

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

ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA



ENSAYO ANALÍTICO EXPLICATIVO

“PROMOTE AND APPLY FEEDBACK THROUGH DIGITAL
PLATAFORMAS AT JUNIOR HIGH SCHOOL”

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

PRESENTA:

SORALI MARLEN ABASTA CARRASCO

ASESOR:

Mtro. Juan Carlos Ramírez Morán

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ESCUELA NORMAL DE ATIZAPAN DE ZARAGOZA

**ASUNTO: Aceptación del Trabajo de
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**C. SORALI MARLEN ABASTA CARRASCO
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.

**PROMOTE AND APPLY FEEDBACK THROUGH DIGITAL
PLATFORMS AT JUNIOR HIGH SCHOOL**

MODALIDAD: ENSAYO ANALÍTICO EXPLICATIVO

ATENTAMENTE



DRA. ANA GARDUÑO RIVERA

En Suplenencia del Director de la Escuela Normal de Atizapán de Zaragoza, 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

“No nací marcado para ser un profesor. Me fui haciendo, de esta manera en el cuerpo de las tramas, en la reflexión sobre la acción, en la observación atenta de mis prácticas o de la práctica de otros sujetos. En la lectura persistente y crítica de textos teóricos, no importa si estaba o no de acuerdo con ellos. Es imposible practicar el estar siendo de ese modo sin una apertura a los diferentes y a las diferencias, con quienes y con las cuales siempre es probable que aprendamos”.

Paulo Freire

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INDEX

INTRODUCTION:	7
CHAPTER I	10
STUDY TOPIC.....	11
THEMATIC LINE	16
ENAZ CONTEXT.....	18
SCHOOL CONTEXT	20
VIRTUAL CONTEXT	21
CHARACTERISTICS 2° B.....	25
DIAGNOSIS	27
STUDIO PURPOSE.....	30
CHAPTER II	32
FEEDBACK IN CLASS CAN IMPROVE A STUDENT'S CONFIDENCE, SELF- AWARENESS, AND ENTHUSIASM FOR LEARNING.	36
THE MOMENT CORRECT TO APPLY THE FEEDBACK.....	41
GOOGLE CLASSROOM A SUITABLE PLATFORM TO PROVIDE AND PROMOTE FEEDBACK.....	44
KAHOOT AND EDUCAPLAY PLATFORMS TO CREATE ACTIVITIES THAT PROMOTE INFORMATION TO IMPLEMENT THE FEEDBACK WITH HIGH SCHOOL STUDENTS.	46

CREATE ACTIVITIES ON PLATFORMS BASED ON THE STUDENT TO ALLOW MEANINGFUL FEEDBACK.	50
CHAPTER III	53
2°B.....	56
FIRST STRATEGY:	59
SECOND STRATEGY:	61
THIRD STRATEGY:.....	63
DISCUSSION:	66
CONCLUSION:	69
REFERENCES:	72
APPENDIX	78
(Practice schedule)	78
(Take agreements).....	80
(Feedback- Express complaints about a health service).....	82

INTRODUCTION:

The present document has as main objective to answer through the purpose of highlight the importance of the application of feedback in the Google classroom to bring to the background what has been learned, where the student can recognize their mistakes, can know their shortcomings and together with the teacher can improve their learning more and more, this based on findings made during the period of intervention as a teacher in training at the high school "Daniel Delgadillo" Therefore, from this study it can be concluded that, according to the literature reviewed, feedback is an effective tool in distance education. The document is organized by chapters, which helped me to follow up and answer questions, the essay is divided into three chapters.

In the first, I mention the central idea and the importance of the application of feedback. This is especially important for student learning experiences, it is regarded as the feedback of information about the outcome of an activity or process, mentioning the possible actions proposed to the student to improve and learn. As well as the thematic line "Analysis of teaching experiences" with which the document is guided, the context and characteristics of the school and the specific group with which I worked "2°A" as well as the purpose of the study which is based on promoting feedback in class with the help of results and information obtained through activities designed in platforms.

Chapter II, focused on the contextualization in which the applied proposal is developed as well as the answer to the questions of chapter I with the development of topics such as **Feedback in class can improve a student's confidence, self-awareness, and enthusiasm for learning.** Mentioning the importance of promoting and applying feedback at the right time;

As well as the benefits it brings, such as Encourage students' active participation in their learning, provide feedback to students, and consider their results to adapt teaching.

Encourage students to know how to evaluate themselves, and supporting the recognition of the influence on students' motivation and self-esteem, which in turn influence their learning.

The moment correct to apply the feedback. As a teacher it is important to know the moments within a class to identify when feedback is necessary, highlighting that many times this can change according to the different needs and contexts. **Google Classroom a suitable platform to provide and promote feedback. Kahoot and Educaplay platforms to create activities that promote information to implement the feedback with high school students.** Where the use of technological tools becomes not only a challenge, but also a support for me as a teacher that allows me to provide communication channels, strategies and materials for the development and improvement of learning, making mention of the benefits and areas of opportunity that using them brings. **Create activities on platforms based on the student to allow meaningful feedback.** Knowing the interests, needs, and even tastes of the students allows the design of activities to focus on them, promoting through these activities to attract the students' attention and motivate them to learn.

In the Chapter III presents the different strategies that I applied, to achieve the initial proposal, mentioning the materials, dynamics, contexts, characteristics and situations that I faced in order to obtain results that would allow me to adapt and improve for future interventions. In the last paragraphs I mention the challenges faced during the implementation of the proposal within the "2°A" group, such as the adaptation to a new context, including the little knowledge of the feedback topic.

The space for reflection allowed me to highlight which were the new skills, attitudes, strategies, knowledge that I acquired during the process as well as the changes and goals to work on in the future looking for a change to achieve a significant learning.

Finally, the conclusion presents a concrete answer to the questions raised during the process of applying the proposal, mentioning the challenges I faced as a trainee teacher, as well as the new skills I developed and improved with the results obtained from promoted and applied feedback through digital platforms at junior high school.

CHAPTER

I

STUDY TOPIC

The disease pandemic (COVID-19) has led to the greatest disruption in education systems in history, affecting millions of students in various countries in the whole world.

Innovative approaches were sought to support continuity of education and training, using radio and television and virtual classes. Distance learning solutions were developed thanks to the various virtual tools, such as educational platforms, materials on the web, videos that helped the student and teacher with different topics.

This allows the student to access and develop a series of actions similar to those performs in a classroom learning process such as conversation, reading documents, exercises, etc. Also, allow the teacher to develop activities regulated, planned, and self-directed considering the interests and needs of the students increasing the quality of distance learning processes, with the intention that students have learning experiences through training resources/materials under supervision and interaction with a teacher.

During the adaptation of virtual classes caused by the aforementioned virus, a learning platform was an integrated set of interactive online services that provide teachers, learners, parents and others involved in education with information, tools and resources to support and enhance educational delivery and management. It is not a single 'off the shelf' product but a collection of tools and services designed to support teaching, learning, management and administration. In implementing a learning platform, education providers can tailor its functionality to the needs of their users by bringing together a range of different software applications which have particular features.

The most favorable thing about the use of these platforms is the versatility, which allows us not only to practice activities in class hours or within the classroom but also that the student can control the moment when he or she strengthens his knowledge.

By not being physically present during the learning interaction, the value of teaching-learning can be lost. According to Pacansky-Brock (2013), *“Outside the walls of the classroom, most college students learn through flat, interconnected, and highly personalized experiences. Millennials are accustomed to learning from their peers in a virtual community in which their opinions and ideas matter.”*

Google Classroom is a clear example of this, it is a free virtual educational platform for blended learning, was launched on August 12, 2014, available in 42 languages, and it is part of the Google Apps for Education Suit. Among its functions is to simplify and distribute tasks, as well as evaluate content. It allows the creation of virtual classrooms within the same educational institution, facilitating work among members of the academic community. Besides, it serves as a link between teachers, parents, and students, streamlining all communication processes between them (Google Cloud, 2014).

It should be noted that it increases student interest in the content through motivation and active participation as well as maintains the development of classes even though a student does not attend the classroom, perfect for applying and developing learning in a face-to-face or virtual context.

For anyone who learns, it is useful to know during the process, whether it is properly achieving the objectives as well as the specific aspects in which it should improve.

With the feedback, the student understands that his/her learning is being considered and evaluated, motivating him/her to continue learning.

Therefore, it was the platform considered developing the application of feedback, as it is perfectly suited for a learning process to certify the level of achievement of content and objectives, and it can also become a process for learning and feedback that helps students to learn and improve day by day.

Various studies in this methodological field have shown that feedback is an element present in different language teaching contexts (Ferreira, 2006; Polio, 2012). Moreover, Ferreira states that teachers show some systematicity in the use of some feedback strategies against student responses.

It is important to emphasize that there are different types of feedback, considering the corrective feedback as the best option, this means that students receive formal or informal comments on their understanding or performance of various tasks from an agent such as a teacher or colleague.

As Ellis mentions, “*Dialogical interaction allows an expert (such as a teacher) to create a context in which a novice can actively participate in his or her learning and in which the expert can support this process*” (2009, p. 22).

This with the main objective that the student can become an “active” learner. Some online training platforms involve the practical application of many of the knowledge that was otherwise only learned at a theoretical level.

A valuable and meaningful tool not only for students but also for the teacher since this involves the development of creativity, imagination, skills with technology, among others, that learning is meaningful.

These tools are used in classrooms to facilitate the teaching- learning process, being an innovative process.

On the other hand, some platforms allow creating educational content like infographics, activities, materials, games, etc., providing results that generate an evaluation and feedback. In this case, EDUCAPLAY allows create many educational multimedia activities like maps, riddles, slide shows, fill in the blanks, crossword puzzles, word search puzzles, jumbled word, jumbled sentence, dictation, or create a collection of several of these based on a theme. Also, browse and use activities and collections others have created. Download and print the activities or complete them online.

Kahoot that provides learning through creation of educational games and new understanding through playing them, build whole lessons around a game or run activities where students create their own content on Kahoot!, in those cases is the core of lessons or as a supplement to their lecture and classroom activity. They might do that to introduce a topic, do a review or to give the students an energizer during class.

According to, (Educaplay, 2011) *“Educaplay Tools are on-line for activity and evaluation, it's an internet portal, which allows us to generate simple activities and evaluations, Depending on how the options are formulated and configured to be used as one or the other and that you have the plus that they can be integrated with other online tools through HTML code”*.

This means that these are tools that can be used online in the educational context for all ages, depending on the object or subject of study, and other compatible tools can be integrated to take advantage of the learning that students are acquiring, Add to the end of each topic or class view some activity that allows the teacher and students to identify strengths and weaknesses, work, and improve in the future.

