

“2021. Año de la Consumación de la Independencia y la Grandeza de México”.

ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA



ENSAYO ANALÍTICO EXPLICATIVO

VOCABULARY IN THE ACQUISITION OF ENGLISH AS A SECOND LANGUAGE.

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

PRESENTA:

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ESCUELA NORMAL DE ATIZAPAN DE ZARAGOZA

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

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

**VOCABULARY IN THE ACQUISITION OF ENGLISH AS A
SECOND LANGUAGE.**

MODALIDAD: ENSAYO ANALÍTICO EXPLICATIVO

SECRETARÍA DE EDUCACIÓN
SUBSECRETARÍA DE EDUCACIÓN SUPERIOR Y NORMAL
DIRECCIÓN GENERAL DE EDUCACIÓN NORMAL
SUBDIRECCIÓN DE ESCUELAS NORMALES
ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA

SECRETARÍA DE EDUCACIÓN
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ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA

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En Suplenencia del Director de la Escuela Normal de Atizapán de Zaragoza, de acuerdo con el Oficio 05120000/2239/2020 del Director General de Educación Normal



SECRETARÍA DE EDUCACIÓN
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INDIEX

INTRODUCTION..... 6

TOPIC OF STUDY 8

THEMATIC LINE..... 9

CONTEXT AND DIAGNOSTIC 12

GENERAL PURPOSE 26

SPECIFIC PURPOSES 26

MAIN QUESTIONS 27

THEORETICAL FRAME..... 28

EXPLORING ACTIVITIES 39

CONCLUSIONS 62

QUESTIONS 65

REFERENCES..... 67

APPENDIX..... 71

INTRODUCTION

This work is focused on the importance of vocabulary in the acquisition of English as a second language. The reason why I chose this topic was my own experience that led me to want to develop this project based on this topic, and this was during high school, since the English Teacher focused on the acquisition of English, During this time throughout my learning process, I remember that at the beginning I was afraid to speak in English because I did not know the translation of the words. Here is this process where I understood the importance and learned and especially understood the vocabulary in English, as through time I have learned more about it, and I can say that every time I have more confidence to speak it.

My main focus is that my students can acquire this vocabulary in English at a higher level than they are as meaningful learning through activities that impact their lives, as they have impacted mine. Not only focusing on the cognitive but also the emotional, letting them know that second language, the critical thing is not to be afraid to ask, and that is why I would like my students to experience and benefit through my process.

I also want to understand and apply appropriately and adequately everything established in the basic education plans and to know how to make a correspondence between gradualness and correspondence between the nature of adolescents and what they must learn, adapting what is proposed, knowing how to handle it in an acceptable way for the benefit of the students.

During this process, I can recognize that I acquired knowledge about real scenarios of education since, in my particular case, I had the opportunity to assume the position of headteacher in three groups by which I learned even more about these programs, mainly focused on the first and second grade of high school since these were the grades of which I was in charge. I found myself in a great challenge, with fear and uncertainty, so I had to adapt since for different world circumstances, education was taken to virtuality, and this is where another great learning began, from how to conduct a class in this way through Meet and Zoom, with it, its function, to face different situations that happen in a classroom. Moreover, another great challenge I faced during this time was the management of my time, the proper use it, and I recognize that I improved in many aspects, but I believe that we are always in constant growth, and I am willing to continue learning from everything that happens in my life.

Furthermore, I can gladly admit that this work helped me to get closer to my students, to have more significant interaction, to know what they think, how they can become and even how they feel, and to know a little more about their context, thanks to the virtual classes that took place, but also through diagnostics, carried out in this period as a result of this Essay.

VOCABULARY IN THE ACQUISITION OF ENGLISH AS A SECOND LANGUAGE.

TOPIC OF STUDY

Talking about English as a foreign language refers to language learning, which is different from the mother tongue, which is also not the language used in students' daily lives. The acquisition of English as a second language is to talk about the importance of understanding a universal language, which is why Basic Education is implemented, and make relevant the multiple benefits in society, like growing personally as a professional. That is why I can recognize that when acquiring a second language, one of the fundamental aspects is the vocabulary with which students can gradually develop the same language's different skills.

From my experience, there is an insecurity in not knowing the common words and knowing these words helps concentration express themselves and generate more significant opportunities for consolidation in inputting relevant to the expression of ideas, thoughts, and feelings.

The competencies to work on in this Essay are related to "MASTERY OF THE PURPOSES AND CONTENT OF SECONDARY EDUCATION."

- He has mastered the disciplinary field of his specialty to safely and fluently the subjects included in the curricula, and he recognizes the sequence of the contents in the three grades of secondary education.
- Establish a good correspondence between the nature and degree of complexity of the educational content with the cognitive processes and their students' development level.

THEMATIC LINE

Three thematic lines are available as options for the orientation of the topic:

1. THEMATIC LINE ADOLESCENTS AND THEIR LEARNING PROCESSES

This thematic line is based on the knowledge that the trainee teachers manage to have of the high school students during the practice interventions, where they put into practice the observation, the relationship inside and outside the classroom, among other aspects related to the students (from two to four students) to know about the ways of learning of the school groups, how the traits of adolescence are manifested in particular students and the way adolescents relate to the school contents, contributing to the skills and competencies of the student.

2. THEMATIC LINE ANALYSIS OF TEACHING EXPERIENCES

This thematic line is based on topics related to an experience obtained with one or several groups of secondary education, where what has been learned is put into practice, but above all, the design, application, and analysis of teaching activities that are congruent with the purposes of secondary education.

The work will include the analysis of the role played in the application of teaching strategies and of the adolescents during the implementation of the proposed activities. The SEP (2002)

Proposal Design Workshop mentions the following aspects that should be taken into account when selecting this line:

- a) The purposes of the secondary education curriculum.
- b) The principles on which the teaching approach is based.
- c) The didactic strategies used and their relation to the approach.
- d) The forms of evaluation.
- e) The use made of the didactic resources of the school and the environment.

The analysis is based on evidence produced in the classroom (students' work, records, tutor's observations, and work diary); this will allow students to assess their achievements in the development of their professional competencies.

It is also mentioned that the didactic activities from which the analysis will be made will be identified. For this purpose, it is mentioned that the following can be taken into account:

- a) Activities oriented to the treatment of difficult content.
- b) The treatment of sequenced topics and/or contents.
- c) The treatment of the same content with different activities or different groups.
- d) Activities oriented to the strengthening of basic learning needs.
- e) Experiences obtained through the development of a specific modality of the didactic proposal.

With this, it is mentioned that the following will be identified:

- a) The factors that favored or hindered the achievement of the purposes outlined in the didactic proposals and.
- b) If the problems faced are related to the didactic competencies.

3. THEMATIC LINE SCHOOL MANAGEMENT AND EDUCATIONAL PROCESSES

The purpose of this line is to find explanations to a situation or problem-related to the management in the secondary school and how it affects the educational processes carried out within it, where it will be possible to reflect on the participation carried out in the academic activities as well as the possible actions to improve the organization and operation of the school to impact teaching and learning.

The thematic line I will work with is number "2", referring to "Analysis of teaching experiences" related to some experience that a student has developed with one or several secondary education groups and that he/she wishes to analyze in greater detail. Piaget mentions that learning in that stage is based on the knowledge, practices, skills, attitudes, and fundamental values that contribute substantially to the student's overall growth. Krashen with motivation and essential points about the second language English.

CONTEXT AND DIAGNOSTIC

According to Cecilia Fierro, that diagnosis is organized into six dimensions that will analyze teaching practice: personal, interpersonal, social, institutional, didactic, and evaluative; each of these dimensions highlights teachers' employment relationships. According to Skinner (1953), human behavior will always be conditioned to the perception that one has about the satisfaction or not of real individual needs and the emotional interpretation registered by the brain. That is why I believe that I am here to make a change in my society and that it is better than what I always dreamed of a teacher who inspires, a teacher who brings love through different actions.

Personal Dimension

My teaching practices are carried out, which I have enjoyed every moment, since my learning about adolescents has increased, so much so that I can say that I love what I do. I consider myself a creative and dedicated person when creating and designing diverse activities. Some of the many activities have been thanks to excellent teachers who have inspired me. Also, it moves me to continue growing but mainly enjoying being able to see the advances of my students and the affection that these can transmit from a "Thank you, Profa." this motivates me to want more in my knowledge, in my people to be able to give them the best of me. I consider that I am continually growing since I have always believed that I will never stop learning something new every day.

Due to the situation we are living in. It has become a challenge full of learning, where the teacher's update is fundamental to carry out this new way of teaching. The UNESCO by Guerrero (2003) defines the term teacher improvement as: "the process aimed at reviewing and updating the knowledge, attitudes, and skills of teachers, which is given by the need to renew knowledge to adapt to changes and advances in society.

