ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA

ENSAYO ANALÍTICO EXPLICATIVO

FEEDBACK THROUGH E-LEARNING TO DEVELOP AUTONOMY IN THE 3RD GROUP B OF ESCUELA SECUNDARIA OFICIAL 1049 BICENTENARIO DE LA INDEPENDENCIA DE MÉXICO.

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

P R E S E N T A:

GABRIELA LIZETH SALAS CARRILLO

ASESOR:

Mtra. Sandra María del Carmen Flores Castillo

ATIZAPÁN DE ZARAGOZA, ESTADO DE MÉXICO   JULIO 2021

ESCUELA NORMAL DE ATIZAPAN DE ZARAGOZA

ASUNTO: Aceptación del Trabajo de Titulación.

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

C. GABRIELA LIZETH SALAS CARRILLO
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.

FEEDBACK THROUGH E-LEARNING TO DEVELOP AUTONOMY IN THE 3RD GROUP B OF ESCUELA SECUNDARIA OFICIAL 1049 BICENTENARIO DE LA INDEPENDENCIA DE MÉXICO.

MODALIDAD: ENSAYO ANALÍTICO EXPLICATIVO

A T E N T A M E N T E

DRA. 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

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

AV. PRESIDENTE RUÍZ CORTINES Y MPIO. LIBRE. S/N. COL. LOMAS DE ATIZAPÁN DE ZARAGOZA, EDO. DE MÉXICO. C.P.52977
TELS. (01 55) 5822 5520 Y 5825 2464
normalatizapan@edugem.gob.mx

DEDICATORIAS
Y
AGRADECIMIENTOS

A mi mamá Gabriela Carrillo:

No existen las palabras suficientes para expresar todo el agradecimiento que tengo hacia ti, eres el ser más importante de mi vida, la luz en mi camino, gracias por tus cálidos abrazos, por guiarme, cuidarme, apoyarme y quererme incondicionalmente, a pesar de las adversidades siempre te mantuviste en pie, por eso y más te admiro. Te amo con todo mi corazón.

A mi papá José Salas:

Quien con sus palabras de aliento me hizo seguir adelante, gracias por siempre luchar, porque a pesar del cansancio, continuabas esforzándote para que yo pudiera culminar mi carrera profesional, gracias por tu confianza. Te amo mucho.

A mi hermana Josefina Salas:

Por ser la persona que nunca dudó de mí ni un segundo, por ser mi amiga, mi confidente, mi hombro para llorar, pero sobre todo mi mayor apoyo, gracias a tus enseñanzas y sabiduría me he convertido en la persona que soy, eres mi ejemplo a seguir. Te amo mucho.

A mi sobrina Andrea Salas:

Por ser la luz de mi vida, la alegría de mis días, porque a pesar de ser tan pequeña me has enseñado que el amor puro existe, llegaste a mi vida en el momento indicado, no puedo estar más agradecida con la vida por darme la dicha de ser tu tía, gracias por ser mi calma en momentos de tempestad. Te amo por siempre.

A mis hermanos Julio Salas y Alejandro Salas:

Por siempre brindarme una mano en momentos complicados de mi vida, por sus palabras de aliento, por cuidarme y por los momentos que hemos compartido. Los amo.

A mis sobrinos Jair Salas, Joshua Salas y Emily Salas.

A quienes con su cálida compañía me han sacado una sonrisa, me han brindado un abrazo, y con su bondad me han hecho ver el lado dulce de la vida, gracias por hacer de mí una mejor persona, los voy a cuidar siempre. Los amo.

A Leslie Rosas.

Por ser una persona incondicional, por demostrarme que la amistad real existe, tal vez no seas mi hermana de sangre, pero eres mi hermana de corazón, eres mi hogar, mi luz en la oscuridad, te agradezco las risas, los llantos, la paciencia, por motivarme en cada etapa de mi vida, pero sobre todo por tu cariño. Te amo siempre.

A Mariana Flores.

Quien ha sido parte fundamental de esta etapa, por siempre brindarme su apoyo y comprensión en momentos en donde ni yo misma me entendía, gracias por nunca soltar mi mano durante estos cuatro años, eres mi mejor amiga de alma, me complementas. Te amo.

A Guillermo Roa.

Por siempre estar presente en momentos importantes de mi vida, por nunca dejarme sola en situaciones complicadas, por ser mi confidente, por tus abrazos desinteresados y apoyo incondicional. Te amo.

A Andrea Bárcenas.

A quien siempre ha confiado en mí, incluso cuando ni yo misma lo hacía, gracias por tus abrazos llenos de cariño, por las risas que compartimos día a día, por tus palabras y consejos, eres luz. Te amo.

A Juan Barajas.

Por su apoyo y comprensión en cada decisión, gracias por mantenerte cerquita de mí, por bailar y disfrutar conmigo esta vida, por tus palabras y por cuidarme, brillas con luz propia. Te amo.

A Tania Medina.

Quien siempre me recibió con un abrazo sincero, por siempre tener las palabras correctas, por escucharme y apoyarme, gracias por las risas y por los momentos vividos. Te amo.

A Sorali Abasta.

Por hacer más amenos los momentos complicados de la vida, por escucharme y brindarme su ayuda siempre, gracias por los abrazos y por las risas compartidas. Te amo.

A la Escuela Normal de Atizapán de Zaragoza.

Por haber sido mi hogar por cuatro años, por ser mi camino y mi soporte, por brindarme la oportunidad de realizar mis estudios profesionales, por la experiencia y haberme enseñado el amor hacia esta noble profesión.

A mi asesora.

A quien siempre me apoyó y me brindó las herramientas necesarias para que yo pudiera terminar este trabajo, es un ejemplo a seguir, gracias por transmitirme este amor y vocación a la profesión de ser docente, sin duda alguna es la persona más dedicada a su trabajo y a todo lo que hace.

Le estaré siempre agradecida, la quiero mucho Mtra. Sandra María del Carmen Flores Castillo.

A mis docentes.

Por haber contribuido a mi formación, por todos los conocimientos y valores que me transmitieron, especialmente a las maestras Iliana González e Ingrid Seedorf, por siempre creer en mí, por ser quienes con sus valiosos conocimientos y enseñanzas me hicieron posible crecer día a día como profesional.

Gracias a cada uno de mis docentes por su paciencia, dedicación, y apoyo incondicional.

A Dios.

Por darme la fuerza, la capacidad, el conocimiento y la oportunidad de realizar este documento, por darme serenidad en momentos donde sentía que no podía continuar, por ayudarme a aprender de mis errores y por nunca dejarme sola.

Index

Introduction

This essay talks about my last teaching experiences in Escuela Normal de Atizapán de Zaragoza that were focused on giving feedback through e-learning strategies to develop autonomy of third grade junior high school students, because, based on the diagnosis it was evident that it had to be improved students opportunities areas and my own ones, taking into account the context that was faced because of the pandemic around the world, which generated that schools and education in general moved to millions of students and teachers´ homes.

In this sense, the document aims to explain and respond to a real problem that was identified and faced in 3rd group B during the teaching practice in the Escuela Secundaria Oficial 1049 "Bicentenario de la Independencia de México". The main problem identified was that the students did not receive any kind of feedback about their activities, it could be observed in the behavior and comments of the students, and this had as a consequence that they lost interest in the class, had many doubts in the activities and needed to ask several times about the instructions of the activities, etc.

In this way, the students started a new kind of education, because they changed face to face classes to an e-learning way of knowledge, so they were not autonomous and needed the teacher to explain all the time the reasons and steps to do their activities; it was observed that they did not solve doubts about a topic or an activity by themselves and that made them feel insecure with little motivation for the English subject.

So, for this reason I decided to work with this topic for the preparation of my essay, because for me it is essential to give feedback to students, since it aims to help students achieve their goals and improve their learning processes. It involves a process of joint

reflection and guidance in which not only the mistakes but also the successes behind the performance of a task will be highlighted. It is also a fundamental part of achieving self-regulated and autonomous learning.

Taking into account the context and the diagnosis, the purposes of this work were: to implement different types of feedback through e-learning; to find the most appropriate for the students and to develop autonomy on students through e-learning feedback, and at the same time my personal purposes were: 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 and reconoce las diferencias individuales de los educandos que influyen en los procesos de aprendizaje y aplica estrategias didácticas para estimularlos; en especial, es capaz de favorecer el aprendizaje de los alumnos en riesgo de fracaso escolar.

In order to reach those purposes this document is organized into three chapters, the first one is about the high school where I did my teaching practices, such as the context, infrastructure, school's staff, besides the pandemic that was experienced worldwide and how it affected education in Mexico, the high school and my professional practices, ending with the main topics characteristics, based on the fundamental questions proposed, and the reasons why I decided to work with 3rd group B.

Chapter two deals with the researching about the topic and the answers to the questions proposed, and the third one mentions the strategies that were carried out during the professional practices, as well as the results obtained in each one, my areas of opportunity, the problems and how they were faced, ending with the progress of the students in each

strategy implemented, giving emphasis on feedback and the development of their autonomy.

Finally, the conclusions mention the importance of giving feedback to the students, of empowering the development of autonomy, as well as the competencies improvement with this essay, in addition to the challenges as a future teacher that I still have to face.

CHAPTER

I

1.1 General Context.

In this first chapter, of the Explanatory Analytical Essay (Ensayo Analítico Explicativo), it is explained the main characteristics about the school where I did my professional practices in the fourth year of the major of Educación Secundaria con Especialidad en Lengua Extranjera (Inglés); as well as the group's characteristics that I chose to work on the topic of "Feedback through e-learning to develop autonomy in the 3rd group B of Escuela Secundaria Oficial 1049 Bicentenario de la Independencia de México", based on the thematic line 2 Analysis of Teaching Experiences.

I did my intervention practices in the Junior High School "Bicentenario de la Independencia de México" n. 1049 with school identification code 15EES1577H, located on Mexico Avenue, Bulevares del Lago, 54473 Nicolás Romero, Estado de México. The school belongs to the federal system, with a full-time schedule where classes start at 7:00 am and conclude at 2:30 pm.

This school was immersed in an urban context, taking into account that the word urban can be conceived as cities and in most instances the municipalities or counties close to them. (INEGI, 2010). However, an urban area in this manner suggests several important characteristics that may help to define the nature of such places. The succeeding statements are characteristics that are from an urban context, so we can contemplate those things to know more about the apprentices and the impact that context has in the learning process.

INEGI (2010) categorizes as urban all land, population, and housing units located within a developed area or an urban cluster. It delimits urban area and urban cluster boundaries to incorporate densely settled territory, which involves a core survey block groups that have a

population mass of at least 1,000 people per four-sided mile, and surrounding count blocks that have a complete density of at least 500 people per square mile, an urbanized area consisted of densely settled territory that contains 50,000 or more people.

According to the last population census conducted by INEGI in 2010, Nicolás Romero has 366,602 inhabitants, of which 180,139 are men that is, 49.1% and 186,463 are women, equivalent to 50.9% of the total population, its density population is 1,570 inhabitants per square kilometer. From 1990 to 2010 the municipality registered a population growth of 99.10%, therefore, it is considered that Nicolás Romero belongs to this type of context.

The area was considered to have per capita higher rates, complex transportation patterns, high concentration of mid-air pollutants, strong cultural stimulation, diversity in property values, Inequities in the educational system, large, complex educational systems, Inequities in the legal system, lack of community connectedness, cultural heterogeneity, Inequities in access to health care (INEGI, 2010).

The practice school was located in a school zone where there were also schools such as Escuela Normal de Educación Especial, CECYTEM Nicolas Romero, Elementary school, and kindergarten. The school was surrounded by parks, soccer fields, and playground areas. (Secretaria de Desarrollo Social, 2010).

1.2 Junior high school infrastructure

The school had 3 buildings, the first one had 7 classrooms, 6 classrooms were used for students to take classes, and one of them was a science lab, in the second one there are 5 classrooms dedicated for students to take classes and an art classroom, the third building was a simple ground floor building where there were the cafeteria, the teachers' room, the

principal's office, the library (with a board, some tables, chairs and a big bookshelf with books of different subject), and a multiple use room, in construction, to carry out different school activities.

The common areas were: 1 library, 1 soccer field, 7 bandstands, etc. On the other hand, for the teachers, there was a teacher's room; the services available were water, electricity, drainage, internet connection etc. Some classrooms were equipped with armchairs, while other classrooms had tables and chairs for the students. All classrooms had a whiteboard, desk and chair for the teacher, large windows and lamps.

1.3 School's staff

The Junior high school had a pyramidal organization that consists of limiting the different levels of subordination and command, based on the responsibility and decision-making power of the people who are part of each level, according to Sandoval (2000) who also indicates that the content and purpose of the activities assigned to each of the groups that work in a good way, for instance, the principal is the leader and supervised that teachers work with the plans and programs for this level of education; within the school was composed by a principal, vice-principal, 25 teachers, 3 of them for the English subject, administrative assistance, a janitor and an enrollment of 554 students, distributed in 12 groups.

The principal is the leader who supervised teachers´ classwork, lesson plans and the programs to be developed on that level of education, as well as keeping the organization and administering the school supplies like: resource materials, training courses for teachers,

activities to improve the school level, planning and evaluating the academic, educational, and administrative and enrollment activities.

The vice-principal worked directly under the principal and helped to coordinate, direct and plan the academic or auxiliary activities of the school. The vice-principal manages the teachers, counselors, staff and students on a daily basis. Also, the vice principal worked closely to the principal, supported the committees of staff and parents and, solved conflicts between various educational agents. Likewise, the vice principal was in charge of supervising the teachers and students. As well when a teacher was not in the school, he was in charge of supervising the students.

There were rules of coexistence between teachers and school managers, where each teacher respects the way of working of all and support was provided if necessary, this was important because the school is the basis of each teacher's practice, as well as the standards of behavior and communication to achieve educational objectives as an institution (Fierro, 1999).

Before the pandemic, activities in high school consisted of 50-minute classes for each subject, the different teachers of each subject changed classrooms to teach the classes in different groups, at 1:10 pm classes finished and workshops or regularization classes began for subjects such as math or chemistry, These extra classes were aimed at combating school lag, students who had low grades took these classes, where they performed exercises on topics seen in their previous classes, or teachers explained the topics the more complicated topics.

1.4 COVID-19

The pandemic that I talked about was the COVID one that changed all the activities on lifestyle, work and schools. On December 2019, health authorities in Wuhan City, Hubei, China, notified the World Health Organization (WHO) of several cases of pneumonia of unknown etiology, some of them severe. On January 7th, 2020, scientists from China claimed to have discovered that the cause of the cases was a new virus in the coronavirus family, which was provisionally named 2019-novel coronavirus (2019-nCoV).

COVID-19 was the infectious disease caused by the most recently discovered coronavirus; Coronaviruses are a large family of viruses that may cause illness in animals or humans. In humans, several coronaviruses are known to cause respiratory infections ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS), (WHO, 2020).

On January 30th, 2020, the World Health Organization declared the situation as a "public health emergency of international concern" (PHEIC), since that time there were confirmed cases in 18 countries, with hundreds of fatalities, WHO announces that the official name of the disease was COVID -19, acronym for coronavirus disease 2019.

In the report by Instituto Mexicano del Seguro Social in March, the World Health Organization declared SARS-CoV-2 infection and COVID-19 disease as a pandemic, because confirmed cases exceeded 118,000 in 114 countries and the death number was 4,291, and the first death of a COVID-19 patient in Mexico was confirmed on March 18th, 2020. (IMSS, 2020).

Globally, the number of newly reported cases continued growing, despite the low incidence of the virus in certain regions, the impact of the pandemic had been felt across countries, education, societies, and the economy. In most places, whereas the incidence of the virus was still prevalent, governments faced the hard choice between public safety and reviving the economy. The Covid-19 outbreak continued to adversely affect all aspects of life in the world, and it was the first time that education was affected on such a global scale for the first time, and educational institutions at all levels. (Kayalar, 2020).

