

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

ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA



ENSAYO ANALÍTICO EXPLICATIVO

THE IMPORTANCE TO GIVE FEEDBACK IN THE CLASSROOM ASSIGNMENTS

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

ESCUELA NORMAL DE ATIZAPAN DE ZARAGOZA

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

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

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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 IMPORTANCE TO GIVE FEEDBACK IN THE CLASSROOM
ASSIGMENTS**

MODALIDAD: ENSAYO ANALÍTICO EXPLICATIVO

ENTAMENTE


DRA. MARIANA GARDUÑO RIVERA

En Substancia Del Director de la Escuela Normal de Atizapán de

DEDICATIONS

La composición de este trabajo es un logro conjunto de mi familia y mío, gracias a su amor incondicional y su apoyo logre llegar a cumplir este sueño. Son una parte de mí y quiero siempre hacerlos sentir orgullosos, este es un logro que está lleno de amor para todos ustedes. En especial para mis abuelos, que siempre fueron mis guías tanto en vida como después de ella.

También quiero agradecer a mi grupo de trabajo, más bien, mis amigos de vida, por siempre ser mi apoyo incondicional, por nunca dejarme sola cuando no podía hacer nada más que desear detenerme. Gracias por siempre estar dispuestos a escuchar mis tristezas y por compartir mis logros, no hubiera llegado hasta aquí sin su apoyo y cariño, son parte de mi vida y en el futuro, espero que sigan siendo parte de mi familia. Los amo Tlacuaches ☐

Este documento también se lo dedico a mi mejor amiga, Mi hermana de vida y alma gemela. Eres una mujer maravillosa y espero verte llegar incluso más lejos que yo, tengo la misma fe en ti desde hace 7 años y la tendré toda la vida. Gracias por ser el primer contacto al que llamas cuando te sientes mal y por contestar mis audios de una eternidad contándote lo derrotada que me siento. Te amo mujer con todo mi corazón y las estrellas del universo.

También quiero dedicárselo a un hombre que cuidó de mí durante la finalización de mi carrera, es mi compañero de aventuras y el hombre más paciente y entregado del mundo. Me gusta la idea de terminar a tu lado para siempre pero si ese no es el caso, quiero que sepas

que salvaste mi vida, que te quedaste con la persona que vivía en un mundo lleno de dolor y tristeza, gracias por tener la paciencia de unir las piezas rotas conmigo, te amo.

Por último, este trabajo se lo dedico a la personita que fue una de las mejores experiencias docentes de mi vida, fue mi estudiante y una de las razones por las que nació este trabajo, espero volver a trabajar con el pronto.

Gracias My gallo student por ser un niño maravilloso, a mi amiga May por tener fe en que podría ser buena en mi trabajo y a la familia García por siempre confiar en mi capacidad docente.

SPECIAL THANKS FOR

Quiero dar las gracias a todo el personal de la Escuela Normal de Atizapan, desde los docentes hasta el personal auxiliar, volvieron una simple Universidad como un hogar para mí haciendo una mención honorífica a los siguientes maestros:

Maestra Martha Romo, Gracias por la dedicación que puso en todas y cada una de sus clases, especialmente por siempre recibirme en las mañanas en su oficina pero especialmente por darme una palabra que me ayudaría a salir de la oscuridad emocional que había sido mi vida hasta ese entonces: Amor.

Maestra Sandra Castillo, gracias por nunca perder la fe en mí, en esta carrera nunca creí en el potencia que podía tener pero usted siempre creyó en mí, hasta el final, la mejor manera de retribuirle su fe en mi es convirtiéndome en la docente que usted querría y créame... estoy cada día mas cerca.

Sensei, Me dio una herramienta que abrió mis ojos y mi perspectiva de vida, muchas veces que sentía conflictos conmigo misma estaba usted, a su manera, siendo mi guía. Me hizo una mujer fuerte y poderosa, espero que la vida siga haciéndolo carismático y extraordinario, construye tu propia felicidad y ante todo, deseo que tengas paz y llenes tu vida de amor; lo mereces.

Maestro Raúl, (Rulo): Maestro, cuando lo conocí estaba aterrada de poder trabajar con una persona tan exigente y capaz, ahora que terminé mi carrera puedo decirle que en todos estos años no ha pasado un día sin que siga admirando su trabajo. Deseo en el futuro ser una

docente de la que usted se sienta orgulloso de decir que fue su alumna. Gracias por darme un modelo a seguir y principalmente por darnos su sabiduría y principalmente, su vocación.

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Introduction

Education. It is a short word with a complex meaning beside.

Education has passed at different stages in history, but all of these elements started with the idea to let a legacy. Our work represents values and theories to the future society, giving us a part of ourselves in each class. A good teacher is defined as a person conscientious about educational context and uses strategies and methods to define the way to transmit their knowledge. In my experience as a teacher in training, I have seen the challenges that my holders and teachers of other subjects have to face in their day to day. I could say that this challenge had my name too.

Teaching is one of the professions that indirectly influences today's society. Every decade high school received all kinds of students, with specific characteristics according to the social environment, and to give that influence within the Classroom requires the support of teaching staff. The idea to teach people is not easy as the Mexican population thinks because it involves a complex process as the evaluation and the principal topic of the essay: Feedback.

My familiar reference is my grandmother. She explained to me how an education in the Fifties was. She said that a teacher with capacity was the ability to solve problems related to the ingenious. I learn it during the pandemic. I worked with a private school kid; he had a level less than mine but, he could speak fluently. The mother contacted me because the kid needed feedback on their subjects and a friend. After a few months of working with this adolescent, I understand what my grandma said. I learned at the Normal de Atizapan how to be an effective teacher, but, in that time, I learn how to be a happy teacher.

During these months, I check the purposes of feedback in conferences and books. To have an experimental view, I talked with teachers about my purpose to give me an idea. There was not easy to find information about feedback because there are not enough articles on this topic, and I consider that should be more because it is an important part of the evaluation. I did not pay attention to the evaluation in the past because I did not pay attention to their importance.

This essay explains the feedback and resources according to the Teacher trainee's view, I would like to say that this information helped me to raise awareness about their importance, strategies, and the value to give knowledge and see our students grow up.

CHAPTER ONE

1.1 Background

The technology in middle school in Mexico had been in progress for more than thirty years ago. In 1968, the scholar's subsystem "Telesecundaria" was implemented for schools located in rural areas as a change to allow the underprivileged percentage to study at the same time as urban and city schools.

In urban or rural schools, the teacher's capacity was the same.

The whiteboard. Worksheets, flashcards and any didactic material was born with the purpose to explain the knowledge and skills easily that the students can understand and use in their lives. In teaching, innovation is a way that teachers explored step by step, taking space to analyze what were the skills, objectives, and opportunity areas to prepare the student population to be adapted to society. As a solution to this increasing innovation, the other scholar's subsystem implemented little by little the technology as a practical resource that made them easy.

For example, the integration in subjects as a workshop where teachers showed advantages of technology, programs that could use related to the subject, and giving the second perception of a technology class that let the students so they learn faster than us to use it for their benefit but, not all the middle school had the monetary resources to have a computer room in their installations, some schools had it but they still using slow and old computers that could not work with the recent programs as Microsoft. However, education had a complete change in 2019 beginnings of 2020.

Then, after the pass of generations teachers check and find a resource that never pay enough attention: Feedback.

Feedback find opportunity areas and became it to a real way to modify education. But, if feedback does not use it in real classes for time, living a online reality I used it to my favor, for example, I check my competences of my study plan 1999 in the graduate profile, I develop competences in all the journal but I consider the most important were:

1st: *Develop a high capacity for comprehension of written material and has the habit of reading.*

2nd: *Knows how to design, organize and implement didactic strategies and activities*

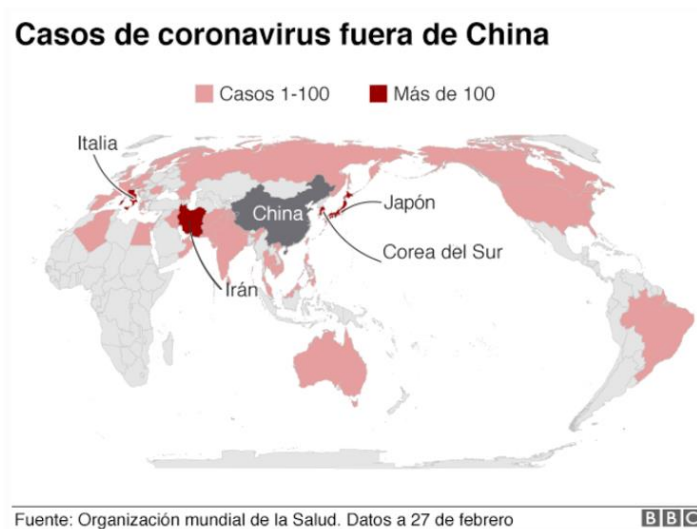
The objective of this essay is defined by a word: Progress.

The students' progress is the most important, students as teachers, are learning every day, we are thinking in the future all the time, but, the children need our guide at the distance, because they are growing up, it is important to give them everything that could represent an opportunity.

1.2 Education 2020

During this year happened a global situation, a new type of coronavirus (Covid-19) appeared. According to the World Health Organization (2020) is a pandemic that causes in humans respiratory infections that could range from the common cold to even more serious diseases such as respiratory syndrome.

