needs of the educational environment.

The use of didactic materials in the teaching of English could represent a methodology that considers the ludic value, providing students with spaces for active and interactive participation with their classmates and with the teacher in a contextualized environment, adapted to everyday life and according to their learning needs (Castro M., Castro R. and Guzman, 2007).

Although we know students are supposed to take the English subject from primary school, unfortunately it does not happen in all the cases., the main purpose of this work is to show the importance of the didactic material and how it affects the meaningful learning in students.

The topic mainly caught my attention when I began to carry out my practices since I could notice the deficiencies that the schools had with respect to the subject of English by this I mean that in some cases the teachers only handed out worksheets, another only came to give instructions about solving some pages without explaining the topic previously and in another some cases the schools did not have teachers to teach this subject.

In addition to these setbacks with which the schools presented, there were also cases in which no matter how much the teacher tried to explain a topic, the student could not or did not have the ability to understand it in its entirety, which is why I considered that significant learning is one of the most important topics to discuss.

So significant learning is not only responsible for generating learning but also allows the student themselves to build this through their previous knowledge of his experiences and other aspects. One of the goals of teaching in Mexico is to achieve a fair and inclusive society, and for that it is necessary for students to develop competencies, reactions, values, abilities, and key learning to apply them during their history. (SEP, 2011)

The Law regulates the education provided by the State (SEP, 2017), every person has the right to receive education. Teaching is an essential means to obtain, transmit and increase culture; it is a persistent process that helps the development of the subject and the transformation of society, and is a determining element for the purchase of knowledge.

The key learnings are the group of reactions, values, abilities, and basic knowledge that are developed in the school to favor the integral growth of the students, and if they are not learned, they would cause relevant deficiencies that would make the adult life of the student difficult. (Schmelkes, 2010), through key learning, the student will have the task of developing a life plan and avoiding the danger of being socially excluded for not having the skills to perform in society.

The key learnings allow to supply a comprehensive education are made up of the following fields: academic training field, personal and social development zones, and spaces of sovereignty this to enlarge academic training, enhance personal and social development, regional knowledge, and important latest content.

In such a way that it improves the educational quality and the academic performance of the student. The students are aware that their learn, and that motivates them learn more. So, they allow the class

to no longer be seen as an obligation but as a motivation for them. Meaningful learning is one in which ideas expressed in a symbolic way interact substantively and not arbitrarily, with which the learner already knows Piaget (1971,1973, 1977). Noun wants to mention not literal, which is not literally, and not arbitrary assumes that the relationship is not created with any previous initiative, but with any especially important understanding as it exists in the cognitive composition of the individual who learns. Ausubel (1963, p. 58), meaningful learning is the human mechanism, par excellence, to acquire and store the immense number of ideas and information represented in any field of knowledge.

For a long time, it was considered that learning was synonymous with behavior change, since it dominated a behavioral vision of the educational task; However, it can be assured with certainty that human learning goes beyond a simple change in behavior, it leads to a change in the sense of experience. Human experience not only involves thought, but also affectivity and only once they are thought in a group is the subject capable of enriching the sense of experiencing it.

To understand the educational task, it is necessary to consider 3 other resources of the educational process: teachers and their way of teaching; the composition of the knowledge that makes up the curriculum and the way it is created and the social framework in which the educational process is carried out.

In this sense, a "learning theory" gives a systematic, coherent, and unitary specification of how do you learn? What are the parameters of learning? Why is what has been learned forgotten? to the "beginnings of learning" because they are concerned with learning the components that contribute to the occurrence of learning, on which the educational task will be based; In this sense, if the teacher carries out his task basing it on well-established learning beginnings, he will be able to rationally choose new educational techniques and improve the effectiveness of his task.

The relevant learning theory of Ausubel (1983), in this sense, gives the proper framework for the development of the educational task, as well as for the design of educational techniques consistent with such principles, constituting a theoretical framework that will favor the spoken process. Ausubel says that student learning is dependent on the previous cognitive composition that is related to the latest information, it should be understood by "cognitive composition", the group of concepts, ideas that a subject has in a defined field of understanding, as well as its organization.

In the learning orientation process, it is essential to know the cognitive composition of the student; We are not only talking about knowing the proportion of information that he has, but what are the concepts and propositions that he manages as well as his level of security. The learning beginnings proposed by Ausubel, offer the framework for the design of metacognitive tools that allow knowing the organization of the cognitive composition of the student, which will leave a better orientation of the educational task, this will no longer be seen as a task that should be done with "blank minds" or that the students learning starts from "zero", since it is not in this way, but rather, the students have a sequence of experiences and knowledge that are affecting their learning and have the possibility of be harnessed for your benefit.

In this regard, Ausubel says: "The student should express [...] a willingness to relate the new material, importantly and not arbitrarily, with his cognitive composition, as the material he learns is potentially relevant to him, that is, related to his composition of understanding. on a non-arbitrary basis" (Ausubel, 1983, P. 48).

Bearing in mind the above, primarily in the elementary secondary part, a certain lack of didactic materials for the education of English becomes essential to explain the importance of the use of this tactic and its application in the classes received by students from first to third. from elementary school, in the same way, the role of the teacher, of the student and the positive effects that this practice entails in the classrooms.

The main aim of this didactic intervention is to show how, through the representation of everyday situations in the classroom, the teaching of content in context and the use of real materials, a more significant learning of English can be achieved, resulting in greater ability. communication of the students in this language. To do this, a series of activities will be proposed under the theme of the materials that will be used during classes.

This proposal is proposed after conducting the analysis of studies that show the low communicative competence in English of native Spanish language students with respect to other European countries and the need for this to change so that they can become future citizens who develop easily. in the society in which we live.

This didactic intervention proposal focuses on the meaningful learning of English because it is considered that this type of learning is beneficial for students, since it makes it easier for them to

acquire new knowledge, it helps them retain information for longer, makes students capable of transferring what they have learned, that is, that they are capable of using that learning in other situations or contexts.(SEP, 2011b) –*Cuadernillo de Evaluación 2, o Estrategia Nacional de Inglés* (2018)

Since certain of the positive effects of didactic materials in the classroom have been mentioned in monumental aspects, as is well known, in many public schools there are needs in various points that are affecting learning in one way or another and education of English as a foreign language; One of them is the absence of support materials that make pedagogical practice possible in the classrooms, to which are added the restrictions regarding the access to technological tools such as computers and the Internet and referring to personnel who on some occasions are not prepared for their performance once the institutions have these resources. The case becomes somewhat adverse once the schools remain located in vulnerable areas and whose income to economic resources is also reduced.

The investigation of this search for information works with qualitative data, descriptions, assessments² that express qualities, which attracts techniques such as observation, deep study. The tools are poorly structured: interviews, controversy teams, workshops, focus teams, observation sheets. Everything is being created progressively, the initiative is that the instrument be open, generic, it is the facilitator.

It is proposed that all the information that is desired to be rescued to be used in this investigation is rescued from the collection of past observations.

The above presupposes:

- A) That the material is potentially important, this implies that the learning material manages to have a relationship in a non-arbitrary and important way (not literally) with some specific cognitive composition of the student, the same that should have "logical sense" or that is, to be relatable in an intentional and important way with the corresponding and pertinent ideas that are accessible in the cognitive composition of

² Action research is a holistic methodology, which values the process and the interpretation that the teacher generates. see Latorre (2003). in chapter 1 of the work with the same name.

the student, this sense is related to the inherent properties of the material to be learned and its nature.

- B) Once the potential sense becomes new, differentiated and idiosyncratic cognitive content in a particular subject as a consequence of relevant learning, it can be said that it has acquired a "psychological sense" so the emergence of the psychological sense is not only dependent on the representation that the student makes of the logically relevant material, "but also that such student actually possesses the necessary iterative precedents" (Ausubel, 1983, P. 55) in his cognitive composition.
- C) Willingness for meaningful learning, that is, the student shows a disposition to relate the new understanding substantively and not literally with their cognitive composition. In this way, regardless of how much potential meaning the material to be learned has, if the aim of the student is to study arbitrarily and to the letter, both the learning process and its results will be mechanical; conversely, regardless of the relevance on the disposition of the students, neither the process nor the result will be significant, if the material is not potentially relevant, and if it is not related to their cognitive composition. (Tapia, 2001).

A first condition that should be respected to achieve this aim is that students feel motivated to approach the new learning in an in-depth approach, which leads them to set up interrelationships and links between what they already know and what they must learn. The term motivation covers an extensive world of meanings, which is why we will try to figure out who we attribute to the environment we are talking about. In the first instance, for a student to feel motivated to get involved in a complex process such as the one that leads to meaningful learning, they need to be able to attribute meaning to what they are offered to do.

The meaning that a defined student achieves to have a specific learning activity or initiative is dependent on a multiplicity of components that appeal to their own properties - self-concept, beliefs, reactions, etc. - and to others that have been developed in relation to education. -How do you live it, what expectations do you have for it, how do you rate the school, its teachers, and so on. However, the meaning that a student can attribute to an educational situation any person is also dependent, and we could mention that more than anything, on how that situation is shown, on the level at which it is

striking, on the interest that it can arouse and that it takes at the end of the day to be actively involved in a process of joint creation of meanings.

In this environment, it is worth remembering that several occupations that have the possibility of being used as a methodological resource have meaning for the boys in themselves, such as the situation of the game, whose usefulness especially in the first cycles of schooling is outside of doubt. However, it must also be considered that in various situations it is workable to accommodate education in such a way that students find all the meaning of adopting an active, involved, and participatory reaction. Globalizing approaches and project methodology have the possibility of effectively contributing to the fact that the purchase of unequal content, originating from diverse curricular surfaces, is seen as essential to offer a response to a defined challenge, to carry out a specific preparation (Morales, 2004).

One of the goals of teaching in Mexico is to achieve a fair and inclusive society, and for that it is necessary for students to develop competencies, reactions, values, abilities, and key learning to apply them during their history. (SEP, 2017)

The law regulates the education provided by the State. Every person has the right to receive education. Teaching is an essential means to obtain, transmit and increase culture; it is a persistent process that helps the development of the subject and the transformation of society, and is a determining element for the purchase of knowledge. (SEP, 2017)

The key learnings are the group of reactions, values, abilities, and basic knowledge that are developed in the school to favor the integral growth of the student, and if they are not learned, they would cause relevant deficiencies that would make the adult life of the student difficult. Through key learning, the student will have the task of developing a life plan and avoiding the danger of being socially excluded for not having the skills to perform in society.

As we well know, it is that learning that we obtain from the context, which is put into practice in ordinal daily situations, because through this type of learning interaction with others is obtained in the same context which seeks to find a solution to a problem through of the dialogue.

As mentioned in the document, several authors categorize this term as a theory that helps students improve their ability to learn in a social way, that is, through coexistence, in other words, this takes place through situated learning is a theory and its significant participation in the classrooms since

the participation of the student is of great importance in a context of practice, since within this the culture of each of the participants is present.

Something important and worth noting is that the sociocultural context and the acquisition of skills cannot be separated since they are seriously linked through the individual. Situated learning implies what is the understanding of the topics seen in class using ordinary situations as examples instead of theoretical learning in which, based on their previous knowledge, the student creates new links that generate new knowledge. (Meece, 2001) -(Stern, 1991)

In my opinion, the use of meaningful learning during classes is one of the methods with the best response, at least in my personal experience, when I use this type of situation to explain a topic in front of a group, the students responded positively, they it makes it easier for them to understand the things that the teacher explains, now one of the adversities that was a bit important to me is the sharing of the context, although we know that within the classroom, as I mentioned before, a variety of culture from the students is shared, then if there are different "ways of thinking" these are a bit forced to adapt to what others share as they do, and consequently it makes the student able to understand their classmates once all this is done is when the students themselves they seek the common good and thus achieve their objectives, which for the main reason is to understand the topics seen in class in a way that they can relate to their life. day daily.

Michael Halliday Widdowson is a British linguist and teacher, renowned for his contributions to the field of foreign language learning and teaching. According to Widdowson (2009), learning a foreign language involves a complex interaction between three elements: knowledge, competence, and performance.

Knowledge refers to the formal aspects of the language, such as grammar, vocabulary, and pronunciation (Stern, 1991). Competence, on the other hand, refers to the ability to use this knowledge in communicative situations. (Richards, 2006) Finally, performance refers to the ability of the student to use her competence in specific social and cultural contexts.

According to McCarthy (2004), Widdowson argues that learning a foreign language should focus on the effective use of the language in real situations and on the development of the communicative competence of the students. Widdowson (2009) also stresses the importance of context in learning

a foreign language and suggests that learning must consider the social, cultural, and discursive context in which the language is used.

For example, Widdowson (1990) stated that "learning a foreign language is not about acquiring knowledge about the language, but about becoming proficient in its use" (p. 3). Likewise, Widdowson (2003) pointed out that "meaning does not reside in the language but is created through the use of language in specific contexts" (p. 8).

It is then that the theory on foreign language learning of Michael Halliday Widdowson highlights the importance of the effective use of the language in real situations and the development on the communicative competence of the students³, as well as the relevance of the social, cultural, and discursive context in the which the language is used.

Furthermore, Widdowson (1983) has emphasized that "meaning is not found in language but is created through the use of language in communicative situations" (p. 27).

Widdowson (2009) has also highlighted the importance of context in learning a foreign language. According to him, the context is fundamental for the comprehension and production of the language since it figures out the way in which the speakers use the language and the meanings that are attributed to it.

For Widdowson (2009), learning a foreign language should focus on the development of the communicative competence of the student, their ability to use the language effectively and appropriately in different communicative situations. In addition, it is important to consider the social, cultural and discursive context in which the language is used in order to understand and produce meaning effectively.

Competency-based learning is an educational approach that focuses on developing practical skills and knowledge that are relevant and applicable to real-life situations. (Perrenoud, 2004)

It is important to identify the skills that you want to develop in students. This involves figuring out the skills and knowledge that students are expected to acquire throughout the course.

³ Richards, (2006), communicative language teaching today refers to a set of generally agreed upon principles that can be applied in diverse ways, depending on the teaching context, the age.

Once the competencies have been identified, activities that allow students to develop them must be planned. These activities must be relevant and meaningful to students and must be designed to encourage participation and collaborative learning.⁴

It is important that the assessment is aligned with the competencies that have been identified. The assessment must be authentic and relevant to the students and must assess their ability to apply the knowledge and skills acquired in real situations.

The feedback⁵ must be formative and be focused on the development of the competences of the students. (SEP, 2011b) Teachers must supply specific feedback on performance of the students and guide them in improving their skills.

The competency-based approach requires a flexible and adaptable attitude (SEP 2011). Teachers must be willing to adjust their approach based on needs of the students and abilities, and they must be willing to try new teaching strategies and techniques.

The competency-based approach in the classroom involves identifying competencies, planning relevant and meaningful activities, assessing, and supplying feedback to students on their performance against the competencies, (Tobon, 2006) and being flexible and adaptable in teaching. By implementing this approach, students can develop practical and relevant skills that allow them to succeed in real-life situations.

Although the grammatical approach can have benefits in teaching the English language, it can also have some negative consequences.

Like for example the excessive focus on grammar; the grammatical approach can lead to excessive teaching of grammar to the detriment of other important skills, such as oral communication and listening comprehension. If students spend too much time learning grammar rules, they may miss practicing these other skills.

⁴ According to the SEP (2011), competencies are the ability to respond to different situations, and implies knowing how to do (skills) with knowing (knowledge), as well as the assessment of the consequences of that doing (values and attitudes).

⁵ For this you can consult the booklet *El enfoque formativo de la evaluación* de la Secretaría de Educación Pública.

Another problem with the grammar approach is that there can be a lack of focus on the actual use of the language. Students can learn the grammar rules but may have difficulty applying them in real communication situations.

If students focus too much on grammar, they may have a demanding time developing fluency in the English language. Fluency requires practice in oral and written communication, and too rigid a focus on grammar can make it difficult to acquire this skill.

The grammatical approach can emphasize correctness and precision to the detriment on the creativity of the students and self-expression. If students worry too much about following grammatical rules, they may have difficulty expressing their own ideas in authentic and original ways. (Richards, 2006)

Although the grammatical approach can have benefits in teaching the English language, it can also have negative consequences, such as an excessive focus on grammar, a lack of focus on the actual use of the language, difficulties in acquiring fluency, and limitations in creativity and expression. student staff. Therefore, it is important to balance the grammar approach with other approaches and skills in teaching the English language.

Thus, the approach to reading in English focuses on the development of reading comprehension skills in English. So here are some key aspects of this approach:

Identification of the purpose of reading: before beginning the reading, it is important to identify the purpose of it. Are we reading for pleasure, to obtain specific information, or to analyze and reflect on a text?

Reading Strategies: There are several reading strategies that can help improve reading comprehension in English, such as identifying keywords, inferring meaning from context, analyzing grammatical structures, and identifying patterns in information. (Wallace, 2010)

Vocabulary: Vocabulary is a crucial aspect of reading comprehension in English. It is important for students to learn innovative words and improve their knowledge of existing vocabulary to better understand the texts. (Stern, 1991)

Understanding of grammatical structures: the understanding of grammatical structures is fundamental to understanding texts in English. Students must have a solid knowledge of grammar

to be able to analyze the grammatical structures of texts and better understand their meaning. (Stern, 1991)

Practice: Practice is essential to developing English reading comprehension skills. Students must read texts of distinct types and levels of difficulty to improve their ability to understand and apply reading strategies. (Richards, 2006)

The approach to reading in English focuses on the development of reading comprehension skills, including identifying the purpose of reading, using reading strategies, developing vocabulary, and understanding grammatical structures, and constant practice. By improving these skills, students can more easily and effectively understand and analyze texts in English. (Stern, 1991)

Building reading experiences in students for English can be an enriching and effective process if conducted properly, reading aloud helps students improve their pronunciation and understanding of the language. Teachers can encourage this practice in the classroom, either by reading themselves or by asking students to read aloud.

(Tapia, 2001) Establishing dedicated reading time in the classroom or at home can be remarkably effective in building the reading experience of students. the students. Students can read books, newspaper articles, magazines, among other materials, to maintain the interest of he students and motivation, it is important to offer a variety of reading materials, including books of different genres, articles on different topics, etc., teachers can integrate reading into interactive activities such as debates, discussions, and role-playing. This helps students to interact with the reading material in a more active way and to improve their understanding of the language, providing feedback to students on their reading, including correction of pronunciation errors and understanding of the material, is essential for them to improve in their reading experience in the language.

Building reading experiences in students for English can be an effective and enriching process if the proper strategies are implemented, such as encouraging reading aloud, setting up a reading time, offering a variety of reading materials, integrating reading into interactive activities and supply feedback.

COMMUNITY CONTEXT

The community in which the institution is located is called Colonia Federal (Adolfo López Mateos), zip code 50120, Toluca Lerdo, State of Mexico and covers an area of about eighteen hectares.

The means of transportation that is used for the mobility of the community is the bus, the collective taxi, it is a private car and UBER.

Given its characteristics, a little less than 200 commercial establishments are identified in the federal neighborhood, which is relatively minor when compared to other localities; Additionally, it is estimated that around 1,000 people work in the neighborhood.

It has all the general services such as public lighting, drainage, drinking water, public transport and transport that collects garbage, etc.

With a Catholic population having the Church of the Virgin of the Forsaken to one side of the community on Horacio Zúñiga and September 23 streets behind the Oxxo.

The community does not tend to celebrate any party that makes it about going out, they celebrate the holidays marked on the calendar, but outside of those dates it does not have any custom or tradition that is very notorious.

The level of studies is divided into 60% of people who have a career and with it a job with a good job position, while the other 40% is made up of people between 40-70 years old who do not have a degree of bachelors, so which they have done commercial business on their own, of course it is the example of Mercado Morelos where around 200 people work.

In the Superior Normal School of the State of Mexico there is also Sec. No. 0005 and the annexed Preparatory No.1. (INEGI, 2018)

SCHOOL CONTEXT

High school no. 0005 "Camerino Lara Castillo" being directed by the teacher José Juan Anaya Sandoval, located at Natalia Carrasco 400, Colonia Federal, Toluca, State of Mexico.

Being an official and public school, which has both morning and evening shifts (for this investigation only the morning shift was considered), located in school zone 5071, with hours from 7:00 am to 1:10 pm for the morning shift and from 1:10 pm to 7:50 pm for the evening shift.

Having an enrollment of 928 students exceeding that of the High School even exceeding the undergraduate enrollment, with a total staff of 67.

With a concrete wall that delimits the school space, the facilities are in good condition, since the students respect and care for it. It has 5 classrooms per grade, which gives a total of 15 classrooms in the institution, some located on the ground floor and first floor of the main building of the normal superior and others located in building G sharing the facilities with a degree, each classroom has of benches for each of its students as well as a blackboard and a general bookcase, the classrooms located in the main building are equipped with a cannon with its respective cable to connect with any other device and a special blackboard (the blackboard does not work but the matter of the cannon is projected).

There are a total of three orientations that are shared by the same counselors in which there is a desk per counselees, as well as a file cabinet, an address that is for the sole use of the director equipped with a computer and printer, a desk and a file cabinet. , and a sub directorate in which the deputy director works with three more secretaries, these spaces are equipped with a computer, printer, desk and filing cabinet for each one of them.

The secondary school shares what is the auditorium, the library, the cafeteria, the CRELE service, the restrooms, the laboratory, the stationery store, the copy center, the courts (with 2 courts and 1 civic patio) with the high school. and undergraduate, the computer rooms are shared with high school students.

It offers computer science and graphic design workshops, which are set up as curricular subjects and are carried out during class hours.

During the time of the entrance there is no organization as such, since the students enter the institution from 6:45 am, but during the exit each group is arranged in two rows, one for men and one for women. which are directed by their teacher to leave the institution in an orderly and educated manner,

The teachers develop certain activities within the school, such as the ceremonies, these are conducted by grade, every Monday it is a different grade, this is caused by the large enrollment that the institution has.

The director, as well as the deputy director and the secretaries, are permanently in charge of organizing, supervising, and coordinating the teachers, so that the school has a good organization, while the parents play another role in the educational system, taking part in the decisions that are made. they take in the institution,

During break time (recess) teachers stand guard for better student safety, this is given by the deputy director.

