

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

ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA



ENSAYO ANALÍTICO EXPLICATIVO

**EDUCAPLAY AS A TECHNOLOGICAL TOOL FOR VOCABULARY ACQUISITION
OF THE STUDENTS.**

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

P R E S E N T A:

MARIANA FLORES GONZALEZ.

ASESOR:

Mtra. Hilda Elena Chávez Escoto.

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ESCUELA NORMAL DE ATIZAPAN DE ZARAGOZA

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C. MARIANA FLORES GONZALEZ
ALUMNA DE LA LICENCIATURA EN EDUCACIÓN SECUNDARIA
CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)
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.

**EDUCAPLAY AS A TECHNOLOGICAL TOOL FOR VOCABULARY
ACQUISITION OF THE STUDENTS.**

MODALIDAD: ENSAYO ANALÍTICO EXPLICATIVO

CONFIRMAMENTE



DRA. SANTA MARINA GARDUÑO RIVERA

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

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INTRODUCTION

The present document has the purpose of allowing knowing information about the real situation about pandemic time, during the educational process of the students, focused on one problem that I detected in 2 groups during my teaching practices at the middle school Bicentenario de la Independencia de México that is located in Nicolás Romero.

I practiced all activities that I practiced with them based on educational needs that I could identify at the beginning of the teaching period. Activities that I made according to their necessities and problems, taking into account the final results about the diagnosis that I applied, working all-time with the strategies that help students improve their English level.

During the last pandemic time, teachers began to use many virtual platforms and technological tools to keep good communication with students to achieve goals according to their educational period. Most of the things they used were about technologies.

The document is organized in different chapters, which allowed me to talk about specific things in each one and show the strategies and information that I used on distance education with various courses and the teachings that received by Normal de Atizapán and other institutions that allowed me to expand my knowledge about platforms and apps, can be used in distance education. Also, I put into practice everything I've learned during my studies at the Normal, reflecting on it in my training as a teacher in the foreign language, English.

Chapter I. is about the reason that I decided to analyze this topic and giving a little description about it. I mentioned the characteristics of the school, internal and external context, students characteristics, how to teach at a distance, the agreements I have with head teachers, the main platforms to use to keep communication with students, also I mention some test that I applied

about learning styles of the students, the English level and the opportunity about the connection they have to classes at a distance.

Chapter II shows the legal framework about education topic that I develop with students in this new educational method; also I mentioned the abilities and competencies of the students in basic education according to the New Educational Model and its relation with the thematic of this document, things that I hope to develop at the end of the educational period with them, the importance of knowing about their personal development, process, and thoughts to do different activities in relation with the main topic of this essay and how to implement technological tools, the importance that has at the moment, the implication of the results of the learning process.

Chapter III. The answer to the trigger questions about the topic that I develop with students, the main point about it, things I need to consider to make activities, all of them focused on online education.

And the Conclusion allows me to express final results I have with the students according to vocabulary, share my personal experience and thoughts to work at the distance and how as a teacher can continue to use platforms and technological tools in classes, doesn't matter if are face to face classes because specialized tools in this step of the humans are basic and essential in styles.

CHAPTER 1

The middle school “Bicentenario de la Independencia de Mexico” with CCT: 15EES1577H was located in Av México s/n, Bulevares del Lago, 54473 Villa Nicolás Romero, Mexico and belongs at school zone S051. It was a school that belonged to the State system (Centros educativos, 2018), with a full schedule from 7:00 am to 2:30 pm. This school is located in an urban context and has a low degree of marginalization. (SEDESOL, 2010).

During the pandemic time, an English teacher needed to develop many skills that helped to know more about distance education and virtual tools. The "Trabajo docente I" as a subject allowed the teacher to acquire a lot of knowledge and information about the new working form at a distance. For this reason, the teacher decided to work with thematic line number 2, "Análisis de experiencias de enseñanza" because distance education was essential to improve a lot of teaching strategies, methods, working form, organization of the class, taking into account the students results too, through this, the teacher could identify the opportunity areas in which must work to acquire better results in the school year and to improve resources for the students to develop their L2 acquisition and as a teacher, improve a lot of strategies, in this case, online resources that give the opportunity to analyze a teaching and learning process.

I decided to study this thematic line because during my teaching periods and my experience working with L2 students need to improve a lot of vocabulary to develop their English level and knowledge about the language. Vocabulary helps to develop their skills in English and helps them to have the self-confidence to use the English more time. This thematic line gives me the opportunity as a teacher to develop and improve a specific topic in the students and

in them, help me to check the learning process that the students have during a specific period and to check through the results about the main topic that is vocabulary acquisition

Students must develop vocabulary learning, which is an essential part of second language acquisition because they could use it many times and at different times. The objective that the teacher hoped to achieve in classes is that students acquire 5 to 7 words in each class based on aprendizajes clave topics.

The main purpose of this essay is to explain as teachers how we could use technological resources to acquire and develop a second language in the students using e-learning, more specifically with the use of different tools that students can find and practice in educaplay.

The teacher decided to work with display because it helped identify the results that students acquire during their educational intervention period. It was easier for students to use the platforms, which means students haven't to create an account or a profile to use educaplay like in other apps.

The objective that students use educaplay in English class was to practice their learning about English class, and the final results were they increase their English level with the use of educaplay using different topics in "Aprendizajes clave" because all year teacher based her lesson plan in these topics. Students acquire a lot of vocabulary that helps to use the English language in their daily life.

EXTERN CONTEXT.

According to the last population census conducted by INEGI in 2010, Nicolás Romero has 366,602 habitants, of which 180,139 were men and 186,463 were women.

About the school context, near the school, were different types of buildings, private areas, houses in the streets, in which most of the students that studied in the school lived here, also near the school were more schools, of all educational levels, supermarket, some groceries store, gas station and public areas like parks and gardens.

In front of the school, people could take public transport services as a bus or taxi because it is the principal avenue for all people that live near the school and also is the main street to get to other schools and places. In the avenue was a bridge but students and people that needed to cross to school preferred to run at the other side of the street.

The main social activities that people have to produce economic resources are working in the places, supermarkets or having their own deal and through this, people can acquire the resources to live.

INTERN CONTEXT.

The middle school had the principal public services: water, light, and sewer system. About school resources, in the middle school were connections if it is necessary to use in classes.

About school infrastructure, the school had three buildings in which are classrooms to take classes, in which are board, table, and chairs, also in the school are chemistry and computer lab and dancing room, the school has restrooms that are divided into two (girls and boys), restrooms for teachers, administrative areas, principal office's, sports fields and cafeteria. Also in the school were bandstands in which students take lunch, spend time with their classmates and sometimes teachers use the space to do some recreation activities or students used to do some teamwork.

SCHOOL ORGANIZATION

To have a good organization in the school, principals organize meetings in which teachers, students, and parents identify the main working form, and all staff work according to the organization; teachers work according to the rules, and students abide by the organization, the rules and the school regulation in the different classes.

Sandoval, 2000 "The organization is important when an institution is well organized, and there are people in a collaborative learning process, students can reach the level expected to this educational level. The organization and orientation are fundamental components and have an important role in the school; the conceptions and the contents of the school processes give a solid profile to each institution".

School had a pyramidal organization because each person of the school had a specific activity. In the middle school, Bicentenario de la Independencia de Mexico were 614 students divided into 12 groups and were 26 persons that work in the school (Principal, vice principal, administrative assistance, and teachers.). (Sandoval, 2000)

- Principal: Is focused on the educational development of the students while they are in the school.
- Vice-principal: Is the principal assist's and sometimes he organizes the educational activities and guides the administrative assistance in some activities.
- Administrative assistance: They were responsible for keeping all documents in order, helping to have order in activities and giving to teacher's extra materials or opening the computer room.

- Teachers: Prepare teenagers to acquire knowledge according to specific topics. They prepared the lesson plan, materials, activities, and classwork of students.

SCHOOL AGREEMENTS.

Since the pandemic time began, teachers of the middle school Bicentenario de la Independencia de Mexico made adjustments in their lesson plan, the activities, knowledge of the students, evaluation form that they implemented in classes, and time that they spend in English classes. Principals in this school decided the organization in the different zoom meetings called CTE (Consejo Técnico Escolar). The best way to work during the pandemic time was through the use of other platforms using school accounts of the students and teachers.

They proposed the best platform was Classroom, but each teacher decided which option was the best for them according to their activities, necessities, communication with students, apps, or media that they used in each class.

As a result of the meetings, the English headteacher of second and third grade decided to use Facebook as the main platform to keep communication with students and their parents. Also, she used email accounts in Classroom. At the beginning of the virtual method, the teacher only sent activities by Facebook, and students sent the activities or final results until a specific weekday.

With the English teacher of the first grade, there was no communication at the beginning of the school period because she waited for their work hours, and the teacher trainee waited for his agreements. And indicated the leading English platform that use to keep communication with students would be Classroom.

After the agreements with the teacher from second and third grade, she decided that he needed to be flexible with the activities, was evident with the instructions, and was clear with the specific point about the work; it means that teacher was needed to be patient with the doubts that students could have about the topics, the activities or with the day in which they sent the activities because sometimes they need to work in another homework at the same time.

To work in the middle school, the headteacher took into account the English subject, and teachers were working with television programs from *Aprende en Casa* on Thursdays at 10:00 am, but, at the same time, the students developed activities according to *Aprendizajes Clave, Lengua Extranjera Inglés 2018* program. The purpose of the program is that students develop skills, knowledge, attitudes, and learning strategies to participate and interact in social practices of the language, oral and written, of different communicative and cultural contexts, routine, habitual, and known, with native and non-native speakers of English (SEP, 2018). Students use, apply, recognize and reflect on the language and culture of their country and others.

For middle school, English teachers developed activities to achieve the Cycle 4 in B1 domain level of the program based on the Common European Framework of Reference and the Association of Language Testers in Europe.

The main purpose of these grades is to sustain interactions and adapt their performance through different written and oral texts in different communication situations. We expect that students:

1. Analyze some aspects to improve their intercultural comprehension.

2. Apply some strategies to overcome personal and collective challenges in the learning process of a second language.

3. Transfer strategies to consolidate their performance in learning situations of the second language.

4. Employ a broad but straightforward linguistic repertory in the known and modern situation.

5. Exchange information of current interest.

6. Engage with a neutral repertory in social exchanges within a range of different situations.

(SEP,2000).

The essential thing in this process is "Apply some strategies to overcome personal and collective challenges in the learning process of a second language" because as a teacher, expected through the different strategies to implement, students improve their second language and have better learning about the second language.

The social practices of language observe communicative interaction and how it establishes the focus of teaching and learning. The students can express, exchange, and defend ideas, emotions, desires, interests, establish and maintain interpersonal relationships, access information and interpret it, participate in the construction of knowledge, organize thought and reflect on their process of discursive creation.

About the curricular organization, there were two: Social learning environment (Family and community, Ludic and literary, Academic and educational) and communicative activities for each environment. These categories help the students to develop and use the contents of the signature, the right uses of the language. Also, the didactic suggestions for each didactic

situation recognize the importance of the language and their domain and competence from the students to respect and improve their cultural diversity and linguistic characteristics. In this way, the students face different challenges in their reality.

GROUP

According to the English agreements with the English teacher, I was working with 1st, 2nd, and 3rd grade of group C. The group that the teacher selected to work on this topic was 2C. It was made up of 51 students, 18 were female, and 33 were male.

During the first journal, the teacher applied some diagnosis evaluations with different tests that helped to know more about the English level of the students, the principal tools that they have to connect in classes, and central knowledge about technological tools.

Diagnostic evaluation is the evaluation done during the formation of educational objectives. It allows students to practice their knowledge and helps the teacher identify the opportunity areas they can work on during the school year.