WHO reported on the current outbreak of coronavirus disease (COVID-19), which was first reported in Wuhan, China, on December 31 2019. In January, authorities in this country identified the cause as a new strain of coronavirus. The disease has been spreading to other continents such as Asia, Europe, and America. Since March 11, WHO has officially declared it a pandemic, so quarantine or social isolation was alerted to the disease. (Picture D2)



PICTURE D2

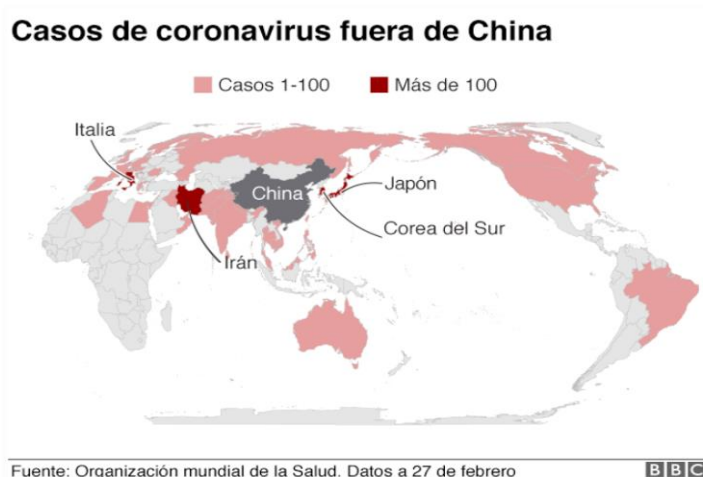
This means that the disease is spreading in several countries around the world, at the same time affecting hundreds of thousands of people on all continents, causing several deaths that, to date, continue to rise. While health authorities in Mexico, the coronavirus spread to the country on February 28, when a resident of Mexico City tested positive after returning from Italy.

A few hours later, a second case was confirmed in the state of Sinaloa and another case in the capital. On March 12, the country reached 12 positives. And on the 18th, the first death was confirmed by COVID-19. Since then, the number of contagions has quadrupled, from 93 patients on March 18 to 405 patients. Then, the social isolation lasted approximately eight months where nobody might stay outside for their security, schools were closed, and people were dying for the panic to be sick. (Picture D2.1)

Everything stopped; the world stopped.



PICTURE D2.1



PICTURE D2.1

This is how this situation represented an unexpected event for teachers, and paraphrasing Monerero, Monte, and Andreucci (2015), it can be seen as a critical incident since these are unexpected events that impact the lives of human beings, and from this, the health and educational authorities decided to suspend face-to-face school activities. This pandemic situation was proof of the teachers' work. The institutional dimension has a change because the teaching was not faced, so the space of knowledge was different and chaotic.

The Mexican Government ordered on March 20 to suspend school activities officially and, the next day was agreed with the U.S. to restrict border traffic only to trade and to workers on immigration leave. To find a solution for the students and parents, Government and public organizations create two important alternatives:

First, The Secretariat of Public Education (SEP) decided to implement the modality of distance learning through "Aprende en casa 1" programming, which consisted of transmitting educational content on televisions in the country to continue the learning-

teaching process in the distance. Second, to be in contact with students and still taught teachers to use an underestimated tool that was the technology.

That represents a complete challenge for the teacher, and it was not easy at the beginning. In today's age, this generation of young people has academic resources at the click of a button. They are so used to having everything they want in a quick way that when they enter the Classroom and have to wait, it is not something they like. Adding that most teachers have no interest in looking for innovation in their classes, they repeat the formula that worked for them a decade ago, making each new generation do exactly the same.

A common problem that some teachers had was to repeat the successful method; that means, in other words, they did not want to take risks. Reproduce the same method again for generations that have different and new ambitions and necessities. Teachers formed to a different age but did not interest to implement the technology because it was kind of complicated for veteran teachers.

As students, teachers were learning during the months the correct use of a computer, to use a video call to explain their topics without markers and board, to depend to be connected all the days when their work did not finish until to sleep, in other words, they become in anonymous heroes as health staff.

1.3 The Middle School

During my last practices in the middle school Oficial No. 981 "NICOLAS ROMERO" that is located in S/N, Bulevares del Lago, 54473 Villa Nicolás Romero, Méx, I saw it. The CCT of the school is 15EES7479G in the school zone S051 in the Nicolas Romero Municipality with the code 060. This middle school is located in an urban context. According to SEDESOL (2015), the school has a low grade of marginalization. (*Picture*).



PICTURE

The middle school is composed by the common social elements like the principal, sub-principal and secretaries although the school is little. The middle school had enough personal to attend the student's population. Based on my experience in the different secondary schools along with their sub systems I have noticed that it all starts with the directors, that is, the heads and regents of the educational institutions.

The middle school has approximately 451 students divided into nine groups for the three grades; each group has a minimum of 45 students. 51.9% of the groups are made up of women, and the rest (48.1%) are males. In the student community, there are no records of

students with special needs, although the school has teachers in charge of that space. Group 2°A was the base of the essay, this group was formed by 47 students, and a large percent were girls.

The first step to know if the school has a person who seeks to lead its teachers and students to achieve academic goals at both the zone and institutional levels is to start with a manager with leadership. "Leadership is not simply related to the quality of individual leaders although this is, of course, important. Also critical is the role played by the leaders, their management style, their relationship to the school's vision, values and goals, and their approach to change."(Sammons, 1998)

After analyzing the leadership of managers, we move on to the service of public servants; teachers. Teachers are a fundamental part of the operation and school management of the secondary school, they are practically the ones who day by day bring out the knowledge of the students and the ways to achieve meaningful learning. Teachers live a struggle day after day, a routine struggle that always gives them energy to continue. From the internal function of the school, there must always be a functional organization where teachers are always supported by their directors but mainly, that this organization is surrounded by activities that each of the members must fulfill.

After analyzing the leadership of managers, we move on to the service of public servants; teachers. Teachers are a fundamental part of the operation and management of the secondary school; they are practically the ones who, on a daily basis, bring out the students' knowledge and the ways to achieve meaningful learning.

A big part of the teachers become to an Escuela Normal, so, they were prepared for the pedagogical part. I consider that the methods of the teachers were good but, the evident problem of the middle school was the communication between teachers and principals. The roles of each participant of the middle school were incomplete. For example, during the CCT teachers explain that did not felt the support of the principal in the activities with parents.

Inside the school, teachers had greater authority than the educational director himself, in addition to influencing the decisions that each teacher made according to the needs of the group, which were changed by activities that did not require much time, causing each teacher to apply strategies in adverse groups. That become in problems for students. As Sandoval Flores explain in the book “la trama de la escuela secundaria: institución, relaciones y saberes” explain that:

"The trend is to propose a new form of school organization where there is a redefinition of roles. In this, the role of principals is linked to pedagogical leadership and to the consolidation of the school team, recognizing that there is an overlapping between administrative and pedagogical aspects that should be worked on in parallel, since both support each other." (1998)

The problem about the definition of a role were attended until the middle school showed the internal problems in the school community. After a long conversation with teachers and principals we create agreements about the correct communication that we must have to supported students. Then, a part of the agreements was to each teachers established a diagnostic where principal would not influence teacher results.

Once the meeting began, the points and topics to be discussed were reviewed. It was important to immediately establish communication among everyone, fostering a cordial atmosphere, listening carefully to the positions of others, intervening positively, having the criteria to identify the main problems, seeking solutions together and finally drawing up an action plan to fulfill the agreements.

The diagnostic is an instrument to see what are the strengths and weaknesses of the class, take into account what are the interests of them and their level, in this case, the middle school. Normally, the teacher thought that the students could move on with their previous knowledge, but some learning gaps become a real problem at the moment to learn new information.



PICTURE

The application of styles has direct relevance for Education and Training practitioner in that it can assist in developing different teaching and learning techniques which may enhance learning performance (Sadler, 2006).

I couldn't have the opportunity to check the progress of applied my instruments face to face for students because during this year happened the global situation related to a new type of coronavirus (Covid-19). I could say that was complex for me because I did not know how to

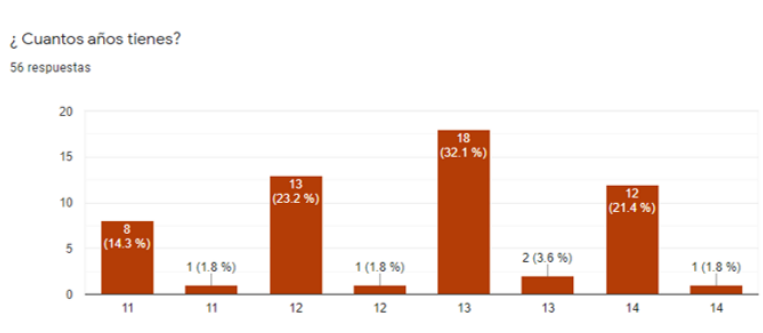
apply my diagnosis at first but, after agreements with the main teacher she gave me permission only with the condition that the questioners were answer optional for students. So, I used Google Forms to have record of students who answered voluntarily. That is to say; Google forms are defined as a free software part of Google's web-based apps suite to create surveys or quizzes using a template or creating a new model to apply in a community; this method gives us effective information about a situation or topic. *Insider (2021)*

The next instruments were applied in the three grades (First, second and third A) and students answer volunteers; I used their answers and oral information about the groups with the main teacher to prepare the diagnostics. The instruments were prepared in Spanish, taking into account the English level of students.

