ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA

ENSAYO ANALÍTICO EXPLICATIVO

REINFORCING THE USE OF VOCABULARY FROM APRENDE EN CASA 2 THROUGH FLASHCARDS

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

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ESCUELA NORMAL DE ATIZAPAN DE ZARAGOZA

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P R E S E N T E .

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**REINFORCING THE USE OF VOCABULARY FROM APRENDE EN
CASA 2 THROUGH FLASHCARDS.**

MODALIDAD: ENSAYO ANALÍTICO EXPLICATIVO

A T E N T A M E N T E

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En Suplencia Del Director de la Escuela Normal de Atizapán de
Zaragoza, de acuerdo con el Oficio 05120000/2239/2020
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DEDICATORIAS Y AGRADECIMIENTOS

-Diana Estrada Medina

Dedico con todo mi corazón mi tesis a mi madre, pues sin ella no lo habría logrado. Tu bendición a diario, a lo largo de mi vida me protege y me lleva por el camino del bien. Por eso te doy mi trabajo en ofrenda por tu paciencia y amor madre mía, te amo.

-Guillermo Roa Osnaya

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INDEX

INTRODUCTION

This explanatory analytical essay shows off my skills and competencies developed as a English teacher trainee to get a degree in based in the thematic line number 2 focused on the analysis of teaching experiences with a focus on the evidence produced in a school context.

The teaching competencies that I seek to acquire and develop are related to the organization, commitment and preparation that was presented in the experiences I obtained of each activity, strategy and relationship that were presented in the Aprende en Casa 2 program and within the synchronous sessions. Therefore, working on this document allowed me to improve my skills as a teacher seeking to be close to the reality that was presented within the virtual context with which it was handled during the development of this explanatory analytical essay.

I was allowed to carry out this document in the High school Juana de Asbaje in the 2 B group, which had 49 students, 29 female and 20 male, identifying some problems at the time of the teaching intervention in relation to the retention of the vocabulary shared by the Aprende en Casa 2 program. Therefore, I made an analysis of different contexts among which were the external, internal and virtual context, which made me observe, identify, develop, analyze and compare the data obtained within the interventions of each day of practice using flashcards strategy to reinforce the student's vocabulary. The information that was taken into account to be able to safely apply that strategy was the knowledge and learning of a second language (English), which is based on the standard set by UNESCO.

Base on that, It was necessary to answer a set of questions that let me know what strategies could help me to make students learn and reinforce vocabulary and how to implement them

based in the topics taught in Aprende en Casa 2. To answer those questions I analyzed, researched and compared different authors to know how flashcards could be applied in different learning styles; how a teacher could have a good communication with his group; how students could be encouraged to develop their learning skills, and why the use of flashcards could be a good didactic support to reinforce vocabulary.

The application of those strategies and activities were carried as a support during each class I gave in a virtual context, identifying and reinforcing the progress of each student. Those flashcards were implemented at the beginning of the class. At first by sets of 10 words per class, but after some sessions, I had to reduce to 7 words per session and to implement them to a greater extent to take advantage of any time of the sessions to reinforce the vocabulary.

Finally, implementing the flashcards helped me to develop as a teacher trainee in different competencies such as being more committed in the lesson plans, organizing and selecting the activities and preparing myself in each intervention, acquiring fundamental experience for my own development. It also made me realize that the strategy of flashcards with the 2 B group was chosen in a correct way due to the learning style that was presented in a general way in the group.

1. STUDY THEME

The importance of learning English today is necessary for the personal development of each student, since it serves to develop the skills necessary to have a better channel of communication, increasing the opportunities of the work field for their life in society.

The United Nations Educational, Scientific and Cultural Organization, UNESCO (2019) mentions that "The countries affiliated to it, adopted a Resolution that established the expression "multilingual education" to refer to the use of at least three languages in education: the mother tongue or languages, a regional or national language and an international language.

Since then, UNESCO has intervened, whenever necessary, in favour of multilingual education as a means of improving learning outcomes and bringing cultural diversity to life.

The Mexican Secretariat of Public Education (in Spanish Secretaría de Educación Pública, SEP) says "by 2020, 2 billion people are using or learning English, that is, 25% of the world's population. (SEP, 2017) The mastery of this language, also leads to the generation of more opportunities for children and young people, as well as the opportunity for one-on-one dialogue with the world, to participate and contribute to the global construction of knowledge. The Mexicans we wish to train for the 21st century must, must master English, understanding it as an element of personal enrichment and a tool that allows us to compete with anyone and anywhere. If we want the young generations to exploit all their potential to the full, it is indispensable that they be able to communicate in the language that bridges cultures.

In turn, the Plan and Programs of Study for Basic Education Key Learnings for Integral Education (SEP, 2017) focuses on "The subject of Foreign Language. English in two stages, the first aimed at the initial grades of basic education whose purpose is to promote in students the familiarization and contact with English as a foreign language; and the second, aimed at the rest of the grades that make up this educational level, whose objective is the basic competence and mastery in this language where students develop skills, knowledge, attitudes and learning strategies to participate and interact in social practices of language, oral and written, typical of different communicative and cultural contexts routine, usual and known, with native and non-native speakers of English.

This course is divided into 4 different cycles...

- **Cycle 1: 3rd preschool, 1st and 2nd primary.**

The purpose of Cycle 1 is for students to become aware of and familiar with a language other than their mother tongue, and to be able to react and respond to basic and personal communication needs in defined routine contexts.

Therefore, students are expected to be able to: Recognize, acquire, establish, employ, participate and use skills for this cycle.

- **Cycle 2: 3rd and 4th grade of elementary school.**

The purpose of the second cycle is for students to interact in immediate and known communication situations, through expressions used in usual contexts.

Therefore, students are expected to be able to: Identify, participate, employ, exchange and establish acquired knowledge.

- **Cycle 3: 5th and 6th of primary.**

The purpose of the third cycle is for students to interact in usual communication situations through oral and short written texts in known contexts.

Therefore, students are expected to be able to: Describe, understand, use, employ, exchange and participate in life in society.

- **Cycle 4: 1st, 2nd and 3rd of secondary.**

The purpose of the fourth cycle is for students to maintain interactions and adapt their performance through various oral and written texts in a variety of communication situations.

We focus more on Cycle 4 which is the one suitable for the level at which we will be conducting our research topic, to which within the cycle we mention in more detail what has to be done as:

1. Analyze some aspects that allow us to improve the intercultural understanding.

2. To apply some strategies to overcome personal and collective challenges in the learning of a foreign language.

3. To transfer strategies to consolidate the performance in situations of learning the foreign language.

4. Use a simple but broad linguistic repertoire in a variety of situations known and current.

5. Exchange information of current interest.

6. To operate with a neutral register in social exchanges within a varied range of situations.

- **DESCRIPTION OF THE TOPIC OR PROBLEM AND ITS LOCATION IN THE THEMATIC LINE. (PROBLEM IDENTIFIED AND THE THEMATIC LINE):**

The problem that is presented in the group of 2 B in the Escuela Secundaria Juana de Asbaje 0680 is the use of vocabulary, I realize that the students ask me repeatedly how to say that word, where within the sessions I dedicate myself to pay more attention to the vocabulary that is acquired in the "Aprende en Casa 2", in order to reinforce those words and that they understand the topic better.

To build up the document recepcional to obtain a Bachelor Degree in English Language Teaching for Junior High School at Escuela Normal de Atizapán de Zaragoza, there are three different thematic lines: (SEP, 2002).

1. ADOLESCENTS AND THEIR LEARNING PROCESSES. This line requires the student to put into play his skills of observation, relate to adolescents in and out of the classroom, dialogue with them, apply certain tools to explore their knowledge, etc. This gives meaning to follow up on the work of the adolescents to better know a small group (two to four students) identified in the secondary education classrooms where the teaching work is carried out. This work includes the analysis of the knowledge that is achieved from the adolescents, allowing them to clarify ways to attend groups and plan teaching activities considering their characteristics. This follows-up of the work of a small group of adolescents helping them to find explanations about the ways in which school groups learn, the way in which the traits of adolescence are manifested in particular students, and the way they relate school contents.

2. ANALYSIS OF TEACHING EXPERIENCES. This line covers topics related to some experience the student has developed with one or several groups of secondary education and wants to analyze in more detail, either about the particular content or some component; functions of language. This line demands the student to put into play the knowledge, initiative and pedagogical imagination that he has been able to develop during initial training, in order to design, apply and analyze teaching activities congruent with the purposes of secondary education and the subjects of the specialty. It includes the analysis of the role of the student in applying the teaching strategies and of the adolescents during the realization of the proposed activities. The analysis is supported by evidence produced in the classroom (students' works, records, tutor's observations, the work diary) to allow the student to assess his own achievements in the development of his professional skills. The development of a work of analysis of experiences is useful to the student, because a detailed review of the teaching strategies used for the teaching of a specific subject will allow him to recognize the facility or difficulty to favor the adolescents' learning, it helps him to know better the characteristics of the subjects of the specialty and to identify them.