About English level of the students and after teachers applied tests that help to acquire a specific result about students knowledge of the L2, decided to work with vocabulary because it is one of the main things students need to develop in English classes because it gives the opportunity to develop English skills and to improve their learning, the use in all educational process.

All activities teacher developed in this process were based on aprendizajes clave topics, vocabulary that was suggested by the different topics of the document, and the main purpose is to achieve the goals about MCER.

The world number that students need to acquire in the English level is 1000 words to have and develop the use of the vocabulary in this level.

According to MCER is three basic levels in which we could identify the knowledge that students have, and at the same time, each level has two levels. The levels that have as a result of English level tests were:

A1: This is when students can understand the everyday expressions of widespread uses as simple phrases designed to satisfy the immediate needs of the people according to the context or situations that are happened at the moment. People with this level can represent themselves and others, ask for basic and elementary personal information, and can speak with people who speak slowly and clearly.

A2: It can understand phrases and expressions of frequent use related to areas of experience that are especially relevant to him. Knows to communicate with others when carrying out everyday and straightforward situations. Can describe in simple terms aspects of their past and their environment and issues related to their immediate needs.

The first results that the teacher obtained were about the English level of the students, in general, students have beginner level, that it is A2 because they could answer all questions according to their diagnosis evaluation that was made based on topics that are in Aprendizajes Clave, taking into account Reading and writing abilities. As mentioned before, in 2C were 51 students, but only 25 students answered the diagnosis because, for distance education, some of them could not connect at the beginning of classes.

Based on the English level test result, these student's teacher created the activities for the first educational period because needed to take into account the level to acquire the final product

and activities using different strategies and materials. Van Patten (1990) "Learners proficiency level is also an important factor to consider when planning focused instruction."

Also, the teacher applies a test according to the tools that students have to do English activities like entering to different platforms, to answer activities, to watch videos, the use of additional resources that they have about technological uses and some questions were about the use of other programs like word, or excel. Also, the opportunity that they have to watch the "Aprende en casa" programs and to connect in English classes by zoom meetings.

It is essential because, based on the result teacher could identify some strategies or tools that help to create activities in which students could develop English skills through they acquired the objectives of aprende en casa and aprendizajes clave.

The results consider the neighborhood in which is the school is an advantage because most of the students live near it and is an urban zone in which most of them have an excellent opportunity to keep distance education during different times of the academic year.

New technologies have many characteristics that make them powerful tools that a teacher can use in the students' learning process, like immateriality, interactivity, diversity, and innovation in the quality of the materials. (Attes, 2003)

Most students had the opportunity to connect in zoom meetings and do the activities because the teacher sent by platforms in which students spend a few telephone internet. If the teacher created an activity on different platforms, she sent the same activity by word document to be more accessible.

About learning styles of the student's teacher applied a test to know more about the skills that they have and through they could acquire English topics. Learning style is the characteristic

cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment and based in that, teacher-created activities taking into account students interest, preferences about social aspects, like videogames, artists, actors and was easier to create activities using different vocabulary or different options in which students use English topics.

The teacher organizes the students, assigns tasks and roles that they have, and represents in classes trying to balance the personalities, skills they are wanted to achieve to stimulate a significant amount of learning. (SEP, 2000)

The students' results about the first test that teacher applied were: Most of them acquire the knowledge through kinesthetic style "Kinesthetic learners learn by doing" it means students do a lot of things. At the same time, they reach the information about different topics "use all their body parts to store information. They are more active and cannot stay still in place."

The use of technological tools to develop the students' English learning made challenges in all educational processes teachers create with their students. All activities that the teacher did with students during COVID contingency were based on E-learning.

E-Learning helps us teach English to students through different platforms or apps; maybe we can use social networks because there was the most popular thing through which we establish communication with other people. To be more specific, we use e-learning when we are in difficult times or social contingencies. We need to know the use of social media to keep communication with teachers or classmates to do the activities.

Garcia, 2008 "The method is used as a mechanism to help each student acquire the self-regulatory skills associated with autonomous learning. The methodology provides a

conceptual framework of structure and process for the student to function within" About English activities through teacher develop students learning it was game-based learning. As Pivec M mentions in "Aspects of game-based learning," when we use games like educational tools, we promote the students the opportunity to decide only one option in the different activities. They also acquire the ability to have better results that means. In contrast, students answer the activities they develop and practice their English level.

PANDEMIC TIME: COVID EDUCATION

The first case of COVID in Mexico was discovered On February 27. One month later, On March 30, Mexico began with the health emergency named "Susana distancia" in which all people had to stay at home the majority of the time, use masks, and when we go to places or the streets, we need to have one meter of the distance between persons that are here.

"The best way to prevent and slow down transmission is to be well informed about the COVID-19 virus, the disease it causes, and how it spreads. Protect yourself and others from infection by washing your hands or using an alcohol-based rub frequently and not touching your face." (World Health Organization, 2020)

Secretaria de Educación Pública (SEP) and the Commissioner of Education, Esteban Moctezuma presented "Acuerdo 02/03/20 por el que se suspenden las clases en las escuelas de educación preescolar, primaria, secundaria, normal y demás para la formación de maestros de educación básica del Sistema Educativo Nacional, así como aquellas de los tipos medio superior y superior dependientes de la Secretaría de Educación Pública" on March 16th, 2020, an agreement that established the educational activities were suspended from March 27th to

April 17th as a preventive measure to reduce the impact of the spread of COVID-19 in national territory (Diario Oficial de la Federación [DOF], 2020).

Since that announcement, all Mexican schools were working online. In general, some teachers considered that this form of work is a problem because some teachers and students haven't knowledge about the use of the technology but are the principal resources that have to teach and acquire the knowledge about the school's classes. It means that teachers work with e-learning. "Technology-based e-learning encompasses the use of the internet and other essential technologies to produce learning materials, teach learners, and also regulate courses in an organization. (Fry, 2001).

In the practices, teachers worked through the online classes with the technological resources because it is the new form to work; all society is in COVID contingency. "COVID-19 is an infectious disease caused by the most recently discovered coronavirus. This new virus and disease were unknown before the outbreak began in Wuhan, China, in December 2019, is now a pandemic affecting many countries globally." (World Health Organization, 2020).

"The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes, so it's important that you also practice respiratory etiquette (for example, by coughing into a flexed elbow)." (United Nations, 2020)

NORMAL ATIZAPAN ORGANIZATION.

The Normal de Atizapan is a public school that offers different educational levels: Preschool education, elementary school, middle school , high school and also offers three different degrees: Lic. En Educación preescolar, Lic. En educación primaria and Lic. En educación secundaria con especialidad en lengua extranjera inglés.

At Normal de Atizapan, main teachers and principals created a strategy in which we as teachers trainee continue with our professional practices, searched the communicative form to give us a school in which we can do our professional training and to implement the new working form, talking about the use of technological tools as a principal teaching method.

In the school year of Licenciatura en Educación Secundaria con Especialidad en Inglés were 21 students. All need to have a school where they could do their professional practices because they needed to have some specific service hours like a part of their educational background. In each Middle school, they worked 4 or 5 teachers trainee, and they divided the school work according to their abilities or their main advantages in the work time.

As a teacher trainee, Normal de Atizapan needed to explore and investigate the use of different platforms. In "Trabajo Docente 1" class, they checked some of them, practiced some activities or strategies, they acquired the elementary knowledge that helps them to work during all school periods, it depends on their Middle school, principals, and headteacher, but all have specific homework in different schools with their classmates.

In "Trabajo docente 1 y 2," the teacher made a Classroom in which the teacher trainee added the lesson plans, materials, evaluation things like assistance lists, and added a "Weekly planning" that were all activities with specific instructions. In this case, the headteacher indicates that this work we can use to send by email for students that keep communication through this platform and help them have specific instructions and activities with all materials and is an advantage to make it because it helps to be more apparent with the classes activities.

PROFESSIONAL COMPETENCIES.

“Sabe diseñar, organizar y poner en práctica estrategias y actividades didácticas, adecuadas a las necesidades, intereses y formas de desarrollo de los adolescentes, así como a las características sociales y culturales de éstos y de su entorno familiar, con el fin de que los educandos alcancen los propósitos de conocimiento, de desarrollo de habilidades y de formación valoral establecidos en el plan y programas de estudio de la educación secundaria.”

“Conoce y aplica distintas estrategias y formas de evaluación sobre el proceso educativo que le permiten valorar efectivamente el aprendizaje de los alumnos y la calidad de su desempeño docente. A partir de la evaluación, tiene la disposición de modificar los procedimientos didácticos que aplica.”

I decide that is an opportunity area because I need to improve my teaching through virtual tools, using different platforms that help students acquire English learning and achieve the knowledge according to their level, including using other media, methods, and evaluation forms in classes. These competencies are focused on the students but involve the teacher because they are the principal tool to teach English. Also is important that as a teacher trainee develop their abilities that acquires during COVID time through different courses, conferences, and classes about the use of various technological tools.

STUDY THEME.

One of the leading platforms that teacher used with the students to practice their English acquisition was educaplay, that is a common platform in which teacher can create a lot of activities based in different topics and helps to students to practice their English when they

finish the exercises in educaplay, send their results and teacher could evaluate the activity with the evidence of their results. At the end of the journal or the period, the teacher could assess all activities during the period. Allan (1970) defined evaluation as the process of ascertaining the decision areas of concern, selecting appropriate information, collecting and analyzing data in order to report a summary of data useful for decision-makers in selecting among alternatives.

Educaplay is a free app in which the main objective is that students have an option to acquire knowledge and practice in this case, their English level through different educative activities that teachers create for classes also educaplay helps to reinforce the learning or the previous topic that teachers go to explain in classes. One of the principal advantages of using educaplay as a technological tool to develop the students' knowledge is that teachers can create activities from any browser. It means that the teacher doesn't need to have a specific computer or program to use the platform. Educaplay is an excellent strategy to create a good learning environment with the students. As teachers, we can use it during online classes, and it helps to promote students' participation in online courses. If teachers developed an activity in an online class, they could give students immediate feedback about their participation. (Hattie & Timperley, 2007) "Is information from an agent, such as a teacher, peer, or other about one's performance"

TRIGGER QUESTIONS.

- What is vocabulary?

- Why is it essential to improve vocabulary for second language acquisition in the students?
- Why is it important to use technological apps as a tool for teaching during the pandemic time?
- What technological tools are the most useful activities to improve vocabulary?
- Why educaplay is a good option to improve vocabulary during online education?

CHAPTER 2

In Mexico, teaching English in high school began in 1926, and in 2009, SEP created the "National Program of English in Basic education" (PNIEB) at present is telling "Apendizajes clave."

TEACHERS.

Teachers are among the most influential and powerful forces for equity, access, and quality in education and key to sustainable global development. However, their training, recruitment, retention, status, and working conditions remain preoccupying. (UNESCO, 2019)

In education, are two types of teachers. The firestones are teachers that use technologies tools to make interesting materials and interactive activities, help the technological resources as a benefit in English classes, and on the other hand, are teachers that are instructors that are that use easy and quick information access to information provided by technologies to improve and mayor their teaching process. (Soloño, 2008)

The use of different teaching methods at a distance was problematic for most teachers because they didn't know the use of technology as a digital tool in education. For that, most of them take many courses, send videos, search platforms that were easy to create material for classes.

It was complicated for them to modernize their method, to make activities on different platforms, to specify the objective or the goal per each session, to give classes through virtual meetings, to search the form to motivate students to learn at a distance, to keep the interest for their grades, to explore new strategies that help to organize different activities like teams works, individual needs about each topic, to be sure to take advantage of all virtual resources that can use during each virtual class, to change the activities according to the results that

they were having and keep communication with students and if was necessary, make extra material for some students comprehend the topic

To teach English during the pandemic time, all teachers use different electronic tools, apps, and strategies that help keep communication and achieve the expected learning according to the tools that Secretaría de la Educación Pública select to work in distance education. "Research and development in Virtual Reality technology are not just focused on mobile devices, but on a whole ecosystem that is being built around smartphones, including applications for training and education, sales, engineering, etc."