(VIU, 2019) states that the main advantages of interactive study techniques supported by Educaplay and activities allow *“To interact with others and with the computer system itself to encourage motivation, it encourages interest as resources can be a practical and useful tool for the facilitator when working with the student team”*.

It is considered that the on-line facilitator must apply all his knowledge, skills, to work with each of the tools that Educaplay provides to make learning interesting, easy to learn, meaningful content.

Moreover, Kahoot is oriented to the creation of questionnaires to solve questions online with the ease of using any electronic device (Plump & La Rosa, 2017).

That helps us to set aside the monotony of a virtual classroom, transforming that day's learning into something meaningful that they took even after class. Its use is free and facilitates the creation of questionnaires related to a specific topic to promote the application of knowledge (Caraballo, Peinado & González, 2017), generating a proactive environment and inviting the participation of students in a learning environment. (Moreno, et al., 2018). Perfect if we consider the importance of reducing expenses as much as we can, taking into account the needs and opportunities of students.

THEMATIC LINE

The training teachers have as an option three different thematic lines to develop the document.

1. THEMATIC LINE TEENS AND THEIR LEARNING PROCESSES

They refer to the knowledge that the Normalist students manage to have for the planning and development of the proposed didactic activities. Where the student puts into play their skills for observation, to relate to the adolescents in and out of the classroom, to dialog with them, apply certain tools to explore your knowledge.

2. THEMATIC LINE ANALYSIS OF TEACHING EXPERIENCES

This line covers topics related to some experience that the student has developed with one or more secondary education groups and wants to discuss in greater detail, whether about particular content or some component to design, apply and analyze teaching activities consistent with the purposes of secondary education and specialty subjects.

These will include the analysis of the paper that performs the standard student in applying teaching strategies and adolescents during the activities proposals.

3. THEMATIC LINE SCHOOL MANAGEMENT AND EDUCATIONAL PROCESSES

It seeks to have the student find explanations for a particular situation or problem related to management in high school and the ways in which it affects the educational processes that are carried out there. It implies that the student expands his/her knowledge of the complexity of the work that is carried out in high schools, since in each of these campuses there are different conceptions, define certain ways of directing and guiding pedagogical work, and establish explicit and implicit standards governing school life.

This document focus on the thematic line number two “**Analysis of teaching experiences**” this one is related to some experience that developed with the selected group, because in these practices the application of virtual classes brought with it distance communication and has placed motivation and academic feedback as an important point, as well as the means with which students count (access to the Internet, mobile devices) to achieve this.

The way of teaching is constantly developing and, innovative didactic strategies are emerging that can apply in classes to encourage the development of students.

Based on this, I prioritize the experience of working with virtual platforms, where students put into practice what they learned in a different way related to eye-catching, fun activities such as games.

Activities create on platforms include a game format, which takes place in a virtual environment that promotes healthy competition between students individually or in a group manner, because it rewards those who respond by saving the results online, which can be seen by the teacher. (Jiménez, Gámez & Gómez, 2016; Ramos & Botella, 2017). In this way, it allows the feedback that helps students to improve their knowledge and the teacher, detecting what is the most common mistake to generally work with.

ENAZ CONTEXT

The Normal School of Atizapán de Zaragoza is a public institution of higher education of the State of Mexico located in Av. Pdte. Adolfo, Av. Adolfo Ruiz Cortines SN, Lomas de Atizapan, 52977 Cd López Mateos, Méx. That has as its mission the initial formation of future teachers of basic education, encouraging teachers in training to have higher levels of education, promoting their professional development, to contribute to the formation of new generations.

Currently offers three educational programs: Bachelor's Degree in Preschool Education, Bachelor's Degree in Primary Education, and Bachelor's Degree in Secondary Education with a specialty in English foreign language with curriculum 1999.

This plan has its characteristics, the career takes place in 8 semesters in the morning shift with an estimated extension per semester of 18 weeks. All programs include theoretical-practical activities with a total value of 392 credits in the Career, together with complementary subjects and cultural and sports activities.

During the seventh semester of the degree in secondary education with a specialization in foreign language English Training teachers have two primary subjects: “teaching work” and “Workshop of design of didactic proposals and analysis of teaching work” that go hand in hand, allowing us to know and learn to use the various tools, strategies, methodologies, activities as well as supporting us in the process of acquiring and developing diverse skills, This with the objective, for us trainees, to be able to make favorable interventions full of effective learning during internships.

To manage a starting point in school work, it is essential to know the characteristics of the school where I develop my last teacher training, where it takes the basis for this document

itself that reflects my knowledge, initiative, and application.

At the beginning of the semester the calendar of practices was presented with which the various days of practice were known, it's divided into three workdays, distributed throughout the semester in September, November, and January, as shown in the image of **Appendix 1**. Schools and groups were randomly assigned by the Responsible Teacher of the material "Teaching work" Once with groups and assignees, an agreement was made with the Head teacher, Appendix II. On which the following points were agreed, the use of "APRENDIZAJES ESPERADOS" and "APRENDE EN CASA" for the planning of the classes, the various topics have to work, the use of Gmail, Facebook, WhatsApp, and institutional mail as media, the use of classroom for assignment and delivery of tasks and activities, mention of student characteristics regarding the English level (as it is not diagnostic), as well as the schedule of the zoom classes that were held during the second and third day of practice on Mondays for second years and Tuesdays for the first year. All this to be contemplated and put into practice during these practices.

SCHOOL CONTEXT

The school where I developed my virtual practices for the last year of training was The Middle High School Oficial No. 0206 Profesor Daniel Delgadillo, identification code 15EES0536A located on Avenida Principal No. 70, La Colmena Centro, 54475 Nicolás Romero County, state of México. The institution is public and have 2 shifts, morning and afternoon and is register in an area of the municipality with a low marginalization surrounded by few school services ranging from elementary and middle high school. As well as homes, neighborhoods, markets, shops, pharmacies. The streets are entirely paved the community has the necessary public services such as: drinking water, public lighting, and health services. Being located in an area of the municipality very walkable the means of mobility that it has are sufficient but on the other hand students and teachers, are exposed to a car accident as well as being exposed to social problems like delinquency.

Which makes its location an urban place. An urban setting can be defined broadly on the basis of population density, concentration of administrative bodies and infrastructure and a diverse set of livelihood and income generation activities. According to the Population and Housing Count 2015, Nicolás Romero has more than 366602 inhabitants, distributed in a city, 10 villages, a ranchery, 74 colonies and 22 housing development and housing units.

The elements that the High school has or that characterize it, are student population amounts to 539 students distributed in 12 groups, 4 per degree, being between 40 and 45 the average number of students for each group with age range between the ages of 11 and 15, has a total of the staff of 29 people 1 Principal, 5 counselors and 22 teachers of which 2 hold the English subject. There are 12 classrooms, in the administrative area where the principal's office per shift, orientation office, sewing workshops, electricity, computer science, teacher room,

library, conference room and school cooperative service, bathrooms for students and teachers and some spaces such as the courts and courtyard for various physical activities.

VIRTUAL CONTEXT

Considering that, On 31 December 2019, the World Health Organization (WHO) received reports of pneumonia, of unknown origin, in Wuhan City, China, the World Health Organization (WHO) identified it as coronavirus. The disease has been spreading to the various continents Asia, Europe and America.

As a result, security and health measures were started worldwide, particularly in Mexico the beginning of quarantine was indicated in early March due to the first outbreaks of COVID 19, bringing with it the fact of adapting to a new context, staying at home to protect our health, moving from our face-to-face education to an online format.

Containment measures taken in response to COVID-19 disrupted conventional education with the nationwide closure of schools in most OECD (Organization for Economic Co-operation and Development) member and partner countries. While the educational community undertook important initiatives to maintain continuity of learning during this period, children and students had to rely more on their resources to continue learning remotely over the Internet, television, or radio. Teachers also had to adapt to new pedagogical concepts and ways of teaching, for which they did not receive training.

In the current scenario, educational institutions have had to work hard and quickly in the organization of content and virtual classes to achieve the main objective, the continuity of studies at the various levels of education, this considering and adapting to the resources that have.

Facing distance or virtual education was not easy because, within it we find situations that can complicate the achievement of the objective such as the lack of preparation for distance learning especially for those with limited resources, the continuity of learning is hindered due to unequal access to digital platforms, School dropout rates are increased. However, the pandemic has been seen as an impulse vector to transform our education and training.

Interaction and communication are developed in a different way than in a face-to-face context, as the students employ a number of resources and strategies that help them relate to their peers. *"Currently, virtual teaching is conceived as a set of tools and places, where knowledge can be interacted, which allow to reinforce the learning of students."* (Parra, Muller, & Guevara, 2009)

Daniel Delgadillo High School managed to adapt and continue education with the Aprende en casa p.1 plan with the support of institutional emails and communication through social networks like Facebook. "It took us unprepared and the organization was not a favorable factor, we had some trouble finishing the school year." said the Director Mario Guadarrama on August 19, 2020 on the CTE.

For this School year it is planned to work with the Aprende en casa p.2 program to promote the development of digital skills the aforementioned presents various schedules throughout the week, classes will be taught during the week, only to answer doubts or reinforce topics, using the use of institutional mail that was given to teachers at the beginning of the school year. The Subject of English has only one Schedule of 30 min a week for 3 degrees on Wednesday from 10:30 to 11:00am.

In contrast, school practice for second grades will be through assigned assignments, previously assigned students, website materials and online classes, supported by E-learning

activities, this in order to continue the curriculum based on the key learning document.

"The term E-learning (electronic learning) refers to the medium or channel on which teaching is supported. It is defined as the use of multimedia technologies to develop and improve new learning strategies." (Alcazar, 2006, p. 1-11).

During virtual environments for teaching and learning this cycle, constant communication with students through Facebook will be maintained, with a business hours set by the starting teacher from 8:00 am to 6:00 m and Zoom's video confidence attendance was implemented on Wednesdays at 10:30, the Learn at Home 2.0 program didn't attend unless previously requested by the owner.

Holmberg (1985) states that: *The remote system involves studying for yourself, but uses a course and interaction with instructors. Thus there is a kind of dialogue in the form of traffic in both senses, with written and telephone exchanges between students and instructor and support elements. (p. 13)*

Interactions encourage the creation of teach communities that enable the development of cognitive, affective and social processes necessary in any educational process. In this way it is considered important to generate adequate learning environments where dialogue between teacher and student is fostered and contributes to the motivation for learning, collaborative work is encouraged by also interacting with various materials or technological resources for learning. Educational platforms such as: Classroom, used for the delivery of the activities and tasks itself, will be used as a forum where students can express their doubts. Duolingo, which will serve as support for the practice of English language vocabulary.