In the school year there are only meetings for the beginning of the quarter and the end of it, while the teachers have a monthly meeting better known as a council. (INEGI, 2018)

THE HEAD TEACHER

Selene Alcántara Covarrubias is the name of my professor, 36 years old, married with two children, she is working at secondary school no. 0005 as an English teacher in the second grades with a total of five groups and third year with three groups in the morning shift, being a graduate of Normal no. 1 with the specialty of English, has a first B2 certification, has worked for about 12 years in this secondary school, previously she had worked in another institution for only 2 years until she requested her change, in addition to working in this institution she is a teacher in the attached High School no. 1 and in CRELE.

She likes this institution because it has the necessary tools to work, she considers that the level of English of the students is good, as well as their discipline, for her respect is an important value, her students reflect an appropriate education According to the teacher, this is since most of her students are the children of professionals who have a great influence.

Its form of evaluation consists of a daily participation or at least in each class which is evaluated at the end of it, this varies depending on the behavior of the student, signs each work, but does not replace late work unless the class has not been finished Previously, for the listening part she usually brings her speaker to avoid problems with the recorders and her loans, she takes roll during a free time in class.

THE STUDY GROUP

SECOND GRADE GROUP F

The room is found on the ground floor of the central building, being the fifth from the stairs, made up of 28 women and 28 men, giving a total of 56 students, most of them between 13-14 years old.

The classroom has benches from previous years, each student has their bench and their place figured out by their counselor. No sweatshirt or sweater other than the uniform one is allowed if one is to be worn over the uniform one.

They have two blackboards, one of them electronic (which does not work), a desk for the teacher and a general library, there are connections that are connected to the ground in case of an incident. The classroom is more restless compared to other seconds, so the teachers use songs to keep them in order in the same way they already know which teachers to be in disorder with and with whom not, the group leader is someone who greatly influences them. They are very accessible to outdoor activities as well as dynamic activities.

On the part of the English subject, more than half of the class is interested in English since elementary school they have received classes either privately or by the institution in which they were, but in the English class the majority of you students are distracted or doing another activity, the teacher for the same reason that the group is a little restless begins to lower their daily evaluation grade, and the percentage that does not like English makes use of the translator in everything, unfortunately there are students they do not even know the pronunciations of the alphabet or even the numbers.

IMPLEMENTATION

Session number: 1 Specific objective of the session: By the end of the sequence students will be able to identify and write elements of news newspaper on a templet of newspaper

STAGE & TIME	OBJECTIVE	PROCEDURE	MATERIAL	SKILLS	INTERACTION	POSSIBLE PROBLEMS	SOLUTIONS	LANGUAGE TO BE USED	
								STRUCTURES	VOCABULARY
Warm up	Ss will be able to use realia to infer what a newspaper is	-t brings a bunch of newspapers and give to each ss news. What is the name of these materials? -newspaper *What is its purpose?	Newspaper	Skimming	Ss-T Ss-Ss	-s play with the news	-t monitors the ss		
Development 30-35	Ss will be able to identify the elements of news newspaper through a brainstorm	-ss identify the elements of the news in Spanish through a brainstorm. -t introduce the vocabulary about parts of the newspaper and the sections of the newspaper. -s identify in their own newspaper (same use before) the parts and sections.	Newspaper Markers Board	Skimming	Ss-T Ss-Ss	-s do not identify the elements and parts of the newspaper	-t gives and individual explain if it is necessary to the ss		Newspaper name Principal news Date Author Logo Sections State, national, international, sports, cultural shows, jobs, advertisements
Closure 5-10	Ss will be able to identify elements in a templet	-t gives a templet about newspaper <u>Attachment 1</u> -ss identify the elements	Newspaper Markers Board	Writing	Ss-T Ss-Ss	-ss do not do the classwork	-t monitors the ss		
FILLER	Attachment 11, page 6, exercise 14								

Picture 2. Lesson Plan, session 1, newspaper elements (Own Elaboration)

Oyarso, Vargas and Reyes (2008) define the didactic objects and tools from the world outside the classroom, which are used for teaching and learning (p. 24). Similarly, the realia is defined as "the one in charge of using real objects in the classroom to teach certain topics through experimentation, giving life to the class" (Herrera and Vega, 2011, p. 24). The use of real materials in the classroom, such as newspapers, allows students to explore and understand the parts of a newspaper in a more meaningful way, supplying an authentic learning experience" (p. 45). The purpose of using realia in a class to identify the parts of a newspaper is to give students a hands-on and authentic experience. According to B. Seaton (1982), those real objects that are used in the classroom as a didactic resource for teaching foreign languages are considered realia.

By using a real newspaper in class, students can directly examine and manipulate the material, allowing them to become familiar with the different sections and components of a newspaper. They can look at the headlines, articles, pictures, advertisements, and other elements that make up the newspaper. In the educational process, the teacher becomes the mediator between knowledge and students, who actively take part in their own learning. However, to achieve student participation,

it is necessary to create strategies that foster their willingness and motivation to learn (Aznar, Giménez, Fanlo and Marcen, 2007, p. 1). By interacting with the realia, students can more meaningfully identify and understand the parts of a newspaper, as well as their purpose and function.

The use of realia in language teaching allows students to develop their language skills by better understanding other cultures and real-life situations, consolidating the association between words and real objects (Ng et al., 2020). They can analyze how the news is organized, how the different sections are presented, and how visual elements are used to capture the attention of the readers. In addition, the use of realia encourages active and participatory learning since students are directly involved in exploration and discovery. They can work in groups to examine and discuss the content of the newspaper, giving them the opportunity to share ideas, ask questions, and develop collaborative skills.

At the end of the session and once the students returned the material to us, it was possible to perceive that the student was placing the parts of the newspaper in the same newspaper.

I was very afraid of that class since the planning had simply cost me a lot of work. I had just returned from a lengthy period without being in front of a group and even without teaching, so I had the perspective of when was the last time I taught. In this case, which was in 2019, raising awareness for more than 3 years, I was not in front of a group in person, giving classes, exposing didactic materials, and explaining a topic. My internship teacher at that time was Professor Judith Padilla personally.

Today I realize that the first plans that I gave to the teacher were a complete puzzle, I myself did not know where the beginning or end was, much less what my classes were about or at least what the purpose of these was, I was very scared of not knowing a plan, fortunately she helped me and he oriented me a lot in this aspect, he showed me the purpose of planning as well as the steps I must follow to create a session at least and the coherence that one class must have with the other, returning to the main point of this, it was my first class about from the vocabulary of a news item in a newspaper to begin with, my main idea was that the student, through his previous knowledge that he already had, could acquire the new one in a second language and today.

I really like to use what realia is because this allowed me in that class that could develop more easily for the student to show interest as well as for them to participate in front of his class group I started the class⁶ by explaining that if they had ever read a newspaper and some of them said yes others no that their grandparents and they read newspapers that their parents read newspapers and with this continue asking the question what types or names of newspapers do you know once the student asked this question and I speak in general about the group he developed in a better way because they made comments like El Sol de Toluca, El Universal, among others, at the end of the day, everyone came to the conclusion that if they do know a newspaper, they know the names of newspapers and that they have even been in contact with a newspaper.

The main idea was to deliver a newspaper in teams, but since it is too large a group, I opted for the possibility of buying a newspaper bunch.



Picture 3. Newspapers with students notes.

⁶ See diagnosis (p. 87)

and giving each student at least one sheet at once. what could be through the newspaper from the name of the newspaper a gossip some photos the children absolutely immediately felt attracted once this was done, I began my development asking them what they observed what parts of the newspaper they could rescue for this I gave them the indication that they should raise their hand if they wanted to participate as soon as someone mentioned teacher.

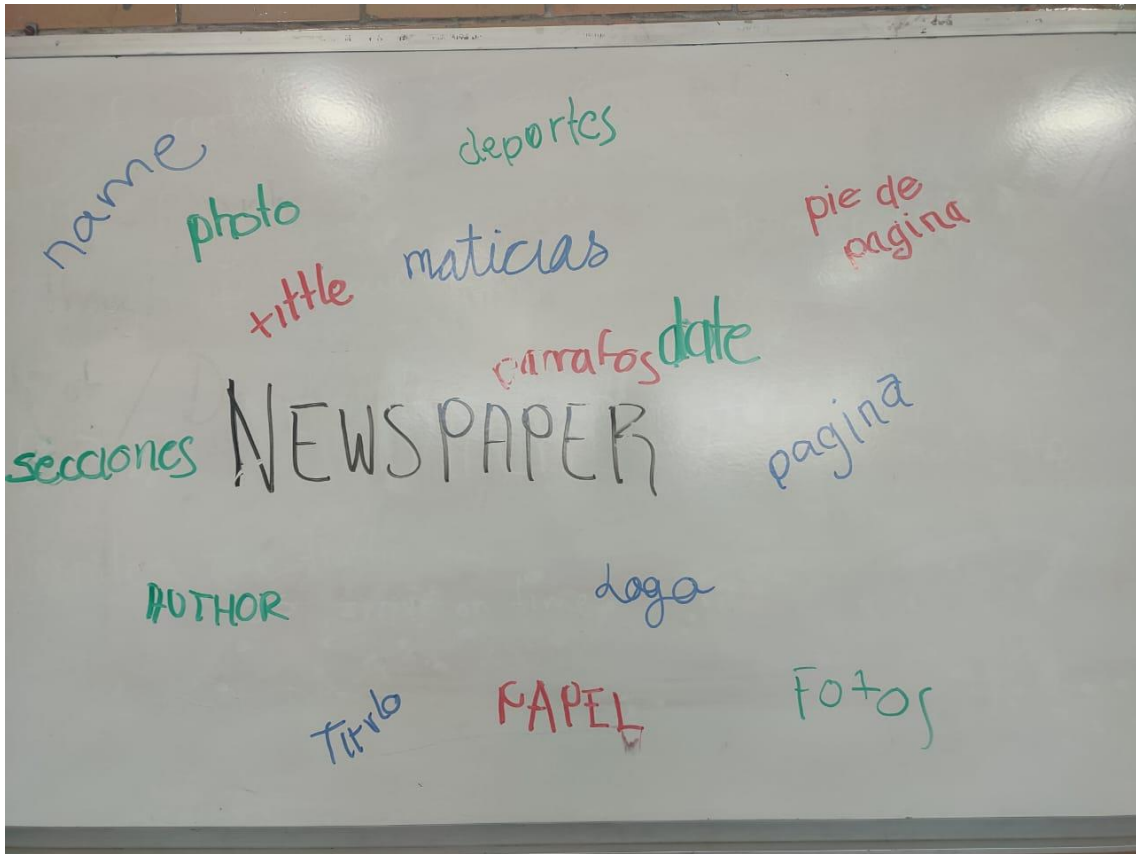
I found a photo the student went to the blackboard to write the element all this in order to build a brainstorm about the vocabulary of the newspaper but here perhaps there was an obstacle that I had contemplated because not all the students were going to know the name or the elements of each one of the parts of the newspaper since in the same way I want to talk about the confidence⁷ that I give to the children and the certainty that making mistakes is not bad⁸ I allowed them to write those elements in Spanish obviously if you had the ability to do it in English go ahead I did not stop them because of that the children were participating and they felt a little more secure.

According to Richards & Rodgers (2001), the Communicative Language Teaching (CLT) approach emphasizes the communicative value of language and highlights the interest in developing communicative competence in students, as soon as I told them that this could be in Spanish there were also students that they did write the parts in English, others that did it in English in the same way but had a small grammatical error.

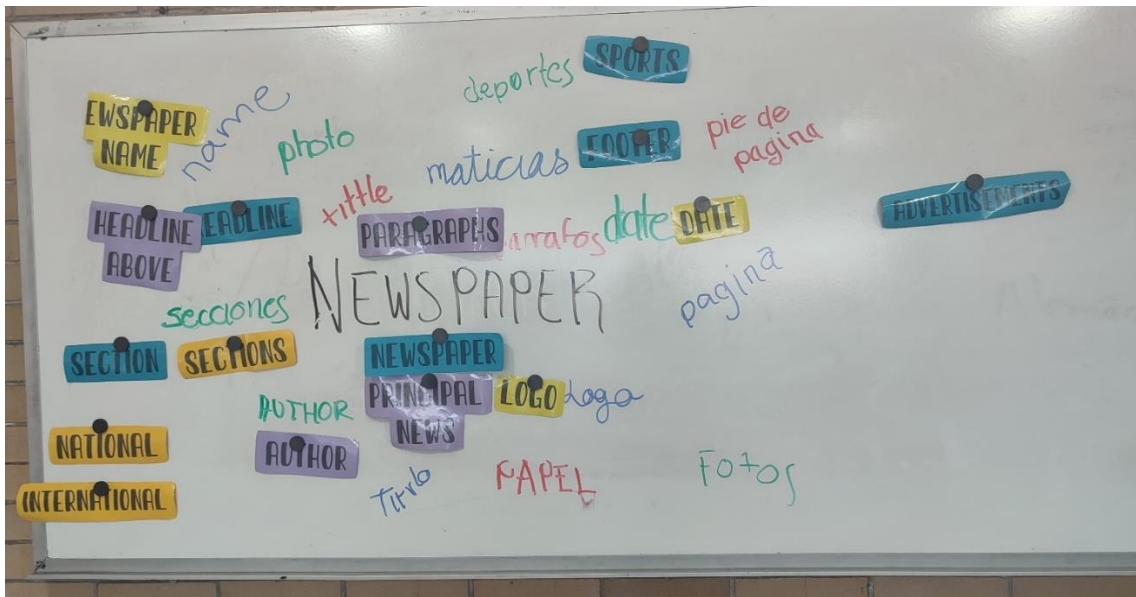
But this needs to be corrected I did not want to do it in a rude or very rude way for the student once this was done with all the elements I proceeded to give them to certain students this was randomly certain names or rather the names of the elements of the newspaper In this case, at the end of the day it was going to be our vocabulary that we were going to work with. I began to ask them what they had written. For example, if they wrote a photo, I would ask them, do we know how to say photo in English, to which some or at least most of them are aware that the word is photo and so on, the students told them, as I mentioned before, a small flashcard with some names, so if I mentioned the word photo, the student who had that flashcard would go to the front and place it with the word in Spanish in this case photo and so on finally once I already had that.

⁷ Max van Manen (1998) focuses on what is known as pedagogical tact or sensitivity, which is oriented towards teaching for life.

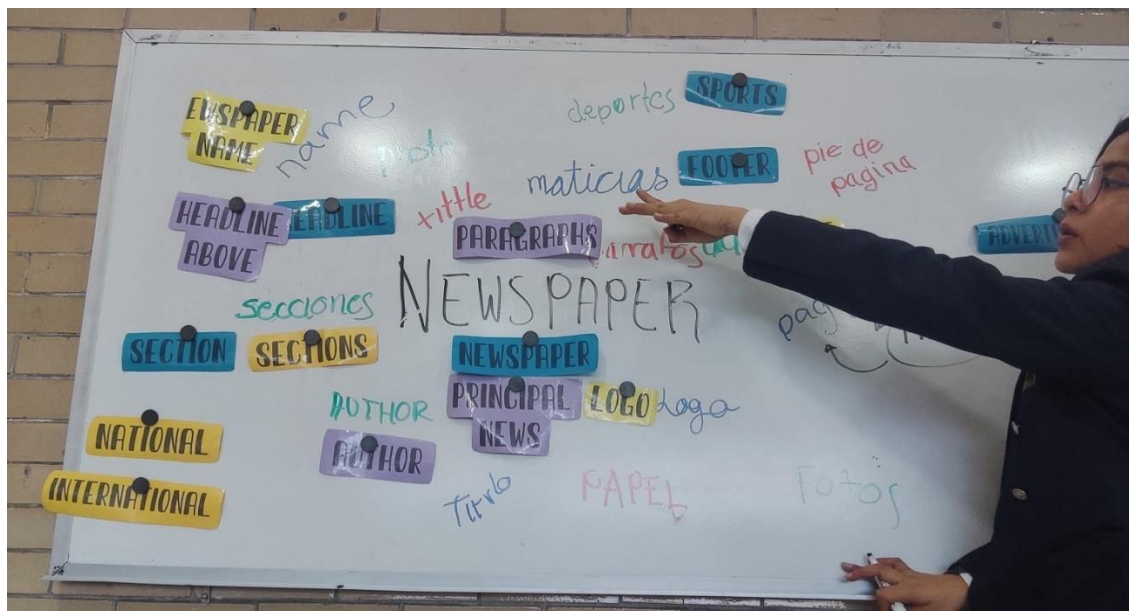
⁸ The constructivist vision consists of working with the errors of the students without pointing them out" (Meece, 2001).



Picture 4. Brainstorm about elements of the newspaper (Students elaboration)

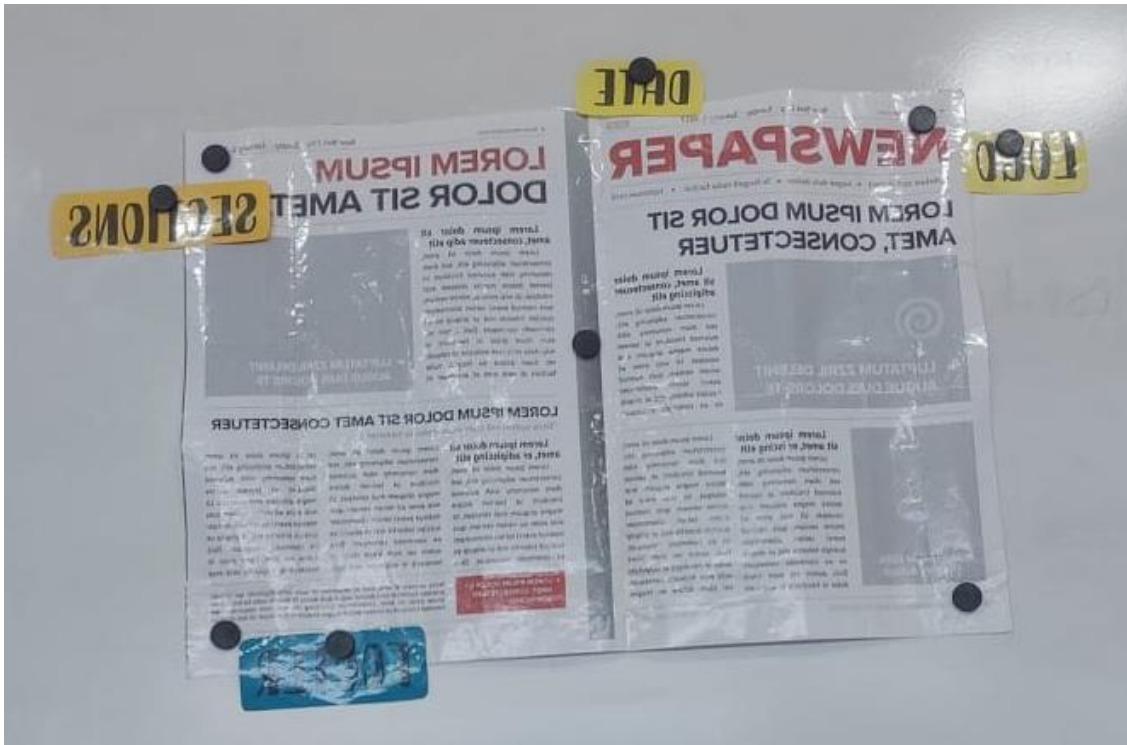


Picture 5. Brainstorm about elements of the newspaper (Students and teacher elaboration)



Picture 6. Brainstorm about elements of the newspaper (Students and teacher elaboration)

I proceeded to give them a worksheet (See in annexes p.102) with a template from the newspaper once they already had the template stuck in their notebook the students dedicate themselves in order to identify each of the vocabulary that we had been seeing in the brainstorming in the same way, I asked the students to help me in a type of game, pin the tail on the donkey, in which we looked for the title where it goes..