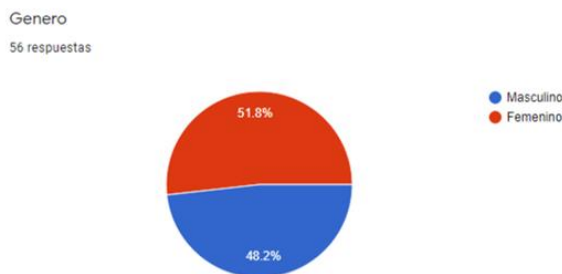
1.4 First Instrument: Virtual Diagnosis

For this instrument was applied in the three grades and had fifty-six answers of a total of 140 students age is between the ages of 11 and 16. *(Picture A)* The middle school has approximately 451 students divided into nine groups for the three grades. The school represents, for the teacher, the privileged space of professional socialization. (Fierro, 1999)

Each group had a minimum of 45 students. 51.9% of the groups are made up of women, and the rest (48.1%) are males. *(Picture B)*



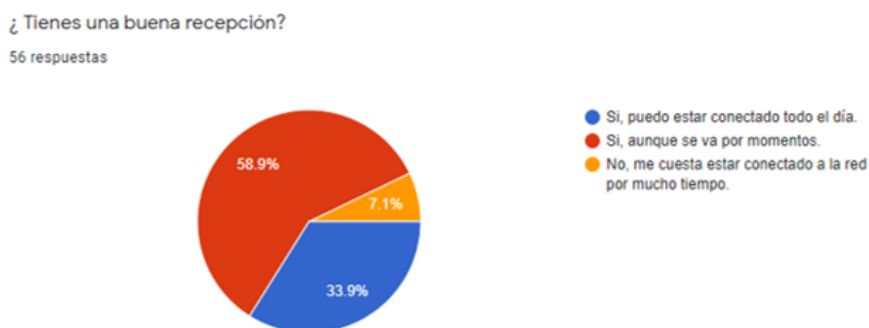
Picture A



Picture B

The Social Dimension tells us about considering this dimension; each teacher has the opportunity to analyze the formula that comes close to knowledge to recreate them in front of their students as well as how to conduct teaching situations in the Classroom and understand the learning process of your students. (Fierro, 1999).

There, it was important to know about the virtual context where the connections and electronic equipment to establish communication; for example, 58.2% of students count on the Internet, but the signal was going away for moments because their family used it all the time. These students had electronic equipment like a Television and cellphone, which was beneficial because they had communication with the school and the teachers. *(Picture C)*

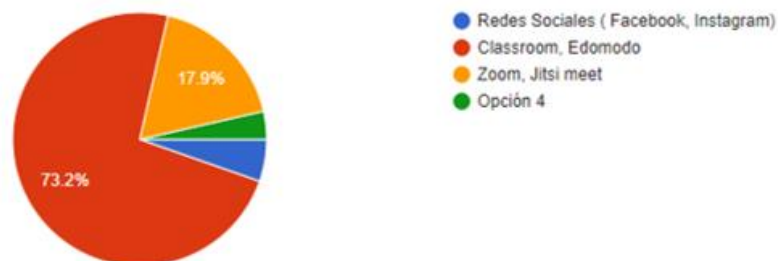


Picture C

The principal working platform they used is the Classroom because they used to send and prepare assignments. Some part of them used social media to give them another use, like prepare homework, and they did not have problems using these platforms. The middle school created WhatsApp to still have communication with the parents to clarify doubts. These WhatsApp groups were is in charge of the scholarship holders, where they send announcements to parents or clarify doubts. *(Picture D)*

¿Cuales son las plataformas que usas para trabajar con tus docentes?

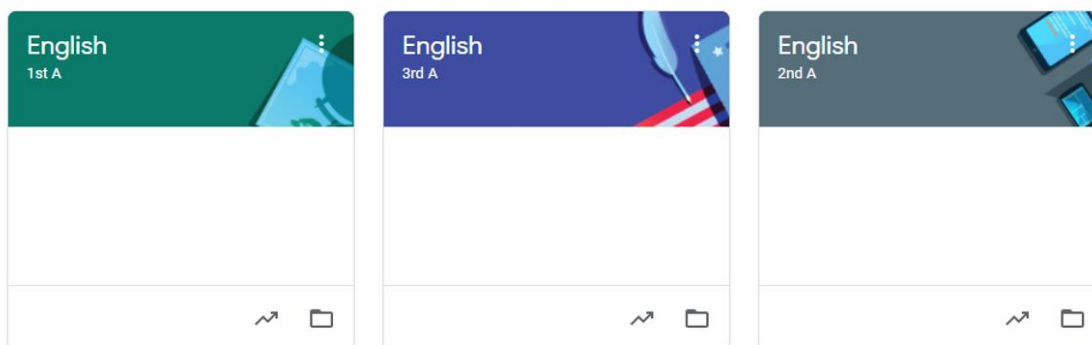
56 respuestas



Picture D

The students spend approximately one to five hours on social media or connecting on the Internet. Most parts of the students counted with the Internet, but they shared the Internet with the whole family. It was too important to check this aspect because not all the students had Internet and they shared it with a cousin or friend.

According to the information recollected, I could say that students did not have problems using virtual resources; maybe there was a problem to adequate the schedule in the virtual classes as zoom or Google Classroom. (*Picture Classroom*)

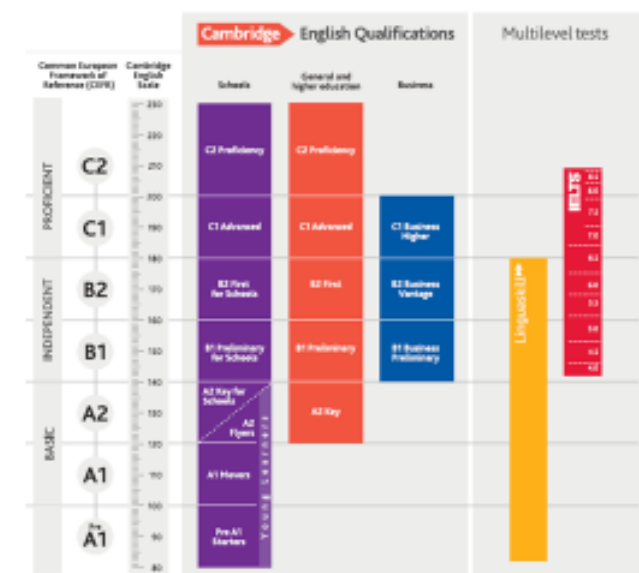


PICTURE

1.5 English Diagnosis

The second test was to check the English level of the students. During my teacher trainee at the Escuela Normal de Atizapan de Zaragoza, I had been working and learning about the virtual tools, like some platforms or apps that prepared me for any situation that I could have.

Using a google quiz in a part of the student population (86 students answer voluntarily), the quiz was based on the Cambridge English test, although it had to be modified to make it easier for students to answer. I took this decision because the real exam was using grammar that in middle school did use it. The questioner was multiple choice. In the graphic, there are the respective equivalence: *(Picture D)*



Picture D

The results of this showed that most of the students have a basic level according to Cambridge punctuation; as you know, Cambridge divided the levels of foreign language (English) into three parts: *Basic, independent and proficient*. In fact, according to the results of the test,

11.6% of the students classified in the first category called: A1 Movers, where tests are related to familiar topics and basic skills that are necessary to communicate effectively in English.

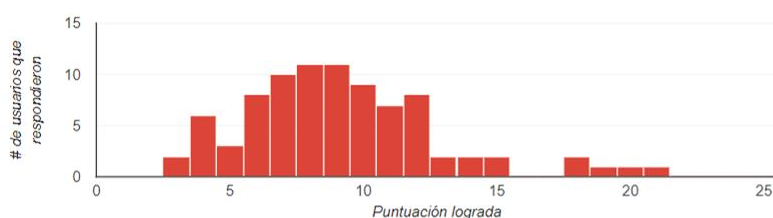
Then, 23.25% classified in the next category: A2 Flyers, where the student's purpose is to determine the student's comprehension of elementary written English using basic expressions and speech with Latin speakers who speak slowly and clearly.

Finally, 30.30% of students are classified in the second level: A2 Key for Schools; at this level, students understand and use basic phrases to understand elementary English. (*Picture diagnosis 1*)

Estadística

Promedio 9.22 / 25 puntos	Mediana 9 / 25 puntos	Rango 3 - 21 puntos
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Distribución de puntos totales



PICTURE Diagnosis 1

Social construction is the result of individual action, recognizing that individuals and groups have different perspectives and purposes (Fierro, 1999). The Interpersonal dimension was a part of the communication with the students, it was not direct, but the students felt free to clarify doubts about assignments and to receive brief feedback on their areas of opportunity.

I had never applied a deep diagnosis because I did not have enough time, but now, using this diagnosis, I got a real perspective of English preparation in middle school. I could say that was deception at first, but the experience prepared me and, at the same time, motivated me to make a change.

Pregunta	Respuestas correctas
Where _____ he work?	36/86
Es un coche rojo.	32/86
I'm busy on Friday, so I _____ come	34/86
This house is _____, but also _____	29/86
That smells good! What _____	33/86
I wouldn't say that to him if I _____ you	31/86
Do you think it's _____ rain tomorrow?	28/86
How did this _____ broken?	25/85
Let's go to the cinema. - Great idea! What film _____ we watch?	18/85
Whose bag is this? It's _____	35/84
Take a sandwich with you _____ you get hungry later	33/86

PICTURE Diagnosis 2

There are the most common incorrect questions at the diagnosis; I could see that students had some problems identifying WH questions, verbs, expressions, verbal tenses, and translations. Using this information, I considered using activities with a lot of pictures, simple information, or sentence to be clear in the instructions and the activities according to the level.

CHAPTER TWO

2.1 Thematic Line

The thematic line *Estrategias de enseñanza* was the base of this receptive document; the teacher is not only a knowledgeable guide but uses his teaching as a learning factor. A teacher must be analytic and able to make an introspection about his areas of improvement and mainly the strengthening of the capacities that he dominates.

