

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

ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA



ENSAYO ANALÍTICO EXPLICATIVO

**TEACHING EXPERIENCES IN “JUANA DE ASBAJE,” MIDDLE SCHOOL, USING
VOCABULARY AS A STARTING POINT FOR THE UNDERSTANDING OF A
SECOND LANGUAGE (ENGLISH).**

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

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

ESCUELA NORMAL DE ATIZAPAN DE ZARAGOZA

**ASUNTO: Aceptación del Trabajo de
Titulación.**

Atizapán de Zaragoza, Méx., 15 de junio de 2021.

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P R E S E N T E .**

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

**TEACHING EXPERIENCES IN "JUANA DE ASBAJE," MIDDLE
SCHOOL , USING VOCABULARY AS A STARTING POINT TO
UNDERSTAND A SECOND LANGUAGE (ENGLISH).**

MODALIDAD: ENSAYO ANALÍTICO EXPLICATIVO



DRA. SANDY MARILYN BARDUÑO RIVERA

En Suplencia Del Director General 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
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ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA

A mis padres:

Que me han dado todo su amor, apoyo y confianza que me ha impulsado para lograr mis metas dentro y fuera de la escuela.

L. E. B. M. & M. P. M. G.

A mis hermanos:

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M. A. A. E.

J. U. B. G.

M. M. R. S.

D. A. H. M.

E. S. F. B.

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INTRODUCTION

The present document is about the influence of the Vocabulary in the development of the class taking as a base for the teaching of English as the second language in a public secondary school of the State of Mexico in the municipality of Nicolas Romero, with a group of second grade with the use of the communication technologies in the pandemic situation of 2020-2021 that brings the virus named Covid-19.

The thematic line of the document is based on the number 2 analysis of teaching experience. This document aims to share the results and the teaching experience of me as a trainee Teacher in the Teaching practice of the 7th and 8th semesters of the bachelor's degree with middle school students in applying the virtual materials of the English class.

Moreover, to present the strategies and activities used in the class and the results perceived in the intervention of the class and describe the ways to introduce the Vocabulary to a group of students using the Tics.

To analyze these elements of the document is necessary the searching for the meaning and the types of Vocabulary to identify the characteristics of each one and then decide the teaching method to develop the class but with a focus on the Vocabulary.

The interest in this subject arose after an evaluation to the certification CENNI that showed results A1 in the category of the Vocabulary and at this moment the Vocabulary began to be more critical to the study of the second language that is perceptive in the students of secondary school, where the study of structures of grammar tense are essential but do not give the necessary attention to the aspect of the Vocabulary.

The structure of this document is divided into three parts with a presentation of the school where the characteristics of the external context, internal context, and the classroom context of the group to work are exposed to immerse the reader in the environment of the secondary

school and the conditions of the students in this school. The data and information of the school were compiled of the various sites of evaluation of the schools to have an idea of the conditions and characteristics of the school.

The next chapter of the text is the recompilation of the research about Vocabulary and other ways to work with the Vocabulary in the class with the students and the charts that describe the materials implemented in the teaching practices and the didactic sequence followed in the English class. The selection of these materials compares the different activities to introduce and practice the Vocabulary with a group of second grade in a secondary school.

Finally, in the third part of the document are the comments and results of the materials that I used with the students. Also the experience that I had at the moment of the class and my reflection of how this investigation and work with the students improved in their skills and upgraded my profile of graduation.

The importance of the English language in the secondary schools of Mexico.

The foreign language English that is teaching in the public education of the schools is based on the plans and programs of education "Aprendizajes clave" and nowadays with the new modality of the "Aprende en casa" the purpose of these programs is that the students can use this knowledge and learn by themselves to conclude the basic education of the state.

The subject of a foreign language is focused on the ambit of communication and language. The activities are guided to do that students practice different ways to practice the Writing, Reading, Listening, and Speaking skills. In this way, the tasks of the teachers in the class have to involve one or more of these abilities to improve in their students, but in general, as mention UNESCO (2003), "Learning another language provides access to other value systems and other ways of interpreting the world, promotes intercultural understanding and helps to combat xenophobia." Another advantage of learning a foreign language is the

possibility and access to another perspective and the relationships out of your community or country.

CHAPTER 1

This document is based on the teaching practice of the 7th and 8th semesters of the bachelor's degree in Secondary Education with a major in Foreign Language English.

The thematic line of the document is the number two Analysis of Teaching Experiences.

This work includes the recompilation of strategies and activities to teach vocabulary in a group of secondary school Juana de Asbaje.

The following information of the different contexts of the middle school “Juana de Asbaje” was recover with the use of different web sites as Google Maps, INEGI, Mejora tu escuela.com and the visits to the suburb on weekends to know more of the area in the school.

EXTERNAL CONTEXT

The secondary school "Juana de Asbaje" 0680 with code of work center (CCT by its acronym in Spanish) 15EES1017Y in the morning shift. It is in Nicolas Romero's municipality in the State of Mexico in "La "Y" Griega" in Gomez Farias 232, 54457 Villa Nicolas Romero. Furthermore, it is a public institution and positioned in the state, ranking five hundred thirty-eight (538) out of three thousand five hundred one (3501) on the state. According to the 2010 Population and Housing Census results, conducted by INEGI, it is an urban context. "The municipality had a total of 366,602 inhabitants, of which 149,058 are economically active population (EAP), 94% employed. Its principal 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%". (INEGI, 2010)

It categorizes urban context all land, population, and housing units located within a developed area with a densely settled territory. It involves a core survey block group with a community of at least 1,000 people per four-sided mile and surrounding count blocks with a complete density of at least 500 people per square mile. It consists of closely settled territory with at least 2,500 people but fewer than 50,000 people.

The word urban refers to cities and, in most instances, the municipalities or counties close to them. The public services in the colony of this school are according to art. 115 2: "The municipalities affected by their cargo the following public services: 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" (SEGOB, 2015). The Junior High School "Juana de Asbaje" counts with almost all the public services in the region's actual conditions. Still, with some impairments in this colony's quality, the mornings' public lighting is insufficient because the darkness is remarkable in some places, but the rest of the services are good. Some of the institutions that are near the school are some schools. One of them is a college with three basic education levels: kindergarten, elementary school, and junior high school (Vargas, 2007). "Opportunity for the school to engage with other organizations is when there is Police Station in the community, as it allows groups of schoolchildren to visit their facilities so that they know what is, how it works and, in particular, to promote safety in the different areas.

It is an excellent opportunity to learn and keep safe the external environment surrounding the school. This remark shows that the community can work cooperatively with public security authorities to keep society's welfare. There are commercial zones, food stalls, and other stores that sell material for construction around the school: some green areas and sports fields for soccer and basketball, a big park with a running track. Near the school, some other places like a church, a drugstore, and a cyber café. Moreover, the streets leading to the school, where there is intensive traffic, have wide sidewalks, so they are safe while walking to school. It makes it easy to walk or drive to school. The majority of the students show that they depend on the school transport that is a private service, and in some cases, they cannot count on this as Gutiérrez (2009) mentions *"he proposes to conceive transport as the material element of mobility, as it is a technical component of it. In turn, mobility is expressed in transport."* The other half of the students that live near to the school go walking. The students who are so far from the school depend on public transport full of passengers who have to move in the morning hours because they do not have free school transport. They do not facilitate it to the students, but the school transport costs the parents who want this service. However, it depends whether the point of view is cheap or expensive because this service does not ensure it arrives late or on time. Focus on the community's relationship; it is mentioned that the students' continuous improvement inside and outside the institution is sought. As it is noted by Baquero (1996), *"If we give the students the possibility to talk with others, we give them frames to think for themselves."* It means that despite the contingency presented by the COVID-19, the families linked by the institution seek support among themselves. To solve communication problems and thus demonstrate that they have present values taught in the first social group (The family) and support the continuous improvement of both the community and the institution's school agents.