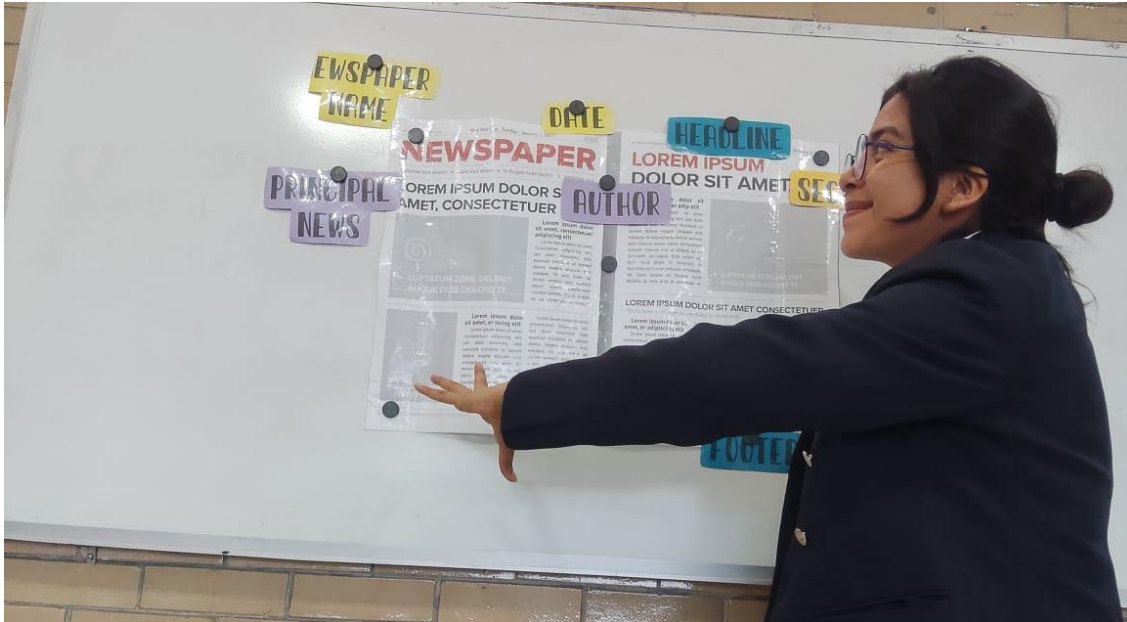
Picture

7. Elements of the newspaper (Students elaboration)



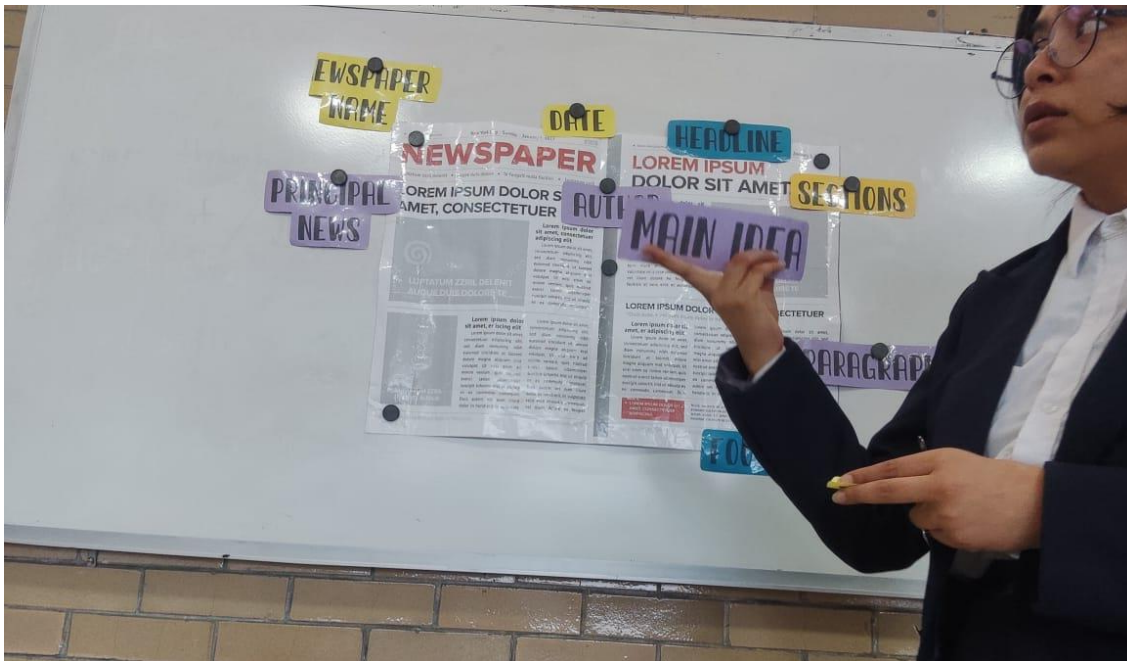
Picture

8. Elements of the newspaper (Students)



Picture

9. Elements of the newspaper (Students and teacher elaboration)



Picture

10. Elements of the newspaper (Students and teacher elaboration)

For example, and they pointed to the title in this case that was in the temple but also made various indications or comments in which he emphasized or highlighted the part in which a newspaper title was identified, for example in this case the title is striking comes in large in the first part and so on

with the rest of the elements I feel that in this class as such they were the ones who gave them because all this type of comment was made by the students. Giving a little review of the pronunciation of all these elements, I think it has been one of my most successful classes and that it has really cost me a lot of work just planning it, since at the beginning of this planning I did not even know how to start it when I gave the class I had read a lot about the elements of a newspaper I had seen newspapers I had basically taken it upon myself to study a newspaper from top to bottom as well as its elements.

I think at the end of the day that is what we have to do with each of our classes master them without fear and if it is that there is a doubt, perhaps the whole group can solve it, or the homework can be left out.

We must not leave aside that the teacher will not always know everything, but the student can also help him.⁹

I would like to conclude that sometime later, once I collected all the newspaper, well, I really kept it, I never cared about the newspaper personally when I was wrapping my December decorations, I used that same newspaper, and I perceived that the student was writing all the parts for me. that he identified what does it mean that before I gave her the template she was locating each and every one of the parts in this case the vocabulary that we had written through brainstorming on the board when I saw it I could not believe it I said wow I did not expect it and I liked that initiative the student that I did not even have to ask him that he did it.



⁹ The constructivist approach is distinguished from the rote and repetitive approach by focusing on taking advantage of and using the previous ideas and knowledge that the individual brings with them, connecting them with the planned theories and concepts. From this interaction, lasting and meaningful knowledge is built. (Olaya and Ramírez, 2015)

Picture 11. Notes on the newspaper (Students Elaboration)



Picture 12. Notes on the newspaper (Students Elaboration)

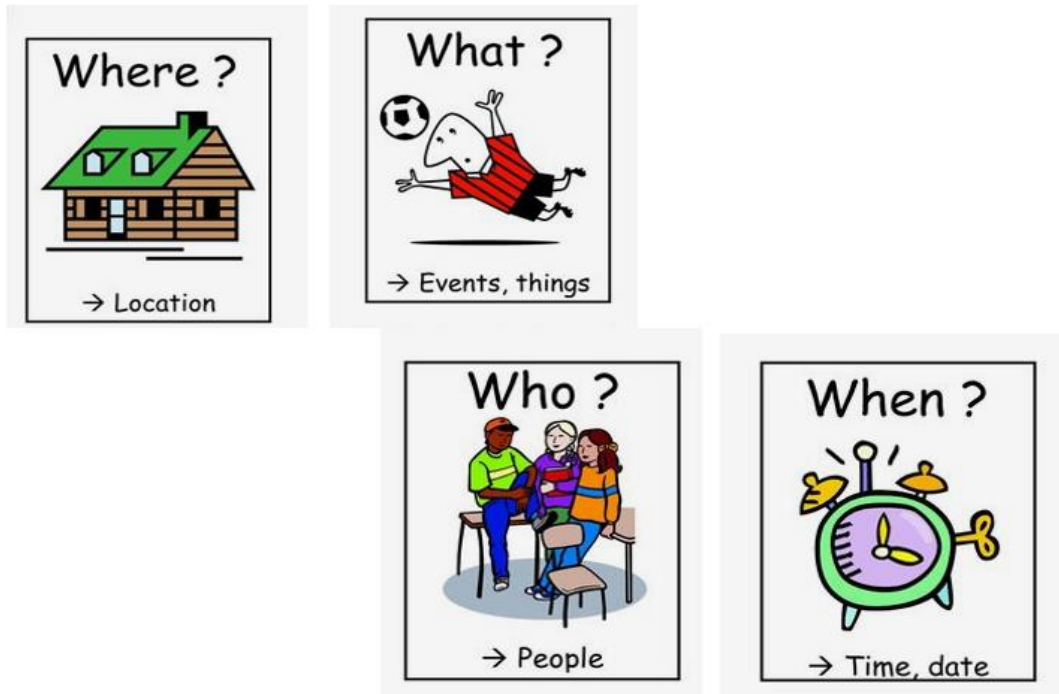


Picture 13. Notes on the newspaper (Students Elaboration)

STAGE & TIME	OBJECTIVE	PROCEDURE	MATERIAL	SKILLS	INTERACTION	POSSIBLE PROBLEMS	SOLUTIONS	LANGUAGE TO BE USED	
								STRUCTURES	VOCABULARY
Warm up	Ss will be able to infer the topic	-t make feedback about the information that ss got the last class -t ask ss what they obtain from the news	News	Scanning	Ss-T Ss-Ss	Ss do not understand the topic	T give examples about the topic		
Development 30-35	Ss will be able to recognize <u>wh</u> word and its use	-t introduces ss about the use of the <u>wh</u> words (flashcards) -t explain what specific information ss can obtain with this <u>wh</u> words (what-events, things, where-places, who-people, when-date,time) -ss highlighted the main ideas that permit ss to answer the <u>wh</u> questions -t writes the complete <u>wh</u> questions Attachment 5	Flashcards	Scanning Writing	Ss-T Ss-Ss	Ss do not understand the <u>wh</u> words	T explain with mimic and example	What <u>did</u> it happen? Where did it happen? Who was involved? When did it happen?	what-events, things where-places who-people when-date,time
Closure 5-10	Ss will be able to answer <u>wh</u> questions	-ss copy on their notebook the <u>wh</u> questions and the possible answers -t makes feedback with the correct answer	Notebook	Scanning Writing	Ss-T Ss-Ss	Ss do not answer the <u>wh</u> questions	T monitor the classwork		
FILLER	Attachment 11, page 18, exercise 71								

Picture 14. Lesson Plan, session 2, WH questions (Own Elaboration)

The use of "WH" questions (who, what, when, where, why, how) in a class that uses news as study material is a highly beneficial pedagogical strategy.



Picture 15. Didactic Material (Own Elaboration)

These questions offer students a structured guide to deeply analyze and understand the information presented in the news.

According to Doe (2021), "The use of WH questions in classroom news discussion fosters deep understanding, stimulates critical thinking, and develops oral and written expression skills" (p. 42). By asking questions like "What happened in this news?", "Why did this happen?" or "How will this situation affect society?", students are challenged to analyze the information in a more detailed and thoughtful way. This helps them develop critical reading skills and grasp key details in the news.

In addition, the use of " WH " questions in class stimulates the critical thinking of the students. When faced with questions that require further evaluation and analysis, students must examine the information presented in the news, weigh different perspectives, and supply informed answers. This promotes the ability for analysis and reflection, allowing students to see beyond the surface and develop stronger critical thinking.

Likewise, the use of "WH" questions in class encourages the active participation of students. These questions invite students to share their opinions and arguments, creating an interactive and stimulating learning environment Duarte (s / f), the following stands out: the environment is conceived as a daily construction, daily reflection, permanent singularity that ensures diversity and with it the richness of life in relation, it is a subject that acts with the human being and transforms it. It is a space and a time in movement, where the participants develop abilities, skills, abilities, and values. By answering the questions, students also practice oral and written expression, since they must communicate their ideas and organize their thoughts clearly and coherently.

In this class I had to talk about which questions the student had to answer these questions I tried to start with words or more than anything questions they had already been in contact with.

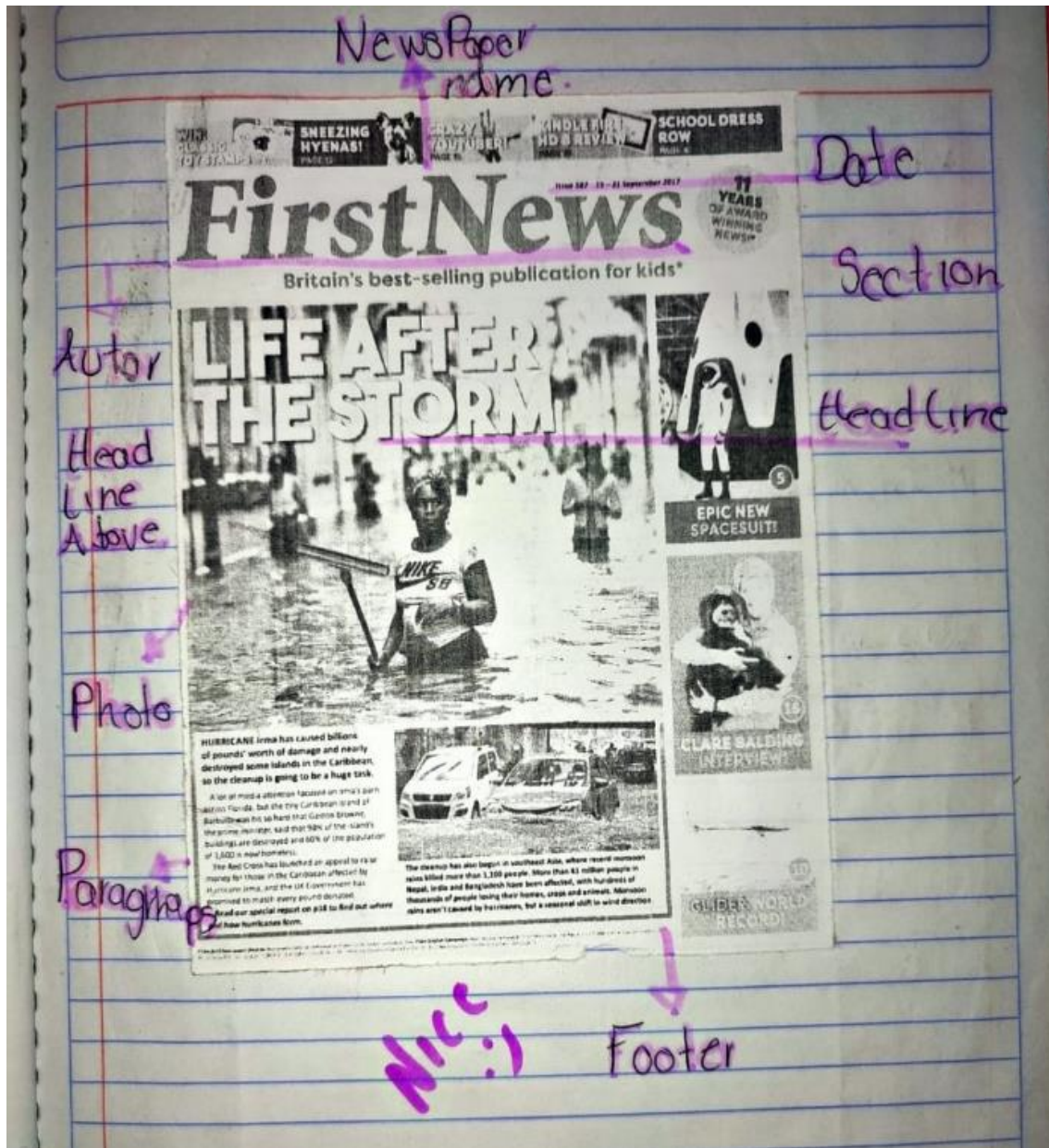
According to Richards (s/f) the most effective form of organization is one that establishes mechanisms that prevent the individual from acting in their own interests and rewards them when they act in favor of the interests of the organization., for example, what is your name?, when is it not your birthday?, where do you live and obviously I asked different students I began by explaining the class and telling the students more than anything that we were going to work with certain WH questions are you WH questions were going to allow me and the student to know how much they had understood of the subject, how much did they understand about the subject and how was it carried out to begin with.

Once I explained to them what each of the questions consisted of, the students were a bit confused, so I made use of my didactic Cedeño, M. (2004), tells us that the didactic material is learning tools that support the child emotionally, physically, intellectually, and socially, that is, they help in the search for their integral development.

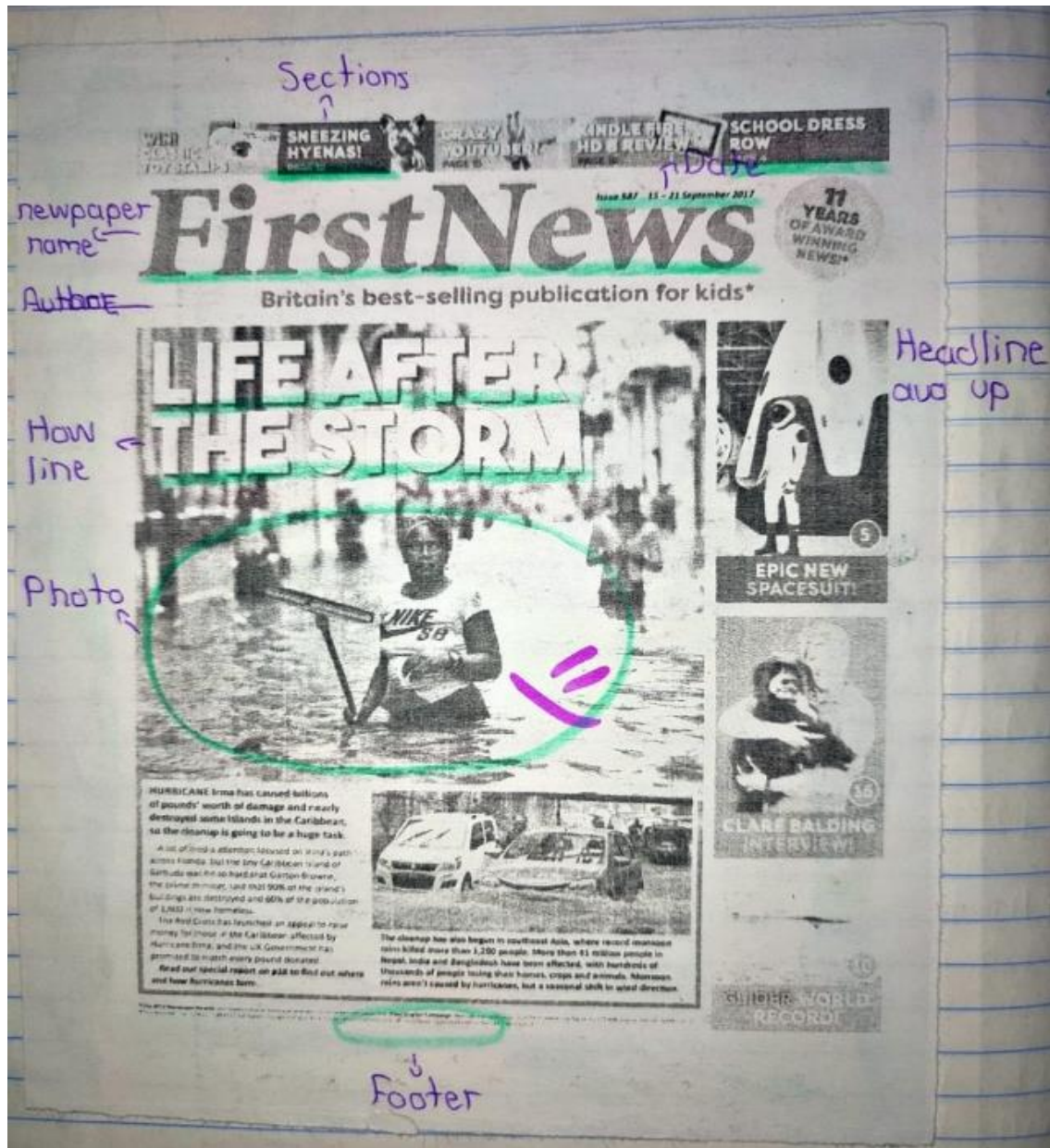
They are also means to stimulate learning, developing creative ability. The didactic material are the objects that the teacher and/or the student use during the educational process, being these motivating objects. it was emphasize that first I wanted the student himself to be able to remember the use of each of these WH questions, since this had already been seen before in the first year of secondary school, so what I did was show him a reference image for each question in the case where I made use of an image indicating the location when of a clock for the time that in this case wondering and so on with the questions I also want to highlight that the WH are quite a few but in

this case I discarded the majority and did not just because I did not want to work with them or because it was going to be something more complex for me for the student.

But also, because they would not be of any use to me, and it would only be wasting time with things that really do not have that much meaning for them. where when what how and who used it for who were the people involved maybe right now it does not make sense but I would have it later moving on to this allow start by showing the students a news item from a newspaper obviously in English the news contained a headline an author a subtitle also images pages texts paragraphs among other elements only for the purpose of giving feedback to the students I asked them that in an oral and participatory way obviously also ordered and by raising their hands they could tell me what elements were on the news.



Picture 16. Notes on the newspaper worksheet (Students Elaboration)



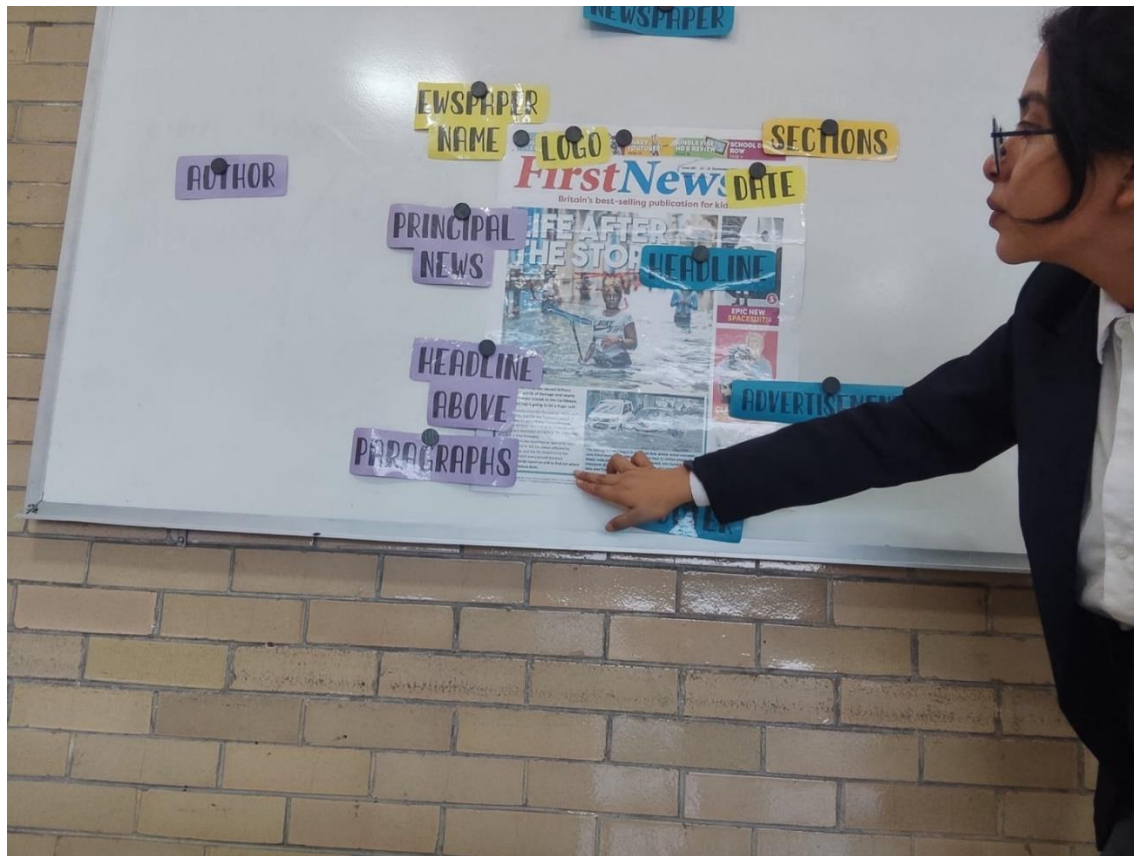
Picture 17. Notes on the newspaper worksheet (Students Elaboration)

I come back to repeat, they mentioned the aforementioned elements, but once that was done, I only asked them because of the simple image of what they thought it was about, many said that extraterrestrials were from Mars, because the news was a little focused on space, likewise, I never made the comment to them either, that it was news or something like that, they themselves found out on their own, since as I mentioned again, the redundancy is worth it, previously it had elements of the newspaper and vocabulary that we had already seen, it was then that I emphasized that even the news many times if we do not understand them, a simple image can help us a lot. In this case.

