



ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA



TESIS DE INVESTIGACIÓN STUDENT'S NOTEBOOK AS EVALUATION TOOL IN SECOND LANGUAGE ACQUISITION.

QUE PARA OBTENER EL TÍTULO DE
LICENCIADO EN ENSEÑANZA Y APRENDIZAJE DEL
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El que suscribe, Director de la Escuela Normal de Atizapán de Zaragoza, hace de su conocimiento que una vez revisado y evaluado su documento recepcional titulado, **STUDENT'S NOTEBOOK AS EVALUATION TOOL IN SECOND LANGUAGE ACQUISITION.** en la modalidad, **TESIS DE INVESTIGACIÓN** le informo que, con base en la normatividad vigente se cubrieron los requisitos para continuar con el proceso respectivo para sustentar su examen profesional en la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria.

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En todo lo que hagas da de ti lo mejor.

Nunca dejes de brillar. Nunca olvides tu misión.

Siempre sigue lo que dicte tu corazón.

En esta vida, tú escribes tu propia canción.

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INTRODUCTION

In the present document, Ian Joshua Resendiz Salinas, student at Escuela Normal de Atizapán de Zaragoza who presents the thesis as a final document to obtain the bachelor's degree in Enseñanza y Aprendizaje del Inglés en Educación Secundaria.

According to SEP (2014) points out that "A thesis is a systematic and rigorous text that is characterized by providing new knowledge and information in a specific area or field of knowledge." (p. 22); Its objective is to build knowledge that allows solving a problem to conducting theoretical and fielding research. (SEP, 2014, p. 22).

This thesis is directed to my professional practice. It is characterized since it can be developed through action research. In this sense, this thesis aims to address a problem, specifically in the educational field, and to improve my praxis.

It contains eighteen sections to meet the problematics demands.

Chapter 1 focuses on finding the thesis' objectives and the problem statement, which implies rethinking students' notebooks as an effective evaluation tool, allowing improvements in the students' process of second language acquisition.

In order to comprehend the central issue, it is essential to know the background and have historical support that shows the roots and evolution of the problem to know how to contribute.

Assumptions will show the panorama that could be achieved if this educational situation can be improved in evaluation.

It is not enough to know the central problem; moreover, key terms about educational aspects as well as relevant elements of linguistics such as morphology, syntax, that play an important role in the grammar field, since each contributes to others to obtain a positive communication for students must know grammatical rules and vocabulary and understand the order of the words. These aspects are reflected in student notebooks since it is the most common tool to practice and strengthen micro-skills.

A notebook will not be just an alternative to writing what teachers write on the board but will be a good option to practice and develop English skills (writing, reading, listening, and speaking), in that way, allowing teachers to evaluate the notebook elements and students' skills.

However, how to evaluate the students' notebooks?

The answer is in the next chapter, where you are going to find different types of evaluation, different evaluation moments, their objectives, and how to apply them.

Subsequently, you are going to know the feedback role in the use of a notebook as an evaluation tool. How does it complement the notebook? The answer is here. Go beyond, based on what the regulations demand. You will find the way in which plans and programs and laws regulate and link to what appears to be a seemingly everyday activity. However, it is imperative to understand that every activity, no matter how minor, has to be supported in order to be applied depending on educational needs.

Supported by the Código de Conducta del Servido Público, teachers' actions, values, and attitudes must adhere to what the document indicates since it is a code of conduct that all public servants must abide by, regardless of the function they perform. The teacher, as an

educational reference, with social impact, is responsible for complying with it without any objection.

It should be a guide and promoter of values and good social practices. In this sense, the research topic goes beyond the classroom. Its objective is to have a socio-educational impact inside and outside the classroom.

On the other hand, the document contains updated notebook parameters in comparison with the parameters that the head teacher considered in English class in order to notice the differences in the structure notebook since parameters have to support students in their skills improvement, and consequently, teachers could obtain notebooks with enough elements to be evaluated.

Finally, the document reflects the data and statistics about interviews and questionnaires applied to students in 3°A at Escuela Secundaria Oficial, Licenciado Benito Juárez 0076, as well as a teacher at the same secondary, and teachers from other schools of basic education.

Those evaluation tools allowed to develop the last part of the document and to obtain the conclusions considering the teachers' information who answered the Google forms questionnaire and both interviews with students.

Conclusions are going to define the last position due to up to there, and the assumptions could be refuted or confirmed.

1. MAIN PROBLEM

**STUDENT'S NOTEBOOK AS AN EVALUTION TOOL IN SECOND LANGUAGE
ACQUISITION.**

OBJECTIVES

The main objective is to use and implement the notebook as an evaluation tool where I can detect the progress of each student through the use; they make of the new knowledge based on *Bloom's taxonomy* levels such as: identify, observe, understand, analyze, transform, contrast, create, design, build, compare, etcetera.

Through a different set of activities and actions on the notebook, students can strengthen the knowledge they acquired and developed, at the same time, those abilities already mentioned in Bloom's taxonomy that will reflect their progress, depending on the planning to obtain it, and the student's effort.

The student's notebook allows me to improve my evaluation competency, especially in the use of notebook in a conscious way, and at the same time to impact my praxis as an English teacher, due to I have to achieve the profile of graduation highlighted by DGE SuM in order to become a better teacher with enough tools and elements to face with educational needs. Based on Secretaria de Educación Pública, DGE SPE, DGE SuM and Planes y Programas de Inglés (2018), each student must achieve the competencies outlined in the curriculum. There are several types of competencies, such as:

Generic competencies are those that every student of the Major in education must acquire, which will help them in professional life to be competent, capable, and multifunctional in each educational area. In this sense, all students must be capable to:

- Soluciona problemas y toma decisiones utilizando su pensamiento crítico y creativo.
- Aprende de manera autónoma y muestra iniciativa para autorregularse y fortalecer su desarrollo personal
- Colabora con diversos actores para generar proyectos innovadores de impacto social y educativo.

- Utiliza las tecnologías de la información y la comunicación de manera crítica.
- Aplica sus habilidades lingüísticas y comunicativas en diversos contextos.

PROBLEM STATEMENT

Highlight the problem of the evaluation of second language acquisition through students' notebooks as a tool to evaluate how students consciously apply the knowledge.

Currently, I keep developing my journal practices and social service in Secundaria Oficial 0076 Licenciado Benito Juárez, located at Calle del Gas, Tlalnepantla de Baz, Estado de México, México. Its context is marginal-urban, and it is a dangerous little place because of its location, situation about delinquency, drug selling, and organized crime. However, not at all is too bad. People who live there are good people with values. Actually, they are so kind and polite. They are self-employed workers, some of them are retail traders, and others work in a local factory, that is how they keep living. Of course, not all families have the same resources, but they face the situation no matter how.

I selected the 3^oA group to work on notebook evaluation. Unfortunately, not all students had the opportunity to receive an English class before entering secondary school. Although, they are in the last year of secondary school, not all students have been able to acquire the essential topics neither the skills.

It is a group of 32 students with different abilities, personalities, and interests, but they can work together and have good results within the classroom. They are active, participative, and productive students. They can work methodically or in a playful way. I selected that group since I believe they have much potential, and comparing them between other groups 1^oA and 2^oA, students of 3^oA have more experience.

I noticed that in that group, there were approximately ten students who acquired more knowledge of English, which is a great advantage for everyone because they can be monitors and support their classmates.

Due to the school's modality, the group was divided into two, and the students attended two or three days of face-to-face classes depending on the section that corresponded to them.

The headteacher has worked with them for a year in face-to-face classes and the other years virtually. In both ways, the evaluation has been the same. The way she evaluates is 20 percent classwork, 20 percent exam, 20 percent participation, 20 percent notebook, and

20 percent attendance.

In the notebooks evaluation, the head teacher considers the following aspects that each classwork must have: date, outline, topic, as well as students have to use colors to decorate the activities.

In this sense, the notebook does not go beyond an instrument to copy what students saw in class. The use given to the new knowledge is not considered, nor is what the students can do with, such as design, create, and construct simple or complex sentences with the new knowledge they acquire.

2. ASSUMPTIONS

Throughout the history of education, the notebook has been a relevant element in capturing what a teacher teaches and carrying out the activities that the teacher mentions. For a long time, the notebook has served as a space of multiple repetitions generated by the mistakes the students make, making the writing in it look like a punishment derived from their behavior.

In Mexican education, such practices by teachers were common. However, a traditional and behaviorist pedagogical model prevailed, supporting such actions because they were governed by rewards, conditions, and punishments, and where students only obeyed the teacher's instructions without questioning them.

Students' notebooks can be different if they consider the material it is made of, notebook sheets, type of grid, decoration, the typography of writing, letter size, etcetera. Nonetheless, it is just the superficial part of notebooks, but in some cases, those aspects can be a key to deciphering some students' aspects about personalities. However, the relevant part of a notebook was the content written by students.

Students work with notebooks as writing supports, which function as devices through which the world of knowledge is ordered (Chartier, 1999).

This knowledge was not questioned since it was believed that the teacher had the absolute truth, so if the teacher made a mistake, the students reproduced it and fossilized this knowledge.

During my professional practices at Escuela Secundaria, Licenciado Benito Juárez 0076, I observed that students' notebook was used just to write the information that teachers wrote on the board. The students just copied the information even when they did not understand it. In this sense, students only complied with the notebook because it required them to be evaluated. Otherwise, they lose points, and their bimester grade was affected. Furthermore,

the students did not find a strong meaning in the notebook, so they had notebooks lacking information and identity.

The head teacher established some elements that the notebook had to contain. However, those were superficial elements since they just highlight those that gave an excellent presentation to the notebook, such as cover, margin, the color of the notebook, participation sheet, etcetera, disregarding the information, exercises, activities, and use of grammar.

That is why my main goal is that students change the way of seeing and doing the activities in the notebook since it allows them to comprehend in a better way what they are learning as well as the most of the content taught in class will transcend and be effective for their academic formation.

Following this line, students' notebooks would become not only a storehouse of information but a tool that allows students to improve their linguistic skills, mainly writing, as well as some micro-linguistic skills where morphology and syntax are considered as fundamental pillars of understanding and communication between two or more people.

According to Aronoff & Fudeman (2011), in linguistics, *morphology* refers to the mental system involved in word formation or the branch of linguistics that deals with words, their internal structure, and how they are formed. It allows fluent recognition of words, phrases, and meanings, using context to give meaning to words.

According to Oxford English Dictionary, OED, (2015), "syntax is concerned with the set of rules and principles in a language, which relates to how words and phrases are arranged to create well-formed sentences. I mean, it is the part of grammar that teaches how to coordinate and join words to form sentences and express contexts.

The students' notebook could function as an effective evaluation tool at the secondary level since it could help students as a reference source since students could consult the information as many times as necessary and understand the information given by teachers in previous classes, favoring their learning.

Any topic and content could be reinforced based on the student's interest in enhancing their learning. However, for this to happen, the student needs to have study habits and be autonomous to some extent to make it possible. If not, support students to develop study habits in conjunction with their parents or guardians as it is a gradual process.

As I mentioned, the notebook could be functional since notebooks can be built through selected, reliable, accurate information and clear examples for a better understanding of the contents. Moreover, considering that students add their own essence in their notes, they could generate their own ways of learning from how they capture the information.

Teachers and students could design together a functional notebook with good elements for use inside and outside the classroom, so it is and will be the teacher's responsibility to guide it, share the necessary knowledge with quality, and always be committed to contributing to the formation of students. On the other hand, it is and will be the student's responsibility to give continuity to their learning process, as well as to the construction and improvement of the class notebook, since they will be the main beneficiaries of the results it could generate. Through the notebook, it is possible to identify those opportunity areas that students have in writing, and reading, which is reflected when they formulate sentences to express themselves orally. Likewise, it is possible to support the student to solve those problems, so monitoring and periodically reviewing the notebook could be effective for academic improvement in the acquisition of the second language, English.

When the notebook is evaluated, the effort and dedication of the students are valued. In addition, the perseverance of those who have made minimal progress but significant and favorable progress in their second language learning process is recognized.

It allows to provide feedback and for those who did not achieve more significant progress, to continue motivating and supporting them to make it happen.

3. CONCEPTUAL AND THEORETICAL FRAMEWORK

According to Planes y Programas (SEP, 2018), a student's notebook is defined as an element that is usually seen as the physical space in which the student performs the work indicated by the teacher. For teachers, it represents evidence that the student works and learns; that is, it shows what the teacher expects from the students.

The notebook can be an instrument of great value for learning and evaluation, a space in which students' ideas, thoughts, and diversity can be reflected.

Based on Secretaria de Educación Pública, (SEP, 2012) *Herramientas para la Evaluación en Educación Básica; Las estrategias e instrumentos desde el enfoque formativo* (SEP, 2012), refers that students' notebook allows tracking the performance of students and teachers. They are a means of communication between the family and the school.

Students' notebooks can be used to elaborate different productions for evaluation purposes, but it is necessary to identify the expected learning to be evaluated and the criteria for doing so. In this sense, include exercises to evaluate student learning, such as the procedure they use to solve problems, write texts, organize information, or select and analyze it.

The activities proposed for the notebook should be carefully reviewed and evaluated in order to recognize students' mistakes or successes, whether in a relation of images and words, which does not imply a high cognitive level or in the formulation of sentences using grammatical tenses, grammatical rules, correct punctuation marks.

"Scholar notebooks are as a great source of information, rich, diverse, and necessary to expand and complete three fields of research that share something in common such as the history of infancy, the history of education, and its subfields like the history of the school, teaching practices, and school culture, as well as, written culture. Despite being a complex documentary source from different intrinsic and extrinsic points of view, the information that the notebook provides is unique due to its a creation by the students' hands, as well as

teachers, exclusively as an internal product created in the school". Mahamud and Badanelli(2007).

Considering this line, students' notebook not only serves as a writing tool but in it, we can know and understand the reality of the writer, (students) know their essence, know their language and give it an interpretation beyond the words captured.

According to Chartier (2005), the notebook also serves as a didactic instrument, which can help to understand the school's functioning through characteristics such as the participation of teachers, students, and parents. It is a means of communication between the student and the teacher, between the teacher and the parents.

The notebook can be as rigorous as the teacher considers, where it is constructed taking into account essential and functional elements for the students, such as grammatical functions, for example: the topic that allow solving various activities assigned by the teacher, and meaningful activities that are appropriate and used in their context or just to copy the information without questioning its veracity.

Students' notebook is where the student records the development of evidence of their daily performance and progress in the classroom and where the teacher can follow up on the students' work. It even favors the realization of feedback that generates reflection and guides the improvement of the processes.

Teachers should encourage the student:

- Differentiates and classifies notes and activities inside and outside the classroom.
- Generate a space in their notebook where they can reflect on their performance each class in the classroom. Even outside the classroom.

The teacher should provide feedback that allows students to reflect and argue positively. Likewise, they should encourage students to review their productions and put into practice

the teacher's observations to become more aware of their performance and identify what they can improve.

It is essential to distinguish between notebook grades and evaluate the notebook. According to Ravela, Pedro, Picaroni, and Loureiro (2017) argue, grade means an assigning the numerical referent that corresponds to a quantitative evaluation of the learning achieved by each student. The grade corresponds to a scale from which the level of sufficiency or insufficiency of learning is established, and, based on the weighting of the grades and the results of the qualitative evaluations, decisions are made regarding the accreditation of a period or grade of basic education.

On the other hand, based on Secretaria de Educación Pública, SEP (2012) Evaluation is an integral and systematic process through which information is gathered methodically and rigorously in order to know, analyze and judge the value of a given educational object: students' learning, teachers' performance, the degree of mastery of the curriculum and its characteristics.

When teachers evaluate, it is not enough just the grade as a quantitative evaluation because it is the last part of the process who did not reflect their progress as the most important, since teachers can register, determine, y support the students' process in order to achieve the objectives (strengthen the contents and develop English skills).

Based on Díaz Barriga y Hernandez (2002), evaluation promotes the monitoring of the development of student learning as a result of experience, teaching, or observation. In this sense, Formative assessment is a process of continuous change, a product of the students' actions and of the pedagogical proposals promoted by the teacher.

The pedagogical function of the evaluation makes it possible to identify the needs of the group of students with whom each teacher works through reflection and improvement of teaching and the needs of the group of students.

It is also useful for guiding teaching performance and selecting the type of learning activities that respond to the students' needs.

Without this pedagogical function, it would not be possible to make the necessary adjustments for the achievement of the expected learning, nor to know if the learning of a formative field or a subject has been achieved throughout the school cycle or at the end of the educational level.

Formative evaluation is carried out to assess progress in learning and to improve teaching and learning.

Learning and improving teaching and learning. Its function is to improve an intervention at a given moment and allows it to be carried out as planned.

The modalities of formative evaluation to regulate the teaching and learning process are: interactive, interactive and learning process are:

- Interactive.
- Retroactive.
- Proactive.

Based on Secretaría de la Educación Pública (SEP, 2012) mentioned *interactive regulation* that occurs integrated into the teaching process. Feedback is immediate thanks to frequent and systematic exchanges between the teacher and the students regarding an activity or task performed in the classroom.

Based on Secretaría de la Educación Pública (SEP, 2012), *retroactive regulation* refers to evaluations that allow creating learning opportunities after conducting one at the end of a didactic sequence. In this sense, they make it possible to reinforce what has not been learned properly.

Referring to Díaz Barriga and Hernández (2002), *Proactive regulation* refers to a modality quintessentially of formative evaluation, while proactive and retroactive regulation are alternatives to be used when the former has not worked due to different factors.

Each stage allows students to strengthen their skills and abilities in a given situation by showing them what they need to improve with the teacher's support. The essence of formative evaluation is to generate improvements in an area of opportunity to consolidate student learning.

It can also be done by the students themselves in the notebook section of reflection or with self-evaluation, where they evaluate their process in second language acquisition, English. Students' notebook makes easier to focus attention on the formation of each student quality and not on the quantity of work they do since it allows them to follow up on the processes of each student while they elaborate on a product and highlight their progress while developing it, and at the same time, recognize their opportunity areas in order to improve their academic performance.

Feedback as an important element in formative evaluation, but...

Why is feedback important in formative evaluation?

As explained by Secretaria de Educación Pública, *Evaluar con Enfoque Formativo* (2018) mentioned feedback as an evaluation component that evidences the link between teaching and learning processes since it makes explicit the progress in the students' achievements and considers the relevance of the methods, strategies and resources used in teaching.

Assessment results become a new starting point for learning and teaching, as they can consider strengthening students' needs.



(Figure 1)

Represents the link of evaluation, learning and teaching.

Feedback allows students, parents, and tutors to have the necessary information to know whether learning goals have been achieved, to recognize the reasons for progress or difficulties in the process, and necessary adjustments.

Evaluation as a competence that I considered improving during my journal practices will help me obtain the profile graduation to complete the ideal teacher's profile. All aspects are essential to development. Nevertheless, I considered evaluation as an opportunity area. I transformed and improved the evaluation in secondary school by considering methods, strategies, techniques, and evaluation tools. According to Planes y Programas (SEP, 2018) by DGESEPE, it is important to end the major considering all aspects since teachers must be proficient in all areas.

On the other hand, the "Periódico oficial de la

"Gaceta del Gobierno" emphasizes in the "Código de Conducta de los Servidores Públicos" who is a requirement also as a teacher where it mentions that all public servants must act with consciously. My responsibility is to know and respect the constitution, regulations, and laws, as well as develop daily activities under the rules and values mentioned. Furthermore, as a teacher, I must be responsible for managing my profession or public position in order to be transparent, equitable and just with students, parents, institutions, school authorities, and colleagues.