Next, I will talk a little more about this infection that has affected the lives of people put emphasizing in Mexico to understand the current context and the sudden closure of schools.

1.5 Education in Mexico during the COVID-19

In education, nearly 1.2 billion students were affected by the closure of schools in more than 144 countries, in Mexico, at the moment of this essay, schools continue to be closed nationality, and for this reason, this changed the way education delivered since school and home now become the same place after the need to stay at home, students were left out of schools and resumed classes virtually, allowing the school year to conclude satisfactorily. (United Nations, 2020).

On March 16th, 2020, the Secretaria de Salud de México, announced the implementation of the national day of "Sana Distancia" as a preventive measure. In this way, activities were temporarily suspended; the holiday period in schools was advanced. It was initially established that the confinement officially began on Friday, March 20th, and end on April 19th, a date that was postponed until this time without a return date.

The Diario Oficial de la Federación decree in the agreement 02/03/20, the suspension of classes in the schools of kindergarten, elementary school, junior high school, normal and other education for the training of teachers of basic education of the National Educational System, it was decreed that classes in the country were suspended to start quarantine, which was scheduled to end on April 30th, 2020; this situation was inevitably changing as the scenario of the spread of the virus in the country took place. (DOF, 2020).

The Secretaria de Educación Pública (SEP) developed a strategy to continue working through distance called "Aprende en Casa I y II", the strategy was based on the contents of the free textbooks, in the face of the coronavirus pandemic, reported by the head of the SEP, Esteban Moctezuma Barragán.

On July 14th, 2020, the Secretaria de Educación Pública decree the dates on which the Consejo Técnico Escolar (CTE) was held, to present the great challenges for school organization and functioning to ensure that children and adolescents executed their right to education in safe and healthy environments, conducive to their learning, well-being and integral development. (SEP, 2020).

The Secretaria de Educación Pública decree in the agreement 15/08/20 dates and details on the return to classes with health measures, mentions a period of regularization and the cleaning day of the schools during the month of August, where teachers consent that the context of the school and the characteristics of the community, the school calendar was also established for the 2020-2021 school year (DOF, 2020).

The CTE began on August 17th and ended on August 21st, 2020, at the junior high school where I did my intervention practices, where teachers took into account the current

situation of the pandemic, to continue working at a distance, the principal mentioned that teachers needed to consider that the use of very simple activities were very simple, using strategies such as Aprende en Casa II, where classes were broadcast on television covering kindergarten, elementary, middle and junior high school, as well as other strategies to continue education.

During the CTE, the principal, vice-principal, and the teachers reached agreements on the way of working for the school year 2020-2021, in the case of the English subject, the aim was to consider the strategy of Aprende en Casa II, students watch on television the English class on Wednesday from 10:30 am to 11:00 am or from 6:30 pm to 7:00 pm, this was the same schedule and class for all 3 grades.

1.6 Virtual Context

The Escuela Normal de Atizapán de Zaragoza instantly changed the way education is taught, since school and home now become the same place after the need to stay at home, classes were online, the intervention days began with distance work, students could only communicate with teachers through messages or emails. Despite this situation, education continued with activities to be done at home during the contingency, thus implementing the use of e-learning in everyday life, so that the pandemic would not affect the learning and optimal development of students.

As it was mentioned before, despite the COVID-19 pandemic, education continued, but it affected my professional practices, since teaching could not be carried out satisfactorily, and it was not possible to teach students in a face to face manner as it had always been done; some of my colleagues did not have virtual classes with the students, they only sent

activities. In my case, with only two groups the lent of the virtual classes were of 40-minutes for each week and with only one group the activities were send through the platform. This situation caused a very poor communication with the students; because they did not have the ideal conditions to take virtual classes, which were related to the conditions of not doing the activities and not following the instructions.

In the junior high school where the professional practices were done, it was attended three groups, first, second, and third-year group B, but I decided to work with the group of 3rd B because the analysis suggested that they needed feedback to realize the mistakes they had in the activities. After all, when the feedback was given in the virtual classroom, the students understood their mistakes, and it helped them to better understand the topics they were studying to obtain better results.

The group 3° B had 53 students, 24 men and 29 women, it is important to mention that there were students with learning barriers, for example, there were students who did not have access to the Internet, that is why they did not deliver the activities on time, there were 5 students who worked, in general, more than half of the students did not deliver activities during the first two months of classes, but at the end of the first evaluation, they tried to deliver all the activities to improve their final grade.

Taking into account the English diagnosis that were carried out at the beginning of the school year to all the groups, the 3rd B group was chosen for the analysis of this document; the reason was because it was observed that the students did not understand the instructions, and they had some problems to answer the questions of the test. Also, during

the CTE sessions, teachers mentioned that the students had poor understanding of activities or instructions given for the class; and they had difficulties or doubts and got bad grades.

On the other hand, during my first intervention practice, it was observed that the lack of motivation or interest in the subject of English was a major factor why students did not perform the homework or activities, in a survey that was made to the students, they stated that they did not receive feedback about their activities, students did not know the reason for their grades and their mistakes, for this reason, they did the activities wrong or simply didn't perform the homework, and for me, feedback is a fundamental element in education, since it is the information that students receive about their performance and their areas of opportunity.

1.7 Junior high school in times of COVID-19

The contingency that was being lived in the world today was instantly changing the way education is was delivered since school and home became the same place after the need to stay at home, one of the first issues arising around the pandemic and its effects on education is related to the inevitable risk of contagion and the sudden closure of educational institutions, despite this situation, continuous education, leaving schoolwork at home during the contingency.

To continue with education during the health emergency caused by the COVID-19 pandemic, the Ministry of Public Education (SEP) announced an educational content strategy, Aprende en Casa II, which focused mainly on the dissemination of educational programs through media such as television and radio. On the other hand, students could

take classes through Zoom and send assignments through platforms such as Google Classroom, email, or Facebook.

In the junior high school where the intervention practices were done, there were many adjustments in the way of working with the students, before the educational practices were in the classrooms, the students attended face-to-face classes, the teachers taught the class and every 50 minutes, the students changed classes with different teachers in different rooms, and everything changed, the classes were through the Internet and platforms such as Zoom or Google Meet, the work was sent by email, by assignments in Google Classroom or by post on Facebook.

1.8 Learning Styles

Another important aspect when teachers are teaching is to take into account the learning styles that can facilitate or hinder the teaching process. The VAK Learning Styles model was developed by psychologists in the 1920s to classify the most common ways that people learn.

According to the model, most of us prefer to learn in one of three ways: visual, auditory, or kinesthetic (although, in practice, we generally "mix and match" these three styles), (Walsh, 2011).

The term "learning styles", refers to the fact that when we want to learn something, each of us uses his or her method or set of strategies, and what we use varies depending on what we want to learn, this means that each of us tends to develop certain preferences; those preferences or tendencies to use more certain ways of learning constitute what we call learning styles (Sims and Sims, 1995).

For this reason, it was important to know the learning styles of the students to understand the differences in learning, the effect they had on learning and the learning process that each student had, and to recognize that we did not all learn in the same way Likewise, to know their learning styles, I applied VAK test on September 21st, during the COVID-19 pandemic, and the results are shown below (Appendix 1).

Based on the results obtained of the learning style test based on VAK, in the third year 17 students were kinesthetic (33%), 8 students were visual (15%) and 6 students were auditory (12%), the information of 21 students (40%) was unknown.

LEARNING STYLES DIAGNOSIS
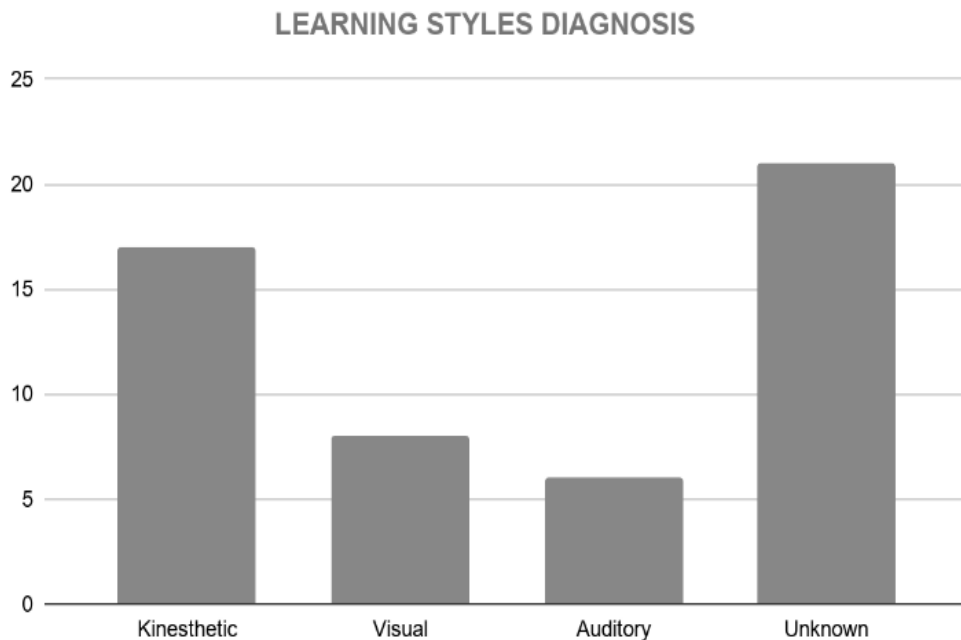
So the group had a kinesthetic learning style; people who had this style acquire experiences and involve knowledge of a more theoretical nature, but with a previous bodily experience, which makes learning much more enriching and fun.

This affects online classes, because most students learn through face-to-face activities, these students do not like sitting in front of the computer listening to class, for this reason it was important to look for platforms or games, where students could be doing some activity that keeps them busy but at the same time they were learning English, in this way I can encourage feedback and reflection on their own learning and develop the ability to learn to learn by encouraging autonomy.

1.9 Diagnosis test

Apart from the diagnosis to know the context of the students and their learning styles, another diagnosis that the teacher must take into account is their level of English, to have a base from which they can start their classroom work, so on September 21st it was applied an English diagnosis.

The purpose of a diagnostic test was to know the students' previous knowledge, to know their level of mastery of the subjects, as well as their needs and interests to adapt the teaching what they need to learn (Sánchez and Martinez, 2014). As for the diagnosis of English, it was made through the platform "Google forms", with multiple-choice questions; the questions were based on the topics of secondary cycle 4 of "Aprendizajes Clave para la Educación Integral 2017", such as, past simple, modal verbs, present perfect, countries and nationalities, etc. (Appendix 2).
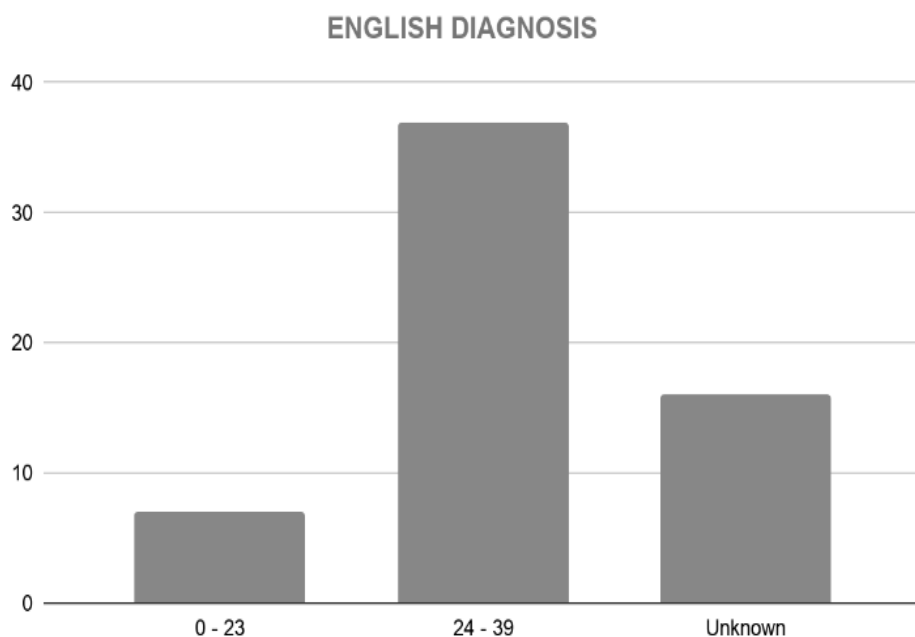
ENGLISH DIAGNOSIS

Based on the results obtained, 37 students (69%) passed the diagnostic test, only 7 students (13%) failed the diagnostic test, the rest of the group (16 students - 18%) did not take the test. I saw that the students had many problems with English because although many students passed the exam, they had some difficulties, for example in the questions where they had to read a short text and answer questions, most students made mistakes, students did not realize their mistakes by themselves, so they needed to develop mental flexibility to be able to realize their mistakes by themselves, developing autonomy.

After I started to work with them on the unit I of Aprendizajes Clave 2017 and Aprende en Casa II topics, the group could improve many things such as vocabulary, unknown words, and in some cases, their pronunciation.

In this period from September 21st to October 16th, I gave the students feedback on each activity they did, so that they were aware of their mistakes and could correct them in

future work. Thanks to this, I saw advances in some students because their grades improved, but I had the same problem with students that at the beginning did not do activities. At the end of the first quarter of the school year, the following results were obtained.

First evaluation period (November)
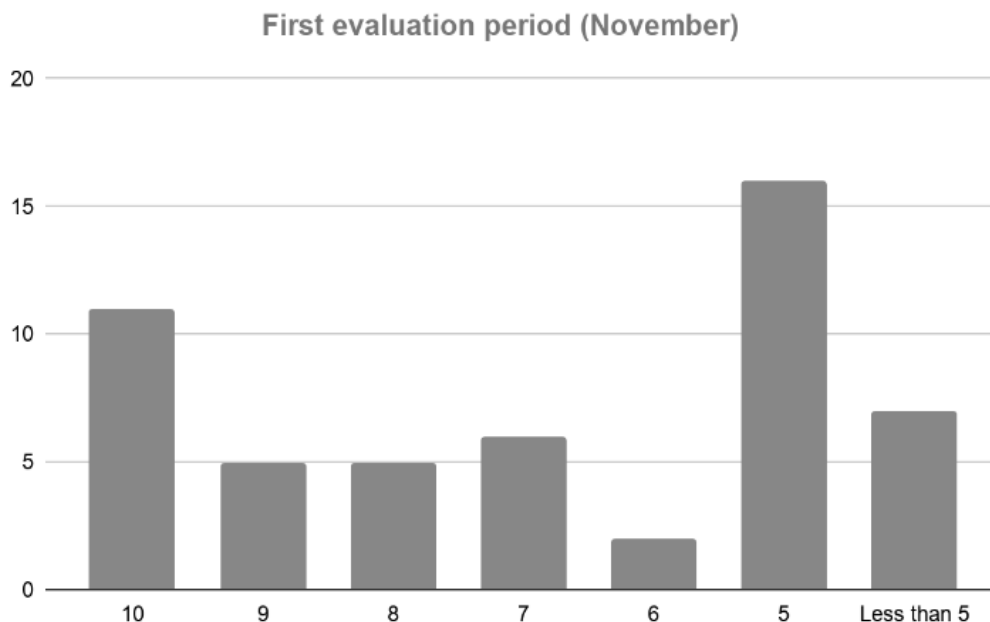
As the graphic shows, students improved their grades, but we could notice the big number of students with lag. The characteristics of the students with lag problems were they had learning barriers, due to the distance education modality; many students did not have internet at home, or electronic devices for the delivery of activities. For this reason, I did a diagnosis to know about the resources that the students had and thus adapt my lesson plan, materials and the importance to give them feedback.

