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

ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA

ENSAYO ANALÍTICO EXPLICATIVO

THE ACQUISITION OF VOCABULARY AS A FIRST APPROACH TO LEARN A SECOND LANGUAGE (ENGLISH) THROUGH THE DESIGN OF VIRTUAL ACTIVITIES.

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

P R E S E N T A:

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ESCUELA NORMAL DE ATIZAPAN DE ZARAGOZA

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ALUMNA DE LA LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)

P R E S E N T E.

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

THE ACQUISITION OF VOCABULARY AS A FIRST APPROACH TO LEARN A SECOND LANGUAGE(ENGLISH) THROUGH THE DESIGN OF VIRTUAL ACTIVITIES.

MODALIDAD: ENSAYO ANALÍTICO EXPLICATIVO

A T E N T A M E N T E

DRA. SANDY MARIANA GARDUÑO RIVERA

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

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CHAPTER III

INTRODUCTION.

This school cycle year 2020-2021 was a challenge for all academic members due to the caused by virus COVID-19 pandemic that emerged in the current year. All the people who participated in education had to train and adapt to the needs that society required. Technology had a great effect on education because it was means of communication to continue with academic activities. In spite of the barriers presented, it was possible to adopt different strategies and activities so that the students could continue with their classes despite the lockdown.

The present document had as the main objective the importance of the acquisition of vocabulary as a first approach to learn a second language (English) through the design of virtual activities that were applied in second grade, group A "Middle school 62 Adolfo López Mateos", this problem was closely related to the fact that the students did not dominate a limited repertoire of vocabulary related to concrete and every day. As a result, they had a lack of interest and motivation to learn a second language, which was the reason why I got involved in this topic.

On the other hand, the use of virtual tools during the online classes was fundamental for the design of the activities carried out in my practice. Moreover, it helped the students to have a new vision in the use of technology to support their learning. It had a big impact on the students and a new way of working. I worked on this document with an action-research methodology as a tool for reflection on my practice.

Therefore, it was identified through reflective analysis of my teaching practice and the competences to improve the design of my strategies applied in classes to make certain that

they were competent, innovative, and above all that they generate meaningful learning in students. It was carried out in 4 steps. Once the problem was determined, a diagnosis of the situation was made, internal and external contexts, virtual context, theoretical bases, specific information about the different virtual tools, opportunity areas, interests, weaknesses, and strengths.

Nowadays, students live in technology, and they have access to use different applications and virtual tools that allow them to have direct contact with the English language. Thus, all the resources available to them helped to carry out and design different strategies for them to obtain the information and resources necessary to learn a second language.

Subsequently, an action plan was developed to determine the objectives, put them into practice, ending with a reflection on it, analyzing, interpreting, and make conclusions. The document is organized by chapters, which helped me organize it.

In the first chapter, an analysis of the external and internal context of the school was carried out. Also, an in-depth examination of the chosen group to know the main problems and needs that they had. However, taking into account the current situation and the new e-learning modality, a diagnosis was made about the different technological resources courses that the students had. In addition to the accessibility and flexibility with the students had to participate in their virtual classes. Consequently, I give the reason why I decided to cover this topic by giving the main characteristics about the school, the students, my teacher training, competence, and especially the reason why the students worked in the acquisition of vocabulary as the first approach to learn a second language.

In the second chapter II, the legal framework that supports the use of technologies in education, the use of technology in adolescents were mentioned. I also mention the importance of vocabulary as a first approach, the definition of the lexicon, vocabulary, and lexical skills to develop in teaching strategies, virtual tools, their advantages, and disadvantages, answering the questions posed in chapter I. This chapter is based on the methodological framework and on the support of the strategies applied in the selected group, seeking that the students obtain a basic vocabulary, to begin with, the development of the linguistic skills of the language.

Finally, in Chapter III a reflective analysis is presented about the different virtual activities that I applied to the students acquired the vocabulary, their objectives, the materials that were used, the advantages and disadvantages that they had when applied, the advances in the acquisition of vocabulary, its development as well as the difficulties encountered and the results obtained. These virtual activities were analyzed through the Smith Cycle.

In the last paragraphs, I present the conclusions, where I focused on my performance as a teacher, I finished my document where I respond according to my experience as a teacher training, my competence that I was improving, the skills that I acquired during the development of the research, the competencies in my exit profile that I developed with the help of this document and finally I concluded with my projection plan for improvement in my continuous teacher training.

CHAPTER I

1.1 STUDY TOPIC

Nowadays, technology has a great impact on our day-to-day; it has influenced the way we communicate, interact, live together and work. Technology has brought many benefits in different areas, and education is no exception. Teachers have a wide variety of support for the design of activities, search for information, create their teaching materials, support platforms, virtual tool communication, and other things.

Since 1984, it has been required to incorporate technology in educational programs; during this time, different events were held that service to improve the integration of these tools in plans and programs. In the plans and programs, 2011 one of the pedagogical principles was "El uso de materiales educativos para favorecer los aprendizajes". where teachers have to incorporate in the classes different materials as such the book, technologies resource, and the internet.

On June 10th, 2013, the national digital strategy was incorporated, the one that encourages competition and investment in the sector; there will be greater availability and quality of telecommunications services at a lower cost. In addition, it establishes that the state has an obligation to assurance Mexicans the right of access to Information and Communication Technologies (ICT) by Gobierno de la Republica (2013).

In 2017 with the new educational reform, Aprendizajes clave (2017) references that the teacher must take advantage of available technologies as means to achieve learning in the classroom, enhance collaborative learning, promote the generation of solutions to various problems and participate in communities collaborative.

The virtual tools can help to put into action better or new learning, establish with pedagogical innovations and organizational changes, facilitate communication processes and break the unity of time, space, and action; in general, the action takes place traditional training.

It is important for me, as a teacher in training, to develop skills from design to innovation and creative activities, to follow the new changes and needs of society. This school year was different due to the COVID 19 pandemic. Thus, the lockdown put our creativity to the test for a new way of teaching. It was one of the reasons why I developed virtual activities in the diverse virtual tools that exist. As a result, to learn to select platforms, develop digital competence, and develop activities according to the needs of the students.

On the other hand, a problem was recognized related to the fact that students were totally disinterested in learning a second language. In my observation practice and my first intervention carried out in August, they did not elaborate or participate in the activities; students did not attend the activities correctly. I identified that the main problem is that they did not understand anything and felt frustrated when someone speaks to them in English; as a result, they did not have the motivation to learn it.

Consequently, I was interested in knowing how to start working with a group that has not had English classes and that feels disinterested in learning it? Thus I decided to work with the acquisition of a basic vocabulary where students began to connect their mother tongue with the second language. The first approach to learning a second language is fundamental because the first connections that the brain makes to understand the language begin to be made, and in this way, the students begin to feel more interested in wanting to learn it.

Perhaps, when students begin to learn a second language, they have very little knowledge about it. Thus language is difficult to understand; cognitive development is needed that helps the brain establish a connection about the new knowledge of the language. Piaget (1969) says that cognitive development is understood in this study as the construction of thought processes, including problem-solving, decision making, reasoning, and language development.

It is so significant to mention the groups that I worked in middle school; they have not had English classes before, only 10% of the students have studied it. Students think that learning a second language is complicated and difficult to achieve for all the variants that are needed to learn it. To start learning a second language, people need to go through different processes to assimilate the language. This process first requires students to find the usefulness of the language and begin to create a connection with their mother tongue and second language.

Therefore, the first step to start teaching a second language requires several aspects for the student to create a connection with their mother tongue and second language for them to start acquiring and assimilating it. Consequently, the first aspect of working on is the acquisition of basic vocabulary is one of the essential components of language that makes. It is very reasonable to acquire at least the words that appear most frequently in a language to be able to communicate in that language.

As a result, students begin to understand phrases and instructions in English, thus giving them confidence and motivating them to continue in the learning process. Since for learning to take place, the functional and structural part of the brain must perform a series of complex tasks that allow the individual to acquire that knowledge, but for this process to work

properly, the information needs to come from outside with certain characteristics that help to overcome all barriers, such as the need for information to be provided in a didactic and dynamic.

Bongaerts (1989) says that it is not only a physiological issue that restricts the ability to learn another language at a certain age but that other factors directly related to age must also be taken into account, such as motivation to acquire a second language, integration into a foreign-speaking community, the availability of time to study and practice, the collaboration of native speakers, interference from the mother tongue, the fear of making a fool of oneself, among others.

Children usually are not prejudiced in assimilating a new phonic, semantic and grammatical system, and they are less afraid of making mistakes than adults or teenagers, who have a more difficult time learning a language.

Subsequently, in the following work, I analyzed the importance of obtaining vocabulary as the first approach to learning a second language and how this vocabulary helped the students to connect the two languages for learning a second language. Moreover, I used virtual tools to create different digital materials with the aim of students acquire a basic vocabulary to learn English.

1.2 CURRENT SITUATIONS.

The last year happened a great event where activities in daily life were affected. Society had changed and adapted different strategies to be safe and adjust in their activities. COVID 19 is the infectious disease caused by a type of coronavirus identified in December 2019, which is currently called SARS-CoV-2, because it is associated with the severe acute respiratory

syndrome (SARS). Both the new virus its causes were unknown in the world until an outbreak occurred in the city of Wuhan, Hubei province., China, at the end of 2019.

While most cases are mild, in other cases, the disease can be severe, leading to shortness of breath, pneumonia, kidney failure, and other medical conditions, even death. This happens to a greater extent in people with a risk profile: being over 60 years old, suffering from diseases before COVID-19 (high blood pressure, diabetes, cardiovascular diseases, chronic lung diseases, cancer, immune deficiencies), or being pregnant.

According to the COVID epidemiology in Mexico (2020), the first case of COVID-19 was detected in Mexico on February 27th, 2020. On April 30, 64 days after this first diagnosis, the number of patients increased exponentially, reaching a total of 19,224 confirmed cases and 1,859 (9.67%) deaths

This event had different effects on the world. Thus a new way of living had to be found. The population looked for strategies and techniques to continue with their activities without endangering their health. However, the isolation had great effects on:

Economic: The UN's framework for the immediate socio-economic response to the COVID 19 Crisis warned that "The COVID-19 pandemic was far more than a health crisis: it was affected societies and economies at their core. At the same time, the impact of the pandemic varied from country to country. According to the forecasts of the International Monetary Fund (IMF), the world economy will shrink by 3% in 2020, much more than during the global financial crisis of 2008-095. This crisis will have serious consequences for both governments and families and will hit both the demand and supply sectors of education.

Psychology: According to work bank 1 (2020), the mental and emotional health of the students was contracted. It was estimated that between 10% and 20% of children and adolescents in the world suffered from mental disorders before the pandemic. Furthermore, research has consistently shown that children often experience psychological stress after natural disasters or other crises.

School closures, fear of COVID-19, and economic and social disruptions linked to the pandemic are likely to increase stress on families, leading to anxiety and depression, including children and youth. They may feel fear and grief after the illness or due to the loss of friends or family members.

Educational: The COVID-19 pandemic caused the closing of classrooms all over the world. The pandemic represented a threat to the progress of education worldwide because it produced two significant impacts: the closure of schools in most of the world and the economic recession. Therefore, the teachers had a great challenge because, in a short time, they adapted their activities by developing their e-learning skills. The lockdowns had interrupted conventional schooling with nationwide school closures in most OECD and partner countries; while the educational community has made concerted efforts to maintain learning continuity during that period, children and students had to rely more on their own resources to continue learning remotely through the Internet, television or radio.

Teachers also had to adapt to new pedagogical concepts and models of delivery of teaching. In particular, learners in the most marginalized groups, who did not have access to digital learning resources or lack the resilience and engagement to learn on their own, are at risk of falling behind. The digital transformation of education systems at all levels has allowed the

incorporation of new teaching called e-learning. This situation showed the strengths and weaknesses of education systems facing the challenge of digitalization.

All those aspects had an impact on society and on new ways of working. During the lockdown, schools needed to find a new way to continue the classes, becoming a challenge for teachers. Education plays a fundamental role in the development of society, and it is due to educational systems must be vigilant to the characteristics of historical moments, to social demands, to the interests of citizens, and to the goals that society it is proposed to reach. However, the teachers prepared quickly to learn and develop their technology skills to continue with the education.

The students had adapted a new way of working and communicating with teachers, classmates and being able to take full advantage of the electronic resources they had. Technology provides a great variety of resources, materials, and tools that help design activities so that students can practice the topics autonomously; this modality is called E-learning, according to Jereb and Smitek (2006). E-learning refers to educational processes that use information and communication technology to mediate synchronous and asynchronous teaching and learning activities.

E-learning allows to interact with students and create a virtual learning environment where they can practice and obtain the necessary knowledge of the course through virtual tools. Therefore, students can learn a second language and obtain the necessary information to begin learning.

1.3 SCHOOL CONTEXT.

The middle school 62 "Adolfo Lopez Mateos" is located Xicontencatl 7, San Mateo Tecoloapan, 52920 Cd Lopez Mateos, Atizapan de Zaragoza, Mexico state. CCT 15DES0062E School Zone 41, Section II. In the locality of Ciudad López Mateos 150130001 (Appendix 1), modality with two shifts. Nevertheless, the work was developed on the morning one. It was a full-time schedule from 8:00 a.m. to 1:30 p.m. According to the Marginalization Index by locality (2010), It has a very low degree of marginalization.

Atizapan de Zaragoza, According to INEGI (2015), is an urban context that has locations of 523,296 habitants and has available pavement, sidewalks, wheelchair ramp, sign with street name, public telephone, and public services as street lighting, drainage, public transport. Urban context characteristics are localities with 50 or more houses (each of the towns is delimited by blocks and corresponds to the roads that surround it. In this town, 85.1% of the population has a mobile phone, 45.4% has computers, but only 47.5% have an internet connection. (Appendix 2). Therefore, the data acquired by the INEGI national survey, it is worth mentioning that less than half of the population has an internet connection. However, most of the population has a mobile phone.

About the context, the Secretaría de Desarrollo Social, by its Spanish initials SEDESOL, notes that the school is immersed in an urban context because of the multiple services that the community counts. According to INEGI (2015), In San Miguel, Xochimanga lives around 10,900 people in 2,620 houses. There are 1,065 inhabitants per km2. It covers an area close to 33 hectares. The material of the houses is mostly concrete and belongs to the private sector, and the houses have a worn facade that shows the economic difficulties. However, some houses have good space and even security cameras. Of the total number of houses, 124,702 have floor covering, drainage, piped water, and sanitary service.

The streets are accessible to pedestrians since they are paved; they have a sign with the name of roads, public telephone, and ambulance stand. This indicates that it is immersed in an urban context because It has the mean public services like electricity, water, gas, sewer system, and public transport; however, It does not have all the services complete.

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

Among the main companies (both public and private) with a presence in the neighborhood is GRUPO IMPRESOR TÉCNICO SA DE CV, which together with two other organizations, employ around 190 people, equivalent to 70% of all jobs in the neighborhood in the factories, In the San Mateo Tecoloapan neighborhood, there are about 250 commercial establishments in operation.