It requires introspection by myself to be conscious of what I have as a teacher and what aspects I need to acquire or improve.

I consider myself a responsible, efficient trainee teacher and a polyvalent with good values. Likewise, honest, respectful, polite, cooperative, ethical, etcetera. On the other side, I must know and comprehend the laws to rely on them and apply them as required.

The "Artículo Tercero Constitucional" highlights that every Mexican can receive free education, no matter the ideologies, ethnicity, or region. Basic education is compulsory and free. The fourth reforms share a similarity, based on the social benefit and institutional, promoting the human coexistence as well as considering human dignity, family unity and integrity.

In addition, the "Ley General de Educación" specified in detail all the articles, starting from article number 1 to 181, which also mentions that basic education is free and mandatory from kindergarten until high school.

It is the teachers' responsibility to comply with and implement each article. In general terms, these are the ones who regulate Mexican education.

The state encourages the active participation of all students, parents, teachers, and all those involved in the educational process, such as Secretaria de Educación Pública, federal entity executives, and all the institution personnel workers.

Everyone has the right of the education. This is the way to acquire, improve, update and broaden the knowledge, capabilities, abilities, and skills, and at the same time, achieve personal and professional development. However, to achieve it, all teachers must be updated with good professional profiles like ley general de educación. the articulo tercero constitucional and profile of graduation indicate.

In this sense, I was focused on evaluation because my main goal is to be a better teacher who can cover the evaluation consciously, using different strategies, techniques, and tools depending on each student's case. To achieve this, I must go beyond as Planes y Programas 2018 says; therefore, it is relevant to a duty of care for the Artículo Tercero Constitucional need, keeps updating myself, and implement a different type of strategies and techniques that will help me at Secundaria Oficial 0076 Licenciado Benito Juárez, improving my journal practice, strengthening the profile of graduation and at the same time, strengthening at secondary school the evaluation aspects.

Fierro (1998) defines teaching practice as an objective and intentional social practice in which new meanings, conceptions, and paradigms are involved by those who intervene, such as students, parents, teachers, and educational authorities. Also, the political-educational aspects that govern Mexican education include plans and programs like "Aprendizajes Clave" or the "Nueva Escuela Mexicana," which will be the next in function. Teaching practice also means the process of teaching by the professor and learning by students in a specific area through face-to-face in the classroom or virtually like these two years, where the professor and students design, create and build together the knowledge under specific terms by plans and programs such as expected learning, purpose, objectives and established contents of the curriculum as well as the institution recommends directed by Plans and Programs.

During all journal practices, I reflected on my teaching practice and focused on evaluation aspects. Considered students' notebooks as a tool to evaluate the students' acquisition

process in a second language to analyze how they acquire the knowledge and how they apply it, reflecting on the notebook where the knowledge is immediately constructed.

An important concept is a reflective practice. It is a key to detect and be conscious of the actions carried out in the class or those that need to be implemented.

Garcia (2009) highlights that when the professor analyzes and reflects on his actions, comprehends why he did it, modifies or implements new things if necessary, and manages to succeed, the professor comprehends the importance of reflecting during and after the interventions.

Blandez (1996) shares that reflection implies to deepen, analyze and meditate the actions already done in a critical way. In conclusion, reflection means that you must doubt and question your actions as a teacher, be open to changing them, and receive feedback from yourself, colleagues, and people in general.

According to Aprendizajes Clave and Programa Nacional de Inglés (PRONI) say that in Secondary 1° 2° and 3° students must achieve B1+ B2 level according to the Common European Framework of Reference (CEFR); however, not all students had the opportunity to receive English classes in elementary school, only low percent could take a couple of classes depending on the institutional management by the principle. If students do not obtain the four basic skills: listening, speaking, reading, and writing in a second language will be complicated for them since, in some high schools, the admission exam takes into account the English level.

THEORETICAL FRAMEWORK

According to Garcia (1989), evaluation is a systematic process of identifying and collecting data on educational aspects to evaluate them and make fair decisions.

Based on Oguniyi (1984) highlights the purpose of evaluation and some points must be carried out, such as:

1. To identify students' growth or lack of growth in acquiring desirable knowledge, skills, attitudes, and societal values.
2. To help teachers determine the effectiveness of their teaching techniques and learning materials.
3. To help motivate students to want to learn more as they discover their progress or lack of progress in given tasks.

In line with SEP, Herramientas para la Evaluación Docente en Educación Básica (2012), learning evaluation allows to achieve the expected level and the objectives.

Evaluation is not function by itself but also other elements because it is directed by a methodology, adding strategies, techniques, and tools. Following the idea, evaluation needs support to happen; that support starts when the teacher plans the classes when the teacher considers the way to work with, based on methodologies, approaches, strategies, techniques, and the type of evaluation to apply in class. For example, if the activities are designed to work in teams, co-evaluation could be an alternative to evaluate the class.

I was aware that I had to evaluate the students of 3^oA, but evaluation will not function by itself as the authors highlighted, since previous the evaluation, I designed the planning, considering expected learnings and social practice of the language, techniques, and

strategies to develop it, however, it was necessary to know What am I going to evaluate? And What is the evaluation purpose?.

Martínez 2021 (Based on Bloom, 1971) remarks that formative assessment is intended to provide feedback to teachers in different learning process stages and help them to generate and create new strategies for the next classes and to obtain great results.

According to Black & Wiliam (1998, p. 140), assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet student needs".

In this sense, formative assessment refers actions by teachers that help them to identify, regular, and understand the students' progress in order to comprehend and modify, implement and adjust the teaching methodologies, strategies, and tools to achieve the main objectives.

This type of evaluation shows the results at the end of the process or at the end of long periods where students can analyze about how was their process and what they could enhance.

There are some key concepts to comprehend in a better way all the elements that support this work and work together to achieve the main objectives.

Ruíz 2013, (Based on Jhon Dewey, 1934) argues that experience in education refers to students learning through action learning, I mean, doing things and acquiring new learning. Dewey mentions that the school must design strategies and activities that allow students to acquire experience to face the world.

All elements and tools (knowledge) that teachers can provide to students help them to face the real world. That is why teachers must be aware of which contents they will teach to support the students in a situation in their daily life. Situated learning strengthens the idea since the main purpose is to focus and contextualize teaching in different social, educational, cultural, etcetera. Scenarios where they are able to solve a problem in a social environment in which students develop.

Based on Secretaria de Educación Pública (SEP), *Herramientas para la evaluación en educación básica*, says that students' book is an evaluation tool that allows monitoring of student and teacher performance. They are also used for evaluation purposes; however, the expected learning and evaluation criteria must be identified.

According to *Planes y Programas (2018)* and

Aprendizajes Clave para la Educación Integral, determined in order to achieve the purposes of the foreign language subject, English, these are the following aspects I must be considered:

- English proficiency.

Since the teacher serves as the primary or even, in some contexts, the sole as the only model of speaking and writing in L2, the teacher must be a competent user of English and a critical and informed agent of the issues involved in its linguistic analysis.

- Knowledge related to the students' development of different ages.

The teacher must know child and adolescent development in order to understand their needs, interests, and abilities, as well as the difficulties faced by their students.

- Knowledge related to the didactics in a foreign language.

Learn English by considering the following actions:

- *To show students the strategies* of an English speaker use in various social practices of oral and written communication in order to demonstrate the choices and decisions they will need to make to successfully participate in these social practices of language.

- Facilitate and promote attitudes of reflection and analysis in students through formulating questions or problems that promote their attention and interest in the uses, functions, and linguistic aspects of English and the similarities and differences between the L2 and their mother tongue.

- Plan tasks or activities that preserve the social functions of language practices.

- Decide on the product to be obtained from the didactic treatment of the contents in order to ensure an integral work with the uses and functions of communication and the resources that make it possible to present it.

Develop print and multimedia resources to ensure

- That guarantee permanent contact with diverse models and styles of English usage.
- Organize and create social learning environments that encourage and ensure ongoing interaction with oral and written texts through developing English materials and distributing English language materials.
- Organize and create social learning environments that encourage and ensure ongoing interaction with oral and written texts through the development of English materials and the distribution through the elaboration of English materials/ resources, distribution, and use of the physical classroom spaces.
- Generate and promote oral and written interactions that enable the student to become aware of how language is used.
- Build a respectful environment where students feel confident enough in order to practice and use English without fear of being criticized by their classmates or the teacher.

Following Planes y Programas en Aprendizajes Clave (2018) highlights fundamental learning as a set of fundamental knowledge, practices, skills, attitudes, and values that contribute to the student's integral development. These are specifically developed at school during all their students' periods. If not learned, they will have deficiencies that will affect their future life. That aspect could be the students' profile, constructed during the whole academic formation. It also refers to all opportunities that students have in the classroom environment due to students receive what teachers develop. Learnings, contents, activities, planning of the class, and the resources are part of the set of tools that students must achieve.

Taking up the three the competencies about the profile of graduation of DGESuM (Plan de Estudio, 2018) in order to be developed, the following actions allowed me to improve the evaluation competence as an opportunity area.

1. Analyze and contrast the students' achievements in terms of their knowledge and experiences through the strategies implemented in the records and exercises elaborated in their workbook as an evaluation tool.

I evaluated it through the products and evidence that the 3rd-grade students build, considering the specifications that the evaluation instrument (notebook) must have. There, I was able to identify if the instructions of the activity were clear and if the explanation of the topic was clear. Likewise, it will allow me to self-reflect on how I develop the classes and what the students have been able to acquire.

2. Select and use key/priority contents and learning based on the assessments conducted, focusing on the basic topics to use grammatical aspects to achieve effective communication in the second foreign language, English.

I evaluated it by applying oral and written tests for the students about basic English knowledge during the school cycle. It could be a monthly test since fundamental learnings in Secundaria Oficial 0076 "Licenciado Benito Juárez" cover two weeks or a month depending on the students' academic status because of the academic underachievement. Tests helped me to recognize where students need to strengthen about grammar aspects.

Noam Chomsky, in his Universal Grammar Theory (1978), underlines that all human beings inherit a universal set of principles and parameters that manage and characterize the shape of human languages. Chomsky mentions the principles are unvarying and applicable to all languages. Those languages are characterized by the lexicon, which determines the elements to develop a fluent conversation, considering *lexical categories such as nouns,*

verbs, adjectives, adverbs, prepositions, etcetera, and functional categories that provides enough information grammatically for phrases and clauses and it is part of speech.

My teaching practice allowed me to reflect on the result in the classroom since the way in how I selected the contents, if I domain the contents, and how I shared and explained the contents, a specific topic will depend on the students' answers and progress reflected in the products and classwork.

*3. Construct and design in a reasoned manner planning and evaluation tools such as **rubrics** and **checklists** differentiated for the three grades, assigning a gradual approach to learning in order to analyze the level of student performance, thus modifying my teaching practice.*

In this specific case, I self-assessed the rubrics and checklists design, considering whether they were timely, accurate, and understandable to the students in the sense of notebooks.

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4. DEVELOPMENT, REFLECTION AND ASSESMENT OF THE MAIN PROBLEM.

ACTION RESEARCH.

Based on Elliot (1993), action research means a study of reflection on the actions that are carried out in the teaching practice in order to improve the quality of these actions. In this sense, it allows to the teachers comprehend their actions and comprehends the problematics deeply.

Kemmis (1984) considers action research as a self-reflexive inquiry of the participants, such as teachers, students, and principles in academic aspects in order to comprehend their actions and improve them in educational and social practice.

According to Kemmis and McTaggart (1998), these are the characteristics of action research:

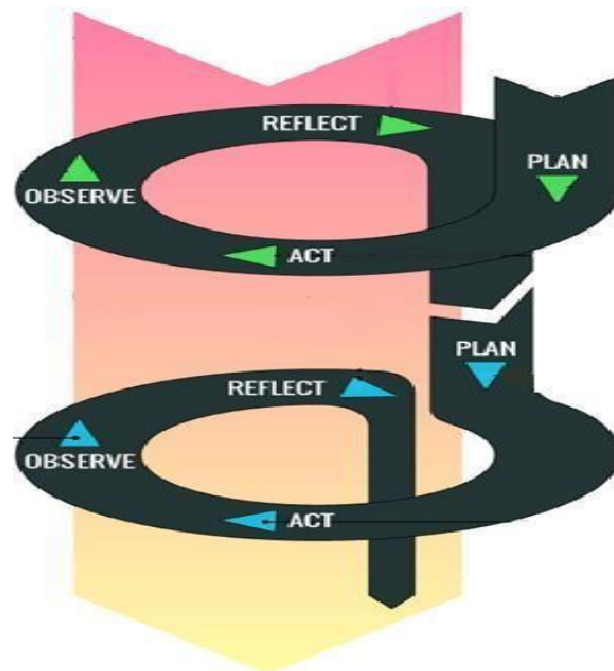
- It is participatory. People work intending to improve their own practices.
- The research follows an introspective spiral: a spiral of planning cycles, action, observation, and reflection.
- Creates self-critical communities of people who participate and collaborate in all phases of the research process.
- It involves recording, collecting, and analyzing our own judgments and reactions to what happens; it requires keeping a personal diary in which our reflections are written.
- It starts with small cycles of planning, action, observation, and reflection.

Following the authors, action research helps me to analyze my educational practice from the design of the planning, use of methodologies, instruments, and materials, the application in the classroom, and my performance to recognize the aspects that must be modified to improve my social and educational practice.

Considering my social practices as an element that is frequently changing, I relied on the action research spiral by Kemmis since it helps me analyze and rebuild my actions to achieve the competencies.

According to Kemmis (1988), the action research spiral has four moments: planning, action, observation, and reflection. (Observe figure 2).

Each one could be repeated it depending on the results. That is why the action research spiral helped me to analyze and improve my practice at Secundaria Oficial 0076 Licenciado Benito Juárez.



(Figure 2)

Action research spiral requires:

- Design and develop an action plan to improve the current practice.
- The plan should be flexible to allow adaptation to unforeseen effects.
- Act to implement the plan, which must be deliberate and controlled.
- Observe the action to collect evidence to evaluate it. Observation should be planned, and a diary should be kept to record the purpose. The process of the action and its effects should be observed and monitored individually or collectively.
- Reflect on the action recorded during the observation.
- Reflection allows for the reconstruction of the meaning of the social situation and allows to design a new plan and to continue another cycle.

JOURNAL PRACTICE SCHEDULE

The following images represent the journal practices schedule where I applied and developed a set of actions to achieve the purposes.

FIRST JOURNAL PRACTICE					
(9 weeks)					
January-February-Mach- April					
January 31st -	31	1	2	3	4
February 28th					
	7 Day of rest	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25 CTE
March 1st- April	28	1	2	3	4
1st					
	7	8	9	10	11
	14	15	16	17	18
	21 Day of rest	22	23	24	25 CTE
	28	29	30	31	1

(Figure 3)

Schedule 8° Semester 2022.

SECOND JOURNAL PRACTICES (7 weeks)					
May- June- July					
May 16th - July 1st	16	17	18	19	20
	23	24	25	26	27 CTE
	30	31	1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24 CTE
	27	28	29	30	1

(Figure 4)

Schedule 8° Semester 2022.

During that period, I considered the notebook as an evaluation tool where students had to apply what they had learned through exercises, activities, and tests to show their progress. Therefore, the notebook must comply with specific characteristics. The content was considered rather than the essential elements of the head teacher considers.

The notebook must have the next parameters:

- Date
- Topic
- Objective /Purpose
- Grammar explanation
- Exercises
- Self-evaluation section

Some parameters are a rule in secondary school since all teachers, no matter the subject, request the students to consider them because they can have a controlled record of what was taught in each session. Nonetheless, I added other parameters to use the notebook not only as a repository but also as an element that helps them recognize and reflect on their learning process in second language acquisition.

INVESTIGATION METHODOLOGY

In order to obtain the necessary information, I applied for an interview for the students of 3°A to know how they use their notebooks in English class. If the purpose of the notebook is for consulting the information or only to copy what teachers write on the blackboard without any particular purpose and because the teacher requests it.

This first interview allowed me to know the educational panorama regarding using the students' notebooks as a proposal for its constant use as an evaluation instrument.

A second interview was conducted for students in 3rd grade A to have them analyze the work they do daily in their notebook, recognize the areas of opportunity in their notebook, and make proposals to improve their notebook so that it can be evaluated.

It is important to know the vision of professional teachers, due to their experience, they could share different ways of using the notebook and share proposals that can be effective in the classroom without forgetting the purpose that is being given to the notebook in this document.

Starting from students' notebook conception, such as the importance they give it in class, the important elements that a notebook must have, and finally, if they consider the notebook as an effective and functional evaluation instrument.

The questions were carried out with basic education teachers. ENAZ graduates as teachers with extensive experience in the classroom, which can provide interesting data due to each teacher's training.

RESOURCES

HUMAN RESOURCES	MATERIAL RESOURCES	PHYSICAL RESOURCES
<ul style="list-style-type: none"> • Trainee teacher, Ian Joshua Resendiz Salinas. • The students at Escuela Secundaria Oficial, Licenciado Benito Juárez 0076 • The teachers at Escuela Secundaria Oficial, Licenciado Benito Juárez 0076. • Teachers from other schools of basic education. 	<ul style="list-style-type: none"> • Student's notebook • Checklists • Evaluation tools • Computer • Internet • Pen/ pencil • Physical interviews (paper) 	<ul style="list-style-type: none"> • Escuela Secundaria Oficial, Licenciado Benito Juárez 0076. • 3° A Classroom

(Figure 5)

SCHEDULE OF ACTIVITIES

TOOL	DATE OF APPLICATION	ACTIVITY DESCRIPTION	EDUCATIONAL AGENTS	PERIOD TO ANALYZE INFORMATION
Interview	March 11 th and March 15 th , 2022.	Students answer a set of questions about their vision of the notebook in classes.	Students of 3° A.	Third week of March (from March 15 th to March 19 th).
Online Questionnaire	From April 16 th to April 19 th , 2022.	Teachers answer a set of questions about how they implement the student's notebook in class.	Teachers at Secundaria Lic. Benito Juárez, Teachers from others schools of basic education.	Third week of April (From April 20 th to April 23 rd).
Interview	April 19 th , 2022.	Students answer four questions about how they evaluate their own notebook.	Students of 3° A.	Third week of April (From April 20 th to April 24 th).

In order to apply, analyze, compare and share students' development, related to the notebook, I was during three months where I applied the questionnaires and interviews. I collected evidence about students' notes, activities, etcetera, as well as teachers' perspectives and students' progress in the notebook as a source of reference and evaluation tool.

FINDINGS

First students' interview.

From March 11th and March 15th, I applied for an interview with students of Escuela Secundaria Oficial 0076 "Licenciado Benito Juárez" about their vision of the notebook as an evaluation tool.

(Appendix A)

I selected seventeen students of 3°A from both sections, section 1 and section 2. Previously, I designed an interview with eight questions (**figure 7**) to learn more about the use of they give their notebook like information repository (blue bar), source of reference (yellow bar), information repository, and source of reference (green bar), and source of reference plus students' essence (orange bar).