Value Dimension

Values are fundamental in life since they help us to bring harmony in society, and that is why values within education are important because from this is created the very society of the future, some of the essential values are respected for oneself and others, within the Classroom creates an environment where the student can express himself without fear taking into account the empathy to perform this action.

Furthermore, as a teacher, I believe that the Education Right is accessible to all people, without discrimination of age, gender, race, religion, sexual orientation, disability, or socioeconomic status. They are respecting each student, making class agreements where, in addition to respect in many other actions, we can show the openness that exists in the teacher to carry out communication with students where they can express their emotions, feelings, and opinions.

The Code of Conduct of the Secretary of Public Education is issued in compliance with and by "Code of Ethics of the Federal Public Administration" and the "General Guidelines to promote the integrity of public servants and to implement permanent actions that favor their ethical behavior, through the Ethics and Conflict of Interest Prevention Committees," published in the Official Gazette of the Federation on August 20th, 2015.

It is recognized within this institution, per S.E.P. (2016) the Ethics Code exists a public interest with the loyalty principle, in which the needs and interests of society are satisfied, over and above particular interests which are not related to the common welfare.

The Principal, together with Sub-principal, seeks the benefit of the students by carrying out new strategies for contingency, starting with a directory for teachers and headteachers, where most of the students have been contacted. However, unfortunately in this situation, there is a percentage where it has not been possible to contact them in their entirety.

Also, within the School Technical Councils, S.E.P. (2016) in the principle of efficiency, within these, the best of the teachers' abilities are contributed, joining efforts with their co-workers to create agreements for a new way of teaching in which the teacher is a guide in the student's learning through technology.

Didactic Dimension

I took into account the following aspects of the exit profile presented as an area of opportunity, in my case, the field in which some difficulties are presented: "MASTERY OF THE PURPOSES AND CONTENT OF SECONDARY EDUCATION."

- He has mastered the disciplinary field of his specialty to safely and fluently the subjects included in the curricula, and he recognizes the sequence of the contents in the three grades of secondary education.

- Establish a good correspondence between the nature and degree of complexity on the educational content with the cognitive processes and the students' human and learning development.

On the other hand, the general topic to be addressed with my high school group will be related to "VOCABULARY IN THE ACQUISITION OF ENGLISH AS A SECOND LANGUAGE"; as far as the thematic line is concerned, I work with the number "2", referring to "Analysis of teaching experiences" related to some experience that the student has developed with one or several secondary education.

It is proposed as far as possible in the analysis that students can build sentences proper to their daily lives to reflect their significant learning with the correct use of grammar. It will take place in six months, from November to April, in which there will be three evaluations in which the students' progress can be reflected.

In the Middle School "Adolfo López Mateos" virtual classes are carried out via Google Meet where the teacher acts as a guide in the student's learning by solving doubts of the student, based on the program "Aprende en Casa" which is transmitted by the Mexican television produced by S.E.P., to continue with the classes at a distance during the COVID-19 pandemic.

The virtual classes took place once a week; I had the headteacher responsibilities for three groups: 1°E in the morning shift, 2°G, and 2°J in the afternoon shift. Nevertheless, carrying out the class in the morning with directors' agreements, the virtual classes were divided into three moments. In the first one, the teacher, with the help of a presentation or computer graphics, explains the topic seen in the program "Aprende en Casa," where the student makes

notes in his notebook and exposes his doubts about the topic. A reinforcement activity was made with virtual activities (Educaplay, Google Forms), and finally, in most of them, the student develops the writing ability where he puts into practice what he has learned.

APRENDIZAJES CLAVE PROGRAM PURPOSES:

- To apply some strategies to overcome personal and collective challenges in learning a foreign language.
- To use a vast and straightforward linguistic repertoire in a variety of known and current situations.

Regarding the vocabulary, it is related to the programs' topics where the student, through virtual flashcards, can know the meaning from images, besides listening correctly to the pronunciation and putting into practice what he has learned with exercises within the same activity, being between 10 and 15 words for each topic. Also, there is a review within the virtual classes where the student reinforces the vocabulary making sentences related to their daily life.

The students of 1°E are between 11 and 12 years old, and three diagnostics have been carried out so far:

1.- Virtual Context:

Title of the question: AVAILABLE RESOURCES YOU HAVE CONNECTIVITY. The number of answers: 230 answers. The three highest percentages of each question will be shown, which was answered with the following responses; 79.1% (182 students) answered smartphone, 21.3% (49 students) laptop, and 17.8% (41 students) desktop P.P.C.

Question Title: Do you have internet service? The number of responses: 230 responses answered with the following answers; 82.6% (190) answered yes, and 17.4% (40) did not.

Question Title: Does your internet connection allow you to establish videoconferences without problem? The number of responses: 230 responses, answered with the following answers; 83% (191 students) answered yes and 17% (39 students) P.P.C. desk.

2. - Learning process:

Question Title: When you try to remember something, how do you do it. The number of answers: 33 answers. Which was answered with the following responses; 72.7% (24 students) responded that through images, 24% (8 students) through emotions, and 3% (1 student) through sounds.

Question Title: Which of the following activities do you enjoy the most? The number of responses: 33 responses. Which was answered with the following responses; 75.8% (25 students) answered listening to music, 18.2% (6 students) watching movies, and 6.1% (2 students) dancing to good music.

Question Title: What types of exams do you find easier? The number of responses: 33 responses. Which was answered with the following responses; 42.4% (14 students) answered games, 33.3% (11 students) memorization, and 24.2% (8 students) repetition.

3.- Learning:

The final diagnosis that has to do with self-assessment and evaluation according to what was learned during the first part, only 16 students have answered and expressed that the learned vocabulary could be recognized on the sentences from the topics seen in the program "Aprende en Casa" and the virtual class.

The student needs the motivation to continue with the virtual classes. That is why I need to work on virtual activities where the student is interested in learning English as a second language independently.

They work in two parts based on the program "Aprende en Casa" and "Aprendizajes Clave" with two different platforms, which are Classroom and Google Meet:

- In Classroom, an activity is assigned to reinforce what was seen in the T.V. program, which is divided into three parts; the first is the review of vocabulary, in addition to this is a video or presentation with the theme and a review activity.
- In virtual class via Google Meet, the teacher acts as a guide in the student's learning by reviewing the topic, resolving doubts, and finally, some activity where the learning acquired from the activities is reflected.

It is proposed that students make a class diary where they self-evaluate their learning and propose and evaluate the teacher in class.

Institutional dimension

As is known, a result of the global pandemic, according to OMS COVID-19, is the most recently discovered infectious disease caused by the coronavirus. Both this new virus and the disease it causes were unknown before the outbreak in Wuhan, China, broke out in December 2019. Currently, COVID-19 is a pandemic that affects many countries around the world.

A person can contract COVID-19 from contact with another infected person with the virus. The disease spreads mainly from person to person through droplets thrown out of an infected person's nose or mouth when coughing, sneezing, or talking. These droplets were relatively heavy, did not go very far, and fell quickly to the ground. A person can get COVID-19 if they breathe in droplets from a person infected with the virus. That was why it was essential to stay at least one meter away from others.

These droplets can land on objects and surfaces around the person, such as tables, knobs, and railings, so other people can become infected if they touch them or surfaces and then touch their eyes, nose, or mouth. On February 28th, 2020, in the first cases of COVID-19 in Mexico, two people were confirmed with a history of traveling to Italy.

That was why the quarantine was carried out, which means restricting activities or separating people who are not sick but who may have been exposed to COVID-19, which caused the educational activities to be stopped in Mexico to prevent the spread of the disease.

Because of the pandemic, the Mexico's Government and the Secretaria de Educacion Publica (S.E.P.) established an emergent educative program, on April 20th, 2020, named "Aprende en casa I," for that they gave students and teachers of public schools educational emails to access the suite GSuite educational program by Google so that the classes would be complemented with the Google Classroom and Google Meet platforms. Emails were also delivered to access Microsoft Teams service as a complement or substitute for Google GSuite.

The 2020-2021 school year began throughout the country, under the distance learning model "Aprende en Casa II," with the transmission of academic content through television. S.E.P. (Secretaría de Educación Pública) indicated that the classes would be on television, radio, and the internet, and with the support of Free Textbooks, workbooks, and printed materials; and indicated that all the contents of the program would be available, permanently, on the site aprendeencasa.sep.gob.mx.

According to Boletín No. 205, the Secretary of Education Esteban Moctezuma said that it is an honest effort, referring to the fact that 94 percent of Mexican families have access to television, which guarantees that the program reaches almost all homes in the country also that only the remaining 6 percent will be able to access guides.

In physical and digital format, free textbooks and other educational materials continue with their studies; for areas where television does not reach, classes have prepared through the radio in 22 different indigenous languages.