Similarly, this shows that this community's culture, values, or traditions are favorable for its development, and the students are learning within the institution. Arias (2003) mentions, "The community is a group of people who live in a specific geographical area and whose members share common activities and interests, where they may or may not cooperate formally and informally for the solution of collective problems." Considering the author's comment, it is observable that the daily activities that show the community are adequate for the progress obtained an excellent opinion of the students, including the security that can ingress at a good establishment or places that do not please. As mentions Wertsch (1988), "What a child can do with help, he will be able to do for himself tomorrow." This aspect considers the relationship between the community, the area, or the zone where each student lives. Whether or not it is favorable because they live so close to the other partner of the school. It makes it easy for mobility and sharing ideas and helps each other when a partner asks for support from other people as parents, uncles, grandparents, or some teachers or school staff who live near the school. This form of communication outside of the classroom and school is currently complicated because our country's actual condition is a pandemic state due to the COVID-19. However, the students use the media to communicate with others, so they continue building their social and cognitive development.

"He points out that communication is a process that seeks persuasion by any possible means. It follows that communication is not only the act of transmitting information but that it must reach the receiver and fulfill the objective or purpose for which it was designed". (Flores, 1998). This aspect is favorable since the media does not limit the coexistence between students and other school agents presented within the institution, giving a great field to remain linked and even be aware of everything in the junior high school community.

A final reflection with Cecilia Fierro

Society has the teacher's perspective as a professional that guides the students to promote good habits and knowledge. As Fierro (1999) says, " the basic education demands a teacher prepared to teach and teach with a specialization to give knowledge." These aspects have to focus on different environments that help the students understand and communicate assertively with the school community in constant change with education reform that turns the way to teach in the Mexican schools.

INTERNAL CONTEXT

The following description is about the secondary school's internal context, "Juana de Asbaje" 0680 with code of work center (CCT by its acronym in Spanish) 15EES1017Y. It is in the municipality of Nicolas Romero, State of Mexico. The address is "La "Y" Griega" in Gomez Farias 232, 54457 Villa Nicolas Romero. It is an urban context. The school has approximately 467 students in the morning shift, ranging in age from twelve to fifteen years old, that they divided into nine groups from 48 students to 52 students per group. Also, the staff was conformed by twenty-six school agents.

The principal and teachers are divided into morning or afternoon shifts. Three of the teachers specialized in teaching English (the second language). Each teacher leading three classes with a random organization could combine three groups: first, second, and third, and three groups: A, B, and C. During the pandemic, the principal is in charge of verifying the institution conditions and the services it has are still working correctly or if they need to fix it. As Alvarez (2010) mentions, "The school principal was required to manage the school well." It means that the principal must fulfill his duties to offer better quality and warm service despite the current circumstances. No matter that, he needs to attend the institution in observing that the school is working well and if the few people's flows to the school do not

affect the infrastructure of the buildings or any other part of it. About the communication between school agents in this demanding and complicated situation of pandemic created by the COVID-19, it is necessary to use the different forms of teaching to give a class with quality and good results that catch and get the attention so that they can learn in this period of virtual courses. "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 it will be possible to influence the improvement of students' academic results" (Bolívar 2010, Murillo 2008) It refers to the learning styles that each teacher has the domain. And prepare different activities for the students and teach and apply them through technology to encourage them to learn in this new way to give classes.

The institution is looking to obtain the best results to develop in a school and social environment. The page improves your school (Mejora tu escuela.com) contains information collected from parents, students, and former pupils that evaluated and mentioned the quality of teachers and the institution. Concerning teachers' preparation (9/10), attendance (10/10), school parents' relationship (8/10), school's infrastructure (4/10), healthy life promotion (10/10), food (5/10), and school environment (5/10). Regarding the education results, the website "Improve your School" (Mejora tu escuela.com) mentions that the educative level is satisfactory. Thanks to the teachers' involvement in the educative work. Also, the general school enrolment from two thousand and six until the year two thousand and twenty in this year, the students' enrollees are four hundred sixty-seven (467), which two hundred sixty (260) are girls and two hundred seven (207) are boys. According to the link test, the problems or difficulties related to the school's evaluation have not improved in recent years. The first, second, and third grades have scored concerning their academic knowledge and Spanish,

mathematics, and civic and ethical training skills. The complete information with graphics displays on the page of "infoescuelas.com." The website shows that each educative level is divided mainly by groups and then for subjects. It shows the first grade with one hundred fifty (150) students approximately, who did the Spanish subject test, achieved the forty-five percent (45%) of correct answers in the matter, and evaluated the following scale: excellent, good, elementary, and insufficient. They managed to get most of them elementary, which is reflected in the percentage obtained.

And about 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. The results obtained in the test enlace is notable that in the first grade, zero (0) students that did the exam got an untrustworthy result. In the second grade, two (2) students with low reliability. Last but not least, in the third grade, they obtained warning results. That the sum gave nine (9) students who in the school year 2019-2020 needed help to improve their knowledge in these subjects "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" (Velzen, 1985) For reasons of the actual pandemic, this institution's teachers are working to fulfill the deficiencies in the presential modality or face-to-face in the classroom. And now, with the problems that represent work in virtual or online classes, it is remarkable that teachers want to use apps that do not bring issues with their students and they have knowledge in them as Facebook; the apps available for the students are Whatsapp, Classroom, Zoom, y YouTube to achieve the objectives established by the institution's authorities and the classes casting by Television. As Pintrich (1991) mentions, "Virtual learning has a high intrinsic motivation," the way to

work for each teacher is to upgrade the knowledge. Therefore, the importance of selecting the social network or the virtual learning environments that are interesting for the students or could leave bewildered. However, not all the students have the technological resources needed to conclude with tasks or homework that teachers give.

That is why it is essential to communicate through them quickly, so this institution's teachers look for the most effective manner for them to share. That is why they collect information about where each student lives to create workgroups if they cannot connect or even watch the classes on Television. As mentioned De la Torre (2005), "Virtual strategies are defined as the technique used to manage, most efficiently and systematically, the teaching-learning process" within the virtual activities, teachers look for the best way to generate strategies focused on the student's learning, without saturating them with information and looking for their personal and social development observing this, an achievement is noticed in the teachers since they face a new situation, and even they try and manage to adapt little by little to these virtual learning environments (VLA).