As teachers, we understood distance education as a didactic dialogue between the teacher. The role is like an institute in Classroom, and a student who is located in a different space from the teacher learns based independently and collaboratively. (García, 2001)

EDUCATION.

Teachers have three principal methods or options to teach and allow students to learn all the content of different planes. These are face-to-face education, online class, and hybrid classes.

Face-to-face education is when teachers and students are in Classroom and share the knowledge at the moment, learn and share information and experiences. All processes are focused on learning time. Online classes are the method that, during the pandemic time, all schools implemented. Is the time in which teachers and students keep communication by the use of different platforms, implementing new method and strategies to share information with the students and to keep contact with them. And the last method is hybrid classes. It refers to how students take classes in the class and simultaneously acquire online information; sometimes, students can select which method to use during the school process.

It also is essential to consider teachers' communication to have good organization about the activities since they are the central part of these processes and methods. Distance education has a lot of advantages because it facilitates communication, but at present, it is difficult to begin to use and have the opportunity as the principal teaching method.

One of the advantages of distance education is a flexible option to study a second language because it is easy for students to create their schedule with the time they spend learning the second language. Teachers can organize the time they will dedicate to each activity, and it depends on the platform or the tools that they used to create and teach through online classes. (Smedley, 2010)" The adoption of e-learning provides the institutions and their students or learners the much flexibility of time and place of delivery or receipt of according to learning information."

According to Mexican education, and taking into account the method that teacher used to teach, the "Constitución Política de Los Estados Unidos Mexicanos" says:

“Toda persona tiene derecho a recibir educación. El Estado —federación, estados, Ciudad de México y municipios— impartirá educación preescolar, primaria, secundaria y media superior. La educación preescolar, primaria y secundaria conforman la educación básica; esta y la media superior serán obligatorias.”

El Estado garantizará la calidad en la educación obligatoria de manera que los materiales y métodos educativos, la organización escolar, la infraestructura educativa y la idoneidad de los docentes y los directivos garanticen el máximo logro de aprendizaje de los educandos.

I. Garantizada por el artículo 24 la libertad de creencias, dicha educación será laica y, por tanto, se mantendrá por completo ajena a cualquier doctrina religiosa.

II. El criterio que orientará a esa educación se basará en los resultados del progreso científico, luchará contra la ignorancia y sus efectos, las servidumbres, los fanatismos y los prejuicios.

It means all people have the right to receive public education; it not depends on their beliefs, things, religion, or culture. All students will have the same education and can study in a good workspace, receiving all resources and items to finish elementary education successfully.

Also is essential to mention the "Egress profile" of Aprendizajes clave. Here we found 11 elementary points that we expected that students achieve at the end of their elementary education, they are:

Language and communication

2. Mathematical thinking

3. Exploration and understanding of the natural and social world

4. Critical thinking and problem solving

5. Socio-emotional skills and life project

6. Collaboration and teamwork

7. Coexistence and citizenship

8. Appreciation and artistic expression

9. Attention to the body and health

10. Caring for the environment

11. Digital skills

Is important to mention one of the main points that we as a teacher could achieve during distance education through the use of digital points is "Digital skills" because all time students were learning by the use of platforms, were connected by zoom meetings and all activities were answered and evaluated by technological resources. It allows the teacher to implement new activities in this process.

According to some educational adjustments about the use of different technologies in classes, and during the pandemic time that is the moment in which teachers develops and use technology, it is essential to mention according to students, teachers and schools necessities and based in the new technologic era, educational resources have changes and new uses, for this Mexican public education create since 1992 the "Acuerdo 592" to implement new methods and materials in classes.

ACUERDO 592: Acuerdo nacional para la modernización de la educación básica como referente para el cambio de la educación y el sistema educativo

In 1992, Mexican education began to make changes about the resources that teachers use in classes, having the main goal of achieving an educational transformation and reorganization to innovate all pedagogical aspects and consider the educational organization. An important thing on this part of agreement 592 is the teachers' actualization and capacitation that they received in the middle schools because they were an important part of achieving the changes and goals in elementary education.

It is important to mention that during these two decades the education had changed, but it is important to work all days to achieve all changes and enhance our learning as teachers to

help students and to education to acquire better results and about social people, is important to mention they have a specific role in this process because are essential things in the society.

At the beginning of distance education, teacher and students were worrying about the new implementation methods to learn and teach from home because, yes, they have a basic knowledge about the technological tools, because sometimes is bored to use the same material or strategies in classes and was necessary as a teacher to take courses and search methods and recommendations to begin to give lessons.

TECHNOLOGICAL TOOLS.

According to (Hernández S), work with different technological platforms have some advantages :

1. Encourage feedback about the final grade activities they acquire using different websites, keep immediately communicate with their partner and teacher, and answer the information they share on the platforms.
2. Technological tools help students keep busy their minds, work at different times, share information with their partners, and sometimes if it is necessary to work in teams in other moments without a problem.
3. It gives the teacher to evaluate their final activities individually and provide a personal observation about their work during teaching journals.

One of the principal tools that the teacher used during the journal was Facebook and some blogs. The teacher design material for classes shares it with students, analyzes and solves activities based on the information. Most of the time, the teacher used the material in

zoom meetings, and if students have doubts, the teacher shared extra material that helps them review the topic and practice it.

The implementation and creation of blogs, wikis, and social networks get that students involved actively in their own space. They can reflect their knowledge about different topics obtained in different English situations and subjects taught in the Classroom. (Hernandez, S)

Another tool that the teacher used during the school period was Classroom. This tool is part of the social networks of Google. The Classroom is a free site, it is used with a Gmail account, and most students have a school account that can be used on this site. They only need to enter with their account, and they receive all notifications and messages about their evaluation and works.

The teacher can share information on this site, assign homework with all specifications, and students each their activities in each one. The teacher can establish a date and hour limit to send the activities. Classroom register the date in which student send their works, and after that, the teacher qualifies each work, and automatically, Classroom makes a list with the final grades of all activities. One disadvantage of Classroom platform is that it is most difficult to keep communication with students because there only exists a comment option. There are no chats or personal messages in which teachers can give feedback about the activities.

With technological tools implementation, students sometimes have problems in the different platforms, their internet connection, their institutional accounts, and the names they use to register in the other platforms. Still, since the first English class, the teacher established some agreements and rules. If students have problems with their connection, they could send a

messenger message to the teacher explaining the situation. This problem would be a consideration in their final grade and activities to don't have issues about the assistance.

As a teacher and with this new implementation was important to be kind and considerate in situations in which are problems that are out of our hands because they are things that can not control however can help students with an extra explanation about the topic, the activities, or helping in things that they couldn't comprehend.

When students couldn't enter English classes, the teacher always told us if they needed extra explication or extra material to comprehend the main topics of the English language. They could tell her and send messages about the best option or solution to solve students' doubts. Sometimes students do not have the confidence to want to help with the activities. Still, as the teacher asks if the information was clear for them, the explanation in classes, the materials, and the most important part is the evidence.

The evidence helped the teacher identify the mistakes or doubts students have about the topic. If necessary, in the next class, have a little review or activity in which students use and remember the English topics to achieve the weeks' goals.

LEARNING STYLES

During the first school period, the teacher applied a VARK test that was about learning styles and the results help identify the main learning styles that students have to acquire. During the intervention periods, the teacher decided to work through different platforms to improve a second language at the same time that worked with the new methods based on distance learning and education. Distance education was generalized in the sixties, and at present, is

the main tool to keep communication between teachers and students. As a result of covid disease, the teacher needs to implement these methods.

To works with diversity and attended the learning styles, the teacher implemented in classes the use of videos, images, visual and auditive material is more accessible through the use of digital tools, facilitates the method for which teacher share all information and activities about the topics. .The use of videos, images, visual and auditory material is more accessible through digital tools, facilitating the method for which teachers share all information and activities about the topics. If teachers use and present digital materials in class, the resolution, knowledge, and access are better if the teacher shares biological material or other forms to give students the information about different topics and learn through different things that help them have attention in classes and interest to learn.

ADOLESCENCE

Teachers need to know and identify the students' main aspects because they are in one of the most critical and challenging times of their personal development: adolescence. As teachers, know the interests, the idea of the things that are happened in their body is an essential part of working al help to develop their learning.

"Adolescence is a pivotal developmental period in which youth begin to form an enduring sense of personal identity and agency about themselves."

-Pajares F,2006.

Puberty is the first process in which people began to see changes in their bodies. It is physical and psychological. It involves a lot of feelings and thoughts about their new approach and the things that affect it.

Adolescence began after the puberty process, approximately from 11 to 19 years old. Middle high school education is part of this process. During this stage, teenagers experience different physical changes; these are psychical, mental, and sexual. Regarding sexual maturation, the first changes in men are in the primary sex organs. About first female changes, it begins with the first menarche that happens between 12 and 13 years. It means girls can start with their sexual life.

During this process, teenagers have many changes in their feelings, interests, priorities, thoughts, and life visions. Teachers need to consider their interests to make the activities through acquiring, practicing, and remembering the school topics. It is more accessible for them because they can create a relation between things that they know and things that happen in their daily lives; it means making a relation to facilitating the learning process.

Morgan N. (2018) "Teenagers are individuals and many sail through adolescence. In many cultures, teenagers have to "grow up" more quickly and become independent." Sometimes it is difficult to have a good relationship with students because they feel very confused because their bodies, lives, and personalities are changed."

As teachers and student's partners are essential to keep good communication with them because sometimes it is demanding that they as teenagers feel confident with adults, for this is necessary to maintain contact because it will be easier to can comprehend their thoughts, mainly understand their process, their mind changes and accepting that they are building their strategy, that it is based in different situations, can be individual changes or can be influenced by family, friends and social things.

Pajares, F. (2006) "Some critical points are that teachers and parents need to be cognizant of the multiple influences on self-efficacy, help adolescents to make responsible decisions that build self-efficacy, work to smooth out transitions, and teach adolescents strategies for successfully dealing with conflicts that arise at home, with peers, and in school."

It is important to mention because students of the group in which the teacher implemented the strategies were in the adolescence period; the teacher needs to identify the main point and the evaluations that applied during the first time of educational period help to have an idea about their feelings and thoughts and help to made activities based in some things that they identify searching the development of their skills.

All activities were based on students' characteristics, processes, and specific needs according to their stages and necessities of the second language acquisition. Also needed to remember the cognitive function that the students have during this step of their life because it is an essential part in which teacher can base the activities searching to develop the knowledge of the students,

COGNITIVE DEVELOPMENT.

Piaget (1951) divided the cognitive development of humans into four stages. Each other have specific characteristics and have a particular work in the process.

These are the four stages.

1. Sensorimotor stage (Active child): In this stage, children build their knowledge using only physical interaction or experiences that they acquire during the process. In this stage, they develop memory, mobility, and language abilities.

2. Preoperational stage (intuitive child): In this stage, children began to make and develop their knowledge through symbols and memory. They begin to develop their imaginations to create a reality for them based on their developed environment.
3. Concrete operational stage (Practice child): This is when systematic manipulation develops intelligence and begins to apply logic and mental operations. The thought is based on real-life things.
4. Formal operational stage (Reflexive child): Intelligence is demonstrated with the use of logical symbols. At the end of this period, people can solve logic problems and mathematical operations. They use logical and scientific reasoning.

Based on this information, teachers worked with the PPP method because according to the characteristics of the stages, in this part of their personal development, students have acquired specific things about the educational process that help them achieve their better English level. Also, distance education is difficult to use other strategies or methods because having direct communication or facilities to make many techniques like in Classroom became almost impossible.