1.10 Resources diagnosis

As mentioned, the Covid-19 pandemic had made distance education the type of education around the world in which technological devices and Internet connection became indispensable resources, platforms such as Facebook, Gmail, Zoom, or Meet were also used to be in continuous communication with students, on these platforms, the activities to be carried out were uploaded, and a day and time of delivery of those activities are assigned, other resources used were textbooks, videos, web pages for additional information to the class, the evidence was digital, through videos, photos, screenshots or documents, the feedback was through the platforms used

That is why I did a survey where the results showed that 49% of the students had an internet connection to develop the activities while the other 32% did not have this resource, 11% of the students had an internet connection through mobile data, or they had an internet café near their houses, 7% did not have registration (Appendix 3).

INTERNET CONNECTION

No registration
31,4%

Home internet
49,0%

Mobile data or other
11,8%

No internet connection
7,8%
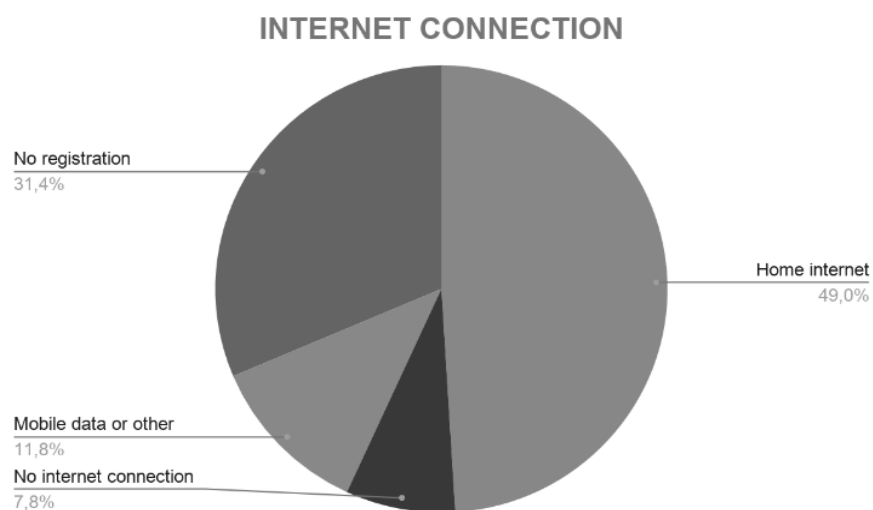
1.11 Competency diagnosis

On the other hand, talking about my diagnosis, to start writing my essay, it was important to mention that I was focus on two egress profile traits, which were:

- 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.

I considered this egress profile trait to be an area of opportunity for me because by developing or being able to argue, narrate or explain, I could take it as a basis for writing my most polite and formal essay.

- Reconoce las diferencias individuales de los educandos que influyen en los procesos de aprendizaje y aplica estrategias didácticas para estimularlos; en especial, es capaz de favorecer el aprendizaje de los alumnos en riesgo de fracaso escolar.

On the other hand, this degree profile trait was an area of opportunity for me, because, during this last year of intervention practices, I could analyze and work with students through online classes, messages, emails, or their activities, to identify the learning processes that influence them, with the din of implementing strategies and combating school lag.

In this way, I can improve in-search more on the topic, on how to argue better, in books, texts, or even magazines, taking into account ideas by authors, or researching in

various sources, reading books about the subject, looking for authors and observing my students and their development.

1.12 Study Topic.

Taking into account the data found in the context, in the students and me as a professional, the topic that I wanted to work with was, "Feedback through e-learning to develop autonomy in the 3rd group B of Escuela Secundaria Oficial 1049 Bicentenario de la Independencia de México.", I chose this topic based on the diagnoses that I made to the students, I was developing it with various strategies that involved being working remotely, with interventions that had not within the normal characteristics, an example of this was the time of intervention, online and non-face classes, the form of communication between the teacher and the student, changes in assessments and with an inequality of opportunity due to a lack of resources, which causes students to face learning barriers.

Some reasons to work on the already mentioned topic were:

1. Based on the diagnosis of learning styles, most of the students were kinesthetic, so it was important to implement educational strategies to promote online participation, so that students could learn more easily.

2. In the English diagnosis, the students had some mistakes because they had not developed autonomy so they were not able to see their own mistakes.

3. According to the results of the test of learning styles, most of the students were kinesthetic, that means that the students learned through games, or activities where they needed to move, this was complicated due to the virtual classes, for that reason it was important to implement strategies to call the attention through activities.

Based on this, the Explanatory Analytical Essay (Ensayo Analítico Explicativo) was based on the thematic Line 2, Analysis of Teaching Experiences to develop my strengths and background knowledge as an English teacher in developing English classes online.

For this reason, I wanted to work with line 2, it is focused to increase the knowledge about the complexity of the work that is developed in the junior high school, that is because of the establishment of different conceptions are expressed about what the students must learn and, about them, the educational priorities, certain ways of directing and guiding pedagogical work are defined, and explicit and implicit rules are established which regulate school life.

A successful teaching process involves learning tools such as exams, internships, and class participation; based on these tools the teacher can provide an optimal response to student performance. It should be noted that incorporating technology into evaluation systems allows us to more efficiently observe and record student participation and performance, properly analyzing learning platform records is the first step to more rigorous analysis and giving fact-based feedback.

In this sense, feedback fulfills the essential role of support and support for learning, not so much in its vision of "feedback" exclusively but from the perspective of "feed-forward". That is, not only to review an already completed work, detect and correct errors or point out successes but to guide, support, and stimulate the student in his subsequent learning (Kafaligonul, 2007).

Feedback is sharing observations and opinions about someone else's performance, applied to the educational field; we will use well-founded judgments about the learning

process, the successes and mistakes, strengths and weaknesses of students to improve their knowledge retention (Brookhart, 2017).

Reality has required new students to learn distantly. Therefore feedback on education should be provided to students through new communication channels. E-learning strategies have allowed not only that we can provide education and interaction between teachers and students at a distance, but teachers have the power to send their feedback to students to achieve constant improvement.

"Feedback is to shorten the distances between the current situation in which the student is located and the ideal situation they should reach. In this way, feedback is information that allows the student to close the gap between current and desired performance." (Roos, 2004)

Feedback in education is increasingly important if we want students to be able to improve their knowledge and their ability to learn consistently, this element gets much greater value if we target professionals in continuous training who have understood that professional improvement includes never sought and gain new knowledge.

Based on this, the Analytical Explanatory Essay was based on Topic Line 2, Analysis of Teaching Experiences, to try to develop my strengths and previous knowledge as an English teacher by focusing on feedback through e-learning to develop student autonomy. Line 2 is focused on increasing the knowledge about the complexity of the work developed in high school, that is, by establishing different conceptions that are expressed about what students should learn and, in relation to them, the educational priorities.

In this sense, Line 2 provided the opportunity to work, analyze, develop, implement and evaluate a set of activities to develop effective feedback with students. Feedback during the learning process can support student retention; if students are involved it should enhance learning and improve assessment performance, helping them to be more autonomous (Race, 2001).

Also, taking into account my group´s characteristic, my areas of opportunity and the thematic line of this work, the purposes of this document were:

- To implement different types of feedback through e-learning and find the most appropriate for the students.
- To develop autonomy on students through e learning feedback.

To achieve the objectives of this document, it was intended to work on feedback through educational platforms to develop autonomy in students, giving possible answers to the following questions, which I will answer in the next chapter:

1.13 Questions

- What is feedback, types and functions of it?
- What is autonomy and how to promote it?
- What e-learning strategies allow giving feedback to students to encourage autonomy?

CHAPTER

II

As we saw in the first chapter, some of the problems faced by third grade students in group B of the Escuela Secundaria Oficial 1049 "Bicentenario de la Independencia de México" were as follows:

- The students did not have any feedback about their activities, this caused that they did not have knowledge about their mistakes, or what they were doing wrong, which caused a low grade.

- In view of what was mentioned in the previous point, since the students did not know the mistakes they made in their activities, they were not autonomous, which resulted in them being dependent on the instructions given by the teacher.

Likewise, this could improve if students were autonomous, one way to develop autonomy would be through feedback as it is an essential part of effective learning, it helps students understand the topic being studied and gives them clear guidance on how to improve their learning (Abad, Rojas and Sisquiarco, 2018).

2.1 Feedback

Some authors such as Hattie and Timperley, (2007), define feedback as "information about aspects of students' performance and understanding, and as recommendations to help students become aware of any discrepancies between what they know and what they want to achieve". In any case, feedback aims to help students correct their mistakes, improve and become more autonomous.

There are several types of feedback, such as:

-      Formative feedback: the goal of formative assessment is to monitor student learning to provide continuous feedback that instructors can use to improve their teaching and students to improve their learning. Formative feedback helps students improve and avoid making the same mistakes again. In some cases, feedback is required before students can advance, or feel able to advance, to the next stage of assessment.

-      Informal feedback: Informal feedback can occur at any time, as it is something that arises spontaneously in the moment or during the action. Therefore, informal feedback requires building a relationship with learners to effectively encourage, coach or guide them in day-to-day management and decision making for learning. This can occur in the classroom, over the phone, in an online forum, or in a virtual classroom.

● Formal feedback: Formal feedback is systematically planned and scheduled into the process. Usually associated with assessment tasks, formal feedback includes criteria for grading, competencies or achievement of standards, and is recorded for both the learner and the organization as evidence.

● Summative feedback: Summative feedback consists of detailed comments that relate to specific aspects of their work, clearly explains how the grade was derived from the criteria provided, and additional constructive comments on how the work could be improved.

- Constructive feedback: This type of feedback is specific, focuses on a problem and is based on observations. There are two types of constructive feedback:

- Negative feedback: corrective comments about past behavior. It focuses on behavior that was unsuccessful and should not be repeated.

- Positive feedback: affirming comments about past behavior. Focuses on behavior that was successful and should be continued.

- Feedforward: This type of feedback serves not only to review completed work, or to detect and correct errors and point out successes but to guide, support and stimulate the learner in further learning (Gielen, Peeters, Dochy, Onghena, & Struyven, 2010).

Feedback contributes to the construction of autonomy in student learning. The teacher's mediation in the learning process is especially important to develop in students the construction of their autonomy, even more so in learning in virtual environments.

In this context, students put their competencies into practice, using their previous knowledge and strategies to solve problems and face the challenges of learning. But giving feedback is not the only thing teachers have to consider, but also how to provide it, that is why it is important to know some tips to do it.

1. Be affirmative about what is right.

Feedback is never just about the negative. It should always include the positives and reassure students that they are on the right track with their thinking. This means avoiding general comments like "Good job!" even if it is a good job, you should take the time to explain what made it so.

2. Correct and explain.

This is the most popular form of feedback because it works and mistakes should be corrected. It is inevitable that students will make mistakes, it is part of learning. But instead of marking a big "X", you should explain why they got an answer wrong and direct their thought process back to the correct path.

3. Go through the process

Questions have a thought process behind them, and students should be encouraged to see how they came up with their answer. This allows teachers to see where the student's thinking is going. If an answer is incorrect, the same steps should be followed to see if they can determine where it went wrong (Rojas, I. 2020).

On the other hand, the author Daniel Wilson, postulated "the feedback ladder", organized in four steps; initially, he seeks to filter the work presented by the student, in such a way that before giving feedback, the teacher asks questions that allow him to understand what the student has delivered.

Once the concerns of the previous point are resolved, a feedback is given to rescue those positive and successful points achieved in the development of the work; then concerns are expressed about the weaknesses or failures that have been detected, without becoming a threat to the student's work; finally, alternatives and suggestions are proposed to overcome the difficulties detected, making a feedback that leads the student to understand the need for improvement (Wilson, D. 1999).

Make suggestions: At this stage we can make recommendations to the student, specifically and concretely on how to improve, providing advice and examples.

Expressing concerns: At this point we should allow students to reflect on their own process and guide them about other possible ways of doing it.

Assess: Once the result and the process to reach that result have been clarified, it is necessary to assess what was done correctly and emphasize the positive points, creating primarily a climate of trust.

Clarify: Teacher asks questions to clarify ideas or some aspect that we consider that the student did not fully understand or understood in a different way.

However, I could not work with some kind of feedback as such, since I had to make adjustments due to the pandemic by COVID-19, as I mentioned in the first chapter, schools were closed due to the health emergency that was experienced at that time, so schools moved through a screen to the homes of students and even teachers, this brought with it, the use of e-learning in everyday life, hoping that the pandemic would not affect the learning and optimal development of students.

2.2 E-learning

E-learning is the abbreviated term for electronic learning, which refers to online teaching and learning through the Internet and technology. In other words, it is the use of the Internet and digital technologies to create experiences that educate our peers (Horton, 2001). With the use of e-learning anyone can share material in all kinds of formats, such as videos, slide presentations, text documents and PDF files, as well as conduct live online classes and communicate with students through chat forums and messages is also an option available to users (Garcia, 2008).

Although e-learning offers ease, flexibility and the ability to remotely access a classroom on the learner's time, learners may feel a sense that he or she is acting completely alone. This means that in e-learning the figure of the teacher is less present than in traditional training, which requires a greater commitment on the part of the learner in self-learning, research, autonomy and reflective capacity.

In this sense, a basic characteristic of e-learning is interaction, which allows continuous work during the contingency, which facilitates and reinforces communication between teacher-student and student-student (Wheeler, 2012).

As I mentioned before, during my teaching practices there was a pandemic all over the world that affected the optimal development of my professional practices, so I used the e-learning methodology that is described as a set of technology-mediated methods that can be applied to support student learning and can include elements of assessment, tutoring, and instruction.

In this context, learning at home triggers a challenge to the teacher who must generate spaces for interaction between peers. Videoconferences and video calls are a possible response to these challenges for students to establish their relationships and propitiate a common, shared place of trust and closeness, where it is possible to meet the programmed objectives and achievements in the access to selected contents and production of meaning (Anijovich & Cappelletti, 2017).

In accordance with the above, teachers acquire a special role in the distance education modality, since they teach their sessions at a distance, design the educational materials, teach the student how to learn autonomously, and teach the student at a distance, guide him/her in the use of the materials, teach him/her how to use the materials to learn independently, design and coordinate the learning activities, provide feedback and advice to the student and, finally, all of this is done to promote and potentiate the development of autonomous learning.

In this sense, how can autonomy be achieved?

2.3 Autonomy

Autonomy is the process by which the student must gradually acquire his own criteria, methods, rules that make his learning effective, it can be defined as the student's ability to take the initiative in various situations and contexts to learn on his own (Lamb, T. & Reinders, H. 2008).

This is in addition to being able to make conscious decisions and follow through on them, as well as the competence to create an ideal learning environment for oneself. This

term also includes seeking out people and situations that stimulate learning, as well as the aptitude to reflect on all that has been assimilated (Tassinari 2012).

Learner autonomy was defined as the ability to take charge of one's own learning (Holec, 1981). To compensate for the limits of class time and counteract passivity, students must develop their own learning strategies so that, as far as possible, they become autonomous learners. However, this does not happen automatically, most students must be motivated and empowered, as well as equipping students with metacognitive strategies will empower them to learn effectively and autonomously (Hu & Zhang, 2017).

Teaching cognitive and metacognitive strategies is an alternative to improve learning processes, some examples of metacognitive strategies are doing self-assessment exercises after having studied something in particular, trying different ways of performing the same activity to assess which strategy suits us best or making concept maps to relate different concepts (Klimenko, 2009).

Autonomy in language learning depended on the development and exercise of the capacity for detachment, critical reflection, decision making and independent action, autonomous learners must take responsibility for determining the purpose, content, pace, and method of their learning, monitor their progress and evaluate their results, autonomy contained two key components: the learners' ability and willingness to make decisions independently (Littlewood, 1996).

Authors Scharle and Szabó propose three steps to develop learner autonomy: first, teachers should make learners aware of the concept of autonomy by providing them with

new views on teaching and motivating them to reflect on their learning process and choices outside the classroom as well.