Also promoted by President Andrés Manuel López Obrador, Televisa, T.V. Azteca, Imagen Televisión, and Grupo Multimedios join 36 state television stations and the public system network headed by Channel 11, Ingenio T.V., and Channel 14. In that way, give classes distance learning content designed based on current study plans and programs and free textbooks to have official validity.

Social dimension

Currently in “Escuela Normal de Atizapan de Zaragoza” is located in Av. Ruiz Cortines s/n Col. Lomas de Atizapan CP 52977, Atizapan de Zaragoza, Estado de México, the practices are carried out in a specific time but an agreement was made where we would be with some groups as regular teachers.

Which are based on the competencies according to S.E.P. (1999), the competencies that define the exit profile are grouped into five major fields: specific intellectual skills, mastery of the purposes and contents of secondary education, didactic competencies, professional and ethical identity, and capacity of perception and response to the social conditions of the school environment.

The profile features are the primary reference for elaborating the plan of studies, but they are also essential for educational communities. This study aims to provide the students with criteria to evaluate the progress of the plan, the programs, the effectiveness of the teaching process and the study materials, the student's performance, and the other activities and practices carried out in each institution.

The middle school Official 62 "Adolfo Lopez Mateos," C.C.T. 15DES0062E was located in Xicontenatl 7, San Mateo Tecoloapan, 52920 Cd Lopez Mateos, Atizapan de Zaragoza. It covers an area close to 32 hectares. I.N.E.G.I. (2015) is a marginal context because it had to mean public services like electricity, water, gas, and public transport; however, it does not have all the services complete.

The population had socioeconomic levels C and D+ (Emerging Medium Level and Typical low level). Socioeconomic level C families had limited resources to cover their most basic needs and aspire to better life quality. Socioeconomic level D+ families had a low quality of life. They went through problems to have the basics to live and regularly went through minimal sanitary conditions. The majority of the population worked in commerce and factories. In the San Mateo Tecoloapan neighborhood, there were about 250 commercial establishments in operation.

The school had 70 workers: administrative staff, teachers and the morning shift had the collaboration of an interdisciplinary team from Unidad de Servicios de Apoyo a la Educacion Regular (U.S.A.E.R.); it was a technical, operational instance of Special Education, made up of a principal, support teachers, psychologist, communication teacher, and social workers who provide guidance, advice, and accompaniment, in co-responsibility, to teachers and administrators, as well as advice to parents.

Support services were oriented to developing inclusive schools and classrooms by emphasizing reducing or eliminating barriers to learning and participation generated in contexts. The secondary school currently had a library, a teacher's room, and offices for the administration and the assistant director about school infrastructure.

As for recreation spaces, there was a civic playground, a soccer field, and green areas. It had sanitary services. It had the essential electrical energy services, drinking water, drainage, and communication such as telephone and internet.

As for the students, in that school, according to the initial statistics with a total of 724 students in the morning shift, making up a total of 18 groups, six from each grade (A, B, C, D, E, and F). Registered in the enrolment statistics of the 2 ° A group there were thirty-five students, 2 ° B were thirty-eight. 2 ° C was thirty-seven, 2 ° D was thirty-seven, 2 ° E was thirty-two, and 2 ° F was thirty-two students. Furthermore, in 3 ° A, there were thirty-nine, 3 ° B was thirty-two, 3 ° C thirty-nine, 3 ° D thirty-three, 3 ° E was thirty-eight, and 3 ° F was thirty-seven students.

The number of students enrolled in first grade is ignored, in addition to their ages, the type of learning or difficulties of the same of all grades, also if you had the necessary resources to start the new school year since the directors and regular teachers did not allow me to know the information requested in advance on August 20th, 2020.

Interpersonal dimension

The virtual class in the Middle School "Adolfo López Mateos," were made through Google Meet, which is a video telephony service developed by Google where someone can share screen to present documents, videos, presentations, among other educational resources, are carried out on Mondays with the group of 2°G, Wednesdays with 2°J and Thursdays with 1°E, which the groups of second are of the afternoon shift. However, an agreement was reached in which the class is carried out in the morning.

The virtual classes that are carried out must be the teacher a guide to the student's learning where only a review of the subject is carried out and the resolution of doubts about it, but it was recognized that students use the time to create, ask and know, taking into account the development of skills, such as observing, synthesizing, relating, inferring, questioning.

Furthermore, is based on the "Aprende en Casa II" program, the government created a specific web page where the student can find: the studying program like the class and activities to develop, related to the expected learning, the review subject, and the main topic with some exercises related to the subject, consulting the free textbook, as well as some videos where anyone can find information on the subject seen in class, some including games for student learning.

The recommendation was that these activities had been divided into three sections (1st previous knowledge: reading the textbook, second reinforcement activity: from the information, make a conceptual map, a mental map, four synoptic, etcetera; last 3rd Verification Activity: questionnaire, word search, crossword, etcetera) being these through physical places such as stationery, school. Also, it should be considered that demanding too many tasks can increase stress and anxiety in students, part of maintaining good health and well-being.

Within the C.T.E. it was recognized that the teachers have the responsibility to help each one of their students; to manage their emotions positively; pay attention to the students feels; to analyze and reflect on what was truly useful for the students learning, like watch the Educative T.V. programs, using some platforms to perform different activities and such as:

1. "Khan Academy,"
2. "Explore the world of science,"
3. "We Play All,"
4. "Active Pauses,"
5. "Virtual Museum."

All make a significant opportunity towards the transformation of academic institutions to the diversity of educational possibilities.

It is worth mentioning some agreements that were carried out between the Middle School and the Head Teacher were giving a general topics review in the virtual class once a week with 45 minutes duration; doing some activities, taking U.S.A.E.R. students into account, based on the "Aprende en Casa II" program, with joint planning.

Like regular teachers, I have direct contact with the Assistant Principal of the afternoon shift, while in the morning shift, we have a teacher who supports us in every aspect requested by the Principal; among other aspects, and the planning is carried out together, which is single planning for all grades and groups. In addition, we have direct contact with students and parents.

GENERAL PURPOSE

To apply continuous assessment of "Aprendizajes Clave" corresponding to the family and community learning environment that students acquire on a bi-monthly basis, and to graduate the correspondence between nature and degree of complexity based on the cognitive processes of high school students in the subject of English through meaningful learning.

SPECIFIC PURPOSES

- To analyze the meaningful learning and use of the students' vocabulary through continuous assessment to measure the application of the words learned in known and current situations.
- To synthesize the learning process through written evaluation and playful way using digital and technological means in the English foreign language to achieve motivation, the student from the acquired knowledge can develop in the English language.

MAIN QUESTIONS

1. What cognitive skills are promoted in the understanding and use of vocabulary?
2. What teaching techniques and strategies successfully promote vocabulary as meaningful learning in high school students in a virtual environment?
3. What is the importance of the continuous assessment using the class dairy?
4. How do students reflect the identification of vocabulary in an educational or everyday text?
5. What is the impact for the students to understand the vocabulary in their English acquisition process in a virtual environment?

THEORETICAL FRAME

Gradual

Piaget (2017) says the organization builds the knowledge from the interaction with the environment. The organism tries to know the reality, not copying it but selecting information, interpreting it, and organizing it based on its cognitive schematic. The construction of knowledge is not carried out from the association but of assimilation and accommodation mechanisms.

The gradualness in English and all the knowledge is significant to have sustenance of the same ones since from this one can exist good consequences, this is an example of what is carried out within the school grades.

Learning

Gardner (1997) says that learning is an internal constructive process that depends fundamentally on the student's cognitive development; that is to say, the starting point will always be the previous knowledge that he possesses. It is a process of reconstruction of cultural knowledge, a process that will have fundamental support in the mediation or the interaction with others.

The learning of any length and complexity usually represents growth highlights. Explicit problems or tasks can be set at various proficiency levels to ensure that the trainee has learned the required skills and is ready to move to the following link on the ladder.

Aprendizaje clave

According to S.E.P. (2018), the "Aprendizajes clave" are a set of knowledge, practices, skills, attitudes, and fundamental values that contribute substantially to the overall growth of the student, which was explicitly developed in school and that, if not learned, would leave gaps challenging to compensate in crucial aspects of their lives.

The achievement of "Aprendizajes clave" makes it possible for the person to develop a life project and reduces the risk of social exclusion. In contrast, other types of learning that, although they contribute positively to a persons' development, can be achieved after basic level education or by other means than school.

The general purpose of the English as a Foreign Language course is for students to develop skills, knowledge, attitudes, and learning strategies to participate and interact in social, oral, and written language practices from different communicative and cultural, routine, and familiar contexts with native and non-native English speakers.

The fourth cycle aims to interact and adapt their performance through various oral and written texts in various communication situations.

Therefore, students are expected to be able to:

- Analyze some aspects that will allow them to improve their intercultural understanding.
- Apply some strategies to overcome personal and collective challenges in learning a foreign language.