A final reflection with Cecilia Fierro

Teaching includes the relationship with people to the development of the new generation of students. The community and families that work to join the school participate in the teaching and learning process. As Fierro (1999) says, "the teacher's work is the set of personal, social and institutional aspects" that have to control and include different teaching moments as the class's development and the relation between students outside and inside the classroom school have. On the other hand, the institutional dimension, as Fierro (1999) says, "the school constitutes an organization where teaching practices are deployed constitutes the most important scenario of professional socialization" the environment of the school is essential

because it is where all the students, teachers and some parents interact and develop the daily life of the regular school in Mexico that shows the truth of the Mexican culture, socializing, and the teaching process of the teachers that help trainee teacher to recognize the reality of the schools.

VIRTUAL CONTEXT.

This context is about the secondary school "Juana de Asbaje" 0680, code of work center (CCT 15EES1017Y). It functions in the morning shift. In Gómez Farías 232, the neighborhood of "la Y" in Villa Nicolás Romero Zip Code 54457, Mexico's state. It is in the urban context of Villa Nicolás Romero. It currently works virtually due to the pandemic generated by COVID 19. According to (IMMS 2020), "A pandemic is an occurrence of more cases of a disease than expected in a given area in a given period." Based on this information, we can denote that the outbreak of COVID-19 is a disease that spreads quickly, so the institution proceeded to use virtual learning environments to follow the process of distance learning in the middle of the school year 2019-2020 and now retaking this strategy for the school year 2020-2021.

As mentioned OMS (2020), "The coronaviruses are a large family of viruses that can cause disease in both animals and humans, of which cases can vary from common to severe." For this reason, it is a disease that should be considered dangerous. In addition to taking the necessary measures not to get infected, such as not leaving home unless required, use masks, use antibacterial gel, and maintain a distance of approximately 1.5 meters (Data also suggested by the OMS). These are some of the new normality requirements employed by the government with the health specialist. The emergence of COVID-19 according to (IMMS 2020) was "December 31, 2019: Wuhan city health authorities notify the World Health

Organization (WHO)", giving this information began with preventive measures, then "January 13, 2020" (The first case of disease by the new coronavirus detected in Thailand, which warns of its potential spread). The WHO took preventive measures to avoid further contagion. On "January 21, 2020," the existence of cases in the American continent was reported, specifically in the United States of America. On "January 30, 2020," WHO declared the situation as a public health emergency of international importance (PHE); at that time, there were cases in 18 countries, with hundreds of deaths. "February 28, 2020," the first cases of COVID-19 were confirmed in Mexico, in two people with a history of travel to Italy. It eventually announced the pandemic alert, creating socio-cultural impacts regarding measures (IMMS, 2020) "Use of mask, hand washing, use of antibacterial gel, maintain a healthy distance and maintain 1.5 meters distance between people." It creates a radical change from the social to the country's economic aspect affecting institutions and families. According to (STPS 2020), from March 15, "The Ministry of Labor and Social Welfare (STPS) launches the initiative Together for Work." It is a website where workers, employers, and the general public can find tools, guides, training courses, and practical advice to face the new normality presented by the COVID-19. It will help the small and medium companies that promote the project consume locally that ask the citizenship to buy and help their zone's public market.

The WHO (2020) mentions which are the symptoms "Mild symptoms, such as a mild cough or fever," this so that we take precautions if at any time we have them, isolate ourselves so as not to spread the virus and go to the hospital to receive health care from the hospital specialist in COVID-19. And regarding the national part in the matter of economy Aguilar (2020), "The World Bank reported that the COVID-19 is already harming tourism, trade, and productivity," making the economy fall considerably. Jobs fall in Latin American countries

because it is one of these countries' primary economic activities. Returning to the general aspects of the institution, when the virtual classes began on April 20, 2020, it started with some worksheets as we mentioned LEARN AT HOME (2020) "The classes were thorough review sheets for certain topics such as language and communication, mathematics, civic education, etc.." The institution took care of the topics taught to strengthen and understand how the virtual classes would be in the school year's last semesters. (4th and 5th). Later, the classes were finished, leaving the teachers to continue acquiring knowledge in the different virtual applications, thus better using the new school cycle. Previously communicated, SEP would establish a virtual school cycle until January 2021, as Cuevas (2020, August 3) mentioned. "SEP informed that the return to classes would be at a distance on Monday, August 24, through the program "Aprende en Casa II" which will be on television." Since the enrollment or re-enrollment of students for the 2020 and 2021 school year will occur online, the principal should receive a list of all students assigned to the campus to manage how teachers will establish the various subjects and identify the groups each one is assigned. This process was complicated for some families to access the website, check the application and the required documents.

Before starting classes, SEP shared the school year calendar for Basic Education, SEP (2020) "There will be 190 days of effective classes: Esteban Moctezuma Barragán." Concerning the directors, we tried to adapt the best way to share with them didactic material, which was handed out in the institution (with the corresponding measures to avoid further contagion) a week before the beginning of the school year, and thus give the students tools to work at a distance. The teachers would use the best applications to provide classes satisfactorily and the greatest possible comfort for the students. It is related to the students looking for the schedules in which each subject will be transmitted and not miss any class on television. As

mentioned by the SEP (2020) "Different contents of the program Aprende en Casa II for the school cycle 2020-2021 are made available to the students," the schedules for each class on television were in a file dividing them by channels and different programs for the levels of basic education. However, the institution adapted these schedules to work more effectively with students, not to lose the teacher-student relationship as they mentioned: "Accreditation in the classroom and educational relations in terms of teacher-student bonding; on student positions concerning schoolwork, grades and age groups to maintain an effective mode of communication" Cornejo (1988) & Zorrilla (1989). It focused on the virtual classes implemented in the institution. It is useful when using various applications such as Zoom, WhatsApp, Classroom, Facebook, YouTube, and the open television service; these applications will give classes and follow in communication to identify students' progress and performance each session. The English teachers will work with these applications at the time they placed each of them, the way they will work on focused with "Aprendizajes clave, PNIEB Cycle 4" and "Aprende en casa II," Also, the planning to be done will be the same for each grade, since they have the same English levels. This information was provided by the teachers who previously carried out the diagnoses.

For communication with students, teachers will use ICT's, as mentioned: "ICT (Information and Communication Technologies) are the technologies needed for the management and transformation of information and in particular its use in computers that allow the creation, modification, saving, protection, and recovery of information." (Daccach, J. C. (n.d., p. 1) The teachers decided to use ICTs to communicate better with students and establish working hours in which applications to work and do.