For the strengthening of the topics seen, virtual activities such as the creation of videos on the YouTube platform allow the student to review topics they cannot understand, tools such as Powtoon to the creation of didactic material, and the use of KAHOOT and EDUCAPLAY for the creation of materials that allow us to work with the topics seen and then allow to generate a feedback. , Gmail, institutional mail, and whatsApp take into as media and activity delivery. With virtual education as a center of training it is necessary as teachers to know the characteristics that make up it, digital educational content, the various media, platforms, technological tools strategies, to be constantly informed since they are factors that interfere in the teaching-learning process. To achieve a dynamic, motivating, flexible, participatory virtual classroom for students and teachers.

CHARACTERISTICS 2° B

Know the characteristics of the students as well as their strengths and weaknesses and, most importantly, what they want and need to achieve the developers integrate their capacities. All this is essential to return to educational interventions, because it is the starting point for planning, decision-making, and adaptation that are aimed at meeting the needs of learners and strengthening everything they possess as members of a group and individuals.

Before considering the characteristics of the groups, I decide to work on this document with the second-year group “B” at The Middle High School Oficial No. 0206 Profesor Daniel Delgadillo. During my practices at school, my Head teacher assigned me three groups, 2nd grade “A”, 2nd grade “B”, 1st grade “A”

The group consists of forty three students, of twenty one are girls and twenty two boys, there is not much difference between the number of boys and girls. Ages between 12 and 14 years old. According to Piaget (quoted by Sandoval, 2012), the adolescent can be distinguished first of all from the child by the presence of reflections that go beyond the present, i.e. by the ability to create theories. Adolescents build novels concerning social ideals that go beyond a particular and current experience, this characteristic differentiates it mainly from the child (the real world versus the possible world).

The Learning styles were identified by the diagnosis made at the beginning of the school year (September 2020) by the Head teacher, which consists of a series of questions of personal and pedagogical characteristic, based on interests and attitudes of each student. In the case of this group, kinesthetic and visual styles were dominated.

First, we will refer to learning styles, as we learn, from the approach of John Grinder and Richard Bandler (PNL). Those who give us three auditory, visual, and kinesthetic styles, according to these actors, human beings perceive the information by these three means.

Consider the prevailing learning styles during planning is of great importance since the activities that were carried out on the platforms were based on this is stuck implement activities where the student had eye-catching visuals and also be worked on the realization of these activities for a better understanding.

Students with different learning styles understand educational problems according to their cognitive channel and seek to solve it in different ways, according to their style. Also gives the possibility to reflect on how we approach content according to the students we have and how they learn. Therefore learning styles are indispensable when building knowledge from a cognitive perspective.

This stage is marked by many physical, mental, emotional, and social changes. Hormonal changes occur at the beginning of puberty. In most men, pubic and facial hair begins to appear, and their voice becomes more severe. In girls, pubic hair appears, the breasts grow, and menstruation arrives. These changes and the way others perceive them may be a concern for them.

DIAGNOSIS

Fernández Díaz (1999; p.7) “(...) *Diagnosis is the study process to measure, determine, and characterize individual particularities by enabling intervention strategies to be implemented according to the needs/potential of each person.*”

A diagnosis consists of identifying the nature of an illness or other problem through the examination of relevant symptoms. In education, a diagnostic test helps identify a student's learning problems so teachers can provide instruction to remedy those problems, in this case to work in a virtual context, was necessary one that allows knowing the student's access to the tools and the internet access and knows if the planned activities were going to, fortunately, can be implemented. In this case, the internet access and electronic devices are good, as 70% of the group have the internet at home or can attend, they have mostly smartphones, their own and some borrowed by parents to access classes, According to the diagnosis made the students also know how to use the applications we will be in contact within this case Facebook, Gmail, and Classroom.

In this case, a connectivity diagnosis was necessary to identify the percentage of students who would have class accessibility. The diagnosis used was created in google forms since being connected with classroom the results were easy to obtain, it was composed of concrete questions like do you have internet at home? Do you have any smart device like cell phone or computer? etc., it is more specific in The **Appendix III**

Unfortunately, a diagnosis of English could not be made, as well as a diagnosis to identify their interests and needs for a better treatment with the group, these were only mentioned during the first meeting to take agreements.

The decision was made to start from a point accessible to the group, taking as the basis for the Lesson plan the APRENDIZAJE CLAVE and APRENDE EN CASA program.

Consider notes and comments made by the Headteacher as the echo of considering the interests of the student, to know how he liked to work or how the class could be implemented, the general response inferred that students need motivation, as well as materials that draw their attention and creative activities.

As Fernando Savater mentions: *“The school must also foster a passion for knowledge, and to do this, can take advantage of the curiosity of children”*. So we must rank and make the important thing of learning (children's need) interesting for them to show them with another perspective that allows them to enhance their passion for learning pleasantly”

In this way I was even more sure to implement the activities on virtual platforms that allowed me the above.

The Head teacher also mentioned that the students are very constant, as most of them have an interest in the subject, due to changes in headlines like 2°B have a low level of English, says too that they are directed with respect and formality to teachers, that the relationship with parents is present “when necessary” thanks to social networks.

Social media is defined by its interactivity, connectedness, and user-generated content. In today's society, the use of social media has become a necessary daily activity. Social media is typically used for social interaction and access to news and information, and decision making.

It is a valuable communication tool with others locally and worldwide, as well as to share, create, and spread information. Social media plays an important role in every student's life. It is often easier and more convenient to access information, provide information.

Tutors and students can be connected to each other and can make good use of these platforms for the benefit of their learning and teaching

Based on current conditions and student needs, the use of learning platforms such as Classroom, used for the delivery of activities and tasks itself, will serve as a forum where students can express their doubts. This was done using only the institutional mail assigned to the head teacher by the school administration.

To reinforce the topics seen, one of the components of the teaching and learning process that guarantees a good achievement of meaningful learning among students is, without doubt, the execution of processes of educational reinforcement. Thus, the development of the present implies understanding educational reinforcement as a support mechanism based on the strengthening, therefore, the development and implementation of school care plans focused on educational reinforcement support actions, in this case, the use of educational platforms.

In this context and with this group the learning process becomes an active process and not a mere passive reception-memorization of data: Learning involves a process of information reconstruction, where new information is integrated and related to the one already owned. The teacher takes a role as the facilitator of learning and academic and personal development, however, the student is ultimately responsible for his learning process and the learning outcomes are ultimately considered to depend on him, on his or her constructive mental activity.

The proposed theoretical and practical activities should encourage reflective practice and learning by making the student learn to learn. One of the means that facilitates this process is the work and collaboration among the group of students, which allows the exploration of different perspectives, ideas and experiences.

STUDIO PURPOSE

Evaluation has become one of the weakest moments of the formative process, since it has been limited to measuring or grading. It has gone from considering the results obtained to being reduced to an indicator of quality or to an exclusively instrumental work, which distances it from the original sense of verifying the teaching and the process developed in the generation of learning as its main objectives (Santos. 2003). (Santos. 2003) When only one measurement process is carried out, it may have more negative than positive effects on the educational process. If, on the contrary, it is complemented with a feedback system, it can have a direct and positive effect on student learning.

Promoting feedback in class often sounds complicated, several factors put barriers, such as a low percentage of the completion of activities, the short time it take, and communication. However taking as fortitude and not weakness the new virtual education that left the pandemic that brought with it many changes as a more accessible time and the empathy of the educational factors, in this case with the help of didactic activities that motivate the student to learn and make easily the activities

How does classroom feedback help?, What positive things does the use of this bring about?, Why are Kahoot, Educaplay suitable platforms to create activities that promote information to implement the feedback with high school students?

What kind of activities should I create on the platforms to allow me to give meaningful feedback?, When is the moment correct to apply feedback?, Is Google Classroom a suitable platform to provide and promote feedback?

The purpose of this topic is to provide and expand resources for school strengthening using virtual platforms today with pandemic days and tomorrow without so that the student practices what is learned and can achieve meaningful learning. Promoting the use of feedback that will give students more tools, to know where it is failing and how it can improve

Society has created some strategies for children to meet the proposed goals within school dynamics, including school reinforcements as an alternative. They are not very attractive spaces for children as they are immersed in the daily dynamics of the school. The intention is not to continue with a traditional, boring class in which the child's process is evaluated as a way of pressure. What is to be achieved with this project is that the student will account for his skills and interests and through these working on the concepts that for them are somewhat complex.

CHAPTER II

The field of education is one of the areas par excellence used for design and study the training of students, defining the objectives of education, organization, and the lines of action to follow. (Rojas, 2019).

The teacher's work is essential for students to learn and transcend even with material and adaptive obstacles, many teachers are anxious about having to incorporate new strategies in the classroom, but this process can no longer be reversed since it must be faced to evolve to the constant changes we face in education. For this, the role that the teacher must perform in the classroom is closely related to the objective that society - and more specifically the social culture - assigns to him/her.

In the formation and learning of the student, the classes, dynamics, and activities that promote feedback for the student are an important element, this must be directed to point out the distance between what he has already learned and what he has yet to learn.

State of Mexico committed to its citizens and to the international community to ensure universally the full exercise of the right to quality education.

During the global health contingency situation, caused by the SARS-CoV-2 coronavirus that causes Covid-19 disease and forces “social isolation”; and in an emerging way, in Mexico, teachers at all school levels were instructed to provide distance classes at their students.

For this reason, the DOF (Diario Oficial de la Federación) (2020) implemented the “Acuerdo 02/03/20” by which classes are suspended in preschool, primary, Middle high school, and other schools for the training of basic education teachers of the national education system, It is thus evidenced that the SEP, tried to take advantage of all available digital resources to continue with the development of the 2019-2020, 2020-2021 school year from home, relied on the media coverage, as well as on the accessibility provided by the use of Information and

communication technology (ICT) but as previously mentioned, not having a distance system established for initial basic education, nor a previous project for the implementation of a similar educational system, and mainly due to the haste with which the measures listed above were taken, their impact has not been as expected, specially, because the social and cultural factors essential to measuring the real impact of these actions were not taken into account.

In order to continue with education during the health emergency caused by the COVID-19 pandemic, at the Daniel Delgadillo middle high school, measures and considering the agreements taken during the first CTE (Consejo Tecnico Escolar) based on the necessary adjustments made by the government of the state of Mexico, decisions were taken for the continuity of learning; such as maintaining communication with teachers, organizing class schedules for each of the groups so that they could distribute their day and everyone could take their lessons on television, as well as enter classes by Zoom and send homework to Classroom, Facebook or WhatsApp. The use of institutional mail to develop all the activities was also emphasized.

Another of the actions implemented that sought to solve the digital and inequality gap was the "National Distance Education Strategy", better known as "Aprende en casa II" which focused mainly on the dissemination of educational programs through media such as television and radio.