Next, the teacher can help students change their attitudes by practicing new skills, roles and behaviors. Finally, more and more responsibility is delegated to the students, so that they can change the structure of the lessons and have more leeway to make and implement decisions about learning materials or assignments (Scharle and Szabó, 2007).

Autonomous learning is a widespread trend according to which, nowadays, students must learn not only the contents of a subject, but also the learning itself. Students must become autonomous learners, which is why we refer to the way in which learning must be taught. A reflection that arises from this fact is that we must learn to learn, to become autonomous learners. Those who have learned to learn will less often need someone to guide them in the learning process in person, and this can be developed through feedback.

Feedback provides information about both, the teaching and the learning that takes place in a given context, but fundamentally it offers the learner the possibility of knowing what has been achieved and developing autonomy in his or her own learning. In this sense, feedback is a particularly good descriptive, evaluative, and motivating strategy for the achievement of autonomous learning.

In the same way, it is believed that students who receive comments on their successes and mistakes, strengths and weaknesses can improve their ability to retain knowledge and turn it into useful skills that can be replicated daily. In this sense, feedback is shortening the distance between the current situation in which the student is and the ideal situation to

which he/she should reach. In this way, feedback is information that allows the student to close the gap between current and desired performance (Ramaprasad, 1983).

Considering all of the above, it was important to implement feedback, as this would contribute to:

- That the student does not remain in traditional learning in the teaching-learning process.
- Help the student to understand their ways of learning and value their learning achievements.
- That the student makes an explicit reflection on how he/she learns, the difficulties he/she has in learning, the pace of his/her learning and the needs of some supports or strategies to improve his/her learning.
- That the student becomes more autonomous, so that he/she can realize by him/herself his/her mistakes and build his/her own learning pace.

We have to keep in mind that we are learning to be teachers in a new medium or environment, and not forget that students are also learning to be "virtual learners", teachers need time to do lessons plan, integrate and effectively use ICT, design different activities and strategies in different formats, while students need guidance for the completion of tasks, to assess their individual progress and reorient their learning process, autonomous learning is also necessary to learn to manage it.

We know that communication and interaction are fundamental in a face-to-face educational model, but even more so in a technology-mediated model. Therefore, it is necessary to facilitate teacher accompaniment in order to be connected and achieve high

levels of interactivity in these communication processes. Whether for emergency reasons or as a consequence of the rise of new technologies and learning models, reality has demanded that new students have to learn from a distance. Therefore, feedback in education must be provided to students through new communication channels.

In this sense, feedback in education is increasingly important if we want students to be able to improve their knowledge and their ability to learn constantly, this element obtains a much greater value if we address professionals in the process of continuous training who have understood that professional improvement includes never stop seeking and obtaining new knowledge.

The construction of student autonomy in learning, the mediation of the teacher in the learning process and feedback are especially important to develop students' autonomy, even more in remote environments, which can be achieved through different digital strategies, that is why I will present some strategies that can be used for feedback in education, in order to improve the learning processes of a student, achieving autonomy through virtual classes.

2.4 Wordwall.

WordWall is a digital platform that allows teachers to create interactive classroom activities either face-to-face or online. The application supports a variety of teaching strategies and does not lead to a single way of doing things. Students of all learning styles and abilities can participate, this is a good point since as I commented in the first chapter, most of the students were kinesthetic learners, but this interactive platform allows students

to learn in a fun way, adapting to diverse learning styles, without losing the focus which is for students to practice and learn a second language.

Wordwall can be used to create interactive and printable activities, such as multiple choices, grouping or matching. A wide range of templates are available in both interactive and printable versions. Interactive can be played on any web-enabled device, such as a computer, tablet, phone or interactive whiteboard.

Printable can be printed directly or downloaded as a PDF file. Once teachers have created an activity, it can be shared in a variety of ways: give their students a URL or web address to access it, can embed it in school's online platform for students, or can give them a code to access it through the Wordwall website (Wordwall, n.d.).

To create an activity in Wordwall, follow the instructions below:

1. Register on the Wordwall page, teachers only need an email address and password https://wordwall.net/account/basicsignup?ref=home-benefit-cta.

2. To make a new activity teachers start by selecting their template and then enter the content.

3. Teachers can easily customize the material to their suit class and teaching style.

4. This feature can be used in-class where students have access to their own devices, or as a way of setting homework.

5. Each student's results are recorded and made available to the teacher.

Some of the benefits of using this strategy were that Wordwall is an easy-to-use tool that gives students the opportunity to consolidate vocabulary learning; it is a useful tool for reviewing vocabulary or even memorizing it, plus the platform allows students to check their answers, so they can see their own mistakes.

In addition, there is the option to establish "assignment" activities for students, which is perfect for self-learning, in this way students can develop their autonomy, because the activities are very interactive, they allow the student to experiment, use their imagination, as well as take the initiative to learn.

How to give feedback using Wordwall?

First, teachers need to design an interactive activity about a topic in which the student had difficulties, mistakes or doubts. There are different templates including classics such as quizzes and crossword puzzles, as well as arcade games such as maze chase.

To make new activity teachers can start by selecting their template and then enter its content. In my case, I used a multiplayer game; this is a format where all students join the same game at the same time, each on their own device. The teacher controls the flow of the game from the front of the class, thus facilitating a collaborative discussion.

The results can be observed in the panel at the bottom of the activity page.

The feedback of the results is integrated into the flow of the game, so one can feed back with those results and observe the learning process of each one in a fast, effective and entertaining way for them.

2.5 Factile.

Factile is a free learning platform that allows teachers to create engaging, risk-taking quiz games for the classroom. Users can create an online quiz game board in minutes. It works to assess students' understanding of new topics or review the latest concepts using the simple and easy to use game board template; in the same way it can be used to give feedback, this is very important to achieve meaningful and quality learning (Factile. n.d.).

Some benefits of using this platform are that it is an excellent option for remote learning situations to involve the whole class at once, also teachers must keep track of correct answers before selecting Correct or Incorrect on the screen, but there is no way to print out the questions and answers from the game, this platform was used in an e-learning environment.

To create an activity in Factile, follow the instructions below:

1. Register on the Factile website, teachers only need an email address and password https://www.playfactile.com/signin.

2. There are all sorts of formatting options for their questions and answers.

3. Once teachers have finished setting up their activity, there are many ways they can share the game with students including via Google Classroom! Teachers could also opt to play the game as a whole class and project it on their board/computer/tablet/cellphone or television.

How to give feedback using Factile?

- First, design your own Factile board with questions about a topic where students had difficulty answering or doing an activity. Then, students can play the game on their own and the game moderator can follow their progress.

- Check the analytics, the teacher can use this feature to see a breakdown of the game, including the players' response and the time spent on each question. This interactive strategy is also useful for remote learning setups where students complete activities and training at their own pace.

- This is a great option for asynchronous learning styles where students learn or review their materials at their own pace and time.

2.6 Liveworksheets.

Liveworksheets is a digital platform that allows transforming traditional printable worksheets (doc, pdf, jpg, etc.) into interactive online exercises with autocorrecting, which we call "interactive worksheets". Students can do the worksheets online and submit their answers to the teacher. This is good for the students (it is motivating), for the teacher (it saves time) and for the environment (it saves paper).

Additionally, these interactive worksheets take full advantage of new technologies applied to education: they can include sounds, videos, drag-and-drop exercises, linking with arrows, multiple choices and even speaking exercises, which students must do using the microphone (Liveworksheets, n.d.).

Creating activities on this platform is extremely easy, basically teachers can upload their document (doc, pdf, jpg, etc.) and it will be converted into an image. Then, they just have to draw boxes on the worksheet and enter the correct answers. There are also some

commands they have to learn if they want to do other types of exercises, like drag and drop, join with arrows, speech exercises, etc.

To create an activity in Liveworsheets, teachers must follow the instructions below:

1. Register with personal data and e-mail address on the Liveworksheets page https://es.liveworksheets.com/register/register.asp.

2. To start the process we deploy the "Create interactive worksheets" menu and select the "Start" option.

3. The document has to be ready in doc, docx, pdf, jpg or png format. Text documents can be composed of several pages, but the size cannot exceed 5 Mb.

4. Draw text boxes on worksheet.

5. Enter the right answers. Write the right answers in the text boxes.

6. Preview the worksheet.

7. Save the worksheet.

8. Share the worksheet.

Some advantages of using this platform are that students do not need to enter their personal data, or create an account on the platform, which facilitates the use and completion of the activity, since students at the end of answering the activity, they can send their answers to the teacher and enter their email or secret code that the teacher assigns.

Then, the teacher can receive a notification in his/her e-mail and can check all the students' answers in his/her mailbox. There is no limit to the number of worksheets students can send.

Another advantage is that students can optionally register their email to receive notifications of their assignments and teacher's comments, as well as allowing feedback from teachers and save all their students' answers for unlimited time, so that they can revisit the students' activities.

How to give feedback using "Liveworksheets"?

First, design a worksheet in any format (DOCX, PDF, JPG, PNG) about a topic in which the teacher has observed that the students had doubts or mistakes in some activity. After uploading the document to Liveworksheets, teachers can add audios, videos, fill-in-the-blanks exercises, activities to join with arrows, drag and drop, and even pronunciation exercises to be filled in by the student using a microphone.

This strategy can be done during the class, or outside the virtual classroom, because it allows for tracking and email notification of student responses, or during the class teachers can go to "my students" and click on each student's name to check their work, or click on "group results" to see the whole group's work at a glance.

In my case, I did this strategy during the class, I gave 3 minutes for the students to answer the online activity, we all reviewed the worksheet again and I asked them questions about the exercises of the activity, this way I was monitoring if they answered correctly or not, this way I was explaining each answer.

In that sense, the feedback contributed to the construction of autonomy through reflection processes that motivate students to rethink their answers in the activity.

2.7 Educaplay.

Educaplay is a tool or platform that allows the creation of multimedia educational activities for use in the classroom with students, which is characterized by its attractive and professional results. It is oriented to create a community of users with a vocation to learn and teach while having fun.

Some of the main functions of this strategy are that teachers can use it for free, it is easy to use because there are video tutorials with steps to follow to design the activities, there are 15 different types of activities mentioned in the next paragraph, teachers can create their own activities just by registering and they can also share materials with anyone who is interested.

Educaplay is used to create dynamic activities to be used to develop a topic or to evaluate it. It also activates the imagination and according to the content teachers want to work with students; can create multiple activities that allow children and young people to learn in a fun way.

Types of activities:

- Riddles.
- Crosswords.
- Fill in the blanks.
- Dialogues.
- Dictations.
- Interactive maps.
- Jumbled Word.

- Jumbled Sentence.
- Matching Games.
- Matching Columns Games.
- Matching Mosaic Games.
- Quizzes.

- Slide show.
- Word search puzzle.
- Video quizzes.

To create an activity in Educaplay, follow the instructions below:

1. Register on the Educaplay page, teachers just need an email and password https://www.educaplay.com/login/

2. Choose the type of activity teachers want to do, the instructions depend on the activity you chose.

3. Teachers can add images, videos, questions, keywords, etc.

4. Finally you share the activity link with their students.

Minimum software requirements

In order to design activities on Educaplay, teachers must have internet access, have Flash Player 8 or higher installed on their computer, and register on the Educaplay homepage.

Some advantages of using Educaplay are that they are attractive and easy to handle activity. Teachers can insert images and audio file (for non-reader children) No need to install any program on the computer just the Flash plugu-in it offers its content in three languages: Spanish, French and English.

In this sense, the student can build his own learning, acquiring and generating knowledge through previous experience, the memory is in constant construction, so the student can develop his autonomy, in this process the teacher only serves as a guide to guide, provide feedback and establish means for this to happen.

How to give feedback using "Educaplay"?

- Create an activity in Educaplay, in my case I chose the "Video Quizzes" activity.
- I attached a video about a topic where the students made mistakes in previous activities during the class.
- The students answered the activity and I checked their answers on the platform.
- I gave them informal feedback through messages via Messenger, about their results, if they had mistakes, I told them why their answers were wrong and the explanation of the topic.

2.8 Kahoot!.

Kahoot! is a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "kahoots", are user-generated multiple-choice quizzes that can be accessed via a web browser or the Kahoot app. Kahoot!

Can be used to review students' knowledge, for formative assessment, to give feedback or as a break from traditional classroom activities, Kahoot! Also includes trivia quizzes. (Kahoot!, n.d.)

To create an activity in Kahoot!, teachers must follow the instructions below:

1. Register in Kahoot! at the following link using an email address https://create.kahoot.it/auth/register.
2. Clicking on "Quiz" will take us directly to the page to create it; we will have to fill in the fields that are asked for: title, description, and language, target audience, etc.
3. Then, teachers must add questions, set a time limit (this depends on the difficulty), put 4 possible answers (only one will be correct), add an image or video.
4. Teachers will need to create more questions repeating the last steps and until they consider necessary. Once you have it, it will be saved in the "My Kahoots" section of the main page, and they will be able to play it whenever you want.

Some advantages of this platform is that it can help to increase student participation, even among shy students, as well as better concentration, motivation and understanding of the content, resulting in good learning outcomes, because with the help of this platform improved classroom dynamics and thus creates a safer and more positive learning environment, making students become more autonomous.

I put it into practice giving feedback on a topic in which I observed that students had errors in their activities or during the online class, to make the class more attractive and to be able to give effective feedback, to achieve that students developed autonomy.

How to give feedback using "Kahoot"?

First, register on Kahoot! Then, create a Kahoot! About a topic where students have more questions or mistakes, at the beginning of the class the Kahoot PIN is shared with the students, they enter the game individually from an electronic device.

Students play, answer questions about the topic teachers have designed the Kahoot!

- At the end, to see the results of their students' teachers must access the "Report" section; this will allow teachers to keep track of the level of participation, acquisition and understanding of the contents of each of them.
- Finally, teacher could review all the questions and answers, I told them which answers were correct and why the other answers could not be correct, in this way the students' autonomy was developed, making them realize about their mistakes.

In general for chapter III, the answers on the questions raised in chapter one, were important to carry out my strategies, that is why I considered the feedback and, how I can encourage activities through e-learning, to develop autonomy in students. Thus, in the next chapter, I will present the strategies I mentioned above, and the results of these, in order to show how I was able to develop the autonomy of the third year students, group B.

CHAPTER

III

As I mentioned in the first chapter, on my first day of professional practices, students did not pay attention to the instructions I gave for the completion of the activities, likewise the activities became complicated and uninteresting for the students, they did not do things correctly, had many errors, did not get the desired result and did not send the activities in a timely manner, as a result the students had a low grade and lost interest in the activities and even the class.

Likewise, students were not on virtual classes, even I did not meet many of the students, because I did not have any kind of communication with them, in a diagnostic test that I conducted during the first week of teaching practices, students responded that they did not like the English subject, did not understand the class and had not received any feedback, for that reason they stopped delivering activities, because they did not know exactly the reason for their low grades in the activities.

When I realized the problems faced by my group, I began to work with various strategies using e-learning, because in this way, the classes became more interactive and interesting, using multimedia or online activities, with this I was looking for the improvement of my professional practices and the optimal development of students in class, this being a factor of participation, in this way I observed that I could give feedback.

In e-learning having a good feedback process is fundamental. Due to the distance generated by the online learning environment, a good communication between the teacher and the student is necessary to maintain the motivation and interest of the learner, by performing a feedback process, the teacher evaluates the performance of the students, to the achievement of an objective or activity.

In that sense, I analyzed that giving feedback allows the student to think critically about how they have performed and consider their areas of opportunity. Likewise, teachers should take the time to know how to effectively phrase or say the feedback in a way that allows students to improve and develop their autonomy, self-reflection, helping the student to reduce the gap between their current performance and the goals they want to achieve.