The teaching process is complicated; it is not only to memorized and dictated; it's a long process that takes time, pieces of evidence, and years of experience to innovate methods and put in proof the reality of concepts that learn in the professional career. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can encourage, and a learner can look up the answer to evaluate the correctness of a response. Feedback thus is a "consequence" of performance. (Hattie, 2007)

My purposes were to develop my teaching skills; my objective was to develop and get better my professional competences.

1st: *Develop a high capacity for comprehension of written material and has the habit of reading.*

In this age, students and teachers did not pay attention in the reading comprehension and, sometimes, did not understand the purpose of an activity or expected learning. I want to use these skills to create written material that could be beneficent of my students, preparing me this habit to read and transmit it to become my students in readers.

The application of styles has direct relevance for Education and Training practitioner in that it can assist in developing different teaching and learning techniques which may enhance learning performance (Sadler, 2006).

2nd: *Knows how to design, organize and implement didactic strategies and activities appropriate to the needs, interests, and forms of development of adolescents.*

The teaching strategies are a solution to this kind of problem. Although we would not go so far as to imply to develop a strategic plan for teaching, the teacher should have in his repertoire a variety of approaches to the classroom demeanor (Greive, 1998).

A teaching strategy intends to find alternatives adequate to their interests and, in the same part, be easy to understand. The most important part of this is not to complete the program, it is to see the progress of the students in a class to another with a written or not evidence. These strategies should be entwined with everyday life, it can be adapted for the topic and the level. I want to apply didactic strategies that could make a change a change about the perception of my students to learn English.

With my objectives and competences established, I related using the next trigger questions:

- Why did we know that they are learning correctly?
- What happened with the student?
- How do we know that our feedback is being effective?
- How can we use formative evaluation?

2.2 Aprendizajes clave

Evaluation is an integral and systematic process through which information is gathered in a methodical and rigorous manner in order to know, analyze and judge the value of a given educational object: students' learning, teachers' performance, the degree of mastery of the curriculum, and its characteristics (SEP, 2012). In other words, education is a process that involves theoretical and experimental knowledge.

In 2012, Secretaría de Educación Pública (SEP) created a strategy for educational improvement, starting a new educational reform. Aprendizajes clave was the pedagogical planning where ambitious goals were to prepare to create bilingual generations where students leave high school had an intermediate level of proficiency that allows them to open job opportunities at national and international level. This program of foreign language (English) was divided into four cycles according to educational levels (Primary school, middle school, high school, etc.) Each cycle describes skills, achievements, and purposes in the acquisition of a second language English. (*Picture Aprendizajes clave*)

NIVEL Y GRADO		LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
1º de Secundaria	Asignatura	Artes	Tecnología	Historia	Tecnología	Inglés
	Nombre del programa	¡Cuánto arte!	Las técnicas de mi campo tecnológico	El Liberalismo y su efecto transformador	Los procesos artesanales	Dizy Dean
	Aprendizaje esperado	Reconoce la diversidad de manifestaciones artísticas de distintas épocas y lugares, para conocer la diversidad creativa.	Identifica las acciones estratégicas, instrumentales y de control como componentes de la técnica.	Reconoce cómo en la segunda mitad del siglo XVIII se transformó la manera de ver, pensar y concebir el mundo a partir de las ideas del liberalismo y de la ilustración e identifica la influencia de la burguesía en su difusión.	Identifica las acciones estratégicas, instrumentales y de control como componentes de la técnica.	
	Énfasis	Reconocer las obras artísticas más emblemáticas que han trascendido en la creatividad humana a través del tiempo.	Identificar las diferentes clases de técnicas.	Explicar el origen del Liberalismo, sus principales ideas y la influencia de la burguesía en su difusión.	La organización técnica de los procesos artesanales.	Talking about famous people / Describing a party

PICTURE APRENDIZAJES CLAVE

NIVEL V GRADO		LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
2º de Secundaria	Asignatura	Artes	Tecnología	Historia	Inglés	Artes
	Nombre del programa	Historias de cuarentena	La técnica en la práctica social	Aportaciones culturales de los pueblos indígenas	Dizzy Dean	Mi entorno como fuente de inspiración artística
	Aprendizaje esperado	Explora las posibilidades expresivas del cuerpo, el espacio y el tiempo en la construcción de historias.	Compara las finalidades de las ciencias y de la tecnología para establecer sus diferencias.	Conoce algunos aspectos de los pueblos indígenas de nuestro país, por ejemplo, cuántos y cuáles son los grupos étnicos que conviven en nuestro territorio, dónde están asentados, así como su situación económica y política.		Crear una producción artística de manera intencional a partir de uno o más lenguajes artísticos para abordar una problemática local o global.
	Énfasis	Construir una historia con sonidos, movimientos y colores, jugando con el espacio y el tiempo, para representar su estado de ánimo ante la cuarentena.	Reconocer a la técnica como práctica social en la satisfacción de necesidades.	Valorar las aportaciones de los pueblos indígenas a la vida cultural de México y el mundo.	Talking about famous people / Describing a party	Representar sus ideas, emociones y sentimientos en un ejercicio artístico interdisciplinario para abordar una problemática local.

PICTURE APRENDIZAJES CLAVE

NIVEL V GRADO		LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
3º de Secundaria	Asignatura	Artes	Tecnología	Historia	Inglés	Artes
	Nombre del programa	Arte en contexto	Las innovaciones y la organización técnica	El surgimiento de la Nueva España	Dizzy Dean	El arte en mi mundo
	Aprendizaje esperado	Elabora una producción artística colectiva que le permite imaginar formas de incidir en su realidad al utilizar de modo intencional los elementos del arte.	Identifica las características de un proceso de innovación a lo largo de la historia como parte del cambio técnico.	Analiza las consecuencias de la conquista y la colonización española.		Elabora una producción artística colectiva que le permite imaginar formas de incidir en su realidad al utilizar de modo intencional los elementos del arte.
	Énfasis	Conocer experiencias de arte participativo en diversos contextos del mundo.	Analizar los cambios técnicos y de organización en su manipulación a partir de una innovación técnica.	Analizar el proceso de colonización y el nacimiento de la Nueva España.	Talking about famous people / Describing a party	Generar ideas para intervenir y modificar positivamente su espacio, por medio de formas de representación de uno o más lenguajes artísticos.

PICTURE APRENDIZAJES CLAVE

Middle school was working in cycle number four, where students develop and had long conversations using oral texts and a variety of communicational situations. The teaching strategies are connected to create cognitive conditions where students are overcoming personal and collective challenges in learning a foreign language. I based my analytical explanatory essay on this document because the main teacher is still using this program, and I liked it because the purposes in the fourth cycle were the focus on purposes that could prepare students to arrive at a high level as a university.

2.3 Evaluation + Feedback

At first, I would like to explain the reinforcement of my topic, which is the evaluation. The evaluation is the analysis and conclusion of the student's comprehension and effort. Evaluation is systematic and establishes a value to check the process and development of achievement. The formative approach to evaluation enriches the contributions of educational evaluation by indicating that the focus of the evaluation is on learning and not on students; that is, performance is evaluated and not the individual; thus, evaluation ceases to be a sanctioning measure.

Formative evaluation is a process in continuous change, a product of the actions of the students and the pedagogical proposals promoted by the teacher (Díaz Barriga, 2002). The actions of the students and the pedagogical proposals promoted by the teacher (Díaz Barriga, 2002). Hence, it is important to understand what happens in the process and to identify the need for new learning opportunities. In this way, the process is more important than the result, and the latter becomes an element of reflection for improvement, thus providing information to help improve that had not been foreseen and provides.

The formative approach to evaluation improves student performance in order to monitor their learning, create opportunities for improvement and make modifications in their teaching practice to achieve the learning established in the programs of study. Formative evaluation is carried out to assess learning progress and improve teaching and learning. Its function is to improve an intervention at a given moment and, in particular, it makes it possible to assess whether planning is being carried out as planned.

The formative evaluation modalities used to regulate the teaching and learning process are: interactive, retroactive, and proactive.

- INTERACTIVE:

These are the evaluations that are completely integrated into the teaching process. The attention to students has been achieved thanks to the exchanges between the teacher and the students. The teacher uses tools such as observation, dialogue, and interpretation of what the students do and say in order to follow up on the students' learning.

- RETROACTIVE:

These are the evaluations that allow creating learning opportunities after an evaluation at the end of a class; in this way, they allow to reinforce what has not been learned in an appropriate way. Some examples can be to explain the results or arguments of the activities carried out with the group of students or to group the students by the type of support they require.

- PROACTIVE:

These are the evaluations that help to make adaptations related to what will be learned in the near future. In the case of students who achieved the proposed learning, activities can be programmed to expand what they learned; and for students who did not achieve all the learning, activities with a lower degree of difficulty are proposed.

As the educational book *el enfoque formativo* de la educacion said:

"The process of obtaining evidence, making judgments and providing feedback on the learning achievements of students throughout their education; therefore, it is a constructive part of teaching and learning." (SEP, 2011).

In the past, evaluation was directed to establish a judgment about students' knowledge. It was important the grade because there was not only the opinion of the students who had a bad grade, the teacher was in charge of guiding students, and a low grade means that teacher did not do this job correctly.

Quantity is not the same as educational quality.

A coalification of an activity must reflect the collaboration between students and teachers; we must work together to obtain significant results. The book *Enfoque formativo de la Educacion* explain that evaluation must be not as a formal process; it was necessary to create a reflection about the necessities and achievements of students, and, most important, found a way to overcome these difficulties. Evaluation is an estimate, not a value.

When a teacher checks homework or activities, usually assign a grade according to different criteria about what the teacher expected about students, but sometimes, teachers focused only on the results but... How can we use formative evaluation?