There are more schools around the middle school, "Adolfo López Mateos," there is a kindergarten and an elementary school. Most of the students attended all three educational levels there. Therefore, they feel familiar with the context.

1.4 SCHOOL CONDITIONS.

In the school, according to the initial statistics in the CTE in August, with a total of 724 students in the morning shift, making up a total of 18 groups, six from each grade (A, B, C, D, E, and F), each group registering an average of 45 students.

The school has the minimum aspect according to agreement number 255 (1999), which establishes the procedures and requirements related to authorization to teach middle education and the students can assist at school. The school has a directive and teaching staff, and It has facilities where middle school studies will be taught, which they must satisfy the hygienic, safety, and educational conditions.

It has a large area that is divided into different areas. The school has eight buildings; four buildings are classrooms. In each building, there is a grade (first, second and third). There is also an audio-visual room, computer lab, chemistry, and physics lab, library, and sports fields. The infrastructure school, the middle school, currently has a library, a teacher's room, as well as offices for the administration and the assistant director. As for recreation spaces, there is a civic playground, a soccer field, and green areas. It has sanitary services. It has the basic services of electrical energy, drinking water, drainage and communication such as telephone and internet.

The school has a staff of 70 workers in total; there is a principal, two assistant principals, one per shift, and the morning shift has the collaboration of an interdisciplinary team from USAER. There are 37 teachers, one school guidance per group, and 20 administrative services. According to Sandoval (2000), It is a pyramidal organization whose vertex is located the school management and at its base the students who officially are subject to all

controls; from the top of the hierarchy (direction), through all intermediate (deputy director, teaching staff, support staff educational and administrative services).

On the other hand, there are 23 students with some kind of motor, visual, or hearing disability. However, the school has two USAER teachers that provide guidance, advice, and accompaniment, in co-responsibility, to teachers and administrators, as well as advice to parents. Support services are oriented to the development of inclusive schools and classrooms by emphasizing the reduction or elimination of barriers to learning and participation that are generated in contexts.

USAER (Unidad de Servicios de Apoyo a la Educación Regular) is a technical, operational instance of Special Education, made up of a principal, Support Teachers, Psychologist, Communication Teacher, and Social Worker. In the framework of Inclusive Education, it provides the technical, methodological, and conceptual supports that guarantee quality attention to the school population and particularly to those students who face barriers to learning and participation and who are at risk of exclusion: a population with disabilities or with outstanding capacities and aptitudes, as well as those who, in different contexts, find it difficult to access or participate in learning opportunities in the training fields.

In general, the facilities of the school comply with the objective of providing the tools to the students for their learning, having classrooms and learning spaces in good condition; but there is a problem, most of the schoolyards are not clean because the janitors do not perform the corresponding cleaning and this directly impacts the students who do not have cleanliness awareness, to keep their classrooms, their school yards or study area in good condition

The relationship that exists between the staff of teachers, administrators, directors, parents is respectful. However, there is a lack of tolerance between teachers and their different ways of working, organizing, and teamwork for the common good. Cecilia Fierro (1999) says that the school should be a space for the formation of values through management and relationship.

It was a weakness in the collegiate work, especially in this new modality since we had to organize and anchor our subjects for the final products in such a way that the students would reduce works and carry out works in groups. However, communication was very scarce.

1.5 SCHOOL STRATEGY.

The lockdown made education change the way of applying its classes, adapt new strategies, and change its teaching methods. Mexico implemented the program ''Aprende en Casa'' on April 29th, 2020, and the dispositions were published in the Diario Oficial de la Federación, DOF (2020), where students take their classes through radio and television programs. In addition, daily classes are scheduled on open television with fixed schedules for the different grades and subjects of Kinder garden, elementary school, and middle school. These classes were structured according to the national study plans and programs, making specific use of textbooks.

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 COVID 19. During this program, an evidence folder will be prepared where collect all their work; it should be noted that the teachers will help the students in these classes by giving other activities that are aimed at the same topics seen on television, which seek is to reduce the

workload and articulate with other subjects adapting the activities that are normally included in the lesson plans, so that they can be implemented at home with the support of the parents.

The school strategy agreed upon in the first CTE has adapted the lesson plan according to Aprende en casa program where first an asynchronous activity was elaborated that is uploaded in Classroom to develop the expected learning analyzed it. Then in the asynchronous class, to solve the doubts and review the topics viewed. The T.V program class was developed with a time limit of half an hour and in the virtual class in 45 minutes.

Owing to the modifications that the middle school 62 "Adolfo Lopéz Mateos" did, the professional practices suffered some adjustments, causing amendments in the classes' development. In particular, I did various activities:

- To schedule and do videoconferences in order to solve students' doubts and implement the subject matter of the educative programming in real-life situations.

- Exercises to reinforce the content of the English class programming.

- Lesson plans for online classes, which took place in videoconferences.

- Useful materials design for students as a tool to fully acquire the contents from English TV programming.

- Create interactive and creative activities.

- Have a limit of activities for reducing the work of students.

All these, following the educative programming "Aprende en Casa" of English class. Besides, it is vital to mention that all these were implemented with second-grade students. Equally, it is substantive to name different problems that were faced due to the modality of work.

1.6 ONLINE CONTEXT.

During my practices at school, I did not have a head teacher due to there is no English teacher; the vice principal assigned me groups 1 "D" and 2 "A," It is important to mention that I worked as head teacher of those groups. However, I had the support of the technology teacher who provided the emails of the students, the institutional account, the means to communicate with the parents and students. I selected to work with the second group for the reason that they were unmotivated and did not want to attend their English class.

The second grade, group A. It had 38 students; 15 men and 23 women between 13 and 14 years old, there are five students in USAER. Two students have TDAH, and two have severe learning difficulties and one motor disability. Besides, 34 students are registered in Google Classroom, and four students are not. However, five students are working via WhatsApp, and four were not located by any means of communication.

Forms were applied to collect information about the connectivity and resources that students had, their interests, and their learning styles. (Appendix 3) According to a survey conducted in September where 26 responded to the survey, and 12 did not answer it. It was obtained that 22 students had internet connection in their house and six students did not have it.
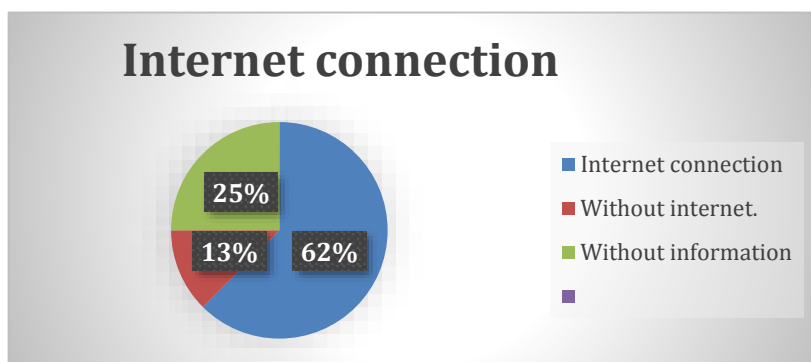
26th September, 2020 survey to get the students connectivity resources.

They use their mobile data. In the available resources with which connectivity accounts sixteen students uses a smartphone, six computer (PC) and four laptops.

| 16	6	4

Seventeen students had their own electronic devices, and nine did not have them. This aspect means that students could not connect in the classes because some electronic devices belong to their parents, and they only lend them when they get home. Consequently, they did not deliver their homework in time, and they did not participate in the videoconference.

The students shared their devices with their family members. Seven students shared their devices with one house member. Seven with two house´s member. Six with three house members. However, six students did not share their devices with another house member. This helped them had more opportunities to connect and work on their tasks. Twenty-three students have their own workspace to take their classes, and three did not have their own workspace.

On the other hand, their learning styles are 50% Kinesthetic. 30 % visual and 20% auditory. In this group, the students preferred the dynamic activities where they could make, create and elaborate something. Also, they preferred to see and visualize the activities and vocabulary through images. They could not follow instructions correctly If they did not see the written instructions for some medium. According to Keefe (1998), "Learning styles are cognitive, affective and physiological traits that serve as a relatively stable indicator of how

students perceive interactions and respond to their learning environments. In mention the author, the learning styles are more important, since it will help the teachers to look for the correct strategies to achieve better learning."
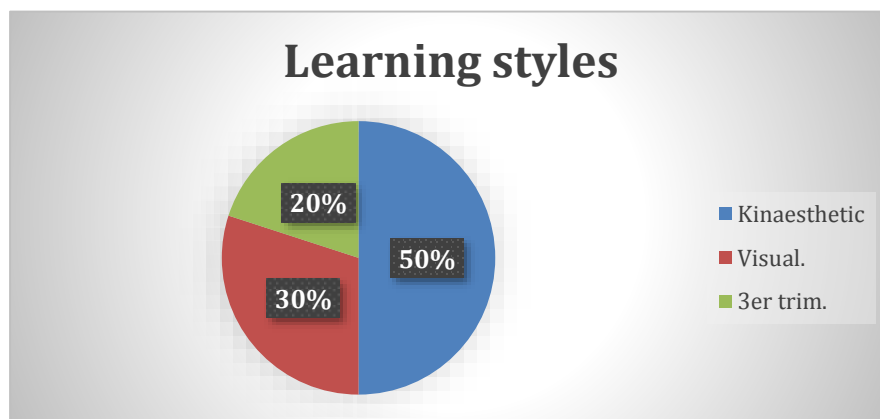
In the virtual classes, only 25 students connected, and 14 did not participate in the class. Therefore, send the work through WhatsApp for these students that could not connect where the teachers synthesize the content that the class was addressing and sent some activities to practice them. The student sent a message about their doubts and homework there.

The synchronous classes took place on Google Meet. It is a platform that allows you to meet in real-time with more than 60 people. The classroom platform gives a link where students only open it and enter the meeting with their institutional email. The class lasts 45 minutes where the teacher only reviewed the subject and answers questions about the program Aprende en casa II.

I used the PPP methodology; they first present the vocabulary through a video, infographic, activity, or virtual tools where they identify and recognize the topic and the words that they will use it. Then, they practice the topic with some activities in Educaplay, Liveworksheets, British Council exercises, forms, questions, etc. These activities could be answered as many

times as necessary for your understanding. Finally, they create and make a product where they put what they have learned into practice.

- **ENGLISH LEVEL**

A general English test was applied to measure their level of English, and it was found that they had a beginner level. 70% have A0 and 25% A1, and 5% A2. They were frustrated when the course started due they had never taken English classes before. When they had a first English class, and the teacher began to speak in English, the student felt exasperated, and they expressed that they never could learn a second language and less in these conditions. Krashen (1983) says warn that various emotional and attitudinal factors can trigger poor learning. The motivation and confidentiality environment are aspects very important to start working on the first approach to learning a second language.

Students did not dominate a limited repertoire of vocabulary related to concrete and everyday needs according to the Common European Framework of Reference, to have an A1 or A2 in vocabulary management, the students must have enough vocabulary to express basic communication needs, have enough vocabulary to satisfy simple survival needs and have a basic repertoire of words and phrases related to specific situations. This group was responsible and participatory. However, creativity and disposition were strengths of the group, and active listening and following instructions are some weaknesses that cause them to misunderstand what to do.

1.7 PROFESSIONAL COMPETENCE.

During my academic training, I developed different skills, such as in my performance in middle school groups, in the design of strategies and teaching method, assessment

instruments, and their application, especially in the mastery and teaching of a second—English language.

Moreover, it was a necessity to continue developing my professional abilities as a teacher trainee, specifically design activities according to their interests and needs for the development of competence in students. Besides, improve my writing in different documents, especially in the lesson plans. It was mentioned in the profile graduation of Normalistas' students. Nevertheless, I worked especially in two competences that I considered, and they were my opportunity areas in my academic training:

The first point, "Habilidades intelectuales específicas" mentions the teacher traineer "Expresa sus ideas con claridad, sencillez y corrección en forma escrita y oral: en especial ha desarrollado las capacidades de describir, narrar, explicar y argumentar, adaptándose al desarrollo y características culturales de sus alumnos (SEP 2010)

I consider this is a great opportunity area for the reason that I had problems in translating my ideas, due to I was very specific, and the readers did not understand completely the ideas written.

In the second point in Competencias didácticas mentions "Sabe diseñar, organizar y poner en práctica estrategias y actividades didácticas, adecuadas a las necesidades, intereses y formas de desarrollo de los adolescentes, así como a las características sociales y culturales de éstos y de su entorno familiar, con el fin de que los educandos alcancen los propósitos de conocimiento, de desarrollo de habilidades y de formación valorar establecidos en el plan y programas de estudio de la educación secundaria" (SEP 2010)

I consider this to be a weakness owing to my activities were not designed according to the needs, age, and interests of the students. Sometimes I only take the issue into account. However, it did not develop any competition.

GENERAL PURPOSE:

Use virtual tools to create different digital materials with the aim of students acquire a basic vocabulary to learn English as the first approach to learning a second language.

SPECIFIC PURPOSES

- Select vocabulary to the students obtains a basic repertoire of words and phrases related to specific situations in daily life.
- Elaborate virtual activities for students to learn vocabulary as the first approach to learning a second language.
- Use the virtual tools to create the different digital materials to analyze the accessibility and relevance they have in learning a second language.

It was developed in five trigger questions:

1. What are virtual tools?
2. What is the importance of the first approach to learning a second language in adolescents?
3. Why is important to learn vocabulary?
4. How can students begin to learn English through the use of virtual tools as a first approach to the language?
5. How can students develop vocabulary through the design of virtual activities?

CHAPTER II

Technology has several benefits for designing activities for students to study and learn new things. Information and communication technologies (ICTs) have become one of the basic pillars of society, and it is necessary to provide citizens with an education that takes this reality into account. Its incorporation into the educational field mainly offers the opportunity to work in a pleasant and attractive environment; it encourages collaborative work between student-teacher.

Education is governed by articles that support the purposes of education in the development of each individual. The third article mentions:

(REFORMED THE FIRST PARAGRAPH, D.O.F. MAY 15th, 2019)

Artículo 3o.- Toda persona tiene derecho a la educación. El Estado -Federación, Estados, Ciudad de México y Municipios- impartirá y garantizará la educación inicial, preescolar, primaria, secundaria, media superior y superior. La educación inicial, preescolar, primaria y secundaria, conforman la educación básica; ésta y la media superior serán obligatorias, la educación superior lo será en términos de la fracción X del presente artículo. La educación inicial es un derecho de la niñez y será responsabilidad del Estado concientizar sobre su importancia.

(REFORMADA, D.O.F. 15 DE MAYO DE 2019)

V. Toda persona tiene derecho a gozar de los beneficios *del desarrollo de la ciencia y la innovación tecnológica.* El Estado apoyará la investigación e innovación científica, humanística y tecnológica, y garantizará el acceso abierto a la información que derive de ella, para lo cual deberá proveer recursos y estímulos suficientes, conforme a las bases de coordinación, vinculación y participación que establezcan las leyes en la materia; además alentará el fortalecimiento y difusión de nuestra cultura.