The most requested by teachers are Facebook and Whatsapp. You can create groups and facilitate the delivery of work, working time with other applications, or even what time they should deliver a task as if they were in a classroom. As Tillman, M. mentions, the platforms they will be working on are Zoom (2020, August 5). "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." Therefore, video calls can help share ideas promptly when teachers require constructive feedback from students or even use it to interact with each other. The following application is Youtube. According to (YOUTUBE 2020), "YouTube is an Internet portal that allows its users to upload and view videos." It will be in conjunction with Whatsapp to help students communicate, which should complement the work established in each class. And finally, the Classroom application will be Google for Education (2020) "With Classroom, both teachers and students can access through any computer or mobile device the class assignments, course materials, and comments." Teachers will implement work integrated into the same application and share material, whether videos, documents or even create application questionnaires for students. Students can share group or private comments with teachers and share files. A technological tool to implement is creating a user to apply "Aprende en casa," which serves to enter only the institution's account. Only registered students can make it by entering the data that the institution previously uploaded. It is to facilitate work delivery by classroom and not infiltrate people outside the groups or the institution. The schedules for all classes and the English classes are on the "Aprende en casa" page with the link found in APPENDIX 1. Teachers consider the established schedules and how best not to saturate students with classes broadcast on television and work to do in other virtual applications. For the first time, the activities that will use focus on the student's continuous improvement, understanding, development in a virtual environment, and

communication with teachers and peers. In APPENDIX 2, you will find the table with the steps to capture students' improvement and obtain the expected learning for the school year 2020-2021. The activities are based on videos, exhibitions by video call, work on applications, exams, and conferences. The activities to deliver will depend on each teacher since they have mastered a different application: Classroom, Whatsapp, and Facebook. And with an orientation to the review of topics because the English language level is the same. They will not apply other activities because it is not identified with educational lag or another type of inconvenience. It can be that it does not have the necessary technological resources to deliver works suitably.

Final reflection with Cecilia Fierro

In the School, the teacher has the responsibility to teach and decide the best way to give a class taking into account the needs of the students and select the strategies that guide and give a good comprehension of the topic, as Fierro (1999) says, "each teacher can recreate the process to communicate with the students direct, close and deep in the classroom. "It leaves that teachers find their teaching strategies where they feel comfortable while they work in the Google classroom with the students and receive satisfactory results. But with time, the communication with the students and the interaction with them has to get new ways to share the materials and evaluate the students' evidence, using different platforms and apps to talk with the students. The 2020-2021 School Cycle began on Monday, August 24, through the distance education program Aprende en Casa II, with the accompaniment of private television stations, the country's network of educational radio and television stations. All these aspects of COVID education change applying its classes, adopting new strategies, and changing its teaching methods. Thus, in Mexico, the SEP applies the Aprende en casa

strategy (I and II), where students take their classes through radio and television programs. Also, daily classes are scheduled on open television with fixed schedules for the different grades and subjects of the kinder garden, High School, and Middle School. These classes were structured according to the national study plans and programs, making specific use of textbooks. Aprende en Casa II program broadcasts the activities corresponding to the 2020-2021 School Cycle and is broadcast daily on various internet channels and platforms. The objective is for students to follow up on their education during the Covid-19 health emergency. But in addition to the academic program presented in Aprende en Casa II, as in any other school year, the education received must complement activities at home. According to learning at home II (2020), the objective is to compensate for the learning and teaching of the 2019-2020 school year, which has been interrupted and affected by COVID19. SECONDARY: At this level, 6,473,608 students must take various subjects such as History, Mathematics, Mother Language, Science, Physics, Civics, and Ethics.

Their schedules and channels are:

- First Grade
- -From 4:00 p.m. to 7:00 p.m. by Imagen Televisión (3.2)
- -Repeat from 21:30 - 00:00 hours (3.2)
- Second Grade
- -From 8:00 to 11:00 by Imagen Televisión (3.2)
- -Repeat 18:30 - 21:30 through (3.2)
- Third Grade
- -From 10:30 - 13:30 in Image (3.2)
- -Repetition 15:00 - 18:00 by Milenio TV (6.3)

CLASSROOM CONTEXT

The group's features that are studied in this document are collected by the head teacher's diagnostic evaluation in the firsts days of this school cycle 2020-2021 with a Google form and answer for the students of the second-grade group C. The main ideas of this Google forms were that 100% of the students have the workbook of the class, and this was a central resource of work in the firsts teaching practice, the 88,5% of the students have the knowledge of how to use a social media to upload and deliver their activities to check in the list, a big part of the students have problems to use the program of Google documents with 48,1% of students with this characteristic, almost all students can use a smartphone to communicate and work with it in the classes just a 6% of students present difficulties, in the group just a 71% of students have a computer in their house to complete and do the activities the other 29% do not have a computer. A big problem for these students is that 28,8% of them do not have internet service in their home, and with this problem comes the possibility to connect with the zoom meetings each week. Just 78,8% of the students can connect at least once a week. Another point about the students' families is that the middle of the families has changed in the economic field with alterations in the job. 25% of the families in the group has problems with the virus in the first days of the school cycle, and the last point of this Google form is the availability to watch the program, and 98% of the students can watch the program. The questions that guide the development of this document are focused to describe the meaning of the keywords of this document as;

- What is vocabulary?

- Where is the place of the vocabulary?
- How to practice the vocabulary?
- How to explain the vocabulary?
- Is gamification functional in the teaching of vocabulary?

CHAPTER 2

From my perspective, vocabulary is the words stored in our mind, the words that we as people can use, know the meaning, and identify each word's function. It is also essential to consider that besides the combination and order of a couple of words to give a message, also pieces of information that all of us could get in daily life. Moreover, as teachers provide to students in the classes, that is the primary way to teach a second language, "introducing" the knowledge word by word. The English classroom vocabulary has a significant function in understanding a new topic; for example, if the students do not have vocabulary about the food ingredients, they cannot follow or create a cooking recipe. Thus, a teacher must give this knowledge to the students and the rest of the words required to produce a text. But the vocabulary helps to get the main idea of the text, and with practice, the student can create their products.

In second language teaching, the vocabulary is immersed in the four primary skills of the language (reading, writing, speaking, and listening). The best way to get vocabulary is by familiarizing the second language, such as reading some books or listening to songs,

practicing this new vocabulary, writing messages to friends, and speaking in video games with friends worldwide.

The words have different categories that play a role in a text, as mention by the author Thornbury (2007). They fall into one of eight different word classes:

Nouns	Bits, Pieces, Record, Player
Pronuns	I, Them.
Verbs	Like, Looking, Dooing, To look
Adjectives	Old, Second-hand, New
Adverb	Up
Prepositions	For, Like
Conjunction	And
Determiner	-

All the words are important and also have a difference between them each one is to express something or more than just one thing, the combination, and the order of the words depends on the message to transmit, for that reason, the students have to know the use of the vocabulary and how to apply in the society to communicate clearly on English. Grammar in English functions as recompilation of general rules that students can follow to write and speak.

In the conventional English classes, the grammatical expression tenses are thought to be formulas to learn new verbal tenses. The main achievement that I want in my students is to understand the main ideas of the language in the text, listening, conversations, activities, and

situations where they could be immersed. Comprehension in a series of words is the key to understand the purpose of the message. For that reason, this document is focused on the strategies to teach vocabulary and the functional and practical that a strategy or activity could be in an English class. The gamification in the teaching of the second language with teenagers is interesting, according to Werbach and Hunter (2012), the use of game elements and game design techniques in non-game contexts. In applying the gamification, this strategy intends to increase the student's participation and motivate them to use elements of the game as competitions, challenges, and victories with feedback at the end of the participation. The warm-up is a good way to introduce the vocabulary with activities like games and other fun activities to get the students' attention. Some examples of activities in the English class are the classic games, Cat's Guts, Pictionary, and Battleship. Those activities are suitable to begin a class and interact with the students. The recompilation of these elements is designed to use virtual material with the slide presentation to provide a virtual class and the use in the interaction face-to-face.