- Transfer strategies to consolidate their performance in foreign language learning situations.
- To use a simple but vast linguistic repertoire in a variety of known and current situations.
- To exchange information of current interest.
- To develop a neutral register in social exchanges within a varied range of situations.

Acquisition

Krashen (1982) says that the acquisition process is an unconscious process involved in a linguistic production during which the subject is not aware of the grammatical rules or any other characteristic of the language, in addition to this he mentions that there are two internal and independent processes in man that intervene in the development of linguistic competence in a language. In other words, knowledge is produced unconsciously, without effort, without thinking that you must learn it.

Significant learning

As per Ahumada, P. (2005), meaningful learning is emphasizing the process of building meaning as a central element of the teaching-learning process and accepting that students must learn different types of content (factual, conceptual, procedural, and strategic) and are capable of attributing meaning or sense to them (accepting that it can be learned by rote without attributing any meaning). That is to say; this learning is permanent because a relationship process was carried out, giving it meaning.

Learning environment

Per S.E.P. (2018), cognitive processes are necessary for learning to occur and are closely linked to the environments that foster them. Today it is essential to recognize that physical, affective, and social aspects influence individual and group performance achievements. The learning environment is a set of factors that favor or impede social interaction in a given physical or virtual space. It implies space and time in which participants build knowledge and develop skills, attitudes, and values.

The learning community comprises diverse actors, and all participate in the exchange of knowledge. However, to make possible students' most outstanding achievements, teachers must prioritize meaningful interactions among them.

This achievement requires educational communities to foster more active, collaborative, situated, self-regulated, affective, goal-oriented learning that facilitates personal processes of building meaning and knowledge.

The learning environment must recognize students and their integral formation to promote their active participation and self-knowledge capacity. It must also assume the diversity of forms and needs of learning as an inherent characteristic of school work. Through this environment, all students are encouraged to integrate new learning into their knowledge structures, and meaningful learning takes place with the help of appropriate materials for students, as opposed to merely rote or mechanical learning.

Family and Community

- Exchanges associated with specific purposes
- Exchanges associated with the media
- Exchanges associated with information about oneself and others
- Exchanges associated with the environment

Evaluation

Rubio, L (2008) say that the evaluation is a systematic process by which information, quantitative or qualitative, about an object, subject, or event is collected and analyzed to make value judgments by comparing the results with a previously established reference. The resulting information can be used as input to guide decision-making. Focused on continually identifying the area of proximate development to detect when and how the teacher intervenes

Written evaluation

According to I.N.E.E. (2017), the construction of open-ended questions or constructed answers.

There are times when it is more relevant to use open-ended questions rather than multiple-choice items to assess certain types of skills, for example, when a person is expected to answer because it is important to observe both the product and the process, or in cases where, according to the indicator, there is no one correct answer but multiple ways of responding to a task. It is crucial for evaluation indicators that contain "creation" or "evaluation" skills.

Anderson and Krathwohl (2001), because they involve, for example, developing a critical analysis or reflection on an issue, or generating or producing an output from the structuring or organization of various elements.

A last relevant aspect to consider in the evaluation process is open questions to examine whether it is feasible to carry out a systematic process.

Most of the time, it implies applying a correction procedure with previously trained reviewing judges. It has a series of implications, both economic and logistical, that it is advisable to be sure can be assumed. Description of the characteristics of an excellent open-ended item

The fundamental thing to take into consideration when elaborating open questions is that in their formulation, it must be explicit what the evaluated person is expected to do, that is to say, he/she must have, from the reagent, all the necessary information to guide his/her answer or performance.

By this, it is necessary to consider that a good open question should indicate at least: which are the criteria based on which the quality of the response is going to be judged, and for this purpose, it should always consider in its elaboration, the rubric or guideline of correction with which the responses will be evaluated.

Motivation

Krashen (1981) points out that in Second Language Acquisition (S.L.A.), many critical factors of learners' success in language learning should be associated with the student's emotional condition. A language learner's passion for participating in the class and confidence from teachers' encouragements can decide their S.L.A. accomplishment.

Ludic strategies

Dewey (1917) tells us that learning should start from experience, where it seeks to connect rather than separate, cooperate rather than compete, solve concrete, everyday problem situations rather than get lost in vague intellectual exercises.

Play should be imperceptibly transformed into work, and both early play and work should provide exercise in socially beneficial occupations. That is to say, that play can be part of learning, but only if it has a purpose and brings a benefit over the acquisition of learning.

Digital and technological media

According to Díaz Barriga, F., Hernández, G. y Rigo, M.A. (2011) this globalized world where information flows through computer networks, students need to develop a practical, critical.

Ethical sense of how to process and profitably use the information they access and refers us to the idea of a permanent apprentice, capable of adapting to multiple changes, a self-directed, but not self-taught, apprentice who self-regulates his learning process, actively making decisions about what, how, how much, and were learning in every moment.

Likewise, students will increasingly require the ability to learn beyond traditional educational settings, located in the Classroom, to learn from non-formal teaching situations, such as museums, television programs, and press sections. That is to say, the student of our days requires to learn to be capable, competent, and competitive students in the handling of digital information.

Main questions

1. What cognitive skills are promoted in the understanding and use of vocabulary?

Peiró (1999) defines ability as the capacity to perform something. Although it is a brief definition, I can conclude from this that it is the action that is carried out to achieve an objective.

According to S. Schmidt (2006), cognitive skills are those that allow us to know, think, store information, organize and transform it to generate new products, perform operations such as establishing relationships, formulating generalizations, making determinations, solving problems, and achieving lasting and significant learning.

2. What teaching techniques and strategies successfully promote vocabulary as meaningful learning in high school students in a virtual environment?

Garcia, M. (2010) mentions that a vocabulary learning strategy is about intentional actions carried out to achieve an end (in this case, vocabulary learning), carried out reflexively and favoring learning autonomy.

Levin and Pressley (1985) divide these vocabulary learning strategies into four groups: repetition, sensory, semantic, and mnemonic.

Repetition strategies consist of thinking, saying aloud, or writing the same word several times to memorize it.

On the other hand, sensory strategies are based on the idea that vocabulary will be better retained with movement, to improve memorization through action.

Semantic strategies are based on processing of the new vocabulary, on its analysis of the structure and form of the word, the image, and recognition of the "natural" associations it has with the rest of the lexicon, contextualization, to improve memorization.

And finally, mnemonic strategies consist in the establishment of "artificial" relationships, associations created on purpose to improve memorization, which consists in performing an analysis of the word, based on the mental activity of creating images or "scenarios".

3. What is the importance of the continuous assessment using the class dairy?

Evaluation is important and from within the cycles of reflection Smyth (1991) carried out, a section called description, where the writing of events that occurred in the classroom is required, to reflect on what was done and seek improvement in all aspects.

4. How do students reflect the identification of vocabulary in an educational or everyday text?

The semantic strategy within the four groups already mentioned by Levin and Pressley (1985) where the importance of contextualization in vocabulary acquisition is mentioned, for better memorization of vocabulary.

5. What is the impact for the students to understand the vocabulary in their English acquisition process in a virtual environment?

For Tobón (2010), competencies are the integral actions to identify, interpret, argue and solve problems, taking into account the different types of knowledge: being, doing, and knowing. That is to say, they are the knowledge that is developed to put into practice in different situations, but within all that, it is important to know beyond knowledge, but also the emotional, the context in which they are immersed, among other aspects that influence the competencies that can be developed.

Action research

The form of reflection most often neglected in schools is action research instead of what I call deliberative and evaluative. These constitute three different modes of practical reflection. Deliberation has been described by C. Fierro, B. Fortoul, L. Rosa (1999) as "choice-related reflection." Action research would be described as "diagnosis-related reflection." Both can be distinguished from evaluation research, which I usually describe as "response-related reflection" because it focuses on implementing the chosen response and the expected and unexpected consequences that are becoming worthy of consideration.

These distinctions indicate that there are different forms of reflection concerning different aspects of practice. Moreover, judgment in action research is diagnostic rather than prescriptive for action since prescriptive judgments, when reflexively constructed, emerge from practical deliberation.

Reflection cycle

Smyth (1991) mention four types of action with teaching and which correspond to a series of questions that we must try to answer in this improvement project:

- a. Description - What do I do?
- b. Inspiration - What is the meaning of the teaching I do?
- c. Confrontation - How did I become this way?
- d. Reconstruction - How could I do things differently?

Here are the three cycles that make up my reflection on the action based on Smyth (1991), which mentions that it is divided into four essential parts, where the first one is called "Description" where a bit of "who?", "what?" and "when?" are described. The second part, "Inspiration," analyzes the descriptions to determine the existential relationships, since when we can discern what is usual and established in what we do, we acquire control and ownership over what counts as knowledge. In "Confrontation," he tells us that we must ask ourselves questions about the social and personal. Moreover, in the "Reconstruction" are some proposals for improvement, and what we must do to introduce these changes.