Therefore, knowing the political bases of the laws that govern us in education was fundamental to elaborate the subject of the document due to the purposes and ends of education. In the article, quality and preparing the student in an integral way is vital. For this, it is important to develop competencies for their progress in society and in the new globalized world.

Despite the different changes that education has had due to the new six-year term, the application of the plan and the study programs were as follows for the 2020-2021 scholar cycle:

a) En primero, segundo y tercero de preescolar; primero y segundo de primaria; ***primero y segundo de secundaria se aplicará el plan de estudios 2017***.

b) En tercero, cuarto, quinto y sexto de primaria; y en tercero de secundaria, se aplicará el plan de estudios 2011, y los componentes de "Autonomía Curricular" y "Desarrollo Personal y Social" del plan de estudios 2017.

I worked with the study plan 2017 according to the Aprendizajes clave program (2017). The main purpose, additionally to secular and free, be of quality, with equity and inclusion. This means that the State must guarantee access to school for all boys, girls, and young people and ensure that the education they receive provides them with meaningful, relevant, and useful learning and knowledge for life, regardless of their socioeconomic origin, ethnic origin, or gender.

The profile of graduation organized in one area:

1. Language and communication

2. Mathematical thinking

3. Exploration and understanding of the natural and social world

4. Critical thinking and problem solving

5. Socio-emotional skills and life project

6. Collaboration and teamwork

7. Coexistence and citizenship

8. Artistic appreciation and expression

9. Attention to the body and health

10. Caring for the environment

11. Digital skills

Digital skills are a vital part of students' academic development. The pandemic was simply a helping hand to the implementation of these resources. However, its application needs to continue in the coming years so that one of the aspects that students must develop when they finish middle school is reached:

"Students analyze, compare, and select the technological resources at their disposal and uses them for a variety of purposes, in an ethical and responsible manner. Learn various ways to communicate and obtain information, select it, analyze it, evaluate it, discriminate and organize it."

Therefore, it is necessary to train the individual to be able to adapt to changing and diverse environments, handle information from a variety of print and digital sources, develop complex, critical, creative, reflective, and flexible thinking, solve problems in an innovative in collaboration with others, set personal goals and devise strategies to achieve them

2.1 Adolescents and use of the technology.

Adolescents were the students to whom the activities were applied; the World Health Organization (WHO) defines an adolescent as anyone between 10 and 19 years old.

During this stage, there are many changes in the individual in the process of transition from the growth and development phase between childhood and adulthood.

Although the adolescents experience great physical, social and psychological changes, which make their development, it is a period of preparation for adulthood during which several very vital developmental experiences take place. Beyond physical and sexual maturation, these involvements include the transition to social and economic independence, the development of identity, the acquisition of the skills necessary to establish adult relationships and assume adult functions, and the capacity for abstract reasoning.

Although adolescence is synonymous with exceptional growth and great potential, it is also a stage of considerable risk, during which the social context can have a determining influence. Álvarez (2010) refers to psychological changes in teenagers occur at two levels: the cognitive and the affective. The first level is the cognitive, important intellectual changes, is acquired and abstract thinking is consolidated, and with it, the ability to solve problems is developed, hypothesis and application of deductive reasoning.

Regarding the affective, they need to "be part of the group" takes on particular importance, since from the socialization with others the adolescent knows, shares or expresses ideas, tastes, habits, and preferences, and forms their own ideals, values, or behaviors that they will define it individually and socially.

Currently, the adolescents' life is infused in the technology in all areas of their life, from school and recreational aspects even personal relationships are linked to technology. Contact

is common for them every day with various technological tools, as they can perform their tasks on a computer, make phone calls, send or receive texting on your cell phone, or communicating with your friends through social networks.

According to UNESCO (2015), ICTs allow students to have access to knowledge and information, favors participation by emphasizing respect, its use contributes to solving problems, and learn to live together; since they are a means of communication that through applications promote cooperative work.

Middle school students have a great deal of contact with technologies in their daily lives. However, the problem is that not all students can access them due to economic situations. During the pandemic, some students were unable to access the different platforms since% 30 of the population did not have electronic devices or internet connection which complicated that all students entered in their academic activities.

However, one of the strategies was to divide the students according to the resources they had. Because some students could not connect to the classroom, but they could send the activities through WhatsApp. Most of the students or some of their relatives have an electronic resource. Although they do not have the same accessibility, communication can be created, and activities can be adapted according to their needs and resources.

2.3 Vocabulary as a first approach to learn a second language (English)

"Without grammar, very little can be conveyed; without vocabulary, nothing can be

conveyed."

David Wilkins (2012)

The first approach to learning a second language is very important in acquiring a second language because it is the initial part where people begin to assimilate the language and find a way to communicate. It can be a factor for students to continue and motivate themselves to learn it, or on the other hand, that they never want to learn it anymore.

For me, as a teacher, training was a challenge to start working with the group owing to they did not want to attend the virtual class, they did not fulfill their tasks, and the most important aspect they continue to see English class as free time or as a non-important subject. At the beginning of classes, if I gave some instructions in English, they did not do it; they felt frustrated and did not want to work. So that, I began to work with basic words and phrases that they need to communicate in their class.

Therefore, the first step as a teacher was to work on the acquisition of vocabulary so that they initiated to understand the language and create a connection with the mother tongue and the acquisition of the second language. This part supports students to improve their attitude and begin to get involved in the language.

Vocabulary is a way to enrich the skills of listening, speaking, writing, and reading, in which they improve and enhance language learning. However, learning grammatical structures has always been the central topic for English teaching. Although grammar is essential in the teaching of a foreign language, it is also indispensable to have a lexical range to put these rules into practice.

Vocabulary is normally considered a list of words, and the most widely used strategy is for students to memorize those words and repeat them a series of times. If students do not have a basic understanding of vocabulary, it will be impossible for them to communicate and use

the language. The acquisition of vocabulary, besides helping the student to begin to become familiar with the language, also motivates them since when students begin to understand certain words or phrases, frustration decreases.

Teaching English vocabulary is important, due to it is used in all everyday conversations, and learning makes it possible that students can communicate fluently, facilitates the understanding of oral and written speech. In addition, it is one of the pillars to improve the development

of comprehension and production skills. The acquisition of vocabulary is a fundamental part of grammar; it is also a basic element for the interpretation of texts and

production. Knowing a variety of words gives support to enable an explanation of something that is not known, but it does not consist only of know it but in that it is used to communicate with another person and likewise understand the message that is being conveyed.

Vocabulary is the *"set of words that constitution a language, all languages possess a "treasure" of lexical terms, collected in their corresponding academic dictionaries, which are available to all individuals in the linguistic community. Each of these individuals neither owns, nor knows, nor uses that lexical wealth in the same way."* by Digital dictionary of new ways of reading and writing.

Lexical is *a "set of the words of a language, or of those that belong to the use of a region, a certain activity, a given semantic field"* according to the Dictionary of Spain language.

These two elements are fundamental in the acquisition of vocabulary, so they are the characteristics that make up a word; it is important to know that learning words in another

language are not only memorizing but deepening their meaning, pronunciation, and correct use. We can memorize many words, but when that learning is significant, the correct use of them can be acquired. For this reason, the development of the four skills is of utmost importance since when the student identifies a word, he can pronounce it, write it, say it, and read it correctly.

In addition, knowledge of a word includes different aspects because each lexical unit encompasses several components. There is _semantic knowledge_ (the meaning of the word itself, including the connotations and associations it entails), _knowledge about the form_, which in turn includes the phonetic and graphic aspects, as well as the composition of the unit lexical of smaller units. The third type _of knowledge about the lexical unit_ - that related to its use - comprises its grammatical functions, its collocations (the possibilities of combining it with other lexical units) as well as the limitations of its use- Nation (2005)

- **Lexical competence.**

According to the common European framework of reference for languages, it is the knowledge of the vocabulary of a language and the ability to use it; it is made up of lexical elements and grammatical elements. Lexical competence is the ability to mobilize effectively a wide vocabulary appropriate to the situations of a person, both in its receptive and expressive uses. In addition, it also implies the faculty of expanding this complete lexicon from the own resources from external resources

The lexical items include:

- Expressions made: These are integrated of several words that are used and learned as a whole

- Polysemy refers to a word that can have several different meanings.

Lexical competence is predominantly defined by the number of words the learner has. Together, it has been determined that effective lexical use in writing exerts a positive influence on the measurement of its quality and on the general proficiency of the learner.

According to the parameters established in the common European framework in the levels of vocabulary richness (appendix), at level A1, students have a basic repertoire of relative words and phrases in specific situations, and at level A2, students have enough vocabulary to express basic communicative needs and have a sufficient vocabulary to function in daily and habitual activities. In addition, in the vocabulary domain (Appendix) in levels A1 and A2, the aim is for the student to have a repertoire related to concrete and daily needs

Giovannini (1996) mentions "vocabulary is a very important section within the teaching of a language. The structures of the language do not exist regardless of the meanings they convey: they always appear realized in certain words" so that teaching a second language (English) the learning of the lexicon acquires great relevance

Nerveless, the most important aspect in learning vocabulary is that students know how to use it within a context or situation, selecting words that are useful and that fall within what they want to achieve to assimilate the words adequately. For example, within the virtual class, personal information, describing a town, description of physical appearance, description of clothes, describing my city, routines of the day and what are you doing? were reviewed in

each of the subjects a specific vocabulary was assigned that the student mastered for the elaboration of the descriptions in different time senses.

In addition, the acquisition of vocabulary not only develops one linguistic skill. It also develops the four skills (speaking, writing, reading, and listening) because not only the students must memorize the words, they have to develop a series of micro-skills to master the words in their correct use, including their pronunciation, writing, meaning and interpretation.

2.2 Virtual tools.

Virtual tools are a great resource, and for the improvement of activities that help students develop their language skills, there are several tools to develop interactive and creative activities which be able to provide many benefits in the learning process of students. The main objective was the development of activities for obtaining a basic vocabulary through the use of virtual tools.

At the present time, technology takes great power over our lives. Our life unfolds in a context characterized by the presence of multiple and varied digital media or tools. From an early age, we use computers, smartphones, and other media that allow us to search for information, access messaging services, participate in social networks, play games. Or send emails. Also, it is used to study, work, fun, know what is happening in the world, be in contact with the people and services. However, all these advantages can be used with an educational proposal where students practice and study in whatever place and time.

A virtual tool refers to resources in the computing and technological context, and generally, they are programs what is called software that allows us some type of interaction and

development or sometimes also devices (hardware) that, together, will allow us to use the tool.

Virtual tools allow the use of knowledge and skills related to the development of elements and processes, making use of the skills, knowledge, abilities, and aptitudes of the users that allow the effective and efficient use of technological instruments and resources.

Some advantages and disadvantages found when using virtual tools are:

Advantage	Disadvantage
Ryan (2000)	Julio Cabero (2006)
• Frequent contacts between students and tutors in and out of class to encourage student *motivation and participation*.	• It requires more investment of time on the part of the teacher.
• Cooperation and collaboration to emphasize learning.	• Requires minimum technological skills on the part of the student's teacher.
• Silence reflection and application of student *learning facilities*.	• Requires students to have skills for autonomous learning.
• Continuous feedback to students.	• The quality of training may decrease if an adequate teacher-student ratio is not given.
• It can be used for various learning experiences.	• Requires more work than conventional.
• Promotion of teacher/student communication:	• It assumes the low quality of many current resources and content.
The teacher/student relationship, during the course of the class or the eventuality of the use	

of tutorials, is considerably expanded with the use of the tools of the virtual platform.

- The teacher has a permanently open communication channel with the student.

- Information access facilities: It is a powerful tool that allows you to easily create and manage subjects, includes a wide variety of activities, and exhaustively monitor the student's work. Any information related to the subject is permanently available, allowing the student to access it at any time and from anywhere.

- Encouragement of debate and discussion: The fact of extending teaching beyond the classroom using the applications that the platform provides to encourage student participation. It allows remote communication through forums, mail, and Chat, thus favoring cooperative learning.

- Development of skills and competences.

And in the same way, on the one hand, Zhang et al. (2004) affirm that virtual learning has the following disadvantages:

- Lack of immediate return in asynchronous e-Learning

- Increase teacher preparation time and cost

- It is not comfortable for some

- Potentially introduce more frustration, anxiety, and confusion

- Absence of stimuli from the Environment-Need for computer equipment and infrastructure.

- The use of virtual platforms for teaching implies an increase in the effort and time that the teacher has to dedicate to the subject, and the platform needs to be constantly constant.

- The use of virtual tools requires participatory students to get involved in the subject.

- Access to computer media and the information gap: The use of virtual platforms as a teaching support resource requires that

• The use of technologies such as instant messaging, forums, videos, Chat, etc., in many cases, acts as an incentive for students to find the subject interesting. In short, it gives teaching a format closer to the language of the new generations.	the student have permanent access to computer media.

Using virtual tools has many advantages and disadvantages. I identified that the greatest advantage was the opportunity that the teacher has to create various activities and the great variety of elements that can be used to design the activities. However, as it is a new modality, students and teachers have to update themselves to know it and with them put it into practice. The biggest disadvantage was the accessibility that some students do not have to connect and the correct use of the platforms. Therefore, this took time and hours of training so that the teacher could know each platform correctly to find the best options and according to the resources that they have.

Therefore, the teacher must select the correct virtual tools to create assignments where provide security, easy access, and confidentiality. In this way, students feel confident and create an efficient virtual environment. UNESCO (2004) mentions in the educational area; the strategic objectives should aim to improve the quality of education through the diversification of contents and methods, the promotion of experimentation, innovation, the dissemination and sharing of information and good practices, the formation of learning communities and the stimulation of a fluid dialogue on the policies to be followed.

Virtual tools are platforms, programs, or applications that are used to communicate, perform work or search for information; these virtual tools provide learning facilities. There are different virtual tools such as virtual communication tools, virtual tools to search for information, platforms, or applications to use for elaborating activities.

The new active methodologies and the pedagogical model of the 21st century require an increase in the channels of interaction; it needs cooperation and collaboration, it requires students to play a leading role in their own development, and for all this, they need means and tools. It is necessary to mention that at present, analogy tools are sometimes not enough. Hence it is interesting to start introducing digital environments to cover these deficiencies and improve opportunities for teachers and students. These are the great benefits that this change brings us: new channels, more availability of information, immediate and cognitive, creative and critical development.

In this paradigm of fusion between technology and education, virtual teaching arises an increasingly installed tool that favors the possibility of increasing knowledge by breaking the barriers of time and space. This implies richness and flexibility in the teaching-learning processes. Not only for students who see their chances of acquiring knowledge increased but also for teachers who find in these platforms and tools help elements to manage their teaching work.

Virtual communications tools are tools that allow us to process, synthesize, and present information in various ways. There are two types of virtual communication tools. The first is synchronous tools, and it allows you to communicate with users in real-time. This type of learning is commonly supported by internet communications media such as

videoconferencing and chats, for which it is necessary that the participants are connected at the same time. Their advantages are:

- It is independent of the place.
- Communication occurs between two or more people located in different contexts.
- It is temporarily dependent.
- This means that it is necessary for the callers to coincide at the same time.
- Communication takes place in a group or individually.
- The transfer speed is faster.