Since I started working with feedback, through various strategies to develop autonomy, I noticed a change in the students, they began to be in virtual classes, to deliver the activities in a timely manner, even some students began to join the classes, in some occasions I received comments from the students saying that they liked the class, or the activities, also they made less and less mistakes in the activities in which I gave feedback, in this way they could begin to realize by themselves their successes or mistakes in the various activities or topics that we were working on during the virtual classes.

In this way, feedback contributes to the construction of autonomy in student learning through e-learning, the teacher's mediation in the learning process is especially important to develop in students the construction of their autonomy, even more so in a virtual context where students and teachers do not have a fixed communication.

In this context, students put into practice their competences, using their previous knowledge to solve problems and face the challenges involved in distance activities, in this way students can use their previous knowledge, it is also necessary to point out that learning is a personal construction through which it is possible to attribute meaning to a certain object of knowledge and that implies, as a first step, the contribution of the learner, his interest and availability, his knowledge and his previous experience.

Having established the above, it is important to have relevant tools that allow us to rescue and activate the students' previous knowledge when starting a new topic, this can be achieved with feedback, Ramaprasad, mentioned that feedback is information that allows the student to close the gap between current and desired performance. (Ramaprasad, 1983).

In this sense, feedback assumes the student as the center of the educational process and is oriented to stimulate him in front of the work done, in such a way that the teacher offers affective comments as recognition in front of the successes achieved, which would lead to greater self-esteem, autonomy, more effort and, finally, better performance.

Autonomy and self-management of knowledge is, as teachers, the most important legacy we can leave to students. This will allow the potential for professional, cultural, and human growth to have no limits, understanding knowledge as a tool for self-realization at all levels, in this way, Lamb & Reinders mentioned that autonomy is the process by which the student must gradually acquire their own criteria, methods, rules that make their learning effective, so the student can take the initiative in various situations and contexts to learn on their own (Lamb. & Reinders, 2008).

After the analysis of the activities that could be applied to work the feedback through e-learning to develop autonomy, I planned some activities for the group 3 B of the Official Secondary School 1049 "Bicentenario de la Independencia de México", in order to promote the autonomy of the students, the strategies were based on different topics from the plan and program "Aprendizajes Clave 2017" in order not to interfere with the sequence of topics given by the English program.

Those activities were applied in 5 sessions of 40 minutes, taking only 10 or 15 minutes to implement each activity during my teaching practices. The characteristics of each activity were based on topics where students showed doubts or errors through questions in virtual classes, activities, etc. These strategies were five: Liveworksheets, Wordwall, Factile, Kahoot! And, Educaplay, that will be explain in the next part.

3.1 Strategy 1: Wordwall.

As I mentioned earlier, Wordwall can be used to create both interactive and printable activities, in this case by being immersed in a virtual environment, perform an interactive activity, these can be played on any device with web browser, such as a computer, tablet, phone or interactive whiteboard.

I carried out this strategy on November 17th, 2021, the topic I was working on with the students was Past simple, a previous class in which I had explained the use of that verb tense, as well as the rules for regular verbs in past tense, and some examples, I observed in the activity they sent was that they had many mistakes with verbs in past tense, they confused regular and irregular verbs or did not write them correctly. (Appendix 4)

The purpose of the class was to review the past simple verb tense, during the class the students wrote sentences in past in affirmative form, but they did not know how to conjugate verbs in past, even though I had previously taught them the rules to do it, they still had errors, since they forgot the rules for regular and irregular verbs.

Thus, in the activity prior to the feedback, I assigned them a worksheet, where students wrote regular and irregular verbs in the past tense, with this activity I observed that they

confused the verbs, because most of them wrote all the verbs with "ed" at the end, that is, they did not differentiate them, finally based on these errors, I designed an activity in Wordwall to review the past tense.

At the beginning of the class on November 17th, I gave formative feedback. The authors Gielen, Peeters, Dochy, Onghena and Struyven,(2010) mention that this type of feedback serves to monitor the students' learning, so that they can improve their learning and avoid making the same mistakes again.

Therefore, when the virtual class started I designed an activity in Wordwall about verbs in past tense, the students answered that activity and there were some mistakes, so I explained the topic again, emphasizing the verbs, taking into account the verbs, helping me with the online activity, making the feedback a positive experience for the student, helping them to clearly identify the aspects in which they needed to improve, reinforcing the positive elements and the strengths they demonstrated in their performance, so they are aware of them and they can improve them to the maximum (Appendix 5).

3.2 Strategy 2: Factile.

Factile is a strategy used to create question and answer games in order to review a topic or even to find out if the students already knew about it, as David Ausubel said prior knowledge is the information that the individual has stored in his memory, due to his past experiences, because with prior knowledge, students are aware that they learn, and that motivates them to learn more in a harmonious and relaxed atmosphere, in this way they learn to learn, and are able to apply the acquired knowledge in new situations (Ausubel, D. 1968).

I carried out this strategy on November 23rd, 2021, the topic I was looking at was Past simple and Past continuous, I had already explained the two topics in previous classes, I did it using infographics, where I explained the structure of each verb tense, as well as its use and some examples, then in class I gave them a verb and they had to write a sentence using two verb tenses, where I realized that there was confusion between them, since their answers were wrong (Appendix 6).

The purpose of the class was to reinforce the topics previously seen, since the students had to use them to elaborate their final product (oral testimony), so for me it was important that the students understood the past simple and past continuous verb tenses, and I could observe that they had still doubts in the activities they were doing.

For that reason, I designed an activity in Factile that consisted in making two teams among all the students, they chose a box with a certain numerical value, in each box there could be different activities such as completing sentences in both verb tenses, saying verbs in past tense, etc. As they chose a higher number in the boxes, the activity became more and more complex.

The feedback was given at the end of the activity, I observed the students' mistakes, but as the platform gave the answers automatically, only at the end we took some examples of the activity and explained the reason why their answers were wrong, and the correct way in which they could have answered, in this way they could see the mistakes they had, but at the same time, among the students themselves comments or explanations were given about the exercises.

In this sense, because I gave formative feedback on the activity at the end, the authors Gielen, Peeters, Dochy, Onghena and Struyven (2010) mention that it consist on monitoring students' learning, helping students to improve and avoid making the same mistakes again, before students can advance.

In this way I was able to give effective feedback, as this strategy was an excellent opportunity for students to reflect on their answers and thus achieve a real learning improvement process in students (Appendix 7).

3.3 Strategy 3: Liveworksheets.

As I mentioned in the previous chapter, this tool allows transforming the worksheets into self-correcting interactive exercises, which are called "interactive worksheets", so teachers can send the worksheet to the students so that they can answer it individually or do it during the virtual class.

I carried out this strategy on January 12th, 2021, during that week of teaching practice, I did a general review of the topics we had seen during the first unit of the school cycle, the topic I worked with that day was "Countries and Nationalities, Cultural Aspects" (Appendix, 8).

During the first class, I realized that the students did not fully remember the topic, as I analyzed the students' answers, I observed that their mistakes were that they confused the country with the nationality, so when I asked the students their nationality, in which country they were born, they answered based on the countries that we had previously

reviewed in past classes, in the same way they confused when talking about cultural aspects such as monuments or food.

So on January 12th, at the beginning of the virtual class, I explained the topic again, emphasizing the mistakes that the students had in previous activities, so we did an activity on the Liveworksheets platform, which consisted of listening to audios and selecting the correct answer, reading sentences and answering, listening to the correct pronunciation of certain words, etc.

The type of feedback I gave to the students was informative feedback, the authors Gielen, Peeters, Dochy, Onghena and Struyven, (2010) mention that this type of feedback can occur at any time, it is something that arises spontaneously in the moment or during the action, because during the class, while the students were doing the liveworksheets activity, I observed that the students continued to make mistakes like the ones I commented above.

Thus, from their answers I asked the students questions about their answers in the activity, so I realized that they did not know the reason for their answers, and I told them why it should not be so.

Afterwards, the students were answering the activity together; I realized that they had already understood the topic, since there were only two mistakes in the activity, which were analyzed at that moment, likewise their pronunciation was better, and the understanding of the topic in general.

In addition, from the feedback given on the activity, it can influence the students, so that they can review their mistakes, realize what they did wrong and how they can improve it,

finally achieving autonomy, so that the student does not make the same mistake in the next activity.

Feedback is the action of offering information to a person about a result, this is given in evaluations, advice or even comments, and aims to provide information for future improvements, in this sense, in order to give feedback I took into account the results of previous activities, such as worksheets, or wrong participations during class, lack of participation in class, questions and doubts about the topic, etc. (Appendix 9).

3.4 Strategy 4: Educaplay.

Educaplay is a multimedia tool that allows the creation of diverse educational and dynamic activities to develop a topic or to evaluate it. It also activates the imagination and according to the content teachers want to work with students can create multiple activities that allow students to learn.

This strategy was carried out on January 20th, 2020. The topic we worked was the use of "when and while", during that week of teaching practice, I did a general review of the topics we had seen during the second unit of the school year, a previous class I did an activity with students, where they confused the use and verb tense with which they should use "when and while", the activity was in Educaplay, where they read the sentence and choose whether to use "when or while", observing their expressions in class, I deduced that they did not remember the topic (Appendix 10).

Thus, I asked them questions about the topic, but only a few answered correctly, this led me give a feedback of the topic, so that students could review it, achieving a significant

learning, for that reason I looked for a video where the function of each one was explained again, also in the video examples of sentences using "when and while" were given.

In this sense, the activity I used was a video quiz, in this activity teachers can upload a video from the YouTube platform, and the teacher can choose in which part of the video to add questions about what the student just saw in the video, so the student must respond instantly, in this way it is an excellent strategy for the teacher to work on some skills such as listening, because teachers can add videos with conversations in English, in the same way they can work on grammar, since the student can write within the same activity or select the correct answer taking into account the grammar of the sentence.

The feedback consisted in that at the beginning of the virtual class, I shared the link of the activity to the students, they answered the activity, and I reviewed their results from the application, so I could observe and analyze if they continued having doubts or errors in the topic.

At the end I asked random questions about the topic and gave examples, in this way the students were answering the questions or identifying if in the given sentence "when or while" was used, finally the students had a good reaction to the video quiz activity and in later activities (Appendix 11).

Likewise, I consider that the type of feedback I gave was feedforward, because as I mentioned in the previous chapter, this type of feedback serves not only to review an already completed work, detect and correct errors or point out successes but to guide, support and stimulate the student in their subsequent learning (Gielen, Peeters, Dochy, Onghena, & Struyven, 2010).

3.5 Strategy 5: Kahoot.

Kahoot! is a platform that allows the creation of quizzes, it is a tool by which the teacher creates contests in the classroom to learn or reinforce learning and where students are the contestants, it can be used to learn and review concepts in an entertaining way, as if it were a contest, the most common way is through quiz questions (Appendix 12).

I carried out this strategy on March 1st, 2021, the topic I was working with the students was poems, but within this topic other subtopics were worked on such as homophones, feelings and emotions, etc. Since the final product was an "emocionario", (term used in the Aprendizajes Clave, 2017).

During the month of work with the students, I saw the theme of feelings and emotions, with an expected learning of reviewing poems, so that students could understand the general idea, in addition to describe moods and write statements from words and sentences that express moods, because they throughout the month of work should be writing a daily sentence about how they felt in the day, which emotion or feeling persisted more, and the reason to be able to do their final product.

Thus, in the last week of teaching practices, I considered it was important to do a small evaluation using this Kahoot! strategy, as a means to give feedback of the topics in general, where I intended the students to realize the possible doubts they had, so that I could clarify them.

The feedback consisted in designing a Kahoot! with questions or sentences, with multiple choice answers, about the previously worked topics, at the end I could observe the

answers and results of all the students, there I realized that no student got 100% of correct answers, approximately 50% of the students who answered the Kahoot! had only half of the correct answers.

At the end, I reviewed all the questions and explained the reason why the wrong answers could not be correct, and the explanation of the correct answers, but this led the students to answer the questions of the activity correctly by themselves, at the end they commented that they liked the activity very much, but they felt a little pressured by the time and that they did not have an adequate reading comprehension, because at the time of reviewing the activity again, they knew the answers to the questions.

The purpose of the class was to know the learning achievement of the students, and thus give a general feedback of the topics seen; this feedback consisted of a verbal response, in relation to the performance. At the beginning of the class, I told the students that with this activity they could obtain an extra participation, in order to motivate them to answer the activity as well as possible, the objective was to encourage the students to ask the doubts they had about the topics, so I could clarify those doubts and enhance their autonomy.

In this sense, because I gave feedback on the activity at the end, I gave formal feedback, the authors Gielen, Peeters, Dochy, Onghena and Struyven (2010) mention that formal feedback is systematically planned and scheduled in the teaching-learning process. Generally associated with assessment tasks, formal feedback includes grading or learning achievement criteria (Appendix 13).

Below are some tables with the strategies implemented, the type of feedback I gave, there characteristics and the observations I made from the classes, comments, participation

and results of the students' activities, where the development of autonomy could be analyzed.

3.6 Analysis of strategies

I did an analysis of each strategy, where I exposed the type of feedback used in each one of them, and observations about the development about the autonomy of the students.

3.6.1 Strategy #1 Wordwall

With this strategy I gave a formative feedback, the purpose of formative assessment is to monitor student learning, help students improve and prevent them from making the same mistakes again. It can be given before students can advance, or feel able to advance, to the next stage of assessment. (Gielen, Peeters, Dochy, Onghena & Struyven, 2010).

I used formative feedback because I wanted the students to be able to enhance their learning in the activities, starting from their mistakes in order to avoid having difficulties again, in this way, this activity in Wordwall helped the students to realize their own mistakes, and how they should correct them in future activities, from the dialogue with the students in class, giving examples based on the same activity and based on the results obtained and the answers given to the questions posed during the class.

About autonomy, I observed that students showed better mastery in identifying regular and irregular verbs, past tense. I could see this in the final results of their activity, in the time it took them to answer and in class, as by asking questions, they became aware of their own mistakes.

As a first approach to feedback, I consider that a good option is to use formative feedback, in order to monitor the student's progress, in order to monitor student progress, because when the teacher has the time this feedback identifies progress and areas of opportunity, to promote student learning, so the teacher can improve his or her teaching strategy.

However talking about autonomy, I observed that the students took into account the feedback because they had no more doubts about the topic in the subsequent activities.

3.6.2 Strategy #2 Factile

With this strategy I gave a formative feedback, the purpose of formative assessment is to monitor student learning, help students improve and prevent them from making the same mistakes again. It can be given before students can advance, or feel able to advance, to the next stage of assessment (Gielen, Peeters, Dochy, Onghena & Struyven, 2010).

I used it, with the purpose of helping students understand the doubts or mistakes they made when writing sentences in past simple and past continuous, this activity can help in several ways, such as creating games of questions and answers in this way teachers can review a topic or even to know if the students already knew about that topic, besides students can enhance their autonomy, they can realize if they need to enhance their learning.

Regarding autonomy, I observed an improvement in their understanding of the past simple and past continuous verb tenses, during the activity they showed greater mastery when writing or saying sentences.

72

Likewise, the activity helped them to become interested, because they formed teams and helped each other, and this resulted in them forging better communication and autonomy by noticing their team's mistakes.

In this sense, this strategy boosted students' autonomy because as I mentioned in chapter 2, a characteristic of autonomy in students is knowing how to work as a team, since students were able to self-evaluate their performance during the activity, but they were also able to evaluate each other, that is, they recognized the mistakes made by their teammates, so they stopped asking me questions or consulting with me about their doubts, thus enhancing learning among peers.

3.6.3 Strategy #3 Liveworksheets

I gave an informative feedback, it can occur at any time, as it is something that arises spontaneously in the moment or during action. It requires building a relationship with learners to effectively encourage, coach or guide them in day-to-day management and decision making for learning. This can occur in the classroom, over the phone, in an online forum or in a virtual classroom (Gielen, Peeters, Dochy, Onghena & Struyven, 2010).