In a globalized world where the English language has become the universal language of the present, technology is advancing and changing at an accelerated pace, becoming an essential tool for our daily lives. Therefore, the central purpose is to analyze the use of the results or information that educational platforms (Kahoot and Educaplay) gave to provide feedback and improve English language skills in students.

The planning and development of the classes focused on the group in my charge 2°B, were based on that program along with "Aprendizajes clave" and "Aprende en casa II-III", these are the set of attitudes, values, skills and basic knowledge that are developed in school to help the integral growth of the student. As well as the creation of activities on platforms such as KAHOOT and EDUCAPLAY, which promoted student motivation by adapting them to virtual work and preparing them for a future change, taking them out of the daily routine of work in a notebook, in this case the activities considered were planned with a PBL methodology, where the protagonists of learning are the students, who assume the responsibility of being an active part of the process.

Based on my experiences teaching practices throughout my training at the normal school, I managed to highlight the fact that usually, during the learning of the language (English), the application of feedback is absent as a result students did not know their areas of opportunity and, this promotes that they do not know what to improve and how to do it to acquire and apply the knowledge in a correct way.

During the seventh and eighth semester of interventions with the group of 2B I used the technological tools for students to get out of the monotony of a "typical" class where texts are copied, the textbook is answered, and to promote the feedback.

The activities were created on virtual platforms that allowed to adapt to the needs and time that students had since each of them presented different opportunities and thanks to the different tools provided by the platforms, allowed me as a teacher that the tasks solved were easy to evaluate to provide each student the necessary feedback.

FEEDBACK IN CLASS CAN IMPROVE A STUDENT'S CONFIDENCE, SELF-AWARENESS, AND ENTHUSIASM FOR LEARNING.

These conditions occur in a dialogic process, and therefore, a dialogue between teacher-student or student-students must be promoted. This dialogue process can be summarized in three phases. The first phase corresponds to the process of giving and receiving feedback. A second phase is to understand and appropriate the feedback received, and therefore, to process it, decide and plan what actions should be taken so that this feedback allows students to improve the activity. This phase requires an active role on the part of the learner. And finally, there is a last phase of implementation of the improvement actions previously identified, thus obtaining a better activity

This process is even more relevant in a virtual environment in which teacher and students are not physically in the same place and must not coincide temporally. Given this relevance, the processes that affect learning through feedback are explored in depth to provide evidence to teachers, students, instructional designers or institutional policy makers on how, when and in what way feedback will be facilitated.

Feedback is conceptualized as the information or comments provided by the teacher to the student, concerning aspects of the interpretation, understanding, or execution of a task to reduce discrepancies between the knowledge currently shown and the achievement of a learning goal (Hattie and Timperley, 2007).

For the Education, feedback refers to informing students about their performance in various aspects (cognitive, attitudinal or in the evaluation of their technical skills) in order to improve their future performance, emphasizing those positive aspects and pointing out ways to make amends.

It is suggested that this feedback should be descriptive, specific and timely, in order to achieve a change in the student's behavior and learning.

Currently, the interest in applying feedback as an evaluative device has shifted from the analysis of feedback to the effects it can exert on student learning (Molloy & Boud, 2015; Winstone, Nash, Parker & Rowntree, 2017).

Once the activity has been applied, the student requires feedback, Throughout my experience as a teacher in training, immersing myself in different educational contexts, characteristics, and educational processes, I managed to highlight that the application of feedback is a somewhat forgotten aspect, as teachers when performing some exams or activities where the knowledge of a subject is reflected, we manage to highlight or identify what the student is failing, however we do not take this to a second level, consequently the student did not know about the progress, the result and their improvements, since as I observed many times this is not shared with them, nevertheless: since this helps not only the teacher but also the student in a broad way, allowing the student to individually know his strengths and weaknesses, Making the student able to identify what he should work on to improve and on the other hand shows the teacher the most common error, so that in this way he can make the necessary adjustments and changes to the explanations of the subject, the creation of materials and activities so that it becomes a meaningful learning.

The improvements in teaching promoted by this evaluation for learning depend to a great extent on the quality of the feedback received by the students, since it offers specific information in a constructive manner and at the right time; a process in which both teachers and students must be involved. In this case, with group 2^oA the feedback was done once a week and was completely related to the activity, once the results of the above mentioned

were obtained, this assignment was evaluated and shared in the classroom as well as the feedback which was individual and written in a range of 50 words where the most relevant was mentioned, as well as an the error and a solution to solve it.

Among the feedback strategies, one of the most studied and a focus of interest for different teachers is corrective feedback (CF) (Joy, 2005; Sheen, 2007; Tatawy, 2002 and others). This type of feedback, which can originate as the teacher's reactive movement, invites the student to attend to a grammatical error (Gass, Behney, & Plonsky, 2013; Spada & Lightbown, 1999; Sheen, 2007). This type of feedback adapts to different types of activities both in activities carried out on platforms and in those that are not, such as some writings where students made use of language to narrate or describe personal experiences or situations related to a specific topic, and in this way I focused on the grammatical error, making the student understand what was the correct usage, the way of writing, etc.

CF is generally teacher-driven; Teachers got the power and role to create different strategies in the framework of language teaching and learning. The FC becomes even more important because of the difficulty involved in the development of competencies with respect to others in English language acquisition, such as grammatical ones, for example. Therefore, these strategies become a significant aid that, on the one hand, can enhance students' achievements and, on the other hand, can guide them throughout the learning process.

The treatment of errors involves the use of different types of corrective feedback. In this sense, some empirical studies (Bitchener, 2008; Bitchener and Knoch, 2008; 2009; Ferris, 2010; Ferris and Robert, 2001; Lee, 1997 and Sheen, 2007, 2010) have shown that corrective feedback in the context of written production can contribute to second language acquisition. Personally, the conditions left by the quarantine by covid 19 promoted the fact that the

application of the feedback in the classes with group 2B was completely written, the students carried out the activities weekly and individually, on the platforms (educaplay, kahoot) or with the support of various materials (videos, liveworksheets, infographics in canva, presentations in prezi) after that, they were sometimes evaluated manually by me or otherwise the applications showed the evaluation results, thus allowing me as a teacher to identify errors or areas of opportunity that they presented and from there to provide each student with written feedback through google classroom.

Several points were considered to make the feedback applied meaningful and effective.

- Focused on the task, not on the student. Referring to what he/she has done well, and how to improve it. In this case, students who received praise for their effort were more motivated for the next activity.
- Specific and clear; it often provides very little information about how the student can improve. An example of this: "Your notes summarize the topic well and you have identified all the key points, can you indicate how this topic is used in your daily life, which we need to focus even more, with questions specific to the topic e.g.: How would you use this vocabulary in conversation?"
- Timing. This depends on the learner's proficiency, the nature of the task, and the type of comments. It is important to avoid interrupting the flow of a presentation to give corrections, as these can be useless or directly unwelcome. In this case, working virtually facilitated this point because the feedback was given once the activity was completed on an individual basis.
- Offer strategies instead of solutions. In this way, learning will be enhanced and students will learn how to monitor and evaluate their own learning.

Once these points were considered, I was able to give each student a brief and specific feedback, highlighting a weakness and favorable points to turn it into a strength. According to Molloy and Boud (2015), feedback should be an integral part of the curriculum, not be seen as a tool of momentary or occasional appearance. This involves a series of steps in giving guidance, receiving it, and using it to move forward during the learning process (Ajjawi & Boud, 2017; Ajjawi, Schofield, McAleer & Walker, 2013; Carless, 2015). Considering the aforementioned words is why in this case I tried to have the feedback applied every week with each activity performed, which was easier for me when the activity was developed on one of the platforms.

In general, the use of feedback has extremely positive aspects within teaching. In this context, Bitchener (2008), Bitchener and Knoch (2009) and Sheen (2010) have concluded that the use of written feedback can have a beneficial effect on the acquisition of certain linguistic structures.

Regarding the motivational effect, Nicol (2007) emphasizes that motivation is conceived as a function of feedback that affects learners by making them persevere in a task, maintaining their effort in it until they reach the goals set. In practical terms, it is alluded to that feedback should foster motivation by incorporating both critical and complimentary comments on student performance (Crisp, 2007; Rowe, Wood & Petocz, 2008); and not as a warning about the possible negative effect that feedback can have.

In this case, working as a teacher of group 2°B, I planned evaluative activities where the feedback was exclusively virtual and written in an eloquent way, evaluating the student's learning in a personalized way so that the student could improve and motivate himself, which helped me to create future activities.

THE MOMENT CORRECT TO APPLY THE FEEDBACK.

If we talk about establishing the right time to do this, it is necessary to consider the type of context and activity that we have because it varies thanks to this, sometimes the development of the class allows to provide instant feedback to the student, as in presentations, exhibitions or face-to-face activities, giving a pause to give feedback to the student, if we focus on a virtual context such as the one in which we live thanks to the quarantine by COVID.

The best moment is at the end of the class, the activity and in a written and individual way, since this will allow the student, once he has finished, to review the comments on what he should continue working on and in which points he is doing well.

For his part, Nicol (2015) mentions three dimensions of interest for the analysis of feedback processes, which are considered from the interpretation that students make about these processes. In this way, he highlights the directionality, the effect and the intention of the feedback. The directionality of the feedback has to do with the use that the student assigns to the teacher's feedback. There is a distance, a process of elaboration and interpretation, between what the teacher says and what the student integrates cognitively becoming able to strengthen his internal process, judging his own task and trying to improve it (Nicol, 2015). The dimension of directionality tells us about the retroactive or proactive sense that the student gives to the feedback received, either to correct errors already printed in his task (retroactive) or to continue with the pending task (proactive). Therefore, feedback can be applied effectively regardless of the learning modality (virtual or face-to-face). As teachers, it is important to know that, in order to make students become active participants in the teaching and learning process, something more than disciplinary knowledge or even an approach to the students is needed.

Students must abandon the passive role of following "instructions" in processes controlled by academic experts and become actively involved in the assessment, revision and improvement of their own learning (Moreno and Pertuzé, 1998; Yee Fan and Wai Kwan, 2005). It is necessary to establish the differences that exist between the types of 'feedback'.

On the one hand, there is positive feedback, whose objective is to recognize a behavior, which will increase motivation. On the other hand, there is negative feedback, related to the aspects that should be corrected or improved in a certain behavior; in this case, it is advisable to make comments in private and to be careful with words so as not to damage the self-esteem of the person we are addressing. As for the format, there are two types: the formal, which takes place in specific meetings, with a procedure and a specific time; and the informal, which arises on the fly and occurs less frequently. According to the authors of Smart Feedback, there are certain rules that can be followed to give good feedback: Be descriptive, avoiding giving any kind of opinion about the personality of our interlocutor, Be specific, give clear messages that do not cause confusion, Be direct and give feedback aimed at improving or reinforcing an attitude, Be selective, give few and specific messages, so that the communication does not lose its strength or deviate from the desired path, Give feedback in time so that it does not lose validity or importance. It is convenient to do it as soon as possible, avoiding weeks or months to pass, It has to be balanced, it is not convenient to wait to have something good to say to make a negative comment. Each answer should be given at the right time, make suggestions to our interlocutor, instead of indications. It is better to propose your own changes for the near future, not to have someone impose them on you.