As the author Moya (2009) describes, "ICTs provide multiple opportunities and benefits: they favor social relationships, cooperative learning, the development of new skills, new ways of constructing knowledge and the development of creativity, community and reasoning skills." The use of virtual material and technological tools are the protagonists in this new normality for social distancing—the advantages in using this kind of material in face-to-face intervention. The construction of the slide's presentations from my point of view needs to follow these elements, the title and the data of the teacher and subject, then is important the introduction of the vocabulary with a game or any activity to present, then is the theoretical framework of the topic, that is all the information needed to teach the topic, for example, simple past, present simple, past continuous and more.

The structure of the general classes is with the method of teaching "PPP" that British Council describes as PPP is a paradigm or model used to describe typical stages of a presentation of the new language. It means presentation, production, and practice." For this method, in the first stage of the presentation, the teacher is not able to obligate the students to speak or participate in English, in secondary school, the students may have conditions or feelings of anxiety, shy or concern at the moment to talk and more in the modality of virtual work where all the students hear them. But in this case, the student has to pay attention to the presentation and exposition of the learning.

The next stage of this method is the practice of the topic or grammar structure of the class. At this moment, the student has to complete, construct, organize, or connect the words to create sentences where the student practice in a monitoring environment, organized and designed by the teacher. Students can practice the skills in this stage could be writing, reading, listening, or speaking. But that means that the student has to focus on the skill that will need for the production of the final stage. In the last step of the method, the production, the students have to use their abilities in the development of the previous class to present a final product. Some of the results could be difficult for them. This step is possible to do when the students have a good development of the topic and show a good level to produce a final work. The way to know if the students are ready for this is when they show confidence to participate. They are motivated to participate if they have these attitudes to speak. From my point of view, they are ready to work on a final product to be evaluated. The way to work with the students is in a learning environment online, or E-Learning as the author Karol T. (2019) defined as an "environment where the teacher is a facilitator of information to the student and is the authority that guides the class." The modality in this way is that teacher

creates their material and exposes it to the students to explain the topic. The obligation of the students is the comprehension and analysis of the information. Nowadays, because of the pandemic situation is difficult for the students to stay and be in the virtual sessions of the class. For that reason, the class material is designed to be employed in the class but with the ease of self-study in their homes. That is why, it is essential to use the instructional design. The instructional design, as the author Gil (2004) defined as "it is the establishment of the where, when, how, and which is going to be done with the view of different theories: of learning, evaluation, communication, information, etc." in general is the structure of the design that sets the process that is involved in the elaboration of the educative programs. This process always needs to have in mind the characteristics of the learners and objectives of the knowledge.

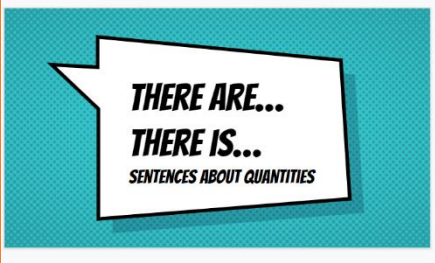
The strategy is the process that integrates didactic actions to build and achieve the goals to have meaningful learning with the students, in this document is the E-learning based in the teaching method "PPP" following different techniques to teach at students and the recompilation of activities creating the slides of the PowerPoint presentation. The material implemented in the classes and shared with the students in the different social networks I considered as "of access to information" that the author Adell (2010) defines as "that are sites of publication of a database of listening, videos, or multimedia with standardized objects of leaning" that from my point of view help students to get new learning and study by themselves with a repertory of a new way to get knowledge. The main objective of creating these materials is that the students can work and the liberty to do it at any moment. Still, the students present better results with the teacher's guide in the moment of the class. But this does not impede them from quitting self-study in their free time. In teaching, it is essential to

consider three elements that help guide the didactic sequence of the teacher. The characters of process teaching-learning are the teachers, students, and the content or theoretical framework that is the topic or the grammar structure to develop in the class. Within the lesson plan, it is necessary to have the perspective of the teacher and the student to construct the didactic sequence. The base of the way that I teach is the vocabulary, and the vocabulary is the key to understand the general point of the class and also focus on the grammar structure. The grammar structure will always be the same, but the vocabulary has a lot of variations to construct sentences, messages, text, etc.

The interactive instructions are the use of virtual material for the E-learning where the students are not passive. On the other hand, the students interact in the class. They have to make decisions, select information, or interact with the teacher or partner in the class. In this way, this is the role of the student in some moments to participate in the class, with the activity to introduce in the subject the student has to pay attention to participate and be active in the class to understand and use the knowledge in the future. For that reason, with the recompilation of my information and the investigation about vocabulary and the teaching method of the "PPP" and the structure of the instructional models in a virtual environment, the design of the virtual material for E-Learning with the use of different platforms to have a communication with the students these are some of the results of the slides that I construct to teach a second language in the Secondary school "Juana de Asbaje." The following slides present in this document are some of the materials used in the teaching practice with the second-grade group C in the different zoom meetings of the classes. All of these materials were approved by the headteacher of the subject Trabajo Docente I, II in the Escuela Normal de Atizapán de Zaragoza. The objective of these activities is to teach the second language

taking as base the vocabulary to improve the different skills of the students' English language. The secondary school head teacher decided the different topics and subjects of the presentations, and the I sectioned the activities, theory content, and template creation of the slides. The different slides have a similar structure in comparison to one with another. Still, the change in each one is the activities and the way to teach the vocabulary, hereafter is going to be the description in general of the slides with specifications of the topic, picture or aspect, the link of the material to review or use of these slides and the activities and instruction to use in the class.

MATERIAL 1

<p>Topic</p> <p>There is/ There are</p>		<p>https://drive.google.com/file/d/1g3crJE2R3y9wL9Ee-NF2v4xKhUgvAkBm/view?usp=sharing</p>
<p>Strategy</p>	<p>Activities</p>	<p>Instructions</p>
<p>Collaborative learning</p> <p>Interactive smart board</p>	<p>A. Connect the elements</p> <p>B. Take notes of the use and structure</p> <p>C. True or false</p> <p>D. Find and count.</p>	<p>a) Connect the picture with the correct word</p> <p>b) Write a summary of the information in the slides</p> <p>c) Analyze and answer if the sentence is correct.</p> <p>d) Check the vocabulary and Find the number of objects in the picture</p>

The Strategy used in these slides was collaborative learning. It focuses on sharing the students' knowledge and sharing with their partners with their participation in the development of the class. For example, in the activity to start the class, Activity "A" with an exciting game gets the students' attention and leaves the students to write and use the platform's tools to interact in the class. For me, the use of games in the class brings relaxation and fun with the students and help me gain students' confidence in the class. Activity B is the step of presentation of the teaching Method "PPP" that introduces the information of the topic, and the students have to analyze the main ideas and the keywords of the topic. My role in this part is the guiding of the students at the moment to learn something new, and the use of the slides of a PowerPoint presentation is one way to share the message with the students and the teacher's explanation. Activity C in this slide is the practice of the topic. The sentences have to be analyzed for the students. They have to select if the statement is true or false, that ask the students to make decisions and practice the language reading and looking for the elements of the picture. Activity D, the situation is similar. Still, in this case, the students have to produce their sentences in the notebook and use the topic of there is/ there are analyzing the number of objects in the picture and then participating in the class saying their sentences. From the teacher's perspective, at the moment of teaching, her/his role was to guide the students into the PowerPoint presentation activities. These activities are a link that helps students to understand the objective. The teacher only exposes the theory but leaves the students to analyze and ask questions. So, the teacher's participation is about motivating the students and providing a good learning environment.