3. SCHOOL MANAGEMENT AND EDUCATIONAL PROCESSES. The purpose of the works included in this line is that the student finds explanations to a specific situation or problem related to management in secondary schools and the ways in which this affects the educational processes carried out there. The development of a work of analysis of school management and its relationship with educational processes implies that the student broadens his or her knowledge about the complexity of the work carried out in secondary schools, since in each of these schools different conceptions of what students should learn are expressed. By conducting a study of school management and educational processes, the

student will be able to reflect on his participation in the academic activities that take place in the high school as well as the possible actions that can be taken to improve the organization and operation of the campus so that they impact favorably on teaching and learning.

After analyzing each thematic line and considering the claims of this document, the thematic line 2 Analysis of Teaching Experiences was selected taking into account the experience acquired in the teaching training after working with different groups at the secondary level acquiring knowledge to develop the language teaching learning processes.

As well as taking into account the following aspects, such as:

● The treatment of sequenced vocabulary through the Plan and Program of Aprende en Casa 2 - "2020-2021" (SEP. 2020).
● Vocabulary reinforcement activities through flashcards.
● Virtual environment experiences

This essay allowed me to analyze the experiences of the teaching work in the middle high school Juana de Asbaje 0680 in the group of 2 B, during the school year 2020 – 2021 reinforcing the use of vocabulary through flashcards.

The elaboration of a work of analysis of experiences let me review the teaching strategies used for the teaching of a specific subject to recognize the ease or difficulty to favor the learning of adolescents, helping to know better the characteristics of the subject of English. It allowed me to identify the use of flashcards to implement them and to reinforce in a favorable way the vocabulary in the 2 B group, as Anderson and Freebody (1983) mention *"The correlation found between vocabulary and comprehension is explained from the interaction that each one of them maintains with the general knowledge of the subject"*

identifying the factors that favored or impeded the achievement of the purposes set forth in the didactic proposals and whether the problems faced are related to the subject's own didactic competences.

EXTERNAL CONTEXT

The contextualization of secondary school "Juana de asbaje 0680" with code of work center (CCT by its acronym in Spanish) 15EES1017Y in the morning shift located on Gomez Farias 232, La y Griega colony in Villa Nicolás Romero County, State of Mexico 54457, was a public institution and positioned in the state ranking five hundred thirty eight (538) of three thousand five hundred one (3501) in the State of Mexico.

The type of zone where the school was built was urban context, according to the results of the 2010 Population and Housing Census, conducted by INEGI (2010) "*The municipality had a total of 366,602 inhabitants, of which 149,058 are economically active population (EAP), 94% are employed. Its predominant economic activity is in the tertiary sector (commerce and services) with 69.52%, followed by the secondary sector (industry) with 28.14% and finally the primary sector (agricultural activities) with 1.28%*".

It categorized as urban context all land, population, and housing units located within a developed area with a densely settled territory, involving a core of counting blocks that had a population of at least 1,000 people per square mile, and surrounding counting blocks that had a full density of at least 500 people per square mile. In general, this is a densely populated territory that has at least 2,500 people but less than 50,000. The word urban is considered to refer to cities, and in most cases to municipalities or counties near them.

The public services in the colony of that school counted according to (SEGOB, 2015) "Drinking water, drainage, sewerage, treatment and disposal of its waters, residual, Street lighting, Clean, collection, transfer, treatment and final disposal of waste, Markets and supply

centers, Public safety under the terms of art. 21 of the CPEUM, municipal preventive police, and transit. As well as the others that state legislation determines."

On the "Mejora tu escuela" website, the public services provided by the neighborhood were identified, including drinking water, drainage, public lighting, street paving, sewage, markets, public transportation and police station. Besides that there were some institutions and green areas located near the school; a kindergarten, an elementary school, a high school, a soccer field and a basketball court, Vargas (2007) considers that *"The opportunity for the school to get involved with another organization is when there is a police station in the community, since it allows groups of schoolchildren to visit its facilities so that they know how it works and, in particular, to promote safety in the different areas."*

INTERNAL CONTEXT

The school had an enrollment with 467 students in the morning shift with a ranging in age from twelve years old to fifteen years old. There were 9 groups with 48 students to 52 students per group. In addition to a staff composed by twenty six school agents that one of these was the principal and teacher that were divided into morning or afternoon shift, three of the teachers were specialized to teach the second language English, with each teacher led 3 class with a random organization that could be in a combination of the three groups of the three levels first , second and third, and each one with three groups A, B, and C.

The principal at this time of the pandemic entered the facility to verify that conditions and services were functioning properly or if they needed to be fixed at this time of the pandemic, as Alvarez (2010) mentions *"The school principal was required to manage the school well"*, That referred to the fact that the principal, despite the circumstances that the society went through, fulfilled his duties to offer a better quality and warmth service, regardless of the fact that he had to attend the institution and observed that the school was fine.

Consequently the communication between academic agents was improved in the situation of the pandemic created by COVID-19, it is necessary to use the different forms of teaching to provide a class with quality and good results that identify and attract attention and so that they can learn in this period of virtual classes, as mentioned Bolívar & Murillo (2010) "It is essential to incorporate participatory elements aimed at improving teaching and replicating good pedagogical practices that are carried out in schools, because only in this way will it be possible to influence the improvement of students' academic results"

That refers to the learning styles that each teacher had to domain and was prepared for different activities for the students, in addition apply them through technology to encourage the students to learned in this new way to gave classes. The institution was looked to obtain the best results so that they developed in school and social environment, the page improve your school "Mejora tu escuela", contained information collected from parents, students and former pupils that evaluated and mentioned the quality of teachers and the institution all in all; In relation to the preparation of teachers **(9/10)**, attendance of **(10/10)**, relationship with parents **(8/10)** and in relation to the school infrastructure it is mentioned that the institution has an infrastructure of **(4/10)**, promotion of healthy life **(10/10)**, food of **(5/10)** and a school environment of **(5/10)**

In the aspect of education results the website "Mejora tu escuela", mentioned that the educative level was satisfactory thanks for the teachers that were immersed in the educativo work, also is informed that the general school enrolment since two thousand and six until the year two thousand and twenty in this year the students enrollees were four hundred sixty seven **(467)** which two hundred sixty **(260)** were girls and two hundred seven **(207)** were boys.

The problems or difficulties that arose were relationed to the evaluation of the school, which in recent years had not been improved according to the link test, where the first, second and third grades had been counted with respect to their academic knowledge and skills in the subject of spanish, mathematics and civic and ethical training. The complete information with graphics is presented in the page of "Infoescuelas".

Within the website it showed that each educative level is divided mainly by groups and then for subjects that in first instance showing the first grade with one hundred fifty **(150)** students

approximately that did the test of the subject of mother tongue Spanish, that they got to full the forty five percent **(45%)** of correct answers in the subject, that evaluated with the next evaluation escale: excellent, good, elementary and insufficient; managed to get mostly elementary which ws reflected in the percentage obtained,. And with regard to the Mathematics subject, they managed to obtain a percentage of fifty three **(53%)**, which on the scale reflected that the majority of the students scored Insufficient and Elementary.

Consequently, it was the second equal year with approximately one hundred fifty **(150)** students of which in the subject of Spanish they managed to cover the fifty percent **(50%)** of correct answers and within that the scale represented them mostly as Elementary with respect to the percentage, with the subject of Mathematics they obtained a percentage of fifty six percent **(56%)** which is represented in the scale with the majority of the students in Elementary and finished with the subject of Civic and Ethical Formation they obtained a percentage of fifty two percent **(52%)** which is reflected in greater measure as "Good" within the scale with respect to the percentage.

And finished with the results obtained institutionally by the link test, the data of third grade was presented, of which in Spanish a percentage of fifty four percent **(54%)** was obtained in the subject of Spanish that is reflected in the scale in its majority as Elementary, in the subject of Mathematics the percentage was of sixty one percent **(61%)** reflected in the graph as Elementary and to finish with the subject of Civic Formation and Ethics a percentage of fifty six percent **(56%)** was obtained that was qualified as "Good" in its majority.

With the results obtained in the test enlace is notable that in the first grade, zero (0) students that made the exam got a result that is untrustworthy, in the second grade were two (2) students with low reliability and in the last but not the least in the third grade were that

obtained warning results, that the sum gave nine (9) students which in the school year 2019-2020 need help to improve their knowledge in these subjects, as mentioned Velzen (1985) "A systematic and continuous effort to change the learning conditions and other associated internal conditions in one or more schools, with the ultimate goal of achieving educational goals more effectively". Therefore, the difficulties presented by the students in the different subjects were taken as a reference in order to compare them with the subject of English.