I also mentioned that an image allows me to give you a better perception of what that news is or what it deals with. Once we started to use that reading, as a first step, I asked them to underline those words that most of them already knew underlined subjects, places, people and countries, even when they underlined or mentioned that there were places or people there, I stressed that in that case, capital letters were used for names of people, cities or countries like that even some of them underlined verbs and if the rest of the group did not, some classmates did not understand the meaning of these verbs, I used mime to explain them or even gave some examples of how this action can be carried out but in done in another context that we went on to underline those words that we saw or that we believed were related to the image and with the title here we used what was another color to emphasize these words the students underlined such as moon travel space among others.



Picture 18. Elements of the newspaper (Students and teacher elaboration)



Picture 19. Elements of the newspaper (Students and teacher elaboration)

Lastly, words were only asked to underline those words that were not really understood, there were very few and those that were underlined were expressed through mime or once again the use of some other example so that it could be more understandable.

Once this was done, we passed to do a group reading, this consisted of me, as the teacher, beginning the reading and then assigning a student to continue it, and so on, once the reading was finished,

CHINA REACHES THE MOON



The first image of the rover on the far side of the moon and, right, a close-up of the lunar surface

by Eddie de Oliveira

CHINA has successfully landed the first ever robotic spacecraft on the far side of the moon.

The Chang'e-4 probe, which lifted off in early December, touched down on the lunar surface on 3 January.

Many missions have explored the side of the moon that faces us, but this is the first time humans have sent a probe to the side we cannot see. This half of the moon is often called the 'dark side', but this isn't accurate. The moon spins on its axis at exactly the same rate as it orbits the Earth, so one side remains permanently out of our view. It isn't dark, though, as it still receives light from the sun.

Chang'e-4 will study geology on the far side of the moon and carry out biology experiments. It is hoped this research will show how the moon was formed and what went on at the beginning of our solar system.


Picture 20. Notes on the newspaper worksheet (Students Elaboration)

Headline	China reaches the moon
Date =)	Early December
Main Idea	China reaches the moon
Place	Moon
Participes	China
Author	Eddie de Oliveira
Cognates	

Picture 21. Notes about the newspaper worksheet (Students Elaboration)

ne
/dea.
in)

CHINA REACHES THE MOON



The first image of the rover on the far side of the moon and, right, a close-up of the lunar surface

by Eddie de Oliveira

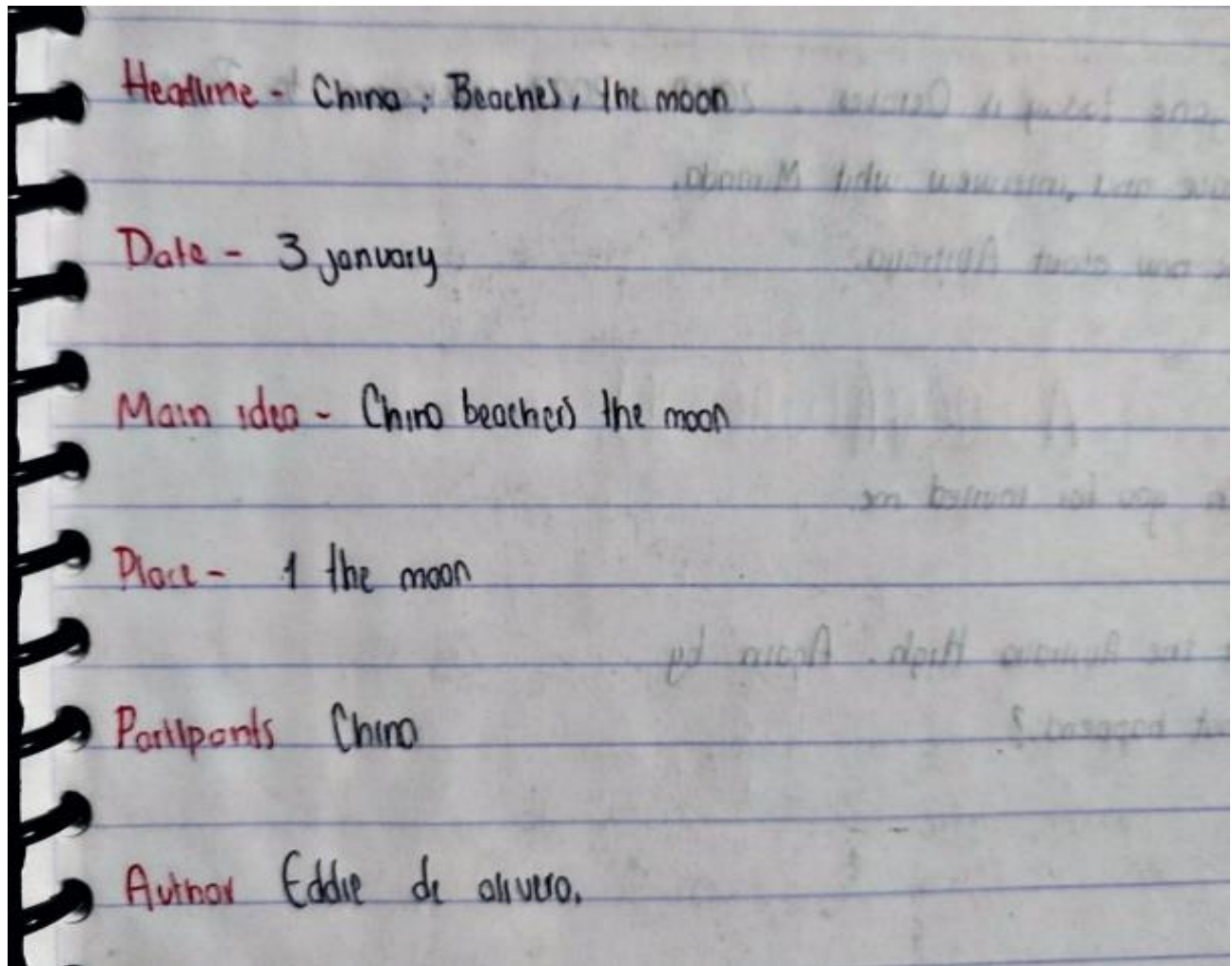
CHINA has successfully landed the first ever **robotic spacecraft** on the far side of the moon.

The Chang'e-4 probe, which lifted off in early **December**, touched down on the lunar **surface** on **3 January**.

Many **missions** have explored the side of the moon that faces us, but this is the first time **humans** have sent a probe to the side we cannot see. This half of the moon is often called the **'dark side'**, but this isn't accurate. The moon spins on its axis at exactly the same rate as it orbits the Earth, so one side remains **permanently** out of our view. It isn't dark, though, as it still receives light from the sun.

Chang'e-4 will **study geology** on the far side of the moon and carry out **biology** experiments. It is hoped this research will show how the moon was formed and what went on at the beginning of our **solar system**.

Picture 22. Notes on the newspaper worksheet (Students Elaboration)

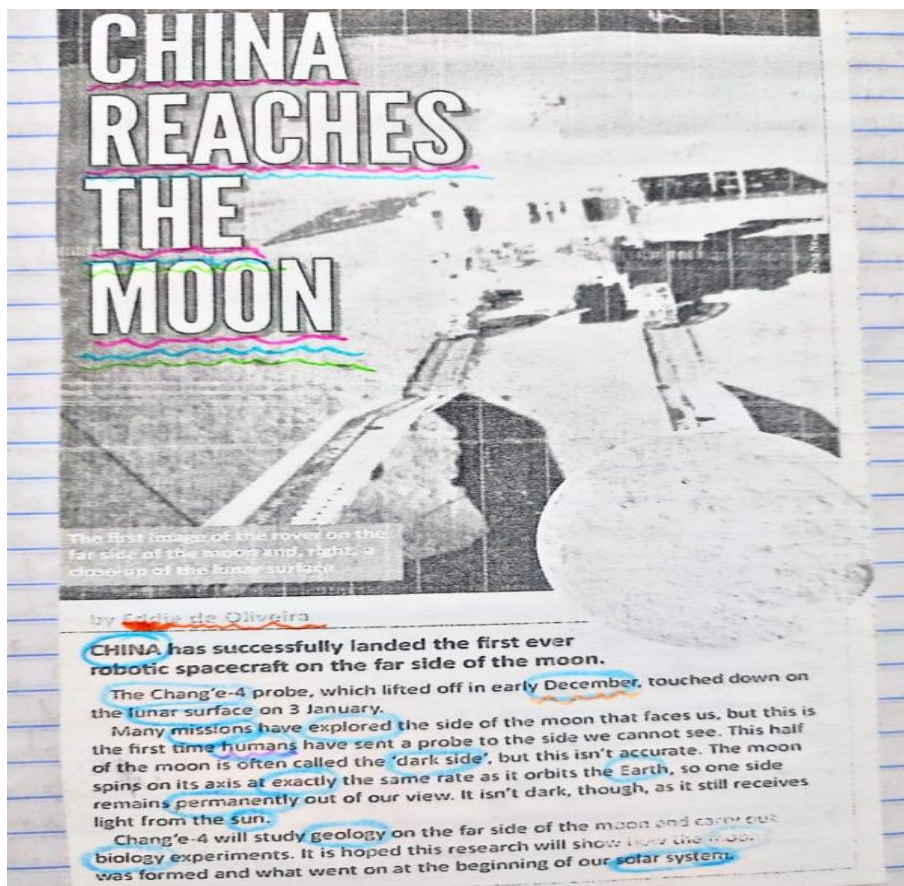


Picture 23. Notes about the newspaper worksheet (Students Elaboration)

I asked again what were the main or key ideas that were going to help me. help to know what the students were about they gave their opinion this part is important to me since at first, they did it in Spanish, language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal(Richards, 2006)but later some of them tried to use language to express their ideas they used all the vocabulary that was there or at least most of it of the one who was in the news to express what they believed about it, once this was done I proceeded to the second part of my development, which as such was to answer the WH questions so here I enter to the part in which he already began to ask questions of a slightly more advanced level and in the past tense, for example, where it happened when it happened what happened how it happened and who was there or who was involved.

Continuing the class, I had to give feedback again with the students about what each of the WH questions dealt with. In this case, it began with why each of these questions was going to look for or what it was going to focus on in the same way. I asked that each of the questions be marked with a distinct color so that I could also underline the answers in the news. Once this was done, we answered the first question as a group to make them understand or show them an example of how it was going to be done. carry out the activity once this was done, that activity worked very quickly and in my opinion in the best way since the students fully understood the instructions and likewise managed to answer most of the questions correctly, ending with the students asking them to they will check their answers with another classmate so that they can compare what each one had answered and why.

To finish the class, we simply corroborate the questions in a group to consolidate the answers and that these were the same for all the group also underlined the answers in the news if the question asked when it happened, they underlined the date with the same color as the question.



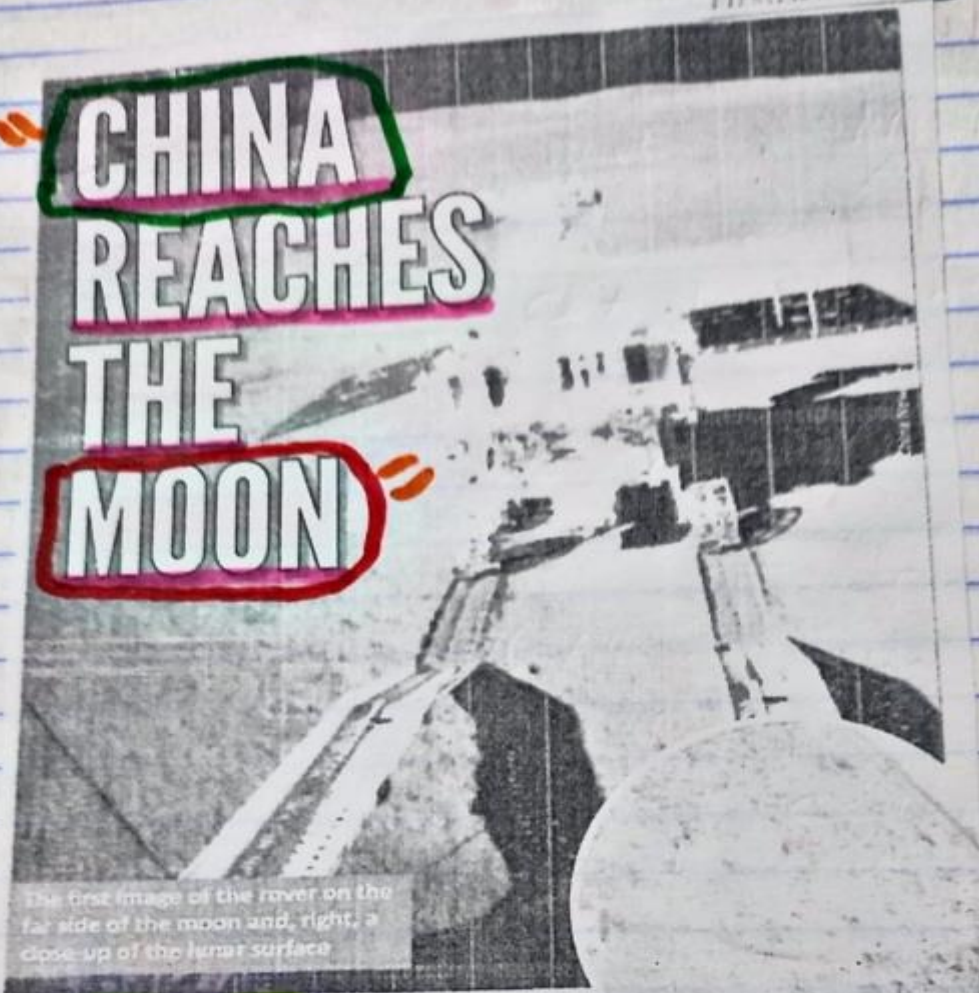
Picture 24. Notes about the newspaper worksheet (Students Elaboration)

<u>Headline</u>	"China reaches the Moon"
<u>Date</u>	December
<u>Main idea</u>	Reaches the moon
<u>Place</u>	The moon
<u>Participants</u>	Humans
<u>Author</u>	Eddie de Oliveira
<u>Cognates</u>	China, lunar, idea, solar system, permanently

Picture 25. Notes about the newspaper worksheet (Students Elaboration)

FirstNews → ISSU

CHINA REACHES THE MOON



The first image of the rover on the far side of the moon and, right, a close-up of the lunar surface

by Eddie de Oliveira

CHINA has successfully landed the first ever robotic spacecraft on the far side of the moon.

The Chang'e-4 probe, which lifted off in early December, touched down on the lunar surface on 3 January.

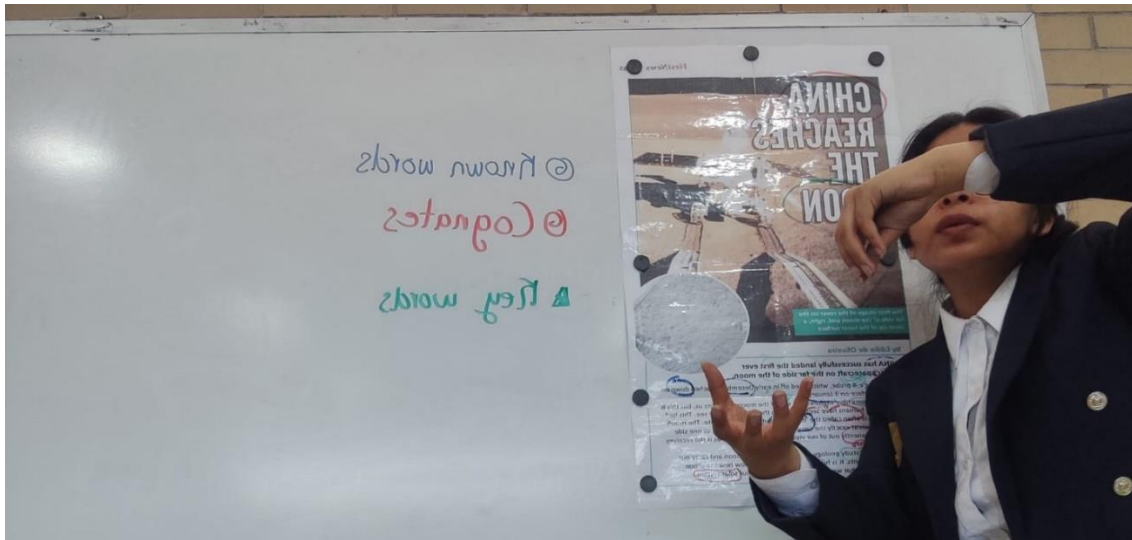
Many missions have explored the side of the moon that faces us, but this is the first time humans have sent a probe to the side we cannot see. This half of the moon is often called the 'dark side' but this isn't accurate. The moon spins on its axis at exactly the same rate as it orbits the Earth, so one side remains permanently out of our view. It isn't dark, though, as it still receives light from the sun.

Chang'e-4 will study geology on the far side of the moon and carry out biology experiments. It is hoped this research will show how the moon was formed and what went on at the beginning of our solar system.

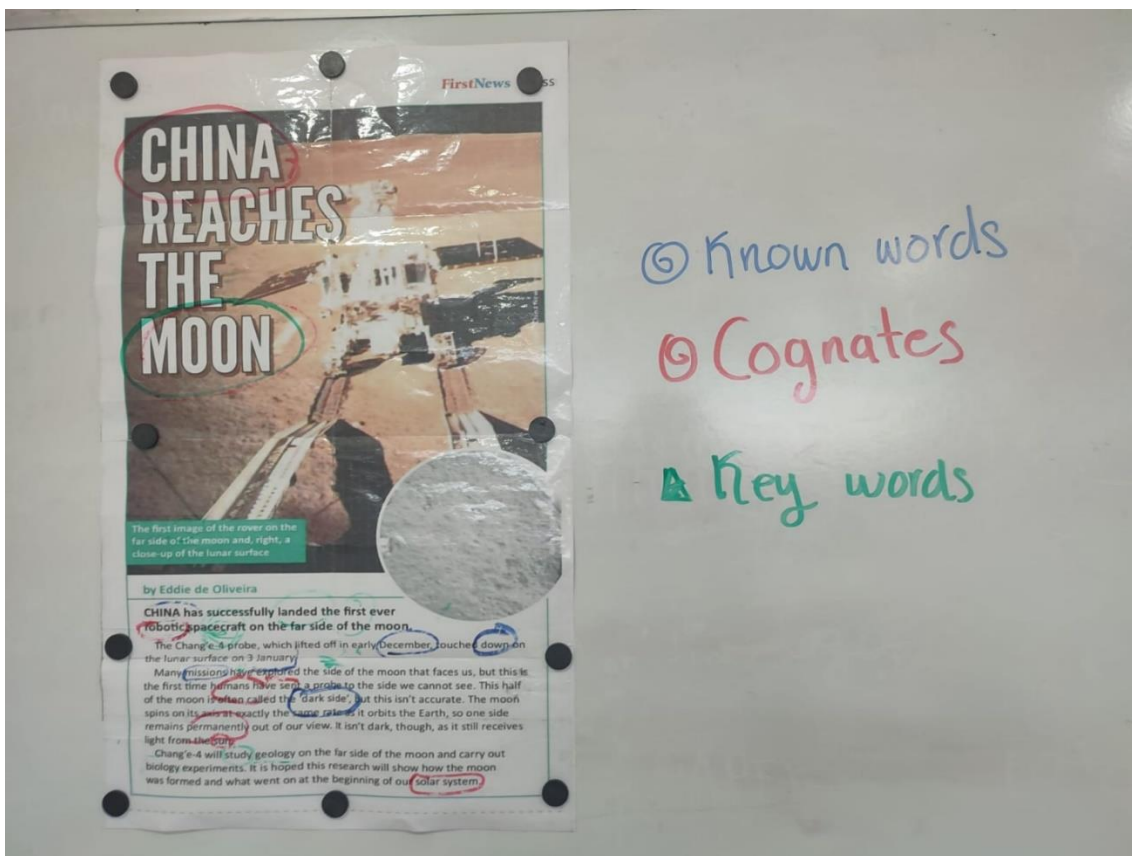
Picture 26. Notes on the newspaper worksheet (Students Elaboration)

Date	China reaches the moon
Headline	3 January, December
Main idea	China reaches the moon
Place	The moon
Participants	China, humans
Author	Eddie de Oliveira
Context	

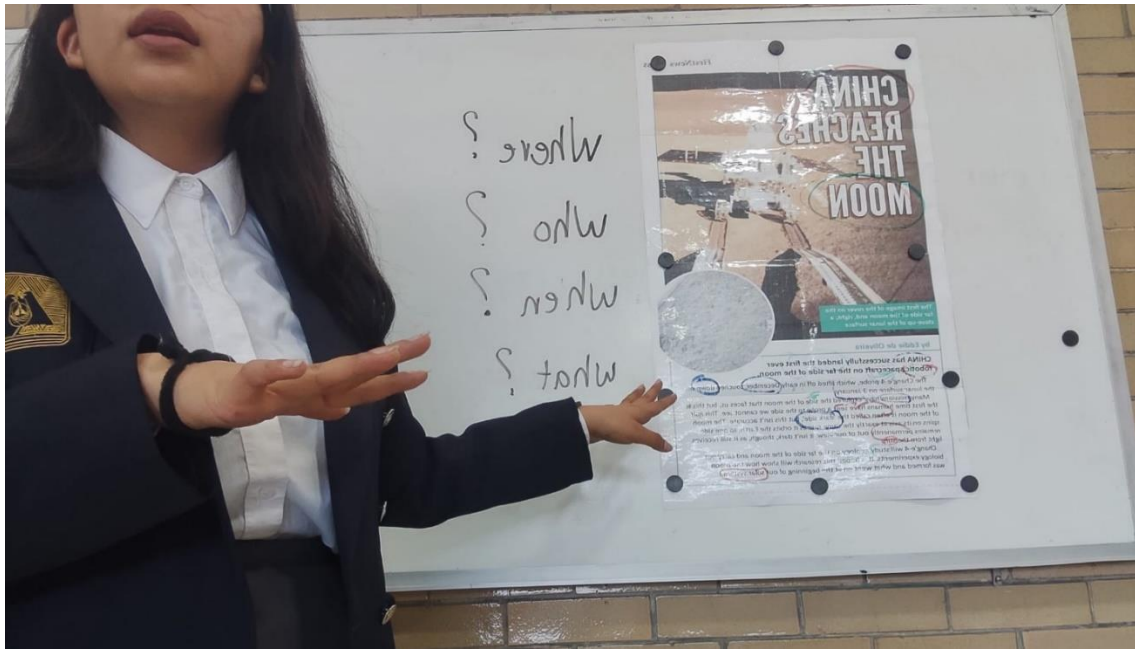
Picture 27. Notes about the newspaper worksheet (Students Elaboration)



Picture 28. Highlighting words on the newspaper (Students and teacher elaboration)



Picture 29. Highlighting words on the newspaper (Students and teacher elaboration)



Picture 30. Highlighting words on the newspaper (Students and teacher elaboration)

In this way, that class was closed, and I really think it is one of the best conversion classes that I have done it because the student understood, clarified his doubts and likewise I work with what at first perhaps was difficult for him.