Some examples are:

Chats	Video or videoconference	Digital board.	Instant messaging
Written communication over the internet between two or more people is instantly carried out.	Possibility of having simultaneous audio and video conversations	Possibility of having simultaneous audio and video conversations	Through them, the interlocutors can exchange information, videos, videos, audio, and documents in real-time.

On the other hand, asynchronous tools Communication does not occur in real-time to allow communication through devices without the need for participants to be connected at the same time.

For example:

Email	Distribution list.	Foros	Wikis	Shared documents
It is a network service that allows you to send and receive messages quickly	Using the same email system allows the message to reach more than one recipient	It is an application that supports an online discussion and opinion.	Webs that can be editable by any user.	It refers to spaces in the network where teachers or students can access different online documents.

There are different virtual tools that can be used, and I consider that one of the most effective and flexible is web 2.0. These tools are online software programs that allow the user to interact and collaborate with content. Given the technology access and access, we know that many of our students are already online using these tools in advance daily, for example, sharing news on Twitter, writing on Blogger, or creating a collection on Pinterest.

As educators, we can take advantage of the interest of students and use web 2.0 tools to create e-activities that promote active and collaborative learning and that stimulate them to create, edit, generate content, and participate.

Advantages of using web 2.0 tools for the development of e-activities

o   Some of its advantages are ease of use, the ability to interact in real-time, the opportunity to create dynamic learning communities, and to create immersive experiences through 3D scenarios.

o Using web 2.0 tools for the development of e-activities within your virtual courses generates many advantages, among them:

o Achieve greater impact among students are easily accessible

o Allow fix knowledge

o Facilitate collaborative work

o Strengthen computer skills

o It is easy to find many tools with low-cost or free options

All these virtual tools help the teachers to design and create their classes; it is very important to use all three because each one fulfills an objective, the teacher first creates a means to communicate with the students, then selects the adequate information, finally, creates and designs activities that help the students practice the new learning.

Thus, the virtual tools allow to: Make working hours more flexible, the ubiquity of the mobile tool allows work to be done in waiting times such as on car journeys, does not need a specific workplace, the student can work anywhere. Allow the correction of errors at the moment, which favors a higher quality of learning. Reduce waiting times between task completion and correction, speeding up reinforcement time and, therefore, progression. It allows you to control the real-time of the learning progression both for the student and for his / her tutors and teacher.

Virtual tools are not just for assigning tasks, and there are many ways to use these tools. Teachers can apply different activities so that students obtain concepts, vocabulary, practice all four English skills, and have access to information. Mineduc (2005) mentions that the purpose of the foreign language subsector in Middle Education is to provide students with a

tool that allows them to access information, knowledge, and technologies, as well as allowing other lifestyles, traditions, and ways of thinking.

As mentioned above, there are different types of virtual tools; these have different purposes where teachers take advantage to create activities, which is not only to give information or concepts, students can practice and interact. According to Harmer (2001), computer programs for teaching the language offer students the opportunity to study conversations and texts, perform grammar and vocabulary exercises, and even more, listen to texts and record their voices. Therefore, their usefulness and the degree of motivation they represent for the student are undeniable.

For example, teachers can use different virtual tools, virtual communication such as zoom, Jitsi meet, Microsoft teams, etc., that help you meet with your team through web conferencing and collaboration, sharing information, and explain the subjects, including video and audio conferences. It also uses social media such as Facebook, WhatsApp, and Instagram. Platforms such as Cambridge, Oxford, British Council, UNAM language center, and others have exercises where students can practice in different activities grammar and acquire vocabulary and also practice the four English skills (reading, listening, writing, and speaking). Applications are excellent virtual tools for learning English; they are fast, easy to access, and fun for instated, Duolingo, Bussu, voxy, and other applications. Virtual tools to share information such as English dictionaries, books, videos, websites, and others that students obtain information.

The contact that can be established between students through different ways of using virtual tools enriches the possibilities of learning a foreign language; these are some examples. However, there are several virtual tools that the teacher can use in virtual classes. The most

important thing is to find the virtual tools correctly depending on the needs and interests of the students.

Students need to find a new way to learn, have access and information, and above all, know how to manage it. Students move in an information environment, can analyze and make decisions, and master new knowledge in an increasingly technological society. They must become lifelong learners where they select and effectively use the information provided by teachers, collaborate with others to perform complex tasks, use the effective mode of different knowledge representation and communication systems. For students to acquire essential knowledge and skills, they must move from teacher-centered teaching to student-centered teaching

In this type of interaction, the teacher has a particularly important role as the moderator who guides the learning process and supports group activities and discussions. Role change of the student and the teacher towards a more personalized interaction, constant communication, and learning autonomy. According to Salinas (2004), the educational institution and the teacher cease to be sources of all knowledge, and the teacher must act as a guide for the students, facilitating the use of the resources and tools they need to explore and develop new knowledge and skills.

To learn a second language, they have several virtual tools where students can practice English skills entertainingly and easily. English teachers can take advantage of all these virtual tools to plan and carry out the activities. Nowadays, the teacher needs to change the way of teaching and the way of carrying out his activities, using all the tools that the Internet has. It is a challenge for everyone but finding the right tools can generate the expected learning

Virtual technologies have contributed to opening new development possibilities to society, and first of all-new generations of management systems; thanks to virtual technologies, we cannot put them into question. P. Drucker´s (1973) premise anymore, which has already gained historical import, and which implied that there are no undeveloped countries, but only those with undeveloped management. This technology has, after all, provided completely new and more perfect tools to assist management. It is also contributing significantly to the establishment of a citizen information society based on knowledge managing.

Therefore, the virtual tools chosen for the design of the activities were selected due to the accessibility, flexibility, and diversity of options available to develop interactive and creative activities so that students obtain the vocabulary to study based on the topics reviewed. Rojas (2008) says educational material is the set of means used by the teacher for the teaching-learning of students so that they acquire knowledge through the maximum number of senses. It is a practical and objective way where the teacher sees satisfactory results in teaching-learning. These virtual tools were:

1.- Educaplay: It is a platform for the creation of multimedia educational activities characterized by their attractive and professional results. It is aimed at creating a community of users with a vocation to learn and teach while having fun, with varied possibilities for teaching professionals to install their own online educational space on the platform, where they can take classes to another level of participation. One of the main advantages of web 2.0 is that, as teachers, they allow us to create "multimedia educational activities" through certain places or pages. In addition, in most cases, it is not necessary to download any program for this, allowing you to create and edit the material very easily. In addition, these sites have the option of sharing, with the rest of the members, the activities created, allowing us to have a

very wide range of resources and learn from each other, putting both teachers in contact with each other, as well as with students and female students. Educaplay is a tool that allows us to create multimedia educational activities so that we can use them in the classroom with our students. In addition, we can create collections of activities or groups both with students and with other colleagues and teachers.

2.- Quizlet: It is an interesting 2.0 tool to create cards with educational content that includes text and images. The interesting thing is that, once the cards are created, the tool automatically develops activities and games that will be very useful in the classroom. Once we have the study cards created, the tool offers us a series of dynamics to interact with topics and evaluate our learning:

- o **Flashcards**: This allows you to review the topics card by card as a review.
- o **Scatter**: it is a game of matching the definitions with the concepts while they evaluate us with a timer; in the end, we can see who has obtained the best time scores.
- o **Spelling**: in this activity, the application will pronounce the topics, and the student will be able to write what they heard, an excellent tool for the language area.
- o **Test**: with this activity, an exam will appear with all the concepts that we have created and that at the end will give us a complete evaluation, open questions, matching, multiple-choice, and true/false questions can be created. This tool is a very good option for creating written exams.
- o Make flashcards to work on the vocabulary of English, French, etc., to strengthen writing and pronunciation.
- o Create content classification activities with the help of images, short descriptions, etc.

- o Make cards on famous people, vocabulary cards for children, Geography topics, historical events, literary works, etc.
- o Create diagrams with convenient annotation tools, locations, and definitions; you can customize your study material in a whole new way.

3.- Edpuzzle: It is an easy-to-use platform allowing you to engage every student, one video at a time. More than 65% 1 of students are visual learners, and +95% 2 of your students' watch YouTube regularly. Videos are a powerful resource. Edpuzzle is a web-based interactive video and formative assessment tool that lets users crop existing online videos and add content to target specific learning objectives. Teachers can search the extensive library or upload their own videos to customize them with voice-overs, audio comments, embedded assessment questions, and additional resources. There are also options to choose from the site's curriculum content, assign due dates, and prohibit students from fast-forwarding through videos. Teachers can view students' scores and progress over time, as well as the length of time students, took to complete an assignment. Data from the embedded quizzes are saved in Edpuzzle's dashboard; however, teachers can easily export and incorporate it into other grade- and course-management systems.

Edpuzzle offers a space for a community of teachers to share their creations for inspiration or for easy classroom use. But since so many versions of the same original video are saved, teachers may have to scroll through the dozens of repeats before discovering different search results. A better use might be to turn this robust set of tools over to students, enabling them to find high-quality online video content and customize it in a way that demonstrates their learning.

4.- Kahoot!: It is a game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes in minutes. Kahoots are best played in a group setting. To join a game, you need a unique PIN. If you're the game host, you need a big screen. Players answer on their own devices, while questions are displayed on a shared screen. In addition, to live games, it can also send Kahoot challenges that players complete at their own pace – for example, homework or training.

5.- Facile: It is mainly useful as a means of formative assessment or review of basic concepts that fit into a flashcard or quiz format. Teachers should note that there's a big difference between the free version and the paid version. The free version is easy to set up for a review game in class: no bells and whistles, just question and answer. The paid version is much more versatile and could be used in class, with students playing in teams or individually, or even played remotely, with students working from different places. There are premade games to browse, so search for your topic and see if one already exists that will fit your needs. You can also expand the quizzes beyond content review by using them for relationship building with students (using trivia about classmates, for example) or for reinforcing classroom procedures after a break.

2.4 TEACHING STRATEGIES.

According to Diaz Barriga (2002) mentions teaching strategies, we understand, then, a set of activities, techniques, and means that are planned according to the needs of the students, the objectives pursued in the subject, all this in order to make the learning process more effective, teaching strategies are involved in the promotion of meaningful learning.

Taking into account the description of teaching strategies as said by Diaz, it is important to recall that the good design and selection of teaching strategies based on the needs of the students and the learning that we want them to obtain is a fundamental key for them to be successful.

Returning to my experience during intervention practice within a high school, one of my great weaknesses was the selection and design of my teaching strategies. During these last two years, I had been improving at it, taking into account what needs the students to learn? What can I do so that my students learn during English classes? What are the reasons why my students during classes do not achieve mastery of the content? However, for the teacher to elaborate a better job, teachers must stop to analyze the performance they had in the class but above all in how the students with whom they are working learn, what processes are required to have meaningful learning and what we can do to promote that knowledge.

Moreover, Estevez (2002) proposes five successive phases to consider for the selection of teaching-learning strategies and that answer the following questions:

- Why teach a certain subject: In this aspect, it is important to analyze the purpose and ends of the subject. Therefore, in the case of the subject of English, its purpose is that students can communicate through the language in situations of daily life that require the use of the language, a.
- What you hope to achieve with what you teach: It is vital to identify what you hope to achieve in each of the lessons.
- What sequence to give to what is taught
- How to teach those contents?
- What and how it was taught.

Recurring to Loucky, who mentions the development for the application of teaching strategies in the learning of vocabulary, it is important to mention that to start any strategies it is important to define the objectives that we have so that the students learn that vocabulary, select the vocabulary to occupy and later as we are going to teach it. Loucky (1998)) mentions the process to develop the vocabulary of the students in the L2 follow the next steps:

Introduction to vocabulary: This encounter can take place through direct teaching in the classroom by extensive reading and listening activities or by incidental learning. It is the students' first encounter with vocabulary.

Establishment of the previous vocabulary presented: Beyond the first approach with the target words, the learners must find the vocabulary again in different occasions and contexts; this is the object of fixing the new meanings both in the passive memory of vocabulary and in the memory of active use of them. At this stage, the teacher must develop material that allows for spaced repetition of vocabulary throughout the course.

Enrichment of previously presented vocabulary: Due to there are many things to learn about any new word, the teacher should help students distinguish between context and key and high-frequency words that are essential to the student. This stage also involves the knowledge of new inflections and derivations that are generated from the new word.

Development of vocabulary strategies: As of the moment students begin the process of acquiring a second language, they must develop skills for decoding words and skills for vocabulary recognition.

According to what the author mentions, the teaching process is very significant since it is not only giving a series of words and that they repeat them. On the contrary, it seeks to enrich

the learning process and the acquisition of vocabulary in a meaningful way. Therefore, know the What? Why? How? and for what? It is essential for the design of strategies.

2.5 Explicit instruction

The teaching of vocabulary continues to be traditional, where only students copy a series of words and add their meaning in Spanish. However, for several years a great proposal of vocabulary teaching methods has been made. Hedge (2000) points out some aspects about the importance of teaching vocabulary is favorable:

1) the learning subjects themselves attach great importance to learning vocabulary in the general context of learning a foreign language

2) mistakes made in the vocabulary area have a greater impact than grammar mistakes on comprehension by a listener or reader;

3) the acquisition of vocabulary by the learner of a foreign language is not a minor task since it extends beyond the time in which a student manages to learn and consolidate the grammatical structures of that language.

As a, I selected explicit instruction is one in which the teacher identifies the vocabulary needs of his students, designs materials and activities that provide opportunities for intentional vocabulary learning. As well as exercises dedicated to reaffirming and actively using the new vocabulary by Mendelin Gomez (2008). Explicit instruction can be both direct and indirect. According to Celsius Searls (1991), Direct instruction implies that the language teacher presents the desired information specifically to the students: while indirect instruction, the teacher must "orchestrate" various aspects of the classroom environment in order to guide the students to obtain content

According to research by William & Mary (1963), where I obtained the first step in planning for vocabulary instruction is to identify the words students will learn. Suggestions to guide you in this decision-making process are enumerated below.

- Select words that are common or generally useful for students to know.
- Avoid assigning words that students rarely encounter
- Choose terms that are strategic to academic success and are not typically acquired independently.
- Identify words that are essential for understanding
- Pick textbook vocabulary that addresses key concepts or ideas.

Considering the research, I considered that also it is important to identify:

- Purpose the vocabulary selected.
- Give the meaning of the vocabulary according to the context.
- Teach pronunciation in different places.

2.6 EVALUATION.

Evaluation is a necessary activity in the teaching work; these allow to identify the achievements of the students and if the learned lessons were fulfilled. But, it helps analyze the opportunity areas for better academic performance. Díaz Barriga and Hernández Rojas (2000) says the evaluation of the learning and teaching process is a necessary task, insofar as it provides the teacher with a self-control mechanism that regulates it and allows you to know the causes of problems or obstacles that are raised and disturbed", in this sense the evaluative

practices directly influence the study practices (particular ways of studying) that students employ and in the way they assume the evaluation itself.