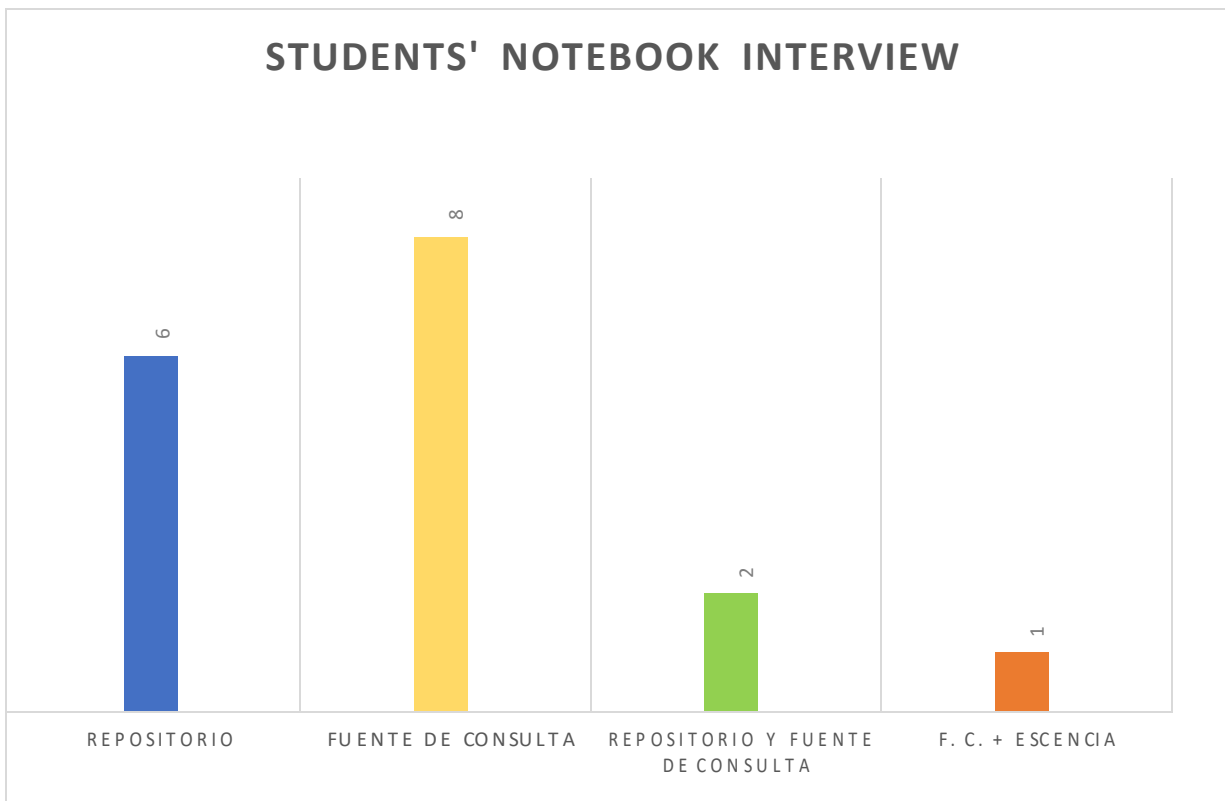
When they answered the interview, it was necessary to classify them into four categories as the bar graph since, in this way, I could organize and analyze each item.

The following table and bar graph reflects the general results of how students visualize and use the notebook when they are in the process of learning any subject.

Evaluation tool	Number of participants
Information repository	6
Source of reference	8
Inf. R and Source R.	2
Source reference. + essence	1

(Figure 6)

Table 1. Results of how students visualize and use the notebook.



(Figure 7)

This bar graph helped me to comprehend the real function of the student's notebook. Six students of 17 use the notebook as an information repository. I mean, they just wrote the things that the teacher wrote on the board about any topic they checked during the class, no matter if they just wrote it in the notebook, and never used them to study or comprehend better those topics, just to fulfill and get a grade.

On the other side, eight students of 17 used the notebook as a source of reference. Those students were who want to know, understand and comprehend better any topic through their notes consider various elements to build a good notebook, such as topic, date, purpose, clear grammar explanation, examples, exercises, etcetera.

Two students of 17 use the notebook in both ways as an information repository and a source of reference. In this sense, they fused both functions obtaining better results in processing and using the information positively. Finally, just a student of all of them uses the notebook as a source of information, adding her own essence. That was important to highlight since I was aware all students add their style and essence, mainly this student, **STUDENT 1**.

She mentioned that her notebook was a personal tool where she could express herself in her own manner, no matter if other people could not comprehend how she had written.

The following bar graph (**figure 8**) reflects the frequency students consulted the notebook to study and strengthen a topic they did not comprehend very well in previous classes.

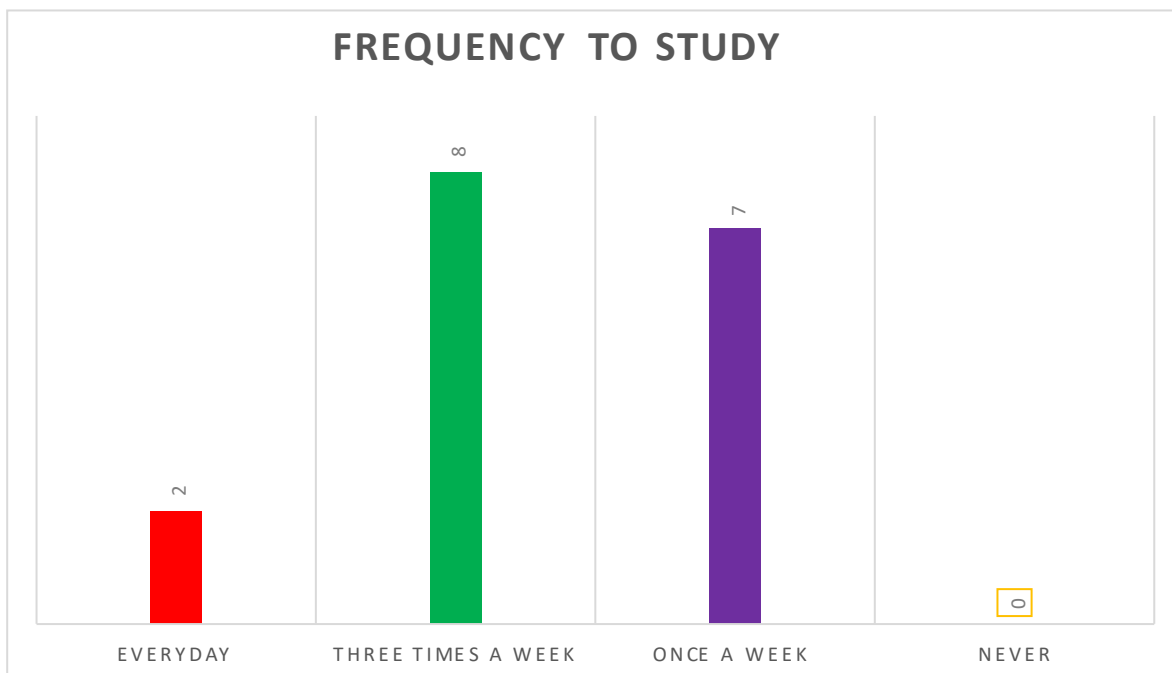
One of the two students who answered they studied every single day reflects his progress but just a little since when it was time to participate, he participated, but his answer was not correct.

I was aware that not all topics were obvious; nonetheless, if he studied every day, as he mentioned, his improvement during the classes was different. Although he overcame his classmates who did not study every day, but it was evident they progress. The other student who argued that study every day, was another case where the student did not reflect that since she did not have an idea about the topics when I did a review explained again. I mean, she only tried to get in good with the interviewer (me).

Both interviewees considered the notebook as an information repository. Comparing the items, their actions did not coincide with the result and their progress of them.

Frequency to study	Days
Everyday	2
Three times a week	8
Once a week	7
Never	0

Table 2. Shows the frequency that students study after classes.



(Figure 8)

Students who answered that they had studied three times a week were the ones who had a regular progress during the classes. They comprehend the topics but not totally; they must study to strengthen them. However, I was aware that English class was not their only class, but I noticed they made an effort to understand. In that sense, most students participated

voluntarily during the classes, without the necessity to check their notebooks or help their classmates.

Finally, students who answered they studied just once a week were who had the best level in the class. A student (**STUDENT 2**) mentioned she preferred to pay attention in class since she did not want to stress.

In that sense, it went beyond the strong commitment that student 2 had in the class. It also was about the **Learning styles**. According to Keefe (1982, p. 44), learning styles are cognitive, affective, and physiological traits that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. The type of learning styles are:

- Visual learning style
- Auditory learning style
- Kinesthetic learning style
- Reading/ Writing

On the other hand, learning styles indicate how the learner perceives and processes information to construct his/her learning, which guides how he or she interacts with reality, and at the same time, indicates how students interact with reality. Therefore, knowing the students' learning styles is essential since I will consider and apply strategies that cover their needs without neglecting others.

The following bar graph (**Figure 9**) represents the notebook elements that students considered necessary. According to the students' profiles, and the data, they considered the lined notebook, topic date, and exercises as the main parameter to be evaluated.

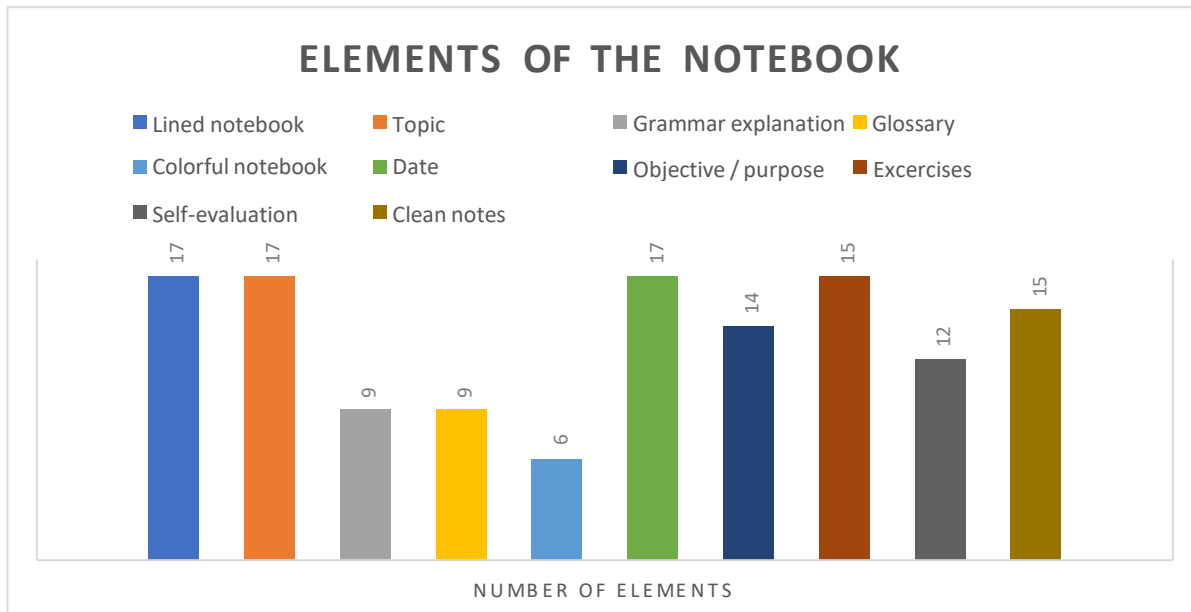
Then, objective/ purpose, self-evaluation, and clear notes as important too, but not like the previous one. It was important to highlight that they did not consider the most relevant elements in order to evaluate the notebook consciously since, as the chart and the bar graph

show, the grammatical explanation is not an elemental parameter; however, I considered they did not understand what it was about because the grammar explanation and the exercise function together. The purpose of that interview is to comprehend and analyze the importance of a notebook at Escuela Secundaria Oficial 0076 Licenciado Benito Juárez with students of 3° A.

When the English Head Teacher evaluated for the trimester, she just evaluated basic parameters like a lined notebook, date, topic, and content but not important and key information about the subject, no matter if they did not write the words, sentences correctly or if they did not develop the exercises correctly.

<i>Notebook parameters</i>	<i>Number of elements</i>
<i>Lined notebook</i>	17
<i>Topic</i>	17
<i>Grammar explanation</i>	9
<i>Glossary</i>	9
<i>Colorful notebook</i>	6
<i>Date</i>	17
<i>Objective / purpose</i>	14
<i>Excercises</i>	17
<i>Self-evaluation</i>	12
<i>Clean notes</i>	15

Table 3. Shows the notebook parameters whose students consider important.



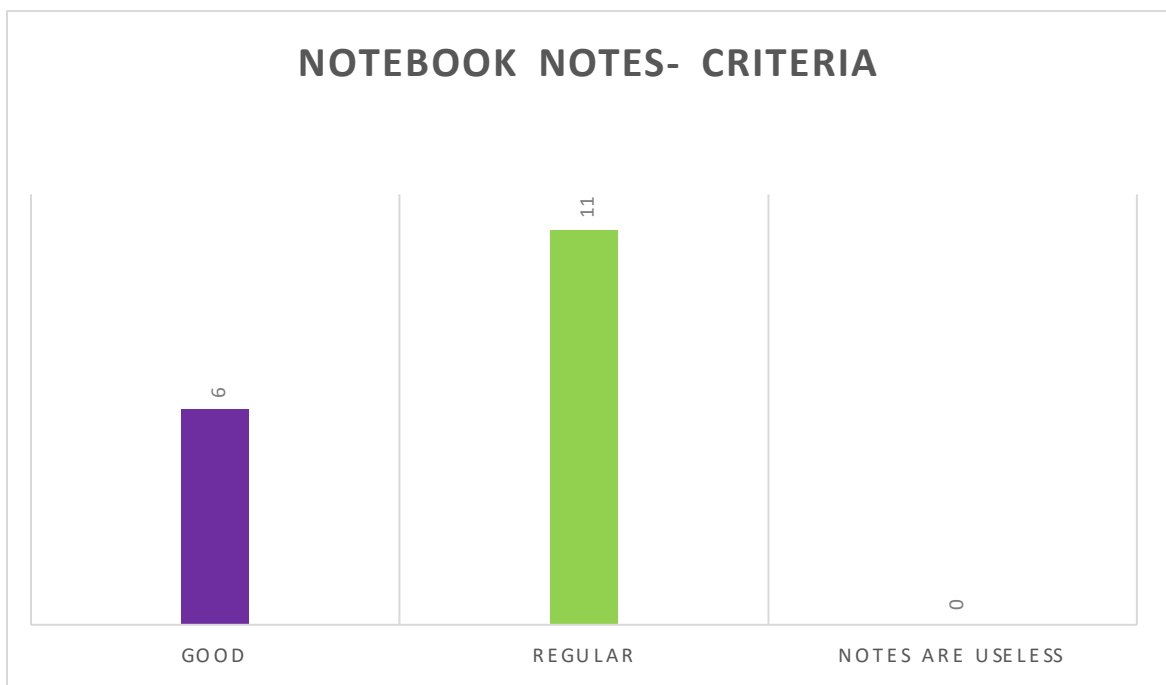
(Figure 9)

The next table and bar graphic represent how students consider their notes in the notebook. **(Figure 10)**. Students analyzed and answered a question related to how they perceived their notebook:

Good if the notebook was functional and complies with the established criteria to be evaluated. Regular if their notebook contained the basics as a source of information and study. And useless notes if their notebook did not have the enough criteria to be evaluated and used as a source of reference to strengthen class topics.

Notebook notes- criteria	Students
<i>Good</i>	6
<i>Regular</i>	11
<i>Notes are useless</i>	0

Table 4. It represents how students consider their notebook notes.



(Figure 10)

Analyzing the data, most of the students considered that the notes in their notebooks were regular, as was seen in questions 4 and 5, which reflected the indispensable parameters that each student considered that their notebook should have as an evaluation instrument.

During my intervention at Escuela Secundaria Oficial 0076 Licenciado Benito Juárez, I observed that the notebook was used as an information repository that might not be used in the future because they only sought to comply to get a grade, which in most cases was unrealistic.

According to the items, the questions were asked strategically in order to provide me with the reliability of the students' response; for example, question two and three support and reinforce the answer of question one since I could perceive the congruence of the student, and if indeed the notebook as an evaluation instrument.

Question four reinforces or refutes the answer to question one because if the student considered the notebook as a source of reference that served as an element of study, how the notebook was structured, organized, and functional will be coherent. Finally, question five reinforced the answer of question four because students mentioned the reason why students' notes and parameters were relevant, as well as to analyze the conditions of their notebooks and the quality of it, since, as the interview and statistics mentioned, in each notebook, I could find the essence of the student demonstrating authenticity and freedom from the criteria and parameters established by the teacher.

The answer of **STUDENT 1** in question number one “ *¿Para ti que representa un cuaderno?/ What does a notebook represent ?* was:

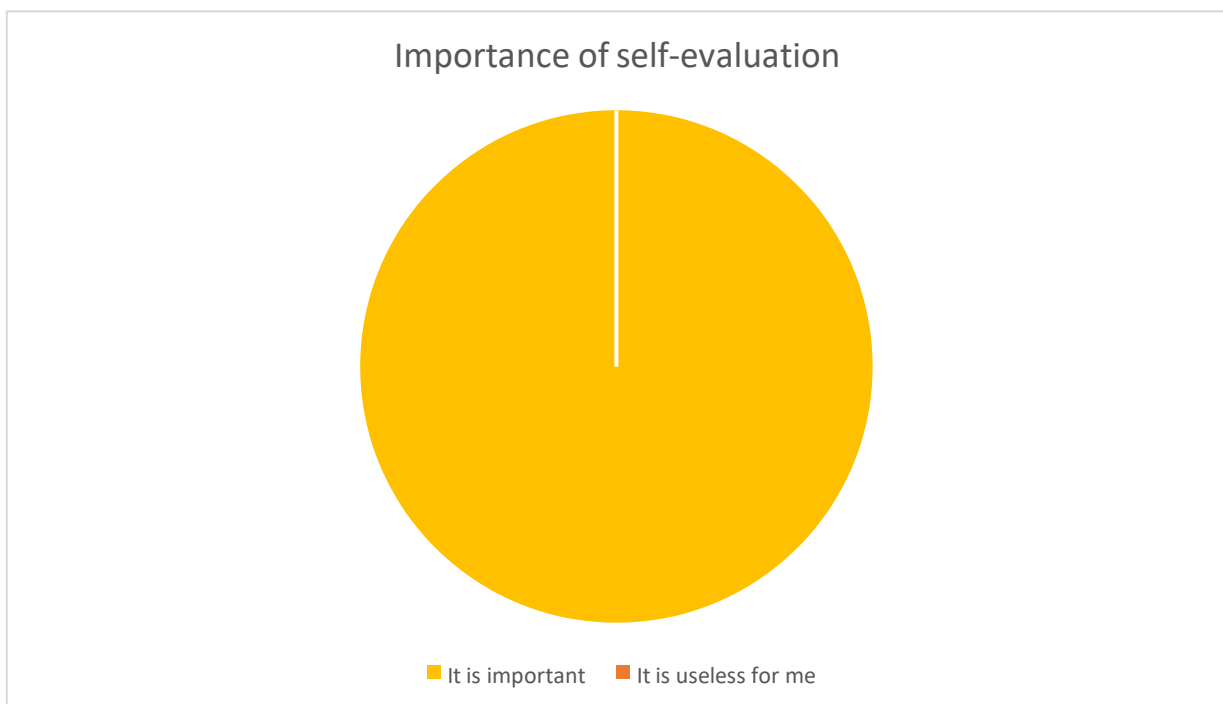
“ Son mis notas personales, de alguna u otra forma lleva mi esencia en él”.

This answer showed the particular meaning that each student gave to her notebook and, therefore, the students' actions and disposition when they used the notebook. Therefore, my goal was to generate that the students' notebook transcended into an evaluation tool, a consultation tool, designing a structured and usable notebook for long periods, and not only to pass the subject as a requirement.