The teachers of this institution for reasons of the pandemic, were worked to fulfill with the deficiencies that was presented in the modality face to face in the classroom and now with the problems that represented virtual classes , it is remarkable that teachers wanted to use apps that did not bring problems with their students and they had knowledge of them as Facebook, WhatsApp, Classroom, Zoom, y You Tube, this with the purpose to achieve the objectives that are establishing the authorities of the institution moreover with the classes that were casting by Television.

As mentions Pintrich (1991) *"Virtual learning has a high intrinsic motivation"*, the way to work of each teacher was focused to upgrade the knowledge and the social or the virtual learning environments that were interested for the students or could leaved bewildered, because this was identified that not all the students had the technological resources that were needed to conclude with tasks or homeworks that teachers assign day by day, that was why it was important to communicate through them in a simple and fast way, that was why the teachers of this institution looked for the most effective way for the students to communicate with each other. That was why they collected information about where each student lived to created work groups in case at a certain moment they could not connect or even watch the classes being presented on television.

As mentioned (De la Torre, 2005) *"Virtual strategies are defined as the technique used to manage, in the most efficient and systematic way, the teaching-learning process"*, within the virtual activities, teachers looked for the best way to generate strategies focused on the student's learning, without saturate them with information and looked for their personal and social development, observed this, an achievement was noticed in the teachers, since they face a new situation and even they tried and manage to adapt little by little to these virtual learning environments (VLA).

GENERAL VIRTUAL CONTEXT OF THE SCHOOL

The high school "Juana de Asbaje 0680" worked through virtual classes for the pandemic generated by COVID 19, as mentioned IMMS (2020) *"A pandemic is the occurrence of more cases of a disease that is expected to occur in a given area in a given period of time"*, based on this information, it is deduced that the COVID-19 is a disease that spreads easily, so the institution proceeded to use virtual learning environments to continue the process of distance learning during the school year 2020-2021.

As mentioned WHO (2020) *"Coronaviruses are a large family of viruses that can cause disease in both animals and humans, whose cases can vary from common to severe"*, this was why it was considered a disease that should be took delicately, in addition to took the necessary measures not to be infected, such as not left home unless necessary, wearing masks, using antibacterial gel and kept a distance of approximately 1.5 meters (Data also suggested by the WHO). These were some of the requirements of the new normality that was used in the government by the health specialist.

The appearance of COVID-19 according to IMMS (2020) was *"December 31, 2019: the city of Wuhan health authorities notify the World Health Organization (WHO)"*, when this information was given it began with preventive measures. However, the institution adapted those measures and worked effectively with students so as not to lost the teacher-student relationship, as mentioned Cornejo (1988); Zorrilla (1989) "Accreditation in the classroom and educational relations in terms of teacher-student bonding; on student positions in relation to school work, grades and age groups to maintain an effective mode of communication"

That focus on the virtual classes was implemented at the institution was effective by using the various applications such as Zoom, WhatsApp, Classroom, Facebook, YouTube and the open television service; these applications were used to give classes and to follow up on communication that identified the progress of students and their performance in each session. The English teachers worked with these applications as they identified each one of them, whose way of worked was focused on "Aprendizajes Clave, PNIEB Cycle 4" and "Aprende en casa II and III". In addition, the planning to be done was adapted to the students' needs. This information was obtained from the teachers who previously carried out the diagnoses.

SEP (2020) mentions *"To know their reality, to interpret it, to access new knowledge, to contrast their point of view with new information and to control their own learning"* this was to helped teachers and students to have a better communication and to make it easier to leave and to perform works.

For the communication with the students, the teachers were used the ICTs, as mentioned Daccach, J.C. (2007) "*ICT (Information and Communication Technologies) are the technologies necessary for the handling and transformation of information, and in particular their use in computers that allow the creation, modification, saving, protection and recovery of information*"

The teachers decided to use ICTs to communicate better with students and thus established work hours, which applications worked and what did you do. The applications most requested by teachers were Facebook and WhatsApp, because there you could create groups and facilitate the delivery of work, the time to work with other applications or even what time they could deliver a work, as if they were in a classroom.

The platforms they were worked on were Zoom, as mentioned by Tillman, M. (2020). *"Zoom is a cloud-based video conferencing service that you can use to meet virtually with others, either by video or just audio or both,"* where video called could be generated to share ideas in a timely manner, when teachers require constructive feedback from students or even used it to interact with each other, The next application was You tube, as mentioned YOUTUBE (2020) *"YouTube is an Internet portal that allows its users to upload and view videos,"* which were used in conjunction with Whatsapp that were helped communicate to students that video could be saw to complement the work established in each class.

And finally, we used the Classroom, which as we mentioned Google for Education (2020) *"With Classroom, both teachers and students can access through any computer or mobile device class assignments, course materials and comments,"* with which the teachers implemented the work into the same application and shared material of any kind, whether videos, documents, or even created application questionnaires for students, students could share group or private comments with teachers and share files.

A technological tool that implemented is the creation of a user in the application of "Aprende en casa" which served to enter only the account of the institution and only registered students could create it by entering their data that the institution previously uploaded, this facilitated the delivery of work by classroom and not infiltrate people outside the groups or the institution.

VIRTUAL CONTEXT OF THE GROUP 2 B

The group of 2 B worked virtually with some of the applications mentioned above, the teacher left activities through Facebook and WhatsApp, included Zoom as a means of virtual interaction.

During the observation and intervention period in the virtual sessions with 2 B, different virtual activities were carried out with the topics that the head teacher indicated. As a result, it was observed that the students had complications when remembering vocabulary, which led me to wonder if I could use virtual activities to help the group. For this reason I applied 3 diagnostics;

- The first one referred to learning styles **(APPENDIX 1)**, which consisted of identifying what type of learning style predominates in the group, as Smith (1988) mentions: *"Learning styles are the characteristic ways in which an individual processes information, feels and behaves in learning situations"*, A virtual diagnostic was used because of the pandemic, the questions were multiple choice and had 15 reagents in order to identify the predominant learning style in general, it was applied on November 25, 2020 and the questions were related to the tastes of students, for example the type of activities they did or activities that were of interest.

- The second one referred to general vocabulary **(APPENDIX 2)**, which consisted of students answered the diagnostic to find out their level of comprehension, as Anderson and Freebody (1983) mention *"That the correlation found between vocabulary and comprehension is explained from the interaction that each one of them maintains with the general knowledge of the subject"*. So, the questions were

made of multiple choice in addition to had 10 reagents, was applied on November 25, 2020.

By means of those diagnostics, I realized that the results were deficient in relation to the vocabulary and that they needed to reinforce their knowledge by means of some effective strategy for them, for that reason I applied a third diagnostic.

- The third diagnostic was related to the topics of Aprende en Casa 2 (**Appendix 3**), which consisted of used the vocabulary that was used in the virtual sessions, the test contains 10 multiple choice reagents, which was applied on December 3, 2020.

With the collection of data from these three diagnoses, it was possible to observe that the students had problems with vocabulary in general, so strategies were implemented to capture their attention. Taking as a reference the diagnostic of learning styles, it was identified that the predominant learning style was the visual style with 25 of the 50 students. Therefore, it was proposed to reinforce the vocabulary through online material to improve it González E. (2019) mentions "Flashcards are elements of didactic support and of frequent use at school, in each of the English classes in the different levels of basic education and early education, in addition to providing help when showing new vocabulary, which allows reinforcing and reviewing the vocabulary already studied".

The use and application of good material serves to help review and reinforce vocabulary, an effective strategy is the use of flashcards. Therefore, I, had the ability to solve this problem because I had experience in the school environment through my training process, therefore, after analyzing the results already mentioned, it was pertinent to pose a set of questions to reinforce the use of the vocabulary of Aprende en Casa 2 through flashcards through the

selection, implementation, evaluation and analysis within the group of 2 B of the Juana de Asbaje High School 0680.

To achieve the purpose of this essay, the following questions were implemented with questioning focused on the resolution of the problem:

- *How is vocabulary learned?*

- *What strategies are used in learning new vocabulary?*

- *How is new vocabulary reinforced?*

- *What is Aprende en casa 2?*

- *How is vocabulary implemented/ taught in Aprende en casa 2?*

The questions posed will help to know the information needed for the use and implementation of some strategy, giving knowledge about learning styles, types of ways to reinforce vocabulary, the themes shared by the Aprende en Casa 2 program, and the way vocabulary is taught that is shared in the programming.