In addition, the evaluation is an indicator that helped to see the achievements or improvements of the proposed virtual activities; it was important to mention that although the platforms give a score and that these can be elaborated as many times as necessary to improve the scores, it- It was central to analyze the performance of the student in its use because if the virtual activities are not carried out with an objective and with the appropriate indications, learning cannot be achieved

According to Crooks (1988), some effects of evaluation on students are:

• Reactivate or consolidate previous skills or knowledge.

• Stimulates learning strategies.

• **Helps students monitor their own progress and develop mechanisms for self-appraisal.**

• Stimulates a feeling of achievement.

• Influences the choice and development of learning strategies and study models.

• Influences students' ability to retain and apply, in diverse contexts and

different ways, the material learned.

• **Motivates to deepen in particular and general knowledge areas-**

For this reason, the self-assessment was applied during the elaboration of each virtual activity through google forms (Appendix 5) formality where the students analyzed what they learned,

what needs to be improved, and their performance in the elaborated activities. Thus they identified their progress and their opportunity areas.

- **SELF –ASSESSMENT**

Evaluation is not only the task of the teacher. It can be carried out in different ways, where through collaborative work, the teacher and student can analyze their progress. Therefore, this allows the student to reflect on the quality of their work and their learning, judge the degree to which it reflects the criteria established for it, and identify their strengths and weaknesses as a basis for their improvement.

According to Calatayud, (2007), Self-assessment is the average strategy excellence to educate in responsibility and to learn to value, criticize and reflect on the individual teaching and learning process carried out by the student

In addition, the use of self-assessment in the activities was helpful for the personal reflection of the students, and with this, it was also a means of motivation owing to the analyzed their results, sought to improve their scores and vocabulary learning.

 One of the goals that must be kept in mind at all times and towards which one should aspire in all teaching institution is the development of self-assessment capacity in students" Diaz Barriga and Hernández (2000).

CHAPTER III

This virtual modality was a challenge for all educators. Teachers and students trained and learned about the virtual tools used. It was an advance for the reason that most of the educational community had never used technology for academic purposes. Despite all the barriers we had during the school cycle year, we made great progress in digital competence and the correct use of technology in education; however, not all students were able to enter or participate in classes due to some factor as such economic, familiar and personal.

Nevertheless, students discovered a new way of learning and especially in the field of English, the wide variety of resources that they have at their disposal.

It is essential that teachers are trained and adapt to the needs of the new global world and society. All the teachers took courses, seminars, or tutorials to learn how to use the different virtual tools to be able to continue their classes and support the students. At the same time, it was a new opportunity to design innovative activities and create a different educational environment. In the beginning, it was complicated since we had to look for many virtual tools and look for the most accessible and effective in the learning process.

As I mentioned in the second chapter, the central objective was for the students to acquire a basic vocabulary so that they began to communicate with short sentences and the beginning of understanding the language. All this through instructional strategies to acquire vocabulary from side to side virtual tools for the design of activities

The strategies were based on the acquisition of basic vocabulary as a first approach for learning a second language English, the resource and material used to create and elaborate the activities were the virtual tools. Those activities were focused on the basic vocabulary used in daily life, so the students began to develop the main phrases and begin to

communicate with the basic topics. Learning vocabulary is so essential since vocabulary is a vital and important thing in communication. Lewis (1993) mentions, "Lexis is the core or heart of language." while vocabulary is the most important thing for understanding-knowing names for things, actions, and concepts.

New tools and materials had been implemented to help the student in their learning process during this lockdown. Those new tools helped teachers adapt to students' acquired and practice the topics Using real virtual tools that they used in their day-to-day. It is so essential to mention that the activities were adjusted according to the resources had. Therefore, it helped the majority of the students could elaborate their activities. However, it was a reality that not all students were able to access and achieve the expected learning.

Subsequently, there was a large shortage of students, despite different strategies adapted, some students could not be reached. In the case of second grade group A, of 8 students I did not obtain any information, 3 students worked and 2 students had great financial problems because they could not enter any platform and did not have the necessary resources. For me it is important to mention these situations since throughout my practice days due to the different strategies you applied the students who accessed varied, since in the first unit there were a total of 28 students connected, in the second unit 22 and in the third unit there were 26 students contacted since some students were integrated at different times

In addition, the proposed activities are focused on the first approach to learn a second language, for the development of the first skills in the language. Therefore, the basic vocabulary was taken so that the students begin to relate the phrases and common words to be able to communicate in everyday life situations.

Likewise, the students begin to relate their mother tongue with the second language, building a connection between the two languages. In this regard, I selected a variety of strategies for vocabulary acquisition that offer virtual tools to design and develop creative and interactive activities.

The vocabulary was selected according to the Aprende en casa I and II program, due to the strategy carried out by the COVID 19 pandemic. It worked with a beginner level. Therefore, that helped to select the appropriate basic vocabulary to design the activities. It is important that the process select the vocabulary that allows students to master the vocabulary they need to learn and acquire it.

It was analyzed through the Smith cycle (1991), it is a reflective cycle that is part of a description and information of the teaching practice at the classroom level, and once confronted with that of the teachers as a means to detect and clarify what daily. Teaching action patterns, it consists of 4 stages: description, explanation, confrontation and reconstruction. Thus, each of the proposed activities were analyzed with this cycle where all the processes that were carried out to put it into practice are explained.

Reflection is an important training tool for teachers as it helps me to reflectively analyzed my teaching actions to improve the practice. Schön says (1992), a reflective teacher is tasked with encouraging and recognizing, and at the same time assess the student's confusion. But he also has to encourage and value his own confusion because without that confusion, he will not be able to recognize the problem that needs an answer

ACTIVITIES FOR ACQUIRING VOCABULARY.

1.- FLASHCARD.

This first activity proposed was the flashcards, by reason of the students began with the learning process in the acquisition of the second language. Consequently, they initiated to relate the meaning and correct pronunciation of the vocabulary with the activities. The flash card is a piece a card that has a cue or hint on the front side help to students for practicing and remembering the new words.

Therefore, they can practice and use to study in whatever time. According to Baleghizadeh, S., & Ashoori, (2011) Flashcard is cardboard consisting of a word, a sentence, or a simple picture on it. It helps to the students practice and study the vocabulary selected. Flashcards are significant for students as they begin to become familiar with the study language due to they create a connection through the meaning of the words. Thus, remember and relate the words learned to produce meaningful learning**.**

During the training period, I created flash cards through the virtual tool "Quiztle" where I developed different ways of imparting the vocabulary. The first option was to write the word and put a picture related to it, the second the word was written with its definition and the third option was to write the question with its correct answer for that students to remember the meaning and correct spelling.

It was applied throughout the practice days, because that is how the vocabulary was presented. Normally, the activity was assigned on Mondays so that the students could recognize the words for that in the class they will remember them and they will be used in the different topics seen. It was very functional since they in the different activities reviewed the vocabulary and in class they reinforced that vocabulary with small phrases or sentences. This facilitated their participation during the class and the development of the class product.

Quizlet was used to elaborate the flashcard for this reason it is a free website providing learning tools for students, including flashcards, study and game modes. This way teachers can create a series of dynamics to interact flashcard with topics. Some advantages to use it were;

- Students can use any electronic device with an internet connection.

- It is not necessary to register to enter the link.

- Students can enter as many times as necessary.

- Practice the words.

- Practice the pronunciation

- Relate the meaning to the mother tongue through definition or images.

- Playing cards with the different activities and games.

- Students do not need to register to enter it.

- Students have the option to practice pronunciation.

However, some disadvantages were:

- Some editing options need a premium license.

- Students can be distracted by the announcements on Quizlet

- Students need an internet connection

I selected the most common words used in the Aprende en casa program and chose between 7 or 10 words. Marinak, Moore, Henk and Keepers (1997) mention that it is so important to select the words that students encounter frequently and that, therefore, represent common knowledge. The main objective was for the students to recognize and learn the vocabulary selected by means of a flashcard, so that they can have and practice the meaning and spelling

at any time they require it. The topics reviewed were personal information, description of physical appearance, description of clothes, description of their town, activities schedule, time, daily routines and the use of different verbs in their activities.

Then, I elaborated the flash cards in different way with a description, picture or keyword. It was applied during the asynchronous and synchronous classes where the link with the selected vocabulary was sent to them that week so that they practiced, the vocabulary also will be retaken in the class for the proposed activities. I be certain of the use of flashcards help students to memorize and remember the vocabulary selected for the elaboration of the different activities reviewed. it was easier for me to give my class and create a more active participation environment.

Thus, as a teacher it helped me that the students were learning certain words before the class for a better understanding of the class, so I could speak more in English in the class and the students attended better the instructions and activities. Garcia (2010), remarks flash cards are wonderful tools for teaching because they offer fun and interactive learning games, for all levels of education, or for all subjects or students ''

It helped enrich and keep the students' minds active to create a connection between both languages. It is a fact that when students begin to understand the subject of study, they feel more confident and are encouraged to continue learning.

Reconstruction the design of this activity was the management of the platform, it is important that I pay attention to all the options you have to design more creative flashcards, taking advantage of the options you have. The use of flashcards can be negative when it is not taught correctly, since it can only remain in memorization and not go further, so it is very important

the different way in which you design them and to retake them in your classes. The acquisition of vocabulary is an indispensable skill in the learning process, however, if it is not applied correctly, words can be forgotten and not reach permanent learning.

4. SCATTER

It is a game of matching the definitions or picture with the concepts while they evaluate with a timer, in the end they can see who has obtained the best time scores. In this activity that students could practice the vocabulary obtaining and relate the meaning of the words.

I used the Quizlet and Educaplay platforms to design the activity owing to it has the facilities and accessibility for its use. It only needs an email to register. Considering the use of these tools requires training on the different tools that it has.

The objective was the repetition and memorization of vocabulary to learn it, in this activity the students remember the vocabulary acquired and put it into practice. It was applied in two moments of the class, the first was an initial activity where I sent the link in the virtual class and they had 3 or 4 minutes to answer or I assigned the activity through Google classroom where they could enter in the activity as many times as you want and improve your score

In addition to design the activity, I first selected the platform to use (Educaplay or Quiztlet). To use the platform, it is necessary to register as a user. It is important to mention that both virtual tools have premium features. However, the free options are effective for designing the activities. Then add the vocabulary selected for the week and complete the steps to follow to develop the activity. Finally, the activity was created and a link was given, which is the one used so that students can enter it.

I applied the activity in different sections since November 17th,2020 with the following topics: physical appearance description and daily routine verbs. It was a great strategy for practicing vocabulary, as the students not only stuck with the verbs seen on the flashcards. The advantages were:

- It was easy to use.

- They did not have to register for entering.

- Scores were achieved at moment they finished playing.

However, some disadvantages were at the time of use, any small keyboard error lowers points in the final result, it is limited in their use and they need to have an Internet connection to access.

Thus, I identified that students prefer this type of activity because it is easier to study, it is fun and they can answer as many times as necessary. In this way, they made an effort to have a better score in the activities and to answer them in the shortest time. In addition to the students setting a goal, it helps them want to improve and seek to challenge themselves. Performance goals favor the appearance of simple cognitive processes, they can imply the approach to the task if it is simple and it favors reaching a benefit. Elliot and Church (1997)

However, not all students were able to access this activity due to the resources they have. Of the 38 students only 22 attended the activities including the 5 USAER students. No information was obtained from the 7 students and 9 students could not access virtual classes. I adjusted my activities and create some worksheet for these students that could not connect in the virtual classes. (Appendix)

Despite this great accessibility barrier, it was achieved that students who could access and had the opportunity to carry out these activities with the self-evaluations applied in Google form to identify the achievements of the class (appendix), the students mentioned that these activities helped them in their learning process, and at the time of doing it they realized that they did not remember words and when correcting it they paid more attention in them.

In this manner, the practice of vocabulary before class was a great benefit for the development of the class, since the students identified the words to be used and when listening to them they understood what I was referring to. Thus, they used the words in their exercises and felt more motivated in class because they understood what was being discussed during class.

To sum up, the activity was functional as an initial activity during the classes in that way they practiced the verbs studying in previous classes with the aim of helped in the development of the activities throughout the class, it was important that not only the students write and memorize the vocabulary one time so practicing it in various activities will help your better understanding and assimilation of words. Krashen (1981) says that learning a second language is a process of consent, in which the subject focuses more on the form than on the message; in addition, appropriating a second language implies acquisition processes.

Consequently, I considered the importance of practicing vocabulary at different times for its better acquisition. Therefore, I reflected that this activity is effective and easy to apply for the training of these words

3.-SPELLING.

In this activity, the application pronounced the words and the student wrote what they heard. In this part, students practice listening comprehension and correct pronunciation of words. It

was an important activity because when students practice correct pronunciation it was easier for them to recognize when the word mentioned to the teacher or audio. Dalton and Seidlhofer (1994) mentions pronunciation is the production of significant sound in two senses. Firstly, the sound has meaning because it is part of the code of a language. Therefore, it was significant to practice it for the students begin to identify the sounds and the word when it is pronounced.

In order to, I used the Quiztlet platform to develop the activity, although one of the options when I created the flashcards is to select these activities and the application automatically performs the activity. The central objective was for the students to practice the correct pronunciation of the vocabulary learned. I applied in three sections in January and March with the parts of the house and habitual actions where I selected all the words learned in that unit and I developed the activity as a task so that the students could do them in a quiet environment and take their time to do it or it also was used in the initial class where I share the link with them and they have 3 or 5 minutes to answer, I did this activity as a warm up and I did it as a competition. By giving the link, time began to advance and I checked the places obtained by the students.

Although, I recognized that the students had low scores. Because for them the activity was more complicated and sometimes they did not identify the word spoken. However, some of them tried as many times as necessary to achieve a better score, in addition, it was an excellent activity to improve listening to words and identifying different sounds. This activity helped me a lot in that the students pay more attention to the sounds and identify what word it was. Despite the fact that in this activity I had fewer participants, since some no longer

continued because they could not pass it, there were others who tried them until they achieved a good result.

In addition to a problem is recognized in this activity due to the sharing of audios on some occasions it is heard cut off or is not heard. Consequently, it was difficult for students to identify the answer and replied the activity. In the first section I applied it as a warm up but It did not hear well, thus it was involved a lot in the activity for these problems, I solved it by pronouncing the words myself. However, I considered that this activity is very effective in the development of listening, so leaving it as a task was an excellent idea since they did it in their free time, having the opportunity to reproduce it and have a better reproduction.

Some advantages identified were the use of the application is easy and accessible, it will not be necessary to register to do the activity, it can be repeated as many times as necessary, it develops listening skills in the recognition of sounds, the activity can do at any time of the day and it can be done on any mobile device. On the other hand, the disadvantages were the internet connection must be stable for everything if teachers want to work together since the audio can present technical problems.

However, this activity was excellent to practice the different sounds of the spelling in this way the students begin to recognize the phonetics of certain words and, after participating in the class, they identify the correct sounds of the same. In the self-evaluation applied by Google Forms, the students mentioned that this activity was a bit complicated- Nevertheless this helped them to improve their pronunciation. During the class I could observe a better performance and pronunciation in their participations.