In the final graphic and chart (**Figure 11**), all interviewees mentioned that self-evaluation was vital because they could identify, recognize and detect their opportunity areas and strengthen them and how they can be better in class. Nevertheless, in item number four, not all students checked the self-evaluation parameter as an important element of notebooks, although some just answered by saying "yes." Considering those answers, students who are aware that self-assessment allowed them to identify areas of opportunity to have a better chance of improving them because they already knew what they needed to improve. However, students who responded only "yes" know that it served to strengthen their skills and improve, but not precisely what they should have improved.

Importance of self evaluation	Students
It is important	17
It is useless for me	0

Table 4. Shows the students' answer about if sel-evaluation is important or not.



(Figure 11)

Second students' interview.

On May 18th, 2022, I applied for the second interview with students of 3° A. I asked four questions about their notebook. The objective of that interview was to know each particularity with their notebooks, how students use them inside and outside the classroom, as well as how they considered their work written on the notebooks.

(Appendix B)

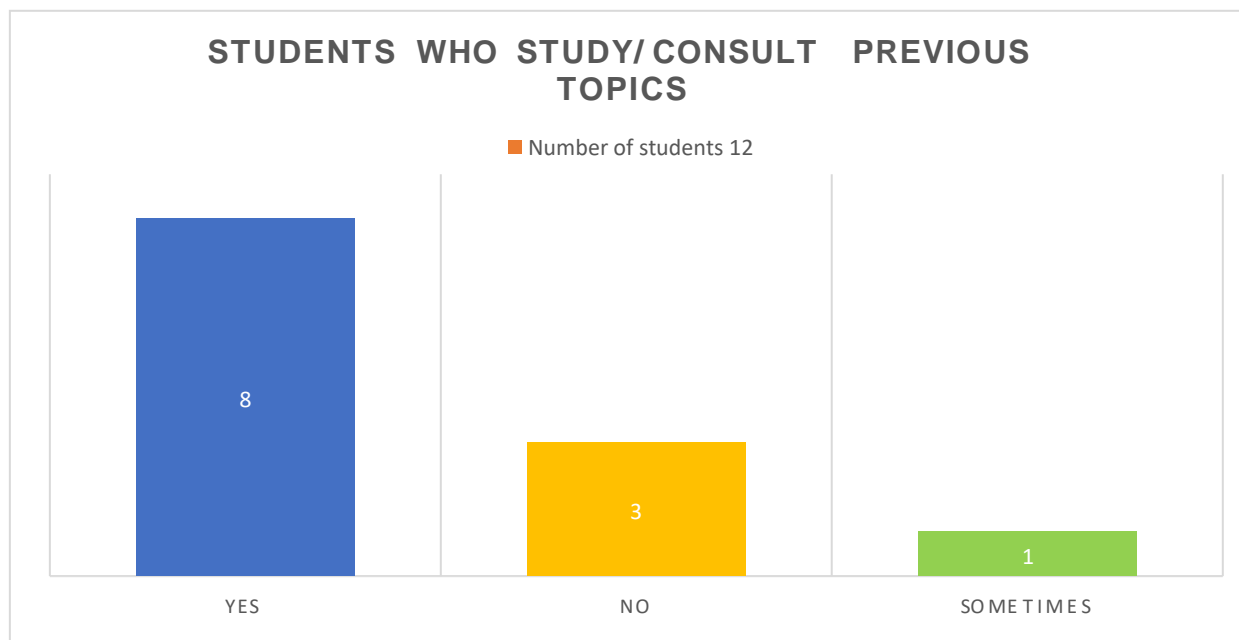
To analyze the data, I asked four questions to eighteen students of 3° A.

1.- “¿Te tomas el tiempo de repasar o consultar los temas vistos en las unidades pasadas para salir mejor el día de la evaluación? Sí / No. ¿Por qué? ” / Do you study or consult the topics seen in the past units to get better results for the assessment? Yes / No. Why?"

The following bar graphic (**figure 12**) represents the students' answer of 3°A.

Study/ consult previous topics	Number of students (12)
Yes	8
No	3
Sometimes	1

Table 5. Shows the students' answer about if they study or consult their notes.



(Figure 12)

Almost all students of twelve who were interviewed used the notebook to study or consult a previous topic when the evaluation period continued. Nevertheless, the evaluation period was each two months. In that sense, they hardly ever study despite in classes they still working with the same topics. Nevertheless, it reflected their progress in class, since sometimes they did not know how to answer a basic question, even if their classmates shared the answer a few minutes before.

2.- “Los apuntes de mi cuaderno sirven para:” / The notebook notes are useful for:

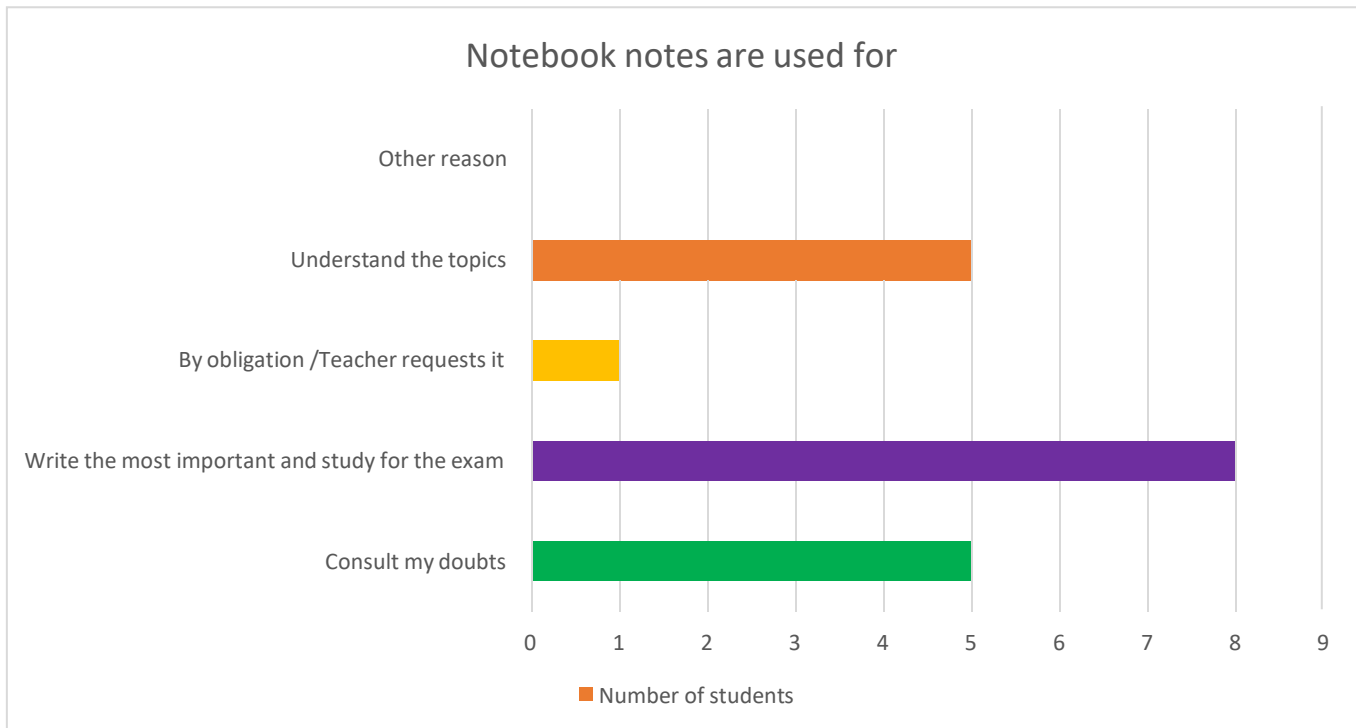
Students had four options and an extra one if they had another way to use their notebook.

- a) Consult my doubts.
- b) Write the most important and study for the exam
- c) By obligation /Teacher requests it.
- d) Understand the topics through my own words.
- e) Other reason

The next bar graphic (**figure 13**) represents the students' answers.

Notebook notes are used for	Number of students
Consult my doubts	5
Write the most important and study for the exam	8
By obligation /Teacher requests it	1
Understand the topics through my own words.	5
Other reason	0

Table 6. Shows the use of the notebook by students at Secundaria Benito Juárez.



(Figure 13)

Apparently, the number of students increased by their answers, but it was because students selected up to three options for notebook use. As the main bar graphic, students reaffirmed their answer, mentioning that they used the notebook mainly as a study tool.

However, there were also many responses where they mentioned that they used the notebook as a repository of information and captured the contents in their own words (they give essence to the notebook).

Some students alluded that their notebooks did not have the optimal conditions to be evaluated because they considered that their handwriting was "ugly." Therefore, the typography was considered in the notebook as an element of it. However, there are priority elements, depending on the teacher, which generated that the style of lettering takes second place, for example, the quality of the contents.

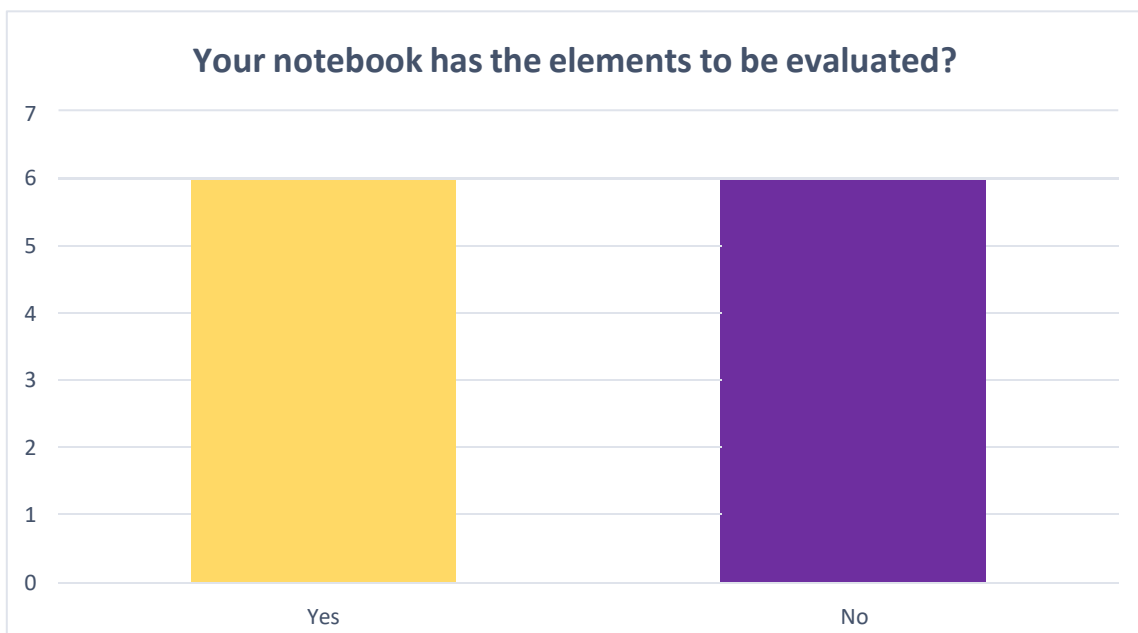
Only one student mentioned that he used the notebook out of obligation and because the teacher asked him to. This was reflected during English classes when the student recorded the activities because the student did not have the essential elements; identification of the topic, date, or grammatical explanation. Currently, the student managed to improve his notes even though he did not like the use of the notebook. This was genuinely significant since the notebook was no longer used only to copy information; now, it allowed him to participate by having selected and straightforward information/ content.

3.- ¿Consideras que tu cuaderno contiene lo necesario para ser evaluado? Sí, No. ¿Por qué? / *Do you consider that your notebook contains the necessary elements to be evaluated? Yes, No. Why?*

The following bar graphic (**figure 14**) shows the results of question number three.

Your notebook could be evaluated	Number of students
Yes	6
No	6

Table. 7



(Figure 14)

In these questions, the students answers were equally divided. Half of the interviewees mentioned that their notebooks had sufficient elements to be evaluated. It was important to mention that the elements being considered with the **3^ºA group of "Escuela Secundaria Licenciado Benito Juárez 0076"** were:

- Date
 - Topic
 - Expected learnings - (Element that I added when I started giving them class, just the first classes when we started with a new topic).
 - The social practice of the language - Element that I added when I started giving them class just the first classes when we started with a new topic).
-
- Objective / purpose
 - Grammar explanation
 - Exercises
 - Self-assessment section

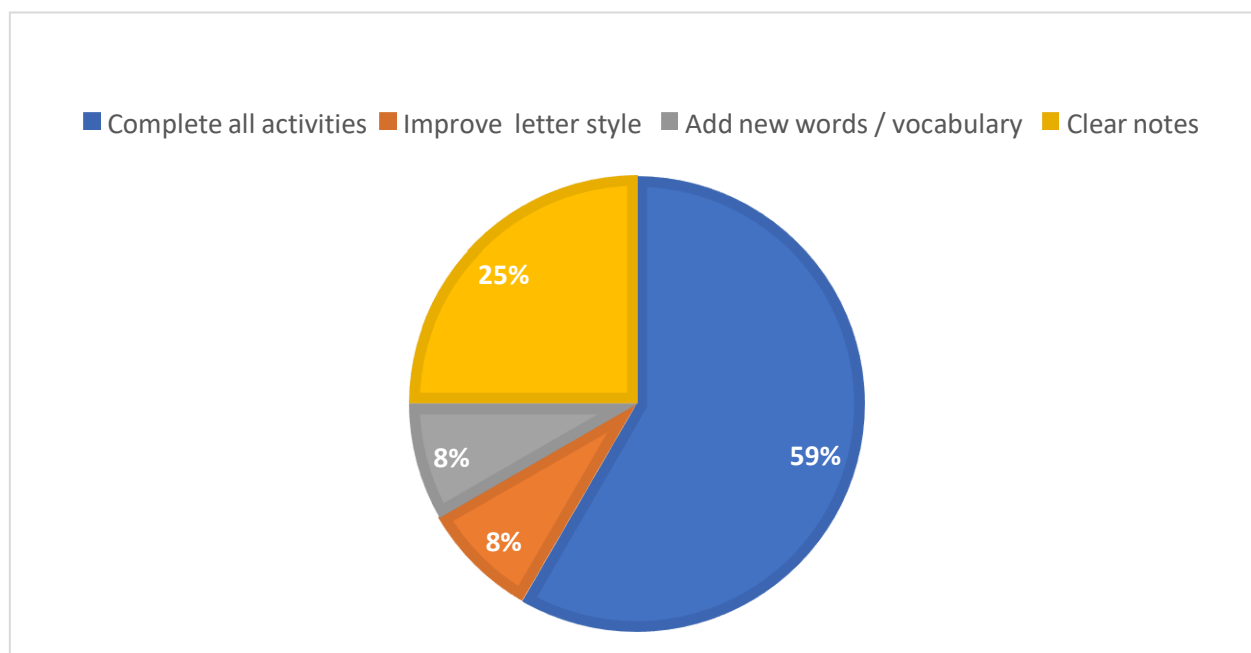
On the other side, another half part of the students mentioned they did not have enough elements in their notebooks to be evaluated. Although, almost all of them just copied the information written on the board, it was complicated for them to solve an exercise because they only copied and did not analyze the information they wrote.

The last bar graphic of this interview (**figure 15**) shows the students' answers according to the elements that they could improve in their notebooks in order to strengthen, at the same time, their process of second language acquisition.

4. ¿Qué estarías dispuesto a mejorar de tu cuaderno? ¿Por qué? / *What could you improve about your notebook? Why?*

Elements to improve on the notebook	Number of students
Complete all activities	7
Improve letter style	1
Add new words / vocabulary	1
Clear notes	3

Table 8.

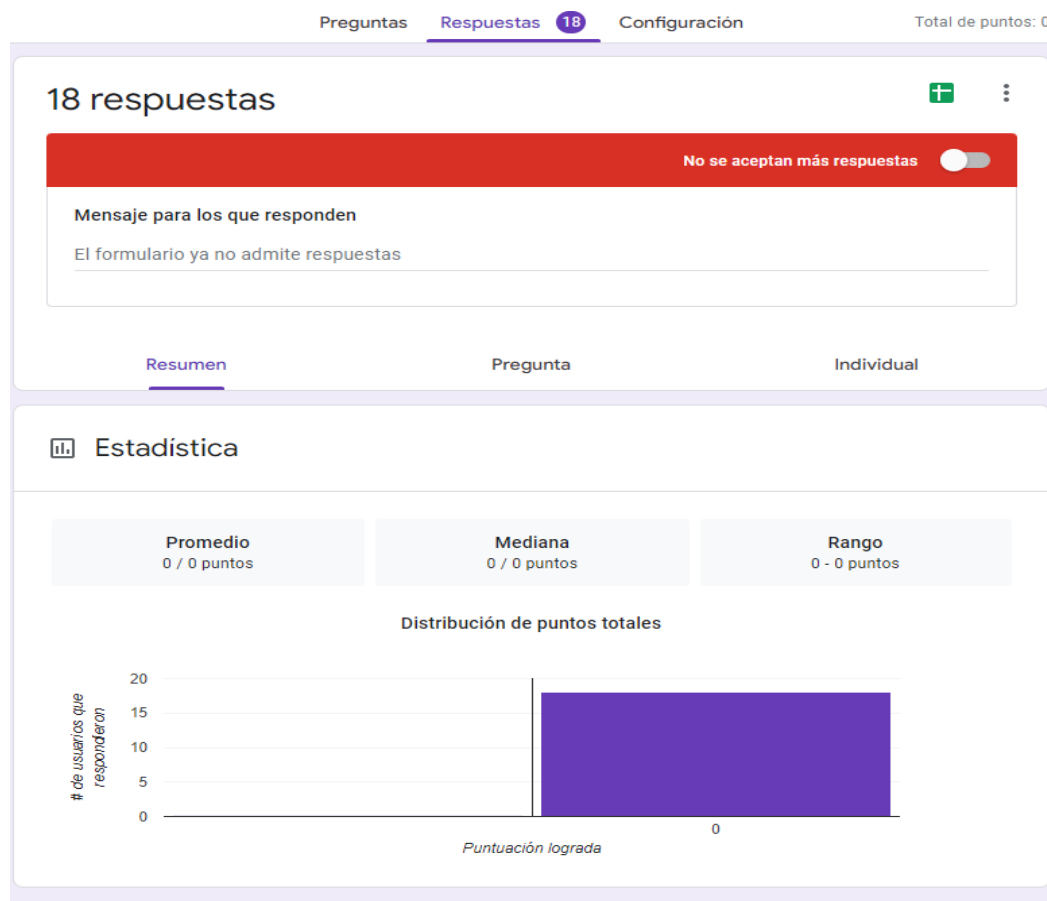


(Figure 15)

This last question strengthens the previous ones because through that reflection on their own notebook, it allowed their previous answers to have coherence, and effectively, they detect what they should have improved in their notebook with the purpose to be considered as an evaluation instrument and at the same time, helps as a source of reference regardless of the time that passes, since having selected and reliable information they could make use of it at any time.

Finally, I designed another questionnaire for teachers. Teachers answered the questionnaire by Google Forms. The number of participants were eighteen teachers from elementary and secondary school since they use notebooks almost in all their classes (figure 16).

The questionnaire contained six questions about Student's notebooks (figure 17). It is relevant to know different perspectives about a notebook as an evaluation tool if it is the case for them. That is why, I applied it, since I was interested to know their point of view and how they applied it in their classes no matter the level or subject.



(Figure 16)

¿Qué es un cuaderno? *

Texto de respuesta largo

¿Cuál es el objetivo del cuaderno? *

Texto de respuesta largo

¿Qué relevancia tiene el cuaderno del estudiante en su asignatura? *

Muy importante

Importante

Poco importante

No hago uso de el

Otra...