PPP METHOD

The PPP method is generally used in many other contexts than only second language acquisition (SLA). This method includes at the beginning Presentations; it refers to the grammar or vocabulary presentation. The second stage is practice, and the purpose of this stage is that learners practice the knowledge they acquire during the first stage, in this case, using different platforms in which the principal is educaplay. The last part is Production, which means that at this moment, learners are capable of applying the two previous stages correctly.

According to Carles (2009), the teacher's role is clear; they can control the pace of the lesson quickly. The teacher decided to work during the journals with this method because, in all classes, she presented the topic. Students practice the previous knowledge. They use the vocabulary in the activities that helps the teacher evaluate students' knowledge about L2 comprehension and acquisition.

Was the principal method teacher used because in distance learning is challenging to improve other activities or changes in the class order because we have limit time and are a lot of differences in the resources that the students and teacher have at the class moment? A teacher decides to work with the method because it allows developing the main topic of this essay: vocabulary.

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The use of different teaching methods at a distance was problematic for most teachers because they didn't know about using technology as a digital tool in education. For that, most of them take many courses, send videos, search platforms that were easy to create material for classes.

It was complicated for them to modernize their method, to make activities on different platforms, to specify the objective or the goal per each session, to give classes through virtual meetings, to search the form to motivate students to learn at a distance, to keep the interest for their grades, to explore new strategies that help to organize different activities like teams works, individual needs about each topic, to be sure to take advantage of all virtual resources

that can use during each virtual class, to change the activities according to the results that they were having and keep communication with students and if was necessary, make extra material for some students comprehend the topic

The teacher considered that is the best option to use in classes because that method helped to teach and evaluate through the use of the specific technological tool and with a particular activity in educaplay adapting according to the principal vocabulary in classes and according to the main words that teacher will use during the journal in specific topic according to Aprendizajes clave.

The activities teacher implemented in classes helps to know the advance and the vocabulary that students acquire during the school period. The evaluation part is essential to mention because, based on this, the teacher identifies the opportunity areas that need to implement in the learning times.

EVALUATION

Wheeler (1967) defines evaluation as a more general judgment of the outcome of a program, which involves observations, various tests, questionnaires, interviews, etc.

About the educaplay platform, the teacher made different activities that help her identify the knowledge that the students remembered about the topic, helping to practice and acquiring vocabulary that is the primary purpose of this essay.

Blooms et al. (1971) gave two types of evaluation (formative and summative)

Productive refers to an assessment acquired by the teaching-learning process, and summative is obtained through a learning process during a long time of education.

The teacher evaluates using both because she used formative in the time in which made strategies based in the topics per week, it means, she assessed a teaching-learning process, and then, at the end of this process, she made a final evaluation that helped her to know the advance that the students have during the school period talking about vocabulary and specific meanings about different classes, taking up a lot of words that students review in classes.

Final grades were taking into account by the teacher to identify the advance that students had class peer class, and here some evidence

CHAPTER 3

"Different vocabulary gives greatly different returns for learning, it is important to make sure that the learners have good control of the high-frequency words of the language before moving on to the less frequent vocabulary. . . Secondly, most language teaching courses make vocabulary learning more difficult than it should be as a result of the way vocabulary in the course is sequenced. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities."

-John, L. 1998

TRIGGER QUESTIONS.

What is vocabulary?

The term Second Language (L2) refers to any language other than the first or native language. (L1)

Vocabulary is the knowledge of words and word meanings. Steven Stahl (2005) "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition but also implies how that word fits into the world."

Vocabulary help students have better English acquisition is easier for them to recognize specific words that are used in different times of their lives. As teachers, we can use different strategies to improve and develop vocabulary acquisition in the students. At present and during distance learning, distance learning describes any knowledge that happens without the students being physically present in the lesson, and the student didn't have physical relation with their partners and teachers; they only have a relationship through the use of virtual tools and all activities are sent and solved in the online form.

When teachers decided to work with the vocabulary, students began to use many words that they acquire during second language acquisition. Vocabulary is not an English ability but helps them develop all of them through the use of different words according to the objective of the activity.

The vocabulary acquisition depends on the objective of each class, the topic that students need to learn during the issues, and the most important thing to focus in the vocabulary is that students have the opportunity to put in practice the use in different activities, developing their comprehension of the topic and the service according to grammar rules.

It is essential that students, besides acquiring the meanings of the words or relate with words in their daily lives, learn and develop vocabulary, use and practice grammar structures, activities, and comprehend the use of the words. Games should also promote learning and teach students vocabulary as well. Educaplay is the principal app through which the students practiced the vocabulary, but the teacher also used different platforms in which she could create other games that help students to reinforce the learning that they apply during the class, with the activities, and with the method that teacher used in virtual meetings.

- ***Why is it essential to improve vocabulary for second language acquisition in the students?***

As a teacher, consider is important to improve vocabulary because it is the main tool that, as L2 learners, gives us the opportunity to develop all skills of English, also helps to use in grammatical times, and is the principal tool to use if we need to develop English. Also, is important during the pandemic time, develop it through the use of technological tools because are the main resources that teacher has to teach English at a distance.

During the pandemic time, we as teachers have to develop a lot of strategies that help us to teach a second language through technological tools. The main objective is to teach English at a distance with the use of educaplay tool and develop the students' vocabulary acquisition and knowledge that they could acquire about English through different educaplay activities and like a principal tool because, according to the uses and resources that are in the platform, the teacher could make specific activities that help us to develop the main objective of the document.

One of the principal things for improving vocabulary, in this case, second language vocabulary, is because it is considered one of the principal things that students need to learn and practice to develop their English language and their English skills.

The teacher decided to work with vocabulary because, according to the diagnosis that she applied at the beginning of the cycle, students need to improve their vocabulary to acquire better English comprehension and to be capable of using a lot of vocabulary to do the English activities. "Learning style is a favorite method of learning to analyze, attain and interpret knowledge and if instructional strategies accommodate it, effective learning may be anticipated."

The teacher decided to work with vocabulary acquisition because, according to the test that was applied at the beginning of the school period, she applied a test in which was identified that students need to increase their vocabulary to develop all English skills and to acquire better English level during the school period.

The use of technological tools during the pandemic time was a good option to develop a specific thing in classes because it was easier to work with them in classes or to do this as homework because students only need an internet connection to do it.

About NEM (Nueva Escuela Mexicana) education have a new process in which teachers needs to consider some points to achieve to have a better educational level that is to promote the knowledge, have a pluricultural education, taking into account different social situation of Mexico, cultures and people education, also is important to mention that students are the main part of the class and for that teachers need to improve their knowledge to achieve all points during the pandemic time.

It is important to mention because all activities were created, taking into account all aspects mentioned before about the students because they were the priority in education time.

We as teachers can create activities or games using different platforms, websites, social media, or apps in which students practice vocabulary acquisition, and it helps students to have an interest in second language acquisitions and to feel comfortable learning through the use of different platforms or websites.

With the use of educaplay as an educational app, the teacher could make different activities in which students practiced a lot of words about the topic that she teaches in virtual sessions. The objective of educaplay activities was for students to learn English with the use of technological tools; it was easier for them to answer the activities online than write on their notebooks and answer there at the same time like a traditional method.

According to Ahmad, N. (2020), "Many factors can influence students' learning styles, including gender, age, culture, academic achievement, and creative thinking."

For this is important as teachers to create activities based on students interest, sometimes we can make activities using things of their daily life, making the relation between learning objective and interest of things that they usually know talking about interests, like movies, songs, artist, social media. "Teachers are responsible for finding out interesting and attractive ways to teach and motivate their students. Teachers of young learners should spend plenty of time examining and understanding how their students operate and think." (Harmer, 2008)

In educaplay are different activities like crosswords, alphabet activities, make the relation between cards, questions, true or false activities, test, interactive maps and presentations with information that teacher can use in different activities according to the topic, and also she can make activities based in student's needs, in this case, most of the students have a kinesthetic learning "Kinesthetic learners are hands-on, participatory learners who need to take a physically active role in the learning process in order to achieve their best educational outcomes."

- *Why is it important to use technological apps as a tool for teaching during the pandemic time?*

The use of e-learning is an essential part of teaching at a distance. E-Learning helps teachers to teach students through the use of different platforms or apps; maybe we can use social networks because they are the most popular thing through we keep communication with other people.

The e-learning term originates from the field of occupational moment and training for educational applications in new information and communication technologies. (Gutierrez, 2016)

During the use of e-learning in educational themes, the teacher used different platforms that helped to promote and improve the students' learning of the second language. An advantage to using virtual tools as an educational tool is that they help teachers and students to have better organization, speed, and flexibility to take classes from home. Have time to do all activities using their previous knowledge about the topic.

At the same time helps students to learn using self-learning because the teacher is only a learning facilitator giving them the opportunity to organize their own time to do the activities, to send the results, and to do the activities. All of them are evaluated with the final grades and also takes into account the time because educaplay results indicate what time students spend doing the activities.

Most of the students have knowledge about the use of different tools using as a method to learn a second language. Based on the technological knowledge test that teacher applies at the beginning of the course, is biggest the number of students that domain the apps, web sites, pages, and all platforms that have a relation with educational methods during the pandemic time in their learning process.

Since pandemic time began in education, technologies are the most important thing that teachers can use in virtual classes, and through they can teach a lot of topics, practice different methods, and keep with students the knowledge that helps them to develop their second language.

- ***What technological tools are the most useful activities to improve vocabulary?***

1. 1.Social networks: Are platforms that help people to keep communicate at a distance, to work with international people, or to spend time searching for different objectives,

but at present, as a learning platform, it helps teachers to keep communication with students and sometimes with partners. It permits to share of material for classes, evaluating, giving feedback about the activities, and keeping direct communication with students.

2. Wiki: Is a free app in which teacher and students can work at the same time, edit the documents, and share information to build knowledge for students. One advantage to using wikis as a learning tool is students can create and share their own knowledge about different topics, share information that they know about the topics, and it feels them motivated to continue to search for information and transform in digital material using links or interactive websites to make new types of sharing it.
3. Blogs: The main purpose of using it as a learning platform is students acquire information about topics, in this case, English information using, in this case, all English abilities through students can develop most of them, sometimes if they have doubts they can express them, and at the same time they interact with people that helps to solve doubts. Also, students can solve a lot of activities about the topics if they have doubts about talking about the topic of specific English ability.

All platforms gave the opportunity to teach implementing different topics, vocabulary, or main things according to our necessities or points that we need to develop in classes. It is important as a teacher to identify what is the main purpose of our classes, and thereafter this implemented all strategies to achieve all goals that were established at the beginning of the course.

The main platform that the teacher used to implement the activities was educaplay, but it is important to mention we have a lot of options to teach English at a distance. Also, some of them can use in face-to-face education like extra participation, works, homework, or the most important is the evaluation part. Based on the experience with the use of different tools, google forms and activities in educaplay are an excellent option to evaluate the learning process of the students because it immediately gives the final grades, students have the opportunity to change some answers before sending the final answers.

It also gives a teacher the opportunity to have specific results about each student, to identify the mistakes that they have in the skills that they use in the activity. For example, educaplay talking about vocabulary strategies gives them the opportunity to have specific results of the main topic or about the goals that they wanted to achieve, according to Aprendizajes clave.

- ***Why educaplay is a good option to improve vocabulary during online education?***

In the English classes and activities, I could identify that one of the main opportunity areas that students have in their second language acquisition was vocabulary, for this, at the beginning of the journals of "Trabajo docente 1," I designed some strategies that help to students to practice and remember the principal topics of the weeks, but the results are not good, and for this, I decided to use educaplay as a tool in which students improve their knowledge about English vocabulary.

When the teacher practiced with the student's vocabulary was through different activities, and all of them were created first, taking into account the English level of the students, then teacher selects specific purpose of the class, that the goal is that students achieve the specific

vocabulary about the topics of classes and during next classes, the teacher asked questions about the vocabulary, giving to students specific characteristics of the words.