EXPLORING ACTIVITIES

1 SMYTH REFLECTION CYCLE: Vocabulary about the house

1. - Description

The virtual class with the group of 1°E which was composed of 36 students.

January 14TH

The session lasted 45 minutes. A PowerPoint was presented where the student observed "definite and indefinite articles" a question was asked about if there was any doubt about the topic seen, then the students observed images about the vocabulary of the house they elaborated two sentences about it for each image, a total of eight. Finally, they shared and analyzed their answers and gave feedback on their answers.

January 21ST

The session lasted 45 minutes, and the students looked at "There is, How much, How many, House Places, and the answers" and explained students' doubts.

Afterward, a general review of what had been seen in past classes was done, being these three activities. The first one consisted of looking at the grammar sheet and then filling in the blanks with the correct answer. The activity was to select how much/ how many and answer the following questions. Finally, the students answered personal questions and then wrote a paragraph with that information.

January 28TH

The session lasted 45 minutes, in which a review was conducted (There is/are), demonstrative pronouns, articles definite/indefinite, of the second trimester where the social Learning Environment is Familiar and community, the specific competency is exchanges associated with the environment. The Social Practice of Language is related to understand and record information about localities of the community. All of this based on "Aprende en Casa II" and "Aprendizajes Clave".

The virtual class started with a question, "Do you remember the rooms of the house?" and the students answered some of them, where the students with a handheld Google Meet tool for class participation, then as an introductory activity, a small game was done in PowerPoint with questions about some parts of the house ([Appendix 1](#)).

The students were asked to place in the chat the number one or two depending on the answer they thought was correct; most of the students answered well. After each question, they have explained what one meant, and at the same time, they were asked if there was any doubt.

After that, some images were presented referring to the topic where the students described in their notebook what they saw using there is/there are, giving them a time limit of 5 minutes to complete the activity, but the time was not enough. To finish, they shared their answers chosen by the teacher, where the teacher gave feedback to the pronunciation, essential words like there is, and there are.

Some words like bathroom were easy to give phonetics tips; before the end of the class, we made a class review of everything, that is to say, the parts of the house and the use of there is, and there are, to finish the teacher asked if there was any doubt, the students answered no, and to confirm the teacher asked some questions to the students in a skipped way like "When do we use there is?" and the students answered and the teacher dismissed the students.

2. - Inspiration

Elsa, D. (2020) says that this new distance relationship is awakening tensions between students and teachers first due to lack of habit. However, is a persistent complaint between them, and both consider that they are working more than usual, this noting the ignorance of the management of the Classroom by digital means and the changes in the didactics that distance education demands.

Monereo (2005) says the student of our days requires to learn to be capable, competent, and competitive students in the handling of digital information. Furthermore, as per Ahumada, P. (2005), meaningful learning emphasizes building meaning as a central element of the teaching-learning process and accepting that students must learn different types of content and are capable of attributing meaning or sense to them.

Moreover, according to S.E.P. (2017), the fourth cycle's purpose is to interact and adapt.

Therefore, students are expected to be able to:

- Analyze some aspects that will allow them to improve their intercultural understanding.
- Apply some strategies to overcome personal and collective challenges in learning a foreign language.
- Transfer strategies to consolidate their performance in foreign language learning situations.
- To use a simple but vast linguistic repertoire in a variety of known and current situations.
- To exchange information of current interest.
- To develop a neutral register in social exchanges within a varied range of situations.

3. - Confrontation

I recognize that I must pay attention to those students who do not like to participate and that I must dedicate time to each activity that is assigned. As already mentioned, it is required that both the teacher and the student are capable in the management of the information inside and outside the virtual classes that are carried out, and taking this aspect into account could bring about significant learning in students, and not just a vague memory of what they have seen in class.

The pandemic that we are experiencing is radically changing education, and that is why I consider it essential to highlight how it is also diversifying the way of conducting classes through technology, distance learning methods, and above all, the being of each person in family coexistence take into account the students and their economic and emotional needs, among other aspects.

As a future teacher, I still need to develop my intellectual ability to express ideas with clarity, simplicity, and correctness in written and oral form, in particular. I had developed the ability to describe, narrate, explain and argue, adapting the cultural characteristics of my students, as sometimes when I was giving instructions are not very clear.

One of the problems in education is the language level that is supposed to be reached according to the S.E.P. in cycle four, but it is not real. I have to adapt to the level of my students with a gradual follow-up about the topics.

A hetero-assessment was carried out with five questions, January 18th, 2021, where 14 students answered the following questions, the first one being related to "Mention 5 to 10 new words you learned in English," where 10 students 71.4% answered correctly, more than 5 words, 3 students 21.4% answered with 5 words and 1 student 7.1% answered with less than 5 words correctly. The second question was "choose the correct option of the following sentence" with "_____you happy? a) Is b) Are c) Am", where 10 students 71.4% answered correctly and 4 students 28.5% answered incorrectly.

Question three was "choose a word that has no relation to the others: a) happy b) sad c) house," where 2 students, 14.2%, were omitted because they were not answered, 1 student 7.1% answered incorrectly, and 11 students 78.5% answered correctly.

In question four, "choose the correct option to make a positive sentence: a) There are three cats b) There are three cats c) Are their tree cats," 4 students 28.5% answered incorrectly, 9 students 64.2% answered correctly and 1 student 7.1% did not answer the question.

In the last and fifth question "Match the columns by putting the number in the blanks. A.R.E. | there_____six cats 2. - IS | I_____very happy 3.- AM |_there a cat?", 4 students 28.5% answered incorrectly and 10 students 71.4% answered correctly.

Besides, a self-evaluation was carried out in the first part related to the questions "What did you know?" "What do I know now?" "How did you learn it?" in the first question, "What did you know?" 5 students 35.7%, mentioned that they did not know much, 4 students 28.5% mentioned that they knew nothing, two students, 14.2%, mentioned the basics of the language, and 3 students, 21.4% said that they only knew some words.

In the second question, "What do I know now?" 2 students, 14.2% said the pronunciation of words, 9 students 64.2% said new words, and 3 students 21.4% said the use of words. In the third question, "How did you learn it?", the answers were 2 students 14.2% practicing, 1 student 7.1% paying attention, 6 students 42.8% teacher support, 1 student 7.1% with notes, 2 students 14.2% studying, and 2 students 14.2% in a virtual class.

In the second part, "of the activities carried out during this period, which was the most useful for learning were:" where the students stated three data, and it was concluded that 13 students 92.8% learned through images and practice and 1 student 7.1% did not answer the question.

In the third part, a scale from 3 to 1 was made, where 3 is the maximum score, and 1 is the minimum score, mentioning the following aspects: 1 is "I can make 5 to 10 sentences without any grammatical mistake", where 1 student 6.6% said 1, 8 students 57.1% said 2 and 5 students 35.7% said 3.

In question 2, "I learned 10 or more new words in this first part," 2 students, 14.2% said 2 and 12 students 85.7% said 3. Finally, in question 3, "I can use the verb to be" correctly in simple present sentences," 2 students 14.2% said 1, 4 students 28.5% said 2 and finally 8 students 57.1% said 3.

In the last part, a proposal for improvement is asked, where 4 students 28.5% answered that nothing, that they like the way the class is carried out, 1 student 7.1% mentioned that it would be good to review the pronunciation of the words and 9 answers 64.2% were annulled since this was not very specific with what was asked and were answered with a response of improvement for themselves.

As for my competencies through practice in the assignment topics, I have been more confident in the knowledge of the topics taking into account the students' cognitive processes. Furthermore, according to the purposes it has been carried out a vocabulary to measure the application of the words learned in known and current situations through playful way using digital and technological means in the English foreign language.

4. - Reconstruction

With it the importance of the tasks of class assigned, adapting them avoiding to generate stress in the student, taking into account the diverse situations in which they are in this pandemic.

In order to improve, I propose to practice the instructions given in each activity by looking for clear, simple and short words to make myself better understood in the virtual classes when giving instructions.

I must keep a follow-up where I can observe the students' progress, such as diagnostics and self-evaluations.

2 SMYTH REFLECTION CYCLE: Vocabulary about daily routines (Present simple)

1. - Description

The virtual class with the group of 1°E which was composed of 36 students.

February 4TH

The class began with a review of the everyday vocabulary, writing it down in their notebook. Then the verbs are practiced with a hangman game.

Students analyzed and wrote in their notebook information about "routines," and at the end of the presentation, an example of a daily routine I showed an example of a daily routine.