De manera jerárquica, escriba los elementos que para usted son los más importantes de un cuaderno. *

Texto de respuesta largo

En su asignatura ¿Qué porcentaje/valor le otorga al cuaderno? *

Texto de respuesta largo

¿Considera el cuaderno como un instrumento de evaluación efectivo? Sí, No. ¿Por qué? *

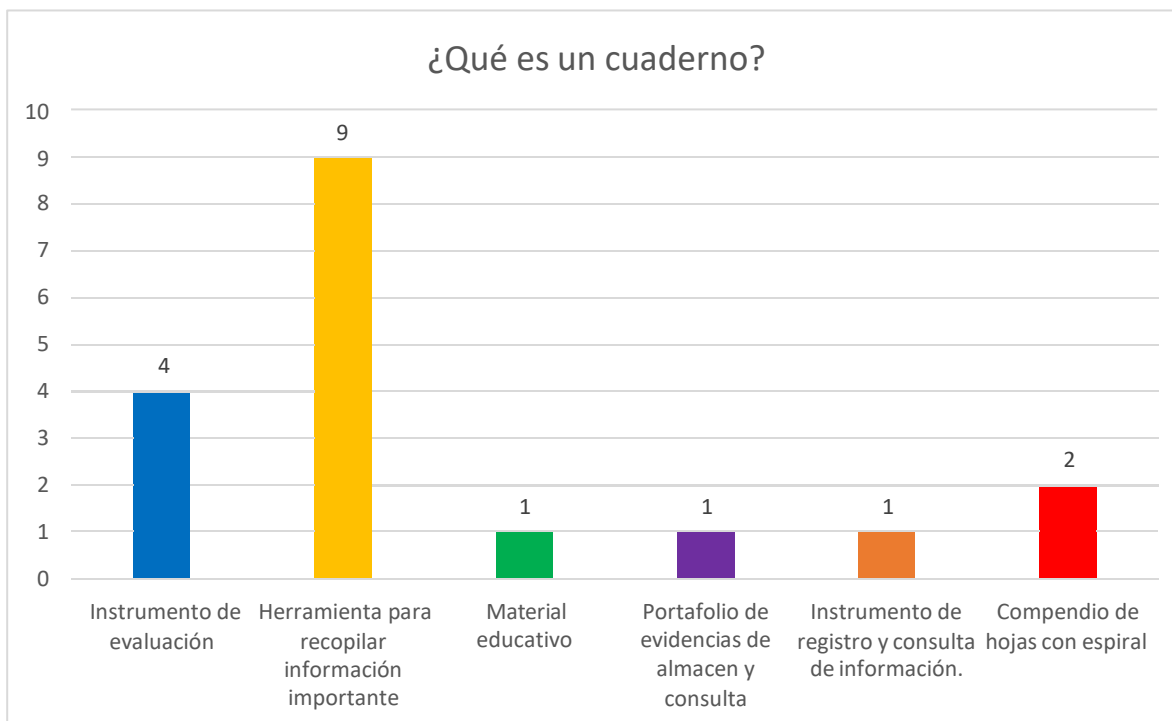
Texto de respuesta largo

(Figure 17)

1.- “¿Qué es un cuaderno?” / What is a notebook? (Figure 18)

¿Qué es un cuaderno?	No. Maestros
Instrumento de evaluación	4
Herramienta para recopilar información importante	9
Material educativo	1
Portafolio de evidencias de almacen y consulta	1
Instrumento de registro y consulta de información.	1
Compendio de hojas con espiral	2

Table. 9 Shows the teachers' answer about their own meaning of a notebook.



(Figure 18)

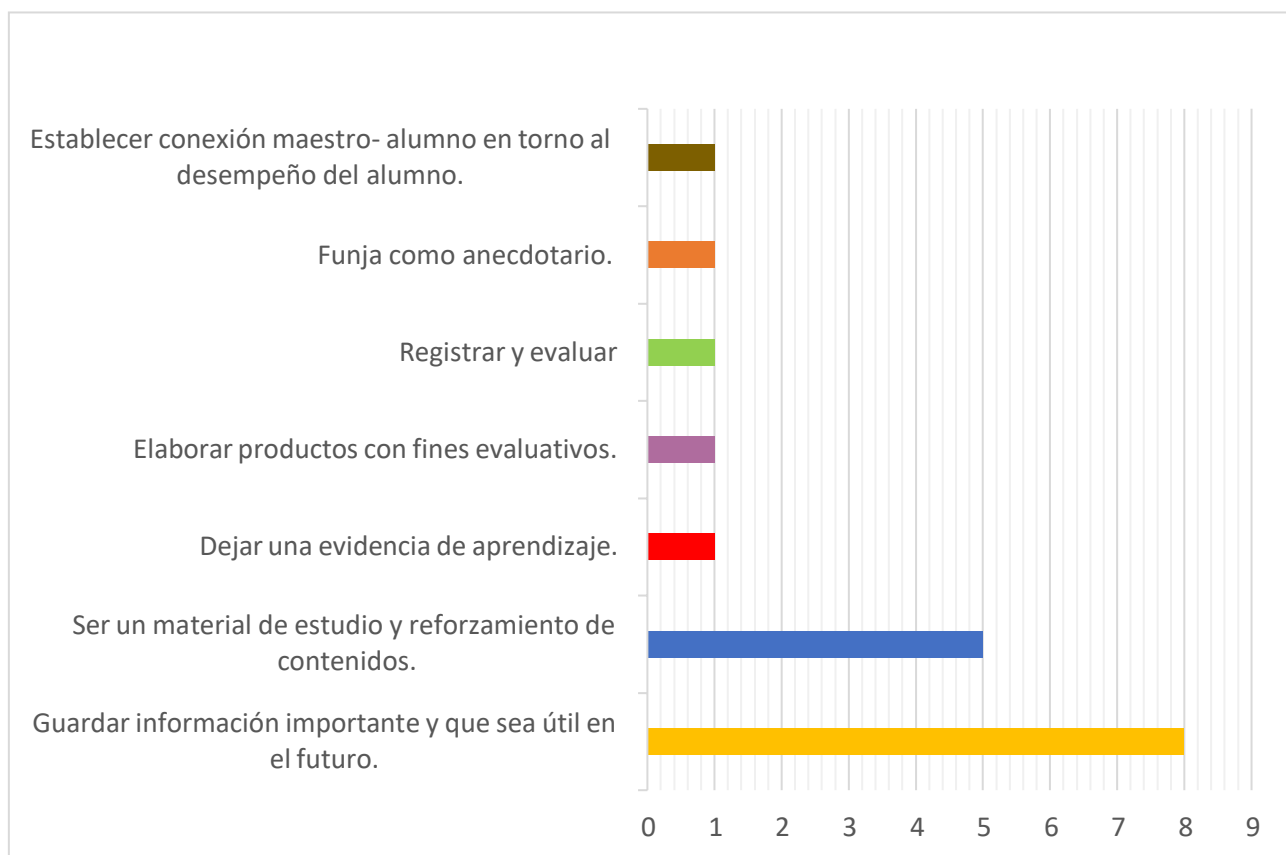
Through that question, I was able to get different interpretations of what a student notebook means to teachers. Based on their experience, they had been transforming the use they gave to the notebook. However, they all shared a similarity, and that was to a lesser or greater extent, they were aware of its operation and effectiveness in the classroom, depending on the needs that each teacher, group, and context demanded.

2. “¿Cuál es el objetivo del cuaderno?” / What is the notebook objective? (Figure 19)

¿Cuál es el objetivo del cuaderno?	No. Maestros
Guardar información importante y que sea útil en el futuro.	8
Ser un material de estudio y reforzamiento de contenidos.	5

Dejar una evidencia de aprendizaje.	1
Elaborar productos con fines evaluativos.	1
Registrar y evaluar	1
Funja como anecdotario.	1
Establecer conexión maestro- alumno en torno al desempeño del alumno.	1

Table 10. Shows the teacher's answer about the notebook purposes.

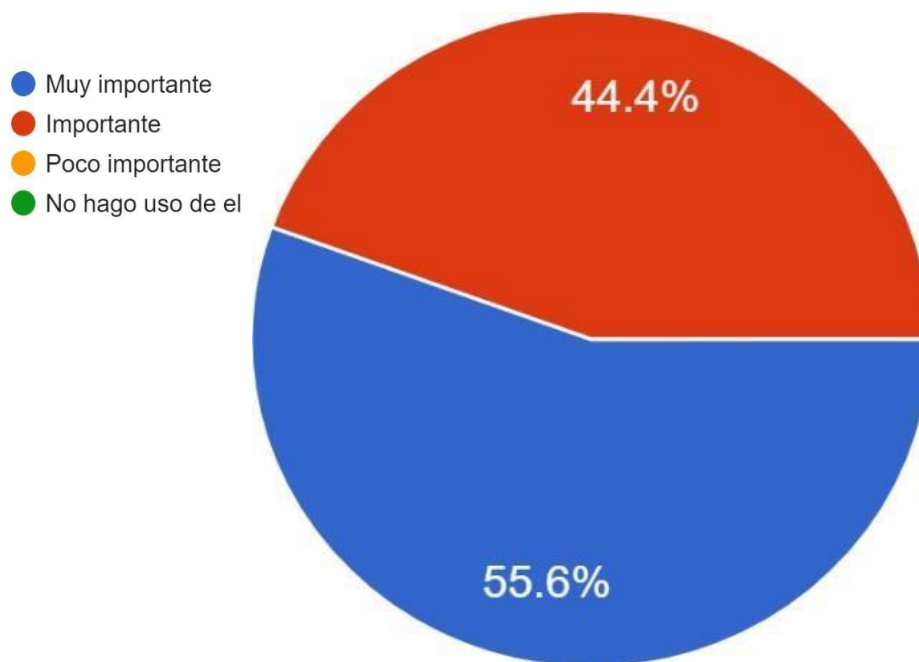


(Figure 19)

As the graph shows, the teachers interviewed shared different answers about the objective or purpose of a notebook. It is essential to highlight that the objectives and purposes were different depending on the needs of the students, the subject, and their own learning process in acquiring a second language. However, within the different objectives, the careful

selection of content for the short, medium, and long-term functioning of the students prevails. In this sense, it allows them to transcend their learning through the construction of one of the oldest learning tools in the history of education, the students' notebooks.

3.- *¿Qué relevancia tiene el cuaderno del estudiante en su asignatura? / What relevance does the students' notebook have in your subject? (Figure 20)*



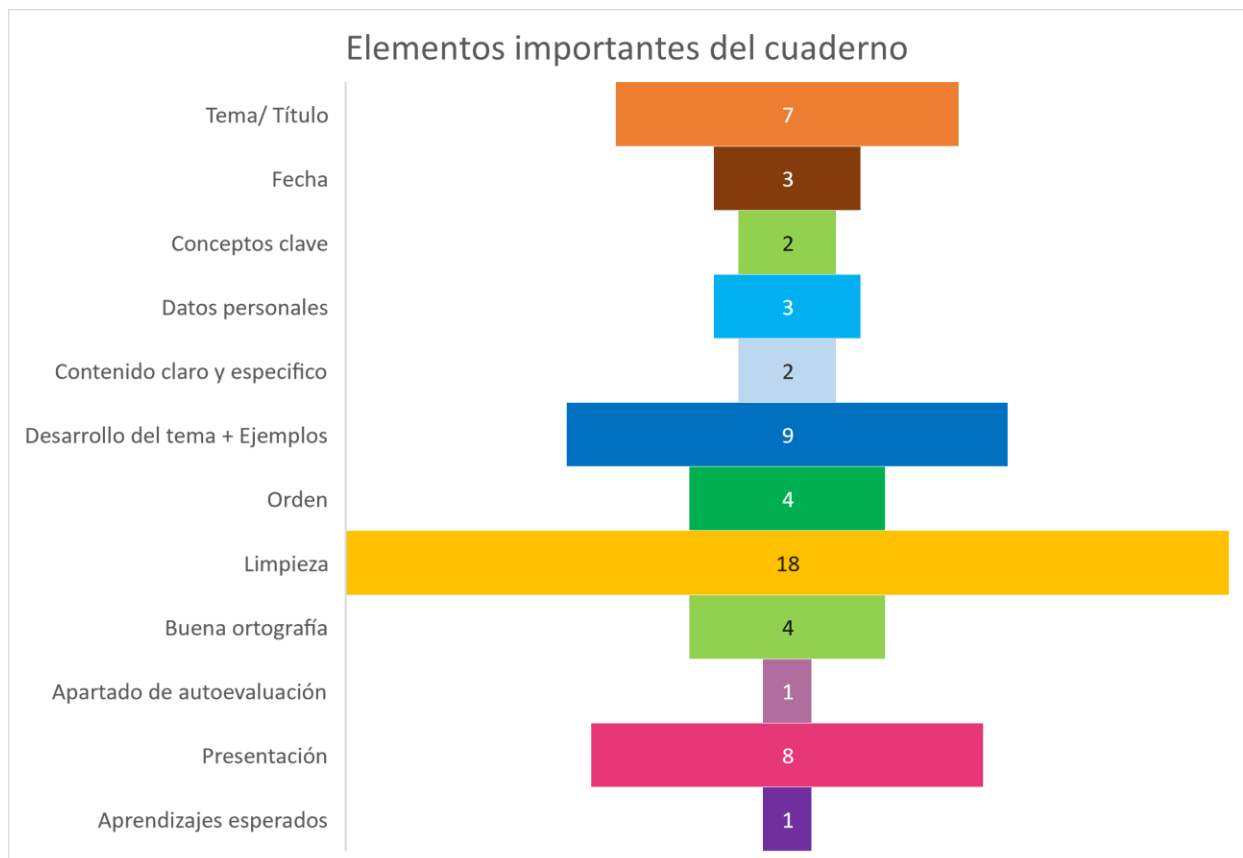
(Figure 20)

4- *“De manera jerárquica, escriba los elementos que para usted son los más importantes de un cuaderno”. / In hierarchical order, write down the items that are most important in a notebook. (Figure 21)*

Elementos importantes que debe contener el cuaderno.	No. Maestros
Tema/ Título	7
Fecha	3

Conceptos clave	2
Datos personales	3
Contenido claro y específico	2
Desarrollo del tema + Ejemplos	9
Orden	4
Limpieza	18
Buena ortografía	4
Apartado de autoevaluación	1
Presentación	8
Aprendizajes esperados	1

Table 11. Shows the elements of the notebook that are important for the teachers.

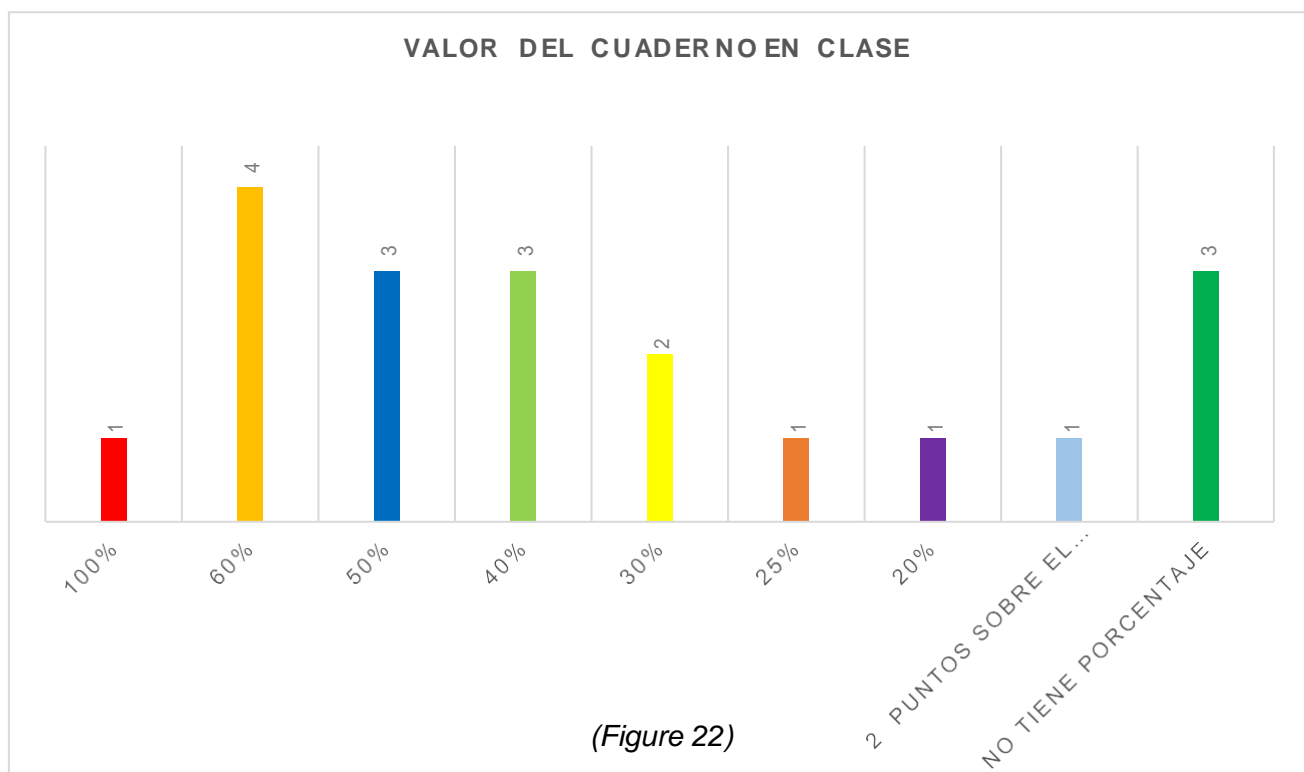


(Figure 21)

5- "En su asignatura ¿Qué porcentaje/ valor le otorga al cuaderno?" / What percentage do you give to the notebook? (Figure 22)

¿Qué valor le otorga al cuaderno en su materia?	No. Maestros
100%	1
60%	4
50%	3
40%	3
30%	2
25%	1
20%	1
2 puntos sobre el 10	1
No tiene porcentaje	3

Table 12. Shows the percent that teachers assign to students' notebooks.



6-“¿Considera el cuaderno como un instrumento de evaluación efectivo? Sí, No.

¿Por qué?” / Do you consider the notebook an effective evaluation tool?

Yes, No. Why?

(Figure 23, 24 and 25)

¿Considera el cuaderno como un instrumento de evaluación efectivo? Sí, No. ¿Por qué?
18 respuestas

Si, ya que ayuda a los alumnos a tener información relevante almacenada, lo que ayuda a recordar el tema con mayor claridad y poner en práctica lo aprendido desarrollando una de las habilidades importantes en mi materia.

Si, refleja todo lo que el alumno hace antes durante y después de una clase

Si, debido a que ahí se materializan los productos que se realizan en aula

Si, por la continuidad del trabajo realizado

Si, porque en él se apoya para colocar ideas de algún tema

No, porque a pesar de tener una estructura similar cada estudiante define su estilo, las ideas que le son útiles y los ejemplos que le apoyan para mayor comprensión de la información

(Figure 23)

¿Considera el cuaderno como un instrumento de evaluación efectivo? Sí, No. ¿Por qué?
18 respuestas

No , porque no refleja el aprendizaje de los alumnos.

Si, como complemento.

No, ya que en ocasiones no refleja lo que el alumno sabe

No, porque el que se lleve un cuaderno perfecto no es sinónimo de garantizar el aprendizaje

En ocasiones

Si, permite observar el avance en la elaboración de las actividades, su ortografía, gramática y además da la libertad a los estudiantes para entender cómo aprenden organizando las actividades trabajadas de la manera en la que crean más pertinente pero orientada al aprendizaje esperado, aspecto que como docentes debemos observar y guiar.