The other point that I consider to create the activities that help me to evaluate their knowledge was why can I evaluate using educaplay because the activities are only to achieve progress about the vocabulary, and my principal activity was to consider the final result in the evaluation class and was a good strategy because most of the students did the activities.

All activities that the teacher implemented with students were published at the end of the class with all material of the classes, and according to the agreements with the headteacher, students published, comment, or send me by Facebook messenger or in the groups. The evidence was, at the end of the activities, students could obtain their final grades, they took a screenshot, and this was their evidence about the activities.

Facebook is a social network in which we can establish communication with family and friends. It usually helps to keep in contact with people, but actually is a tool that we can use to keep communication between teachers and students about the English classes. The Headteacher decided to use the platform because it is easier for students to download the activities and send evidence about their works, and teachers can send an evaluation about each one.

About educaplay activities are sent with students at the end of the class, and they answered it like an evaluation time because all activities are based on the previous vocabulary that we checked and used to answer the activities in class through different strategies.

One problem that teacher had with the use of educaplay as a principal tool was sometimes students thought the activities are the same, and they said to the teacher, "Teacher, last week

we answered that activity" but were not the same, teacher changes the vocabulary and the strategy, each week teacher created different activities adapting it for the goal of the week.

One advantage that educaplay give to people is to use it as a teaching resource because it is the teacher opportunity to guide the activity, to make a specific strategy to achieve specific "Aprendizaje esperado" of Aprendizajes clave, using different vocabulary and recommendations that we can find in the same English resource.

About educaplay activities, teachers have control of results, participants, time, and grade, and the most important thing is a teacher can adequate the activity according to the main purpose or the main necessities from students remembering or having a priority about a specific topic in each class. All activities were made by the teacher according to the topics and necessities that students need to acquire during different weeks

Each lesson plan that used in classes or in the educational period about the main topic of the essay was based on one "Aprendizaje esperado" of "Aprendizajes clave" according to the unit or the achievement that students needs to have at the end of the evaluation, the activities changes were changed in each lesson plan according to the vocabulary an acquisition that teacher needs to evaluate in each learning period. During all periods, the main things that took into account are according elementary educational program without changes about the topics or final products that were necessary to evaluate the students' progress.

With the use of educaplay as a technological tool, the teacher decides to improve vocabulary through the different activities because she could identify that was a good option because students felt comfortable according to the vocabulary in the activities because previously they acquire and review it in virtual classes and educaplay help to review and practice the

main vocabulary and evaluate at the same time the progress students have during educational periods.

CONCLUSIONS

Teachers need to promote the English vocabulary because, through this tool, students can develop their English level. During teaching periods teacher observed a step about vocabulary acquisition, and the words that they use in classes are better than the beginning of the journal. Also, the participation in different times in class was better; students use terms and vocabulary that they acquire during teacher intervention periods.

Sometimes head English teacher of the middle school "Bicentenario de la Independencia" gave some recommendations about the strategies; when she entered classes, she evaluated the trainee teacher works with the students and at the end of the classes told some specific things about the work time with the students, like the time that spend to giving instructions about the activities, the order that had in classes the implementation about specific skills in classes like reading and writings and all recommendations were taken into account to give to practice the main strategy because as I mentioned before, was based in the class topic.

The organization about the implementation of educaplay during the 4th and 5th period of the journal was that teachers create an educaplay activity peer week taking into account the main vocabulary of class and each week; students needed to answer an "extra activity" for them about the topic.

After the second class of the week, the teacher share educaplay activity in Facebook post with the rest of the material of the course, and students answered the movement and sent a final grade by messenger or commented in the Facebook post of the day the results to be evaluated by English teacher

According to the lesson plan, the dynamic in classes was a good option because, according to the lesson plan are three parts: Introduction, develop and close.

The introduction helps the teacher identify the previous knowledge that the students have about the topic, the main ideas, and the meaning they have. After that, the teacher introduces students to the topic, presenting information, which could be a presentation or videos.

Develop is the part in which students work with the information, build a final product about the topic, use a vocabulary, main ideas, and develop the English abilities, practicing the previous knowledge acquired in the first part.

Close is when students share their work, their answers, and at the end, all have final results about the activities. Sometimes the teacher had problems because she forgot to evaluate the products in which all students were in classes. It was also tricky because not all students were in an online class, and she only could consider students at the meeting.

EDUCAPLAY AS A TOOL

All educaplay activities were based on the diagnosis result that teacher applied during the first school period, taking into account the English level of the students, the resources that they have to take classes and to answer the activities; it is essential to mention that most of the students keep communication with the teacher during the journals because according to the results was easier for them to communicate by the platforms that headteacher used to classes. Teacher trainees used the same strategy to keep communication, share information, evaluate students, and share and compare final results about the activity.

Educaplay as a tool is a good option because the creator can make the activities according to the necessities or the things that he needs to know or to acquire with the activity. All activities were based on students' characteristics, and the primary purpose of the activities or exercises

was for the students to acquire and practice the vocabulary they acquire in the learning process.

EDUCAPLAY STRATEGIES

Educaplay strategies help the teacher identify the students' vocabulary acquisition because, through this, students could practice and remember the previous vocabulary.

The main strategies or activities that the teacher used in educaplay were crosswords and memory game in which students needed to read the instructions and the specific characteristics about the vocabulary that we checked in class to complete the activity and when they finished the activity, they sent by Facebook or messenger a screenshot with their results to be evaluated by the teacher.

The use of educaplay as a strategy to vocabulary acquisition have advantages that are:

1. The use of the technological tool as a strategy to increase students vocabulary
2. Helps the teacher know the students' knowledge about the previous vocabulary and the use they can do during the English class.
3. Answer different strategies to evaluate vocabulary at the end of the specific topics.

Also, it is important to mention that students prefer to answer English activities using different platforms because it is easier for them to answer and acquire the results. It is important to mention that approximately 80% of the students answer the activity and share the final result. This activity is taken into account to the final grade of the class or the week because it is taking into account as an activity about the class.

Rules about the activities.

According to the vocabulary and the topics, all lesson plans were based in "Aprendizajes clave, 2017," and the activities were based on the specific achievements mentioned in each lesson plan.

About the creation of the activities, the teacher as a creator established specific things for each one; first of all, students have only three opportunities to answer the activity, if they have more mistakes, they can't answer the activity again, and their final grade was the last that they acquire in the attempts They had limited time to did the activities and only was evaluated if they sender before this time

Another thing that is important to mention was the level of the activity. Each activity had from 7 to 10 words that students review in class. Each one has its definition, and students need to make a relation or write the correct word. It depends on educaplay activity.

All activities made by the teacher in edcucaplay were based on the main vocabulary in class. Sometimes teacher use presentations to explain de topic, another class, teacher use videos to give students the opportunity to acquire the vocabulary, also teacher use posters, Canva presentations, information in the different infographic, maps, and readers book because it is an extra resource that teacher has to improve students vocabulary and acquisition in classes.

(APPENDIX 1)

EXPLORING ACTIVITIES.

The teacher selected these four main activities used in educaplay to help achieve the main objectives because, through them, students use the skills that they have for their VARK test. First, that is "Card's relation" develop to students that have a visual learning style, "crosswords," "Wordsearch puzzle," and " Fill the blanks" help to students that have kinesthetic style and also develop to improve English abilities. (APPENDIX 2)

1. Cards relation: Students practice visual vocabulary and words through the activities because they need to remember the main words and make a relation with the images.

About these activities, I observed that students have an excellent ability to make relations with visual vocabulary. About the results, students clearly identify the main words about the vocabulary that we review previously in the class.

2. Crosswords: Students practice and use their reading comprehension because they read a sentence or meanings of the words and write them in with spaces; they have three opportunities to acquire letters that help to remember the words.

About the results, sometimes students have problems with their reading comprehension because sometimes they confused meanings or words and like a result, they have some problems writing the correct words in the activity and sometimes told me "Teacher, I couldn't write the words" but all depends about their comprehension about the meanings and words.

3. Wordsearch puzzle: Students have a specific word about the topic that check-in class and they needed to found the words in the activity.

4. Fill in the blanks: Students need to accommodate the correct words in the different spaces that are in one text. Students use their reading comprehension and the use of vocabulary.

The teacher considered is the best way in which students use the vocabulary, the teacher adds the main a specific words of class, and for this, the student's results were better, they have the capacity to search the words and remember them while they answered the game.

About final grades and results, if the students write with mistakes or incorrect words, the platform rests one point for each mistake that they have in the activity, and it affects their final grade. In all activities, students used their reading and writing ability and comprehension to read the instruction and the most important part to comprehend the activity and the main purpose of each one.

EVIDENCE

All evidence about final grades or results that the students had in the activities, they sent by Facebook platform a screenshot with the results. (APPENDIX 3)

In the final screenshot that students capture about their grade, we can find the time that students need to answer the activity, the VECES that the students try to do the activity, and the most important part that is the final grade of the activity because it helps to the teacher to identify the opportunity areas about the main words of the topics or if it's necessary to have a review about the words in the next classes.

About the final activity that teacher applied at the end of the working time, the results were amazing because, through the time, students use the main vocabulary that was implemented during a specific time that I had to practice the educaplay strategy. It is important to mention not all students answer the activity for different reasons, but the information that I can collect

gave me the opportunity to identify the importance that technologies have during the teaching process.

As teachers, have the opportunity to use in different times of classes, and to different things, and moments, like introduction part to know the previous knowledge of the students, or like the main activity of the class to answer while there are acquiring the topic or as an evaluation part to use and remember the topics of the class and also gives the opportunity to through them, can develop English skills using learning styles of the students.

Since distance education gave the opportunity to implement different methods through different tools, teachers have a lot of strategies that they can use in classes, improving their implementation or the uses.

EFFECTIVE TEACHING

Effective teaching time refers to increase the student's educational level during their learning process. During all educational time in these four years, the teacher acquired a lot of knowledge about a class organization that helps in the professional area, also acquired experience and information about teenagers development in their personal area, knew their interests, improved personal relation with them, but be a teacher is more than this, is to involve all of them in the Classroom, with students, with their personalities, with their feelings, interests, personal situations and all days gave them the best part of him, to try to help them to be an excellent student and gave the resources that help in their daily life.

As a teacher, I think that during this period acquired a lot of knowledge about the use of different technological tools as a strategy to teach specific work that is to develop in the students their English level and to help them to practice all-time to achieve the second

language acquisition. From my point of view, I think that during this process, I could the opportunity to do a lot of technological material that gave me the opportunity to know the working form of the students taking into account the students necessities and prioritizing the student's interest and learning styles of them, giving the opportunity to make all material based in the principal way of this essay.

About my personal experience and from my point of view, I had known and learned the importance that teachers have to use and identify different tools to teach a second language. The main thing that I learned through the use of different strategies, resources, classes, platforms, and English abilities was the role and the importance that students have in classes, prioritizing their interest, learning styles and the most important thing that I consider, we need to give importance during the pandemic time where the resources students have to keep internet connection and communication about classes and things they need to do to answer the activities and send shreds of evidence to keep a good result about their effort and to finish the activities with great grades.

As an English teacher and during my experience at Normal de Atizapán as a Teacher trainee, I prefer to give classes as the second option because I think that the relationship with partners is a very important thing for humans, to establish a relation, communication, and coexistence are an essential part of developing a lot of personal things that help us to develop in a social environment.

The opportunity to work with 2C helped me to achieve better knowledge about a specific area that students need to develop as the main thing because during this process had the chance first to identify an opportunity are and then made activities that help students to improve their second language acquisition and use during the learning process.