Whit respect to autonomy, the students showed an improvement in their pronunciation, plus they were giving the answers by themselves, I just guided the activity, but they were answering, only two students made a mistake, but their classmates corrected them in a kind way.

As I mentioned before, I gave an informative feedback, looking for the students to review the topic, in this way they could see where they were getting confused, but there are

different ways to use this strategy, for example students can complete these worksheets online and send their answers to the teacher.

However, with this strategy I gave informative feedback, because I had little time to carry that out, due to the fact that during that intervention day only lasted two weeks and I only had two days for each topic, in this way the first day that I gave the topic, I realized through the class participations, that the students did not remember that and I had to give feedback, a characteristic of it is that it can occur at any time, since it is something that arises spontaneously, likewise I could encourage the students, train them or guide them in learning when I did not enough time to do it as a formative one.

This is good for the students because it is more interesting and motivating, for the teacher it can save correction time, since the activity can be corrected automatically, then they can only focus on individual feedback from comments on the platform or in a general way in class.

In this sense, motivation is very important for the development of autonomy, because it can be used as a means to develop one's own learning, in this way I observed that the students were more independent, i.e. they did not have doubts or insecurities when answering the activity, but they took the activity calmly and seeing step by step by themselves what they should do.

3.6.4 Strategy #4 Educaplay

I gave a feedforward, this type of feedback serves not only to review work already completed, detect and correct errors or point out successes, but also to guide, support and

stimulate the student in his or her subsequent learning (Gielen, Peeters, Dochy, Onghena & Struyven, 2010).

I used it, because the purpose of which is to visualize and project the future, changing those elements that are necessary to successfully perform a task. In other words, it includes information that aims to help the student to do similar tasks better in the future, in this sense the teacher assumes a role of facilitator and learning guide, offering formative opportunities based on joint dialogue (student-teacher) oriented to reflection and learning.

About autonomy, the students got a good result in the activity, so during the class I asked them questions similar to those of the activity, to which they answered me instantly, they argued that with the video they were clearer about the topic, even some students by message wrote me that they already identified that "when" is used in sentences in the past simple and "while" with past continuous.

Therefore, I was looking for them to improve in the subject, giving feedforward at the end to of Educaplay activities in order to guide the future students' progress, to achieve significant learning, in this sense, starting from their previous knowledge, detecting successes and mistakes, so that the students would share, debate, dialogue and reflect on the subject, and that would allow them to create, achieve and look for expected learning.

In general, Educaplay serves to create dynamic activities to be used to develop a topic, to give feedback or to evaluate. In addition, it activates the imagination and according to the content teachers work with students, they can create multiple activities that allow them to learn in a fun way, while enhancing their autonomy and self-reflection.

Taking into account autonomy, I observed that they did not ask questions or had doubts about the topic, because even though I asked questions they answered me correctly, they even realized their own mistakes, for example a student had a mistake when confusing a verb, to which I gave her a comment as feedback, explaining the difference between the verbs "do and make", the answer was that the student knew it was wrong, she even told me that she felt frustrated for making a mistake in a concept that she already knew

In this way, I believe that the students, along with autonomy, are developing self-reflection, that is, that they are able to analyze their successes and mistakes, in order to identify their areas of opportunity, and not make the same mistakes in the future.

3.6.5 Strategy #5 Kahoot!

I gave a formal feedback; it is systematically planned and scheduled into the process. Generally associated with assessment tasks, formal feedback includes criteria for grading, competencies or achievement of standards, and is recorded for both the learner and the organization as evidence (Gielen, Peeters, Dochy, Onghena & Struyven, 2010).

As I mention before, I used with formal feedback, because the purpose was to make an evaluation of the topics previously reviewed in class, in order to analyze the achievement of the expected learning of that unit, this served to enhance their autonomy, since they realized the topics they need to reinforce, or in some cases, they realized that they should read the activities carefully.

Regarding autonomy, as a first impression, I observed that they liked the activity very much, because the questions were timed and in a way, they competed among themselves, this led the students to make an effort to answer the questions well and quickly.

However, this also resulted in some students answering quickly and not taking the time to read the questions well.

Thus, at the end of the activity I checked the correct answers of each student and they realized that their mistakes were because they did not have reading comprehension, since they gave me the correct answers when I asked them again the questions.

In general, Kahoot! is a very useful tool for teachers and students to learn and review concepts in an entertaining way, as if it were a contest. The most common way is through quiz questions, although there is also room for discussion and debate.

Based on the model of positive adolescent development postulated by Oliva, it says that the development of competencies refers to the ability to perform well in different areas of activity (social, academic, cognitive and vocational), which means that adolescents at this stage are competitive by nature, so this strategy captured their interest and motivation to carry it out (Oliva et al., 2010).

Finally, the students developed their autonomy, in the sense that they were aware of their own learning, since they realized that the way they can improve is by paying more attention to what they are doing, that is, they made a reflection of what they answered and the questions where they had more difficulty or confusion.

From the tables previously reviewed, I consider that there is no ideal feedback for students, as teachers, we must focus on the needs of the students, for example to observe or analyze if they need to reinforce a topic, learn grammar, improve or develop some skill, in this way the teacher is realizing what kind of feedback should be implemented.

Considering a logical order to develop feedback, it can be said that the first thing that is required is to define students opportunities areas, taking into account the knowledge and results of previous reviews, and its purpose is to guide the corrections of the points in which failures were identified or in the reinforcement in those in which there was success, then leading the student to improve his performance.

Then, analyze how to give feedback, either individually through comments, or as a group, so that students can analyze that they are not the only ones with errors or doubts about the topic, then it should be determined at what time to do it, either at the end as an evaluation or at the beginning before students advance further in their learning, then identify through which strategies feedback can be given, as seen above, for example Wordwall and Factile favor formative feedback, Liveworksheets informative feedback, Kahoot! favors formal feedback, and Educaplay favors feedforward feedback.

Finally, feedback assumes the student as the center of the educational process and is aimed at stimulating the student's work, in such a way that the teacher offers praise and/or affective comments as recognition for the student's successes, which would lead to greater self-esteem, more effort and, finally, better performance.

After all the work I have been doing during my last year as a teacher trainee, it is important to take into account the general objectives of the analytical explanatory essay and

my areas of opportunity, in the first chapter, in this sense I will take them up again, making an analysis to observe if I achieved the purposes satisfactorily or not.

- ● The first one was: To implement different types of feedback through e-learning and find the most appropriate for the students.

I had the opportunity to work with different types of feedback, as well as various strategies, where I sought to give feedback to students with different topics, based on their results in activities, answers in class, certain errors about a topic and even taking as a reference their gestures or expressions.

In this way, I seek to give feedback and e-learning, looking for different strategies to work at a distance, due to the context in which I worked with students. So I realized that it is essential to have a good feedback process, due to the distance generated by the online learning environment, and it is necessary a good communication between teacher and student to maintain motivation and interest.

However, as I mentioned earlier, there is no ideal feedback for students, there are different types of feedback and each one focuses on improving or developing different skills, in this sense the teacher must be able to know when to give a type of feedback and when another type, for example if teachers feedback is based on an evaluation the ideal one to use is a formal one, if the feedback is spontaneous the best is an informative type, likewise teachers should look for the one that best suits the needs of students.

In addition, feedforward has a prospective character or a look into the future, being located in the search and identification of possible elements that allow progress in the

acquisition of certain learning (skills or knowledge) by students. It arises from the comments made by peers and teachers about an activity being performed by a given student, so that these shared assessments serve as a starting point for the improvement of a current task or for possible similar tasks that may take place in the future.

● The second one was: To develop autonomy on students through e learning feedback.

In distance education there is no longer a classroom in the conventional sense, i.e. as that physical space that allows contact between all participants through our "five senses". The virtual classroom is a meeting space provided by technology for the exchange of resources among all the participants in a course.

In the case of my study group, at the beginning of the school year they did not enter virtual classes, they did not read the instructions when performing an activity, this resulted in errors and doubts in their answers, they also sent me messages through Facebook Messenger to clarify doubts about the instructions and generally obtained low grades, causing a high possibility of failure or dropping out of school (Appendix 15).

However, after working with feedback through various strategies, I observed a great change in the group, students that I did not know due to their absence, began to enter virtual classes, to read or listen to instructions, doubts and messages were decreasing, I consider that this was achieved, because first of all I had a good communication with them, I was attentive to their needs, without neglecting the socioemotional, providing help through feedback for them to improve their learning and derived from that, motivate them, achieving an improvement in their grades (Appendix 16).

The teacher provides resources and proposes learning activities, which the student must take advantage of until he becomes the architect of his own learning. I could achieve it through feedback, because the students had a greater mastery in the topics that were feedback, I observed it in virtual class, with their participation, in the results of their activities, in that step by step the students were entering more frequently to the class, as well as an improvement in their grades, which served as motivation for them to continue learning.

On the other hand, speaking of my purposes, my graduate profile traits were the following:

- 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.

I consider that I have been improving this competence notably, because before it was very difficult for me to argue, due to the fact that I used to write literally the way I would think, that is, I did not have a good syntax, but now throughout my paper, I have prepared myself, researching information about my topic, in order to have more concrete ideas, taking care of the clarity of the arguments.

In addition, I improved in giving instructions to the students about the activities performed, because at the beginning of the school year, I gave instructions that were too long and that made it complicated for them to understand the work, but then I was giving simpler and clearer instructions, with concise sentences about what was expected of the

activities, because I think that giving good instructions can help to reduce the chances of students forgetting or misunderstanding what the teacher says.

- Reconoce las diferencias individuales de los educandos que influyen en los procesos de aprendizaje y aplica estrategias didácticas para estimularlos; en especial, es capaz de favorecer el aprendizaje de los alumnos en riesgo de fracaso escolar.

I have placed greater emphasis on research and observation to identify the individual characteristics of students and the group in general, in order to decrease or eradicate educational lag, as well as the lack of interest towards the subject of English and high school in general, promoting active participation and involving students in activities.

In my case, I gave group and individual feedback, this helped me to promote dialogue between the teacher and the students, since they felt more confident to ask me their questions about the subject, and not only that, but I forged a good communication with the students, since they told me anecdotes, or important situations for them, which helped me to form a working team, that is, besides seeing me as their teacher, they saw me as a person who cared about their learning, but also for their welfare.

Also, having more communication with the students, I was able to identify their individual differences, because not all of them learn or develop in the same way, so I was able to implement various learning strategies as well as some types of feedback, so that all students could feel interested and motivated by the class.

In addition, this allowed me to bring the students closer to the class, that is, at the beginning of the year I had students who did not come to class, or some came to class but did not turn on their microphone, did not turn on the camera and did not hand in activities, but then little by little, more students came to class, sometimes they even wrote me messages telling me that they liked the class, that they understood how I explained the topics and also that they regretted not having come to class before, this was very motivating for me, because this meant that I was doing a good job.

Conclusions

Interaction is fundamental in a face-to-face educational model, but even more so in a distance education model. Therefore, it was necessary to facilitate teacher accompaniment in order to be connected with the students and achieve good communication. Given the context that we had to live in these moments of COVID-19, teachers must take this into account in order to adapt to the virtual environment, thus focusing our teaching action mainly on relevant activities and feedback, to achieve autonomous learning in students.

Feedback consists of a verbal, written or gestural response by the teacher in relation to a student's performance or behavior. It is mainly about empowering the student to obtain meaningful learning, trusting in his or her abilities to solve a problem, so it is fundamental to promote in students the ability to realize what they need to learn or improve.

However, when there are no adequate techniques or strategies, students may perceive feedback as a negative instance and feel frustrated when the class ends, in this sense, if the feedback is negative, the student will be discouraged and may attenuate their effort becoming disinterested in the subject or abandoning it, because some teachers only contemplate whether students delivered the activities or not, leaving aside the doubts, interest, needs, feelings or thoughts of them, making schools suffer a possible school failure.

During this year, I realized that adolescents need to feel attention from the people around them, either family or in my case, as a teacher, because for them it is relevant that someone takes care of them, and values the effort they make, in this way the feedback served me as a

means of communication and interaction with students, since from comments about their effort to perform some activity, they felt able to do more things by themselves.

That is, the interpretation of the feedback by the students is undeniably a motivational factor, it plays an important role in the way in which the student will receive the comments made by the teacher, on the other hand the feedback is a key element in learning that can have a direct emotional impact on the student. Hence, the importance of constructive, positive criticism that provides recommendations to the student for better performance.

Therefore, feedback becomes necessary to enhance learning and not to culminate it, it becomes essential to recognize the strengths and weaknesses, propose solutions and avoid the feeling of frustration or stress that can have a mere grade, also we must not forget that a key aspect is to show the student those things he is doing right, and reinforce their successes to enhance their motivation, this way feedback had a greater influence on it and also on the perception of learning, and autonomy.

In my case, during the work with the students, I was able to achieve in them a personal stimulus to continue and enter to virtual classes, because at the beginning of the school year, I had some students with possible school failure, since they did not want to do it, they did not deliver the activities requested by the teacher, but as I was giving feedback through various strategies, I realized a change in the attitude of the students, they began to enter class, to participate more and even, little by little they became more involved with the language, getting them to tell me sentences or words as simple in English as "thank you teacher", which was an achievement for me and for them.

During the process of giving feedback and developing autonomy in students, there are some important points to consider such as:

- The importance of giving feedback at the most opportune moment, for example, after an evaluation, wrong participations in class, questions by the students or after the result of some activity where there were areas of opportunity. If teachers wait many days after detecting some situations like those mentioned above, the student will not remember it, since it would be something past and would have no meaning for them.

- Whether for emergency reasons or as a consequence of the rise of new technologies and learning models, reality has demanded that new students have to learn in a distant way. Therefore, feedback in education should be provided to students through new communication channels, as an opportunity to approach students not only in an academic way, but also in a personal way, helping to provide support in meaningful activities or situations for them. It is important to consider that feedback should be withdrawn progressively to promote autonomous and self-regulated learning, thus avoiding dependence on others.

- In this sense, we must keep in mind that we are learning to be teachers in a new environment, and not forget that students are also learning to be "virtual students"; teaching needs time to be planning, taking into account the time that students have for the completion of tasks, and the assessment of individual progress to reorient the learning process. Likewise, feedback is undoubtedly another element that highlights the importance of the teacher's role in enhancing student learning.

On the other hand, my professionalization made me realize that one as a teacher must be a leader and be in constant preparation to have the knowledge that society demands, because it is constantly changing and the challenge are greater every day, in this way during this year I learned to set myself apart, having flexibility to the changes to which we were exposed all the time, we cannot close ourselves to the idea that we will be in front of a classroom, but teachers must be prepared to adapt teaching to different contexts.

In this sense I consider that I could improve my professional competencies because at the beginning of the school year, it was difficult to categorize the topics I was working in the essay, however during this year it improved, through subtitles, I was able to identify the main topics of my work, and I was able to research and go deeper into the main points.

Similarly, at the beginning of my teaching practices, it was difficult to achieve an approach with the students, because the classes were given in a virtual form, so the communication and interaction were complicated, as a result, I had many students who did not enter to classes, or deliver the activities. However, during the school year when I started to work with different strategies and to give feedback, many students returned to the virtual classes, and activities began to be delivered, in the same way, we started to establish a good communication, even more, some students shared with me important moments or things for them, in this sense I could recognize their differences, apply strategies to motivate them to continue in the class and more over they started to learn English.

Above all, I realized that I am able to improve in my teaching process, to adapt to the circumstances that life presents us, familiarizing myself with different ways of teaching, taking into account the needs, interests and differences of students, I also managed to

enhance the autonomy of students, making them not to be dependent on the teacher or someone else, but to be in charge of their own learning.