Si, porque me da la oportunidad de valorar sus conocimientos, actividades, actitudes y personalidad.

Si porque de acuerdo al libro 4 de evaluación SEP (2011) los cuadernos de los alumnos son instrumentos

(Figure 23)

¿Considera el cuaderno como un instrumento de evaluación efectivo? Sí, No. ¿Por qué?

18 respuestas

libertad a los estudiantes para entender como aprenden organizando las actividades trabajadas de la manera en la que crean más pertinente pero orientada al aprendizaje esperado, aspecto que como docentes debemos observar y guiar.

Si, porque me da la oportunidad de valorar sus conocimientos, actividades, actitudes y personalidad.

Si porque de acuerdo al libro 4 de evaluación SEP (2011) los cuadernos de los alumnos son instrumentos que corresponden a las técnicas de desempeño, hay que recordar que hoy en día debemos trabajar bajo la evaluación autentica centrada en el desempeño

Si, ya que verifico, que el estudiante realmente anoté lo más relevante de la materia y algunas indicaciones que se dan en clase, igualmente algunos ejercicios que se aplican en clase para poder asimilar lo aprendido.

Si porque muestra el avance y logro de aprendizajes pero debe complementarse con instrumentos que permitan señalar que objetivos serán evaluados

Si.

Siempre y cuando las evidencias elaboradas por el alumno le permitan fortalecer los aprendizajes.

(Figure 24)

Obtaining different perspectives from different teachers allowed me to expand my own criteria and conception of the class notebook, as well as the different uses I can make of it. Although the notebook was not the most valued tool despite its use, the testimonies and answers from colleague teachers provide alternatives as to how it could continue functioning, considering Students as a priority at all times.

5. CONCLUSION

When I thought about the topic I wanted to research, I had several confrontations with myself because there are multiple educational needs to be addressed. However, I intended to focus this research on the improvement of my practice since analyzing the competencies to be achieved, evaluation was an opportunity area that I needed to solve since I did not feel I had enough tools to achieve it.

Within the evaluation, I was also interested in integrating the strengthening of students' skills to impact both paths.

Class notebooks were attractive to me because in it, I could find memories of old classes and knowledge without expiration, and at the same time, I could relive the memories that it brought me.

Nowadays, in my experience, both as a student and as a teacher in training, the student notebook has not been considered an important element of the classroom. However, I saw in it a learning opportunity.

For this reason, I decided to address this educational need, which is also happened at Secundaria Oficial Licenciado Benito Juárez 0076, the school where I was developing my professional practices and professional service.

The problem became clearer and clearer during the whole process of research inside and outside the classroom, searching and selecting information through authors and true sources.

The problem became clearer and clearer during the whole process of research inside and outside the classroom, searching and selecting information through authors and primary sources.

It was true that the students only used their notebooks to copy the information that the teacher wrote on the blackboard. There was no fixed or important objective in the use of the notebook.

On the other hand, the high school English teacher used and continues to use the notebook as an indispensable element to take notes, but not as a fundamental element of learning. In that sense, students of 3° A just reproduced what the teacher wrote without questioning whether it was accurate information.

When I made my first intervention, I made some adjustments to the parameters that the notebook should include, so most of the students did not understand the reason and did not get used to it. However, in the following weeks, they became familiar with my work, in which the notebook was of great importance.

The parameters I added were:

- Objective /Purpose
- Grammar explanation
- Exercises
- Glossary
- Self-evaluation section

Those purposes were as important as others; nevertheless, those purposes were more specific and situated for the student in the English class, since if they knew the class's objective, they knew why the activities were developed and what we hoped to achieve.

The grammatical explanation is also a fundamental aspect of improving learning since if students get used to including grammatical explanations, they have a better chance of learning the content by consulting information, which allows them to perform a series of exercises to practice and strengthen writing skills as the main skill.

Likewise, the grammatical aspects such as the glossary strengthen reading and writing since it allows the comprehension of the texts in English, the students know the correct spelling of

some words, and have the possibility of expanding their vocabulary through the use of the glossary with words that each class discovered or words of their interest.

The self-evaluation section was the one that generated the most changes because at the beginning, the students did not understand what they had to do, and they questioned the reason why they had to do it if they had never done it with a regular teacher. This helped me because I could see a difference in their behavior in the classroom when I explained the reason and purpose of the self-evaluation.

Those behaviors helped because being under their own observation, they wanted to write only positive things in that section.

It was not the same situation in all students, however, it helped them to recognize their development in each English class, and they learned to identify opportunity the areas that they needed to improve.

Most of the students were sincere in writing their self-evaluation. They even shared with me what they wrote before I read them. In that sense, they acknowledged without guilt or shame the "mistakes" or the aspects they needed to improve.

To achieve the objective as I proposed, more time was required since the students were not accustomed to this way of working. However, it is important to highlight that the students had a good response to it, and it was reflected in the fact that their behavior in class, their academic performance, and interest in the English class changed significantly.

Some of the students value the effort they put into each class notes and activities because they understand that the notebook can be an effective source of reference with no expiration date, considering the information and contents veracity, as well as the quality, presentation since student's decision since the most important thing is the content that is in the notebook and what they achieve with it.

On the other hand, there are different ways of learning in which students can demonstrate their progress to a greater extent since they can demonstrate their abilities orally or through practice, and it is meaningful for the student.

Nonetheless, I conclude that the notebook can be an evaluation instrument that contributes to the progress of students in the acquisition of a second language and any subject as long as the teacher knows how to guide and support students to build an optimal notebook, which meets the fundamental parameters so that it can be functional and assessable. Likewise, it can be evidence for parents, teachers, directors, and students of the progress that has been achieved with each of them.

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7. APPENDIXES

In this section you are going to observe all evidences about the student's notebooks of students of 3°A of Escuela Secundaria Oficial "Licenciado Benito Juárez 0076".

Each appendix reflects the students' class works that we worked on during my professional practices in face-to-face classes started in November 2021.

The following images are evidences of the work that students developed through the contents and information that I provided them. It is important to highlight, in each classwork, activity or final product, there are a different results and ways of doing it due to the students' learning processes, interests, skills, essences, disposition, and attitude to develop them.

At the same time, appendixes reflect how students use the notebook. Each one has particularities despite of the parameter are the same for all students.

On the other hand, you are going to find the tools used to collect information such as interviews for students of third-grade group A, and questionnaires for teachers who are practicing professionally.

7.1 Appendix 1: First students' interview of 3° A.

Nombre: MIRANDA MEDOZA RENAT Grado y Grupo: 3° A Sección: 2

1. ¿Para ti que representa un cuaderno?
Un material de trabajo

2. ¿Con que frecuencia consultas los temas registrados en el cuaderno para repasar o aprender más del tema?
Marca con una paloma tu respuesta y después justificala.
 Todos los días () Tres veces a la semana () Un día (X) Nunca ()

3. ¿Por qué?
Trato de prestar atención para no estresarme estudiando

4. ¿Para ti qué elementos del cuaderno si son relevantes, los cuales son parte de tu calificación?

• Cuaderno forrado	(X)	Fecha	(X)
• Tema	(X)	Objetivo / Propósito	()
• Explicación gramatical	(X)	Ejercicios	(X)
• Apartado de glosario	()	Sección de autoevaluación	()
• Colorido	(X)	Apuntes legibles	(X)

5. ¿Por qué son relevantes?
Siento que son aspectos con los que se ve presentable.

6. ¿Cómo autoevaluarías tus apuntes de tus cuadernos para cuando estudias?
 BUENO (X) REGULAR () NO ME SIRVEN LOS APUNTES ()

7. ¿Por qué los consideras así?
Trato de tenerlos ordenados con buena letra, ya que siento que de esa manera es más fácil retener la información.

8. El apartado de autoevaluación te permite identificar tu desempeño y lo que debes de mejorar en la clase de Inglés?
Si es una buena forma de entender que me hace falta, en que tengo que mejorar y en que estoy bien.

Fecha de aplicación: 15 de marzo de 2022

This interview helped me to know the student's vision about their notebook and if they considered them important or not, as well as how they use them.

7.2 Appendix 2: Second student's interview 3° A

Nombre del estudiante: Suarez Martinez Sophia Maetzy Fecha: 19/May/2022

1.- ¿Te tomas el tiempo de repasar o consultar los temas vistos en las unidades pasadas para salir mejor el día de la evaluación? Sí, No. ¿Por qué?
Sip por que aveces se me olvidan unas cosas

2.- Los apuntes de mi cuaderno sirven para:

a) Consultar mis dudas
b) Anotar lo más importante de la clase y repasar para el día del examen.
c) Lo utilizo por obligación/ El maestro me lo solicita.
d) Para comprender el tema a través de mis propias palabras.
e) Otro motivo: _____

3.- ¿Consideras que tu cuaderno contiene lo necesario para ser evaluado? Sí, No. ¿Por qué?
Sip por que anoto todo !!

4. ¿Qué estarías dispuesto a mejorar de tu cuaderno? ¿Por qué?
Solo que se le rompio la pasta pera ya luego lo arreglo !!

The purpose of the second interview was to recognize and analyze if the student's notebook, in 3°A works as a repository of information or source of reference and to continue developing the present work.

7.3 Appendix 3: Teachers' questionnaire (google forms)

CUADERNO DE CLASE. Se guardaron todos los cambios en Drive

Preguntas Respuestas 18 Configuración Total de puntos: 0

Nombre.

18 respuestas

Misraim Elizalde

Paola Miranda

Omar Nava

BELEN MARTÍNEZ

Jesús Arturo Alarcón Lule

Andrea

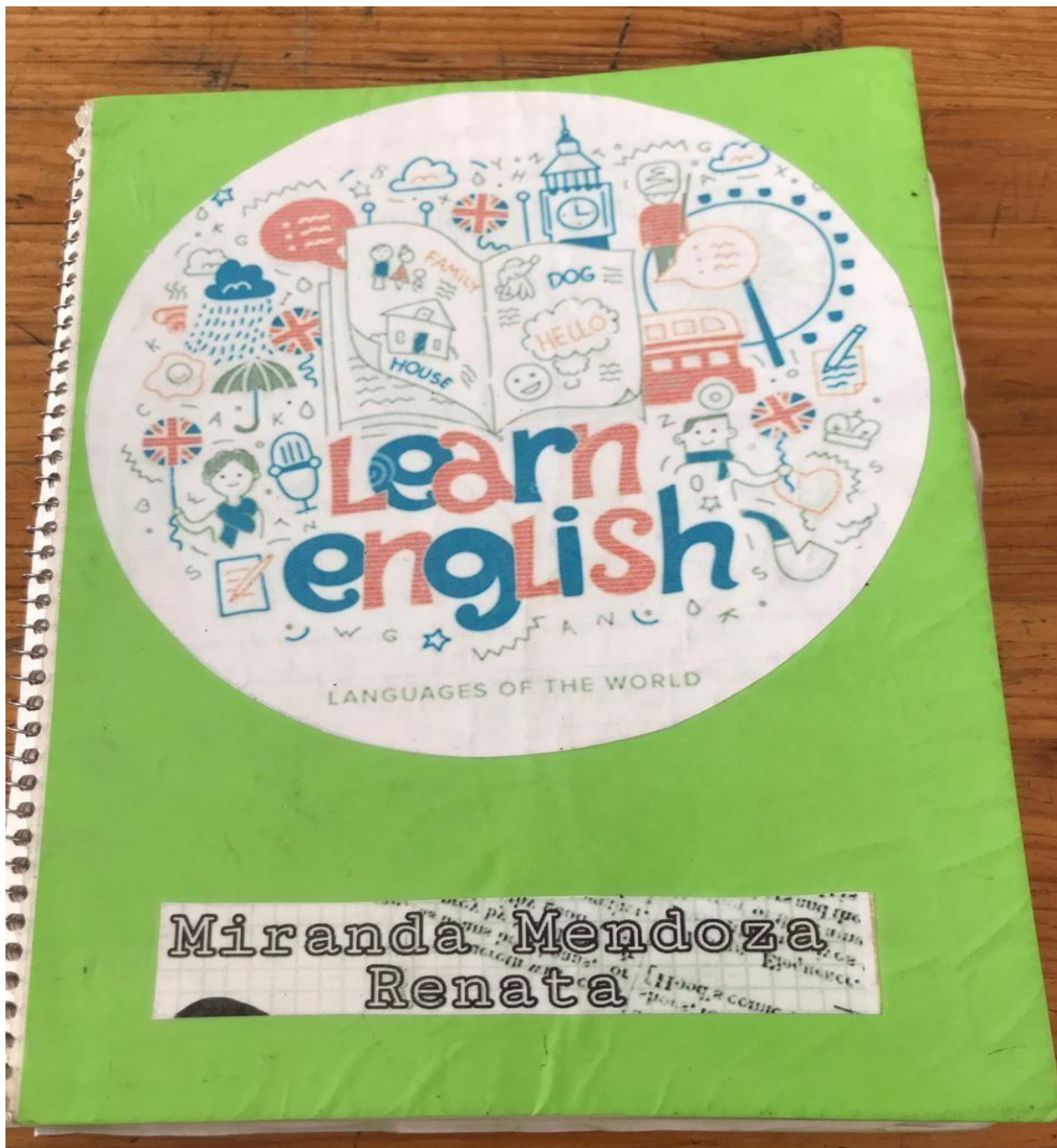
Valeira Maya

Victor Hugo Reyna Alvarado

Gabriela Lizeth Salas Carrillo

The purpose of the questionnaire was to know the teachers' answers and the way they use the notebook in classes no matter the subject or level (Elementary school and Middle high school).

7.4 Appendix 4: Notebook of student 1.



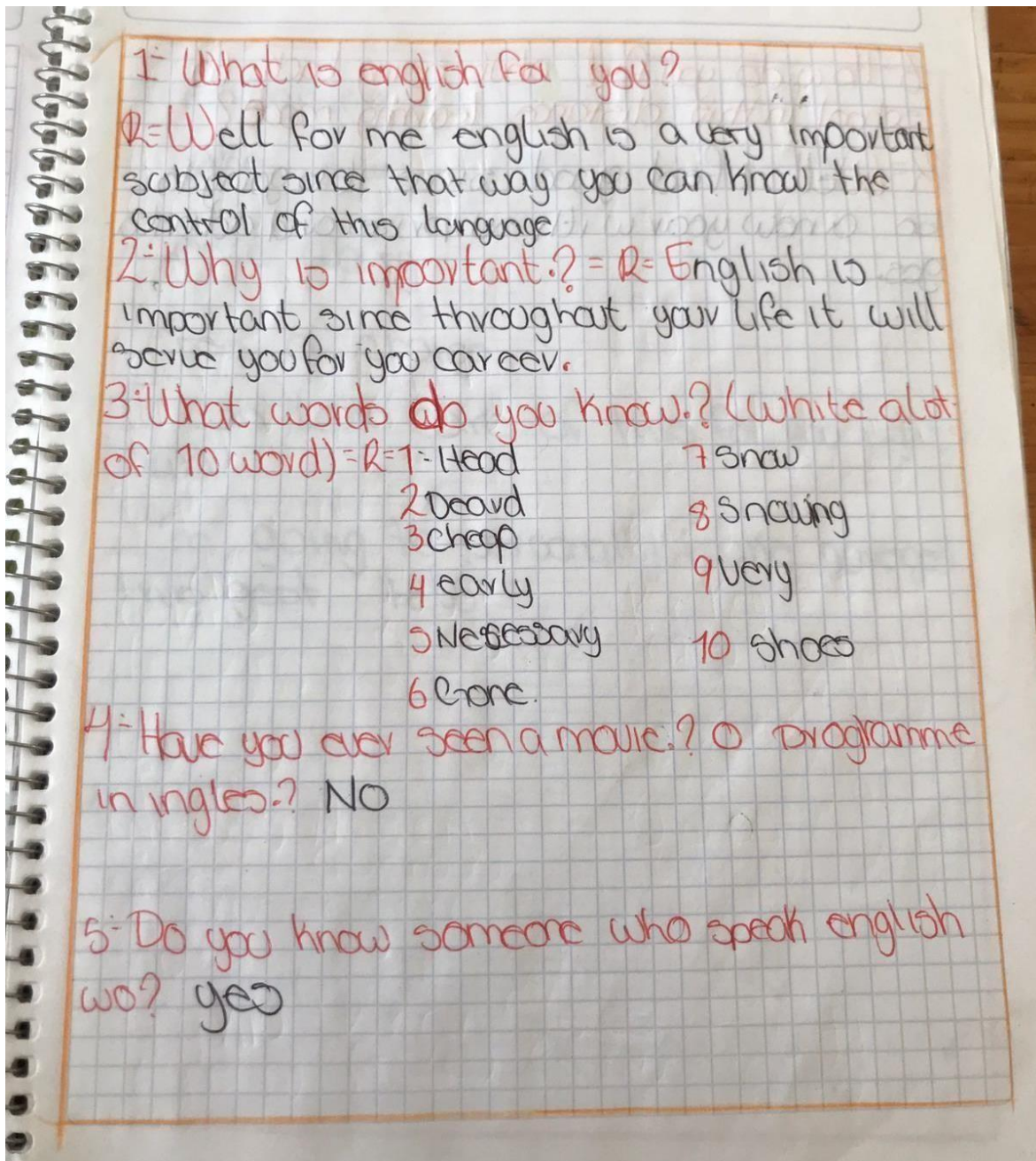
Student's notebook as evidence of an evaluation tool in second language acquisition. This notebook was developed and strengthened during my professional practice period.

7.5 Appendix 5: Notebook of student 2.



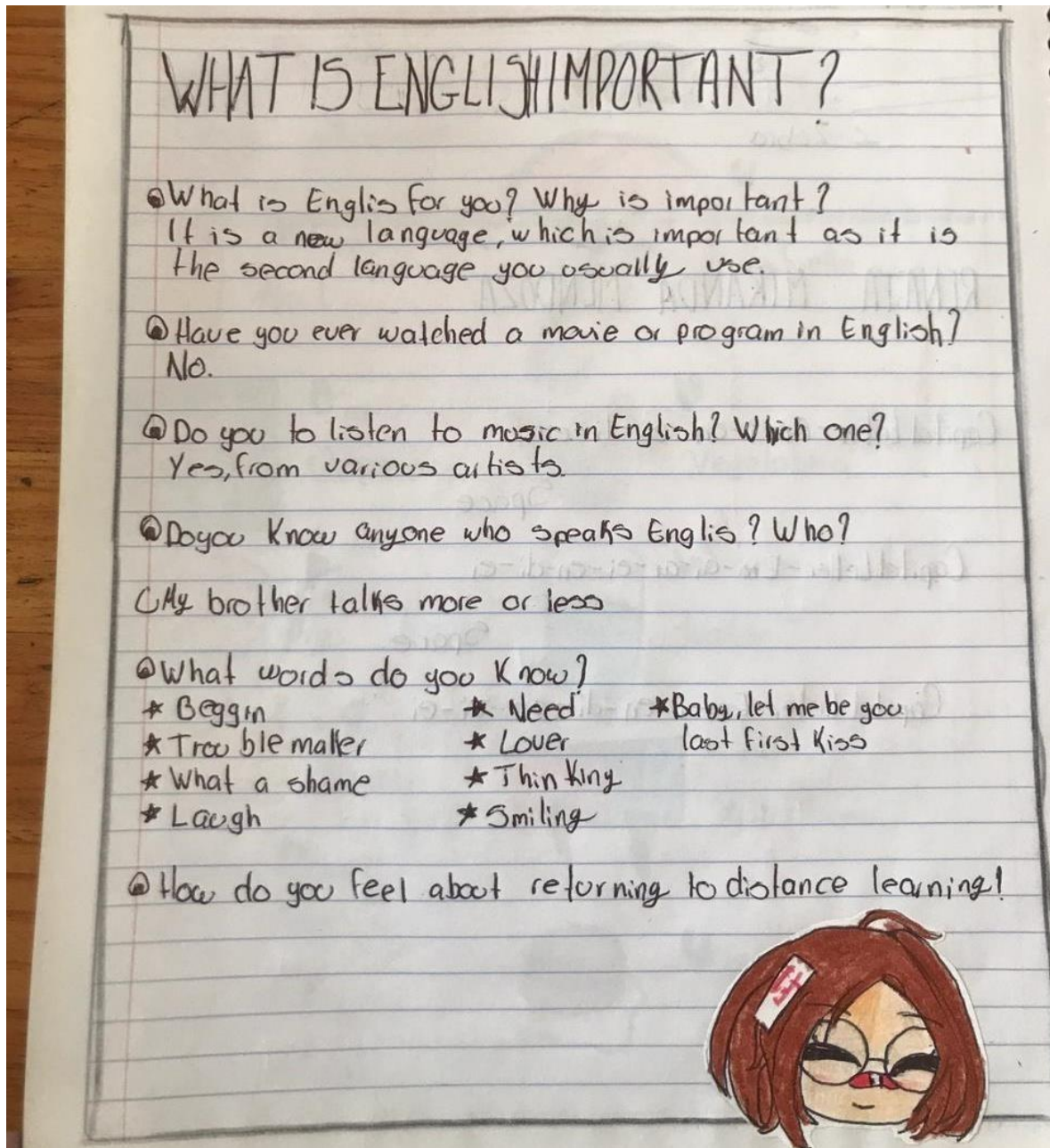
Student's notebook as evidence of an evaluation tool in second language acquisition. Despite are the same parameters and contents for the whole group, the way students worked, was totally different because of the learning processes and personalities. However, the notebook also was improved during my professional practice period.