The students' results with this material are good. Participation in these activities in the class is active. The students feel comfortable giving their answers to the exercises if they have time to answer first and then share their points in the comments.

MATERIAL 2

Topic: Introduce yourself		https://drive.google.com/file/d/19wjvvgCICGrhmijJqJvnFIQL8VtRv2Y/view?usp=sharing
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Strategy	Activities	Instructions
Collaborative work	A. Drills B. English ID C. An answer to each question.	a) Repeat the vocabulary after the teacher. b) Copy the ID in the notebook and complete the information c) Connect the correct questions with their own answer.


At the beginning of the class, the introduction of the vocabulary is with the use of flashcards. The flashcards benefit the English language by introducing the words giving visual help to provide the meaning. The English teacher can also share the definition in the first language

to ensure that students identify the use and correct description of the new word. I gave the pronunciation of the words and asked them to repeat the word with the microphone to listen to the students' pronunciation. Sometimes, if the students show difficulties, I am able to ask for more than three repetitions. The vocabulary given with these flashcards was about daily routine. The second activity was to teach how to introduce others, with main sentences that offer them information. And then they were able to say their daily routine with their partners, the activity at the end they have to participate reading their English ID. In the end, they learned some questions that help to know the information of others. In this case, they copy the questions in their notebook, and then, using the platform's drawing tools, the students make the lines to connect the questions with the correct answer. Then to conclude, if the time allows, the Extra activity of this presentation is a practice of the questions where the students ask their partners using the examples or creating their questions. From my teacher's point of view in the class, flashcards are essential to introduce vocabulary. It is functional the use drills, but the activities related to this material have to include modifications or adequacy to the characteristics of the students as the learning styles and taking into account this create or use different dynamics. Still, using this kind of material and then developing it in the class with the other activities helps to understand and practice the vocabulary. In this kind of drilling activity, it is crucial that the English teacher practices the pronunciation of the vocabulary and has good listening to evaluate the students' participation. And in this way, the students get a proper pronunciation of the words.

Nevertheless, to improve this material, the activity of the flashcards has to be adequate to get the students' attention because not all the students of the class can participate in the repetition of the vocabulary. A possible problem in this part could be that the students feel ashamed of

the sounds that could happen to activate the microphone or any mistake they could make when they participate.

MATERIAL 3

<p>Topic: How is your daily routine</p>		<p>https://docs.google.com/presentation/d/1d7LCGiUcUDW0xHJo_oP_Fdl5NpRI_6x7Cumg2O9rD_QvQ/edit?usp=sharing</p>
Strategy .	Activities .	Instructions.
	<p>A. Repetition of vocabulary B. Summary of the simple present third person C. Analyze and choose</p>	<p>a) Guess the action in the picture and then Repeat the pronunciation of the words after the teacher. b) Copy the most important of the information of the topic c) Analyze the question related to the picture and choose the correct answer.</p>

An alternative to teaching Daily routine with the students in secondary school, the material begins with the activity to introduce vocabulary about actions of daily life. I have to ask students to try to guess the movement of the picture and then repeat the word to improve the pronunciation of the vocabulary of the class. And then, the summary of the topic where they

learn how to use the simple present in the third person. The last activity of this presentation is a practice of the lesson theme using the three modes of the simple present tense with the analysis of the picture and selecting the correct answer. It improved the participation of more students regarding the topic in the moment of the flashcards, trying to guess the word; finally, in the third activity, they have to read the sentences and then analyze the activities of the gifs. The use of the gifs is positive to give a change to the regular PowerPoint presentations because some of them are fun and give a better context of the actions to analyze and, from my point of view, this kind of resources in the material create moments of joy and learning with the students.

MATERIAL 4

Topic: Introduce us a friend.		https://docs.google.com/presentation/d/19oIVfxZAiozbNLIBM95nQZhgYXpuVaaPHZRqEdvgiJY/edit?usp=sharing
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Strategy	Activities	Instructions
Collaborative work	A. Drill B. Questions to know your friends C. Interview to a friend D. Introduce us a friend	a) Copy the vocabulary in the notebook and repeat the pronunciation. b) Copy the questions and analyze the different answer in first and third person.

		<p>c) By pairs do an interview and know about your partner.</p> <p>d) Participate talking about of your friend.</p>
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I used the drilling activity again to introduce the vocabulary that helps to upgrade the students' knowledge. In this part, this vocabulary was about the daily routine and talked about actions that they do in their daily day. Then the activity B teaches more questions that help to know more about someone and learn how to answer them when someone asks them. In the Activity, the students have to analyze how to write the exact message differently (in a different person). So, the first person to talk about their information, the third person to speak about others' data. The next one was Activity C; in this Activity, the teacher divided the Zoom meeting into different chat rooms. It gave the students space to do the interview with the last questions and write the partner's information in the notebook. Then, the last Activity was the students' participation in sharing their partners' information using the simple present in the third person. This class was one of the classes that I enjoyed because the students were active in the last Activity. They did not have problems talking and introducing their friends, and some of them asked their questions and spoke about different points. They share their likes or dislikes of them, which was an activity that helps to practice and produce an actual situation in life and happens out of the school. The change that could improve the slide could be in introducing the vocabulary and using another activity. However, in the presentation of the question where more than two students participated in reading, the questions helped the teacher evaluate their abilities in the English language. It is in the part of order and

organization of the activities, where is good to give more time to the interview and the student's participation and getting the attention with gifs and different colors to differentiate the sentences was functional to the analysis of the students at the moment to create their notes.

MATERIAL 5

<p>Simple past Review of verbs.</p>		<p>Not available</p>
<p>Strategy</p>	<p>Activities</p>	<p>Instructions</p>
	<p>A. Memory game. B. Columns of verbs. C. Sentences with blank spaces</p>	<p>a) Find the pairs of the verbs correctly b) Put the verb in the correct column c) Find the correct verb to each sentences.</p>

In this presentation, the activity to introduce the vocabulary was a Memory game designed to do the animation of the cards flipping as the actual game. It is easy and funny. I have to ask the students which of the cards they want to discover, and the group decides if the pair is correct. Then in the next activity, the students have to sort out the verbs in the correct verb category, regular and irregular verbs in the chart. In this activity, the teacher controls the words in the slide and puts in the suitable space whatever that student indicates.

Finally, in the last activity, the students practice all the forms of the simple past in the affirmative, negative, and interrogative form; this activity in the moment of the class was so difficult for the students because this topic of simple past is new in all their education of the second language.