2. EMPIRICAL AND THEORETICAL REFERENCES

2.1. HOW IS VOCABULARY LEARNED?

Vocabulary is the set of words that make up a language or language which is considered that a large vocabulary is synonymous with great communicative skills of a person, as it is considered to demonstrate intelligence, level of education and cultural background. In this sense, it is common that during the years of academic training, it is mentioned to educators that generate a gradual increase of vocabulary by their students Bogaards (1994: 99) mentions *"When we learn vocabulary in our language, the first action depends largely on the choice of vocabulary to be used in everyday speech; however, in learning a second language this choice will be directly related to the teacher, who makes the selection from the contents in the class and from the material such as texts."* So, it should be taken into account that when students learn vocabulary in the mother tongue, this is learned from the first social group to which they belong, which in this case is the family, then when they enter the institutions, those who manage and relate this learning of a new vocabulary are the teachers, who investigate, select and adapt it depending on the needs of the students.

Vocabulary is one of the main elements of language; it is the one that is essentially constituent in learning and is represented in different ways such as reading, writing, composition, conversation, etc., as mentions Ellis and Beaton, in Nation, (2001) "A person finding a new word will only need to know a few features of the word to recognize it, even if they can't write it. The second is practice and the third point to consider is the first access to the word."

When learning new vocabulary it is essential to have a starting point for the acquisition or recognition of it, usually within the institutions different methods or activities are used where

texts, conversations or repetition are mainly related, which are classified according to the type or level of knowledge that the student needs, as Nation (2001: 28) mentions *"The type of knowledge a learner handles when learning a word and activities conducive to vocabulary acquisition such as repetition, repeated word encounter, explicit guidance and feedback are classified."* The activities are mainly focused on 2 types of vocabulary "passive or active" that differentiate learners who need more support than others, as mentioned Nation (2001) *"Passive or receptive vocabulary is that which the subject can understand without help, on his own, but is not able to use to produce a message and active or productive vocabulary, on the other hand, is that which a person can effectively employ because he has fully integrated it into his everyday language and is able to produce messages with it."*

We have to identify that the passive vocabulary is focused on the knowledge that a learner has of a certain topic but is not able to explain by himself and the active vocabulary generally has the type of vocabulary that a person understands and uses when required without the need for help. For this reason it is essential to understand the needs of each student, strategies can be used that generate a relationship between vocabulary and comprehension as mentioned Davis (1944) "*An essential part of the comprehension ability lies in the knowledge of the meaning of words, which is sufficient to defend the need to pay attention to the explicit and intentional teaching of vocabulary in the context of programs aimed at promoting the comprehension of students*".

Generally, in order to capture the attention of students, strategies are needed to arouse their interest, therefore they must go hand in hand with vocabulary to encourage them to learn new vocabulary or simply reinforce it.

2.2. WHAT STRATEGIES ARE USED IN LEARNING NEW VOCABULARY?

Strategies are activities that can be used for teaching the learner, depending on the needs that arise is the type of strategy to be used, strategies are divided into 2; Teaching strategies and learning strategies.

❖ Teaching strategies are procedures employed by teachers to make student learning.

As mentioned Díaz (1999) & Medrano (2006) "Teaching strategies are procedures or resources (knowledge organizers) used by the teacher, in order to promote meaningful learning, which in turn can be developed from the contents, based on the fundamental idea that the teacher (learning mediator), who seeks to assume the need to teach to learn."

These types of strategies have in mind that the students' attention must be captured and retained in order to leave a satisfactory and useful knowledge in their life in society, focusing on the fact that the main mediators are the teachers who keep a continuous record of the progress of each group or student in general.

❖ Learning strategies are a sequence of cognitive and procedural operations to process information and learn it meaningfully. The procedures used in a learning strategy are called learning techniques.

As mentioned Weinstein and Mayer (1986) *Learning strategies can be defined as behaviors and thoughts that a learner uses during learning with the intention of influencing his or her encoding process"*, in this type of learning we will use strategies that generate interest in the

students and help them to retain the information more easily by influencing in a way that students remember the shared vocabulary.

By knowing and identifying these 2 types of strategies, the most viable strategy to reinforce vocabulary is the learning strategy, which makes it easier for the student to understand through the behaviors and thoughts that he/she relates at the time of teaching. In the first instance it is known that learning strategies are divided into 4 groups as Levin and Pressley (1985) mentions *"Vocabulary learning strategies are divided into four groups: repetitive, sensory, semantic and mnemonic"*.

❖ Repetitive strategies do not involve any degree of elaboration on the part of the learner. They simply consist of thinking, saying aloud or writing the same word several times in order to memorize it.

❖ Sensory strategies are based on the idea that vocabulary will be better retained if it is processed through different sensory channels and motor experiences. These strategies are a step forward with respect to the previous ones, since they require a response from the learner, although not necessarily a personal elaboration.

❖ Semantic strategies are based on the semantic processing of the new vocabulary, on its analysis and recognition of the "natural" associations it has with the rest of the lexicon, and on the enhancement of these relationships to improve memorization.

❖ Mnemonic strategies consist in the establishment of "artificial" relationships, associations created on purpose in order to improve memorization.

Taking into account how learning strategies are divided, we can define that the most appropriate for vocabulary reinforcement are repetition strategies, as mentioned by Levin and Pressley (1985) *"Repetition strategies do not involve any degree of elaboration on the part of the learner. They simply consist of thinking, saying aloud or writing the same word several times with the purpose of memorizing it"*. Realizing the repercussions that can occur when reinforcing vocabulary, this strategy is the most appropriate for the reason that only students need to process the information and use it in a way that they can retain it, some of them have been discussed by the author and refer to memorization, which is the main way to learn a language, in addition to stopping a guide, which in this case would be the teacher who is responsible for sharing the vocabulary.

In order to reinforce the vocabulary, some of the following strategies can be used: *Reading and listening, use and repeat, use of flashcards, use of post-its or games.* These strategies will help students have an easier time learning and reinforcing vocabulary.

1. The *"Reading and Listening"* strategy consists of using texts, songs or videos of your interest, which help you to be in contact with words that are likely to appear in your context and help you to easily relate them to their meaning and therefore remember them, as well as use them repetitively. The following is the OECD (2009) definition of reading literacy; *"Reading literacy is the comprehension, use, reflection and personal engagement with written texts in order to achieve one's goals, develop knowledge and personal potential, and thereby participate in society"*. When we take the initiative to read a text we know that we will learn new vocabulary that will help for our constant development, improving grammar

by being able to identify or observe how certain words are written to later translate them into some text and realizing that the learning function was present.

As well as going hand in hand with the *"Listening"* that when listening to a song we can learn to differentiate the words through the phonetics presented, although as such there is no concrete way to define what is the listening, Dunkel (1991) mentioned the article *"A content analysis of fifty definitions of listening"*, in the article comments that there is no exact way to identify what is the ability of listening for that reason this strategy focuses more on the experience that the listener will get.

Other authors mention that this ability can be represented in two completely different ways:

Wipd (1984) mentions "An invisible mental process, which makes it difficult to describe. Listeners must discriminate between different sounds, understand vocabulary and grammatical structures, interpret emphasis and intent, and retain and interpret all this both in the immediate context and in a broader sociocultural context."

Within the aforementioned we can perceive that the socio-cultural aspect is mentioned, which refers to the learning of a second language where importance should be given to the phonological, lexical and structural aspects of the language, and not to the socio-cultural part, which is so important nowadays. And already from the second position Rost (2002) comments, "Listening is as a process of receiving what the sender actually is; constructing and representing meaning; negotiating meaning with the sender and responding; and creating meaning through participation, imagination, and empathy. Listening is an active and complex interpretive process in which the listener establishes a relationship between what he or she hears and what is already known to him or her."

Within this aspect it is noted that the focus changes to accommodate the social aspect of language, which generates special importance to the interaction between the sender and the receiver, which helps to have a more accurate idea of how words can be used so that the 2 interactions learn or reinforce the vocabulary to be worked on.

By keeping in mind how these 2 skills are handled within this strategy, a method should be sought to combine them and give a more positive result to the vocabulary, for example when you have a marked domain of the 2, you can use videos of a topic of interest in addition to having included the second language to learn or reinforce, when interaction is generated with the material to work, these 2 skills will be congenial in a sustainable way to link and/or combine the information in addition to generating learning to the person who implements it.

2. The "Use and Repeat" strategy talks about finding a new English word (avoiding writing it down) and using it in a conversation or if you are alone you can say it out loud so that it sticks with you and that will help your auditory memory. As commented by David Wilkis (2002) *"If you spend too much time studying grammar, your English will not improve much. You will see more progress if you learn more words and expressions. You can say very little with grammar, but you can say almost everything with words."*

When you want to learn vocabulary through repetition, using dialogue with another person or repeating it out loud improves your chances of learning it better than writing it an excessive amount of times, this makes your brain work a little harder to remember it and it is easier to speak a second language.