Finally, for me being a teacher is wonderful, during this year of work I have been able to realize that I really enjoy and love my profession, there is no greater satisfaction than helping students, seeing their progress, noticing how they are more interested in a topic, in some activity, that students see you as a person they can count on to help them during their learning process, and that they are waiting for you to talk, to learn, to share ideas and enriching experiences; but one of the greatest achievements I obtained during this year was the certain that I can help my students to improve by themselves.

References

Anijovich, R. & Cappelletti, G. (2017). *La evaluación como oportunidad.* Buenos Aires: Paidós.

Ausubel, D. (1968). *Educational Psychology: A Cognitive View.* New York: Holt, Rinehart & Winston.

Brookhart, S. (2017). *How to Give Effective Feedback to Your Students* (2nd Ed.). ASCD.

Cree mejores lecciones de forma más rápida. (n.d.). *Wordwall | Create better lessons quicker.* Retrieved from https://wordwall.net/es

Diario Oficial de la Federación. (2020, March 16). *ACUERDO número 02/03/20.* DOF - Diario Oficial de la Federación. Retrieved from https://www.dof.gob.mx/nota_detalle.php?codigo=5589479&fecha=16/03/2020

Diario Oficial de la Federación. (2020, June 5). *ACUERDO número 12/06/20.* DOF - Diario Oficial de la Federación. Retrieved from https://dof.gob.mx/nota_detalle.php?codigo=5594561&fecha=05/06/2020

Factile. (n.d.). *Factile | #1 Jeopardy Review Game | Classroom or Remote Learning.* Retrieved from https://www.playfactile.com/

Fierro, C. (1999*). Transformando la práctica docente.* Una propuesta basada en la investigación-acción. (1st ed.). Paidós.

García, F. (2008). *Advances in E-Learning: Experiences and Methodologies.* Salamanca, Spain: IGI Global.

Gielen, S. Peeters, E. Dochy, F. Onghena, P. & Struyven, K. (2010) *Mejora de la eficacia de la retroalimentación de los compañeros para el aprendizaje*. Instrucción de aprendizaje. Volumen 20, Número 4, páginas 304-315.

Hattie, J. & Timperley, H. (2007). *The power of feedback*. Review of Educational Research, 77, 81-112.

Holec, H. (1981). *Autonomy and foreign language learning*. Oxford: Pergamon Press.

Horton, W. (2001). *LEADING E-Learning*. United States: ASTD.

Hu, P. & Zhang, J. (2017). *A pathway to learner autonomy: a self-determination theory perspective.* Asia Pacific Educ.

Instituto Mexicano del Seguro Social, (2020). *Enfermedad por Coronavirus 2019 (COVID-19).* CLIMSS. Recuperado de https://climss.imss.gob.mx/index.php

Instituto Nacional de Estadística y Geografía (INEGI). (2010). *Banco de indicadores*. Recuperado de: https://www.inegi.org.mx/app/indicadores/?ag=15060

Kafaligonul, H. (2007). *Feedforward and Feedback Processes in Vision* (1st ed.). Frontiers.

Kayalar, F. and members of International Academic Conference on Teaching. (2020). *Shift to digitalized Education due to Covid-19 Pandemic and the Difficulties the Teachers Encountered in the Process.* Learning and E-learning. CIAE. 23-29.

Klimenko, O. (2009). *Teaching of Cognitive and Metacognitive Strategies as a Supporting Means for Autonomous Learning in Children with Sustained-Attention Deficit.*

Revista Virtual Universidad Católica del Norte. Medellín, Colombia. Fundación Universitaria Católica del Norte Colombia.

Lamb, T. & Reinders, H. (2008*). Learner and Teacher Autonomy: Concepts, Realities, and Responses*. John Benjamins Publishing Company.

Littlewood, W. (1996). *Autonomy: an anatomy and a framework*. System, 24(4), 427–435.

Liveworksheets, (n.d.). *Liveworksheets.com - Generador de fichas interactivas para todos los idiomas y asignaturas.* Recuperado de https://es.liveworksheets.com/

Oliva, A. (2010). *Más allá del déficit: construyendo un modelo de desarrollo positivo adolescente.* Universidad de Sevilla; Universidad de Huelva. Recuperado de: http://personal.us.es/oliva/10.%20OLIVA.pdf

Race, P. (2001). *Using feedback to help´students learn.* Higher Education Academy.

Ramaprasad, A. (1983). *On the Definition of Feedback*. Behavioral Science, 28(1), 4-13.

Rojas, I. (2020). *¿Por qué sirve tener feedback de los profesores?* Lirmi.

Ross, D. (2004). *Enhancing student learning through effective formative feedback* (1st Ed.). The Higher Education Academy.

Sánchez, M. y Martínez, A. (2014). *Evaluación del y para el aprendizaje: instrumentos y estrategias* (1st ed.). CODEJC.

Sandoval, E. (2000). *La trama de la escuela secundaria: institución, relaciones y saberes.* La organización formal. México, UPN/Plaza y Valdés. 238-244.

Secretaria de Desarrollo Social. (2010). *Catálogo Localidades.* SEDESOL. Unidad de

    Microrregiones. Recuperado de

    http://www.microrregiones.gob.mx/catloc/Default.aspx?buscar=1&tipo=nombre&c

    ampo=mun&valor=nicolas%20romero&varent*=15*

Scharle, A. & Szabó A. (2007). *Learner autonomy: a guide to developing learner*

    responsibility. Cambridge University Press.

Secretaria de Educación Pública. (2020). *Consejos Técnicos Escolares.* Recuperado de

https://educacionbasica.sep.gob.mx/consejos_tecnicos_escolares/default/pub?id=1107&no

    mactividad=Consejos+T%C3%A9cnico+Escolar

Sims, R. and Sims, S. (1995). *The Importance of Learning Styles: Understanding the*

    Implications for learning, course design and education (1st ed.). British Library.

Sisquiarco, A. Sánchez S. & Abad, V. (2018*). Influence of strategies-based feedback in*

    students' oral performance. HOW, 25(1), 93-113.

Tassinari, G. (2012). *Evaluating learner autonomy: A dynamic model with descriptors.*

    Studies in Self-Access Learning Journal, 3(1), 24-40.

United Nations, (2020). Snapshot of socioeconomic impacts assessments. *Putting the un*

    framework for socio-economic response to covid-19 into action: insights. Retrieved

    from

    http://www.microrregiones.gob.mx/catloc/Default.aspx?buscar=1&tipo=nombre&c

    ampo=mun&valor=nicolas%20romero&varent=15

Walsh, B. (2011). *VAK Self-Audit: Visual, Auditory, and Kinesthetic Communication and Learning Styles: Exploring Patterns of How You Interact and Learn* (1st Ed.). Unleashing your brilliance.

Welcome back to Kahoot! for schools. (n.d.). *Kahoot!*. Recuperado de https://kahoot.com/schools-u/

Wheeler S. (2012). *e-Learning and Digital Learning*. Seel N.M. (eds) Encyclopedia of the Sciences of Learning. Springer, Boston, MA.

World Health Organization. *(2020, April 17). Q&A on coronaviruses (COVID-19).* WHO | World Health Organization. September 3, 2020. Retrieved from https://www.who.int/emergencies/diseases/novel-coronavirus-2019/question-and-answers-hub/q-a-detail/q-a-coronaviruses

Appendix

Learning Styles test

Test De Estilos De Aprendizaje

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

¿Qué tipo de exámenes se te facilitan más?

Examen oral
Jason Leung on Unsplash

Examen escrito
Green Chameleon on Unsplash

Examen de opción múltiple
Letizia Bordoni on Unsplash

¿De qué manera se te facilita aprender algo?

Repitiendo en voz alta
Antenna on Unsplash

Escribiéndolo varias veces
MILKOVÍ on Unsplash

Relacionándolo con algo divertido
Pineapple Supply Co. on Unsplash

Cuando tratas de recordar algo, ¿cómo lo haces?

A través de imágenes
Héctor J. Rivas on Unsplash

A través de emociones
Luis Galvez on Unsplash

A través de sonidos
bruce mars on Unsplash

¿Cómo se te facilita entender algo?

Cuando te lo explican verbalmente
LinkedIn Sales Navigator on Unsplash

Cuando utilizan medios visuales
Sam McGhee on Unsplash

Cuando se realiza a travpes de algun actividad

English Diagnosis

Diagnosis 3rd Grade

Answer the questions according to your previous knowledge.

*Obligatorio

Read the text and answer the questions

Yesterday Debbie had a job interview. She went to the company. The interview was for an accounting job. Debbie graduated from university 3 months ago. Her interview was at 10:00 am so, she woke up at 7:00 am and left her house before 8:00 am. She waited for the bus, but it was late. She was very worried because she didn't want to be late for the interview. She tried to phone the company to warn them, but her phone battery was dead.
When the bus arrived, it was almost 9:00 am. Then the bus was slow because there were many other cars. The bus finally arrived at Debbie's stop at 9:45 am. Debbie ran from the bus stop to the office building. When she entered, she saw a sign that said the company was on the 24th floor. The elevator ride took almost 5 minutes because many people stopped on different floors, finally, Debbie lost her interview.

What time did Debbie wake up? *   1 punto

○ At 10:00 o´clock

○ At 9:00 o´clock

○ At 7:00 c´clock

What time did the bus arrive at the stop? *   1 punto

○ At 9:00 o´clock

○ At 9:45 am

○ At 7:00 o´clock

Select right or responsibilities according the situations * 6 puntos

	Right	Responsability
You have to _____ a safe environment.	○	○
You have the ____ to follow safety rules.	○	○
You have the ____ to voice your opinion.	○	○
You have the _____ to respect the opinions.	○	○
You have the _____ to a good education.	○	○
You have the _____ to do your best.	○	○

Appendix 3

Resources diagnosis

Formulario alumnos.

Lee las preguntas y responde.

*Obligatorio

¿Con cuáles de estos medios cuentas para la realización de tus clases o tareas? *

- Televisión.
- Televisión inteligente.
- Computadora de escritorio.
- Computadora de escritorio con Internet.
- Laptop
- Internet.
- Celular.
- Celular inteligente.
- Radio.
- Teléfono fijo.
- Libros de texto.
- Útiles escolares (cuadernos, lapices, bolígrafos, etc.)

¿Recibes algún tipo de retroalimentación o comentarios sobre tus trabajos?

○ Si.

○ No.

○ A veces.

○ Casi siempre.

○ Casi nunca.

¿Cómo cual? *

Texto de respuesta largo

¿Cumples con todos tus trabajos en tiempo y forma? *

○ Sí

○ No

○ Tal vez

¿Algún miembro de tu familia te ayuda en la realización de actividades o trabajos escolares? *
¿Quién o quiénes?

Texto de respuesta largo

¿Cuentas con un espacio exclusivo para tus actividades académicas en casa? *

○ Sí

○ No

Describe en que lugar te gusta realizar tus trabajos o actividades escolares (lugar amplio, silencioso, en un escritorio, etc.)

Texto de respuesta largo

Describe que tipo de actividades te gustaría trabajar en la clase de inglés (hacer organizadores *
gráficos, ver videos y responder preguntas, relación de columnas, cuestionarios, etc.).

Texto de respuesta largo

Appendix 4

Wordwall Strategy
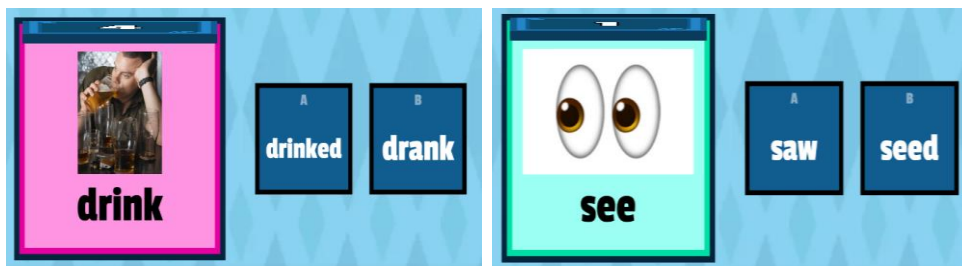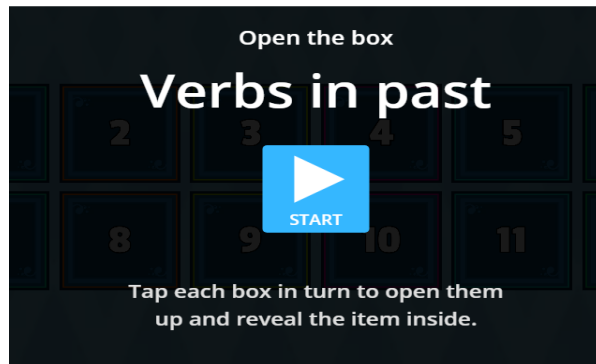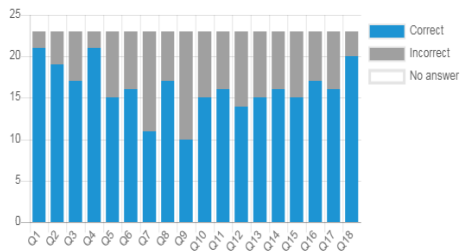

Summary

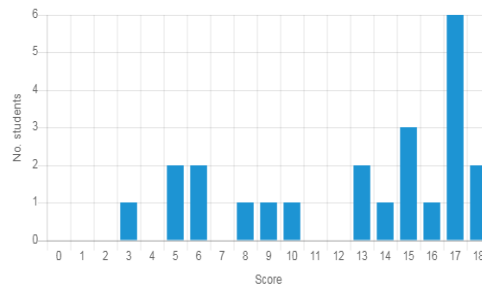| NO. STUDENTS	AVERAGE SCORE	TOP SCORE	FASTEST
23	**12.7** /18	**18** /18	**6.0** s
		2 students	gael sainz zavala

Appendix 5

Teaching practices diary

3° B

With the third grade, I had virtual meetings every Monday, Tuesdays and Thursdays at 2:00 pm, I worked two verb tenses with this group, the first one was "simple past" and the second one was "past continuous", the final product was an oral testimony.

I realized that the students had several errors in the regular and irregular verbs in the past tense, and also they confused the structures in past participle, during the online classes, I gave feedback in general to the whole group, to review the errors they had, during the second class, they had doubts about the regular and irregular verbs in the past tense, so in the virtual class I implemented an online activity so that they could differentiate the regular and irregular verbs this activity, I was carried out on the Wordwall, the students were able to differentiate the verbs better and with the feedback they were able to correct the errors of their past activity and develop autonomy, because I observed that the students took into account the feedback because they had no more doubts about the topic in the subsequent activities.

In the third week, when reviewing the topic, they confused the structure in affirmative and interrogative, in the past participle verb tense, and in the last class, some of them told me that they did not understand it, because they had some mistakes in their previous activities, Likewise, the activity helped them to become interested, because they formed teams and helped each other, and this resulted in them forging better communication and autonomy by noticing their team's mistakes.

In this sense, feedback fulfills the essential role of support and support for learning, not so much in its vision of "feedback"; that is, not only to review an already completed work, detect and correct errors or point out successes but to guide, support, and stimulate the student in his subsequent learning (Kafaligonul, 2007).

Finally, I think it is important to do exercises during the class, because it is important to detect, adapt and modify the activities or strategies, to help the student to acquire knowledge, understand and perform the activity and also be significant in the projection of a real learning. In the same way, the feedback is a key factor in the distance education,

Since there is not a stable communication with the students, and then they cannot know with certainty the errors that they had in the activities, so that they can correct their errors in the next activities.

Appendix 6

Factile Strategy

Appendix 7

3° B   **Teaching practices diary**

With the third grade, I had virtual meetings every Monday, Tuesdays and Thursdays at 2:00 pm, I worked two verb tenses with this group, the first one was "simple past" and the second one was "past continuous", the final product was an oral testimony.