As the teacher is important to mention that distance education was an important change during the pandemic time because all needed to improve a lot of strategies, to take courses to comprehend the use of different technological strategies because it was a new process for all teachers and also for the students because face to face classes was an essential and the principal thing during a lot of years and was a difficult process to adapt all changes and all new working forms to give to students classes and the most important part, to achieve the achievements in educaplay.

During the process about the adjustments in my lesson plan, I changed the use of platforms and games because sometimes, if I used the same page, platform, or strategy to teach English, students felt bored, and it was very difficult that teacher could promote the participation with the use of different vocabulary because at the beginning of the teaching process teacher observed that the students don't feel motivated because activities were repetitive and for that, she decided to change and change the learning strategies in classes.

During school period, as a teacher, I observed different things and advances that students have during the journals about the vocabulary, the use that they did in classes, the participation in activities that made in classes, the interest that students had to did the activities and sent the evidence, also to enter to zoom meetings because was an important part in their final grades, are a thing that I mentioned was taking into account to have grades in the units and trimesters.

The goals that I hope to achieve at the beginning of the school period were to work to improve the student's English level and to develop their knowledge about the vocabulary because, with the implementation of this point, they can express and use English in different moments of their daily life.

I think the pandemic time was a moment on which students and teachers felt confused and worried about the educational changes, the process to teach and learn in general all things but talking about English class, the method that teachers use to keep communication, the strategies and the materials and organization that have during zoom meetings, the problems that could arise in classes.

As teachers are important to consider the personal aspects of the students, to remember that are difficult times for all world people, to help students in all moment about education aspects, to be kind in the moments in which students felt sadness or the moments of they feel nervous because have a lot of internet connection problems, to give solutions about the assistance or the delivery of the activities.

About professional competencies took into account and used to teach during my teaching period were

Has disciplinary mastery field of its specialty to safely and fluently manage the topics included in the study programs and recognizes the sequence of the content in the three grades of secondary education.

Can design, organize and implement strategies and didactic activities appropriate to the needs, interests, and development forms of teenagers, as well as the social and cultural characteristics of these and their family environment, so that learners achieve the knowledge purposes, skills development, and value formation established in the plan and study programs of secondary education.

It is capable of establishing a work climate that favors attitudes of confidence, self-esteem, respect, discipline, creativity, curiosity, and pleasure by studying, as well as strengthening the personal learners' autonomy.

These competencies were developed during the school period helping to develop the students learning and achieving the goals that the teacher established at the beginning of the process.

One key to having results and advance in the students learning process is to identify all aspects and characteristics that persons have in their personality and physical development. Also is important to mention through the periods could identify and learn the importance of distance education, the resources that were effective and the process with the use of technological tools, the implementation of different apps to keep communication with students, to achieve a specific goal, because English is considerate difficult for the students, but with the effective teaching process have excellent advance in their learning process.

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Based in Vark.

Community · Posted on Aug 18, 2020

Test De Estilos De Aprendizaje

Elige la opción con la que te identifiques más de cada pregunta.



by **taniamedina61**
Community Contributor

110 points

Be one of the first to comment



ENGLISH LEVEL. [Diagnosis 2nd Grade - Formularios de Google](#)



Diagnosis 2nd Grade

Read the questions and answer according to your previous knowledge

TECHNOLOGICAL RESOURCES . [Diagnosis 2nd Grade - Formularios de Google](#)



DIAGNÓSTICO.

Descripción del formulario

EXTRA MATERIAL THAT USED IN CLASSES

APPENDIX 1

An example about extra material: Video.

[\(284\) Mexican Culture - YouTube](#)



An example about extra material: Presentation

<https://drive.google.com/file/d/1oABZBTaSsU7E0AxGh8iETnDlz58>

CULTURAL ASPECTS

HOLLAND

Holland is a country attached to the western part of the Netherlands. The land primarily flat and if it didn't have a good drainage system it would flood regularly.

ANIMALS

Since the climate is so mild animals thrive in Holland. Animals that are very common in Holland are elk, deer, weasels, and minks.

PLANTS

Holland is known for Tulips. Every year about three billion tulip bulbs are produced. The majority of these are exported to the United States.

CLIMATE

Holland has a maritime climate that means that the summers are cool and the winters are mild.

ARTS

Wooden shoes are a tradition that was spread from Holland to the rest of the world. These shoes are also known as clogs and are usually were used during times of heavy work.



RUSSIA

Half of Russia is in Europe and half is in Asia. Russia is by far the largest country in the world.

CLIMATE

Because Russia is so large, the climate varies greatly. There are deserts, frozen coasts, marshes and plains.

PLANTS & ANIMALS

Russia is home to many rare animals such as polar bears, snow leopards and but it is best know for the Siberian Tiger.

SPORTS

Russians enjoy playing soccer and hockey. Individual Olympic sports are also very important especially gymnastics, skiing and skating.

CULTURE

Chess is important part of the Russian culture. Children begin learning in Kindergarten and begin competing by age ten. Russians love ballet and are known for its elaborate choreography and stages.

ARTS & CRAFTS

Russia is famous for its nesting dolls which are painted wooden figures that fit one inside the other.



ESSAY

It is an analytic or interpretative literary composition usually dealing with its subject from a limited or personal point of view.

PARTS OF THE ESSAY

- 1 INTRODUCTION:** Introduces the topic. Includes an opening hook and thesis statement.
- 2 BODY:** Support the thesis statement. Include examples and begin with topic sentences.
 - **Body Pararaph 1:** Includes your strongest argument.
 - **Body Paragraph 2:** Covers second strongest argument.
 - **Body Paragraph 3:** Presents the weakest argument.
- 3 CONCLUSION:** Wraps up the essay. Restates the thesis in a unique way.

VALUE OF EDUCATION



Education makes people independent. Furthermore, it increases knowledge, strengthens the mind, and forms character. Moreover, education enables people to put their potentials to optimum use.

Education is also a type of reform for the human mind. Without education, the training of the human mind would always remain incomplete.

Education makes a person an efficient decision-maker and a right thinker. Moreover, this is possible only with the help of education. A person that receives education shall have more avenues for the life of his choice.

Moreover, an educated person will be able to make decisions in the best possible manner. This is why there is such a high demand for educated people over uneducated people for the purpose of employment.

Education is one of the most effective ways to make people better and more productive. It is a tool that can make people easy to lead but at the same time difficult to drive. Education removes naivety and ignorance from the people, leaving them aware, informed, and enlightened.





**MOVING AROUND
THE WORLD**

TABLE MANNERS AROUND THE WORLD

IF YOU'RE TRAVELLING AROUND THIS YEAR, MAKE SURE YOU DON'T FORGET TO PACK YOUR MANNERS!

HERE ARE SOME UNUSUAL TABLE MANNERS FROM AROUND THE WORLD.

IN MEXICO, IT'S CONSIDERED AN ALMOST SHabby PRACTICE TO USE A FORK AND KNIFE

IN CERTAIN TAPAS BARS IN SPAIN, THEY KEEP GARBAGE ON THE FLOOR TO SHOW OFF HOW MANY CUSTOMERS THEY'VE HAD.

IN SOME PARTS OF AFRICA, IT IS CONSIDERED UNCLEAN TO EAT WITH YOUR LEFT HAND

IN TANZANIA, IT IS RUDE TO EXPOSE THE SOLES OF YOUR FEET IF YOU ARE EATING ON A CARPET OR MAT

IN THE PHILIPPINES HOSTS WILL COOK EXTRA FOOD FOR GUESTS TO TAKE HOME

IN JAPAN, IT IS CUSTOMARY TO ARRIVE AN HOUR LATE WHEN YOU'RE INVITED TO DINNER

IN TURKEY, BURPING AFTER A MEAL IS TAKEN AS APPRECIATION FOR THE FOOD

IF OFFERED VODKA IN RUSSIA, IT IS RUDE TO TURN IT DOWN OR TO ADD A MIXER

NEVER BRING YELLOW FLOWERS TO DINNER IN BULGARIA, AS THEY SYMBOLIZE HATRED

CHEERS!

WHAT IS A

COMPARATIVE CHART?

IT IS A GRAPHIC ORGANIZER THAT SEPARATES INFORMATION INTO COLUMNS, TRADITIONALLY FOR COMPARING.

HELP US TO:

- COMPARE AND CONTRAST TWO OR MORE ITEMS
- SEPARATE INFORMATION INTO GROUPS
- SHOW CHANGE



Moving Around the World

Our bodies are mechanical machines that allow us to do incredible movements. We can run, walk, jump, or reach for the top shelf. Besides these actions, humans have created art using body movements. This art is called *dancing*, and it is as old as the human race.



Consider percussion instruments, one of the oldest invented by man. As their rhythm is similar to a heartbeat, when we listen to it we start moving our feet or our heads inevitably. This has caused the creation of hundreds of dance styles around the world. However, all these types of dance do not simply show beautiful body movements; dance can also be a representation of culture.



To some African communities, the gods are related to natural elements and cycles (water, fire, agriculture, etc.). Their dance styles represent those life forces, so the purpose of dancing is to honor the creators. The dancers perform bending their knees and inclining their torso forward. This indicates a connection to the earth and the natural world.



Unit 8



Moving Around the World

Our bodies are mechanical machines that allow us to do incredible movements. We can run, walk, jump, or reach for the top shelf. Besides these actions, humans have created art using body movements. This art is called *dancing*, and it is as old as the human race.



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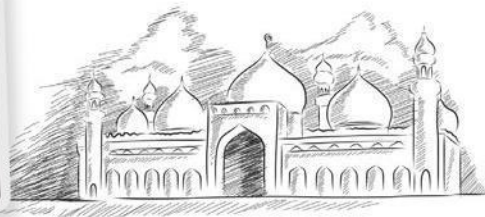
Unit 8



In Japan there are traditional dance styles that are unique in the world. Noh Mai is performed with string instruments and drums. Sometimes vocals are used as well. This dance often tells Japanese **fables**⁶. Performers wear many colorful costumes as well as masks. Bon Odori is performed with traditional music and the performers wear kimonos. This dance is part of the Bon Festival, which takes place every August to celebrate ancestors.



Traditional dances in India are very colorful and lively. Their movements are full of symbols; they say a lot about their culture. There are more than a hundred hand movements that represent animals, places, or the weather. The performers' facial gestures contribute to express emotions. Their costumes include a moon and a sun, which are a tribute to their many gods. All these elements help the performers tell a **soulful**⁷ story to the audience.



⁶ **fable:** *n.* a short story that teaches a moral lesson

⁷ **soulful:** *adj.* expressing deep feelings

LESSON PLAN OF THE FIRST WEEK.

APPENDIX 2



GOBIERNO DEL
ESTADO DE MÉXICO

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

ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA

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



Middle school:	Escuela Secundaria Oficial N. 1049 "Bicentenario de la Independencia de México"			Clave C.C.T.:	15EES1577H		
School year:	2020-2021	Shift:	Full Time	Subject:	English II	Group & Grade:	2° C.
Head teacher:	López Mauricio Blanca Ivonne			Face to face class	Online class	Hybrid class	
Teacher trainee:	Flores Gonzalez Mariana			Week of the	April 13 th	April 16 th	of 2021.
Plan or Program:	SEP, (2017). Aprendizajes Clave para la Educación Integral. Lengua Extranjera Inglés.						
Social Learning Environment:	Lúdico y Literario.	Specific Competency:	Comprensión del yo y del otro.	Social Practice of Language:	Lee ensayos literarios breves para contrastar aspectos culturales.		
Cycle:	4	Unit:	VII	Product:	Tabla Comparativa.		
Date:	April 13-14 th .	Topic(s):	Cultural Aspects.	Estimated time of implementation	5 to 10 minutes in the activity.	Means of contact	Zoom, Facebook Group and e-mail.
A short description of the activities to be developed by the students			Pedagogical adjustments	Resources & educational technology tools. ¹	Assessment & learning evidences	Achievements	
<ol style="list-style-type: none"> Ss enter to virtual meeting and pay attention to T explanations about "Cultural aspects" Ss answer the activities and participate in class. T asks doubts. T explains vocabulary activity about previous topic. Ss answer the activity as homework and send by facebook their results. 			The use of educaplay platform to achieve an specific activity about the main topic that is "Cultural aspects" and to practice vocabulary acquisition.	EDUCAPLAY link: Relacionar Mosaico: CULTURE. (2do - ingles - vocabulary) (educaplay.com) Facebook group: (2) Ingles 2 C Facebook	T shares by Facebook comments and E-mails the notes and recommendations for work (feedback).	Ss practice previous vocabulary acquisition through the activity	
Observations, comments and notes	According to the Main Teacher, some Ss have not access to the Facebook group, because of that she provided us a list with the E-mails of these Ss to send them the activities. The virtual class based on Aprende en Casa II is not a formal document, the trainees teachers just plan an activity and review the topic of the programme.						