It should be noted that giving intelligent and healthy feedback has a great number of advantages, both for the people who give and receive it.

As long as it is applied at the right time, once again retaking the importance of doing this based on the time of activity or moment of learning that we are doing.

Throughout the years, education has been a lot of changes as the one left by the pandemic COVID-19 this put on the table a new scenario to which all institutions had to adapt quickly, this adaptation was accompanied by facing both teachers and students to education through a virtual world, where technology, platforms, and applications became in our classrooms, in my case the virtual platforms produce new forms of knowledge transfer, since through them, new paradigms are being created in the teaching-learning process, where society makes intensive use of all technological means and computer applications that reduce the time of activities. Like kahoot and educaplay since I used to promote the creation of activities to the students can apply their knowledge of a subject and at the same time give me as a teacher the opportunity to provide feedback.

In this way, students are able to construct knowledge and become actively involved in the teaching and learning process, knowing their weaknesses and strengths. Teaching in times of contingency, promotes the use of technological means that achieve the result of the active participation of students through technological networks. That is why it is important to recognize that virtual platforms in the teaching process become an active agent in the activities, in the evaluation and co-evaluation, as well as in the feedback, becoming now a single virtual social media that enriches the self-evaluation among students.

It was determined that the use of active and dynamic methodological strategies in the students provokes a self-perception of learning of the contents that are worked on; likewise, it encourages interaction and self-knowledge, putting into play various cognitive skills.

Similarly, game-based learning techniques and the implementation of ICT in the classroom, when used in an effective and useful way, develop inclusion.

The experimentation of these strategies can favor a critical and reflective analysis on their usability in the classroom; in this sense, the students participating in this proposal have emphasized the advantages of information and results obtained by Kahoot and Educaplay, and the use of Google Classroom as a means to give feedback efficiently. To motivate, promote and improve the student's learning.

GOOGLE CLASSROOM A SUITABLE PLATFORM TO PROVIDE AND PROMOTE FEEDBACK.

Information technologies are tools and means that facilitate the learning-teaching process with the use of these different tools Teachers can be in contact with students, at the same time we can create, send and receive activities, projects and assignments, Classroom facilitates communication with students, by providing 24-hour access, adapting to the needs and opportunities of students and teachers.

In favor to achieve the application of feedback, it is necessary to contemplate different contexts and scenarios to know how it can be developed. During class, it becomes easier since being in face-to-face contact with the student the feedback can apply before, during, or at the end of the class, but if we talk about a virtual context or the use of technologies like tools, we find an extensive amount of platforms, applications or websites to promote the feedback.

One of the platforms that allowed me to provide it with my students in an easy and orderly manner was Google Classroom, this platform is designed to help teachers to collect, manage, share information and create assignments without using paper documents.

In accordance with this, Batista (2018) points out that: "It is an online platform with its corresponding free mobile application, which facilitates its use through web access and also from mobile devices the availability of an app contributes a lot to real-time communication among all participants in the courses". Some advantages for the application of feedback:

- Can share information, such as tasks, notifications and questions, on the bulletin board. It saves time and paper: as well as teachers can create classes, distribute assignments, communicate and provide feedback, all organized in one place.
- Students can see assignments on the principal page, on the bulletin board or on the class calendar. All class materials are automatically archived in Google Drive folders. Students can share resources with each other and interact.
- Can make announcements, questions and comments to students in real time, improving communication in and out of the classroom on a page for each course.
- Teacher can quickly see who has completed the work and who has not, and provide direct real-time feedback to individual students and improve classroom communication.
- Plus, it contains no ads and does not use your content or student data for advertising purposes.

Hernández (2017) according to Díaz Barriga (2013) mentions that: The incorporation of ICT, to education has become a process, whose implication, goes far beyond the technological tools that make up the educational environment, we talk about a didactic construction and the way of how to build and consolidate meaningful learning based on technology, strictly pedagogically we talk about the technological use to education (p. 329).

Consequently, I chose to use Google Classroom to apply the feedback, because, through it, I could be in contact with my students in an easy, safe, organized, interactive, and functional way, so it solved the problem of not seeing them at school, and we did not lose classes.

I uploaded to the platform activities, tasks, shared videos, sent instructions and documents of interest, so the students could achieve the results of the expected learnings. As a teacher, I could promote and facilitate the application of to review it whenever and as many times were necessary.

KAHOOT AND EDUCAPLAY PLATFORMS TO CREATE ACTIVITIES THAT PROMOTE INFORMATION TO IMPLEMENT THE FEEDBACK WITH HIGH SCHOOL STUDENTS.

The nature of the period that adolescents go through during the middle high school education is complex, identification processes are presented, specific needs arise, as well as the influence of the role of the family, groups of friends, culture, context that influences their behavior, growth and learning process, as a teacher it is important to know the above mentioned to consider it before and during the development of learning.

The purpose of learning is to help students develop their cognitive potential: intellectual, personal and social resources that enable them to participate as active citizens, contribute to economic development and thrive in a diverse and changing society. By making use of feedback within this process, the vision of learning outcomes and the degree of competence development is broadened and it is recognized that meaningful teaching does generate real learning.

The challenge is to redefine the role of schools today and the challenges they face in complex contexts of great uncertainty. Recalling the classic writings of Duschatzky and Corea (2002), the proposal is to think of "new territories" for young people, symbolic places of belonging,

of value creation, of social bonding, in order to expand their participation in educational experiences capable of shaping subjectivities involved in the creative transformation of socio-cultural scenarios.

The planning of educational activities, both in form and content, cannot be carried out satisfactorily and integrally if adolescent thinking is not considered. Children's attachments have a special characteristic, which Piaget conceptualized as "*the inclusion of the possible within the real*": these are immediate attachments, for which logical and concrete thinking capable of reproducing mental configurations similar to those proposed by reality is required. This stage of development of thought is called formal logic. By modifying the characteristics of his infantile links, the adolescent also transforms a way of thinking that allowed him to operate efficiently with his world and acquires a new capacity to link with reality in a different way.

Students have multiple cultural characteristics (socioeconomic context, social group to which they belong), and socio-evolutionary characteristics (learning pace, learning style). They also present a diversity of interests and learning needs. The student becomes aware of the expressive richness of language. This allows them to develop their argumentative capacity; therefore, they are in the critical stage, since here their command of language allows them to assume personal positions. His level of thought allows him to realize that he can represent the world through words or writing, supported by his imagination and his ability to deduce and hypothesize, this derived from the feedback provided by the teacher that allowed him to achieve the aforementioned.

As Hoffman mentions "*Adolescence is almost by definition a period of transition. Its main characteristic is change. It is a launching pad to self-sufficiency, a period in which they learn and practice the academic, social, and economic skills that will lead them to be effective adults.*" Thus it is that as teachers we must consider all the characteristics to achieve a good development of these skills.

In the opinion of Aberastury and Knobel (1986), adolescence is the age most apt to suffer the impacts of a frustrating reality. According to them, adolescence brings about very important changes. The biological basis produces modifications that impose the loss of the infantile body, a situation that is experienced from the place of an external spectator and against which nothing can be done; the infantile role and identity are lost, forcing the child to renounce dependence and to assume the new responsibilities of the adult world.

The use of information and communication technologies is vital in the 21st century, since they offer the possibility of recreating and solving environmental problems, facilitating the daily activities performed by human beings, and even more so in the educational system that is changing day by day, making it necessary to use didactic resources that are attractive and motivating for the learner if we consider what Riveros and Mendoza (2005) stated: "*The use of ICTs allows the student to control his learning pace. The time spent processing, recording, analyzing, applying and evaluating a given learning material can be regulated by the learner himself. The content can be dosed and sequenced according to their needs and learning pace*", which in days of virtual education because of the pandemic is perfect because it allows the student's learning is at the right time for him.

One of the advantages of using multimedia tools with state-of-the-art technology and online, using the Internet, is the possibility of overcoming barriers such as time and space, allowing

teachers and students to interact in real time for the exchange of experiences, consultations and knowledge building. Since it allows students to strengthen the acquisition of knowledge and cognitive enrichment. (Riascos & Quintero, 2009, p. 156).

The emergence of new technologies has opened a new stage allowing teachers and students to use many technological tools that were not used in class before, knowing and using them is now a key factor in the classroom. These allow us to add to education a motivational, fun and novel plus, which facilitates the dynamization of education thanks to its characteristics and its wide field of action because it can be applied to various subjects, it all depends on the creativity of the teacher or student.

That is why I decided to focus on the use of virtual platforms, where I developed activities so that once the student had seen the subject, he/she could put the knowledge into practice. The educational-virtual platforms are an important support, the educational platform should provide multiple complementary tools to plan training, such as agenda, schedules, notifications, with them, and the school-age student learns to coordinate their activities, to be more selective, to prioritize. In short, to optimize their time and dedication to help get the most out of their efforts. In addition, they have multiple variables to check the success of learning. In this sense, various activities created in educational platforms must provide tools that allow feedback. Through this, the student becomes aware of his evolution, his learning level and his needs for improvement. In addition, the teacher can detect those areas to be reinforced, develop exercises and specific content and improve the level of learning. Feedback is therefore an exercise in responsibility, a precise and effective way of taking on responsibility.

**CREATE ACTIVITIES ON PLATFORMS BASED ON THE STUDENT TO
ALLOW MEANINGFUL FEEDBACK.**

Currently, knowledge and information is immersed in a digital era where technological, pedagogical and communicational changes are constantly evolving, mainly in the educational sector. As a result of these changes, society is betting on a digital culture that involves the expansion of knowledge without borders, through the implementation of modalities; face-to-face, bimodal, virtual, among others. The development of these learning environments provides alternatives to proliferate access to education, however, for the implementation it is required a design of educational activities according to the quality and learning purposes in virtual campuses.

Therefore, an educational activity is understood as the set of actions or tasks that enable the participant to learn the contents, which must be planned by the teacher.

Considering the foregoing, the appropriate activities developed in a digital medium or through platforms to achieve the application of feedback should be and be based on the interests of the students in the group, in this case 2B, as well as focused on what is sought that the student applies, focused on one point. These activities should be done continuously and accurately based on the topic assigned or seen in the class or zoom meeting.

For the use of activities in the context of virtual learning environments or in the design of courses, emphasis is placed on the use and management of the tools contained in each educational platform. By way of example; forum, chat, wiki as well as recommendations for their creation.