TITLE OF THE LEARNING SITUATION		Mute class to understanding instructions		Date	Tuesday, 06, December 2022		
Session Number	4	The Main Aim	s interprets instructions through drawing to verify if they understood those				
Working Mode	Body language	Personal Aim	s express how they understand instructions without talk				
# of Act. & Time	Subsidiary Aims	Procedure	Skills	Aids	Interaction	Language to be used	
						Structures	Vocabulary
Warm-up (5 min)	S compare their homework and are introduced to the new topic through pictures	T asks about the homework S share their answer with all the group and correct them if it is necessary T shows some of different situations S share their answer what they think they are and where they have seen them	Speaking	Worksheets Flashcards Board	t-s s-s	Imperatives	
Development (30 min)	S make a drawing to express how each one understood instruction as well as communicate through body language	T explain that we can understand instructions without words, just with drawings T give a worksheet S paste their worksheet T give instructions: no talk during the (development) the class, use body language to express something S make a drawing to each If s wants to help their classmates, they can't talk just use body language S share their drawings with others s and compare them	Body language Drawing	Worksheet Notebook Atta:5 Atta:6	s-s	Imperatives	
Closure (10 min)	S contrast their drawings and check if they understood the instructions	Some s pass in front an explain why they do those drawings and the rest of the group share if the drawing was made according to the instruction	Speaking Drawing	Worksheet Notebook	t-s s-s	Imperatives	
HOMEWORK		Correct their drawings if it is necessary					

Picture 31. Lesson Plan, session 3, mute class (Own Elaboration)

A well planned and executed didactic activity can improve the quality of the class in several aspects. First of all, these activities arouse the motivation and participation of the students, capturing their attention and generating enthusiasm for learning. Furthermore, by promoting active learning, students become protagonists of their own learning process. In the discovery learning approach, the goal is to "discover" a rule, concept, or association that has been taught, which differs from the discovery method itself. In a discovery learning sequence, induction is used, that is, it starts from particular examples to reach a general conclusion. Mastery is checked by the student by verbalizing the general property or by providing another example, which shows that she has discovered the underlying structure (Glaser, 1974).

However, Shulman and Keislar (1974, 41) point out that "the discovery process can be the result of both inductive and deductive approaches." interacting with the content and building their understanding in a deeper way. These activities also offer the opportunity to apply the knowledge in practical situations, which strengthens its relevance and usefulness. Additionally, by designing activities that foster key skills such as critical thinking, problem solving, and communication, students are prepared to meet real-world challenges.

With the implementation of the curricular change in 2006, language teaching is recognized as a dynamic process that considers the social practices of language as the central axis of interaction in real contexts. Everyday, academic and literary transactional exchanges are promoted. In the 2011 Educational Reform, a more comprehensive and communicative approach was adopted, supported by curricular standards, which reflected the principles of the Basic Education curriculum in Mexico.

This approach demanded a commitment to diversity, the development of confidence in students, a willingness to learn, activities based on collaboration, problem solving, and the promotion of harmony in social relationships (SEP, 2011). It was in this year that the subject "second language: English" was established from the third grade of preschool to the third grade of secondary education.

The personalization of learning, adapting the activities to the individual needs of the students, allows for a more effective and meaningful educational experience. Finally, the didactic activities provide continuous and formative feedback, allowing teachers to adjust their teaching in real time and provide specific guidance for the growth of each student. Jaramillo (2007) supports this idea by emphasizing that the classroom environment is essential to promote the physical, social and cognitive development of boys and girls. He also highlights the importance of the integral development of the people involved in the educational process, with the aim of promoting their critical social integration (Read, 1948; Sacristán, 1996, cited in Romo, 2012, p. 142).

In other words, the environment is conceived as the physical, social and human aspects that make up the space-time in which individuals experience various experiences that facilitate, to a greater or lesser extent, the generation of learning that promotes their integral development (Romo, 2012, p.143). Taken together, these enhancements contribute to creating a stimulating and effective learning environment.

In this session, the purpose was that the students, making use of their prior knowledge as well as what they observed, could induce instructions for this, I gave myself the opportunity that since the class, at least during that practice period, was very popular in the world Qatar so that they could feel more motivated towards the subject and in this case the didactic material was made in Arabic






Picture 32. Didactic Material in Arabic (Own Elaboration)

I started the class by asking the students what they knew about the World Cup, to which I had great participation from them, obviously raising their hand so that order could be seen within the class once they had all shared their experiences and knowledge. Regarding the World Cup, I gave input

to my development with the question that I would ask if they were in a game or the World Cup final and suddenly a tornado began. I also had several participations from the students once again making comments about how to protect or more than anything from those indications that should be followed once this is done, go to the question that was what they wanted the day the earthquake struck previously an earthquake with a magnitude of 7.5 had been witnessed in the country.

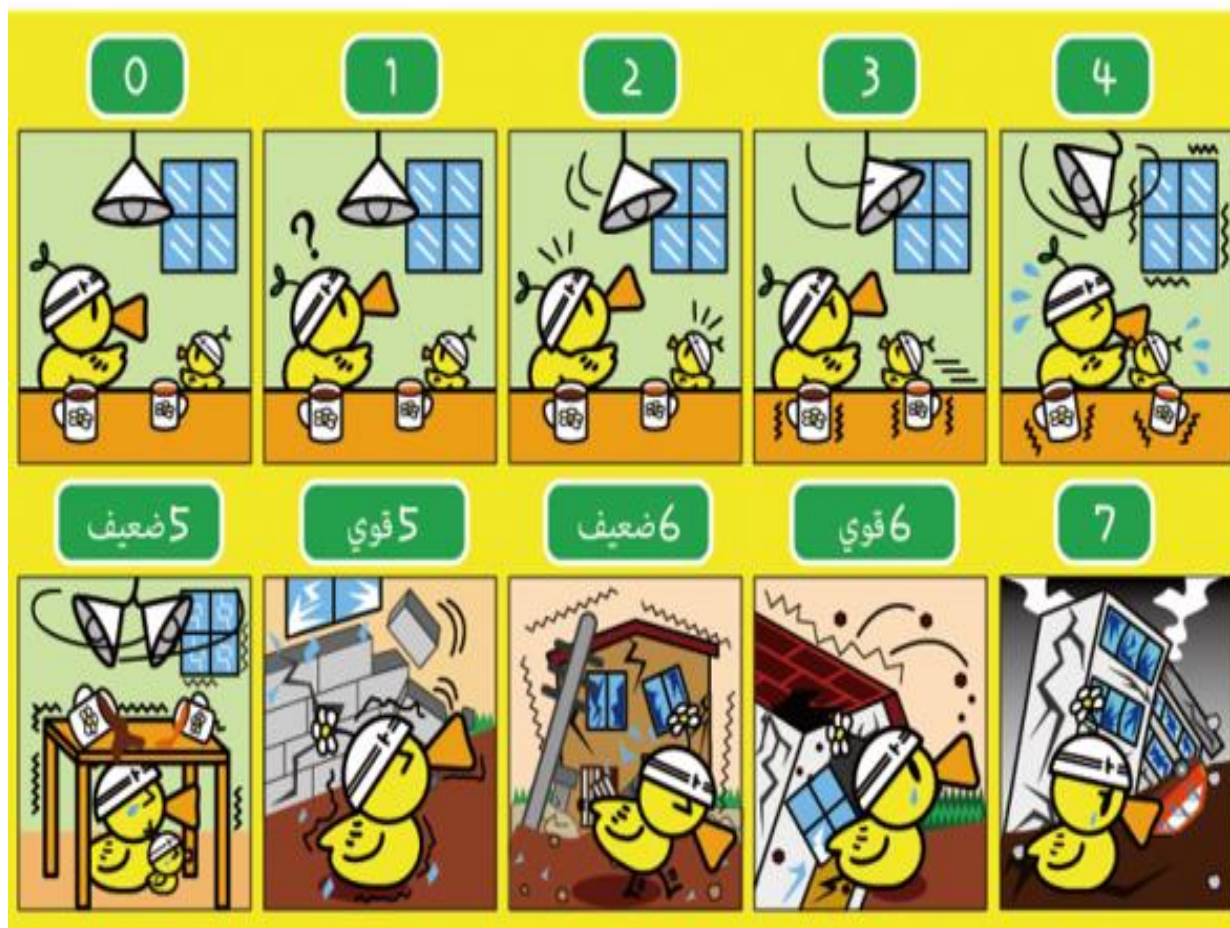
Having said this, several students began to share their experiences of how they felt, it was So when in the same way I began to make the comment about how it is that all that they have just explained or shared could be expressed to a person who is from another country since they do not understand anything of what they have just commented having said this my purpose was for them to come to the conclusion that through drawings or images they could also understand those actions that were carried out

Therefore, it was there when my didactic material came in, emphasizing that everything was written in Arabic and that for obvious reasons they did not understand anything at all, it was then that I explained to them that in fact the images could help us to give a better perception of what is intended to explain

تنبهات بوقوع موجات تسونامي (تسونامي تشويهو)	تحذيرات بقدوم موجات تسونامي (تسونامي كييهو)	تحذيرات بقدوم موجات تسونامي عاتية (أوتسونامي كييهو)
يصل ارتفاع موجات التسونامي ما بين (20 سم - 1 متر)	يصل ارتفاع موجات التسونامي ما بين (1 متر - 3 متر)	يصل ارتفاع موجات التسونامي من (3 أمتار فأعلى)
		
قد يؤدي ذلك إلى انقلاب زورق صغيرة، وقد يتعرض أي شخص على ساحل الشاطئ لتيارات موجات تسونامي قوية.	ستضرب موجات تسونامي مسببة أضراراً في المناطق المنخفضة المستوى، وستغمر المياه المباني الساحلية المنخفضة الارتفاع، وأي شخص متواجد في محيط منطقة الخطر سيكون عرضة لتيارات موجات التسونامي.	أي شخص متواجد في محيط منطقة الخطر ستضربه تيارات موجات التسونامي، والمباني الساحلية المنخفضة الارتفاع ستُدمر بالكامل أو ستجرفها المياه بعيداً.
أخرج من الماء وغادر المنطقة الساحلية فوراً!	إلى مكان أعلى ارتفاعاً!	

Picture 33. Didactic Material in Arabic (Own Elaboration)

In this session, the purpose was that the students, making use of their prior knowledge as well as what they observed, could induce instructions for this, I gave myself the opportunity that since the class, at least during that practice period, was very popular in the World Cup in Qatar they managed to feel more motivated towards the subject and in this case the didactic material was made in Arabic.



Picture 34. Didactic Material in Arabic (Own Elaboration)

I started the class by asking the students what they knew about the World Cup, to which I had great participation from them, obviously raising their hand so that order could be seen within the class once they had all shared their experiences and knowledge. Regarding the World Cup, I gave input to my development with the question that I would ask if they were in a game or the World Cup final and suddenly a tornado began. I also had several participations from the students once again making comments about how to protect or more than anything from those indications that should be followed once this is done, go to the question that was what they wanted the day the earthquake struck previously an earthquake with a magnitude of 7.5 had been witnessed in the country. Having said this, several students began to share their experiences of how they felt, it was.

So when in the same way I began to make the comment about how it is that all that they have just explained or shared could be expressed to a person who is from another country and who does not

understand anything that they have just commented having said this my purpose was for them to come to the conclusion that through drawings or images they could also understand those actions that were carried out

Therefore, it was there when the didactic material came to me, stressing that everything was written in Arabic and that for obvious reasons they did not understand anything at all, it was then that I explained to them that in effect the images could help us to give a better perception of what he intends to explain then was when he asked the students what type of natural disaster he used each of the manuals presented for. These manuals were illustrated with cartoons that represented each of the actions that had to be conducted and finished once they were done. this, the students mentioned what it was or what instructions they could use in each of these situations.



Picture 35. Didactic Material in Arabic (Own Elaboration)22

With this I proceeded to choose a manual like the others in Arabic so as a group we explained each of the drawings emphasizing in this case the use of verbs in infinitive to give instructions since none was directed towards a subject especially, but it was left for anyone who could read or observe it.

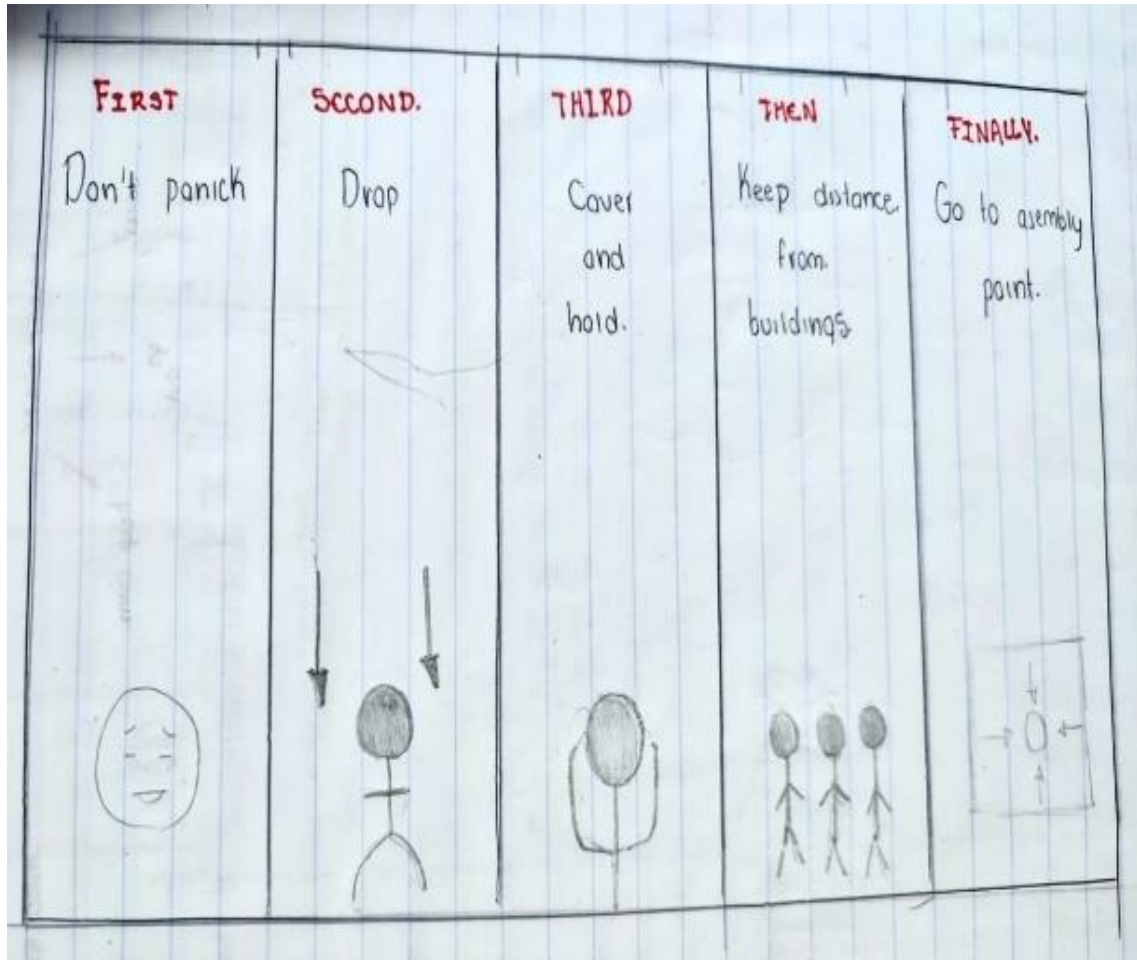


Picture

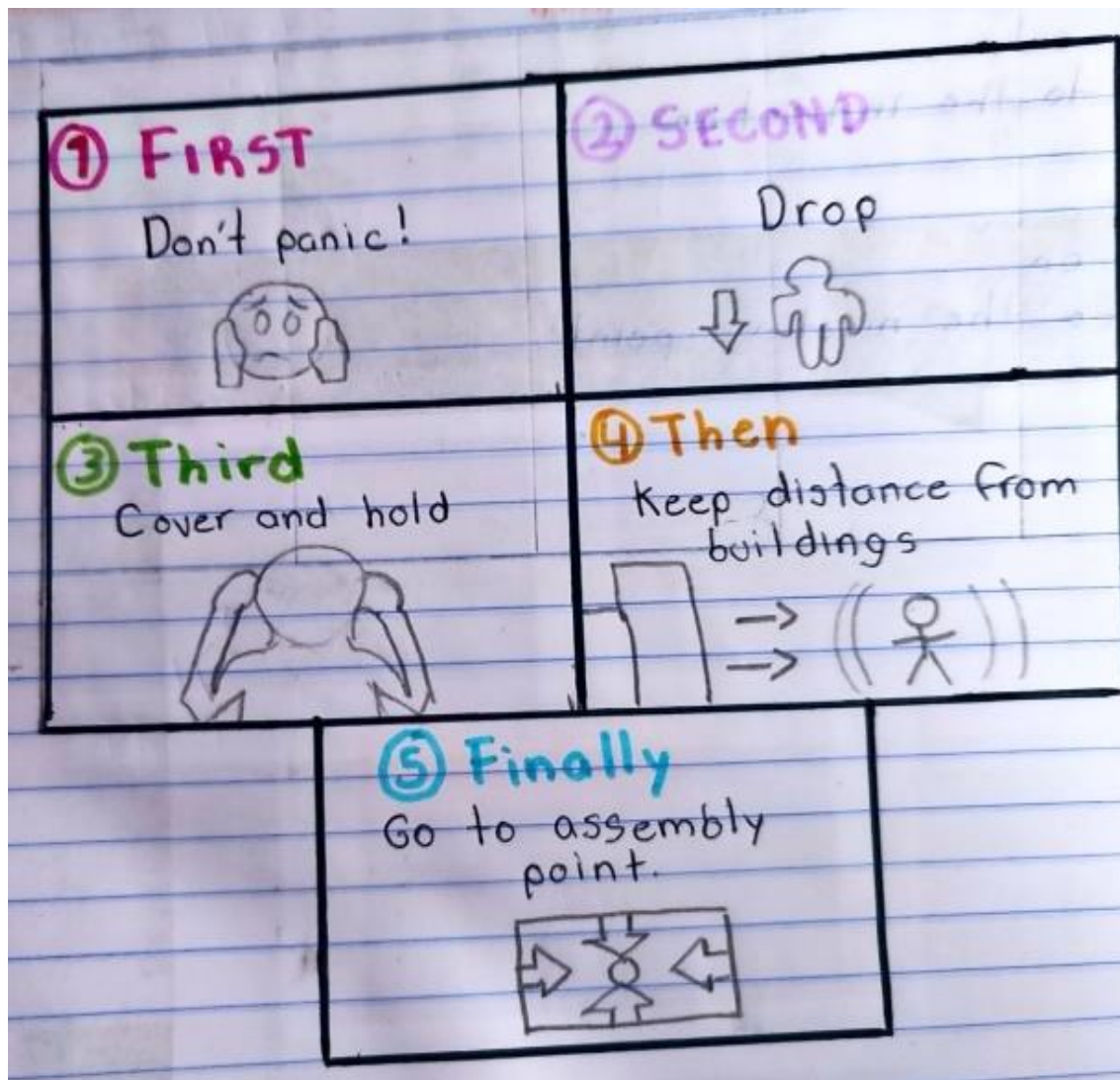
36. Teacher explaining

The chosen poster was one about an earthquake or tremor. In our case, it was then when the participation of the students was noticed a little more since they especially participated, since at least the majority have witnessed or gone through some situation of this, once they We did this first part in which we all translated the instructions from that manual, since these were mainly in the Arabic language, I explained the activity that was going to be carried out in this session. In this case, we were going to focus on creating instructions and comparing them with the classmates, what I did was give them images randomly so that they deduced what the situation was and what kind of instructions they would have to give, I let each of the students do their own instructions with the order they thought was appropriate to describe the instructions so we could contrast all our different jobs

Once the students finished writing their instructions as a group and with the same images that they had, I placed some flashcards on the blackboard asking them if which one should be placed first and because in this way all the students were contrasting whether the order in which they placed or wrote them was correct, it was then that we explained why each of the images had to go in that order so that we could review it with the whole group.



Picture 37. Making Instructions (Students Elaboration)



Picture 38. Making Instructions (Students Elaboration)

Once this activity was finished, I mentioned to them what they would do if they did not have images and only studied the text, how is it that they would make someone understand that they do not speak the same language, those instructions, the purpose of the question was for the students to mention of body language, which at the end of the day is another way of communicating through signs or even sounds, this in order to complement the fact that different types of manuals could also be presented in different ways

It should be noted that the most important thing about this session was that the way I arrived dressed drew too much attention from the students because since I had returned to the theme of the World Cup I decided to arrive dressed as a woman from Qatar with my head covered and a dress that

reached the ankles was when the students saw me come in, they were shocked. I knew that if I was talking about the World Cup, perhaps only the men would pay attention to the class. Something that worked for me was that the simple fact of being dressed as a Muslim, in this case an Arab, it called attention, I decided to characterize myself because since I was going to touch on the theme of the World Cup,



Picture 39. Characterization of myself as Arabian woman

it seemed proper to me that the fact that they saw me dressed in that style would make them focus more and indeed they did.

It should be noted that the most important thing about this session was that the way I arrived dressed drew too much attention from the students because since I had returned to the theme of the World Cup I decided to arrive dressed as a woman from Qatar with my head covered and a dress that reached the ankles, that is when the students, seeing me enter, were shocked.