7.6 Appendix 6: Importance of English as a second language; Student's 1 answer.



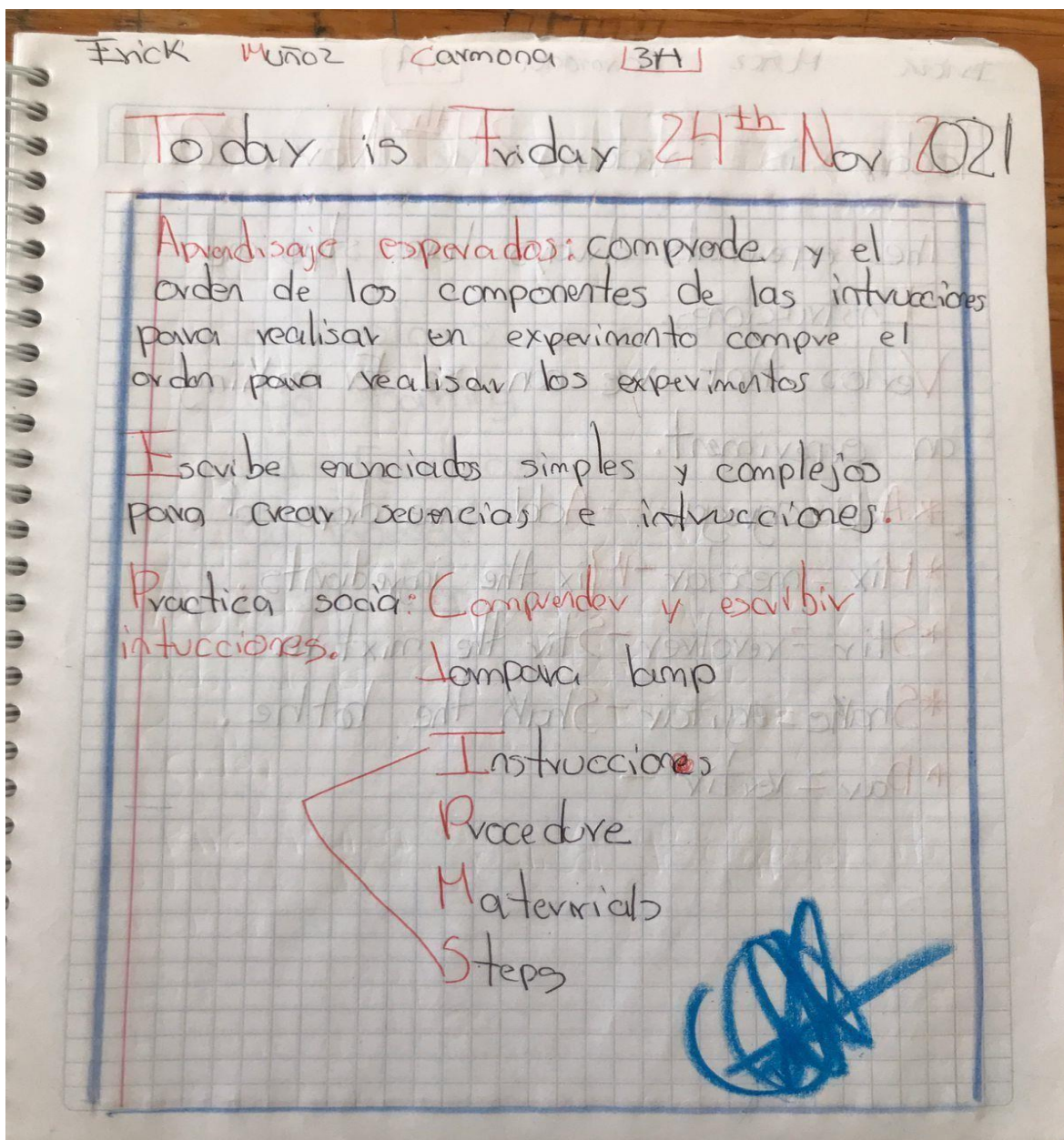
A student of 3° A answered five questions about his/ her English vision and the previous knowledge to give examples of it in order to know more about the student's interests since after the activity, as a whole group, students shared their interests.

7.7 Appendix 7: Importance of English as a second language; Student's 2 answer.



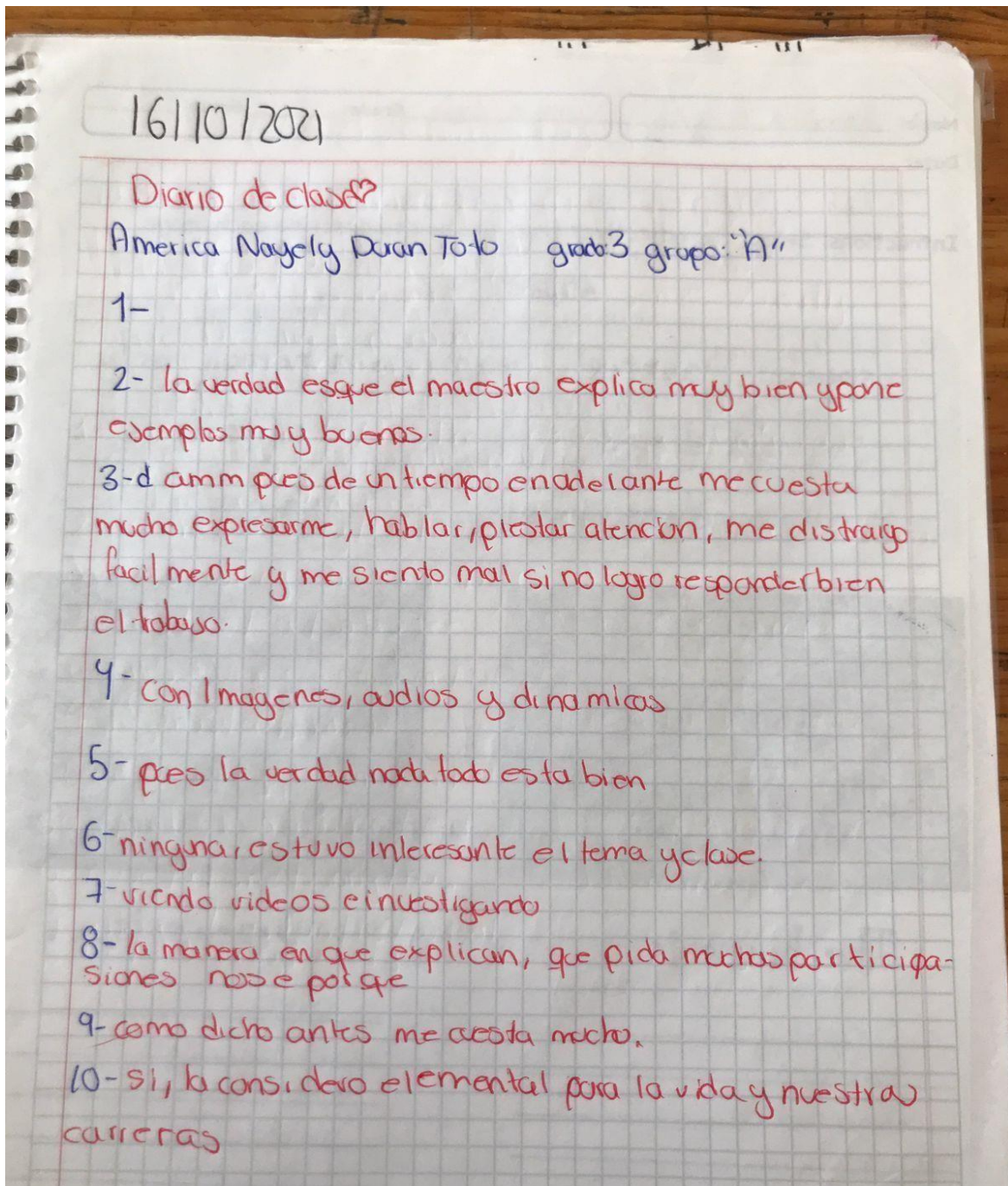
A student of 3° A answered five questions about his/ her English vision and the previous knowledge to give examples of it in order to know more about the student's interests since after the activity, as a whole group, students shared their interests.

7. 8 Appendix 8: Notebook parameter: Expected learnings and social practice of the language. Student 3



Expected learnings and social language practice were two parameters that I added to the notebook to ensure students knew the class objectives.

7.9 Appendix 9: Diary of the class, student 4.



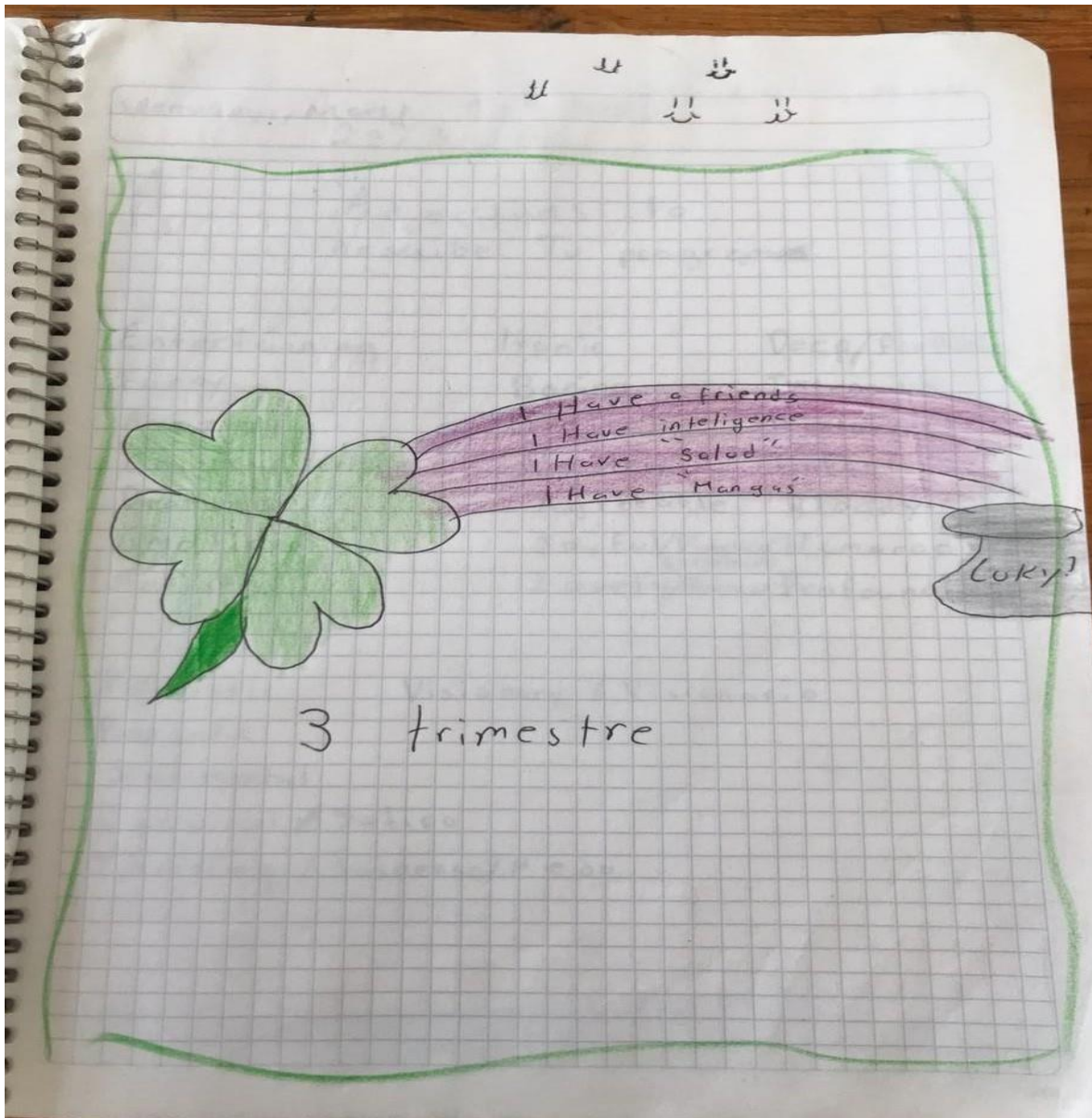
Students answered a set of questions about me, as a teacher and how I teach. It allowed me to analyze my teaching practice and how to improve it in order to provide quality classes to my students

8. Appendix 10: Cover and sentence about Saint Patrick's Day, student 4.



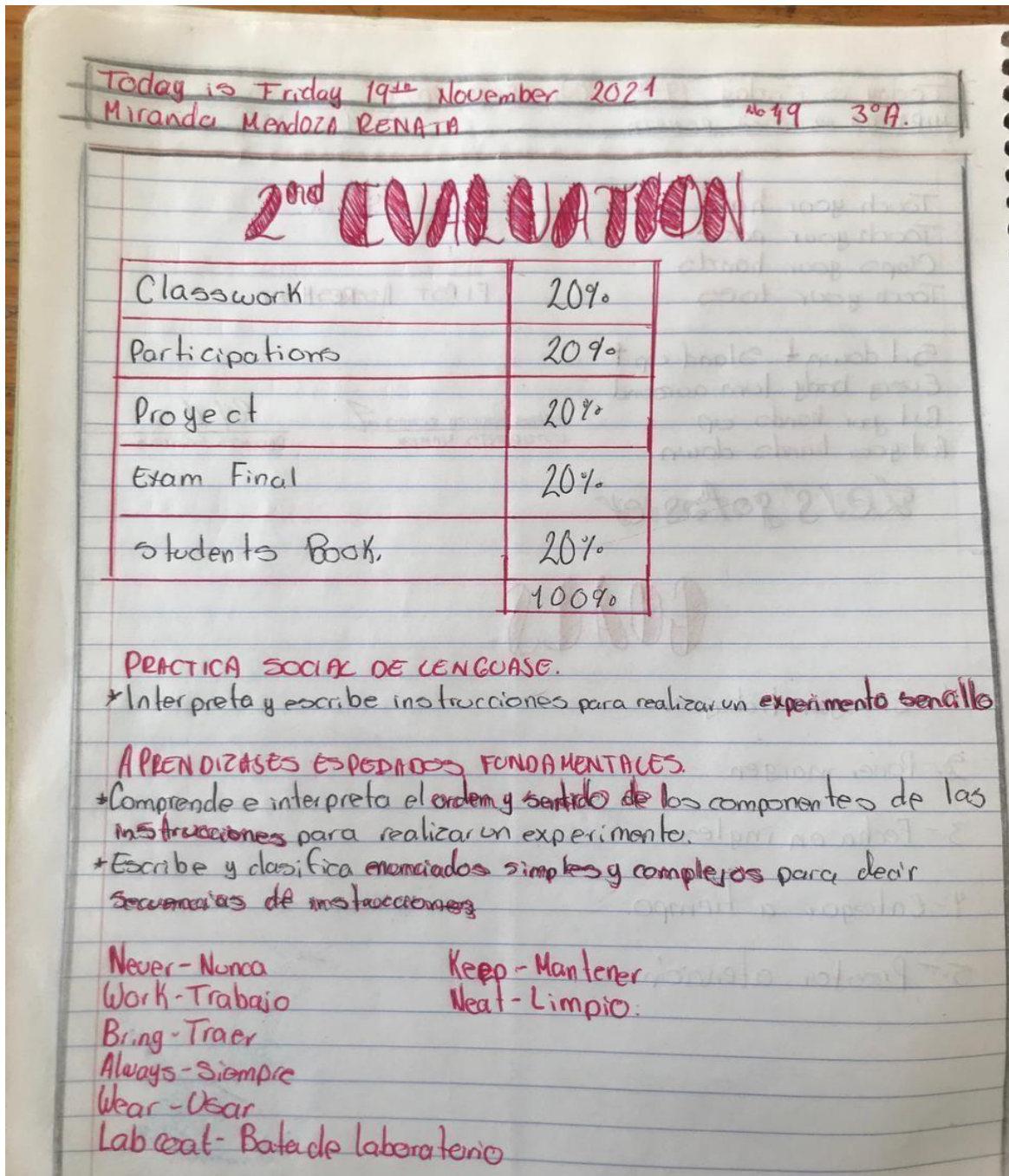
The student designed a cover about Saint Patrick's Day and wrote seven sentences giving reasons why she is lucky. Previously, I provided grammar explanations to she could write them.