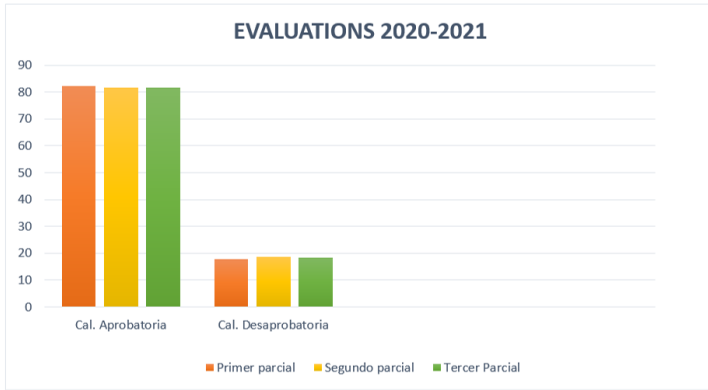
This error affected the progress of students because the teacher's opinion could change the life of a student. For example, at my first school practices, I was working with a first grade; this group had a bad reputation because the group showed the worst grade average of the school. Teachers said the reasons why that group were apathetic, restless, and irresponsible. When I gave them to class, I understood that students knew the perspectives of the teachers and did not have the intention to make them change of minds. Students put the tag about the teacher's comments. The behavior of the teacher is the first step to make a change in the students learning. It was important to let the role of judge back and showed students that it was not a problem if they fail.

"The phrase "evaluate in order to learn" refers to the possibility that all those who participate in the evaluation process learn from its results. It refers not only to students and their learning but also to educators and teachers, who have the opportunity to improve their teaching through the evaluation process". (SEP, 2011)

To evaluate was important to check not only the evidence of the student's work; this is the first part of making a correct evaluation. At the beginning of the practices, the main teacher established formative and individual evaluations to check the learning achievement in the second language.

"Evaluation favors the monitoring of students' learning development as a result of learning as a result of the experience, teaching or observation. Therefore, Therefore, formative assessment is a continually changing process in continuous change, a product of the actions of the students and the pedagogical proposals promoted by the teacher (Díaz Barriga and Hernández, 2002)." (SEP, 2011)

Before the pandemic, the evaluation was strict because the main teacher put guidelines based on various agreements. I could say that the results of the teacher were regular because the interaction with students was regular, and the grades were satisfactory. Then, when the quarantine affected the schedule, the main teacher and I talked about becoming flexible evaluations for different reasons like the Internet or the virtual resources of the students. (Picture D1)



PICTURE D1

English	07-may	11-may	14-may	18-may	21-may	25-may	28-may	31-may	03-jun	06-jun	09-jun	13-jun	16-jun	19-jun	23-jun	26-jun	30-jun	Final Exam	
2nd A	ACTIVITY 28	ACTIVITY 28	ACTIVITY 28	ACTIVITY 28	ACTIVITY 28	ACTIVITY 28	ACTIVITY 28	ACTIVITY 28	ACTIVITY 28	ACTIVITY 28	ACTIVITY 28	ACTIVITY 28	ACTIVITY 28	ACTIVITY 28	ACTIVITY 28	ACTIVITY 28	ACTIVITY 28	ACTIVITY 28	
ASBEC/CLASSED	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Karis	Granado Cabrera, IsabellaAriana@118.032	100	0	70	60	90	100	100	100	100	100	100	100	100	100	100	100	100	100
Daniel	Fernigo Rodriguez, danielfernigo@118.041	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Abigail	Landero Amador, abillandero@118.041	0	100	70	70	80	70	70	70	70	100	0	0	0	0	0	0	0	No aplica
Agustin Emiliano	Pavlos Prado, emiliano@118.041	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No aplica
Alan Martin	Paniza Martinez, martinpaniza@118.041	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No aplica
Alto Eric	De Jesús Jaier, altoeric@118.041	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No aplica
Alfonso Johana	Rodriguez Murillo, alfonso@118.041	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Alfonso Kaja	Basilio Viquez, alfonso@118.041	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Andrés Noelia	Carmona, andres@118.041	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Andrés Daral	Mendez Mendosa, andres@118.041	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Angel Daniel A.	Salazar Conde, angel@118.041	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Ariel De La Cruz	Rosa Maria, ariel@118.041	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No aplica
Armando	Cruz Dominguez, armando@118.041	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No aplica
Barraca	Fernanda, barraca@118.041	60	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No aplica
Beno	Alejandra, beno@118.041	0	0	90	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No aplica
Brianon Cristóbal	Guerra Marista, brianon@118.041	60	70	70	100	100	0	0	0	0	0	0	0	0	0	0	0	0	No aplica
CARLOS ALBERTO VALDEZ HERRERA	carlos@118.041	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	No aplica

PICTURE D1

In the graphic was reflected the grades according to the evaluations, in the first evaluation the approbatory grades were good, the delivery of the activities on classroom were on time with grades between seven to ten, the only problem was the delivery on time. Then, the second evaluation passing grades dropped slightly due to increasing internet connection problems and the incidence of some students becoming ill of SARS COV-2 with their families. Finally, in the third evaluation, activities were increasing, although the incidence of delivery on time was the same as at the beginning. However, other students began to drop out due to their and their parents' approbation.

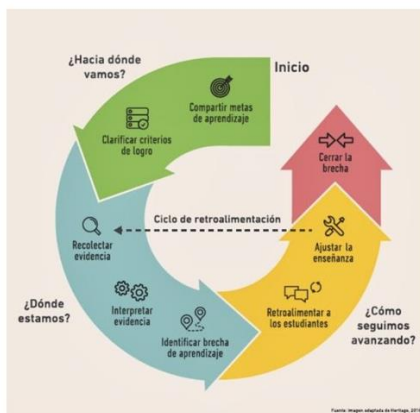
To facilitate this process, teachers must know how to express themselves clearly and develop their full potential in the social skills they have, leading to the development of meaningful learning that is not only based on a context. Just teaching a class does not help to direct the learning process, but it must be clear what the objective of the class is and what it seeks to achieve.

The main teacher decided the dynamic of the classes, that was to send three activities a week, two of the activities were related to the English program "Aprendizajes clave" while the activity was related to the TV program "Aprende en casa I." The activities were published in the Classroom and evaluated during the week. Then, as a complement to the assignments, we prepared videos talking and explaining the topic using structures, verbs, or review activities. I could say that, with this dynamic, my interaction and communication with students was limited; in fact, I was there to qualify answered questions or comments.

Students and teachers were living this online adaptation at first, so we did not know that if we were correct or not. So, the students were living something that they usually did not do; work by themselves.

The activities that will be used during classes should not only be attached to the curriculum but should be reflected as an opportunity for student learning. Motivation is one of the factors that trigger students' interest since it not only makes students decide to work but also improves the behavior of adolescents. Then, after a few months, I was not sure about these educational strategies because the interaction with students was very important to create confidence and communication, students knew the assignments, but they did not my work. Students sent and sometimes asked about the activities but... Why did we know that they are learning correctly? The answer was unknown.

Then, found an extra part that the teacher forgets or did not have enough importance to apply: *Feedback*. To take on this instructional purpose, feedback needs to provide information specifically relating to the task or process of learning that fills a gap between what is understood and what is aimed to be understood (Sadler.1989), and it can do this in a number of different ways (*Picture D2*).



Picture D2

Feedback was the complement of a correct evaluation; according to the authors *Hattie & Timperley (2007)*, there are different types of feedback: Firstly, Feedback about homework that was related to the cognition process. And secondly, feedback about self-regulation where teachers develop autonomy in learning. The purpose was to this feedback is to develop educational skills, confidence, and dedication to the learning process. Feedback is more than an educational strategy; it involves a long process of analysis and a critical mind to take the weakness and became it in opportunities. Feedback is conceptualized as information provided by an agent (...) regarding aspects of one's performance or understanding. (Hattie, 2007)

There are models of feedback, but if we want to make it effective, it was important to check the characteristics of the educational context. For example, in my middle school, most parts of the teachers had educational preparation but, during this time, teachers use *judgment* to evaluate, giving a critical dialogue with the students about the assignments. Regularly, students did not say anything when they received a qualification of their work, but *what happened with the student?*

The grades were a quantitative instrument but did not determine the capacities of the students.

In the second language, English students rejected this subject because they consider that it was difficult to learn it, they did not understand the activities, and they felt attempt. Therefore, it was a complete fail. English teachers were focus to teach the grammar and pronunciation of this language in the Classroom, but when the student felt that was hard to learn a second language, they gave up because teachers sometimes correct them and did not motivate them to try again. At the beginning of my practices, the main teacher and I were analyzing a situation with the students: more than half of the student population did not deliver the activities on time. Therefore, the grades were low then we expected.

After a conversation with the parents, they said that students did not understand the activities because they were in English and there were so difficult for them. As a result, we reached the agreement to adequate the products and used the creation of explanatory videos that the students could consult as many times as they needed besides the integration of weekly planning to be as clear as possible with the purpose of the classes activities. Also, the time is extended from delivery of two days to a whole week, adapting to the time of the students they use for the different subjects.

In my resume, I applied writing feedback as a way to give more than only clarify doubts. To prepared it correctly, I took into account the results of the English test that I apply before the beginning of the classes; with this information, I prepare activities that are according to their level following the English program "Aprendizajes clave" and the TV program "Aprende en casa."

The adaptation was important and could start with small steps; for example, I change the products of some expected learning to become something that students might complete and have fun like the use of graphic organizers related to the topic, like the octopus-shaped mind map.