Picture 40. Characterization of myself as Arabian woman

I knew that if I was talking about the World Cup, perhaps only the men would pay attention to the class. Something that worked for me a lot was that the simple fact of going dressed as A Muslim, in this case, an Arab, caught his attention. I decided to characterize myself because since I was going to touch on the theme of the World Cup, it seemed proper to me that the fact that they saw me dressed in that style would make them focus more, and indeed they did.

TITLE OF THE LEARNING SITUATION		Final product		Date	Thursday, 08, December 2022		
Session Number	6	The Main Aim	Students produce instruction about and <u>emergency situation</u> .				
Working Mode	Teamwork		Personal Aim	Students produce a cartel in their own way how they understand and express instructions			
# of Act. & Time	Subsidiary Aims	Procedure	Skills	Aids	Interaction	Language to be used	
						Structures	Vocabulary
Warm up (10 min)	S share all the knowledge that they have obtained	T use an energiser "coconut" (the class is after the rest) S make teams as the T told them S compare their comparative chart of the last class	Speaking		t-s s-s	Imperative verbs	
Development (30 min)	S work in teams to create a cartel expressing instruction to face an dangerous situation	T give each team a specific dangerous situation S recognize the situation S check the instructions the must use S give an order to the instructions S create their own cartel expressing instructions through drawing and sentences	Speaking Drawing Writing	Pieces of paper Colours Markers	t-s s-s	Imperative verbs	
Closure (10 min)	S complement their cartel with own ideas	S pass in front of the class to express why they make those drawings and why they put them in that order What other actions they can add to their cartel	Speaking Drawing Writing	Pieces of paper Colours Markers Cartel	t-s s-s	Imperative verbs	
HOMEWORK							

Picture 41. Lesson Plan, session 4, Final Product (Own Elaboration)

The use of body language can be a powerful tool in expressing instructions clearly and effectively to fellow students. Through simple and clear gestures, such as raising our hand or pointing in a specific direction, we can write down specific actions. Additionally, our posture and position can convey clear messages, according to Ortiz (2002), Body Expression refers to the use of various techniques that involve the body and movement (p. 111).

Such as sit or stand, while supporting a proper facial expression to reflect the tone and intent of our instructions. Direct eye contact and energetic body movements are also helpful in setting up a connection and emphasizing our instructions. It is essential to be consistent and clear when using body language, regularly practicing and reinforcing these signals so that students understand them and associate them with corresponding actions. Combined with precise verbal instructions, body language strengthens classroom communication and allows for more effective delivery of instructions.

In the same way, on that same practice day, I had to carry out a final project with the students, so my intention was for the student to create teams, or I would give them the members of a team, they would meet as a team and make an infographic or a manual. of some natural disaster obviously, I was going to provide them with the natural disaster in this class my main purpose is for each of the students to create a poster or an infographic data of the group and they could expose it in front of their classmates in order to explain the instructions and if it was possible to make use of Body Language

Actions and emergencies											
	Date: _____										Weather: _____
Tick the appropriate actions to be taken in each environmental emergency.											
	Stay calm	Provide first aid	Go to higher grounds	Stay on the news (radio or TV)	Stock food and supplies	Contact local fire, police or public works department	Evacuate	Use antibacterial liquid	Use mask	Stay away from sick people	
Example: Earthquake	✓	✓	✗	✓	✗	✓	✓	✗	✗	✗	
1. Forest fire											
2. Hurricane											
3. Influenza											
4. Flood											
5. Tsunami											
6. Oil spill											

Picture 42. Final Product (Own Elaboration)

I started the class by explaining to the students the energizer. Nowadays my energy is the Coconut in the energizer. For me it has been one of the most successful activities since everyone likes the students to move and it basically consists of memorizing and learning different patterns of movement depending on a letter what the activity consists of in which I will give each of the letters a movement, for example in the c they clap their hands in the o they snap in the n they get up in the u they sit down and in the late they place their hands on the bench



Picture43. Teacher explaining the COCONUT energizer.

That was funny because if I say O everyone does the O movement if I say n all the n movement and in the end he ended up spelling the word Coconut in this way since my classes are after Break it allows me that the student calm down and my room becomes a serene place besides that they adore the activity and many times they even know which movement corresponds to each one but I always try to change in this case the energizer if I used a clap for the c now I use touching the head, the ears or among other movements, since this class was going to be only to review or expose their final project, the students had previously worked on completing a comparative table about those actions that should and should not be taken carried out during an emergency situation.



Picture 44. Teacher explaining

My start consisted of having the students compare their answers with the rest of the room in order to see if they had the same ones and if it was necessary to correct them, once this was done I proceeded to develop it since I really needed it to be a class that was too fast Well, time was very short for all the teams to be able to present, that was when I gave the instructions that now the first Draft they had done had to be cleanly printed on a piece of paper like a poster and exposed in front of the group to I did not give them more than 15 minutes because all they had to do was transfer the first Draft to the rest of the room. Once this was done, each of the teams had to go on to explain their poster for this class.

I did not mention it to them at no time that they could make use of Body Language So as soon as the students came forward and exposed their posters each and every one of them did the same thing that I did at the beginning of this topic using too much Body Language to express each and every one of them the instructions were funny because it was like seeing me in them they were really performing the same actions as me what am I going with this that the students not only read the instructions they also used mime to express them like this If one of their classmates could not understand it they really expressed it with the body, the watch. I really liked this because today my students use the body language to express something if they do not want to do it in English or Spanish.

It was very gratifying to see this part of my students because they have taken initiatives that I have never asked them, I repeat it again, the instruction was only to expose the poster to the rest of their classmates and nothing else, on the other hand, what most of them did was also add the body Language.

Likewise, the students carried out the same maneuver that I used when explaining the main ideas in the silent class, pointing out those words that were important or of great relevance for the class, in this way the students if they wanted to express the word run and that it was important For example, Do not Run, they indicated the part of Do not and the Ron making gestures with their hands of no or denial more than anything and the action of running in this case they simulated that they were running and implied that you were not running.

According to Martín and Trevilla (2009), the practice of Body Expression has the potential to increase the motivation of the participants, which results in an improvement in the execution of the task they are performing at that moment.

Session number: 6 Specific objective of the session: by the end of the sequence students will be able to identify and write the elements of blog through a [template](#)

STAGE & TIME	OBJECTIVE	PROCEDURE	MATERIAL	SKILLS	INTERACTION	POSSIBLE PROBLEMS	SOLUTIONS	LANGUAGE TO BE USED	
								STRUCTURES	VOCABULARY
Warm up	Ss will be able to infer what type of people read blogs	-t make feedback about the blog and all the characteristics that were seen in the last class -t ask ss In difference of newspaper what type of the people read a blog? *Audience		Speaking	Ss-T Ss-Ss	Ss do not participate	T motivate their participations		
Development 30-35	Ss will be able to identify the characteristics of the blog	-t explain that the day before they were talking about all the characteristics of a blog -t explains that now they focus on the elements of news 'blog' -ss share the elements they remember of the last class about the parts of the news -t introduces ss the elements of the news' bog on the board -t gives ss a worksheet template about the blog Attachment 6	Flashcards Board Marker	Writing Scanning Speaking	Ss-T Ss-Ss	Ss do not do the classwork	T monitors the classwork		Blog The header Menu Sidebars Widgets Popular post Recent comments Subscriptions Footer Body
Closure 5-10	Ss will be able to write the elements of the blog on the template	-s identify and write the elements of the blog on their notebook using the worksheet	Worksheet	Writing	Ss-T Ss-Ss	Ss do not finish the classwork	T leave it as homework		
FILLER	Attachement 11, page 21, exercise 88								

Picture45. Lesson Plan, session 5, Blog Elements (Own Elaboration)

Technology offers many opportunities to use realia in innovative ways in education.

For example, virtual tours through online platforms and tools such as Google Maps or Google Earth, students can make virtual tours to distant places and diverse cultures. They can explore museums, famous cities, archeological sites, and more. Virtual tours encourage exploration and discovery and provide students with a global perspective. According to Gutiérrez Rodríguez (2018), a virtual learning environment is defined as an online educational environment that includes a set of computer tools that facilitate didactic interaction (p. 281).

Likewise, multimedia resources such as videos, interactive images, podcasts and digital presentations can be used as digital realia. These resources enrich explanations and presentations and allow students to visualize and explore concepts in a more dynamic and engaging way.

Technology offers a world of possibilities to incorporate realia in the classroom and enrich student learning. By leveraging these tools, educators can improve student understanding, engagement, and the overall experience.

One of the classes that I would also like to highlight was that I tried to go back to being the use of reality but with the appreciation of technology I really had incredible planning I think everything was going to work out well, but my possible problems became all my problems because I had expected that some machines or computers did not work. For which I said exaggerating, it will be 10 for a lot, since commonly the computer rooms of the secondary school are constantly maintained.

I really trusted this, and it never occurred to me to ask a few days before or even a few hours before, what happened was that in the planning it was written that I would take them to the computer room so that, through realia, they could again identify those parts of a piece of news, but this time in a blog. So what was I going to do? all this that the student Sara the computer that would realize its elements and that more than anything else would only use their previous knowledge to acquire a new one using technologies that was all I wanted I did not want anything else The truth is that it really was the only thing what I wanted to focus on is that they located elements, given this, I started my class explaining what we were going to do. I do not see it as bad, but that day my practice teacher went to observe me.

Therefore, I got even more nervous after almost 3 years without being in front of a group and without being observed in person the truth is that I was very afraid I started to stutter on some occasions and I think that this was a weakness of mine that I could have improved and that really if I had trusted myself I would not have had so many failures my class once I gave the instructions we went to the computer room for what never occurred to me that I had to take the children almost holding hands that is when my main teacher left until the end of the group and me in front if my Head teacher had not gone to the front of the group most of the room would never have arrived yes I lost some of them on the way obviously I noticed it I noticed it and I wrote it down in a notebook to make the attention call in the next class once we were already in the computer room we started o Learning the computer from there I lost a lot of time because I could have turned on all those computers just for the student to arrive, sit down, observe, do their due class work and finish it I, with a general feedback, going back to all this, around 10 minutes was lost simply turning on the machines caused me a lot of conflict since more than 50% of them mentioned them.

It was then that I decided that those people who did not have a machine would get together with someone else to finding those elements of a blog this is one of my problems the second was that I

never visualized the computer room and I never noticed that the blackboard is just behind some computers and it is at a very difficult height for me because I am very short given this It was totally difficult for me to even write the date or the title and since we were going to use small flashcards to identify those parts of the Blog it was impossible to use them in the same way I started my class with the few computers I had to top off my nerves.

They betrayed that day and even my voice cracked and was not heard enough for all my students to be able to hear my instructions In addition to the fact that control of the group absolutely got out of hand even though the computer room is smaller than the classroom the students did not stop talking and even did not stop calling me from one place to another and even when we were three teachers in the computer room it became completely a mess because all they really wanted was to be able to access their computer and if they did not they began to talk with others given this with the few people that I had a vision of that they were managing to turn on a computer and even access the Internet since in addition to the fact that most of them did not turn on there was no Internet for the majority of those who learned it decreased again even more my number of computers that could be used for the class I tried to advance very little with those people who really had all the chances of being able to use it that was when I tried to start the class

But by then I had already lost about 20 to 30 minutes of my class and since this is before the break and I had to consider a time to return them to the classroom so that they could go out for their break, it shortened my development time to almost 15 or 10 minutes, the only thing I proceeded to do was start the class I gave a special topic so that they would search for it on the internet and that they would enter a certain page once they were already on that page really. I was only collaborating with those people who had a computer and who had access to the internet because outside of there they could not find another solution in the moment was a complete disaster, the students identified the parts but not as I wanted.

They really did identify them. There were 10 at most but not beyond that and they could not get feedback in their notebooks because I could not write anything on the blackboard either, given this I concluded the class would be very nervous my head just looked at me and my practice teacher too and I was just trembling and I returned him to his classroom and they only went out for their break after this I reflected and I said to myself why not we just did it in the classroom that this activity could have been carried out in the classroom and that the students only had to search

through their cell phones, most of them have access to the internet and those who do not could share with their classmates since I have seen that they do that a lot part of fellowship in the same way I think I should make sure that the computer room was in the best conditions for my classmates And finally I wrote down the names of those students who did run away from class and as an extra task since I could not punish them in any way they had to make a presentation of what was seen in class for the rest of their classmates I really learned a lot I think I should make sure that everything is perfect before my class starts that I have control of this that any tool or didactic material from the that I am going to use is within the reach of my hands and that it is suitable for my students

TOPIC	Structure of the letter		Date
Session Number		Aim of the session	Ss will be able to identify the structure of the complaint letter
Product (evaluation)			

# of Act. & Time	Procedure	Material	Interaction	Language to be used	
				Structures	Vocabulary
Warm-up (5 min)	T explains ss there are many ways to express a complaint T explains that the letter is maybe the most common T asks ss parts of a letter Ss pass to the board and write their <u>answers</u> Obviously ss give the answer in Spanish and the T will help the ss to write them in Spanish	Posters Marker Board	t-ss	Letter structure Simple past	
Development (30 min)	T gives a worksheet about the structure of a complaint letter T reads the worksheet Ss follow the reading with the <u>teacher</u> T explains every part of the structure And ask some ss to say in their own words how they understood each part of the <u>letter</u> Ss make notes on the worksheet if it is necessary to understand better the structure		t-ss		
Closure (10 min)	On the same worksheet there is an example of the structure of the letter complaint T shows and explain the missing parts on the worksheet Ss understood them and make notes if it is <u>necessary</u> Ss identify every <u>part</u> Ss put every element in the correct <u>place</u> Ss check with their <u>classmates</u>		t-ss		

Picture46. Lesson Plan, session 6, Letter Structure (Own Elaboration)

TOPIC		Create an own letter <u>complaint</u>	Date
Session Number		Aim of the session	By the end of the session ss will be able to create their own complaint letter using and follow elements from the structure complaint letter
Product (evaluation)			

# of Act. & Time	Procedure	Material	Interaction	Language to be used	
				Structures	Vocabulary
Warm-up (5 min)	T makes feedback asking ss some questions about the previous class (structure of complaint letter) Ss Share their answer and pass in front to write on the board elements from the <u>letter</u> T and ss make a representation of the structure of the letter on the board	2 pieces of paper Markers Poster	t-ss ss-ss	Letter structure Simple past	
Development (30 min)	T shows an own example about a complaint letter to a bad service from a company T shows and <u>demonstrates</u> how in the letter there is each element from the letter structure T reads it own example to ss and explains the meaning to each paragraph T explains that the final product is create a letter to make a complain about some complaint from the school Ss must follow the structure given and if they consider use some vocabulary seen on the previous <u>classes</u> T shows too the way to evaluate		t-ss ss-ss		
Closure (10 min)	Ss make an envelope <u>an</u> deliver their letter on a mailbox Ss will be evaluated		t-ss ss-ss		

Picture47. Lesson Plan, session 7, Create an own complain letter (Own Elaboration)

Explaining the structure of a letter in the English class is important for several reasons since a well-structured letter allows clear and effective communication between the sender and the recipient. By understanding structure, students will learn how to organize their ideas coherently and convey them effectively.

Letter writing is a practical skill that students can apply in their personal and professional lives. Knowing how to structure a letter will help you when writing formal letters, requests, emails, and other types of written correspondence.

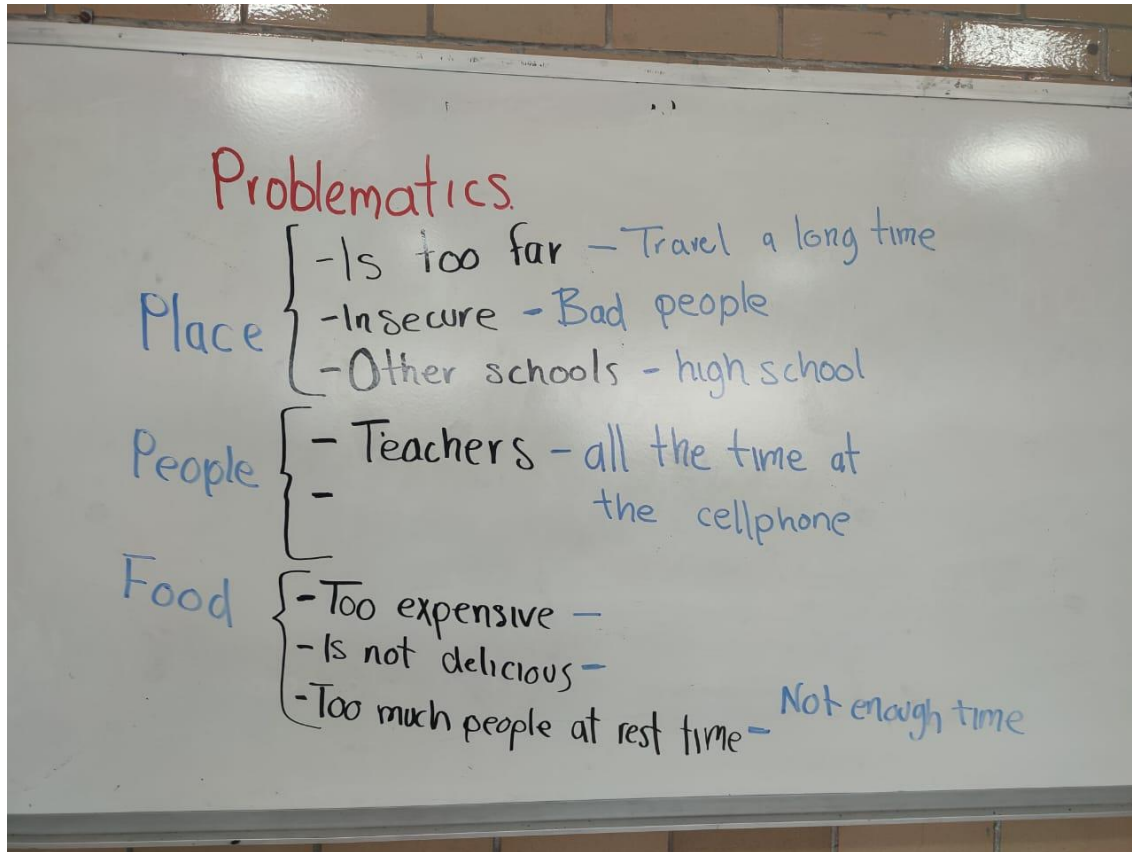
Likewise, the structure of a letter also implies aspects of etiquette and courtesy. Learning the proper elements of a letter, such as the formal salutation, introduction, body, and closing, will help students communicate in a polite and respectful manner.

Therefore, by teaching the structure of a letter, the development of writing skills in English is encouraged. Students will learn to organize their thoughts, write grammatically correct sentences, and use proper vocabulary to express their ideas.

In summary, explaining the structure of a letter in the English class is important because it promotes effective communication, develops writing skills, encourages courtesy and etiquette, and supplies a practical skill that students can apply in their daily and professional lives.

This session consisted of two classes to be able to carry it out. Since in the first class I was going to explain the writing strategy and in the second class they were going to produce their own letter through what was seen, the previous class was in two classes already that one of these two classes is before the break and the second is after the break, so for this it was appropriate for us to do both activities in one day. I started my class by showing the students a small orange mailbox and I asked them the question of If they knew or had knowledge of what it was, the majority responded that it was a mailbox. I also explained to them that the purpose of that day was more than anything for them to write or produce a letter to complain about some service somewhere. or product in your school environment for this I made two large posters for the first class one in which the didactic strategy was written and the other The example for this was reading the strategy and at the same time I was explaining and showing how it is already carried out or how it is used was somewhat complex since it was basically a writing strategy for a complaint letter personally I think my class would not have worked if I had not followed the example so to speak if I had only followed the strategy of written reading the students would have lost Since at no time did I show them any model nor did I show them how it is already basically embodied

Once the example and the writing strategy were explained and shown, what I did was that and we were creating or more than anything rescuing the opinions of the students themselves in each part, for example, if it was the date we wrote different dates, it could be May 16 of the 2017 on December 15, 2042 in order to only give the order of a date we did the same with the recipient the sender and since the writing strategy showed the various ways to start a letter we chose one to start our letter a Once done with this, with the help of the students, we began to choose some topics that could be useful to create our letter of complaints.



Picture48. List of problematics suggested by students (Students and teacher elaboration)

I asked the students to choose some topics to make a complaint, they chose from topics talking about their teachers about the service facilities, among others, since the student had only partially seen an example of what was going to be conducted. We were doing another example following the first one, what do I mean if in my first example there was a ready-made letter and it began with the date, then with the person to whom it was addressed, following the address between a greeting, we gave the same order to this letter I want to emphasize that each and every one of these parts were provided by the students, since I only mentioned the part of the letter and the student completed it himself, that is how we started our letter once with these first data we began writing the structure of the letter consisted in that the problem came first, then the problem was explained, a solution was proposed, and finally, a farewell greeting was given to the addressee. This part was only for the first class, as I mentioned before, this session consisted of two classes.

Once the students returned from the break, they began to produce their own letters, with the help of everything that we had already mentioned before, each of the students chose their date for their own letter, in this case the addressee was for the director of the secondary school. obviously the

location would be where is the high school and in the greeting there were three different options to place once they had started their letter the second part was for each one to choose a particular topic and once choosing that topic they would break it down with each one of the characteristics that was requested in the letter for this I asked them for a colored sheet in which they could capture their letter and another colored sheet so that they could make an envelope and deliver it to me



Picture 49. Envelope Students (Students Elaboration)



Picture 50. Envelope Students (Students Elaboration)

Thursday, 30th March, 2020

Natalia Carrasco. 400

Mr. Jose Juan Anaya Sandoval.

Sec. 0003 "Camerino Lara Castillo"

- I want to complaint about my physics teacher.

The problem is.

- My teacher spends the whole class on the phone and does not explain the topics, he just leaves the work.
- Let too much homework.
- Use cellphone.

The problem is that.

- The teacher use too much time to cellphone.
- The teacher let too much homework.

39/40

Goodbye.

M [Signature]

Picture 51. Students Letter (Students Elaboration)

30th, March. 2023

Natalia Carasco No. 400

Mr. Doctor Jose Juan

Secundaria Oficial No. 0005 "Camerino Lara Castillo"

Good Morning director, the reason for this letter is because I want to complain about the break time

In my opinion, rest time is not enough, since there are students who do not have enough time for our necessities, such as going to the bathroom, eating, having fun and messing around a bit after our classes.