Students made a daily schedule COVID-19 in which they made a table and divided it. They made a table and divided it into three columns and three rows. In the first column, they write the time. In the second column, the activity they are doing at that time. The activity they are doing at that moment. Finally, in the third column, they draw the activity they are doing.

February 11TH

The students make colored sheets of paper a double clock where they wrote the minutes at the bottom and the hours at the top. The teacher explains through the clock how to tell the time. Students take notes and finally practice some examples by completing the sentences of some of the clocks.

February 18TH

To begin with, we review the vocabulary; they match the verbs with the correct picture, identify the vocabulary about daily routine verbs. Then the students made a triptych with daily routine on the cover page; a second part for the morning; the third section for the evening, and one more for the evening. They should add a descriptive picture of the activity and the explanation activity in all of them.

February 25TH

The students make an inverted pyramid. It was divided into nine parts where adverbs of frequency and examples were written. Afterward, the students were present with a Powtoon where the topic was explained.

The students write in the notebook their daily routine using adverbs of frequency, for example, adverbs of frequency, after they were given some examples.

March 4TH

The class started with the hangman game in a PowerPoint presentation, the students see the slides and guess the answer, and the students have only three chances to get the correct answer.

Then I explain the differences between positive and negative sentences, between positive and negative sentence structure, and some examples were given examples. Finally, the students write the last sentences on the presentation to change the positive sentences into negative sentences independently.

2. - Inspiration

According to S.E.P. (2018) on Family and Community mention:

- Exchanges associated with specific purposes
- Exchanges associated with the media
- Exchanges associated with information about oneself and others
- Exchanges associated with the environment

That was why the activities were presented for all the group to be closely related to the environment in which the student is, either inside or outside the home with which he relates, connecting what he learns with his real life and the technology.

Per S.E.P. (2018), cognitive processes are necessary for learning to occur and are closely linked to the environments that foster them. Today it is essential to recognize that physical, affective, and social aspects influence individual and group performance achievements.

Moreover, according to Piaget (2017), Knowledge construction is not based on association but on assimilation and accommodation mechanisms. Within the assimilation, the mechanism is the warm-ups where the student has a short introduction to the topics that are seen and to conclude each class activity is carried out where the student accommodates what has been learned, each class focuses on a gradual approach to knowledge, and as reinforcement, homework is carried out at home.

As per Ahumada, P. (2005), meaningful learning emphasizes building meaning as a central element of the teaching-learning process and accepting that students must learn different types of content.

3.- Confrontation

During this internship period, two diagnostics were carried out to know and recognize the progress made in the students' learning of vocabulary.

The first diagnostic alludes to evaluating the virtual class on Thursdays from 12:00 pm to 12:45 pm, and the first question was a space assigned for the student's name.

The second question was "Is the explanation in class easy to understand? Why?" answered 15 students out of 36 of 1°E.

13 students, being 86. 6% said yes, because "she corrects us," "she explains very well," "I am interested," "she takes the time to explain if we do not understand," "she explains in a very developed way," she explains with examples and lets you make examples to learn more," "easy way to explain and includes examples from daily life or with images," "she explains little by little. If we do not understand, we tell the teacher, and she explains a little better," "I know the meaning of the words, and I say the words well," 1 student being 6. 6% said no because "the teacher gives it a little fast.

On the other hand, we only have one class a week and "Aprende en Casa" does not because they had said everything in English" and finally, 1 student being 6.6%, gave an example of the class that was easy to understand "The explanation of He, she."

Question 3 "What activity did you like the most in the class? Why?". 2 students being 13.3% their answers have been invalid since it does not allow them to know what is required in the question since their answer was "all," while 3 students, or 20%, allude to the grammatical structure.

While 8 students 53.3% is reflected in their vocabulary answers (daily routines, numbers.) and 2 being 13.3% who said vocabulary-speaking. 10 being 66.6% of the respondents referred to having pleasure in vocabulary activities which impacts my work since my focus is on the importance of vocabulary for a second language.

Question 4 "Which activity did you like the least in the class? Why?"; 9 of the students (60%) said "none," "because it is a new and fun way of working," "I like all of them,".

6 students (40%) made additional comments about the classes that were carried out "the one I liked the least was the one that was left as homework because although it was easy to do, it was a lot," "when we used the homework, it was much work," "when we used the homework, it was much work," "when we used the homework, it was much work," "when we used the homework, it was much work."

When we wear pyjamas, I did not like it because I felt embarrassed" "I did not like it because the teacher had asked how I was and I did not understand, and I was distracted" "I did not present a screen" "When only those who already know participate because they already know the subject and I do not" "When only those who already know participate because they already know the subject and I do not."

Question 5 "What activity would you like to see repeated?" 3 students 20% alluding to the clock "To make it a little clearer because I feel that I still have not developed it very well" where they allude to the interest in learning and improving their learning in this topic, in addition, 3 students 20% on grammatical structure, and 9 students 60% were related to vocabulary.

Moreover, question 6, which refers to "Which activity was difficult for you to understand? What would you do to make it easier? The students allude to the clock topic: 3 students with 20% in that part one of the aspects that makes it difficult for students to learn about the clock is the division or addition of the clock in minutes, 3 students with 20%, 5 students with 33.3% to speaking, perhaps this part is difficult for them because of the lack of knowledge of the phonetics of the language, and also because they do not have a great interaction with the language, 3 students with 20% with "none" and 1 that has been revoked with "first.

On the other hand, the second diagnosis is related to "Vocabulary," being the first question to the student's name. The second question is "What word did you use the most during these two months in English class?" of which 5 students 33.3% said one or more pronouns, 2 students 13.3% said a greeting like "hello," 3 students, 20% said a word related to vocabulary, 3 students 20% said the word like and 2 students 13.3% said, "There is/ There are."

The third question was, which word is the word you will never forget? Where will you use it?" 2 students 13.3% said some pronoun, 2 students who are 13.3% said please and thanks, 4 students 26.6% There is/There are, 3 students 20% mentioned something related to "Present simple," 1 student 6.6% mentioned "good morning and good night," 1 student 6.6% said "dislike" and 2 students 13.

In question four, question four refers to "Mention 2 words of objects and parts of the house" in which 3 students 20% mentioned parts of the house, while 7 students 46.6% mentioned objects of the house, besides, 2 students 13.3% mentioned an object of the house and a part of it, 1 student 6.6% mentioned more than two and 2 of the students misspelled the words.

For question five, "How many words about routine do you remember?" Which was answered as follows: 1 word 4 students 26.6%, 2 with 2 students 13.3%, 3 words with 4 students 26.6%, 4 words with 3 students 20%, 5 words with 2 students 13.3%.

For the sixth question, "What are the words you remember about the vocabulary of "routine"?" in which 2 students 13.3% do not remember, 7 students 46.6% mentioned 1 word, 2 students 13.3% mentioned some pronoun, 1 student 6.6% mentioned more than 4 words, and one answer was annulled since he only placed "..." in the answer.

For the next question, we asked, "Mention 5 vocabulary words for objects or parts of the house." (Mention 5 vocabulary words of objects or parts of the house) 10 students 66.6% mentioned the 5 words without any spelling errors, 1 student mentioned only one word, 1 student mentioned with spelling errors, 1 student mentioned with less than 5 words and two students mentioned the words in Spanish.

Question eight was "Mention 10 vocabulary words of objects or parts of the house" in which 3 students 20% placed fewer than the 10 words required, 3 students 20% placed something else unrelated to what was required, 1 student, 6.6% wrote the words in Spanish, 1 student 6.6% wrote the words with spelling errors, and 7 students 46.6% wrote the 10 words required in English and without spelling errors.

Question nine was "Do you have a favorite word in English? which one?" in which the students answered, 3 students 20% with a resounding "no", while another 3 students 20% mentioned the word "like", 2 students 13.3% mentioned animals "fox" and "cat", 1 student 6.6% mentioned "love", 1 student 6.6% "soccer", 2 students "hello", 1 student 6.6% "Apple", 1 student 6.6% "Green" and 1 student 6.6% "yes". Furthermore, finally, "Have you learned to use vocabulary in sentences" the answers were 1 word 3 students being 20%, 3 words 8 students 53.3%, 4 words with 2 students 13.3%, and 5 words 2 students 13.3%.

I have recognized the importance of gradualness in student learning and the curriculum contents in terms of my competencies. In addition, the student's requests and considering the context, the knowledge was reflected in the different diagnostics during this period. Moreover, taking into account the purposes, this continuous evaluation was carried out.

It was reflected that the vocabulary was according to the cognitive process where the student, more than making a simple sentence, could recognize and know the word from its context, thus giving meaningful learning.

4. - Reconstruction

Considering the improvement actions in the last cycle by not performing a self-assessment, it is reiterated to perform the same to know even more the progress in the knowledge of students. With the diagnostic results, my conclusion was to make an order in which each student can participate, either by list number and look for ways related to this. In addition to putting a greater focus on pronunciation since they are interested in knowing a little more about it, another aspect is to explain in English so that with my movements or actions, they can understand what is being spoken.