The design of educational activities in such scenarios allows the generation of knowledge in the student, since they are a key part for the development of competencies, especially in a

teaching model based on learning. One way of classifying activities is by means of Bloom's taxonomy where there are activities of knowledge, comprehension, application, analysis, synthesis and evaluation, all depending on the learning that is to be achieved in the participant, in this case the activity is closely linked to the proposed purpose. Therefore, it should be taken into account that these are proposals for the achievement of learning and not means to check it, generally when the activities or exercises of a course are planned they are done with the purpose of evaluating the contents presented in the materials and not to generate new learning, in this case the importance of these is highlighted since they go beyond a summative function.

Learning activities are applied to learn, acquire or build knowledge on one or several topics by putting the contents into practice.

With the help of these activities, this group received exclusively virtual feedback on a weekly basis during the practice day. Each student had to read it and take into account the comments in order to adapt their notes and improve.

In the educational context, meaningful learning is based on the discovery made by the learner, which occurs from a new knowledge, a new content, a new concept, which is a function of the learner's interests, motivations, experimentation and use of reflective thinking. The basic requirements to be considered in all meaningful learning are: - Previous experiences (concepts, contents, knowledge). - The presence of a teacher who mediates, facilitates and guides learning. - Students in the process of self-realization.

Therefore, learning is the construction of knowledge where everything has to fit together coherently.

Ballester points out, to produce *"authentic learning, that is, long-term learning that is not easily forgotten, it is necessary to connect the didactic strategy of the teacher with the previous ideas of the students and present the information in a coherent and non-arbitrary way, "constructing" the concepts in a solid way, interconnecting them with each other in the form of a knowledge network"*

Teachers are increasingly committed to motivate the construction of meaningful learning in young people through the correct application of techniques and strategies that allow the student to achieve the established objectives and expected learning and at the same time let them know how to improve the areas of opportunity.

The information returned by the evaluation, known as 'feedback', is present both when performing the activity and when evaluating it, the level of information provided by the feedback is different in each of the contexts and scenarios. Thus, the degree of complexity and the level of elaboration of the information provided by feedback is different depending on the role to which it responds.

In order to meet these expectations and considering the contingency of the receiver when using feedback, it is necessary to question the purpose to which the information on the results of the evaluation responds and the means used to deliver it to the students. However, this is facilitated by using platforms that allow a comfortable and simple contact, such as Google Classroom, and in addition, the use of materials and activities that motivate students to apply what they have learned differently.

CHAPTER III

To continue with the purpose stated in this document, it is necessary to mention that the teaching practices and the reflection of these practices were an important point to achieve the development of the above-mentioned, since during my experience as a practicing teacher I observed and managed to highlight that the use and application of feedback in class was noticeably absent.

Teaching practice is conceived as the set of situations within the classroom, which configure the work of the teacher and students, according to certain training objectives circumscribed to the set of actions that have a direct impact on student learning. García (2009) mentions that as educators reflect on their work, explain it, understand it, intervene in it and achieve success, they acquire prestige and discover the role that teaching plays in social change. The expression "stop and think" invites the teacher to constantly evaluate the process of classroom action, the procedures used and the impact provoked.

On the other hand, Pruzzo (2001) mentions that reflection provides critical processes with which the teacher can understand his practice, interpret the knowledge that sustains it and the cultural conditions that may distort it. Meanwhile, Blandez (1996) considers that reflection is a way of thinking, which implies deepening, analyzing, studying, meditating on "something" carefully, attentively and with care. He also argues that reflection implies questioning everything that is done and presenting an open and understanding mind towards criticism.

During the period between the seventh and eighth semester of the career the practices carried out in the "Daniel Delgadillo" Middle high school with the group "2°B".

I implemented the application of a corrective feedback within the class, which would allow students to know their areas of opportunity and know how to work on them to improve, this supported by virtual platforms for the creation of more creative activities or even out of the ordinary (writing sentences, copy readings, answer pages of the book, etc.) That based on their results would allow me to provide each of them the comments, improvements and appropriate observations.

I mainly started with the observation of the group, analyzing how it would be possible to make the proposal effective not only during the conditions provided by the coronavirus pandemic, but also to ensure that it would always be used regardless of whether the classes were virtual or face-to-face, for this it was important to identify the type of students with whom I would work to know the characteristics of the students as well as their strengths and weaknesses and, most importantly, what they want and need to achieve the developers integrate their capacities. All this is essential to return to educational intervention because it is the starting point for planning, decision-making, and adaptation that are aimed at meeting the needs of learners and strengthening everything they possess as members of a group and individuals. All this is essential to return to educational intervention because it is the starting point for planning, decision-making, and adaptation that are aimed at meeting the needs of learners and strengthening everything they possess as members of a group and individuals.

In different situations of the subject English, I observed difficulties on the part of the students in the use of vocabulary, grammar and the application of the second language, to respond to academic tasks, and I also perceived difficulties in the identification of problems related to daily life, which they will have to assume shortly.

The difficulties in transferring notions and coherently using them in the understanding of problems in daily life are closely related to the new orientations in research on knowledge. This trend is observed in that the study of knowledge and its construction has expanded with the incorporation of a social perspective, towards contextual and communication aspects, and also with the inclusion of affective and motivational dimensions. That is why I chose to study the issue of feedback, in the context of classes and academic tasks.

2°B

The relationship, understanding, and application of the language (English) in this group was low, students not reading carefully the corresponding indications, are confused and fail to understand, however when the doubt is clarified they manage to perform the use of the language positively for the most part, some students continue with their mother tongue very present and do the work in that way.

As for the pace of learning and the understanding of the learning is a little low, although there are students who managed to understand very well by taking as reference the self-assessments and the test they carried out, the problem as mentioned above is the lack of attention to the indications.

As a teacher, this reflection served me to: adapt and design intervention strategies that help the student to gain knowledge, understand and perform the activity and also be significant in projecting true learning, attracting the attention of the students, as well as giving them flexibility to study, and modify how instructions are written to help the student gain knowledge.

Understand and perform the activity and be also significant in projecting true learning or in this case identify why the student is not understanding even though the indication is written in his or her language, in this case many students do not read and only do what they think they should do. The participation of the students in the Google classroom to answer the activities was regular since 70% of the students answered. There are many descriptive and empirical studies that demonstrate the importance of student participation in learning (Allwright, 1984; Frederick, 1986; Carbone, 1998; Cooper & Simmonds, 1999; Morell, 2000; 2004a; 2005b; 2007a). Among them, there is research that concludes on the improvement of comprehension and retention of content through learner interaction in the classroom. Participation, in general, implies taking part and being part of something. In more specific terms, in the school it represents a process of communication, decision and execution that allows the permanent exchange of knowledge and experiences and clarifies the process of decision making and commitment of the community in the gestation and development of joint actions (Murcia, 1994). In this case, the intention was that the student would complete his participation with the completion of the activity on platforms such as Educaplay or Kahoot, or else complete the homework assignment related to the topic seen, and once evaluated, he would be given individual feedback.

Several experiences demonstrate the importance of feedback with the student in formative evaluation processes for the improvement of learning (Cano and Cabrera, 2013). If we truly want to be guides of teaching processes instead of content facilitators, we must reflect on the importance of the methodological role developed in the classroom.

Therefore, it seems relevant to delimit tools that address the way, time and form of establishing feedbacks with students.

That is why during the interventions, I wanted to promote this in the classroom, proving that it is not so much a matter of including all types of feedback, but that the most important thing is to adapt it to the characteristics and the process of each of the learners. In this case, corrective feedback through classroom messages became a more personalized strategy adapted to the proposed activities, which favored the development of critical learning.

Likewise, through the analysis of the feedback, I developed the reflection in action through the questions raised by the teachers/participants themselves, who wondered about the effects generated in themselves, what they could do about their teaching, what would be the best alternative, what orientations they could consider or what risks they would have to assume.

Being aware of the limitations of this study to be generalized to other contexts, given that our participants had the added disadvantage of "opportunities of access to internet or mobile devices" and having a certain predisposition to receive this type of feedback due to being immersed in a different context.

On the other hand, it allowed me as a teacher to generate new learning in which to support our professional development based on the design and implementation of strategies, as well as on the effects I perceived in the students' learning and to what extent it had consequences in the didactic actions. (The interaction and the activities were assigned and evaluated with the use of the institutional mail assigned to the head teacher of the subject, therefore, the name that appears in the Google Classroom corresponds to the head teacher but, the feedback was applied by me).

FIRST STRATEGY:

“Simple Past”, carried out during the first journey of practices, the creation of lesson plan, competency and achievements were based on APRENDIZAJES CLAVE this was indicated in the agreements made by the head teacher during the meeting held a week before.

The topic was tackled on the first day of practice, during these four weeks Students had only one activity assignment, not having Zoom meetings the topic was explained through presentations in Prezi or videos for students to understand better, an activity was applied on September 26, 2020, in the Kahoot platform. I designed it based on the needs and interests as well as the vocabulary and application seen with the students, I also adapted it to be available for several days since the students did not have a predetermined schedule or not everyone had the same opportunities to access the internet, this activity consisted of questions based on the topic they had to answer with a time limit once they finish they had to capture their result as evidence and, at the end they also had to make ten sentences using the simple past, this with the idea that when performing the activity in Kahoot first served them as a review to understand the topic even better, then it was attached in the assignment in Google Classroom to was qualified.

The objective within this activity was for the student to understand the structures of sentences, as well as helps to achieve more fluidity in oral and written competencies. To apply the knowledge correctly in the creation of their sentences.

Feedback: 19% of students were able to get feedback because not all of them were able to deliver the activity and, some others were not present due to connection problems.

This was the first feedback that I applied with the group, it consisted of a methodology where I first marked the objective of the activity in this case that the student would be able to identify the structure of the simple past when answering the questions and when writing the sentences would achieve the application of learning precisely, then I analyzed the answers of the students in general to identify the most common error provided by the results of the activity in Kahoot and, an individually way I use the sentences to mentioned their areas of opportunity. The action was to create and search support material (infographic and list of verbs **Appendix 4**) that were published in Google Classroom and Facebook so that in the future the students could review it and could identify or resolve their doubts, on this occasion, the feedback was applied more in a general way since only a brief comment was made to the student, and they were invited to review the support material, as well as asked to comment if have any other doubt. However, there was no textual response from the students, only reviewed the support material and corrected their mistakes.

The results were 40% positive since the participation students valued the usefulness of the proposal for the development of competencies.

In this aspect, Wiggins (2011) not only analyzes the students' perceptions in response to feedback, but also how valuable the students' voice can be for teachers to adjust and improve their teaching, and make their conceptions of teaching more transparent. William (2011) emphasizes the purpose of feedback as a formative resource and the need to consider the quality of teacher-student interactions, so how feedback is transmitted and how students receive it is vitally important.