The solution is...

That they give us a little more rest, let us leave 10 minutes early to be able to shop and the other 20 minutes to eat and relieve ourselves, etc.

40/40

Thank you very much for your attention, I hope you have a nice day :)

Yours faithfully

~~Alina Beltrán Arce~~ A

Picture

52. Students Letter (Students Elaboration)

I realized that just as one as a teacher is always emphasizing some good, the students have a voice and a vote in the school because more than anything they are the ones who at the end of the day receive the education from the different teachers, what am I going with this? that they can also complain they can also give their opinion, choose as well as propose different actions that improve their quality of education in the letters that I read the majority complained in some cases about a teacher who was on his cell phone all the time it caught my attention but for I respectfully asked that you not put names I noticed that this was a little more in-depth Since in the last school council in May this topic was discussed in a general way and that even the secondary school had been warned that it had to solve that Having said this, my main teacher raised her hand in the same way, commenting that during my project in this case, the letter of complaints, the students also talked about it, the director only asked that if a situation like this happened again, that it would simply be notified so that action could be taken and thus not have to issue a warning.

The aspects of teamwork that are important to conduct a billboard for a play are the following:

According to Amayuela, Colunga and Álvarez (2005), it is essential to consider that communication plays a crucial role as a fundamental medium in the teaching-learning process. This involves sharing ideas, listening to the opinions of others, and keeping open communication to coordinate tasks and solve potential problems.

Likewise, each member of the team must have a defined role and know what their specific responsibilities are in conducting the billboard. There may be people in charge of graphic design, text writing, image selection, printing, among other aspects. It is important to assign tasks fairly and make sure everyone is engaged and contributing to the project.

Teamwork involves collaborating and supporting each other. It is important that team members are willing to help each other, share ideas and knowledge, and work together to achieve the goals of the billboard. Collaboration fosters a positive work environment and increases efficiency and the quality of the result.

It is then that before starting work on the billboard, it is important to conduct adequate planning. This involves setting goals and deadlines, defining the resources needed, and creating a detailed action plan. Organization is key to ensure that all tasks are conducted efficiently and that established deadlines are met.

without leaving aside the realization of a theater billboard requires creativity to capture the attention of the public and send the essence of the work. Fostering an environment where creativity is

promoted, and the participation of all team members is allowed is essential to achieve an attractive and visually impressive billboard. Once the billboard is finished, it is important to conduct an evaluation of the teamwork. This involves reviewing the result, finding strengths and areas for improvement, and gathering feedback from all team members. Evaluation and feedback help to learn from the experience and to improve in future projects.

In short, to effectively bill a play, clear communication, proper distribution of roles, collaboration, proper planning and organization, creativity, and the ability to evaluate and supply feedback on teamwork are essential. These aspects will make it possible to achieve a successful and satisfactory billboard for all involved.

This class was a class before finishing the subject of plays in which the students in a group would search for and investigate a play of their liking, this to produce a billboard in which those elements will be specified or shown. What does a play have for this? Later, we had a class in which we explained the part of the play as well as the order that this earlier class should have. It was left as a task for teams to look for a new play.

I began the class with the simple fact of reminding the students or more than anything that they participated with the work that their team had chosen in this part most of them chose some classic story or rather plays that they knew before I had done the comment that several of the plays for children are adaptations of quite large and extensive books which had even been edited to the end so that it was suitable for children the students began to participate explaining or more than anything sharing their plays with the rest of the room, once they did that, just as a reminder, we went back to see the theme of the Peter Pan play in a very quick and specific way.

More than anything, I wanted the students to remember the structure that a dialogue should have O at least one Script of a play I began giving participation to those students who had the initiative to help us remember what was done in a previous class the participation of the students was quite noticeable and more than anything the main purpose was achieved from the beginning, which was that the student himself would be able to remember what he had seen in the previous class. Just as they were telling me the parts of the play, I was writing them down on the blackboard once that was done, I gave the indication that the work was make a first Draft about their play obviously each team was going to have a different gas but once the Draft was released they could proceed to perform it in the Bond role taking the form of a billboard

So, when most of the students began to look for each one of the elements that they should also have, what they did was check the work, since this was a team effort, it was not that complicated. Well, apparently each of the teams had a representative who put a work order so that the team worked better.

For this I had a bit of complications Since at that time there was what the escort contest was, so around 15 students had to go out to practice so the solution I found instantly was that each escort was going to be a team and that the rest of his classmates form a team and work, he had teams that worked very well, others did not really know what they were doing, and it was then when the instruction was that there were going to be three signatures in that class, the first would be for everyone to bring their investigation of the play the second the billboard and finally a small essay of the dramatized reading the small essay of the dramatized reading I did it so that they began to notice what they were going to do more than anything that already They will begin to practice dramatized reading so that in the next class they will not arrive blank and not read anything else

Romeo and Juliet

by William Shakespeare

Characters

- Romeo
- Juliet
- Balthasar
- Tybalt
- Lady Montague
- Lord Montague
- Lady Capulet
- Lord Capulet
- Paris
- Nurse
- Friar Lawrence
- Mercutio
- Prince
- Servant

act one

Line Romeo

Romeo: (a servant) Hand this lady who is thing that catches the heart of a heart

Servant: I don't know mr.

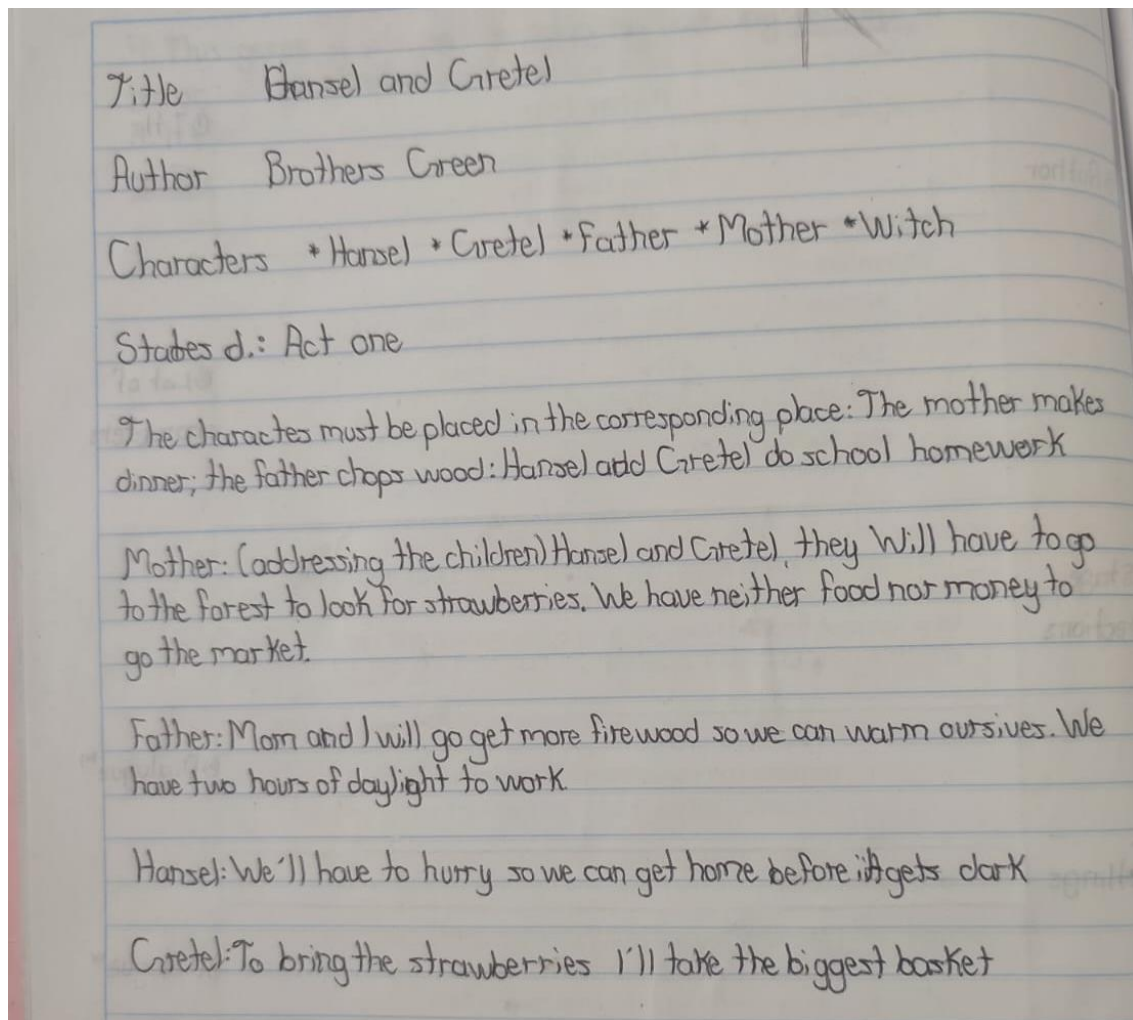
Romeo: From here shining light like torches in her beauty at night it like a jewel sparkling in the ear of any Ethiopian & Beauty too big to enjoy it, too precious to be on earth & as a white dove among crows it distinguished among this companions that lady: Oh what a beautiful woman & when you finish the dance to see where you talk to her

Tybalt: Oh but it is unfortunate that Romeo to come to dishonor their presence our beautiful party & I'm going to kill and not judge me to stay as it is a Monday

Capulet: But what I see you nephew to us?

Tybalt: Guy if he has come to our party that soon...

Picture 53. Students Draft (Students Elaboration)



Picture 54. Students draft (Students Elaboration)

I noticed that in the middle of the session most of the teams did not have gears, so I also gave them the indication that this would be the only day that was going to be reviewed and that it was going to be worth as much for that class as for the next one. It was then that most of the students began to hurry up. I would like to be a bit of emphasis on Student 1 team once again because of Santiago, he has been a child who has really made noteworthy progress when I began to teach the group Santiago. He handed in the work because he did not want to, but because he found it difficult to improvise the activities since he made comments like I do not understand him, so I tried to pay a little more attention to him in that class. I was very surprised that the Santiago team made up of pure men was one of the first teams to release the first Draft so that they could make their billboard,

thus being the first team to deliver the billboard despite the fact that it was a team of pure men, the team did an excellent job since they decorated their billboard with each one He also gave the team the time to practice their reading grammar of the aspects that were requested. Once the time to conduct their first Draft was over and the students began to make their billboard, I went ahead to monitor all the work as soon as it was finished. The time to deliver their billboard ran out.



Picture 55. Billboard of the students(Students Elaboration)



Picture 56. Billboard students (Students Elaboration)

Random teams came forward to begin their first attempt at the dramatized reading obviously, not all of them passed, but I explained to them what a dramatized reading consisted of. What am I going to do? If in one of the directions it was written that I was sad or that I was throwing a tantrum, through Body Language they had to express that idea and also read the dialogue through Lastly I closed explaining that each one of their billboards contained the requested information and likewise I asked them that if they believed the characterization was necessary to present their dramatized reading it was accepted and that they had no problem I closed this class mentioning that the next one would be carried out the exhibition of their plays through a dramatized reading so that they would be prepared. And if they could go over their dialogues one more time, they would do so.

Dramatized reading in secondary school students for the English class can be a greatly beneficial activity to develop language and communication skills, as well as build confidence and student participation.

According to Fidalgo, A. (2007), in Europe theatrical representation is being used as an educational strategy with the purpose of arousing interest of the students in literature. It has been pedagogically

proven that the use of theater is a fundamental tool in comprehension processes, which has generated great motivation for reading and its comprehension through dramatization or playful activities. Therefore, improving reading comprehension ability according to exacting standards has become one of the main challenges for many educational institutions.

Choosing texts or fragments of plays in English that are proper for the level of the students and that are interesting to them. They can be short dialogues, scenes or monologues that fit the content that is being taught in class.

Likewise, students are asked to read the texts aloud, paying attention to intonation and pronunciation. Encouraging students to interpret the characters and use gestures and facial expressions to convey emotions as this will help improve their fluency in English and develop oral expression skills.

Distribute the roles of the characters among the students and encourage each of them to assume the role of her and characterize the character. As well as the teacher, supply guidance and suggestions on how they can play their characters, but also allow space for them to add their own creativity and personal interpretation.

It is essential to create a safe and supportive classroom environment where students feel comfortable to participate and take risks. In this context, the teacher plays a fundamental role in creating the educational environment, since his empathy and affection allow students to feel loved and can develop their learning more effectively. The dialogical relationship between the teacher and the students becomes the basis of this process. According to the State of the Nation Program (2011, p. 99), "it has been shown that the pedagogical relationship between children and teachers is more effective when it involves care, upbringing, concern for the general well-being of each child and support to learning". Encourage all students to take part and praise their efforts and accomplishments. Establish clear rules of mutual respect and encourage collaboration and acceptance of each ideas of others.

Finally, the organization of the presentations or representations of the dramatized readings can be before the rest of the class, other groups or even for parents and relatives.

It is important to celebrate student work and value their participation as well as encourage others to applaud and appreciate the efforts of their peers.

By implementing these strategies, high school students will be able to develop communication skills in English, improve their pronunciation and intonation, and gain self-confidence through

participation in dramatized reading. the security provided by the teacher by supplying support, fostering an atmosphere of trust and valuing the efforts of the students is key for them to feel safe and motivated to actively participate in the activity.

In this last session of plays I was really scared I did not know what was going to happen I was not sure if it was going to go well or not to start the class as such of weight per hour and by that I do not mean that I am late or they came in late but I spent hours before the class began to collect their billboards and take them to the projection room where I placed four on one side and four on the other side as well that day myself I dedicated myself to bringing them a bag of popcorn to each of the students, since we were going to be presenting plays, it made sense to me that they could have a small snack at that time when the class began. move, they had 5 minutes to characterize themselves, after 5 minutes there was no time, they could not take even more time in the restroom or in some other activity once I had all the students in their respective place and already characterized, I asked them that as soon as I finished to give instructions, they would meet in teams and that they were going to leave in an orderly manner to form team 1 with their representative in front, team 2 with their representative in front, and so on, this more than anything to save us time and be able to properly leave the instructions were as follows each of the teams was going to sit in a row the team number was assigned since each representative randomly took a piece of paper on which came the turn in which they would have to pass, it was until then when each team he knew the number that corresponded to him once said this the students went out to line up and my main teacher helped me to move them to the projection room this cost me a bit of work since there are quite a few students and I was afraid that there would be an incident in the transfer once we were already two in the projection room that the way to evaluate the first was its behavior since it was not going to be only one team that was going to be in front obviously we would have to have respect for that team and therefore save silence number two the characterization number three the dramatized reading and finally the number four that obviously they had to give me was the Bond role in this case the billboard was then when we were able to open the presentation of future dramatized each one of the teams had around After a time of 3 to 4 minutes, as soon as they heard the timer stop, they took their seats and the next team passed. This was repeated continuously until all eight teams passed.

But that is not all, I also did something that the students did not expect at all as soon as the first team passed, what I did was that I mentioned to the students that we were going to be again or to

say the phrase before each game began. team lights camera action so we practiced this phrase a couple of times once that was done I gave the team an opening here comes the fun part as soon as the whole team was on stage I asked them to get as close to the wall as they could to avoid some accident I said this because as soon as the equipment was attached to the wall, what I did was turn off all the lights in the projection room, ask the students to carry out the sentence about camera and action lights and that was when I only learned those lights from the stage so that only the participants could see this part was very funny since none of the students obviously expected that when I turned off the lights some showed terror but as soon as I told them what they are going to do they were quite motivated to do this I did that action of turning off the lights every time each team passed this part was very funny since they laughed even especially the men made screams of fright that obviously was like to green the place a bit



Picture 57. Presentation of the students (Students Elaboration)

In addition to this, I want to emphasize again and seriously, the interpretation of the Santiago team is something that I cannot get out of my head, as I mentioned earlier And now I want to do it in a

general way, the entire Santiago team were students who wanted to learn English but for more. Those who tried it made it difficult for them today, those children are the ones who submit their work correctly, they do it with encouragement, they participate a lot and, to be honest, in this case, in the plays they did an incredible performance. Their play was Little Red Riding Hood.

So, when they said that to me, it crossed my mind that perhaps they would just do a dramatized reading. Well, if we remember the characters are Little Red Riding Hood, her mother, her grandmother, the hunter, and a wolf, since there were six members, obviously one was left over. which was the narrator I loved that play since it was a show for the rest of the group because Santiago who was the Little Red Hood arrived with a red skirt and a sweatshirt simulating the hood from the play the granny was one of the companions who arrived in the same way with an outfit of an elderly lady and the mother who obviously interpreted a costume according to the theme the wolf wore paper ears that distinguished him and so The hunter himself used a broom as a shotgun. I will not leave out my narrator since he was wearing an excellent hat.

This is when I asked them if they were not afraid to pass or act, I said that if that was the case, I had no problem that they did not characterize themselves, that I understood the situation and that was when one of my students made a small emphasis, teacher, if you have been dressing up and characterized as different characters For our different classes I do not see why we have not been given that security to realize that making mistakes is okay and that at the end of the day you can also learn from it

I achieved what I wanted from the beginning to create a learning environment in which the student felt safe, was not afraid to participate and also took into account that making mistakes is okay and that, as he mentioned to me, it is part of the process and the learning likewise during that class I chose to dress up as a presenter with a black hat a small cape shirt and black pants and in this way I was presenting each and every one of the plays that were going to be carried out has been one of my best classes and those classes that have touched my heart and left me speechless because I think I am really doing something right

OBSERVATION

The aim of this diagnosis is to identify the probable causes that contribute to the lack of safe participation by the student in the learning environment. (SEP, 2017) Evaluar y planear detailed observations and analysis of teacher-student interactions, it has been concluded that the insecurity of the students to take part in class is due to the lack of security provided by the teacher.¹⁰

During the observations in the classroom, it was possible to notice that the teacher has a wide vocabulary in English, using advanced words and expressions. Meanwhile, some students show a more limited and less precise vocabulary when communicating in English. This disparity in vocabulary ability can make it difficult to understand instructions, texts, or tasks in class, which can lead to frustration and lack of participation on the part of students.

It was seen that the teacher has a fluent and natural pronunciation in English, demonstrating a command of the sounds and intonations of the language. However, some students show difficulties in pronouncing certain sounds or in keeping proper intonation when speaking in English. This can cause students to feel self-conscious or embarrassed when speaking in public and, as a result, avoid actively taking part in oral activities in class.

The teacher proves a strong ability to understand and analyze more complex texts in English, including academic or literary articles. On the other hand, some students face difficulties when dealing with texts with a higher degree of complexity. This can cause students to feel overwhelmed or unmotivated when reading texts that they perceive as too difficult, which affects their participation in discussions or reading comprehension tasks in class.

During the observations, it was noticed that some students show a lack of interest in the English language. They may perceive it as a difficult subject, not truly relevant to their personal interests or with little connection to their environment. This lack of interest can lead to a lack of motivation to actively take part in class activities or to conduct the assigned work, which affects their participation and their reading comprehension in the field of English.

The disparity in language skills between the teacher and the students can lead to feelings of frustration and discouragement in students. When comparing their own level of English with that

¹⁰ See implementation section. p.20.

of the teacher, some students may perceive that the goal of reaching that advanced level is unattainable, which can lead to decreased motivation and active participation in class activities.

The difference in level can cause insecurity in students when expressing themselves in English. They may fear making mistakes or not being properly understood, which leads them to avoid taking part in oral activities or limit their contribution to class discussions. This lack of confidence can negatively affect their participation and their development of reading comprehension skills.

The lack of interest in the English language¹¹ on the part of some students has a direct impact on their participation and their reading comprehension. If students do not find learning English relevant or motivated, they may not feel engaged in class activities, avoid taking part in discussions, or show little willingness to do assigned work. This lack of connection can hinder their development of reading comprehension skills and their active participation in language-related projects.

The lack of the students of confidence to take part in class can have a negative impact on their academic and emotional development. This diagnosis highlights the importance of the teacher supplying a safe and supportive environment, where each student feels valued and motivated to take part actively. By implementing the proposed recommendations, it is expected that the student will experience an increase in their confidence and feel more secure when taking part in class activities, which in turn will promote their comprehensive development and their improvement in participation and reading comprehension.

In summary, the difference in the level of English between the teacher and the students can generate frustration, insecurity, and lack of interest in learning and student participation. Disparities in vocabulary ability, pronunciation fluency, and comprehension of complex texts can negatively affect your confidence and ability to engage in reading comprehension activities. Also, if students are not attracted to the English language, they may not be actively involved in class assignments and projects. It is essential to address these observations and adapt pedagogical strategies to encourage greater interest, motivation, and participation of students in learning English and in the development of their reading comprehension skills.¹²

¹¹See implementation section. p.20.

¹² See in annexes P.98.

CONCLUSION

When carrying out the tabulation of the surveys applied to the children, it caught my attention that the percentage that does not feel attracted to the subject is 1) they do not understand anything and 2) they do not like the way the teacher teaches since some students expressed that they are easily distracted losing interest and at the end of the instructions that the teacher gives they only ask someone else what to do and translate it through the translator, there are also comments from the students towards the teacher that their class is very boring since they only answer the book or spend their time making posters. (SEP, 2017)

Therefore, I can conclude that my problem to solve or find an improvement is that the classes are not didactic, they do not have anything new that attracts the children, since both groups do very well with activities in which they can coexist with all, emphasizing that they like to go out to the patios.

If the classes were more dynamic, perhaps the children would begin to be interested in English. It takes me by surprise that the teacher, seeing that her students are not interested in the subject, does something to attract them, such as the didactic games in which the children learn by playing, and I say, it takes me by surprise since the main teacher is a normalist.

By supplying visual, interactive resources and adapted to the needs of the students, the didactic material helps to stimulate their interest, motivation, and active participation during the process of learning to read. The didactic material can include graphics, images, diagrams, and schemes that reinforce the visual understanding of the concepts and facilitate the association between words and ideas.



Picture 58. Teacher explaining

while interactive resources refer to activities and exercises that involve the active participation of the student, such as games, quizzes, or interactive applications. (Medina, 2009) These activities encourage the practice and application of reading skills in a more dynamic and entertaining way. In addition, this must be flexible and adjust to the individual characteristics of the students, considering their reading level, interests, and learning styles. By adapting, a personalized learning environment is created and each potential of the students to understand and learn through reading is maximized.