"When feedback is combined with more a correctional review, the feedback and instruction become intertwined until "the process itself takes on the forms of new instruction, rather than informing the student solely about correctness" (Hattie, 2007)

After these teaching strategies, the delivery of our work gradually improved, some students showed difficulty in resolving the activities, but it was not as much as the first deliveries. Despite this, *How do we know that our feedback is being effective?*

The feedback is effective when the students showed their capacity to solve problems and use the feedback to modify their context. During my experience working with the feedback, I see low and complex progress in my students; it was not easy at first because not all students showed intention to cooperate with me; their behavior was more than apathy, like teaching for nowhere. But, after applying strategies, I would see a change... And that change was a sign of continuing.

CHAPTER THREE

3.1 Effective feedback

There was a difference between feedback and effective feedback: The learning achievement. Feedback is an analytic strategy to check what could be modified to prepare a good objective as a project or activity. The effective feedback created self-confidence students prepared to use extra information and adequate their achievement to learn something that they always remembered. In this concept, there was an intention in the feedback to be constructive and reflexive; students could learn about their skills and apply them in the activities.

In the beginning, it was complicated to integrate this feedback because I did not have a real context about my students; each grade is different with different cognitive skills and minds while the less interested in the subject. I analyzed the context and characteristics that I found in the main teacher's work and selecting what things could help me.

Therefore, the first step that I implemented was to create a learning environment:

As Ramirez Montoya mentions that: *"In the educational field, it defines this environment as the dynamic of the classroom based on how all the members feel and experience these characteristics."* (1995)

The groups were conformed by 50 students at least, but only a half was working and sent the activities. Students did not like something that they did not understand. If they only check the videos about something that was in a foreign language without a real understanding, obviously, it must be boring and important. That was the first red flag and, at the same time, the first change.

3.2 Feedback to give instructions

The instructions were the guide the activities; in the first part, I had problems with instructions because there were only in English, and there was each step that students might do to complete them. I thought that I was right because I was giving an explanation about what I was looking for but, I was thinking only about me; what *was about my students?*

In my first week working online, I read a lot of comments about the English subject. They said that they did not like the English because they did not feel progress, in other words, they did not feel learning. For understand this I reviewed topics that involved how the teacher analyze the information about the progress of the students and, after that, he transforms in a motivator for their students when the teacher it makes them notice this information, the students feel supported od he (Woolfolk, 1999)

Students are learning, step by step, and I was supposed that they knew because they were in middle school. Students, without the age, are minds that are expected to be guided by teachers; it was a responsibility.

I took this mistake to be the first change to create a learning environment while students could understand that we were on the same team. I prepared my instructions to be clear and short, using a checklist with the characteristics of each activity. The instructions were in English and Spanish because students did not understand them. In the beginning, I added phrases like *Good morning, students; I hope you were okay, and Have a nice day*. These changes were easy but, at the same time, were the first step to establish confidence with them. I was looking for that they could understand I was learning like they, teachers did know all the information in the world, we were learning every day.

Activity 27: Mothers Day review project

mitzialvarado 2020 · 3 may.

100 puntos

Fecha de entrega: 8 may. 23:59

Hello students!

I hope that you are having a Good Day!

Pay attention to the instructions.

1st: Create your mother's day card using the activity (PDF).

2nd: Send a photo with your card with your name, grade, and group

ACTIVITY 29. Restaurant phrases

Ana Peña Uribe · 17 may.

100 puntos


Fecha de entrega: 21 may.

INSTRUCTIONS:

1. Open the word document, print it and stick it on your notebook, you can copy it too.
2. Watch the video and copy on your notebook the phrases you listen in English and Spanish.
3. Upload a photo of everything.

1. Abre el documento de Word, imprímelo y pégalo en tu cuaderno. También puedes copiarlo.
2. Observa el video y copia en tu cuaderno las frases que escuches en inglés y en español.
3. Sube una foto de todo.

	Restaurant phrases.docx Word		17 May 2021 7:31 p.m..MOV Videos
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 Comentarios de la clase

Activity 40. What did you do

mitzialvarado 2020 · 7 jun. (Editado: 7 jun.)

100 puntos

Fecha de entrega: 11 jun.

Hello students!

I hope that you are having a Good Day!

Pay attention to the instructions.


- 1st: Complete the activity called "What did you do" (PDF) using the information from the reading.
- 2nd: Send a photo with the notes with your name, grade, and group

Hola Estudiantes!

Espero que estén teniendo un gran día!

Presten atención a las instrucciones:

- 1º Completar la actividad llamada "Que hiciste" (PDF) usando la información de la lectura.
- 2º= Enviar una foto con las notas de clase con nombre completo

	What did you do activity.pdf PDF
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The main teacher did not establish agreements or rules with the groups, so, after a dialogue, we decided to be clear in the requirements of each work. I explained this information at a


meeting with the groups after a few months with the permission and accompaniments of the principal and main teachers, students agreed. (Picture F)

Presentación de PowerPoint - [Lernzettel English lesson project] - PowerPoint


REQUISITOS

- Cumplir con las actividades semanales en tiempo y forma, estas actividades deben tener las siguientes características:
- Letra legible y limpieza a los trabajos (Nombre del alumno, fecha asignada del trabajo y margen).
- Las actividades entregadas deben estar en Ingles y tener una gramática correcta.
- Las actividades se entregan completas.
- Las actividades deben ser las de la materia.
- Las fotografías o capturas de pantalla de las actividades deben ser visibles y tener la calificación asignada.
- NOTA:** En caso de que el alumno no pueda imprimir las actividades puede copiarlas en el cuaderno o dibujarlas.

Picture F



GOBIERNO DEL ESTADO DE MEXICO



EDOAMEX

ACTIVITY 23: CATALOGUE

NOMBRE: _____ Fecha: _____ del 2020

GRADO: _____ ASIGNATURA: Ingles

INSTRUCCIONES. Marque una cruz (X) en la columna SIMO de los criterios solicitados. Favor de escribir en la columna de comentarios para mejorar de los alumnos en la siguiente exposición de trabajos.

#	Criterios	SI	NO	Observaciones	Puntos
1.	El alumno presenta su trabajo con sus respectivos datos (Nombre de la actividad, fecha, asignatura, nombre del docente)				
2.	El alumno presenta su trabajo con letra legible y limpieza a los trabajos				
3.	El alumno toma en cuenta los comentarios de la primera revisión.				
4.	El alumno entrega la actividad en Ingles y tener una gramática correcta.				
5.	El alumno entrega actividades completas.				
6.	El alumno envia fotografías o capturas de pantalla de las actividades, deben ser visibles y tener la calificación asignada.				
7.	En caso de que el alumno no pueda imprimir las actividades puede copiarlas en el cuaderno o dibujarlas.				

¡Muchas gracias por su colaboración!

3.3 Feedback to prepare videos

The teaching strategy that I put into practice was to change the explanation of my videos using things that they must know as teenagers, for example, social media, songs, or TV programs. The first step to designing a teaching strategy is the objective if I want to give them new information or have a review of the topic. It is recommended that everything is planned, a strategy does not have defined time but not with other groups, it special for each one, the activities are the principal resource of the strategy, and it can be simple or with a high degree of complexity.

The content that we teach according to the second language: English it's often a piece of information that needs to interact it. But, as teachers, we do not take the time to specialize our content due to a large number of students we teach at the same time, what makes good learning impossible for students, is why the author Verster (2005) says:

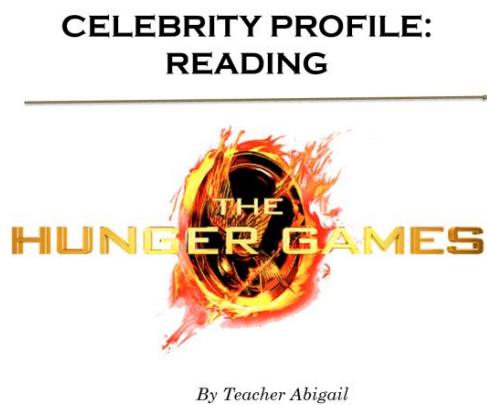
"It is commonly accepted that learning outcomes are more successful if teachers can match their teaching styles with their learning styles"

The diversification of the didactic contents should be better than the previous, In my teaching experience this element was a resource, when I teach them using knowledge with cartoons that they like them, I won their attention, after that, my activity made them relate the theoretical content with their visual representation, they have to use comments at the classroom assignments to call them attention because they were working by themselves.

The most important resource that I used was PowerPoint; was usually used this app to prepared presentations with transitions and, at first, the translation of the presentation. After a month, I opted to only write the information and use illustrative pictures. Another advantage of PowerPoint was the use of games as a way to review the topic, checked vocabulary, or used as an oral exam. (Picture G)



(Picture G)



(Picture G)

In my first videos, I noticed that not all students did not understand anything when it came to English, some students did not send class assignments, and most of them said that they did not feel the support of teachers; to some extent, they felt abandoned. This is a feature of the lack of communication between teachers and students; a fundamental factor is to know what the students need, not necessarily guiding us from a problem that is oriented in expectations that perhaps the students still do not meet.

In the videos, I add examples about things that they could do in the real-life as went to the cinema or a party. I was so clear in the topics because it was not important for me to sound ridiculous; I was using the physical resources that I might use as mimic, music, or jokes. And the results were slow, but the first change showed good results. (Picture G)



STUDENT A

Sin calificación

Entregadas (Ver historial)



Activity 22.Kitch...
Imagen

1 comentario privado



STUDENT A

Hello teacher, i'm good thanks :D
Espero haya tenido un excelente fin de semana, le envío los apuntes de mi trabajo.
Saludos, cuídese mucho. :D

Picture G



STUDENT A

100/100

Entregadas (Ver historial)

No devueltos



Activity 4: Daily r...
Imagen

1 comentario privado



STUDENT A

teacher I liked the task about Wandavision I am a fan of Marvel.have a nice day!!