ACTIVITY OF THE FIRST WEEK

[Relacionar Mosaico: CULTURE. \(2do - ingles\) \(educaplay.com\)](https://www.educaplay.com)

The screenshot shows the 'Relacionar Mosaico' game interface on the website educaplay.com. The page title is 'CULTURE.' and the search bar contains 'Ej.: Ríos de Europa...'. The game status bar shows '0/3 NUM. TRIES', a score of '100 SCORE', and a time of '00:06 TIME'. The main area is a 3x5 grid of tiles. The tiles are: Row 1: World map icon, 'CELEBRATIONS', Food icon, 'DANCE', 'IDIOMS AND LANGUAGES'. Row 2: 'RELIGION', 'TRADITIONAL FOOD', 'MEDICAL CURE.', 'MUSIC', People in traditional dress icon. Row 3: Ballet dancers icon, 'CLOTHES', Medical herbs icon, Religious symbols (Islam, Hinduism, Shinto, Judaism), and People in traditional dress icon.

LESSON PLAN OF THE SECOND WEEK



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



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ASIGNATURA: TRABAJO DOCENTE I & II SEMESTRE: SEPTIMO/OCTAVO CICLO ESCOLAR: 2020-2021
PLANEACIÓN DE CLASE

Middle school: Escuela Secundaria Oficial N. 1049 "Bicentenario de la Independencia de México"		Clave C.C.T.: 15EES1577H	
School year: 2020-2021	Shift: Full Time	Subject: English II	Group & Grade: 2° C.
Head teacher: López Mauricio Blanca Ivonne		Face to face class	Online class
<small>Last name Name</small>		Hybrid class	
Teacher trainee: Flores Gonzalez Mariana		Week of the April 19 th	April 23 rd of 2021.
<small>Last name Name</small>			
Plan or Program: SEP. (2017). Aprendizajes Clave para la Educación Integral. Lengua Extranjera Inglés.			
Social Learning Environment: Lúdico y Literario.	Specific Competency: Comprensión del yo y del otro.	Social Practice of Language:	Lee ensayos literarios breves para contrastar aspectos culturales.
Cycle: 4	Unit: VII	Product:	Tabla Comparativa.
Date: April 13-14 th .	Topic(s): Cultural Aspects.	Estimated time of implementation	5 to 10 minutes in the activity.
A short description of the activities to be developed by the students		Pedagogical adjustments	Resources & educational technology tools.¹
<ol style="list-style-type: none"> Ss enter to virtual meeting and pay attention to T explanations about "ESSAYS" their parts, and examples Ss answer the activities and participate in class. T asks doubts. T explains vocabulary activity about previous topic. Ss answer the activity as homework and send by facebook their results. 		The use of educaplay platform to achieve an specific activity about the main topic that is "Cultural aspects" and to practice vocabulary acquisition.	EDUCAPLAY link: Crucigrama: ESSAYS (Foreign Language - 2° - Educación secundaria - secundaria - inglés - vocabulary words) (educaplay.com) Facebook group: [2] Ingles 2 C I Facebook
Means of contact	Zoom, Facebook Group and e-mail.	Assessment & learning evidences	Achievements
		T shares by Facebook comments and E-mails the notes and recommendations for work (feedback).	Ss practice previous vocabulary acquisition through the activity and remember specific aspects of each part.
Observations, comments and notes	According to the Main Teacher, some Ss have not access to the Facebook group, because of that she provided us a list with the E-mails of these Ss to send them the activities. The virtual class based on Aprende en Casa II is not a formal document; the trainee teachers just plan an activity and review the topic of the programme.		

ACTIVITY OF THE SECOND WEEK

[Crucigrama: ESSAYS \(Foreign Language - 2º - Educación secundaria - secundaria - inglés - vocabulary words\) \(educaplay.com\)](#)

educaplay **Actividades** ▾ Ej.: Partes de la célula... 🔍

ESSAYS

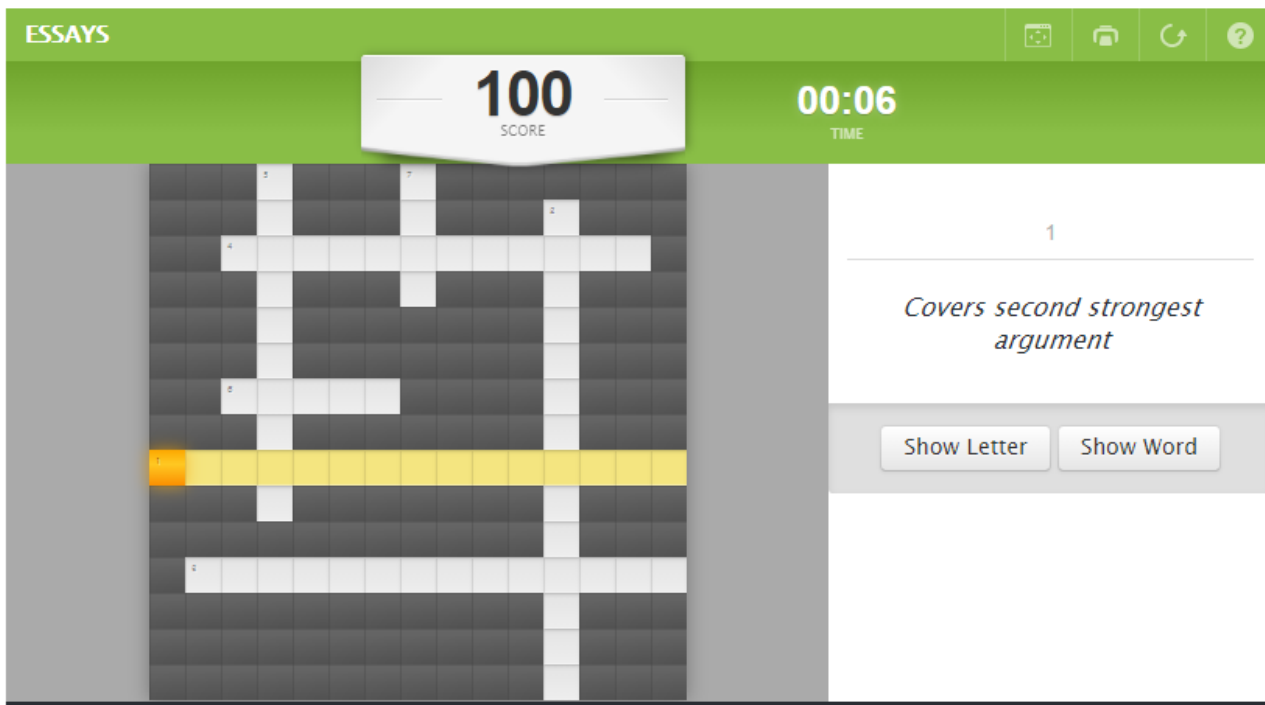
100
SCORE

00:06
TIME

1

Covers second strongest argument

Show Letter Show Word



[Word Search Puzzle: ABOUT CULTURE \(2º - Educación secundaria - Lengua extranjera - lenguaje - ingles vocabulary - práctica\) \(educaplay.com\)](#)

educaplay Activities Ex.: Rivers of Europe...

ABOUT CULTURE

0 PUNTOS

00:08 TIEMPO

S	N	D	M	O	V	E	M	E	N	T	A	W	P	Q	N
M	H	Y	E	U	I	W	X	V	K	C	C	B	P	C	B
G	N	M	M	P	T	W	Q	H	V	M	L	V	G	O	X
K	B	G	F	X	R	F	G	Y	K	Y	L	X	S	N	E
I	N	S	T	R	U	M	E	N	T	S	A	E	D	N	E
U	J	M	E	X	I	D	Q	O	U	G	V	T	T	E	E
I	A	E	F	E	F	C	A	I	H	F	I	T	E	C	K
Q	Y	X	T	T	A	Y	B	T	M	I	T	D	J	T	Q
Y	I	I	L	Y	N	D	D	A	R	Y	S	A	Y	I	S
H	I	C	S	T	U	I	Q	R	O	O	E	N	H	O	E
L	U	A	X	I	R	H	O	B	Q	L	F	C	L	N	V
L	M	N	P	T	U	V	M	E	A	L	N	I	A	W	B
P	V	F	J	N	P	A	L	L	W	I	O	N	B	Y	Y
Q	J	O	D	E	D	M	G	E	F	H	B	G	K	C	R
O	S	L	X	D	Q	W	O	C	P	A	J	A	P	A	N
B	G	K	X	I	M	I	X	H	T	B	N	I	K	Y	Q

1. BONFESTIVAL
2. MEXICANFOLK
3. INSTRUMENTS
4. CELEBRATION
5. CONNECTION
6. MOVEMENT
7. IDENTITY
8. DANCING
9. JAPAN

LESSON PLAN OF THE FOURTH WEEK

Middle school: Escuela Secundaria Oficial N. 1049 "Bicentenario de la Independencia de México"		Clave C.C.T.: 15EES1577H	
School year: 2020-2021	Shift: Full Time	Subject: English II	Group & Grade: 2° C.
Head teacher: López Mauricio Blanca Ivonne		Face to face class	Online class
<small>Last name</small> López Mauricio <small>Name</small> Blanca Ivonne			
Teacher trainee: Flores Gonzalez Mariana		Week of the May 3 rd	May 7 th of 2021.
<small>Last name</small> Flores Gonzalez <small>Name</small> Mariana			
Plan or Program: SEP, (2017). Aprendizajes Clave para la Educación Integral. Lengua Extranjera Inglés.			
Social Learning Environment:	Lúdico y Literario.	Specific Competency:	Comprensión del yo y del otro.
Social Practice of Language:	Lee ensayos literarios breves para contrastar aspectos culturales.		
Cycle:	4	Unit:	VII
Product:	Tabla Comparativa.		
Date: April 13-14 th .	Topic(s): Cultural Aspects.	Estimated time of implementation	5 to 10 minutes in the activity.
Means of contact		Zoom, Facebook Group and e-mail.	
A short description of the activities to be developed by the students		Resources & educational technology tools.1	Assessment & learning evidences
<ol style="list-style-type: none"> Ss enter to virtual meeting and pay attention to T explanations about "Cultural aspects" vocabulary. Ss answer the activities and participate in class. T asks doubts. T explains vocabulary activity about previous topic. Ss answer the activity as homework and send by facebook their results. 		Pedagogical adjustments The use of educaplay platform to achieve an specific activity about the main topic that is "Cultural aspects" and to practice vocabulary acquisition.	T shares by Facebook comments and E-mails the notes and recommendations for work (feedback).
		Achievements Ss practice previous vocabulary acquisition through the activity	

ACTIVITY OF THE FOURTH WEEK

[Fill in the Blanks Game: FINAL ACTIVITY \(Foreign Language - 2º - Educación secundaria - inglés - activity - vocabulario de ingles - vocabulary words - english vocabulary - classroom\) \(educaplay.com\)](#)



FINAL ACTIVITY 📄 🔖 🔄 ?