Since by presenting information in a clear and structured way, it eases the understanding and retention of the contents, allowing students to acquire critical and strategic reading skills. The didactic material must organize the information in a logical and understandable way, using language proper to the level of the students. This helps to avoid confusion and difficulties in understanding the contents.

Facilitating comprehension and retention by supplying clear explanations, relevant examples, and concise summaries, the courseware supports the reading comprehension process and helps students retain relevant information.

Teaching material may include reading strategies, such as finding main ideas, inference, and critical evaluation of texts. These skills encourage deeper and more reflective reading, allowing students to better analyze and understand the texts they meet in their academic and everyday lives.

The didactic material also offers the opportunity to promote the diversity of approaches and learning styles, adapting to the individual needs of the students.

Teaching material can be presented in different formats, such as printed books, digital resources, audio books or hands-on activities. This allows students to find an approach that suits their individual preferences and needs.

By supplying options and alternatives, the didactic material allows students to access information and develop their reading skills according to their abilities and learning rates. This ensures that all students can improve their reading comprehension without pre-established barriers or limitations.

It also promotes the development of higher cognitive skills, such as critical thinking, analysis, and synthesis. The teaching material challenges students to think beyond the surface of a text, (González et al., 2008). promoting more complex cognitive skills, such as critical thinking, analytical skills, and the synthesis of ideas. These skills improve reading comprehension and prepare students to face more sophisticated intellectual challenges. It may also include reading passages that require students to interpret and draw conclusions beyond the literal information. This leads them to develop inference skills and to read between the lines, which in turn improves their comprehension and ability to grasp implicit meaning in texts.

So, the didactic material supplies visual and interactive resources adapted to the needs of the students, facilitates the comprehension and retention of content, encourages the diversity of approaches and learning styles, and promotes the development of higher cognitive abilities. These characteristics make the didactic material an essential tool to improve reading comprehension and promote meaningful and enriching learning.

In addition to the didactic material, the role of the teacher and the creation of safe and conducive learning environments are key elements to encourage a more visible participation and work in class by the students.

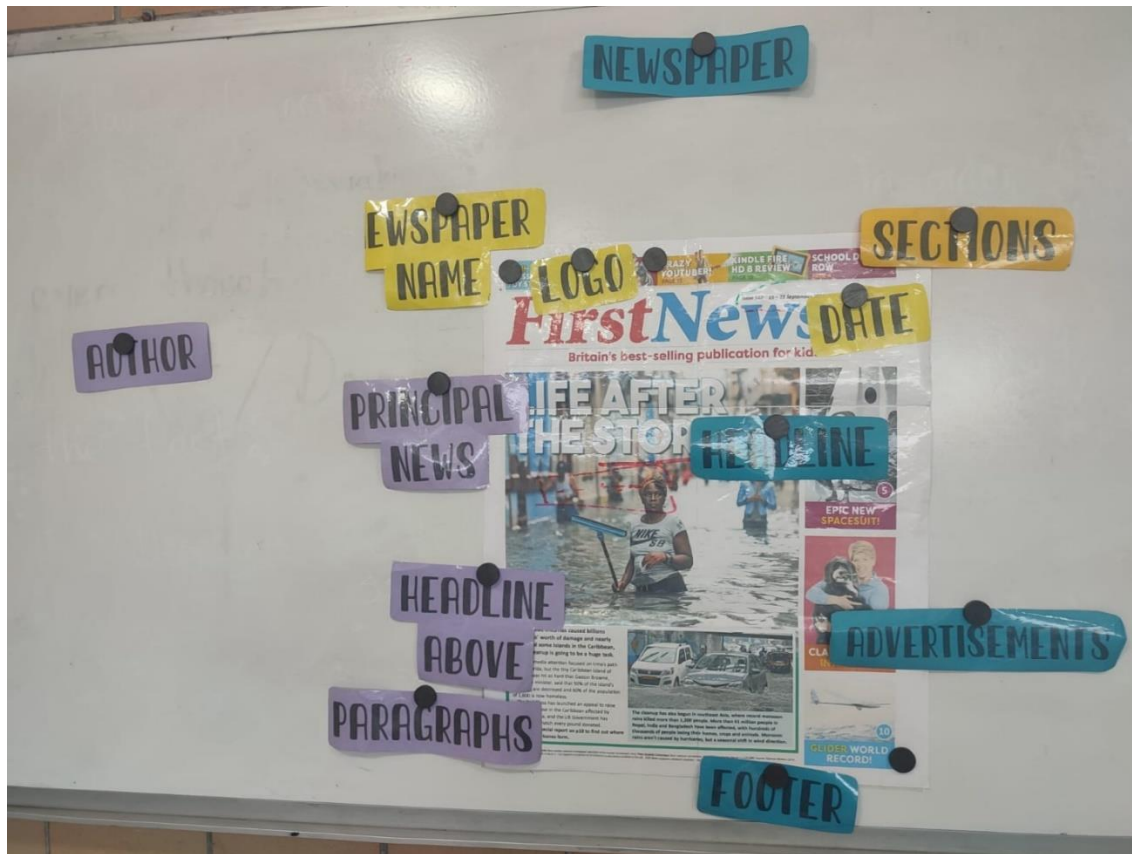
The teacher plays a critical role in setting up an inclusive and supportive environment that promotes active student engagement. Through clear communication, the teacher can supply precise instructions and effective guidance for the use of teaching materials, allowing students to better understand learning aims and expectations. In addition, the teacher can supply constant and constructive feedback, which motivates students to take part and improves their confidence in their reading comprehension skills.

Creating safe learning environments involves setting up a positive and respectful climate in the classroom. Students feel more secure to express their ideas, ask questions, and take part actively when they know they will be valued and listened to without fear of criticism or negative judgment. The teacher can encourage collaboration and mutual respect among students, promoting equal opportunities to take part and share their perspectives. This helps create an environment where students feel comfortable and motivated to actively take part in discussions and activities related to reading comprehension.

When students feel safe in the learning environment and confident in their abilities, they become more likely to take intellectual risks, ask challenging questions, and contribute meaningfully to class activities. The emotional and academic security promoted by the teacher and the learning environment generates a sense of belonging and motivation, which translates into greater participation and more noticeable work by students in developing their reading comprehension skills. (Tapia, 2001)

In summary, the combination of effective teaching materials, a committed teacher and the creation of safe learning environments complement each other to improve the participation and work of students in class. When students feel safe and valued, their confidence and motivation to actively take part in activities related to reading comprehension is fostered. The role of the teacher and the learning environment play a crucial role in supplying the necessary guidance and creating a conducive atmosphere for students to develop and excel in their learning process.

Therefore, the combination of didactic material, the role of the teacher and the creation of safe learning environments has a significant impact on improving reading comprehension and student participation in projects. The didactic material supplies visual, interactive, and adapted resources that support the comprehension of the texts.



Picture59. Meaningful learning

Students can use these resources to visualize concepts, make visual connections, and better understand information. The clear and structured presentation of the material eases the assimilation of the contents and the acquisition of critical and strategic reading skills, such as the identification of main ideas, inference, and critical evaluation of texts. The emotional and academic security fostered by the teacher and the learning environment encourage students to actively take part in projects. By feeling valued and listened to, students are motivated to share their ideas, ask questions, and collaborate with their peers on projects related to reading comprehension. Participation in projects involves the application of reading skills in real situations, which strengthens reading comprehension and improves the ability of the students to apply what they have learned in a meaningful way. The interaction with the didactic material and the participation in projects stimulate the development of higher cognitive skills, such as critical thinking, analysis, and synthesis. By using resources that involve interpretation and inference, students develop skills in reading between the lines, analyzing different perspectives, and synthesizing relevant

information. These superior skills in reading comprehension are transferred to projects, where students can apply their analysis and synthesis skills in the creation and presentation of their work.

The Use of The telephone
daily LIFE

1- Messages on the answering machine

2- Birthday card

3- Face to face

4- Travel agency

5-

Do you remember that "pillip" on the answering machine and those were not understood well

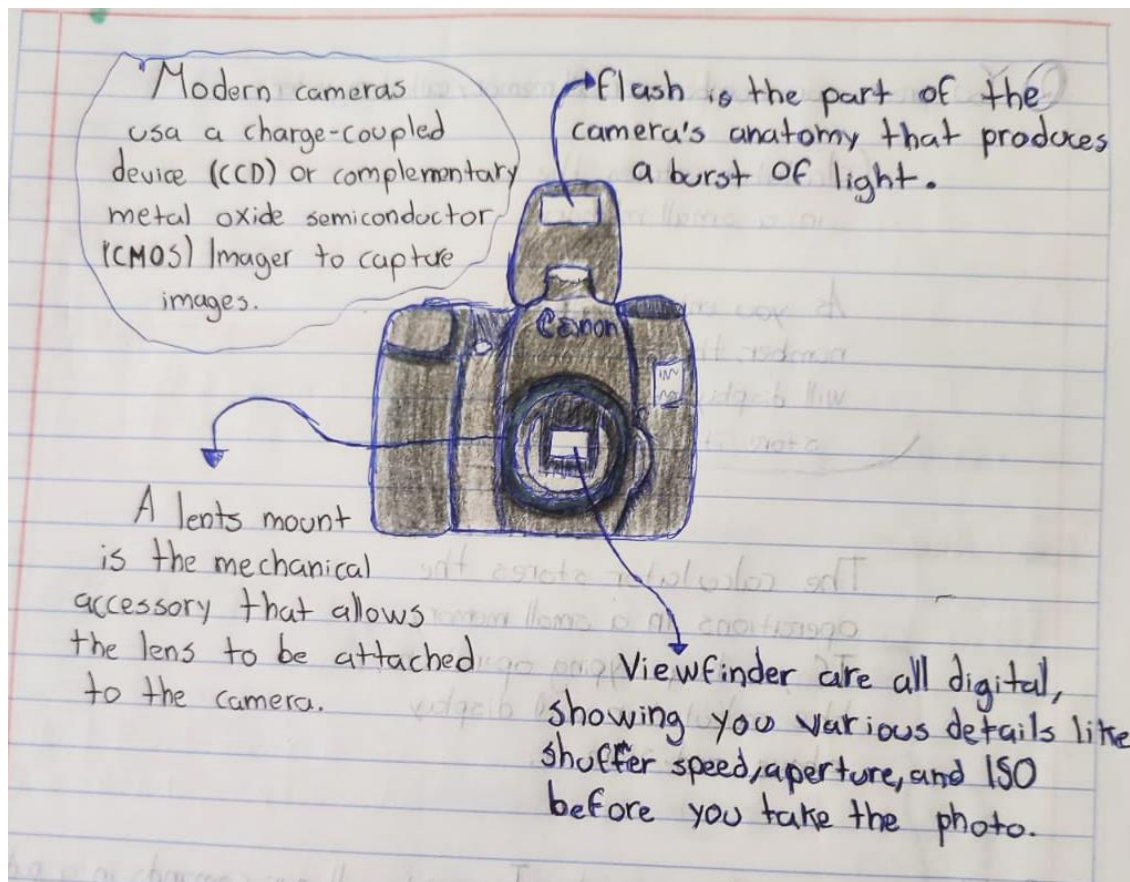
Yes, I don't think it, they were in Russia. What to do with them, they just took up space, Fabrik was looking them

Smartphones haven't quite gotten rid of those, I guess we say, awkward, but then at a boy and well okay

There are excessive mansion from analogical preliminary a council which 9/12 Wich the most expensive or least

Norma

Picture 60. Student's Reading comprehension



Picture 61. Students Reading comprehension.

The use of the telephone
in daily life

1- Mensonic on answering Machine
Do you remember that "pillip" on the answering machine and those voices that were not understood well?

2- Birthday carols
Yes, I admit it, they were illusion when you received them but the you didn't know what to do with them, they just took up space, Facebook has loaded them

3- Face to face conversations smartphones haven't quite gotten rid of those shall we say. Auntwarer people, but they have at least kept them at bar and well away

4- Travel agency there are excessive mansions from analogical prehistory in which a commercial recommended the most expensive or least sod hotels and trip

5- Media copitations you would look like a "cointure-ta" showing your collection of cell's dud's art whs, but it is much more comfortable to have ~~keverting~~ a hard drive the size of a pin

Picture62. Students Reading comprehension.

Together, the use of effective teaching materials, teacher support, and the creation of safe learning environments allow students to improve their reading comprehension and actively take part in projects. By using visual, interactive, and adapted resources, students can acquire critical and strategic reading skills. In addition, the emotional and academic security promoted by the teacher and the learning environment encourages the participation and collaboration of students in projects

related to reading comprehension. As they develop higher cognitive skills, students apply their reading comprehension in the creation and presentation of projects, thus combining their learning in significant ways.

ANEXES

New York City / Sunday / January 1, 2017

NEWSPAPER

loptatum zzril delenit • Augue duis dolore • Te feugiat nulla facilisis • loptatum zzril

LOREM IPSUM DOLOR SIT AMET, CONSECTETUER



LUPTATUM ZZRIL DELENIT AUGUE DUIS DOLORE TE

LOREM IPSUM DOLOR SIT AMET, CONSECTETUER ADIPISCING ELIT

LOREM IPSUM DOLOR SIT AMET, CONSECTETUER ADIPISCING ELIT, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat. Duis aute m vel eum iure dolo re hendrerit in vulputate velit esse molestie consequat, vel illum dolore eu feugiat nulla facilisis at vero eros et accumsan et

LOREM IPSUM DOLOR SIT AMET, ER LACING ELIT

LOREM IPSUM DOLOR SIT AMET, CONSECTETUER ADIPISCING ELIT, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat. Duis aute m vel eum iure dolo re hendrerit in vulputate velit esse molestie consequat, vel illum dolore eu feugiat nulla facilisis at vero eros et accumsan et

Duis aute m vel eum iure dolo re hendrerit

Duis aute m vel eum iure dolo re hendrerit

New York City / Sunday / January 1, 2017

LOREM IPSUM DOLOR SIT AMET,

DOLOR SIT AMET,

LOREM IPSUM DOLOR SIT AMET, CONSECTETUER ADIP ELIT

LOREM IPSUM DOLOR SIT AMET, CONSECTETUER ADIPISCING ELIT, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat. Duis aute m vel eum iure dolo re hendrerit in vulputate velit esse molestie consequat, vel illum dolore eu feugiat nulla facilisis at vero eros et accumsan et

LOREM IPSUM DOLOR SIT AMET CONSECTETUER

"Duis aute m vel eum iure dolo re hendrerit"

LOREM IPSUM DOLOR SIT AMET, ER ADIPISCING ELIT

LOREM IPSUM DOLOR SIT AMET, CONSECTETUER ADIPISCING ELIT, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat. Duis aute m vel eum iure dolo re hendrerit in vulputate velit esse molestie consequat, vel illum dolore eu feugiat nulla facilisis at vero eros et accumsan et

LOREM IPSUM DOLOR SIT AMET, CONSECTETUER ADIPISCING ELIT

LOREM IPSUM DOLOR SIT AMET, CONSECTETUER ADIPISCING ELIT, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat. Duis aute m vel eum iure dolo re hendrerit in vulputate velit esse molestie consequat, vel illum dolore eu feugiat nulla facilisis at vero eros et accumsan et

Duis aute m vel eum iure dolo re hendrerit

Duis aute m vel eum iure dolo re hendrerit

1.

BIBLIOGRAPHY

- Amayuela, G., Colunga, S. Y Alvarez, N., 2005, “Docencia universitaria y comunicación educativa”. En Contextos educativos. Revista digital de educación y nuevas tecnologías, n° 36, ano VI www.contexto-educativo.com-ar/2005/3/nota-o6 consultado el30/05/2006
- Ausubel, D.P. (1963). The psychology of meaningful verbal learning. New York, Grune and Stratton
- Ausubel, D.P. (1968). Educational psychology: a cognitive view. New York, Holt, Rinehart and Winston.
- Ausubel-Novak-Hanesian (1983). Psicología Educativa: Un punto de vista cognoscitivo. 2° Ed. TRILLAS México
- Aznar, M. S., Giménez, I., Fanlo, A. J., & Marcen, J. F. (2007). EL MAPA CONCEPTUAL: UNA NUEVA HERRAMIENTA DE TRABAJO.
- Cardona S. (2013). Efecto de los juegos didácticos en el aprendizaje de expresiones y vocabulario básico en inglés, en los niños de grado transición 1 y 2 del colegio Semenor. Recuperado el 05 de Enero de 2021 de <http://ridum.umanizales.edu.co:8080/xmlui/bitstream/handle/6789/845/Tesis%20final.pdf?s>
- Cedeño, M; Osorio, M; Tolentino, A. (2004). El docente preescolar y la importancia de optimizar los materiales didácticos de rehúso. Tesis para optar el título de licenciada en pedagogía. Universidad Pedagógica Nacional. México.
- Duarte, J. (s/f) Ambientes de Aprendizaje una Aproximación Conceptual. Revista Iberoamericana de Educación.<http://cvonline.uaeh.edu.mx>
- Esteves Fajardo, Z. I., Garcés Garcés, N., Toala Santana, V. N., & Poveda Gurumendi, E. E. (2018). La importancia del uso del material didáctico para la construcción de aprendizajes significativos en la Educación Inicial.
- Fidalgo, A. (2007) Blog para reflexionar sobre innovación educativa. [Blog en línea] ¿Qué es la Innovación Educativa? Tendencias Innovadoras. Tomado de <https://innovacioneducativa.wordpress.com/2007/01/09/%C2%BFque-es-innovacioneducativa/>

- Glaser R. (1974): Variables en el aprendizaje por descubrimiento. En SHULMAN L. y KEISLAR E. (Comps.): Aprendizaje por descubrimiento. Evaluación crítica. México, Trillas, 26-40.
- Glaser R. (1974): Variables en el aprendizaje por descubrimiento. En SHULMAN L. y KEISLAR E. (Comps.): Aprendizaje por descubrimiento. Evaluación crítica. México, Trillas, 26-40.
- González, Viviana et al. (2008), “Competencias genéricas y formación profesional: un análisis desde la docencia universitaria”, en Revista Iberoamericana de Educación, vol. 1, núm. 47, pp. 185-209.
- Gutiérrez Rodríguez, C. A. (2018). Fortalecimiento de las competencias de interpretación y solución de problemas mediante un entorno virtual de aprendizaje. Enero - Junio, 8(2), 279–293. <https://doi.org/10.19053/20278306.v8.n2.2018.7170>
- Herrera, M. A., & Vega, D. S. (2011). Propuesta metodológica para la enseñanza y aprendizaje de la lengua extranjera "inglés" en el grado primero de la institución educativa ciudadela siglo XXI de Florencia. Florencia-Caquetá: Publicaciones Universidad de la Amazonía .
- Knapp, K., Seidlhofer, B., & Widdowson, H. G. (Eds.). (2009). Handbook of foreign language communication and learning (Vol. 6). Walter de Gruyter.
- Madrid, D. (2001): “Materiales didácticos para la enseñanza del inglés en Ciencias de la Educación”. En Bruton, A. y Lorenzo, F. J. (eds.): Perspectivas actuales en la metodología de la enseñanza del inglés en las Universidades andaluzas, Revista de Enseñanza Universitaria, nº extraordinario 2001, pp. 213- 232, ISSN 1131-5245. Recuperado el 06 de enero de 2021 de <http://www.ugr.es/~dmadrid/Publicaciones/Materiales%20didacticos%20enseñanza%20ingles%20CC%20Educacion.pdf>
- Manen van Max (1998), El tacto en la enseñanza. El significado de la sensibilidad pedagógica, Barcelona, Paidós
- Muñoz, P. A. M. (2019). Elaboración de material didáctico.
- Olaya, A & Ramírez, J. (2015). Tras las huellas del aprendizaje significativo, lo alternativo y la innovación en el saber y la práctica pedagógica. Revista Científica Guillermo de Ockham, 13 (2), 117-125. <http://www.redalyc.org/pdf/1053/105344265012.pdf>

- Orozco, A. M. M., & Henao, A. M. G. (2013). El material didáctico para la construcción de aprendizajes significativos. *Revista Colombiana de Ciencias Sociales*, 4(1), 101-108.
- Ortiz, C. (2002). Expresión corporal una propuesta didáctica para el profesorado de educación física. Grupo Editorial Universitario.
- Oyarso, A. S., Vargas, M. A., & Reyes, J. E. (2008). Realia and vocabulary learning among young learners. Chile.
- Programa Estado de la Nación. (2011). Tercer Informe Estado de la Educación. San José, Costa Rica: Autor. Recuperado de http://www.estadonacion.or.cr/files/biblioteca_virtual/educacion/003/Parte_1_Capitulo_2-edu03.pdf
- Richards, J.C. y Rodgers, T.S. (1988). Enfoques y métodos en la enseñanza de idiomas. (J. M. Castrillo Trad.). Cambridge, Cambridge University Press. (Trabajo original publicado en 1986).
- S. C., Vijayakumar, P., Yussof, N. T., & O'Brien, B. A. (2020). Promoting bilingualism and children's co-participation in Singapore language classrooms: Preschool teacher strategies and children's responses in Show-and-Tell. *Policy Futures in Education*, 19(2), 216-241.
- Sánchez, M. G. B., Moreno, A. R. M., & Torres, R. H. (2014). El uso de material didáctico y las tecnologías de información y comunicación (TIC's) para mejorar el alcance académico. *Ciencia y tecnología*.
- SEATON, B. (1982): A Handbook of English Language Teaching Terms and Practice, London, Macmillan.
- SEP. (2011). Programa Nacional de inglés en Educación Básica Segunda Lengua: Inglés: Programas de estudio 2011 Ciclo 4. México: SEP
- SEP. (2011a). Programa Nacional de Inglés en Educación Básica. Programas de Estudio Ciclo 4°.
- SEP. (2011b). Programa Nacional de Inglés en Educación Básica. Segunda Lengua: Inglés.
- Widdowson, H. G. (1998). Skills, abilities, and contexts of reality. *Annual review of applied linguistics*, 18, 323-333.

 **LVI**
aniversario
ENSEM
1967 - 2023



ESCUELA NORMAL SUPERIOR DEL ESTADO DE MÉXICO



GOBIERNO DEL
ESTADO DE MÉXICO



EDOMÉX
DECISIONES FIRMES, RESULTADOS FUERTES.