I realized that the students had several errors in the regular and irregular verbs in the past tense, and also they confused the structures in past participle, during the online classes, I gave feedback in general to the whole group, to review the errors they had, during the second class, they had doubts about the regular and irregular verbs in the past tense, so in the virtual class I implemented an online activity so that they could differentiate the regular and irregular verbs this activity, I was carried out on the Wordwall, the students were able to differentiate the verbs better and with the feedback they were able to correct the errors of their past activity and develop autonomy, because I observed that the students took into account the feedback because they had no more doubts about the topic in the subsequent activities.

In the third week, when reviewing the topic, they confused the structure in affirmative and interrogative, in the past participle verb tense, and in the last class, some of them told me that they did not understand it, because they had some mistakes in their previous activities, so I gave a feedback using Factile, I explained the structures again and we made some examples, the students participated making sentences, and in this way the subject was clearer. I observed that the group liked the online activity in general; this group is very participative, so I started implementing online strategies.

I observed an improvement in their understanding of the past simple and past continuous Likewise, the activity helped them to become interested, because they formed teams and helped each other, and this resulted in them forging better communication and autonomy by noticing their team's mistakes.

In this sense, feedback fulfills the essential role of support and support for learning, not so much in its vision of "feedback"; that is, not only to review an already completed work, detect and correct errors or point out successes but to guide, support, and stimulate the student in his subsequent learning (Kafaligonul, 2007).

Finally, I think it is important to do exercises during the class, because it is important to detect, adapt and modify the activities or strategies, to help the student to acquire knowledge, understand and perform the activity and also be significant in the projection of a real learning. In the same way, the feedback is a key factor in the distance education,

Since there is not a stable communication with the students, and then they cannot know with certainty the errors that they had in the activities, so that they can correct their errors in the next activities.

Appendix 8

Strategy 3 Liveworksheets

Appendix 9

Teaching practices diary

During the two weeks, I worked on the topics of unit I, II and III, because those weeks were focused on reviewing all the topics. I had virtual meetings on Mondays, Tuesdays and Wednesdays at 2 pm; the classes were based on activities through digital tools and digital material such as infographics, presentations and audios, to reinforce the students' previous knowledge.

During the first week, the activities were fluid and the students participated in class, as the activities were a review of the topics already seen in the past months, the errors they had in the activities were about "countries and nationalities", and the use of "when and while", usually the errors consisted of confused the nationality with the country, and they forgot when they need to use when or while, to write an testimony, for that reason I gave feedback through two different strategies.

The first one was a Liveworksheets activity, which consisted of listening to audios and selecting the correct answer, reading sentences and answering, listening to the correct pronunciation of certain words, etc. With this strategy I gave informative feedback, because I had little time to carry that out, I looking for the students to review the topic, in this way they could see where they were getting confused, but there are different ways to use this strategy, for example students can complete these worksheets online and send their answers to the teacher.

The second one was in Educaplay, where they read the sentence and choose whether to use "when or while", observing their expressions in class, I deduced that they did not remember the topic, I used was a video quiz, in this activity you can upload a video from the YouTube platform, and the teacher can choose in which part of the video to add questions about what the student just saw in the video, so the student must respond instantly, in this way it is an excellent strategy for the teacher to work on some skills such as listening, because teachers can add videos with conversations in English, in the same way they can work on grammar, since the student can write within the same activity or select the correct answer taking into account the grammar of the sentence.

I observed that they did not ask questions or had doubts about the topic, because even though I asked questions they answered me correctly, they even realized their own mistakes, in this way, I believe that the students, along with autonomy, are developing self-reflection, that is, that they are able to analyze their successes and mistakes, in order to identify their areas of opportunity, and not make the same mistakes in the future.

This led me to make adjustments in the lesson plan, since the students finished the activities quickly, I needed to find more activities to fill the time left over from the class, without losing the objective of the class, which was for the students to review the topics previously seen, I looked for more activities, more material for the students to have more work and not lose time, without losing the main objective of the class, which was to review certain topics seen in past units.

Appendix 10

Educaplay Strategy

educaplay

Average time	Average score
00:50 minutes	**94**

Scores

- 75-100
- 50-75
- 25-50
- 0-25

7.4%

90.7%

Started and finished

- Not finished
- Finished

30.8%

69.2%

WHEN AND WHILE

Watch the video and answer the questions

Sensible: ☒ Mayúsculas/Minúsculas

☒ Acentos

👤 <u>Pulsa aquí para identificarte</u>

Comenzar

50 PUNTOS   02:31 TIEMPO

4. Responde a la siguiente pregunta
   I was driving my car when...

   ☐ suddenly a meteor crashed into the road

   ☐ suddenly a meteor hit into the road

0 PUNTOS   01:27 TIEMPO

1. Responde a la siguiente pregunta
   We use WHILE when you are doing...

   ☐ 2 continuous actions at the same time

   ☐ 3 continuous actions at the same time

106

Appendix 11

Teaching practices diary

3° B

During the two weeks, I worked on the topics of unit I, II and III, because those weeks were focused on reviewing all the topics. I had virtual meetings on Mondays, Tuesdays and Wednesdays at 2 pm; the classes were based on activities through digital tools and digital material such as infographics, presentations and audios, to reinforce the students' previous knowledge.

During the first week, the activities were fluid and the students participated in class, as the activities were a review of the topics already seen in the past months, the errors they had in the activities were about "countries and nationalities", and the use of "when and while", usually the errors consisted of confused the nationality with the country, and they forgot when they need to use when or while, to write an testimony, for that reason I gave feedback through two different strategies.

The first one was a Liveworksheets activity, which consisted of listening to audios and selecting the correct answer, reading sentences and answering, listening to the correct pronunciation of certain words, etc. With this strategy I gave informative feedback, because I had little time to carry that out, I looking for the students to review the topic, in this way they could see where they were getting confused, but there are different ways to use this strategy, for example students can complete these worksheets online and send their answers to the teacher.

The second one was in Educaplay, where they read the sentence and choose whether to use "when or while", observing their expressions in class, I deduced that they did not remember the topic, I used was a video quiz, in this activity you can upload a video from the YouTube platform, and the teacher can choose in which part of the video to add questions about what the student just saw in the video, so the student must respond instantly, in this way it is an excellent strategy for the teacher to work on some skills such as listening, because teachers can add videos with conversations in English, in the same way they can work on grammar,

I observed that they did not ask questions or had doubts about the topic, because even though I asked questions they answered me correctly, they even realized their own mistakes, in this way, I believe that the students, along with autonomy, are developing self-reflection, that is, that they are able to analyze their successes and mistakes, in order to identify their areas of opportunity, and not make the same mistakes in the future.

This led me to make adjustments in the lesson plan, since the students finished the activities quickly, I needed to find more activities to fill the time left over from the class, without losing the objective of the class, which was for the students to review the topics previously seen, I looked for more activities, more material for the students to have more work and not lose time, without losing the main objective of the class, which was to review certain topics seen in past units.
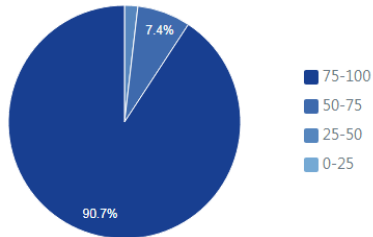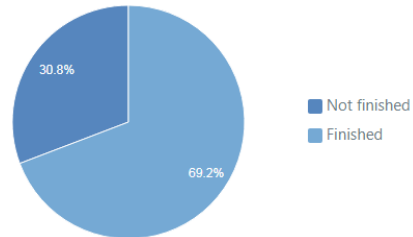
Appendix12

Kahoot! Strategy

Appendix 13

Teaching practices diary

3° B

I had virtual meetings on Mondays, Tuesdays and Thursdays at 2:00 pm, the classes were based on activities through digital tools and digital material such as infographics, presentations and audios, to reinforce the students' previous knowledge.

I consider that third grade students participate more and are more active in class, because they already have a higher level of English than second grade students, I have identified approximately 5 students who have an adequate level of English, since in general they always participate, read in English, and when they have any doubt or comment in class, they do it in English, sometimes they have pronunciation errors but they are minimal, the students are always willing to listen to the feedback I give them.

This is good, since the topic of my analytical explanatory essay I am working with this group, so during those intervention practices, I made a strategy to give feedback on the topics we saw during the month of work, I observed that they understood the topics, but sometimes, they made mistakes in the activities, so I started giving feedback through a digital platform, that way they could correct the mistakes of their past activities and in order to develop their autonomy.

I used Kahoot! to give feedback as an evaluation, the strategy was with questions or sentences, with multiple choice answers, about the previously worked topics, at the end I could observe the answers and results of all the students, there I realized that no student got 100% of correct answers, approximately 50% of the students who answered the Kahoot! had only half of the correct answers.

At the end, I reviewed all the questions and explained the reason why the wrong answers that they liked the activity very much, but they felt a little pressured by the time and that they did not have an adequate reading comprehension, because at the time of reviewing the activity again, they knew the answers to the questions.

The students developed their autonomy, in the sense that they were aware of their own learning, since they realized that the way they can improve is by paying more attention to what they are doing, that is, they made a reflection of what they answered and the questions where they had more difficulty or confusion.

Appendix 14

Checklist at the beginning of the school year

The table is a dense checklist/gradebook recording daily scores (mostly values 5–10) for each student across weekly date ranges (24–28 Agos, 31 Ago–4 Sept, 7–11 Sept, 14–18 sept, 21–25 SEPT, 28 SEP–2 OCT, 5–9 OCT, 12–16 OCT, 19–23 OCT, 26–30 OCT, 2–6 NOV). Student roster (column NOMBRE):

N.L	NOMBRE
1	ADAME LOPEZ KAMILA XADANY
2	ANAYA CAMACHO MIGUEL FRANCISCO
3	ARELLANO QUINTANAR MAITE ZULIN
4	ARIAS GAMA CAMILA GUADALUPE
5	CAMARENA VELAZQUEZ MELLY VALERIA
6	CAMPOS CRUZ ANGEL ISMAEL
7	CARMONA LUNA DIEGO RODRIGO
8	CERVANTES ABONSE MAURICIO
9	CIRILO CRUZ EVELYN
10	DE LA LUZ JASSO GIOVANNI
11	DOMINGUEZ MARTINEZ TAHIRY ALEXANDRA
12	DORANTES VELAZQUEZ ALEXANDRA
13	DURAN ACOSTA AXEL
14	FLORES RAMIREZ HUGO
15	FRIAS DIAZ VANESSA CRISTAL
16	FUENTES SEGUNDO LUIS DARIO
17	GARCIA GUTIERREZ DIEGO ANTONIO
18	GUZMAN RODRIGUEZ JONATHAN ADAIR
19	HERAS GARCIA BRENDA ALEJANDRA
20	HERNANDEZ RECODER EDGAR
21	HERNANDEZ ROBLES ANGEL GAEL
22	JIMENEZ RUIZ DEREK MANUEL
23	LEMUS VEGA LEONARDO ISAAC
24	LIRA LUNA JANETH GUADALUPE
25	MAGDALENO SALAZAR ANDREA FERNA
26	MARAÑON MEDINA SARAH ELIZABETH
27	MARTINEZ RAMIREZ YASMIN
28	MEJIA SANCHEZ ANDRES MICHELL
29	MELENDEZ SANZ NAHOMI
30	MONTES DE OCA VARELA ANGEL FERNANDO
31	MORALES MARTINEZ EVELIN
32	OLIVARES GARCIA ANA PAUL
33	PEREZ DOMINGUEZ ELI SANTIAGO
34	RAMIREZ CABRAL MELANIE ELISHEBA
35	RAMIREZ SANCHEZ ANA MARIA
36	RESENDIZ RIOS XIMENA ALESSANDRA
37	REYES CAMPOS DIEGO
38	REYES GARCIA MARIANA
39	REYES REYES NICOLE
40	ROJAS PAZ LUZ JIMENA
41	ROLDAN HERRERA DELLY LISHAY NELL
42	RUIZ GUERRERO LUIS ANGEL
43	SAINZ ZAVALA GAEL
44	SANCHEZ HERNANDEZ GIOVANNA IXCH
45	SANDOVAL ALPIZAR ALONDRA THAILY
46	SANTIAGO BARRIENTOS DIEGO
47	SOLIS DAVILA DIEGO
48	TOLEDO RODRIGUEZ MARIANO SEBASTIAN
49	URBINA VALDERRAMA BERUJI
50	VAZQUEZ MORALES RICARDO ABEL
51	VAZQUEZ PACHECO GABRIELA QUETZA
52	VAZQUEZ TEAPILA ARIADNA

Appendix 15

Checklist one year after giving feedback through e-learning to develop autonomy

N.L	NOMBRE
1	ADAME LOPEZ KAMILA YADANY
2	ANAYA CAMACHO MIGUEL FRANCISCO
3	ARELLANO QUINTANA MAITE ZULUN
4	ARIAS GAMA CAMILA GUADALUPE
5	CAMARENA VELAZQUEZ NELLY VALERIA
6	CAMPOS CRUZ ANGEL ISMAEL
7	CARMONA LUNA DIEGO RODRIGO
8	CERVANTES ABONSE MAURICIO
9	CIRILO CRUZ EVELYN
10	DE LA LUZ IASSO GIOVANNI
11	DOMINGUEZ MARTINEZ TAHIRY ALEXANDRA
12	DORANTES VELAZQUEZ ALEXANDRA
13	DURAN ACOSTA AXEL
14	FLORES RAMIREZ HUGO
15	FRIAS DIAZ VANESSA CRISTAL
16	FUENTES SEGUNDO LUIS DARIO
17	GARCIA GUTIERREZ DIEGO ANTONIO
18	GUZMAN RODRIGUEZ JONATHAN ADAM
19	HERAS GARCIA BRENDA ALEJANDRA
20	HERNANDEZ RECODER EDGAR
21	HERNANDEZ ROBLES ANGEL GAEL
22	JIMENEZ RUIZ DEREK MANUEL
23	LEMUS VEGA LEONARDO ISAAC
24	LIRA LUNA JANETH GUADALUPE
25	MAGDALENO SALAZAR ANDREA FERNANDA
26	MARAÑON MEDINA SARAH ELIZABETH
27	MARTINEZ RAMIREZ YASMIN
28	MEJIA SANCHEZ ANDRES MICHELL
29	MELENDEZ SANZ NAHOMI
30	MONTES DE OCA VARELA ANGEL FERN
31	MORALES MARTINEZ EVELIN
32	OLIVARES GARCIA ANA PAUL
33	PEREZ DOMINGUEZ ELI SANTIAGO
34	RAMIREZ CABRAL MELANIE ELISHEBA
35	RAMIREZ SANCHEZ ANA MARIA
36	RESENDIZ RIOS XIMENA ALESSANDRA
37	REYES CAMPOS DIEGO
38	REYES GARCIA MARIANA
39	REYES REYES NICOLE
40	ROJAS PAZ LUZ JIMENA
41	ROLDAN HERRERA DELEYLI SHAYMELL
42	RUIZ GUERRERO LUIS ANGEL
43	SAINZ ZAVALA GAEL
44	SANCHEZ HERNANDEZ GIOVANNA IXCH
45	SANDOVAL ALPIZAR ALONDRA THIALY
46	SANTIAGO BARRIENTOS DIEGO
47	SOLIS DAVILA DIEGO
48	TOLEDO RODRIGUEZ MARIANO SABASTIAN
49	URBINA VALDERRAMA BERUZI
50	VAZQUEZ MORALES RICARDO ABEL
51	VAZQUEZ PACHECO GABRIELA QUETZ
52	VAZQUEZ TEAPILA ARIADNA

Columns (weekly periods): 9-13 nov, 16-20 nov, 23-27 nov, 30 nov-4 dic, 7-11 dic, 13-18 dic, 11-15 ene, 18-22 ene, 25-29 ene, 1-5 feb, 8-12 feb, 15-19 feb, 22-26 feb, 1-5 marzo

111