Picture G



STUDENT A

Sin calificación

Entregadas (Ver historial)



Activity 10: Your ...
Imagen

STUDENT A



Zamora Ramirez Joarely Josabeth 3 mar.
Hi teacher le envío mi daily routine, que tenga una excelente noche teacher. 😊
Name: Joarely Josabeth Zamora Ramirez
Class: 2nd A

Picture G

Finally, at the delivery of the activities, I wrote them the possible mistakes using nice language; I did want to be cruel to them because I knew that not all the students did not English. I used a simple redaction in English at the beginning, but I change it to give the corrections, like giving time to correct it and told them that if they corrected their job, they could have a better degree. The answer of students was respectful, and they started to answer and asked about the topics that were a signal that they felt good with my work and, as a result, they felt confident in me. (Picture H)



STUDENT A

Mis no le entendí al ejercicio me podría ayudar de favor



mitzialvarado 2020 5 mar.

Hola Lizbeth, tengo entendido que es una live worksheet, esta habla del presente simple, recuerda que en este tiempo usamos "Do" como auxiliar, por ejemplo:

(+) I do homework = yo hago tarea

(-) I do not (don't) homework

(?) Do I do homework?

Ahora, para la tercera persona usamos el mismo auxiliar:

(+) she does homework = ella hace tarea

(-) she does not (doesn't) do homework

(?) Does she do homework?

La actividad trata de que contestes las oraciones usando este auxilia, puede ser en afirmativo, negativo o interrogativo.

Picture H



mitzialvarado 2020 13 nov. 2020

Hola [redacted], tu actividad esta muy bien, te pido que revises los siguientes aspectos para que mejores tu trabajo:

1º Mejorar presentación de trabajo.

2º La actividad se te pidió que anotaras en el organizador los siguientes:

—Pasado simple (Definición)

—Estructuras (Afirmado, Negativo, Interrogativo) con su ejemplo.



mitzialvarado 2020 13 nov. 2020

Te pido que lo corrijas por favor



mitzialvarado 2020 23 nov. 2020

La actividad que se te solicito en classroom es totalmente diferente a lo que estas entregando, te pido por favor que la siguiente vez cumplas con los lineamientos escritos en classroom, de otro modo, no podre calificar tus trabajos.

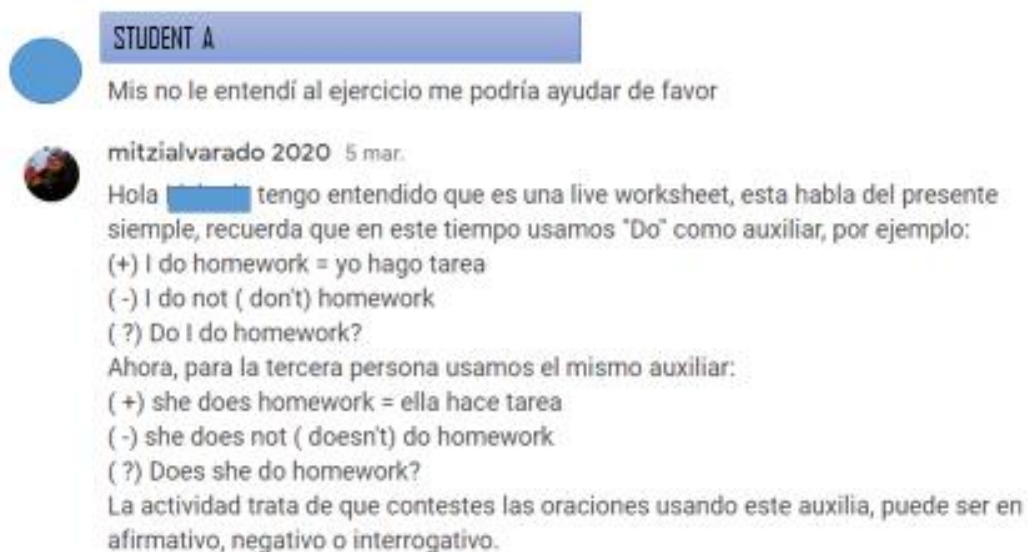
Picture H

3.3 Results.

After these changes, the communication with my groups and the delivery of the activities were better. I could not have all the positive answer of students but, there were more students that showed a better attitude in the activities; they were some examples:

- Example A

One of my objectives was to create critical students, students that understood the purpose of the activities and used the feedback as an improvement, not a critique. At the same time, it created self-confidence where they could clarify doubts like explained to me about they did not understand. (Picture J)



Picture I



STUDENT A 16 abr.

Hello teacher mitzi el trabajo trata de que veamos el vocabulario del video y escribimos las definiciones todas las selebraciones



mitzialvarado 2020 21:25

Hola me parece excelente, buen trabajo :)

Picture J

- Example B

It was important to be flexible. At this time, students and teachers lost someone important for us, and there were special cases where students could not complete delivery activities for a familiar or economic situation. (Picture K) I put a limit on the activities but, in the case of these students, I applied empathy. Sometimes, teachers said that nothing happened if one student fails, but it was correct that? Students are the proof and judge of our job; if we left one student adrift, we are not an educational guide. At least, it was important to give them an opportunity, and I gave them. The result of students was good, and not all of them use a personal situation as a pretext. (Picture L)



STUDENT A 8 mar.

Maestra perdon por entregar tardio pero tuve unos problemas personales y apenas las pude mandar hoy.



mitzialvarado 2020 14:02

Hola tu actividad se entrego con retraso, tu calificación máxima será de 80 puntos.
No te preocupes Hanna, espero que todo se mejore pronto :)

Picture K



mitzialvarado 2020 23 mar.

Hola, no entregaste tu actividad en la semana [REDACTED], de modo que tu actividad ira bajando de calificación conforme al paso de los ideas que se entregue tarde. Organiza tus tiempos para que no entregues tarde tus actividades, Gracias por tu atención ☐



STUDENT A


Buenos días Miss. Alvarado le envío mi tarea es que hay días que tengo fuerte el dolor de mi espalda y no me deja hacer mis tarea. Gracias por su comprensión.

Picture L


STUDENT A

Sin calificación

Entrega fuera de plazo (Ver historial)



Screenshot_202...
Imagen



Activity 6: Apren...
Imagen

2 comentarios privados

STUDENT A

buenas noches maestra, le mando los trabajos el día de mañana ya que estado teniendo problemas con mi internet y la luz; pero mañana se los mando.

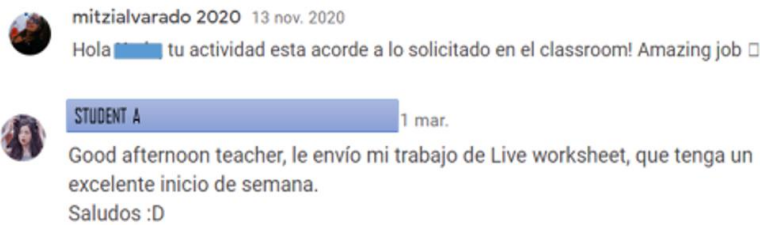
STUDENT A

NoeliaCarmona Andrade 2 A, entregada

Picture L

- Example C

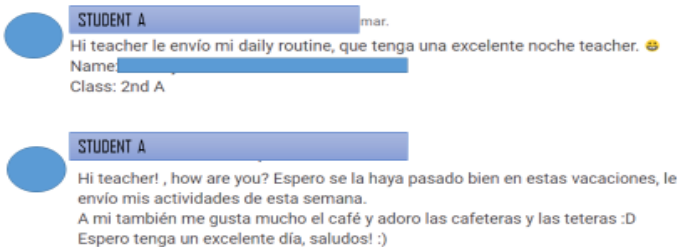
The most important change that I found was attitude. At the beginning of the school cycle, there was a real situation that reflected troubles in the middle school: a part of the student showed apathy during the classes and did not deliver activities for weeks. It was the same situation in my subject, English. I checked that, with the changes, students showed positive behavior; they looked happy and interesting in the activities because their answers and participation were different. For me, it was an amazing reward. (Picture H)



Picture H



Picture J



Picture I

After the strategies that I employ in my practices, I would like to say that my results were satisfactory; the percent that shows better results were students with low results. The truth is, it is a process in both teachers and students are in the same learning process, and That is education is forced to have the innovation that I hadn't developed in previous years, proposing teaching models that are beyond the Classroom, holding hands with the use of technological resources as a class reinforcement.

It is time to take action and contribute to the demands of principals and mainly seek adaptation and new educational development of classes that enable innovation and the integration of new technologies and virtual platforms.

Feedback not only helped my students to complement all of the skills that the students did not know about themselves. It's necessary that these experiences help me to be better in something that I love. I need to grow in this area, but now, I know my strengths and weaknesses and the way to get the most out of it.

Conclusions

It is hard for me to give a conclusion to this essay because, for me, it is the beginning of my professional degree. I would like to say that I have never think about that feedback was be more than the base of this essay; during the process of writing, I learn too, as my students. I could achieve that students were conscious of what they were learning. It was difficult at the beginning, and I became a patient teacher. Usually, students always follow us, and that is a big responsibility; I was not sure that I could do it and fail but, I fail and I did not give up.

At the Escuela Normal de Atizpan de Zaragoza, I learned without being conscious of the lessons of my teachers and the instruments that they gave me to prepared my classes. I am the product of my teacher's work and, I would like to say not only thanks for the tools that helped me to create my own personality in teaching.

I would implement it in my daily routine with my future groups. I could not have had the support of the students; that was the bad part because I would have liked that everyone could follow the purpose of this work but, I feel happy and proud of my job because I did more than I expect of my work. I learned that motivation and empathy it's very important to make a context where the students feel comfortable. The teenagers were in a stage that they want recognition, but sometimes the teacher's expectations are higher than the student's skills.