COMMENTS

Creating materials was to work with the students and evaluate the different activities to teach vocabulary, for example, games, mental quiz or basic and traditional materials like flashcards. The use of these activities is to expose the function and influence of the vocabulary in the class. The construction of these activities was made with the adaptation of activities to work with the students of the group focus on the vocabulary to practice and understand it in developing the didactic sequence to improve it. The results and point of view of the materials are in the next chapter. Above are the following comments on the activities that I did in the secondary school Juana de Asbaje, located in the state of Mexico, municipality of Nicolas Romero. It was with the 2nd. "C" group, whose student's average is 14 years old. Therefore, virtual classes using communication technologies (to keep in contact with the students) during the pandemic situation. And the "new normality" of our country, that the education authorities order to have classes that way. The results of these are exposed in the following paragraph of the chapter. And using these strategies to prove the point of the value of the vocabulary as a base to teach a second language in the majority of the slides' presentations.

The students' results were positive when using it in the sentences and identifying the function in the grammar tense, with a variation in the students' participation and the motivation to work in the class.

CHAPTER 3

The use of the flashcards to introduce and teach in the class is functional. To review a previous vocabulary, for example, in some classes, the students have to watch the program "Aprende en casa" and identify the keywords of the TV program. The purpose of the flashcards is to review and remember these words to use in the class. The activities used with this material were, Guess the word analyzing the picture, Repeat the word after the teacher, and Analyze the picture and identify the elements in the illustration. The alternatives of activities with flashcards are infinite if the teacher uses the imagination. And as an opportunity, it uses the students' likes to keep students calm or activate and motivate them with games or more interactive activities because this kind of material is moldable for many situations. In other words, the teacher can create and adequate the material to teach vocabulary and reinforce at the end of the class to get better results. With this kind of activity, the teaching process is calm, and the teacher's work is to guide the student to use the new words learned and practice and practice to improve the understanding of the second language. The use of classic games in education is a way to change the routine of the classes. In the classes, the game that I did was the memory game. This activity aimed to test the students' memory and recognize the differences between the regular and irregular verbs. Within class time, the students start to be excited to participate and play with this game.

This activity was an excellent option to get the students' attention and motivate them to be more active in the class. On the other hand, if the following activities don't have the same characteristics as interactive or fun, some students begin to feel bored or passive in the class. As a piece of advice, the memory game is a good option. Suppose the other activities have the same intensity of entertaining or close and reaffirm the class's vocabulary. It is a good

activity to get the attention because they have to see all the words for not making a mistake when they participate. This activity has variants with just words, words, and pictures, symbols, and words, etc. It is an activity that can be copied as an activity in the notebook matching the words with different colors each pair and asking in this way to evaluate. In the matching activity, the picture and the word have to be analyzed by the students. The students have this exciting way to participate and more because they can draw on the screen and interact in the meeting room platform. In this activity, the learning could be defined as discovery learning because they have to analyze the word and try to match the word with the correct picture. All the students participate at the moment to ask if the match is correct. The use of different activities to introduce vocabulary functions to keep students' attention during class is suggested.

Moreover, it provides various activities that the teacher can try to make a change in classes. To avoid monotony and promotes students' engagement with English activities. Nevertheless, they learn and enjoy at the same time. Because of the pandemic situation, students and teachers have to stay home, so the activities are short and straightforward to avoid stressful situations. As a result, the teacher and students enjoy the class.

The functionality of the activities in this mode to introduce vocabulary have a good reception for the students. Still, it is essential to practice the vocabulary in the development of the class, for example, with the use of sentences with blank spaces where the teacher writes the sentences and deletes a word of the sentences and the students have to analyze the words in the box and complete the sentences. These kinds of activities are functional to the teacher to create moments in the class where the students practice the vocabulary. The teacher allows the students to share their results and checks if they understand the topic. The teacher's task

in this activity is that he/she has to evaluate and give feedback in any case. If the student has a correct answer is important to congratulate or give positive words to the student. Or, on the other hand, do not penalize the mistake but try to guide it to be a correct answer.

· Where is the place of the vocabulary?

The vocabulary is in throughout the class, but the function is different in each part. The first part is at the beginning of the class, where the new words are teaching to the student with different activities, for example, the "warms up" included in the slides to practice the vocabulary. The second place of the vocabulary is in the context of the sentences. So, it is essential to consider different situations; for example, the practice with activities that students have to complete the sentences or paragraphs or create the sentences with the words in disorder. And the solution of this kind of activity is with the use of the grammar structures of the sentences, the basic model of sentences is Subject + Auxiliary + Complement, and the category of the vocabulary depends on the kind of word and the use. Finally, the vocabulary has to be in the student's mind that needs to understand and comprehend the use of the word and the multiple functions that one word has to depend on the context of the sentences.

· How to practice the vocabulary?

The practice of the vocabulary in the class in the first step is with the repetition and assimilation of the word by using the drills and other activities than asking students to analyze the words and do that. Students create the knowledge in their minds, as the process of teaching that I have is: first analyze and absorb the new vocabulary, then think, develop and get an idea of the concept to finally use and produce something as text, sentences, dialog, phrase, etc. For that reason, in my didactic sequence, the students first practice the pronunciation and the way to write it. Then practice and get the use and definition of the

word to later practice and practice with the elaboration of sentences, complete sentences. They comment on those sentences in the class, speaking, reading, or listening to the participation of the partners.

· How to explain the vocabulary?

With the explanation of the vocabulary, I am able to use many resources, using the word, the definition, and a picture to illustrate the meaning of the word or the direct translation to the first language. Still, in this case, this has to be the help or the last resource to teach a second language. The meaning of the words changes depending on the context, situation, or the other words next to the vocabulary. The teaching of vocabulary is an exciting part of the English class because this is a point that I created and innovated activities to implement with their students and the needed to do it virtually for working remotely with the student in their homes.

The part of the virtualization at this time is an essential requirement. Furthermore, I must find alternatives for students to create material available for them on different platforms and the facility to download and use it with their resources. For that reason, I am using the slides in PowerPoint because this kind of material is easy to share on Facebook, WhatsApp, Messenger, Gmail, etc. Also, using this material with the possibility to use in tablets, smartphones, and computers. By the way, at the moment, to make the material, I have the possibility to use a lot of resources and tools to create pictures, charts, mind maps, and other graphic organizers on the PC, and also for the searching of the resources like videos, audios, pictures, and more. It is one of the main advantages of virtual working and the use of the Tics.

Furthermore, the communication with the students and the availability to communicate with the students, and the evaluation of the evidence is also a problem with the students in the secondary school. In the evaluation of evidence, some of the students deliver their evidence in time. The group members deliver their evidence out of time, even two or three weeks before the class or the delivery date. It means to the teacher that he/she has to be aware of the evidence that students send by Whatsapp or other platforms. Another problem with the use of virtual meetings with the students of the secondary school are related with the camera and the microphone, the students in all the classes keep their camera off in all the time of the class, but this happens because the headteacher of the secondary school allows the students to keep the camera off but with the condition to participate and pay attention in the class, but at the moment to participate some students don't turn on the microphone or the camera and this is a problem at the moment to practice the vocabulary in the moment to practice the vocabulary in the class because the students say that they have decomposed the microphone or the camera. Still, in other cases, other students participate in the chat, and the teacher observes that some students have these problems but are trying to participate and learn. Without the problems and disadvantages of E-Learning in this teaching practice, the strategies, activities, and classes, in general, demonstrate that the students who want to learn and show interest in the class always will find a way to study and be in the classes. It is not a secret that not all the students are happy to be in all the classes; the students have many differences and likes and dislikes in each student.