3 SMYTH REFLECTION CYCLE: Verbs

1. - Description

The virtual class with the group of 1°E which was composed of 36 students.

March 11TH

At the beginning of the class, I asked a question about the previous class. After the answers, a PowerPoint was presented with the new topic "Like and Dislike," then students made notes in their notebooks. Then an activity was done where they made a quadrant and wrote "like, dislike, hate, and love" and explained what the activity consisted of, I presented some images where they had to choose 3 things according to the quadrants, and finally, some of the students were sharing their answers as the teacher asked them.

March 18TH

We started the class, and they were asked about the previous class; at the end of the participation, the teacher reaffirmed what the students had said. Afterward, a PowerPoint was presented to the students with the topic of the present simple in the third person. At the end of the class, the activity has explained using some images, and they had to write and describe the action in the third person; and some students were participating by sharing the sentences they wrote.

March 25TH

To start the class, they were asked to choose a favorite character, song, or artist, and brainstorm ideas where they imagine or think about what their character does in their days; in order to write sentences with information about the character they wrote, they were given some time to make these sentences, and some were sharing them, and then they were asked to write the routine of their character. Finally, they shared and gave feedback on what they wrote.

April 1ST

At the beginning of the class, the vocabulary was presented with a Quizlet, the students wrote it; then a Genially was presented with the present progressive in the affirmative explanation. They have presented some images with some sentences where they changed the sentence from present simple to present progressive, and finally, they shared their answers, making feedback and resolving some doubts.

April 22ND

Start the class with a game in Factile which consisted of making sentences, and these sentences were related to the theme of the previous class, then they were asked to write four things they most liked to do on vacation using the present progressive, and on the other side, they had to illustrate the action.

To end the class, they were given a link with the lyrics of the song "Lemon tree, " divided into three. First, they had to listen and follow the lyrics with their eyes, then try to answer the missing lyrics, and finally, they had to read the answers.

April 29TH

To start the class, they were asked if they remembered the warm-up of numbers where the fingers are used, some answered yes and explained how it was, after reviewing the numbers, the rules of the gerund conjugation were explained and with it a PowerPoint with a quiz where the students chose the correct answer to some verbs, and to finish the class for the children's day they were asked for some materials to make a craft.

2. - Inspiration

According to S.E.P. (2018), the fourth cycle's purpose is to interact and adapt their performance through various oral and written texts in various communication situations. Therefore, students are expected to be able to:

- To use a simple but vast linguistic repertoire in a variety of known and current situations.

At this point, vocabulary was selected to use in real situations according to their context, allowing them to have a relationship between what they live and what they are learning. As mentioned above, Ahumada (2005) tells us about the importance that a relationship must have to be converted into meaningful learning.

In addition, a written evaluation is used within the Classroom. With diagnostics and self-evaluations outside the Classroom and according to I.N.E. (2017), this is carried out through the construction of different questions, which is why it must be explicit what is expected to be done by the evaluated, that is to say, that they have the purpose of correctly requiring what is necessary for each purpose.

According to Díaz Barriga, F., Hernández, G. y Rigo, M.A. (2011) this globalized world where information flows through computer networks, students need to develop a practical, critical, and ethical sense of how to process and profitably use the information they access. As teachers, we act as guides to help students develop this sense of responsibility.

3. - Confrontation

The use of technology is significant because it allows us to have a better performance as long as it is moderate. From my perspective, I think that I used too many different resources in this period, knowing that there are other ways to impart some knowledge.

In order to know a little more about how the virtual classes were being carried out, I decided to make a diagnosis and self-evaluation with key questions to know what they had learned during these months. It is also essential for me to know how my students feel.

SELF-EVALUATION

The first question is related to the student's name; 17 students answered this.

In question two, it was mentioned "How do you feel in English class?" were 8 students, 47.05%, said happy, 3 students 17.64% said very well, 5 students 29.42% said well, and 1 student 5.88% said more or less. This question shows the feelings of the students, which are essential in the knowledge since from this there is a motivation to learn this second language.

Question 3 asks, "How do you think learning English helps you?" 7 students, 41.17% said if they leave the country, 4 students 23.52% said to understand the language in daily life, 4 students 23.52% said for their learning, and 2 students said for their studies.

Question 4 asks, "Do you think you have increased your knowledge of English during this school year? Having the answer as an option yes, no, more or less, 10 students 58.82% said yes and 7 students 41.17% said more or less.

Question 5 says, "Arguments for the previous question, answering the question: Why?" in which 10 students, 58.82% said yes because of the progress in the knowledge of the language,

3 students 17.64% said that because it is difficult for them to learn the language, 2 students 11.76% said that it is difficult to write or pronounce, 1 student 5.88% mentioned that they lack practice, and 1 student 5.88% mentioned that they had not acquired all the knowledge that has been taught in class.

Moreover, in question 6, "Would you like to continue studying English?" 16 students, 94.11%, answered yes, and 1 student, 5.88%, answered maybe. The interest in the language was reflected.

VOCABULARY

In addition, a diagnosis was made with 17 responses from the students with the name "Vocabulary" where question one is related to the student's name, and question two refers to "How did you learn the vocabulary of daily routines?", where 12 students 70.58% mentioned that it was easy and 5 students 29.41% said it was difficult. Question 3 asks, "How did you learn the vocabulary of numbers?" 16 students, 94.11%, said it was easy, and 1 student, 5.88%, said it was difficult.

Question 4 asked, "Do you think you know more English than at the beginning of the school year?" where they had three options, yes, no, and maybe, 12 students 70.58% said yes and 5 students 29.41% said maybe they know more English than at the beginning of the school year.

Finally, question 5 asked, "how many new words do you know in English?" Of which 3 students, 17.64% said they learned more than 20 new words, 9 students, 52.94% said they learned 15 new words, and 5 students, 29.41%, said they learned 10 new words.

Question 6 "What are the words you know now that you did not know the meaning of before?" 2 students 11.76% said "There is/ There are", 3 students 17.64% said vocabulary about part and objects of the house.

Also 2 students 11.76% said the topic of numbers, other 3 students 17.64% said the vocabulary of daily routines, 2 students 11.76% said the vocabulary of "places," 4 students said 23.52% said verbs and 1 answer 5.88% was canceled since the student said "vocabulary" but was not specified.

Question 7 alludes to "Make a sentence in English of any topic seen in English class," 9 students, 52.94%, made an answer with the topic of "Present Simple," 4 students 23.52% made the sentence related to the topic of "Like," 1 student 5.88% made their sentence with the topic of "There is/There are," and 1 student 5.88% wrote a sentence regarding the topic of "This and that." Each of these topics is related to their daily life.

4. - Reconstruction

I recognize that I must moderate the use of technology, looking for other options and teaching strategies; for that, I propose looking for alternatives such as using a blackboard.

Also, from the diagnosis and self-evaluation, I would like to learn about emotions and how to manage them within this pandemic in a virtual way and focus on those students who need this English language support.

CONCLUSIONS

At the beginning of this Essay, I recognize that I was at a point where I knew few aspects about the contents of secondary education that is why I decided to focus on learning more about it from the professional practices that were carried out in these last two semesters. Furthermore, in the seventh and eighth semesters, I entered reality; due to administration issues in secondary school. I was allowed to be a tenured teacher, I must admit that this gave me a little fear because it is a great responsibility, but on the other hand, I am grateful that I have been allowed to practice in this way and learn more about the contents and the importance they have. However, on the other hand, I know that even now, I need to know much more about it.

I recognize that my competencies are based on the contents of education. I grew and improved in two of the three grades of the assigned education since I only worked with the first and second-grade groups. Another aspect discussed within this competence is establishing a good correspondence between the nature and degree of complexity of the educational contents with the cognitive processes. Likewise, from the practice and help of the teacher responsible for the subject of practice in the normal school, improvements were made constantly during the school year, knowing and carrying out this aspect in the activities chosen for the students.

With respect to the designed purposes, different diagnoses and self-evaluations were carried out where this continuous evaluation is reflected, these were programmed to be in six months, one bimonthly with a total of three but finally these three were carried out but the last one

was monthly, the first one was carried out on January 15th, the second on March 19th and the last one was carried out on April 16th, in which there were different aspects for which only between 16 and 17 students answered these surveys being a total of 36 students on the list, Some of them could not be located, while others could not enter the Classroom, where they were asked questions regarding their gradualness in their learning, taking into account the feeling they had about the class, among other things, and as a result we can identify the improvement regarding the gradualness of knowledge in the language related to vocabulary, since significant activities and reviews were carried out through technological resources due to the modality that is being carried out as a result of the pandemic.