It is significant not to forget that learning vocabulary is not only learning only their meaning, it is also being able to pronounce them correctly. Teaching of pronunciation in English should not be considered as something extra, but should be taught as grammar, vocabulary or any other aspect of the language. for that they may be able to understand in certain conversations mention by Tench (1981)

4   MATCH

This activity consists of joining the elements. Thus, it was divided in two columns. The first column was the selected words and the second a definition, answer or image related of the word. Students match the word with its correct meaning. I used the Quiztlet, Educaplay and liveworksheet platforms where I applied the vocabulary of common places and habitual actions. In these platforms I found easy access for students, since you only need to give a link for all students to enter, also you can interact in an accessible way and you do not need to register accounts to enter. Consequently, I elaborated the activities there,

The main objective was for the students to relate the words learned with their meaning. It was applied in January and February with the describing clothes, describe my town and habitual actions vocabulary. The activity was assigned in the asynchronous classes where I dispensed a series of activities related to Aprende en casa program and added this activity as a review of the vocabulary worked in the program so that the students will attend the other activities using the selected words.

However, the students only carried out the virtual activities, which caused me uncertainty since the activities designed were to reinforce the contents seen. In the first asynchronous section assigned to this activity of 24 students who carried out the tasks, only 6 students had

attended the complete activities and the other students only answered the virtual activities, thus, I analyzed that they are more interested in practicing and doing their homework with this type of activities due to are faster to do, interactive and you can do it at any time.

Therefore, the second time the application places the same activity but with exercises analyzed in the program adding the vocabulary and examples of the grammar seen. This improved the work of the students since they sent their complete works. Steinman (2004 mentions): "thinking in the classroom is being able to discover the obstacles that hinder learning and enhance the factors that facilitate it ...".

Some of the advantages were that these platforms are easy to use, it is not necessary to register for the preparation of the activity, it can be created in different ways, you can do them as many times as you think necessary and at the end of the activity it gives you the results obtained. On the other hand, the disadvantages were: that the platforms have restrictions in certain tools which limit the edition of the activity and need the internet to use it,

Therefore, these activities lend a hand the students to work asynchronously way, although at the beginning they only carried out this activity later, joining these types of activities, varying the other activities and giving other resources, they prepared the section correctly, since this helped reinforcement of the knowledge reviewing. Thus, when it was the virtual class, they mentioned their doubts and the topics were reviewed in greater depth.

In addition, self-assessment was applied through Google forms. Students mentioned that they prefer to carry out this type of activity because of how easy it is to use them, they can identify the words that they did not remember and study them again. Subsequently, it is indispensable

facilitate that the student, in addition to acquiring new terms, is able to establish relationships between them and learn to develop the ability to distinguish between similarities and differences.

Lundahl (2009) argues that teaching has to be relevant and make sense to the student. He expresses that it is significant that the teacher understands how his students learn languages in their free time and the implications that they can have and the implications that they can have for teaching within the class.

For this reason, it is important that the assigned tasks are related to the activities they carry out in their daily life, use different resources so that they can practice and elaborate their tasks. For me, this activity was effective for the assignment of asynchronous activities where it was put as an initial activity or evaluation so that they could practice what they had learned.

5. VIDEO

This activity consists of selecting a video where the vocabulary selected in the classes is mentioned. Then, a series of questions are asked about the mentioned phrases somewhere the students identify the word. I used the Edpuzzle platform, which is an online tool that allows you to edit and modify your own videos or those from the Internet to adapt them to the needs of the classroom.

This activity was created for the purpose that students practice vocabulary with the videos they watch. Thus, they meet new native-speaking youtubers, interviews about their favorite character from other countries or in their favorite music in English. The main objective was for them to identify the vocabulary studied in different situations and analyze the meaning.

Bonk (2009) proposes YouTube is a useful tool to form the search, selection and content exposure skills.

Thus, the activity was carried out on December and February, In the two sections where the activities were applied, the topics describing a town and describing the house were covered where I selected the videos: the first one was a tour from Ariadna´s grande home and in the second was a tour in Puebla city (Appendix). Then, I put some questions or sentences related to the video where they will recognize the words to fill in the information and finally get a link to share with the students.

In addition, it was applied during the virtual classes where, as an initial activity, the link of the activity was shared for the students who had a good connection. However, for the students who connected with their mobile data I projected the video for that they could write their answers in their notebook or in the chat.

Some of its advantages were:

- Students can learn by watching their favourite videos.
- They began to recognize the vocabulary studied it.
- They practiced pronunciation of the words.
- Students identified the use of words in real contexts.
- They can practice as many as time it is required.
- They felt more interests to elaborate the activity.

In other hand, the disadvantages were:

- It was necessary to have an efficient internet connection to enter.

- Some students may get frustrated when listening to the videos in another language because they want to translate everything.

- The video is constantly paused.

- If you don't have internet, you can't access the link.

Those resources like YouTube, National Geographic, TED Talks, Khan Academy and others had great benefits in education, especially in second language learning. Since there are a variety of videos with different content that can help the student to acquire vocabulary and with them develop their language skills. According to Velasco, Montiel and Ramírez (2018), educational videos are a powerful tool to support the learning process.

It is important to mention that the use of these tools brings with it many advantages thanks to the diversity of content that exists in any of these pages to watch videos. However, a great challenge is the selection of them. Due to the large amount of information that there is, they can see videos with wrong or inappropriate information.

6.Games

The activities consist of putting into play the acquired knowledge to practice in fun and interactive games. These can be developed individually or collaboratively way. The platforms used were: **Quiztlet**: Meteors, Match and Live. **Factile** Jeopardy style quiz game, and **Kahoot!** quiz games. These activities were applied every month to evaluate and practice the advance of the students in their learning.

In addition, the main objective was for the students to evaluate the learning acquired in these games, since through questionnaires they had to choose or write the correct words. Many of

these activities encourage learning through play and competitiveness. It is a kind of quiz in which the player with the highest score wins.

Teacher can prepare different quizzes with open questions, matching, multiple choice and true / false questions, and multiple choose each correct answer grants a series of points or recognitions that are reflected in a classification in which all participants, according to their performance, will be seen positioned. This type of scores generates an environment of healthy competitiveness that encourages initiative and participation in the classroom.

On the other hand, I used the daily routines, clothes, places, description about characters and verbs vocabulary to elaborate the quizzes. During the class the students felt more interest to play the games because they had more interaction and put more attention for getting better results. The classroom environment was quite positive, which made it easier for the activities to take place carried out properly, as can also be seen in the images mentioned. Perhaps the main problem encountered during the implementation of the proposal didactic was the temporary reorganization of the activities in the session calendar.

Thus, students encourage to participate in the activity and that the teacher can monitor the level of interest of each student in the practices. Institution of playful components can be especially useful for the teaching-learning of a foreign language, since they usually trigger a certain disinhibition effect. According to Saliés (2002) points out, students frequently he gets so involved in the game that he loses his fear of making mistakes.

Some advantages were: create playful activities in the classroom can be extremely beneficial, Students participate more in the class. this type of activities that generate more motivation, students put more attention in the class and they reinforced the vocabulary learned.

However, the disadvantages were: not all students can enter the activity because they need a good internet connection. not all students participate as some students may be frustrated because the game is fast

Results.

The application of these activities was innovative and interactive, which the students reacted positively to the activities. Conducting a survey through google forms to find out the impact of virtual tools on the teaching of a second language, the students mentioned that they liked these activities because they were simple to do, fun, they could practice as many times as necessary, they did not take up much time and in the case of videos they had found funny videos in another language. In addition to, the students mentioned that these classes are fun, creative, interesting, entertaining- they feel calm, emotion and happiness compared to the subjects that they do not like they present sleep, stress and fear. In their answers, they mentioned that usually in these subjects they focus on the book or dictation and they are interested in interacting, carrying out the activities they participated the activity way.

On the other hand, at the beginning of the classes they did not want to enter or participate in the class but passing the sections, the students changed that idea about the English subject.

 Although it is a reality that a 100% achievement was not reached due to pandemics and the connectivity problems that some students had. However, of the 22 students who connected at the beginning, 19 of the students were constant and had a significant advance in the language, it is vital mentioning that the USAER students only 3 with the help of the parents with the activities developed especially for them too. They had a great advance in the language even though they could not access the sections.   However,   the   other   missing

students, eleven could not connect and despite the pedagogical adjustments, they did not comply with the activities and the rest of the students did not find information about them.

Despite this great problem regarding the participation of students in class, it should be noted that this happened throughout the school since many of the students helped their parents in their economic activities, some moved their address and some simply did not have any means of communication.

Through these activities the students obtained: specific vocabulary to use in the proposed activities, develop the four language skills. Improve the pronunciation of words, spelling, the meaning on the context and relate to the topic studied. In addition, I helped the student to understand different expressions given in class, which helped to better understand what was being done.

CONCLUSION.

To sum up this document, which is the result of everything taught and applied throughout my training as a future teacher where it was detected, planned and applied a proposal responding a problem related with the lack of interest in learning a second language and the lack of knowledge it, Therefore, the first use of language learning was worked through the acquisition of a basic vocabulary repertoire. In order to, they began to develop language skills and communicate in a simple way.

On the other hand, it helped me to identify my strengths, weaknesses and opportunity areas that I had during this school cycle year, however the most important aspect to identify what kind of teacher I want to become. responding to the needs of the school context and especially that of the students. The main objective was to improve my competence as a teacher training, I worked to improve the design of activities, because it was one of my greatest opportunity areas and that during my academic training.

Talking about my group for this document, some of them started with the thinking that the English subject was difficult and they did not like learning it, they were disinterest and scared for this new subject- Thus, the first days the students showed an attitude of indifference towards subject, where they did not want to participate and their faces exposed indifference during the classes.

As a result, I was interested in studying about the first approach to learning a second language, I asked some questions before to start the essay, these were: How can I start my English classes? How can an impact be made on the student because he wants to learn a second language? How can the teacher motivate students to want to learn a second language?

After researching and applying the strategies I can conclude that the first approach to learning a second language is vital due to three points:

- Students begin to make connections with their mother tongue and second language, for their understanding.
- Students acquire the basic based in the knowledge of language that will help in their learning-
- It can be a determining factor in whether students continue with their training or that they create a negative barrier that it is very difficult to learn a second language and therefore they no longer want to continue with the study of the language.

Learning a second language can seem complicated and a mental block begins to create that does not allow people to move forward to learn. For this, the first impact that the teaching language had been essential. Consequently, teaching vocabulary acquisition, it was effective in the development of the students' linguistic competencies, I made a comparison about the performance of the students in the first section to the last one, a great difference could be noticed, they had a more active participation, they say phrases in English related to the class, they understand small instructions and they had a better attitude in the class.

In addition, learning vocabulary helped to develop the proposed activities. During the virtual class students identified the words to use, so that when we analysed a tense, the development of the activity was easier.

On the other hand, vocabulary learning is essential because when the student learns words, he enriches the knowledge of the language, however, it is not enough to know them, it is

It also makes it necessary to know how to use them with their specific meanings when needed within the situational contexts that appear discursively. The vocabulary has many benefits but the first is the association of the meaning in the mother tongue and the definition of the second language. Thus people create connections between both languages for having a significant learning.

This modality carried out a series of changes especially in the educational materials and resources that could be implemented. Virtual tools had a great variety of elements for the design and creation of materials that helped the academic activities of the students. These activities were creative, innovative, and easy to use. Therefore, students discovered a new way of learning and especially in the field of English, the wide variety of resources that they have at their disposal. It is essential that teachers are trained and adapt to the needs of the new global world and society.

All the teachers took courses, seminars or tutorials to learn how to use the different virtual tools to be able to continue their classes and support of the students. Therefore, the preparation and constant training of teachers is a necessary pillar for the development of new educational tools. The use of virtual tools was a constant training since through courses, seminars and tutorials I learned to use and elaborate them

For me, learning new virtual tools and their design were great achievements in my training because that way I could create more interactive activities and motivate students to want to practice and study the subject.

However, due to the great demand for ICT resources in classrooms and with the desire to innovate and adapt to new times and technologies, many teachers irresponsibly adopt these

tools, as well as miraculous devices for the student learning, either as a mere aesthetic addition or marketing strategy, without knowing how to use them effectively to enhance discovery.

Despite these problems, the incorporation of ICT in the classroom is an issue relatively new in the educational field and there are always aspects susceptible to gets better. No need to blindly embrace technology as a multipurpose, it is worth exploring the potential of these tools, and incorporating them into the less as support for more traditional teaching.

In summary, this work had allowed to observe the results of the incorporation of virtual tools for the development of virtual events with the purpose that students acquire a basic vocabulary training for the beginning of language learning. Nowadays. we live in a changing society where students seek to learn and develop the skills they need for their day. Every time broader of didactic tools to face the demands that arise every day in teaching practice.

In conclusion, some results were that the activities were dynamic, easy to do, could be done as many times as necessary, created competition in the improvement of students, are interactive and can be done at any time. However, the use and application of these activities must be guided correctly since if there is no academic purpose or use of them, no learning can be achieved. These activities are only materials and resources for vocabulary practice, reinforcement or learning.

Despite of different problems and barriers that were encountered caused by the pandemic, it was a challenge to adapt the academic activities so that the students could continue with their classes. I developed my digital skills with the search for information and platforms, use of virtual tools, and selection of virtual tools. This opened for me a more specific panorama of

the importance of education in our society, education is not only a space where concepts are memorized or learned, the school goes further, it seeks the formation of competent citizens for life, for collaborate in the society and that they are capable of adapting to the different situations presented. Therefore, as a future teacher I need to have a broader vision of what society requires of students, adapt my topics to relevant topics so that they can develop competence necessary in the life.

The interest that students have in these virtual activities makes them feel attracted to trying to communicate in the foreign language, they feel motivated and more confident when expressing themselves. From the impulse of these activities, I had been able to verify the favourable possibility of creating a didactics based on the needs and interests of the students, for a feasible learning process of the foreign language stipulated for this level of basic education

In conclusion, the competencies that I developed during this essay and its development were:

- Select the correct teaching strategies according to needs of the students.

- Improve the design of teaching strategies.

- Improve my lesson plans due to before it was incomplete because the activities were very simple and no proficiency developed

- To be clear about my objectives.

- Design activities where students develop meaningful learning where they feel interest and real use for the knowledge they have learned

- In my lesson plan I improved my writing and looked for more interactive and creative activities according to the age of the students.

- I design better materials and exercises-

I have improved my skills and competence as a teacher in different areas. However, I continue to prepare to improve my performance as a teacher. In this analytic essay considered some points, these points are proposals for didactic design, group and youth knowledge, educational content, lesson plan designs, teaching strategies and evaluation.

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APPENDICES.