CONCLUSION

In conclusion about the work in this document and the activities shared in chapter two, just those are some of the activities that were functional and could have some mistakes in the elaboration or the implementation in the class, but in the evaluation of the knowledge and the progress showed in the following class is that students get new and reinforce the knowledge to the second language.

The use of the method of the "PPP" was a good structure to create the material. It is an excellent option to implement in the future of my teaching of the second language. With this method, the teacher feels more natural the development of the class and helps the students understand and get the main ideas of the topic.

The Tics in teaching the second language are functional if the resources are available to all the students. This kind of material is easy to use in a virtual environment and includes an intervention face to face when the classes come back to the schools. In this case, the participation of the students will be more present in the class. But with this restriction of the technology and the resources of the students, the activities of the vocabulary have to adapt to the conditions in general. Still, in the class, the strategies and activities are available to do activities outside the classroom and include other elements.

The activities to reinforce the vocabulary review with the flashcards are essential to conclude or close the introduction of the vocabulary, for example, the activity of "Pictionary." In the activity of "Pictionary," the students have to choose a word of the vocabulary reviewed in the class and draw it on the whiteboard. Still, in the virtual meetings, the students turn on the drawing tools and then use a blank slide of the presentation with a white or black background, and then the students draw in this slide, and the students have to guess the word.

The activity of Pictionary is an activity to get the students' attention and motivate them to participate in the class. In both cases of the drawing and the moment to guess the word with the illustration of the partner, this activity was one of the first I did in the teaching practice. Still, it showed good results to practice and evaluated the students, and the students' participation can be in the chat to evaluate the students' writing. The class section that the students and teacher enjoyed in most classes was introducing the vocabulary to the students. And the reason for this is that the use of alternatives to teach and present the class's vocabulary was changing and using recreational activities.

This study and implementation of the teaching practice strategies help me look at my professional formation in the Escuela Normal de Atizapán de Zaragoza. In the formation to be an English teacher in the program 1999, recognizing the students' interests helps in the planning and elaboration of the didactic material that is an essential point that the teacher has to keep in mind. The teacher has to show interest in the comments of their participation. In the case of the students is expected that they use in their activities the things that are interesting for them.

Also, in the case of social networks like Facebook or Whatsapp, the students post their favorite artist, tv shows, or video games that they like. This information is helpful to the teacher at the moment to create the materials for the class. From my perspective, the practice in secondary school is a review that helps in the English language proficiency, with the review of all the topics in the first, second, and third grades of the secondary school. Because the research and investigation of the theoretical framework help to remember the use and function of some of the possible subjects, the teacher forgot or had some doubts. The knowledge and the understanding of the different topics are essential to the role of the teacher in the classroom. We could make mistakes in class, but it is vital to learn of the errors we

made in school. We have to consider the structures of the grammar tense in the language. The creation and recompilation of the material is an exemplary process for practicing, selecting, designing, and applying the educative resources for the bachelor's degree. In this part of the study, the creation and selection of the material were one of the main processes and tasks of the teacher to be ready for the classes. The materials have to be adapted to the needs and likes of the students.

Furthermore, the application of the material at a time of the intervention with the students, the main objective of the education is the generation of meaningful learning to the students. In this way, the students can use the knowledge of the school in society. And finally, to mention the capacity to organize and develop the teaching in different groups and grades. At this point, the organization and the development were just one group. Still, in the teaching practice, the activities were tested with the other groups but adapted the strategies and activities with the other groups' subjects that each headteacher decided. But in this point, the organization follows a methodology to control better the development of the classes, which helps to have confidence in the class with the students.

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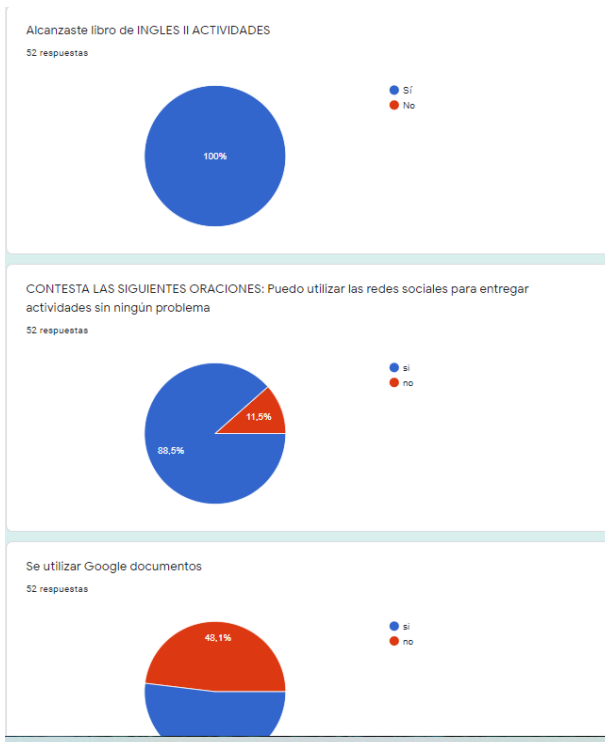
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APPENDIX

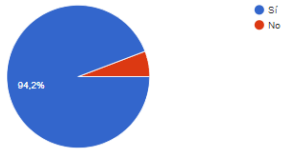
<p>https://www.aprendeenca.sa.mx/aprende-en-casa/alumnos-secundaria/tveducativa/archivos/Educacion_Secundaria.pdf</p>		<p>Web site that helps the students to know the dates and the contents of the TV programs of the different subjects</p>
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<p>https://docs.google.com/forms/d/14cFF0uQp8aidYlbzdBYwXC8YLbvESWOb7pbZK_jDTQ4/edit#responses</p>	<p>Google form that collect the information of the students about their situation at the beginning of the school cycle in the group of Second grade.</p>
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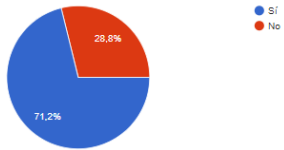
Tengo acceso a un celular para subir mis tareas a la web

52 respuestas



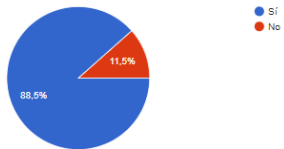
En casa hay mínimo una computadora para hacer mis tareas

52 respuestas



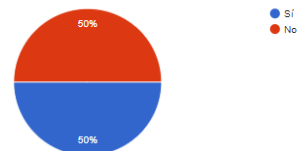
Tengo acceso a Internet

52 respuestas



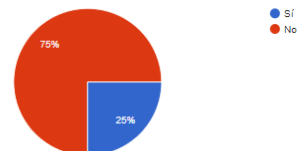
Papá o mamá han tenido cambios en su jornada laboral que han afectado la economía de la familia

52 respuestas



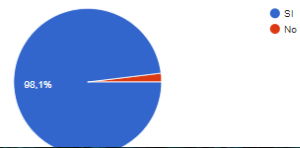
¿Algún familiar ha estado enfermo a causa del Virus?

52 respuestas



Tienes acceso a los canales educativos donde pasarán la programación de secundaria

52 respuestas



Esta en tus posibilidades entrar a una reunión de zoom cada semana

52 respuestas