3. The "Flashcards" strategy consists of activating your visual memory, this strategy is perfect for learning vocabulary if you have a visual learning style, its main objective is to use different groups of flashcards of a certain topic or topics so that you can relate the images with the word, either written or identify it with the pronunciation, besides implementing it with activities or games that you think are of interest to the people to whom you are going to give such application, as well as Sanches C. mentions (2010) *"Defines flashcards as the source or foundation of great utility for developing new vocabularies of the English language focused on repetition, such as drawings - words - vowels - acronyms - images - question and answer formats - translations - formulas - photos - historical data - greetings - short messages"*.

This strategy has different ways of employment that help to be able to reinforce vocabulary as mentioned, through repetition. It is a practical strategy since it can be used in the different teaching models that exist today, such as face-to-face classes, online classes or hybrid classes, which facilitates its use in any context in which it is presented. In addition, it links the image with the word, creating a relationship between the two in order to more easily identify the vocabulary being taught.

4. The strategy of "Use of post-its" consists of using colored post-its, in each different color place a different vocabulary topic, for example; in green place verbs, in yellow place adjectives, in pink place adverbs, in yellow place regular verbs and so on until you have a rainbow, then place them in a place frequented by the person as an example in a picture or even paste them inside the room to observe and study them during the course of the day. As it tells us Lawson & Hogben (1996**)** *"The higher level students are, the greater their use of*

contextualization of vocabulary, and the lower level, the greater their use of decontextualized memorization strategies." We can take as a reference what the author mentions to identify that this strategy, at the time of implementation, depending on the level of mastery of the language (English) of the student, is the type of vocabulary to be used, the greater the mastery of the vocabulary of a topic or topics in general should progress along with their learning and reinforcement of the vocabulary.

5. The "Games" strategy consists of playing with words in English, for example, selecting a specific topic and spelling a word to learn, selecting names of animals and spelling them, or even writing vocabulary of any topic, writing it on a sheet of paper, scrambling them and selecting one with the purpose of spelling the word or practicing the pronunciation for reinforcement. This strategy has different uses depending on whether an already known activity is used or can even be reinvented.

Its purpose is to play individually, with family or friends, and even its objective is focused on learning, repeating or remembering the vocabulary to be learned or reinforced. As Quintiliano, D (1996) tells us *"There are even some games that are not unusable to sharpen the spirits of young people, when they bet among themselves with small questions about any subject".* Starting from this perspective we can consider that games subconsciously motivate students to participate and take part in learning, creating relationships between the activity and the vocabulary to be taught or reinforced, giving a positive response to their learning and creating competitiveness for learning and that can be useful for life in society.

As a complement, we can add in this section that video games have the possibility of acting as a complementary strategy to learn vocabulary since they contain the 3 learning styles;

36

Visual, when visualizing the screen of any console or device; **Auditory**, due to the monologues and sounds that these games reproduce; and **Kinesthetic** when using the hands to handle the controls or even with any other device that requires physical movement.

According to Freitas (2007), *"For learning to occur, games must be related to learning outcomes and, at the same time, they must be relevant in real-world practice contexts."* This strategy can be used in a complementary way (outside the institution) to be able to encourage students in a different way to learn vocabulary, giving a focus to the use of technologies and thus being able to relate the topics seen in class with the different games that in turn can be mentioned by students.

2.3. HOW IS NEW VOCABULARY REINFORCED?

To reinforce the vocabulary in virtual classes it is necessary to identify what kind of learning style the 2-B group needs, that is why we focused on the diagnotic elaborated and applied giving us as a result that the students learn better with the visual learning style as well as Murado A. (2010) *"The verbal language that does not clearly reach the student's location must be replaced by the image, since all the resources of visual didactic elaboration have a high value since they provide meaning to the information that the teachers capture."*

Therefore, to learn a new vocabulary it is necessary that students use 1 of the 5 strategies proposed above, which the chosen one is the strategy of "Flashcards", this strategy as already mentioned is adequate to share the vocabulary to be taught in virtual classes, for the reason that the use of applications is the main means of communication, generating that images or flashcards are a viable means to share such information. This strategy can be easily integrated into virtual classes because they can be used with vocabulary that the student needs to know and mainly linked to the topic of the class. This strategy also serves as a reinforcement activity in relation to topics already seen, you can choose the main vocabulary of each one and reinforce it through Flashcards.

2.4. WHAT IS APRENDE EN CASA 2?

The Aprende en Casa 2 programming for the 2020-2021 school year began on Monday, August 24 for the distance education modality nationwide due to the pandemic situation caused by the sars cov 2 virus (COVID19). This could be tuned in through open television channels with programming through the Imagen TV network, which shared the English classes at the secondary level on Thursdays and Fridays on a weekly basis at 10:30 AM with rebroadcasts at 6:30 PM and 10:00 PM. (SEP, 2020) *"The television programs are aimed at girls, boys, adolescents and young people in preschool, elementary, middle and high school. The educational resources that are broadcasted on television, include specific activities for each television program"*, the programming was published weekly on the educational television page and on the site Aprende en Casa.

Among the resources used were activities linked to the study plan and programs, free textbooks, platforms and microsites developed by the private sector with free access to activities to reinforce knowledge.

The work that was done was linked to the expected learning of Aprende en Casa 2, were performed weekly covering the vocabulary and grammatical structures reviewed in the Thursday programs, giving topics as support for each educational level, having a detailed explanation on the subject, practicing the use and pronunciation of the knowledge acquired.

The objective of Aprende en Casa II was to clearly define the learning purposes of the activities in order to provide congruent and enriching feedback to the students, as mentioned (SEP , 2020) *"We seek to implement innovative and creative follow-up strategies that respond*

to the technological resources available to the students and the community" distance learning.

Aprende en Casa recommends and aims to promote family, inclusive and democratic environments and spaces for coexistence, which are determinant for an adequate socioemotional development of each student. The objective is to foster environments and spaces for peaceful, inclusive and democratic family coexistence, determinant for an adequate socioemotional development of each of the family members, as mentioned in (SEP, 2020), which states *"To foster environments or spaces for peaceful, inclusive and democratic family coexistence"*. This should generate a general analysis between schools, which should intrinsically seek to foster the relationship between school agents so that there is better communication and trust.

2.5. HOW IS VOCABULARY IMPLEMENTED/ TAUGHT IN APRENDE EN CASA 2?

The vocabulary in Aprende en Casa should be drawn from the programming established within the program, so it should be adapted to the needs of the students and shared with a strategy that is engaging and appropriate to their learning style. The strategy applied is the use of "Flashcards", which are well received by the students since they are attractive and therefore attract their attention, add variety and help them retain what they have learned.

One of the keys to learning a foreign language well is to learn as much vocabulary, verbs, and grammar as possible; therefore, using the vocabulary in Aprende en Casa II should be a strategy to use, as mentioned Aguayo (2011) "One of the most interesting techniques to present new vocabulary is through flashcards with the drawing of the object and the pronunciation. We can perform numerous activities until we consider that the new word is already understood. It is then when we introduce its spelling and complete the learning process".

Flashcards are very effective learning cards when it comes to learning new information, each card is like a card with two sides, the front and the back. On the front side we put the image we want to learn and on the back side we write the translation, pronunciation, pronunciation, etc.

By applying this strategy we can share the vocabulary presented in Aprende en Casa II and as such we will be implementing an activity that will help the retention of information, reinforcing the topic seen with the words necessary for learning, for this reason in the flashcards should be chosen the most important words of each topic.

3. EXPLORING ACTIVITIES

After having analyzed different strategies, researched the essential topics and confronted different authors to solve the questions presented in Chapter I (Study Topic), the topic of reinforcing the use of the vocabulary of Learn at Home II through flashcards in group 2 B of Juana de Asbaje 0680 high school was answered with accurate and appropriate information. Activities were applied through the use of flashcards to reinforce the vocabulary presented each week in the program Aprende en Casa II, in addition to having a space in the different strategies to congenialize their use.

The application of these activities were carried out in the second day from November 9 to December 4, 2020, the third day had an application date from January 11 to 22, 2021 and finally in the fourth day of practice were applied from February 8 to March 5, 2021, the weekly application periods consisted of 3 classes at most with a duration of 50 minutes per session, in addition to respecting the schedule established by the school and with a duration of 5 minutes for the implementation to reinforce the vocabulary of Learn at Home.

Taking into account the implementation time and the problems presented by the previous diagnostic tests, a compilation of 5 strategies was made (Reading and listening, use and repeat, flashcards, use of post-its & games), of which the most effective strategy to reinforce the vocabulary of the program Aprende en Casa II was the use of flashcards, for the reason that it should take into account the virtual context with which it works and would be the most advisable option as it contains images to relate the shared vocabulary, It also combines the learning style identified in group 2 B, which is the visual learning style, which tells us that for a person to acquire knowledge it is necessary to integrate activities related to vision, in

addition to being able to integrate in a simple way when creating the planning of each class that was presented session by session to observe the continued progress of students or a failure in the strategy.