SECOND STRATEGY:

“Express complaints about a health service” carried out during second journey of practices during November and December 2020.

During this journey I implemented the application of this learning with a specific topic which was "COVID-19" this to make the students aware of the situation, the lesson plan, competency and achievements were based on APRENDIZAJES CLAVE, this was indicated in the agreements made by the headteacher during the meeting where it was also mentioned that we would have Zoom classes once a week on Mondays to explain the topic with the help of PowerPoint presentations.

The application of the activity created in Educaplay was on November 09, 2020. The topic was taught during the Zoom meeting, I designed a true and false activity with the same information seen in class, and, by working with an activity on the platform was enabled to be available for several days so that students could access when they had the opportunity.

On this occasion, The activity with which the feedback was given was the result of the practice with Educaplay, since they practiced with it and at the end they had to write 10 sentences about recommendations applying the use of must and mustn't seen previously in class. to promote the student's reading and comprehension, as well as to relate it to the vocabulary seen in class, having as an objective that the student infers the general meaning from explicit information. So provided more specific results for each student, once the activity was finished they captured their results and added them to the classroom assignment as evidence.

Feedback: 23% of students were able to get their feedback because not all of them managed to deliver the activity and, some others were not present due to connection problems, this percentage was obtained from the registration lists. This was done from Friday to Saturday through the Google Classroom platform since it allowed me to write comments, leave notes, etc. within the same assignment, easily because as I was reviewing the activity I was writing the feedback, the latter was done with an extension of 50 to 80 words, completely in Spanish so that students to read it in their mother tongue understood very well their strengths and areas of opportunity. I did this by providing meta-linguistic clues or clues, information, or questions that had to do with the incorrectness of the student's expression without necessarily giving the expected or correct form. (**Appendix 5**)

Since the students' answers were not textual or immediate (they did not respond in Google Classroom), the actions taken by me after giving the feedback was to start generating dialogues before starting the Zoom meetings, with the most common errors, as well as allowing comments from the students where they appreciated the recommendations provided.

The results were 50% positive it was reflected in the subsequent activities since they did not repeat the mistakes they had made before, or in other cases, they were already using the vocabulary correctly. The other 50% were divided into students who did not carry out their activity and therefore the feedback was not applied and students who, even with the feedback, did not make the necessary adjustments.

THIRD STRATEGY:

"Expressing opinion" during the fourth day of practice, lesson plan, competency and achievements were based on APRENDIZAJES CLAVE, this was indicated in the agreement taking by the head teacher, on this occasion there were also Zoom meetings once a fortnight, in order to explain the topic.

The activity took place on March 01, 2021, and was a final product after 3 weeks of intervention, this consisted of Infers the general meaning from explicit information based on watching a video on the YouTube platform, this type of tools as mentioned in the past strategies, being in digital form allowed access to students at any time of day, In this way, the students had to write in half a page their opinion about the topic in English with Spanish subtitles, it was a topic of daily life so that the student could feel related to it, once they had it, they added it as evidence in the classroom assignment.

Feedback: The first step was to read carefully the text of each student to identify if the errors were of grammatical structure: errors in the structure of the sentences of the statement, errors in the use of a pronoun, Conjugation: errors in the conjugation of verbs, Verb tense, etc. Ellis (Typology) proposed a model of Feedback strategies in which he considers: direct that includes direct non-metalinguistic written correction which points out where the error is located, shows the correct answer and provides linguistic information to the learner through an explanation of the grammatical rules that allow the correct use of the linguistic form (Sheen, Corrective). (**Appendix 6**)

The actions I realized with these results was to continue with the creation of support materials but this time a little more didactic and focused on the tastes of the students more colorful, more summarized as well as videos after class that allowed them to restudy the topic to

improve even the dialogues within the Zoom meetings continued with greater fluency and increased participation.

I stress the importance of having a dialogue (in this case written) after giving criticism, so the students can express their thoughts and questions about the feedback. Also increases the learner's confidence and knowledge at the same time in a positive sense.

The point of feedback was to make an analysis, both general and particular, about the activity achieved by the students in the elaborated answers, about the depth and coherence with which the knowledge was integrated and about the ways of writing the papers. Besides, in the feedback dialogues, concrete aspects were provided to the students, mentioning important points, areas of opportunity, strengths, all this in a range of 50 to 90 words. This was done briefly so that the student did not lose the point and In this occasion and based on the level of English that the students presented (this considering it by the results that the titular teacher commented to me since on my part no level test could be done) the feedbacks were done in Spanish so that it would be even easier to understand. These features of the feedback interactions constitute aspects highlighted by Alexander (2006) and Bransford, Brown and Cocking (2003) to favor the transfer of academic knowledge, all of this to contribute and encourage self-regulation of learning.

The fact of having to go to review the corrections and comments provided within the feedback, has led them to be more aware of what they need to improve and what they have already learned, although this activity has not always been easy.

The different strategies and activities for the application of feedback lead us to obtain a series of results that respond to the objectives set out in the study, as well as to a set of proposals for improvement.

The necessary conditions for feedback would be the following (Ramaprasad, 1983:4):

1. The availability of descriptions or examples of standards, about the evaluation.
2. The availability of information about student performances or outcomes.
3. The availability of a procedure to compare the reference level and the student's actions or results, thus generating information about the difference between the two.

As stated, feedback is effective to the extent that the information it provides to the learner is used by the learner. To this end, feedback must generate cognitive mechanisms in the learner that lead him/her to modify his/her previous performance. Research in this area has identified three cognitive mechanisms to be taken into account (Shute, 2008).

Although written feedback is not very usual in their academic trajectory, students kept an eye on it and valued it. Despite this, reinforcement with support material was necessary for them to work outside the sessions.

And even with both, some students were sometimes not able to link it to their future actions and make improvements based on the teacher's comments, they did not use it correctly, perhaps incorporating some extra resources such as videos, images, could be a new complementary way to use the feedback with a formative purpose in the development of competencies. Overall, the experience deserves a positive evaluation.

Feedback is about affirmation and feels valued by others. According to Lundberg (2006), everything the learner does must receive feedback or acceptance. By feedback, the teacher shows that the learner's performance results in the matter and that he or she takes the learner into account. They stress the need to belong as an essential factor for motivation. After having created harmony in a group it is possible to set higher goals. Giving criticism is important for progress but it is important to give it constructively, to improve his/her behavior or result.

DISCUSSION:

Based on the experience provided by the application of the initial proposal at different times and with different strategies throughout my intervention days with group 2°B, I can mention that the application of feedback in the classroom, effectively brings great benefits and advantages, highlighting the opportunity that allows teachers to detect specific problems and react quickly to sub-heal them, This is a positive factor for the process of self-regulation within the learning process by the students, orienting them in a way and motivating them to continue developing their project to its maximum potential, within the class it promotes processes of reflection, revision and optimization of the learning constructed, therefore the role of the teacher is vital in this instance and his dedication in obtaining good feedback.

The gap from the first application of the proposal to the last was big, and it is shown in each of the strategies described as well as in the results provided, each process was different, there were mistakes that I managed to identify and improve. There were differences, changes, adaptations and improvements, from the first application when I faced several problems such as poor communication, a not very broad knowledge of how to provide feedback correctly, even in a second and third application, I tried to provide a more complete feedback, with a more focused approach, improving each time the way to explain the topic or create activities, focusing on each student to bring their learning to a second plane.

Therefore, its application in the group gave great changes at the lessons, with results reflected as an improvement in the use of vocabulary, because during their assignments after reading and attending to the comments they understood better and even solved the activities correctly or with fewer errors, more active participation in the lessons, students were more motivated to learn a second language (English) because the feedback helped them;

To; identify their areas of opportunity and together with the support materials and the students they sought to improve, this was reflected positively due to how the results of the evaluations were communicated and the possible actions and agreements of actions that could be developed to improve the learning goals. In addition to the fact that the feedback was descriptive, simple and objectively clear, and focused on the specific activity or task, the student has achieved the learning objective proposed in the evaluation.

The feedback provided through the results given by the activities designed on platforms or with virtual materials allowed the student to explore their knowledge, and complement them. Making them learn knowledge, skills, and abilities and resolve concerns or doubts about the topic in question. Similarly, the evaluation and feedback created a reflection for me on how to teach and socialize the different knowledge to contribute to student learning.

Throughout the document I emphasize some authors who mention the importance of applying feedback in the correct way, such as (Hattie and Timperley, 2007). Mention the importance of concerning aspects of the interpretation, understanding, or execution of a task to reduce discrepancies between the knowledge currently shown and the achievement of a learning goal. Also mentioned are the benefits that this brought with it as Nicol (2007) emphasizes “Motivation is conceived as a function of feedback that affects learners by making them persevere in a task, maintaining their effort in it until they reach the goals set”.

However, in order to make feedback a relevant and helpful part of the learning process and to promote this motivational point, all those involved in the educational or training process must be clear about the proposed learning before starting the process, so that the student can generate evidence of this learning.

It should also be assumed that feedback should be understood as a dialogic activity in which teachers and students analyze the results of the evaluations in comparison with the proposed criteria and reach agreements on actions that can be developed to improve learning goals. Feedback is central to promote learning and involves teachers and students in an analysis and dialogue about learning and the goals to be achieved, from which they make decisions to improve the process.

That is why for future applications I need to promote active participation on both sides, Many times the student does not take into account the feedback, does not solve the problem, And therefore there is a lot of feedback that even when delivered does not guide him with actions that help him to improve, the feedback should be more constructive and should teach students to develop their metacognitive skills, so that they can verbalize the strategies used to accomplish a task, detect a problem and improve it.

As mentioned previously, feedback in evaluation processes has always existed, it is our duty as teachers to offer it in a fair manner and at the right time so that it really contributes to meaningful, deep and transformative learning. Feedback has specific conditions for this, it should be seen as a support during the learning process, which should be formative, formative and as authentic as possible.

CONCLUSION:

In recent studies on educational design, feedback has become an infallible instance. In designing environments that enhance meaningful learning, Goldman et al. (1999) indicate four principles: 1) organize teaching around meaningful learning and appropriate goals; 2) provide supports or scaffolds for teaching; 3) provide opportunities for practice with feedback, review, and reflection; and 4) promote collaboration, distributed experience and the creation of learning communities. I mention this because I consider important the impact that feedback has within the classroom, making students satisfied by taking a back seat to their learning by receiving feedback that motivates them to continue working and improving every day.