In addition, from my perspective, this evaluation could be a partial one, where I believe it is possible to find a more excellent reflection of the progress that they achieve.

And taking into account again the gradualness, it is an aspect that has impacted my way of carrying out some learning, because thanks to this I understood the importance that this has, that is why from this together with my classmates we decided to select verbs related to their reality, where they themselves can carry out a meaningful learning since it is immersed in their daily life being able to relate it and also carrying a gradualness in the verbs since in each class these had an increase of difficulty with different forms of use, In addition, through the diagnostics, the students were able to see and recognize that this learning can be used in their daily life, as in brochures, advertisements, among other things, also dreaming of being able to know the foreigner and that this can help them, but the most important thing is that 16 students out of 17 said that they would like to continue learning English as a second language, having an interest in learning even more, placing some words as their favorite ones.

Based on the evaluation, I was able to identify the importance of the variety of the vocabulary, the easier it is for them to relate it. Therefore, what Ausubel says about bringing every day to reality results in a more significant interpretation of the language, where it was proposed that the four skills in the students could be worked, through music, writings, personal videos, short readings in presentation or sentences, making use of technology.

Under these circumstances of virtuality, at the beginning of this process, I felt very uncertain about the new way in which the classes would be taught and taken. However, in this process, I have enjoyed learning about new platforms that help me and my students learn. However, contrasting this, I think it is essential to have more time where the student can feel the human and not simply have to live through a screen, but I see an advantage of this modality is technology, but being honest, unfortunately, we are in a country where there is no equality in resources.

I feel prepared for this new hybrid modality; however, I know that I can always learn something new, and I am excited and willing to continue improving, but one of the things that matter most to me to continue learning is how to know and manage emotions in the Classroom because during this period I was asked to take into account the emotions of the students. For this, I decided to ask some questions about the feeling in the Classroom, and they were answers that made me feel good because I was determined to carry out classes where they feel taken into account. However, I know that this is not the only or most important thing, perhaps, and that is why I am willing to know and carry out activities or attitudes that help the emotions positively to students as this allows confidence in them.

QUESTIONS

1. What cognitive skills are promoted in the understanding and use of vocabulary?

What cognitive skills are promoted in the comprehension and use of vocabulary?

I had the opportunity to know that memory was developed; from my perspective, this can be used ideally in the virtuality that we are carrying and within others, since this was developed through perseverance, not mattering much the form.

We carried out different and constant educational virtual activities where it is used ([Appendix 2](#)).

2. What teaching techniques and strategies successfully promote vocabulary as meaningful learning in high school students in a virtual environment?

During this period in the 1°E group, the activities that helped the most in meaningful learning with vocabulary were those that had a relationship with their environment or context, that is, where the student used the vocabulary to describe things about him/them herself, having a real relationship. ([Appendix 3](#))

3. What is the importance of the continuous assessment using the class dairy?

Continuous assessment allows us to recognize our strengths, opportunities, weaknesses, and threats in the way we teach and how we are in the Classroom, among other essential aspects, to improve, change, or innovate each of these aspects. These aspects were reflected in the diagnostics carried out during this period. ([Appendix 4](#))

4. How do students reflect the identification of vocabulary in an educational or everyday text?

We try that the selected verbs have a close relation to what they live today, taking into account the level at which they are. From a question within the diagnosis, we asked about the use of the language, one of their answers was that learning English would help them in their daily lives since they will understand what comes in the media.

5. What is the impact for the students to understand the vocabulary in their English acquisition process in a virtual environment?

This impact is translated into a thirst and hunger to learn and learn more of this foreign language. It also gives them the confidence to participate in making sentences, and I think this modality gives us the security to participate.

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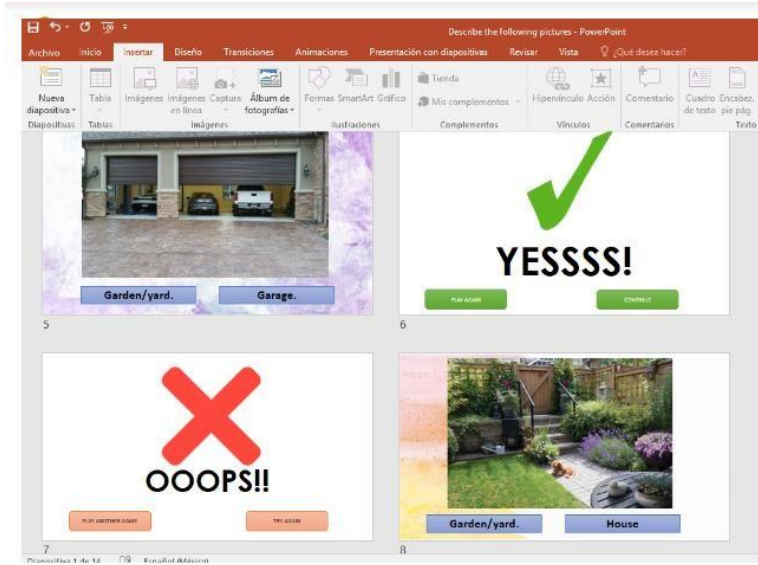
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APPENDIX

APPENDIX 1



This activity was carried out in virtual class in the 1^oE group on January 28th which was a small introductory game in PowerPoint. It consisted of selecting the correct option, based on the vocabulary about parts of the house.

APPENDIX 2



Here are some examples of activities that aim to implement memory through games on the Educaplay platform.

APPENDIX 3



DESCRIBING MY TOWN- VIDEO



LAURA GUADALUPE FLORES PALOMARES • 15 dic. 2020 (Editado: 19 mar.)

100 puntos

Fecha de entrega: 18 dic. 2020

Crea un video en donde describas tú localidad.

El video debe durar de 40 segundos como mínimo y 60 como máximo. Mencionando como mínimo 6 oraciones

Cada aspecto tiene un valor de dos puntos:

- 1.- Creatividad: puedes utilizar cualquier recurso que tengas a tú alcance y usar cualquiera de tus redes sociales (tiktok, facebook, instagram, etc.)
- 2.- Tono de voz: es importante que hable fuerte y claro, no importa la velocidad en las que digas las oraciones sino que estas se escuchen claras.
- 3.- Uso de la lengua: pronunciación y la seguridad presentada en el video.
- 4.- Grammar: Oraciones estructuradas correctamente.
El uso correcto de there is/there are
El uso correcto de los demonstrative pronouns (this, that, these and those)
- 5.- Seriedad al trabajo: toma con seriedad el trabajo asignado

Recuerden que este es su proyecto final lo cual equivale al 20% de su calificación.

Si hay alguna duda, los puedo apoyar a través de WhatsApp

 DANIEL HERNANDEZ CORTEZ WhatsApp Video 2020... Calificada	 EMMANUEL PEREZ RUBIO WhatsApp Video 2021... Calificada	 LEOPOLDO SALAZAR GOMEZ Voz 006.m4a Calificada	 YTZEL SALGADO TREJO Sin_titulo_5_720p_1[1].. Calificada
 ERICK GABRIEL SANTIAGO CAMARENA VID_20201218_20021... Calificada	 IKARI ALESSANDRA VARGAS SANCHEZ VID_20201218_19100... Calificada		

The activity "Describing my town" is an example of the activities implemented, in which the purpose is for the student to relate English to his or her context. It consists of making a video mentioning at least 6 sentences about what is or is not in their community.

APPENDIX 4

DIAGNOSTICO

SUSAN YORELI CORONA RODRIGUEZ 100/100

Devolver

HETEROEVALUACIÓN Y AUTOEVALUACIÓN

HETEROEVALUACIÓN

1.- Menciona de 5 a 10 palabras nuevas que aprendiste en inglés

1.- chair
2.-table
3.-lamp
4.-chest
5.-plate
6.-spoon
7.-bed
8.-cart
9.-refrigerator
10.-window

2.- Elige la opción correcta de la siguiente oración.
_____ you happy?
a) Is b) Are c) Am

3.- Elige una palabra que no tenga relación a las demás

Entregada el 16 ene., 15:10
Ver historial

HETEROEVALUACIÓN

Calificación

100/100

Comentarios privados

LAURA GUADALUPE FLORES
28 ene., 20:03
Thank you

Agregar un comentario...

Cancelar Publicar

Página 1 / 2

- <https://docs.google.com/forms/d/e/1FAIpQLSeCqasiw63Vq45Gn7Df2doF2hIC8Ax4uZFruUyr9Yn4sCA7rg/viewform>
- https://docs.google.com/forms/d/e/1FAIpQLSfSpfnX4_6sHOTIIoORkEb3V4ZkcXVB2umuFJuODzwmdN5mRw/viewform

These links are some of the diagnostics or self-evaluations that were previously reviewed by the advisor, with the purpose of learning more about the students and their learning, as well as some proposals for improvement that were proposed for better performance in the virtual classes.