In relation to the vocabulary that was used, we took into account the schedule established on Thursdays of each week in the program Aprende en Casa II, this schedule dictated by the television stations, starting on November 12, 2020. The topics presented during the weekly transmissions were focused on sharing a specific topic per week, which contained the vocabulary by blocks throughout the transmission, such that they were divided between 3 to 5 different vocabulary spaces, in addition the topic had the purpose of exemplifying within the same to better understand its use. When selecting the vocabulary to be implemented in the planning and shared through the flashcards strategy, we carefully selected the vocabulary that would be useful for its application in the activities that would be carried out in the session and thus be able to make proper use of the strategy to reinforce the knowledge that students should acquire.

As the school year progressed, SEP decided to make a change in Aprende en Casa with its 3rd part. At the beginning, it focused in a general way on reinforcing the topics implemented in Aprende en Casa II guided to "Present simple, conversations, text creation and daily routine", later it continued teaching new topics such as "Past simple, past continuous, present continuous, etc", whose objective was to help students to complement the information previously provided to them. Therefore, the updated program at the beginning of 2021 was called Aprende en Casa III, which continued with the study theme to reinforce vocabulary and to be able to make students reaffirm knowledge for their application in life in society.

For the implementation of the flashcards strategy, we chose to use them as a way of understanding and relationship between the image and the word, the vocabulary already chosen from the Learn at Home program had to be congruent with the selected images, so it was decided to share only 10 vocabulary words per session in a range of 5 minutes as an introductory activity, in addition to choosing images that were thought to be more appealing to students. The image to be used had to be very well focused on the vocabulary to which it would be related, we looked for images that would explain in a simple but forceful way the relationship between the vocabulary and the action, theme or thing that it represented depending on the situation that the topic raised.

At the moment of creating or relating them within the activity, Power Point presentations were used to attach them and later to implement them, mainly the image was placed next to or below the word to which the image referred and sometimes it was used as a type of memory card choosing the image and linking it with the correct word, 2 images were placed with their respective word per slide to have the opportunity for students not to be distracted by the other images. Similarly, the flashcards focused on drawings or images of actions or objects that were present in everyday life to reinforce the word; sometimes an image similar to the one presented in the Aprende en Casa program was sought so that they could identify them more easily.

When implementing the flashcards strategy to reinforce the vocabulary of Aprende en Casa, it was appropriate to introduce it at the beginning of the class so that students would copy in the notebook and verbally repeat the vocabulary presented, in addition to carrying a review to keep in mind during the session, In this way, the reinforcement of the program presented week by week, which the students had already seen by indications of the head teacher, was

fulfilled in a certain way, later with the passing of the session the vocabulary will be introduced making the students use the words already shared in the practices, there is observed the reinforcement of the vocabulary during the class. This part helped the students to interact mostly with the vocabulary because they applied it or saw it from activity to activity, thus helping their understanding and reinforcing it.

At the end of the worksheets, students were asked to show on camera that they had copied the vocabulary in the notebook to identify if they paid attention to the directions and to identify if they made the effort to reinforce the vocabulary; as the class progressed, students were randomly asked to use a vocabulary word if the activity required it, or sometimes students participated autonomously. Also, it was observed that students at certain times forgot the vocabulary and made mistakes, so another classmate was asked to share the answer to facilitate their recall, it was observed that when this was done, students needed the word to appear in the vocabulary to re-create the desired link and make them learn the word more easily.

In doing so, the students needed the word to appear on the screen to understand and retain the information more easily, making the classes more interactive and productive when doing the work, asking them to write the words themselves through the chat or the application for review, or even if they were already written they were asked to remember the relationship with the previous image that was presented in addition to making use of the speaking to identify if they had a correct pronunciation, if not they were supported during the class. At the end of the session activities, a quick review was done with the flashcards to identify if the strategy was effective or if any aspect needed to be improved for future sessions.

Throughout each class it was observed in some cases, the progress of the students when reinforcing the words, but it was noticed that the flashcards were not clear because most of the students only remembered part of the shared vocabulary or there was confusion between the images for the reason that it was a lot of vocabulary to relate, for that reason it was decided to reduce the number of words, the reduction that was implemented in the words was 6 to 7 words per class, which reduced the number of words chosen in the Learn at Home program. Therefore, it was taken into account that the activities would have greater use of these words chosen at the time of implementing the planning, in relation to the images with the vocabulary, the ones that could be used more in the students' community were chosen, we continued sharing 2 flashcards per slide, Since the effectiveness was observed at the moment of sharing them in a limited sense per slide, creating that the students retained the words more easily when doing the reinforcement work, besides an improvement of reinforcement and retention was observed due to the fact that the amount of shared vocabulary was reduced, understanding that the selected words were efficient class by class.

Similarly, during the intervention days with group 2B, it was observed that students at the beginning (when 10 vocabulary words were shared) did not perform the activities that were requested in class or had complications to perform them, for example, it was commented that they had to answer individually the activity that was being seen during class, and in most cases it was observed that they had difficulty remembering the verbs or even sometimes they only answered the activity with the information they remembered waiting for the other classmates to share the answers or even for the teacher to do so. Despite having the notes at hand, at first, they did not bother to review them because it was noticeable that when they

had an activity they did not understand, they lost the motivation to continue working or focused their attention on other things, as could be observed.

Later, through observation, it was interpreted that the students did not attend the activities correctly, so it was decided to start asking questions and requesting participation, regardless of the fact that some of them would like to participate autonomously, so that they would feel included in the class, making them review the vocabulary shared through the flashcards in a written way in chat, verbally through the microphone or even relating the vocabulary with the selected image, and at the same time fulfilling the function of reinforcing it a second time during the session.

Focusing on out-of-class work (homework or incomplete activities completed by the students during the sessions), we identified that the students did not complete the homework due to a lack of understanding of the vocabulary, as well as the activities they did not answer in class.

Therefore, at the moment of applying the strategy with the modification of the number of words per class, we observed and registered an advance in the process of reinforcement of the students, since during each session they participated more in the activities without the need to ask for comments or participation, we could notice the confidence that the students generated and that was represented as autonomous participation in the online classes. The modification that was made was focused on capturing the students' attention and reducing the difficulty in order to reinforce the vocabulary, at the beginning no changes were observed, but as the sessions went by it was possible to observe that the pace of work and the deliveries in relation to the tasks were reduced, improving the grades and the virtual classes. As mentioned by Ausebel (1983) *"The key to meaningful learning lies in the relationship that can be established between the new material and the ideas already existing in the cognitive*

structure of the subject. This type of learning lies in its significance and not in memoristic techniques", then, we can say that the relationship between the flashcards and the vocabulary obtained from Aprende en Casa was significant for the students due to the fact of being able to reinforce and apply it, giving a focus and detonating the active and autonomous participation, creating self-confidence due to the fact of having previous knowledge and being able to apply it throughout the session.

The focus sought in the use of flashcards was to improve and reinforce vocabulary in a simple and effective way, in addition to encouraging students to participate in class. With the progress of the sessions, the proper use of the strategy and the relationship between word and image, it was observed that it was easier for students to retain the information as Rubin J. (1987) mentions: *"Inadequate vocabulary teaching techniques, poor inductive strategies or poor deductive reasoning, make it impossible to acquire adequate vocabulary".* For this reason, the good implementation of the flashcards is identified, showing the progress of the students when sharing comments in class, actively participating and even delivering the activities in time and form as the specifications were shared in each of the sessions.

Similarly, in each session, the strategy was accompanied by simple activities to improve the explanation, use and understanding of vocabulary, seeking the written and oral implementation, as mentioned by Jimenez (1991) "*Vocabulary is a very important section in the teaching of language, it is the essential element in both the understanding of the text, whether written or oral text, as well as in its production."*. Taking into account that in order to reinforce the vocabulary it is effective to put it into practice, for this reason the students were encouraged and included in the activities within the planning the written and oral interaction.

Within the sessions, the words shared in the flashcards were asked to be said orally, in order to help reinforce it, and in the case of writing, it was identified in the notes or they were asked to do it in the chat of the virtual session that was used, attached that the due accompaniment was made to observe the progress, as Medina C. tells us. (2020) *"It encourages people to give meaning to the actions they develop, since these derive from their needs, demands and are recreated through dialogue and interaction to generate learning. In this way, learning is guided by the community itself with a sense of self-management and towards improvement from their reality"*, as a starting point was identified the development of group communication creating an environment in which the interaction itself helped to reinforce the vocabulary collected from the Aprende en Casa program each week.