Appendix 1 - School map.
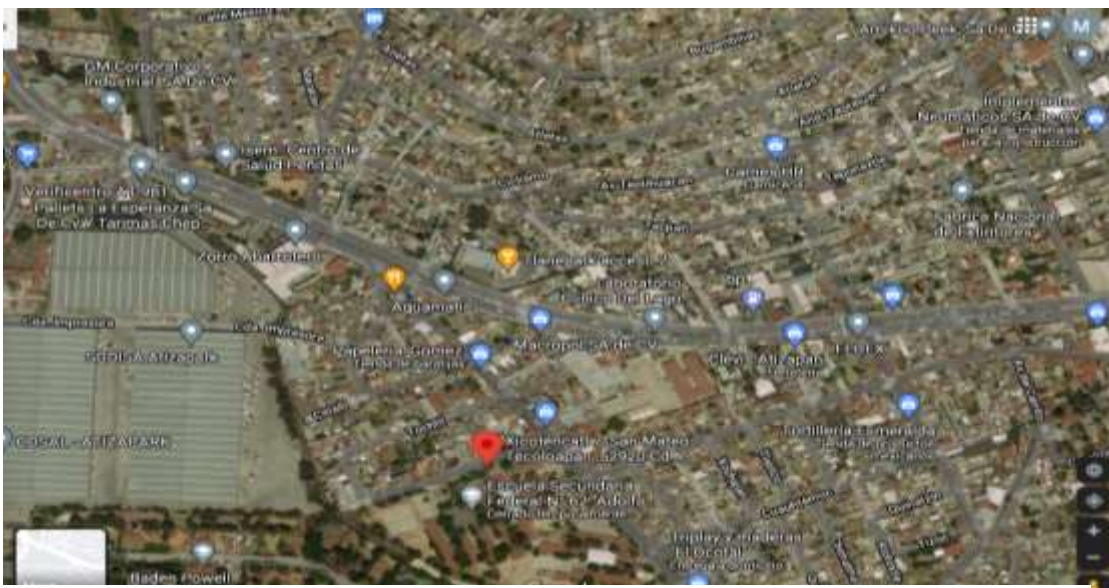
External context of middle school.

In the map, it was observed see the places around the middle schools such as shops,

Appendix 2 – Middle school 62 "Adolfo López Mateos"

Middle school Federal 62 "Adolfo López Mateos"
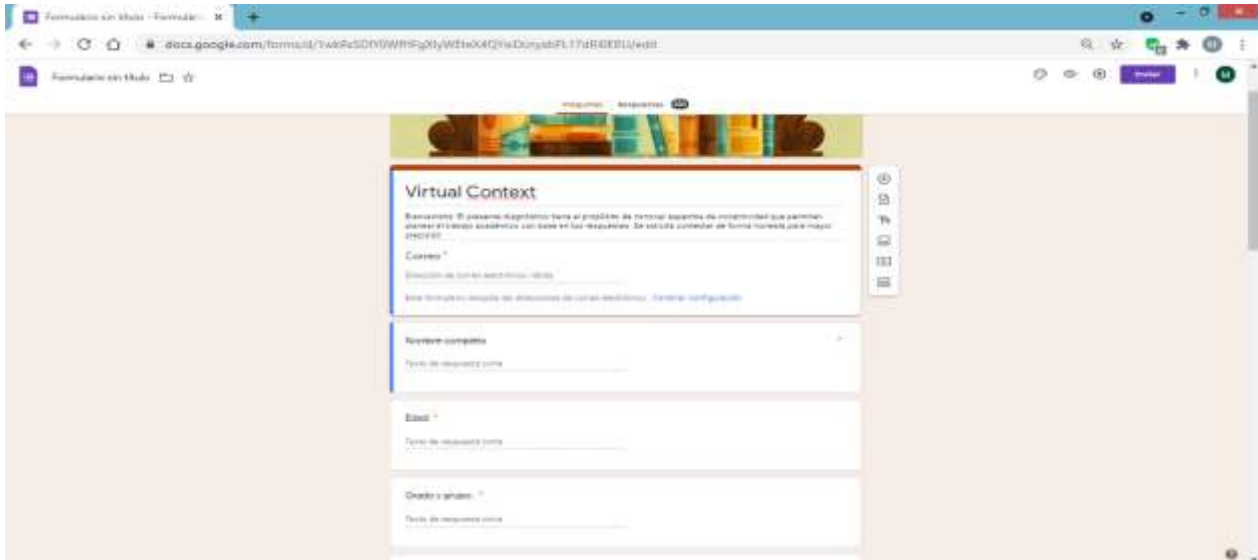
CENTRAL DOOR.

Appendix 3 - INEGI
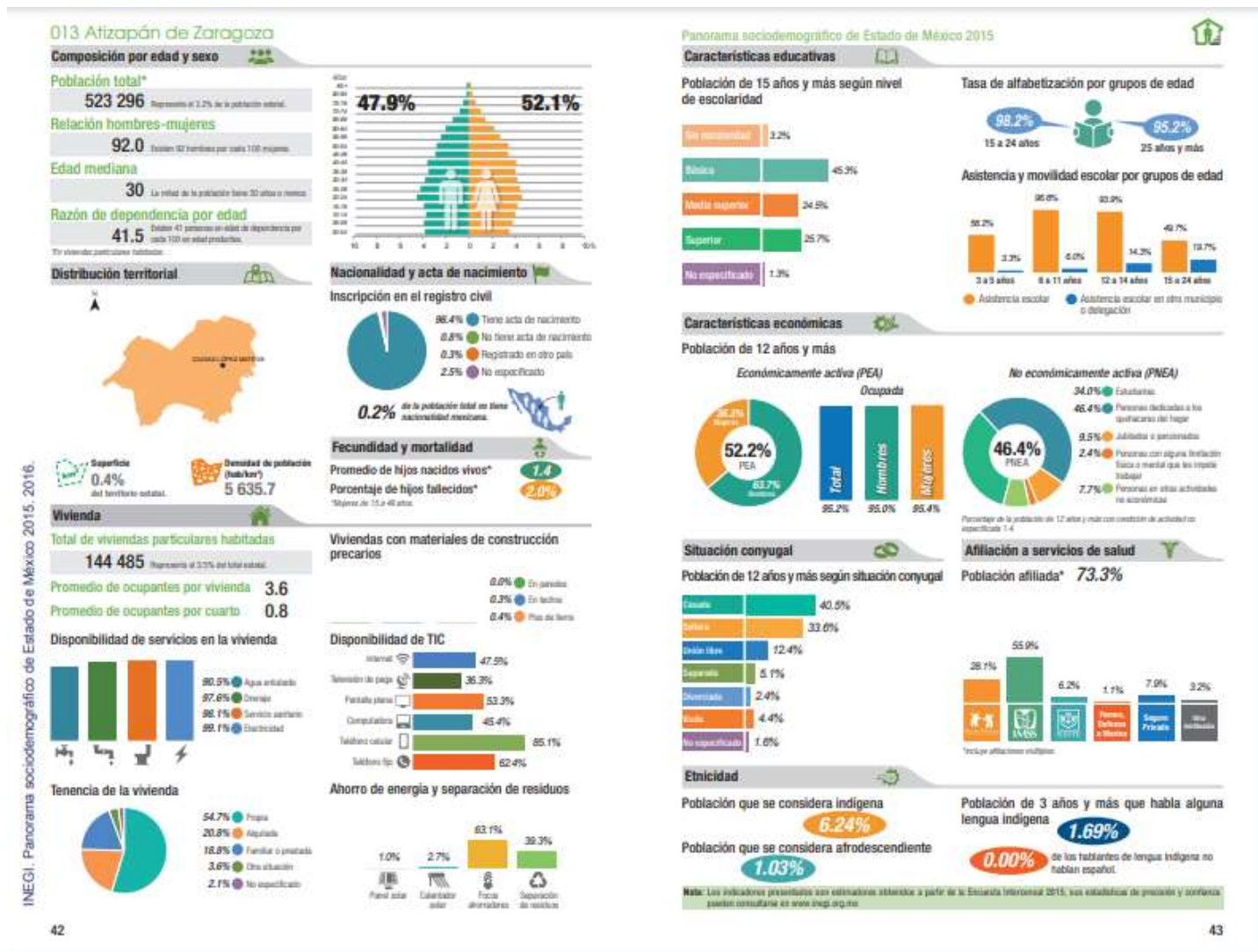
Summary diagram about the economic, social and infrastructure conditions about Atizapan de Zaragoza.

Appendix 4 - forms

Connectivity diagnosis

Survey applied on 26th September, 2021.

https://docs.google.com/forms/d/e/1FAIpQLSf-
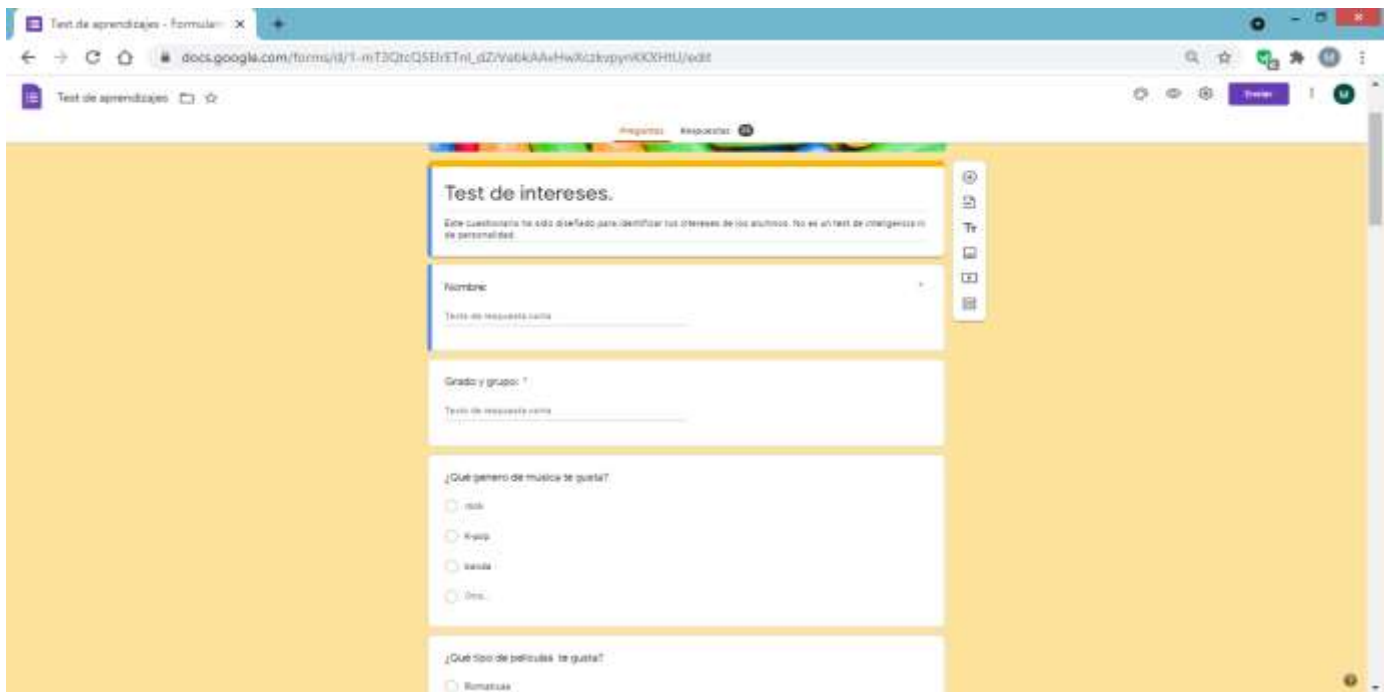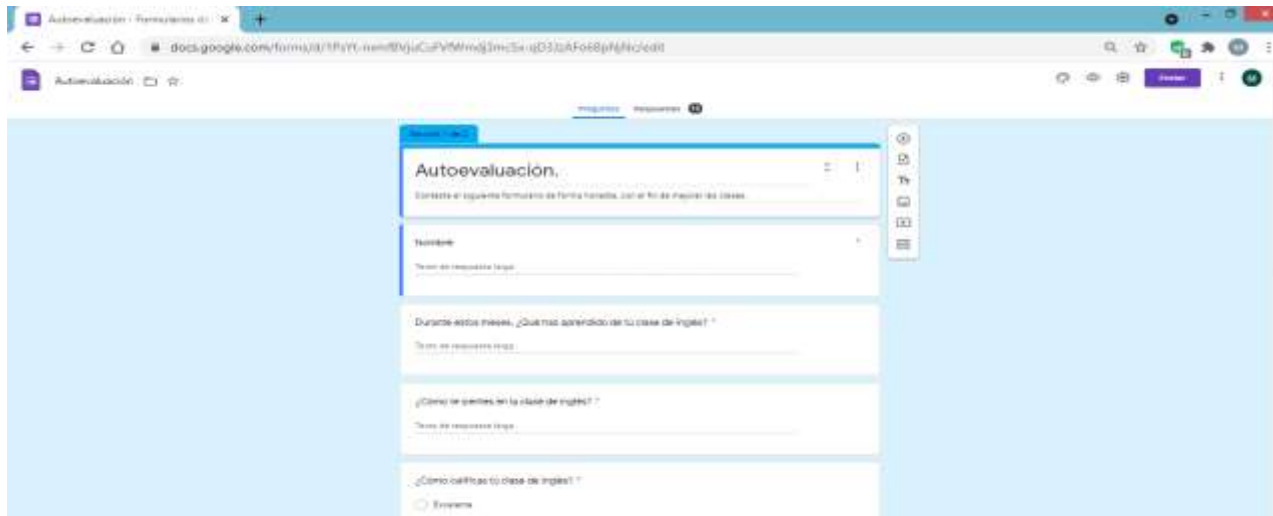
Interest test.

Survey applied on 26th September, 2021

https://docs.google.com/forms/d/e/1FAIpQLSfV30hTd0BTK8al2FXOY1B2iu6qij1OGmnmtnQBKBm7Jdlwhg/vie

Appendix 5- Self-assisment

Survey to identify the achievements and opportunity areas during the activity applied. Students make a self assiment about their performance and learning got.

Appendix 6

Flashcards
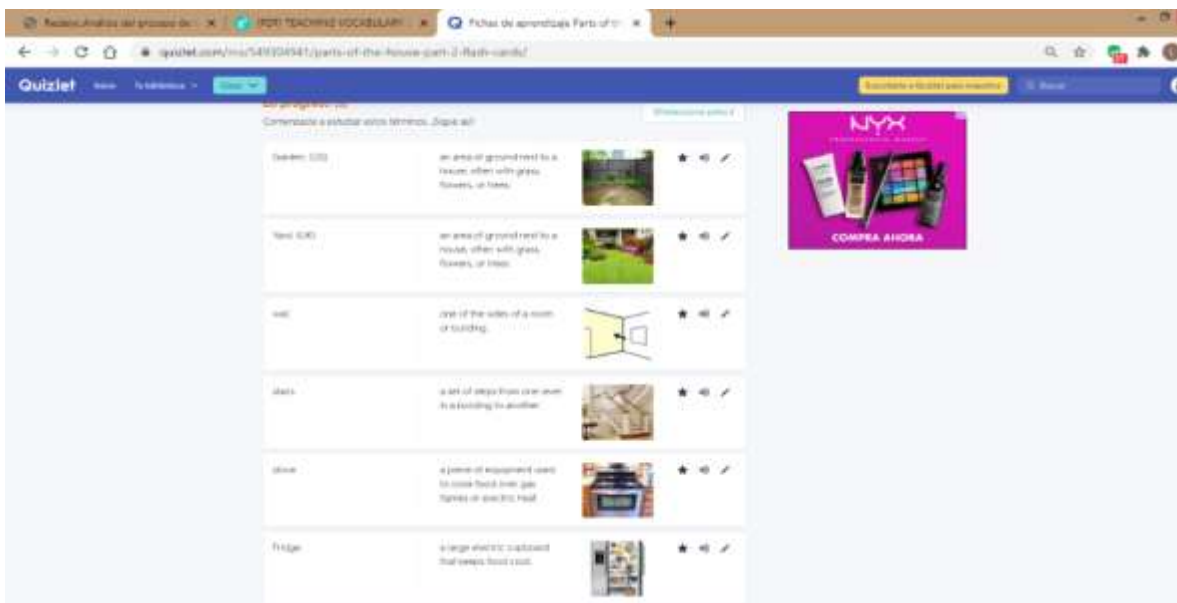
Flash cards/ definition.