With the application of feedback seek to contribute, not only to know and avoid possible errors but also to identify ways to overcome them. The design of the evaluation instruments and strategies must be accompanied by the mechanisms that will be used to ensure this process. Just as it is also important the time and place where it is carried out, as I mention throughout the writing, Google Classroom was of great help insofar as it allows me a greater organization of study materials; encourages communication; provides greater security; favors online counseling and; among other issues, encourages discussions, group work, and collaborative learning. Its advantages in electronic contexts are highlighted in comparison with those developed in traditional contexts and its importance for formative evaluation is emphasized.

This allows learners outcomes Coherent with the methodology Linked to the level of content worked on Planned at the stages of information gathering and feedback Continuous, participatory and with relevant and transparent, sustainable and accompanied by feedback.

For maximum benefit, this technique has to be offered on one or more aspects of learning about a product (work), the process (how was done), and about the recorded progress (an improvement over time) of the learner's learning (Xie and Sharma, 2005; Shute 2007; Stiggins 2008 among others). Kimbell and Stables (2008) stress the importance of the support to be offered to students so that they can increase their responsibility for their learning and make progress towards "autonomy to act" (Kimbell & Stables 2008, p.224).

From this proposal I consider that it is important to look at feedback as a fundamental part of the evaluation, since, after analyzing the results of the different strategies applied.

I highlight the fact that it is not only necessary to make decisions regarding the educational act and the development of the teaching process, correcting possible errors, designing strategies for a better assimilation, transmission, creation of knowledge, skills and knowledge of students, but it is also vital to generate reflective spaces with the student where he can perform a self-assessment of his learning process.

New technologies are often seen as a challenge in education because they are often accompanied by great limitations, however, they largely promote teacher-student and student-student interaction, which is often not reflected in the classroom. Feedback is a cycle of communication between sender and receiver in the educational process, it is an issue that should be considered in any design of virtual education programs, distance or even as support within a face-to-face education, platforms such as Google Classroom, Educaplay or Kahoot, offer many alternatives to facilitate and diversify the work of teachers and students, among which we can mention: multimedia educational materials developed for the study of learning content; communication and interaction tools such as e-mail, chat and discussion forums; tools for the evaluation and self-evaluation of learning.

Answering many of the questions is difficult but the common point is summarized in making feedback part of the medical training process for both professional practice and classroom teaching, allowing future professionals to have autonomy and confidence to address problems in a wide range of social, cultural, religious, technical and scientific situations; requiring character building with problem-solving and decision-making skills; the goal with feedback is to see and reaffirm all the people in a group, design and apply teaching strategies and resources that contribute to the development of communication skills in adolescents, as well as to organize the work.

As a future teacher, I understand that being surrounded by challenges and obstacles is something constant, however, looking for how to face them is what makes us become competent, within this proposal I managed to develop competencies that I learned throughout my teacher training, such as instilling in the students interest in the study of the foreign language and confidence to participate in class; through feedback, I managed to help them value personal achievements that motivated them to strive to continue learning. The application of proposal contributed a lot to develop and improve my understanding of the processes involved in learning a second language for adolescents and the factors that favor or hinder it as well as the adaptation to various situations and contexts that we constantly face. On this occasion and with the results obtained I understand that I must be prepared for future challenges within education to seek to innovate day by day the didactic the group and address the difficulties or specific needs that some students manifest in the learning process.

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APPENDIX 1
(Practice schedule)



GOBIERNO DEL
ESTADO DE MÉXICO

"2020. Año de Laura Méndez de la Cuenca; emblema de la Mujer Mexiquense".



ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA

"Formar para transformar, con calidad, calidez y compromiso social"

LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)

ASIGNATURA: TRABAJO DOCENTE I

SEMESTRE: SÉPTIMO CICLO ESCOLAR: 2020-2021

CRONOGRAMA DE JORNADAS DE PRÁCTICA E INTERVENCIÓN

Consejo técnico escolar					Segunda jornada de intervención										
Agosto 2020					Noviembre-Diciembre 2020										
17	18	19	20	21	09	10	11	12	13						
Diagnóstico áulico, visión del panorama académico y toma de acuerdos					16	17	18	19	20						
24	25	26	27	28	23	24	25	26	27						
					30	01	02	03	04						
					07	08	09	10	11						
Primera jornada de intervención					Tercera jornada de intervención										
Septiembre-Octubre 2020					Enero 2021										
21	22	23	24	25	04	05	06	07	08						
28	29	30	01	02	11	12	13	14	15						
05	06	07	08	09	18	19	20	21	22						
12	13	14	15	16											
Diagnóstico áulico, visión del panorama académico y toma de acuerdos					<table border="1"> <tr> <td style="background-color: #00AEEF; width: 20px;"></td> <td>Jornada de intervención</td> </tr> <tr> <td style="background-color: #D9534F; width: 20px;"></td> <td>Consejo técnico escolar</td> </tr> <tr> <td style="background-color: #FFD700; width: 20px;"></td> <td>Suspensión de labores docentes</td> </tr> </table>						Jornada de intervención		Consejo técnico escolar		Suspensión de labores docentes
	Jornada de intervención														
	Consejo técnico escolar														
	Suspensión de labores docentes														

APPENDIX II
 (Diagnosis of internet accessibility 2°B)

Diagnosis of Internet accessibility and technological tools:

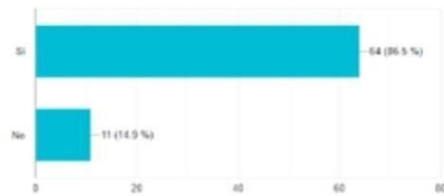
¿Cuentas con una computadora de escritorio, laptop o teléfono inteligente?

74 respuestas



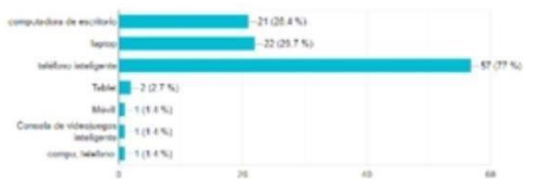
¿Cuentas con internet en casa?

74 respuestas



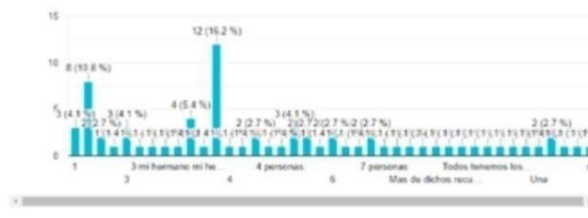
¿con cual de ellos cuentas?

74 respuestas



¿Cuántas personas en casa usan uno o más de dichos recursos?

74 respuestas



APPENDIX IV
(Support material)

Simple Past

The Simple past is used to talk about actions that happened in the past

+ Positive form:

- I liked the movie last night.
- They arrived this morning.
- We waited for you after class.
- I painted my house last weekend.
- She invited him to the party.



-Negative form:

- You didn't work very hard last week
- He didn't walk to school.
- I didn't paint my house last weekend.
- She didn't live in Japan last year.

? Question form:

- Did you call me last night?
- Did Fernanda travel to France?
- Did she watch the film yesterday?
- Did you break your finger?

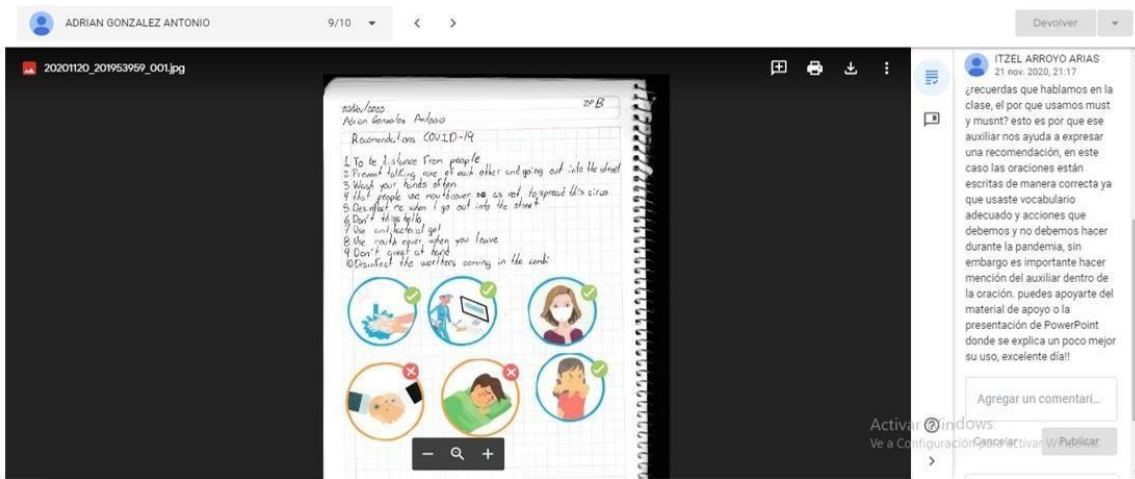
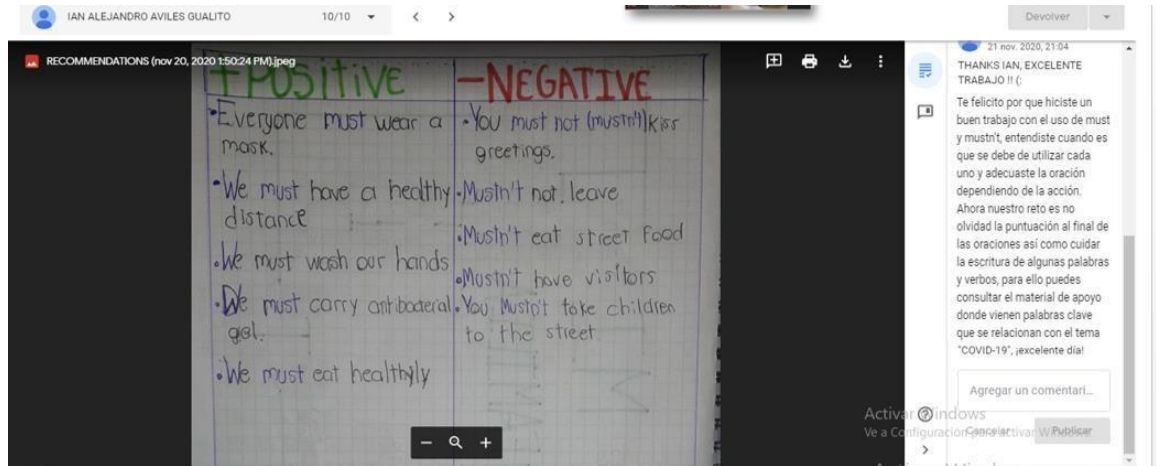


VERBS

Remember that we have irregular and regular verbs and each one of them will be different in the past tense. Check the list of verbs if you have any doubts :)

TEACHER: SORALI ABASTA

APPENDIX V (Feedback- Express complaints about a health service)



APPENDIX VI (Feedback- Expressing opinion)