0/3
NUM. TRIES

100
SCORE

00:04
TIME

Hi my name is Lisa.
I'm from Mexico. In my we have different in which we have traditional , different and . We celebrate a lot of things, with different dances, in which use a lot colorful . Usually people represents their through music and . One typical dance in Mexico is a Mexican dance. People dance to represents topics or stories.

These are the words to use

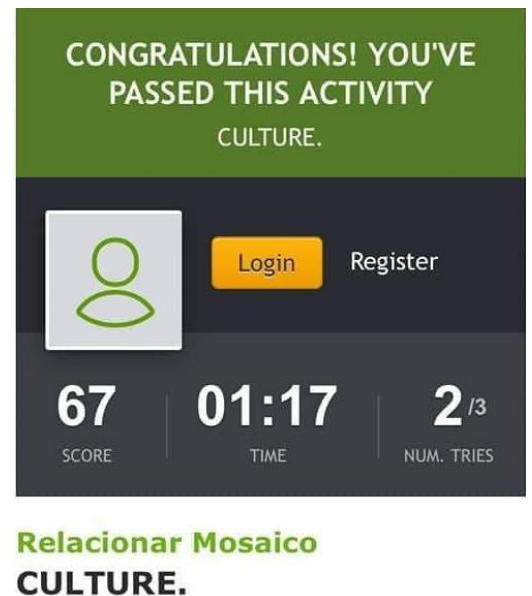
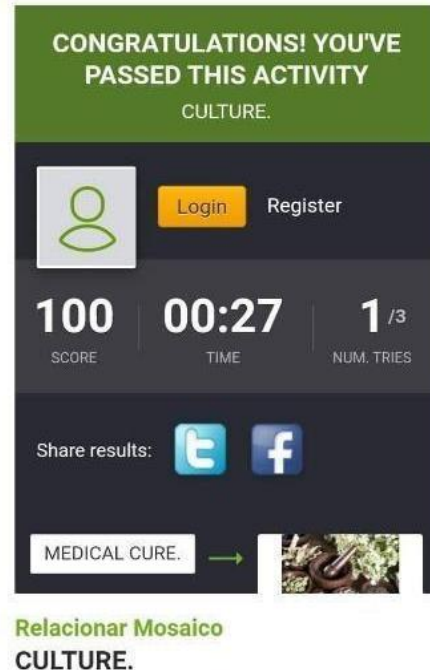
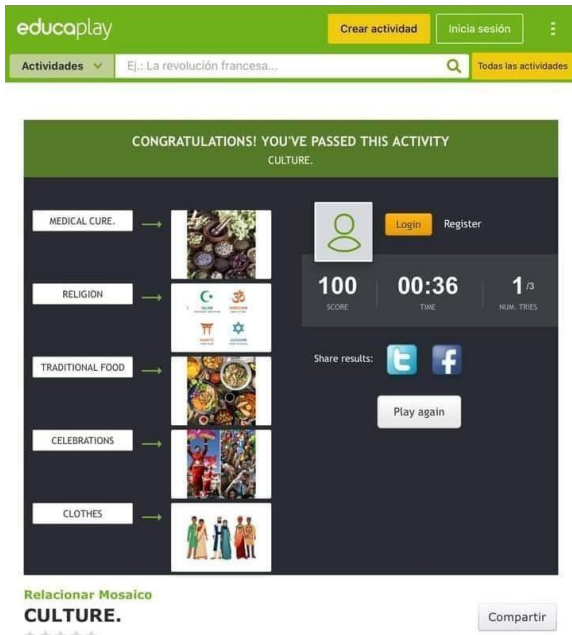
- identity
- food
- country
- clothes
- religions
- folk
- religous
- languages
- instruments
- celebrations

Check

FINAL RESULTS ABOUT THE ACTIVITIES.


APPENDIX 3.

FIRST ACTIVITY: CARDS RELATION





SECOND ACTIVITY: CROSSWORDS

CONGRATULATIONS! YOU'VE PASSED THIS ACTIVITY
ESSAYS


 [Login](#) [Register](#)

95
SCORE

02:31
TIME



Share results:  

ESSAYS


 [Login](#) [Register](#)

93
SCORE

05:38
TIME



Share results:  

CONGRATULATIONS! YOU'VE PASSED THIS ACTIVITY
ESSAYS

 [Login](#) [Register](#)


98
SCORE

03:24
TIME

Share results:  



CONGRATULATIONS! YOU'VE PASSED THIS ACTIVITY
ESSAYS

- 1 SECONDPARAGRAPH
- 2 FIRSTPARAGRAPH
- 3 THIRDPARAGRAPH
- 4 INTRODUCTION
- 5 CONCLUSION
- 6 ESSAY
- 7 BODY

 [Login](#) [Register](#)

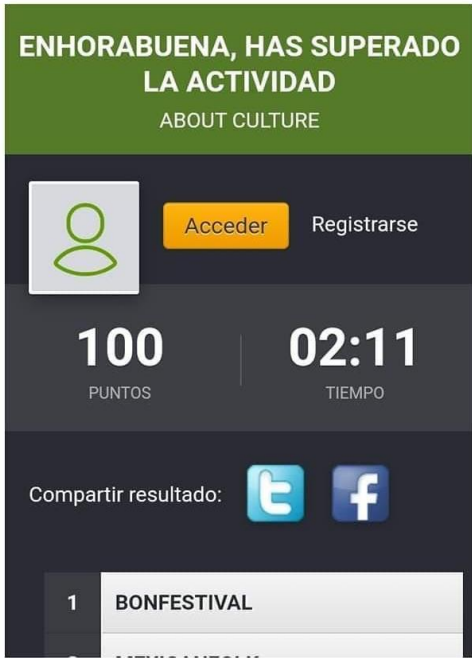
100
SCORE

01:02
TIME

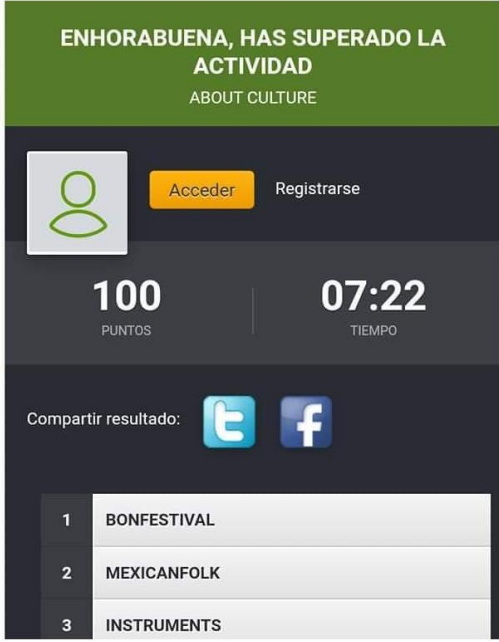
Share results:  

[Play again](#)

THIRD ACTIVITY: WORDSEARCH PUZZLE.



Word Search Puzzle
ABOUT CULTURE



Word Search Puzzle
ABOUT CULTURE

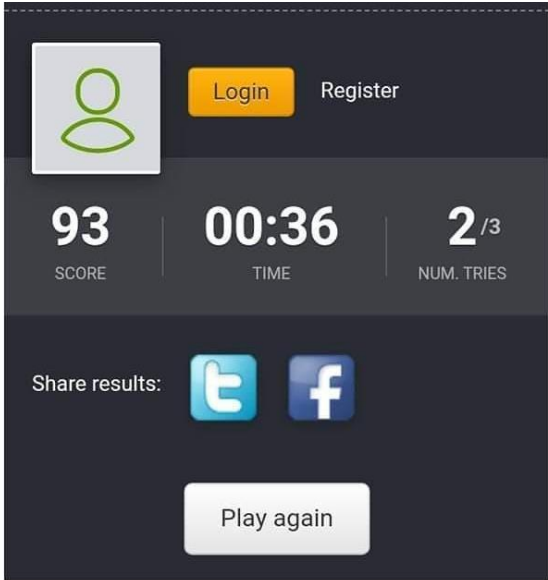


Rompecabezas de búsqueda de palabras
ACERCA DE LA CULTURA

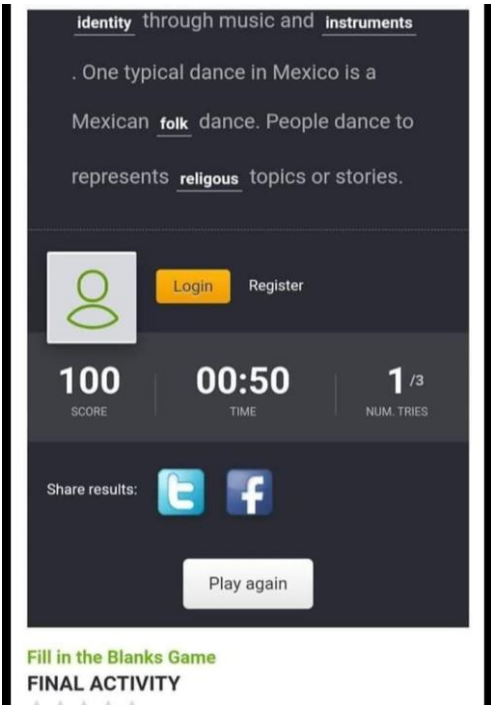


Word Search Puzzle
ABOUT CULTURE

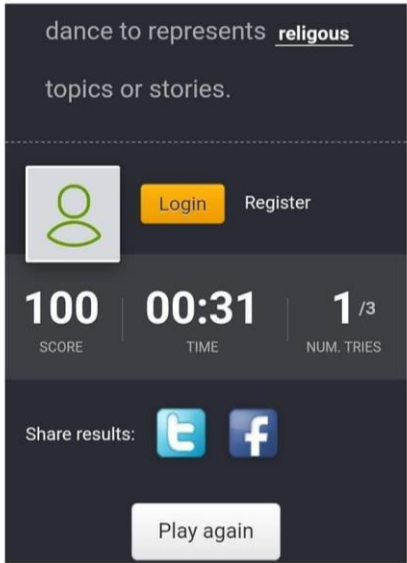
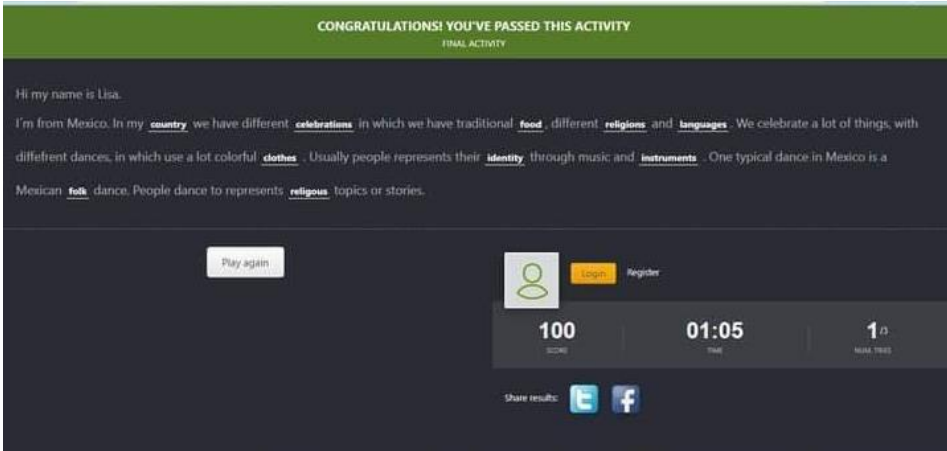
FOURTH ACTIVITY: FILL IN THE BLANKS



Fill in the Blanks Game
FINAL ACTIVITY



Fill in the Blanks Game
FINAL ACTIVITY



Fill in the Blanks Game
FINAL ACTIVITY