CONCLUSION

The objective of this work was to reinforce the use of the vocabulary of Learn at Home 2 through Flashcards in group 2 B in order to expand the knowledge of the students while putting into practice my skills as a teacher trainee and thus be able to use favorable teaching strategies for my future practices.

The implementation of these flashcards facilitates, allows and guides a teacher to develop their skills when sharing a topic in the sessions they teach to students, seeking that the knowledge shared is used for life in society, however, despite the fact that students have difficulties with the retention of the vocabulary of the program Learn at Home 2, it was decided to use this strategy to repeat and above all to reinforce the words shared, taking into account the words that they may use on a daily basis, emphasizing each session in order to create a teaching-learning link between the Learn at Home program and the strategy implemented.

This allows teachers to improve their teaching skills, taking as a challenge to redirect the activities chosen by the SEP, in order to meet the needs of students taking into account the context in which the classes are developed, and always gaining experience for future dilemmas, from the application and explanation of a specific topic to the coexistence and integration with a second language (English), besides that in each session there was the opportunity to link the topics with some subjects such as mathematics and Spanish, by identifying the use of grammar and numbers. .

Personally, the acquired competencies allowed me to improve and develop my experience within my internship to be able to apply them in my teaching field, looking for my personal

development, allowing me to acquire and improve my skills. As a result of what I observed with the 2 B group and the use of Flashcards, I must improve when preparing myself for the different situations that may arise, therefore the experience gained is of great help to continue with my evolution as a teacher.

This experience will help me at the moment of sharing knowledge to future groups and students, focusing on the learning they need to acquire and in which they have more difficulties, guiding them with the appropriate strategies for their acquisition and helping my evolutionary process as a future teacher.

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APPENDIX

APPENDIX 1 - *Test de Estilo de Aprendizaje*

Form Link: https://docs.google.com/forms/d/1bUvsLgnnSNNjJGlVwkG0avXBisaQvhWF01cZ-WTfDqw/prefill

Purpose: To identify which learning style predominated in each of the students in order to direct the following sessions with the appropriate activities to improve their learning and at the time of having all the results collected prioritize the learning style as a group.

The test was applied on November 19, 2020.

Test de Estilos de Aprendizaje

PROPÓSITO: El Test de estilos de aprendizaje te permite conocer cuál es la modalidad o estilo que más utilizas, no solo para aprendizaje, sino para determinar a qué prestas atención. Es también, un filtro que utilizamos para determinar a donde llevamos nuestra conciencia selectiva.

INSTRUCCIONES: Selecciona y/o escribe la opción con la que más te identifiques.
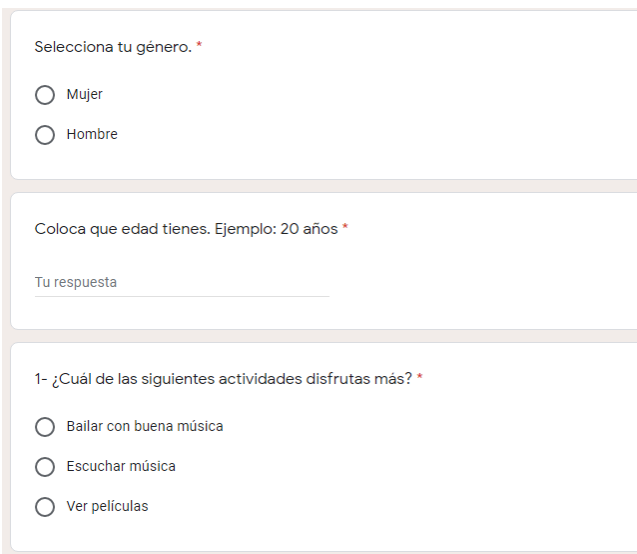
*Obligatorio

Escribe tu nombre completo. *

Tu respuesta

Grado y Grupo. *

Tu respuesta

Selecciona tu género. *

○ Mujer

○ Hombre

Coloca que edad tienes. Ejemplo: 20 años *

Tu respuesta

1- ¿Cuál de las siguientes actividades disfrutas más? *

○ Bailar con buena música

○ Escuchar música

○ Ver películas

2. ¿Qué programa de televisión prefieres? *

○ Cómico y de entretenimiento

○ Noticias del mundo

○ Reportajes de descubrimientos y lugares

3. Cuando conversas con otra persona, tú: *

○ Tiendes a tocarla

○ La escuchas atentamente

○ La observas

4. Si pudieras adquirir uno de los siguientes artículos, ¿cuál elegirías? *

○ Un jacuzzi

○ Un estéreo

○ Un televisor

5. ¿Qué prefieres hacer un sábado por la tarde? *

○ Quedarte en casa

○ Ir a un concierto

○ Ir al cine

6. ¿Qué tipo de exámenes se te facilitan más? *

○ Examen de opción múltiple

○ Examen oral

○ Examen escrito

7- ¿Cómo te orientas más fácilmente? *

○ A través de la intuición

○ Pidiendo indicaciones

○ Mediante el uso de un mapa

8. ¿En qué prefieres ocupar tu tiempo en un lugar de descanso? *

○ Descansar

○ Pensar

○ Caminar por los alrededores

9. ¿Qué te halaga más? *

○ Que te digan que tienes un trato muy agradable

○ Que te digan que tienes una conversación interesante

○ Que te digan que tienes buen aspecto

10. ¿Cuál de estos ambientes te atrae más? *

○ Uno en el que se sienta un clima agradable

○ Uno en el que se escuchen las olas del mar

○ Uno con una hermosa vista al océano

11. ¿De qué manera se te facilita aprender algo? *

○ Relacionándolo con algo divertido

○ Repitiendo en voz alta

○ Escribiéndolo varias veces

12. ¿A qué evento preferirias asistir? *

○ A una reunión socia

○ A una conferencia

○ A una exposición de arte

13. ¿De qué manera te formas una opinión de otras personas? *

○ Por la forma de estrecharte la mano

○ Por la sinceridad en su voz

○ Por su aspecto

14. ¿Cómo te consideras? *

○ Sociable

○ Intelectual

○ Atlético

15. ¿Qué tipo de películas te gustan más? *

○ De amor

○ Clásicas

○ De acción
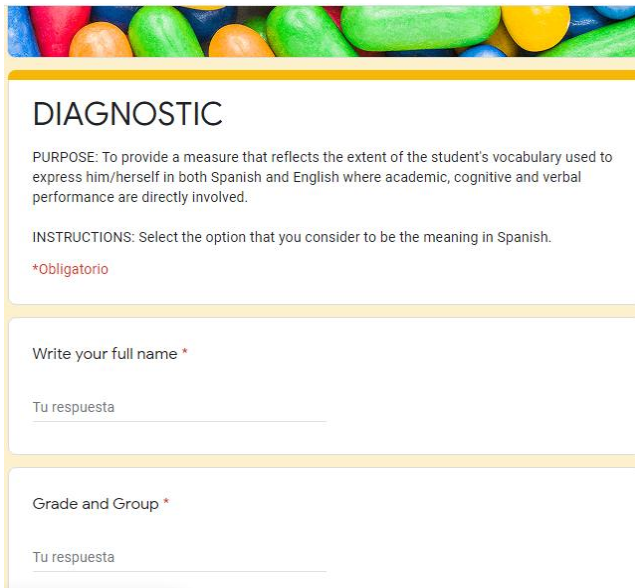
APPENDIX 2 - DIAGNOSTICO

Form link :
https://docs.google.com/forms/d/e/1FAIpQLScTLtnO_V0n23FcktQ7FbQ0L8vxE3CBZfUdPv6 GDGU_E0GLig/viewform?usp=pp_url

PURPOSE: The main purpose of this test was to identify which learning style predominated in each of the students in order to direct the following sessions with the appropriate activities to improve their learning and at the time of having all the results collected prioritize the learning style as a group.

The application day was November 19, 2020.

DIAGNOSTIC

PURPOSE: To provide a measure that reflects the extent of the student's vocabulary used to express him/herself in both Spanish and English where academic, cognitive and verbal performance are directly involved.

INSTRUCTIONS: Select the option that you consider to be the meaning in Spanish.