In this activity the students learn the new vocabulary through the definitions of words.
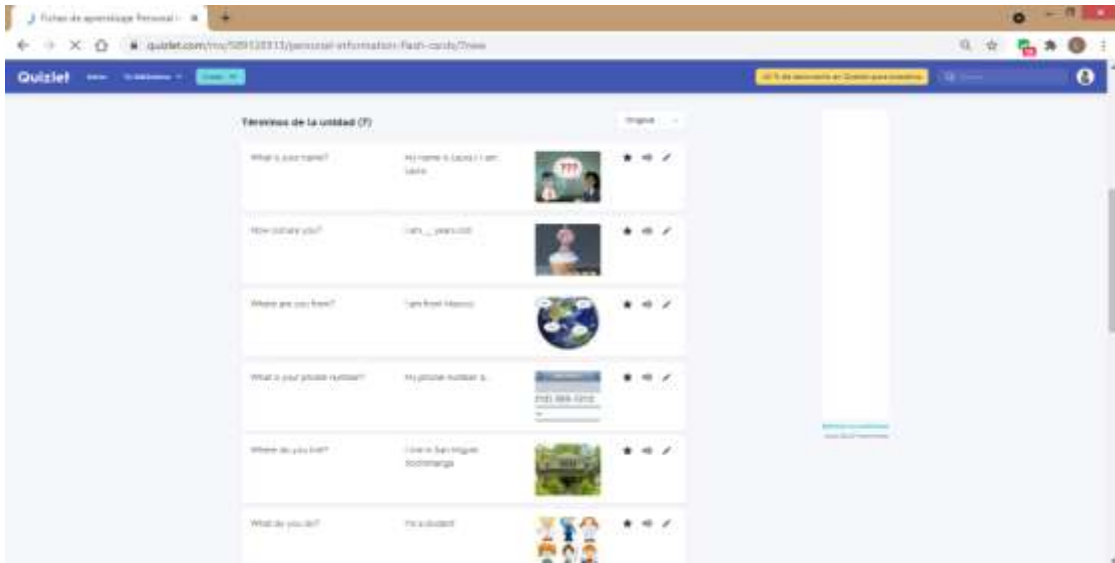
Question/answer

In this activity the students learn the common question with its correct answer.
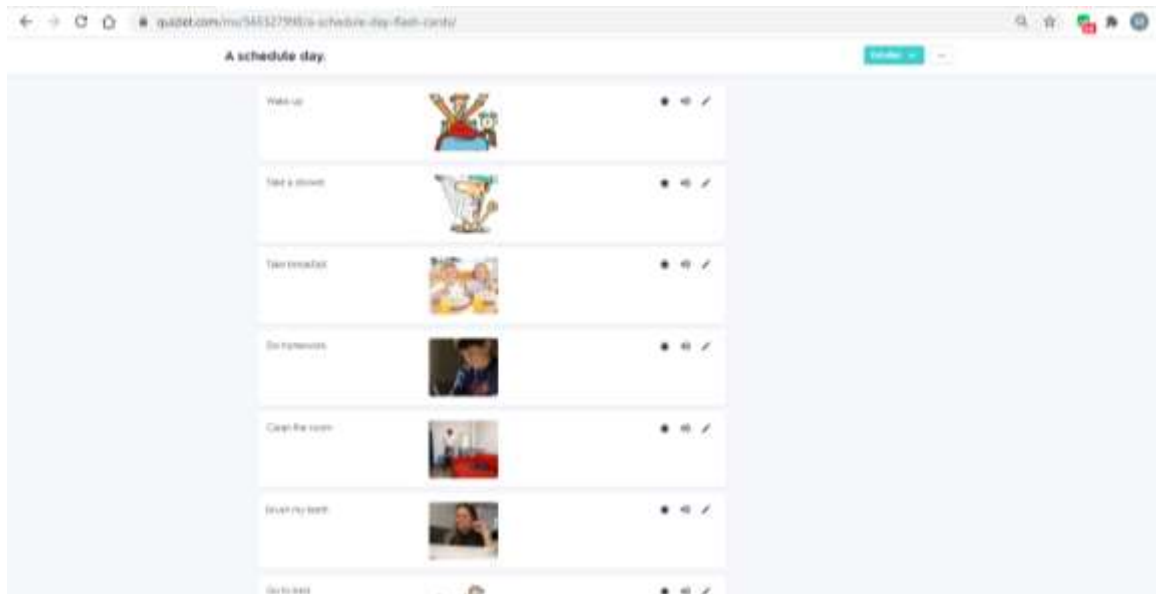
Flash cards/ image.

In this activity the students learn the new vocabulary through to relate the image with the meaning of the words.

Appendix 7 - Scatter
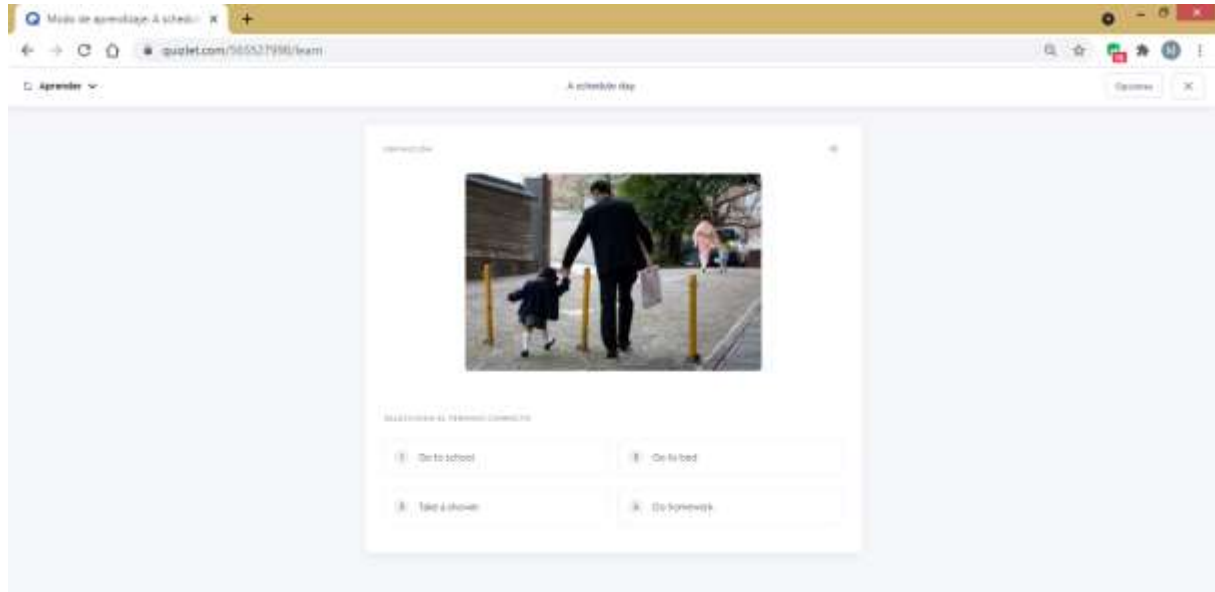
In this activity students select the correct answer according to the picture.

Appendix 8 - Spelling
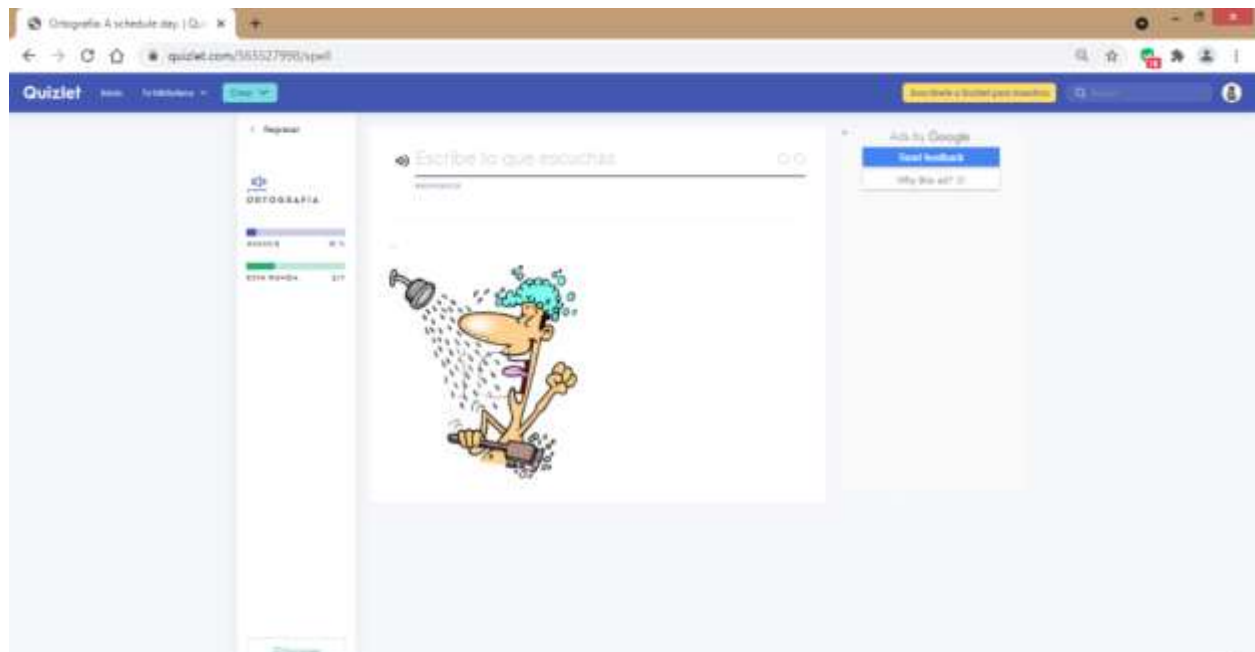
Students write the correct word according to the picture.

Appendiz 9- Match
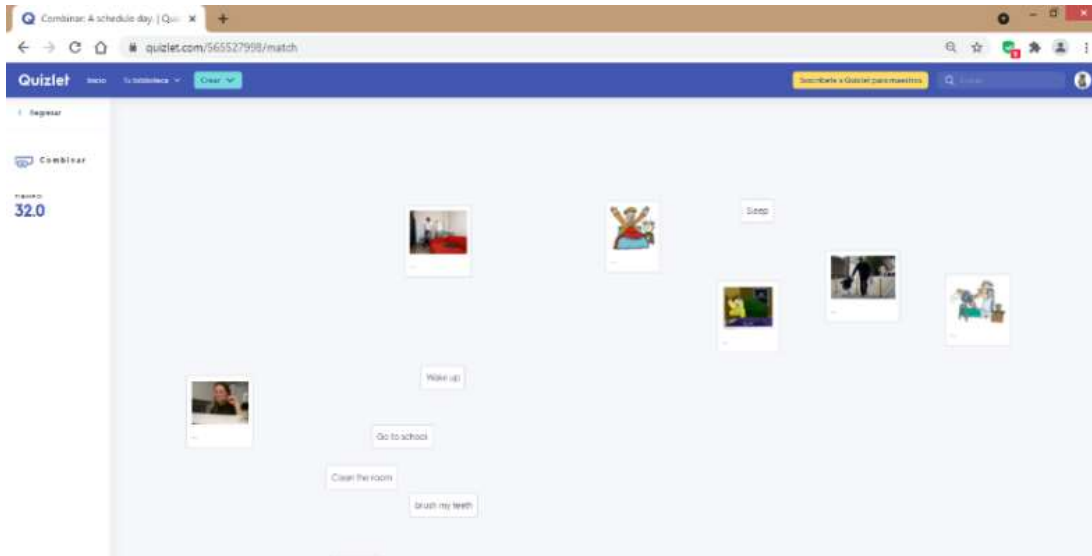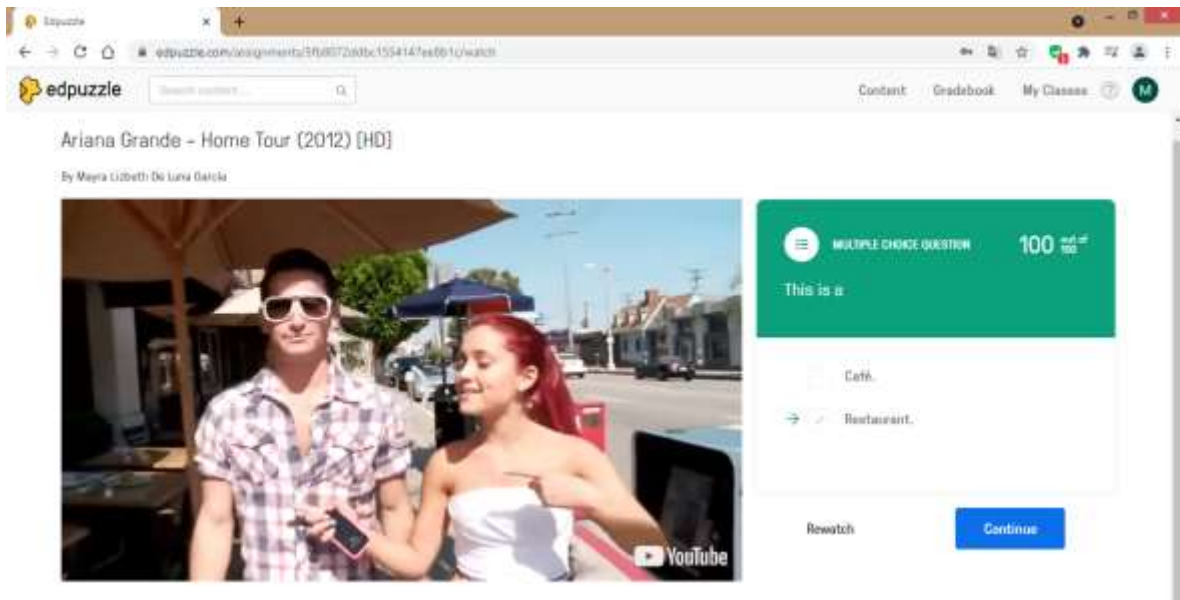
Match sentences with its correct description

Appendix 10 - Video

Select the correct answer accprding to the video said.

Appendix 11 - Games

Students says the correct answer according to the definition.

Quizizz.

Meteors