Another aspect was the importance to use a corrected evaluation; with this opportunity to be at home, I learned that the evaluation was a complex concept but, the most important was to guide it in benefit of students and checked it like a reflexive process to implement the development of critical skills and not only a judgment of learning.

Being a teacher does not only imply a professional degree, but we must also have elements such as empathy and an open mind. We must not forget that we are working with people who have feelings and goals to achieve, and in the case of adolescents, we are in a box full of possibilities. We must have our bases well marked as teachers and, in addition to that, look for ways to do our job well. I can say that the interactions with my students, although they have been small, have given me good and bad memories in which I make a self-reflection of my work.

I consider that I fulfilled most of my professional competencies. During my internship I was improving my reading comprehension because my essay topic required it. I learned to give the correct interpretation to each of my students' doubts or comments. On the other hand, the didactic strategies were the best result I could have hoped for. Using resources that are familiar to the students not only allowed me to get to know them in an academic way.

It is time to take action and contribute to the demands of principals and mainly seek adaptation and new educational development of classes that enable innovation and the integration of new technologies and virtual platforms. Teachers and their labor in the modernity it is the keyword of the education, their preoccupations need to be the real learning of the students without test and activities, is to see what they learned and how to improve it in the real life

I hope that teacher never forget where you start, that to have a degree is not to be more than others, students is a general word, I will like to give them a value, as minds that would bright the future. I trust that my job helps them and prepares them for the future because this is my job.

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4.1 Appendix one

A) Lesson plan


 GOBIERNO DEL ESTADO DE MÉXICO


 "2021, Año del Bicentenario de la Constitución de la Independencia de México"
 ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA
 LICENCIATURA EN EDUCACIÓN SECUNDARIA CON
 ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)
 ASIGNATURA: TRABAJO DOCENTE I & II SEMESTRE: SEPTIMO/OCTAVO
 PLANEACION DE CLASE


 DECISIONES FIRMES. RESULTADOS FUERTES.


CICLO ESCOLAR: 2021-2022

Aprendizajes Clave. Para la Educación Integral. Lengua Extranjera. Inglés. Educación Básica.							
Middle school:		Escuela Secundaria Oficial No. 981 Nicolás Romero			Clave C.C.T.: 15EES7479G		
School year:	2021-2022	Shift:	Morning shift	Subject:	Inglés 1		
Head teacher:	Peña Uribe		Ana Lourdes	Each to face class	Online class	Hybrid class	
Teacher trainees:	Alvarado Zamora MIZ Abigail Bautista Gómez Juan Uriel Hernández Montalvo Diana Arely		Week of	January	8th to	12th	
Social Learning Environment:	Family and community	Specific Competency:	Exchanges information about self and others.	Social Practice of Language:	Gives information about personal data, tastes and preferences.		
Cycle:	4	Unit:	2	Product:			
Instructions: The teacher trainee completes with the information required based on the information agreed with the head teacher.							
Date:	January, 10 th 2021	Topic(s):	Simple past	Estimated time of implementation	1 week	Means of contact:	Classroom
A short description of the activities to be developed by the students			Pedagogical adjustments:	Resources & educational technology tools,¹	Assessment & learning evidences:	Achievements:	

¹ Textbook, TV program, digital resources or platforms, etc.


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 DECISIONES FIRMES. RESULTADOS FUERTES.

CICLO ESCOLAR: 2021-2022

1 st : Ss complete the activity about vocabulary and write the definitions of each one using the virtual dictionary (Lingo)	Live worksheet: https://es.liveworksheets.com/py/8692vv	Live worksheet	Ss take notes in their notebook and send the image by classroom	- Explores information about personal facts and preferences. - Listens and recognizes questions to obtain information. - Reviews writing questions and answers.
2 nd : Ss complete the activity about vocabulary and write the definitions of each one using the virtual dictionary (Lingo)	T. send by classroom the document PDF and copy in their notebooks in case they can't print it.	Document PDF	Photo of the activity Classroom. by	
3 rd : Ss complete the activity about vocabulary and write the definitions of each one using the virtual dictionary (Lingo)	Activity online: http://www.manythings.org/vq/mc-v1.html	Online activity	Photo of the activity Classroom. by	
EVALUATION	Comparison list (pdf)	Document PDF	T give a feedback according to the activity.	
Observations, comments and notes				
Developed by:		Reviewed by:		Validated by:
		M. Ed Raúl Romero Ibarra		

B) Checklist

ACTIVITY 23: CATALOGUE

Fecha: _____ del 2020

NOMBRE: _____
GRADO: _____

ASIGNATURA: Inglés

INSTRUCCIONES. Anote una cruz (X) en la columna SI/NO de los criterios solicitados. Favor de escribir en la columna de comentarios para mejoras de los alumnos en la siguiente exposición de trabajos.

#	Criterios	SI	NO	Observaciones	Puntos
1.	El alumno presenta su trabajo con sus respectivos datos (Nombre de la actividad, fecha, asignatura, nombre del docente)				
2.	El alumno presenta su trabajo con letra legible y limpia a los trabajos				
3.	El alumno toma en cuenta los comentarios de la primera revisión.				
4.	El alumno entrego la actividad en inglés y tener una gramática correcta.				
5.	El alumno entrego actividades completas.				
6.	El alumno envia fotografías o capturas de pantalla de las actividades, deben ser visibles y tener la calificación asignada.				
7.	En caso de que el alumno no pueda imprimir las actividades puede copiarlas en el cuaderno o dibujarlas.				



(Ctrl)

¡Muchas gracias por su colaboración!

C) Cambridge Equivalence

<https://www.cambridgeenglish.org/es/exams-and-tests/key-for-schools/>



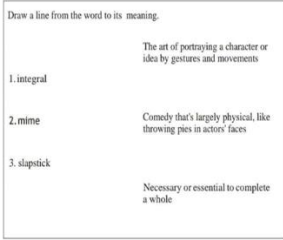
D) Google diagnostic virtual resources

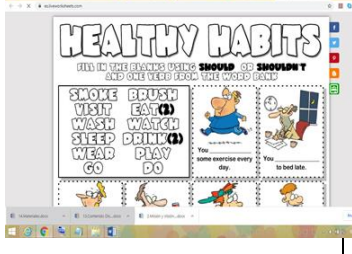
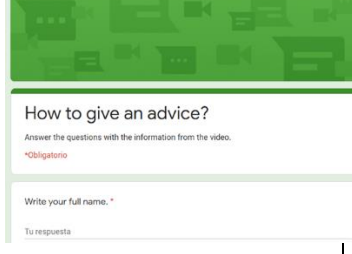
<https://docs.google.com/forms/d/1A7QVoWKn94QNHYSQo1XJh6MUak2OFrpMkxGeOrx9cY/edit#responses>

E) Google Forms English Diagnosis

<https://docs.google.com/forms/d/19fbrch-CnAlZoiq5iNkn6ZnKDD0fOnHhdrbNEkiRO8/edit#responses>

4.2 Appendix 2

Activity	Description	Link	Picture
<p>THE LIVE WORKSHEET:</p> <p>Was an interactive instrument where the students could use it to have a review of the topic. Students answered online the activity and send a screenshot with their results.</p>			
Ordinal Numbers.	<p>In this activity, students watched the learn at home program to learn about ordinal numbers.</p> <p>The students answered the activity taking into account the drawings of the people at the beginning of the activity.</p>	<p>https://es.liveworksheets.com/yp967752zf</p>	
Halloween	<p>In this activity the students listened to a short listening and chose the character heard in the listening.</p>	<p>https://es.liveworksheets.com/tt620642lx</p>	
<p>PDF ACTIVITIES:</p> <p>This activities were resources that teacher trainee find at the Internet create by themselves, it was applied at Google Classroom for the students, they can download a copy.</p>			
Silent Movies.	<p>In this activity students read information from a pdf document on silent films and completed the column relationship exercise at the end of the pdf.</p>	PDF	

Should And Should not.	In this activity students completed the different sentences using should or should not and a verb from the table depending on the action represented by the picture.	PDF	
<p style="text-align: center;">GOOGLE FORMS:</p> <p>Google Forms lets you plan events, submit a survey, ask questions for your students, or collect other types of information easily and efficiently. You can create a form from Drive or from an existing worksheet. One of the tools in Google Docs is your form.</p>			
Advice Test.	Students opened the link to answer a quiz on the Advice topic in which they chose the correct answers and answered exercises on the topic.	https://docs.google.com/forms/d/1CZ0ng45Dl8IKqaqQyjENpDwbOcrBP779Skn50IL3jGM/edit	

G) Feedback phrases

FEEDBACK

- Hola _____ tu actividad esta acorde a lo solicitado en el classroom! Amazing job 😊
- Hola _____, tu actividad esta muy bien, te pido que revises los siguientes aspectos para que mejores tu trabajo en las siguientes asignaciones:
La actividad dice que debes describir la imagen usando presente continuo, no solo escribir los verbos.
- Hola _____, tu actividad esta bien, solo necesitas revisar los siguientes aspectos para mejorar tu calificación en las siguientes asignaciones:
Te equivocaste de asignación.
- Hola _____, tu actividad esta incompleta, revisa la asignación por favor.
- Hola _____, no veo tus actividades.
- Hola _____, tu actividad se entrego con retraso, tu calificación máxima será de 80 puntos.
- Hola _____, tu actividad se entrego con retraso, tu calificación máxima será de 70 puntos.
- Hola, no entregaste tu actividad en la semana _____, de modo que tu actividad ira bajando de calificación conforme al paso de los ideas que se entregue tarde. Organiza tus tiempos para que no entregues tarde tus actividades, Gracias por tu atención 😊