*Obligatorio

Write your full name *

Tu respuesta

Grade and Group *

Tu respuesta

Select your gender *

Tu respuesta

How old are you? *

Tu respuesta

1- What is the meaning of the word "awake"? *

○ desnudo

○ inútil

○ imberbe

○ despierto

○ adicional

2- What is the meaning of the word "profit"? *

○ profiláctico

○ feliz

○ precio

○ beneficio

○ prestar

3- What is the meaning of the word "female"? *

○ hambre

○ fuerte

○ feroz

○ mujer

○ detalle

4- What is the meaning of the word "wax"? *

○ vaciar

○ xilófono

○ cera

○ cesto

○ grabanzo

5- What is the meaning of the word "edge"? *

○ ecunémico

○ afeminado

○ carismatico

○ corcho

○ orilla

6- What is the meaning of the word "delay"? *

○ débil

○ demora

○ divinidad

○ placer

○ descarriar

7- What is the meaning of the word "breath"? *

○ alegre

○ aliento

○ trasero

○ breve

○ tramar

8- What is the meaning of the word "blood"? *

○ sangre

○ viento

○ soplar

○ degradado

○ inhumano

9- What is the meaning of the word "instance"? *

○ empeine

○ fascículo

○ residente

○ ejemplo

○ lugar

10- What is the meaning of the word "illness"? *

○ iluminación

○ recuerdo

○ ilusión

○ enfermedad

○ preocupación

Obtener vínculo

APPENDIX 3 - Vocabulario de Aprende en Casa II

Form link:
https://docs.google.com/forms/d/e/1FAIpQLSc7EGsewO5s464OnxuqSQNO6kJeKsWroPLGBqwyE0Z5TOYAGQ/viewform

PURPOSE: The main purpose was focused on identifying the problem presented in the diagnostic, which in this case was "vocabulary reinforcement", with which this test was conducted to observe the successes and errors of the group.

The application day was November 26, 2020.

2. *

○ Sanndy

○ Sand

○ Aren't

3. *

○ Song

○ Music

○ Musician

4. *

○ Orange

○ Pumpkin

○ Apple

5. *

○ Pool

○ Park

○ School

6. Water *

○ Option 1

○ Option 2

○ Option 3

7. Peachs *

○ Option 1

○ Option 2

○ Option 3

8. Bread *

○ Option 1

○ Option 2

○ Option 3

9. Lemones *

○ Option 1

○ Option 2

○ Option 3

10. Chiken *

○ Option 1

○ Option 2
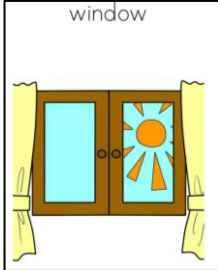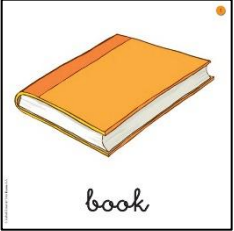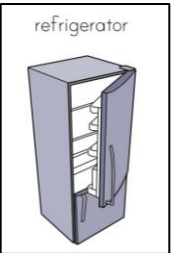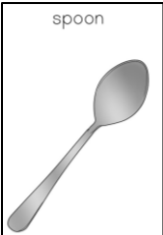
○ Option 3

Enviar

APPENDIX 4 - FLASHCARDS

PURPOSE: The main purpose of using flashcards is to help students reinforce the vocabulary learned in the Aprende en Casa II program, as well as to link it to the topics shared in each session.

The application day was November 9, 2020 to March 5.

1. Window **Topic:** There is – There are **Date:** November 2020	window	**2.** Book **Topic:** There is – There are **Date:** November 2020	book
3.TV (Television) **Topic:** There is – There are **Date:** November 2020	TV (television)	**4.** Fridge **Topic:** There is – There are **Date:** November 2020	refrigerator
5. Spoon **Topic:** There is – There are **Date:** November 2020	spoon	**6.** Pillow **Topic:** There is – There are **Date:** November 2020	pillow
7. Stove **Topic:** There is – There are **Date:** November 2020	stove	**8.** Apple **Topic:** There is – There are **Date:** November 2020	Apple

9. Lemon **Topic:** There is – There are **Date:** November 2020	**10.** Tree **Topic:** There is – There are **Date:** November 2020
11. Friends **Topic:** Verb to be (Family members and others) **Date:** November 2020	**12.** Dad **Topic:** Verb to be (Family members and others) **Date:** November 2020
13. Mom **Topic:** Verb to be (Family members and others) **Date:** November 2020	**14.** Pet / Dog **Topic:** Verb to be (Family members and others) **Date:** November 2020
15. Students **Topic:** Verb to be (Family members and others) **Date:** November 2020	**16.** Sister **Topic:** Verb to be (Family members and others) **Date:** November 2020
17. Brother **Topic:** Verb to be (Family members and others) **Date:** November 2020	**18.** Cousin **Topic:** Verb to be (Family members and others) **Date:** November 2020
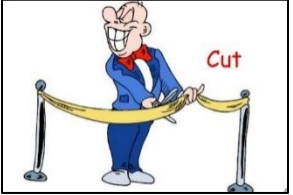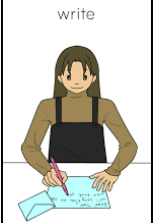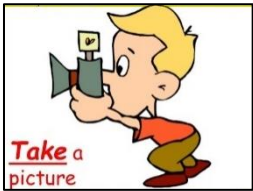
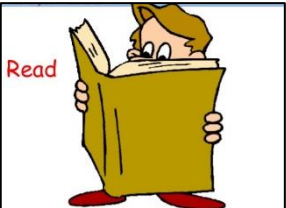|			
19. Uncle **Topic:** Verb to be (Family members and others) **Date:** November 2020		**20.** Grandfather **Topic:** Verb to be (Family members and others) **Date:** November 2020	
21. Pencil **Topic:** Demonstratives **Date:** November 2020		**22.** Bag pack **Topic:** Demonstratives **Date:** November 2020	
23. Chair **Topic:** Demonstratives **Date:** November 2020		**24.** Table **Topic:** Demonstratives **Date:** November 2020	
25. Notebook **Topic:** Demonstratives **Date:** November 2020		**26.** Map **Topic:** Demonstratives **Date:** November 2020	
27. White board **Topic:** Demonstratives **Date:** November 2020		**28.** Eraser **Topic:** Demonstratives **Date:** November 2020	
29. Ruler **Topic:** Demonstratives **Date:** November 2020		**30.** Computer **Topic:** Demonstratives **Date:** November 2020	

31. Get up **Topic:** Introduce yourself **Date:** December 2020	get up	**32.** Have breakfast **Topic:** Introduce yourself **Date:** December 2020	have breakfast
33. Take a shower **Topic:** Introduce yourself **Date:** December 2020	take a shower	**34.** Get dressed **Topic:** Introduce yourself **Date:** December 2020	get dressed
35. Exercise **Topic:** Introduce yourself **Date:** December 2020	exercise	**36.** Do your homework **Topic:** Introduce yourself **Date:** December 2020	do your homework
37. Brush your teeth **Topic:** Introduce yourself **Date:** December 2020	brush your teeth	**38.** Go to school **Topic:** Introduce yourself **Date:** December 2020	go to school
39. Jump **Topic:** Introduce us a friend **Date:** January 2021		**40.** Play **Topic:** Introduce us a friend **Date:** January 2021	
41. Eat **Topic:** Introduce us a friend **Date:** January 2021	EAT COMER	**42.** Work **Topic:** Introduce us a friend **Date:** January 2021	Work

43. Drink **Topic:** Introduce us a friend **Date:** January 2021	**44.** Watch **Topic:** Introduce us a friend **Date:** January 2021
45. Catch **Topic:** Present Continuous **Date:** February 2021	**46.** Cut **Topic:** Present Continuous **Date:** February 2021
47. Draw **Topic:** Present Continuous **Date:** February 2021	**48.** Bath **Topic:** Present Continuous **Date:** February 2021
49. Swim **Topic:** Present Continuous **Date:** February 2021	**50.** Write **Topic:** Present Continuous **Date:** February 2021
51. Take a picture **Topic:** Present Continuous **Date:** February 2021	**52. Call** **Topic:** Present Continuous **Date:** February 2021
53. Iron **Topic:** Present Continuous **Date:** February 2021	**54.** Read **Topic:** Present Continuous **Date:** February 2021

55. Walk **Topic:** Present Continuous **Date:** February 2021	**56.** Sleep **Topic:** Present Continuous **Date:** February 2021
57. Build **Topic:** Past tense **Date:** February 2021	**58.** Run **Topic:** Past tense **Date:** February 2021
59. Send **Topic:** Past tense **Date:** February 2021	**60.** Help **Topic:** Past tense **Date:** February 2021
61. Allow **Topic:** Past tense **Date:** February 2021	**62.** Try on **Topic:** Past tense **Date:** February 2021
63. Airport **Topic:** Simple Past (Places) **Date:** March 2021	**64.** Supermarket **Topic:** Simple Past (Places) **Date:** March 2021
65. Park **Topic:** Simple Past (Places) **Date:** March 2021	**66.** Hospital **Topic:** Simple Past (Places) **Date:** March 2021

67. Bus stop		**68.** School	
Topic: Simple Past (Places)		**Topic:** Simple Past (Places)	
Date: March 2021		**Date:** March 2021	