8.1 Appendix 11: Cover and sentence about Saint Patrick's Day, student 5.



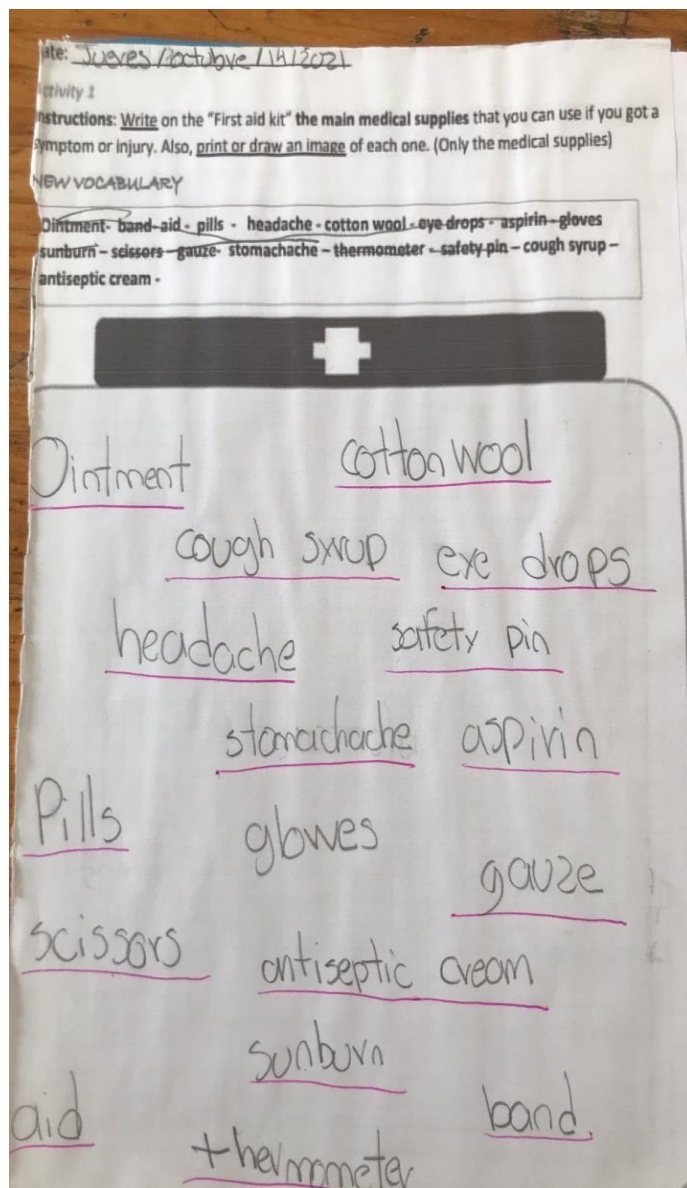
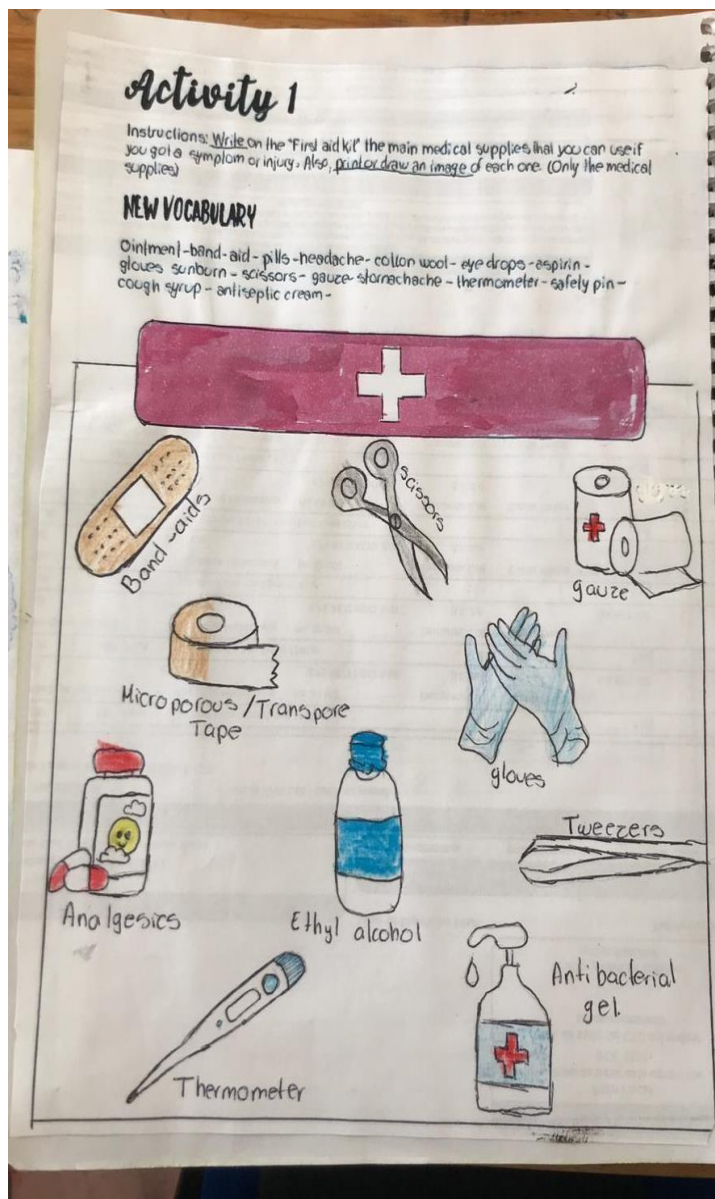
This other student also designed and wrote their cover and sentences about Saint Patrick's Day. Nevertheless, compared with previous work, this work reflects a lack of interest and laziness since they just copied some examples that their classmates wrote on the board and did not ask his doubts since they wrote some words in Spanish.

8.2 Appendix 12: Evaluation criteria.



Despite the student's notebook being worth 20 percent, it supports covering the other aspects because all activities, final products, exams, etcetera, are based on notebook contents and are functional for every activity.

8.3 Appendix 13: "First aid kit" activity between two students.



Same activity, different ways to do it. Image number 1 was done by student number 2, and the other was done by student number 6. The works reflect student commitment, interest, effort, and learning styles since students of second work could not be the best in writing, but has incredible skills in speaking or in use of English. In both, teachers have to maximize all possible skills.

8.4 Appendix 14: Spooky things. What does student 2 do with contents?

Spooky things

Instructions
 Select the adjectives from the box to describe each image.

Adjectives

Spooky	Haunted	Mysterious	Horror	Ugly
Abandoned	Creepy	Solitary	pale	
Glossy eyes				



The house is

- * Spooky
- * Haunted
- * Creepy (creepy)
- * Horror
- * Ugly
- * Abandoned

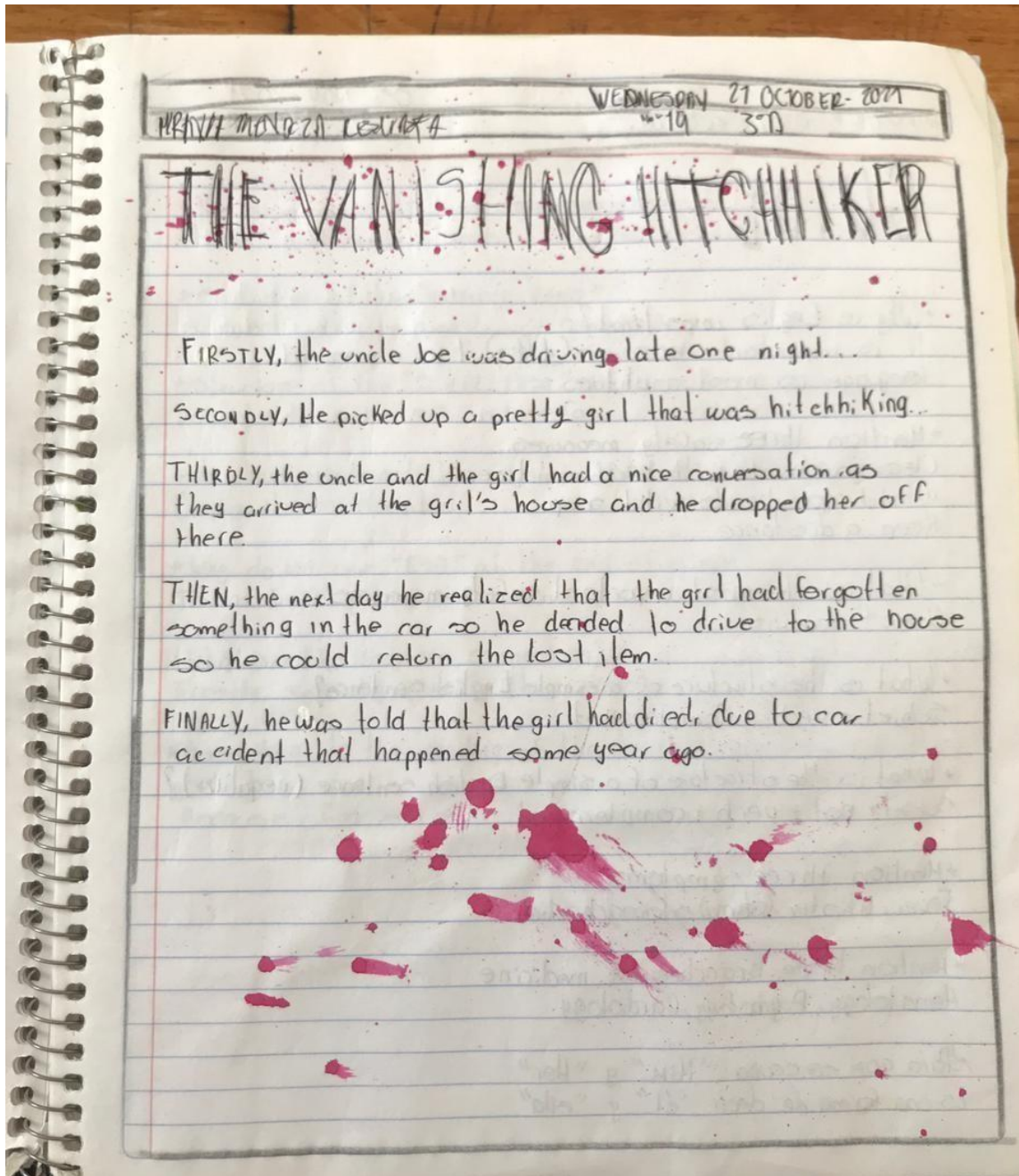


Dracula is

- * Mysterious
- * Pale
- * Glossy eyes
- * Solitary

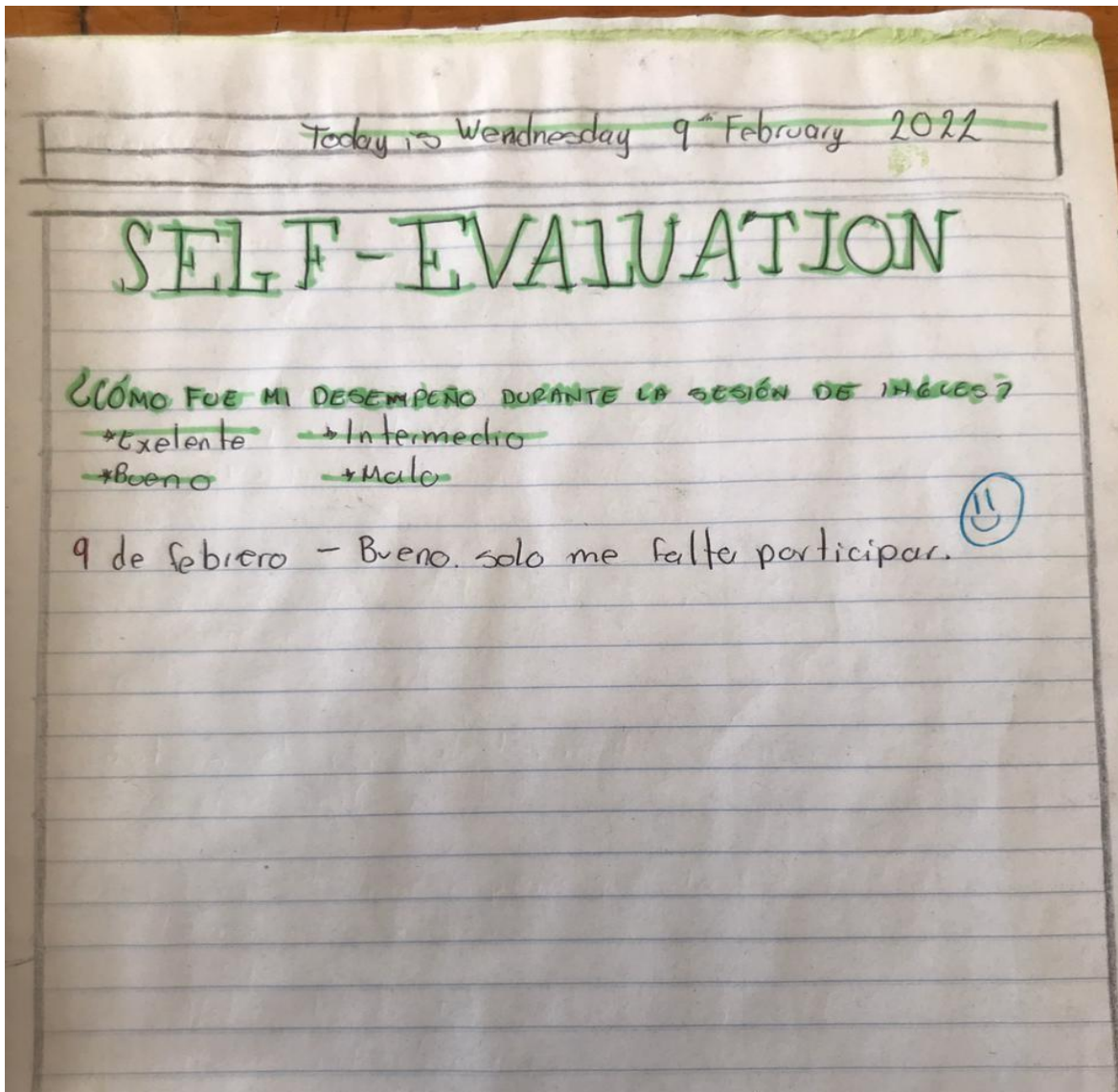
The activity reflects students' creativity and willingness to improve their learning process since the notebook is an unlimited creative space for students.

8.4.1 Appendix 15: What does student 2 do with the contents?



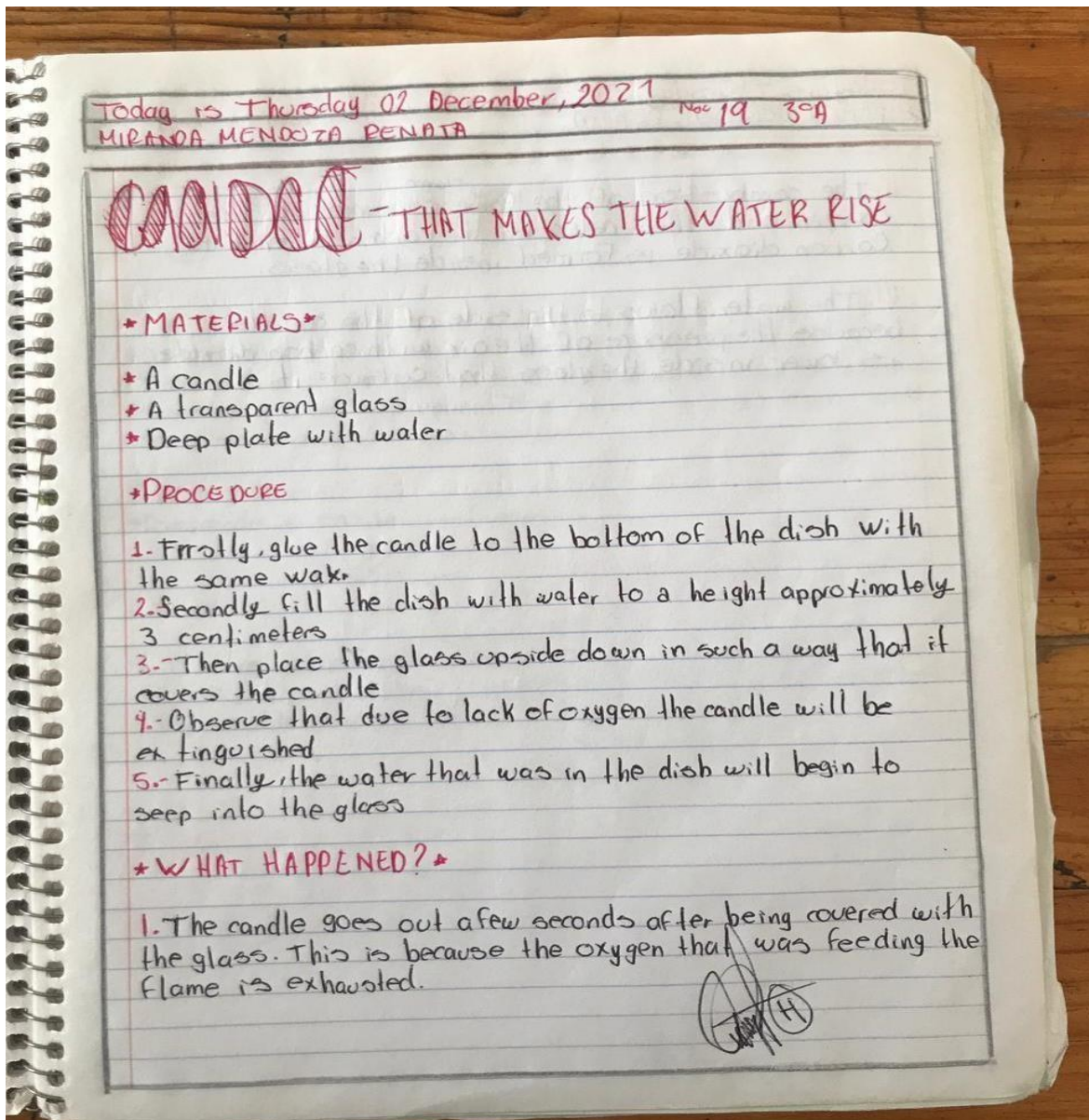
The student wrote short spooky writing where the student reflected on how to use grammatical aspects, vocabulary, and adverbs of time. These contents were previously taught and written in the notebook. So, the student could write the little text through to study notebook contents.

8.5 Appendix 16: Self- evaluation parameter.



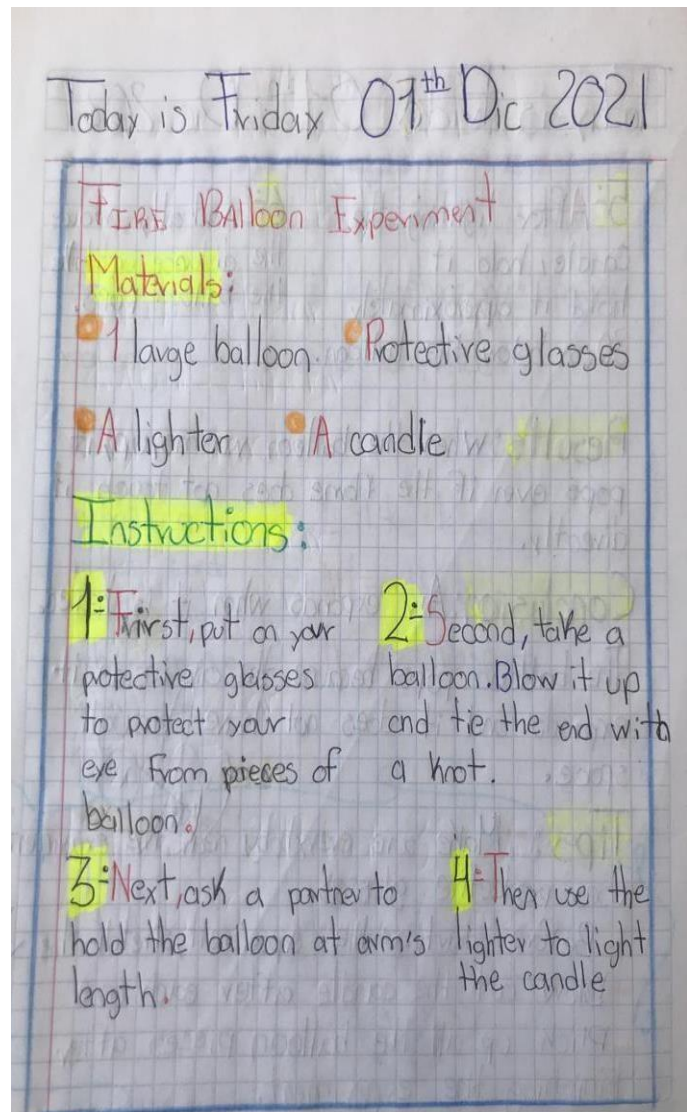
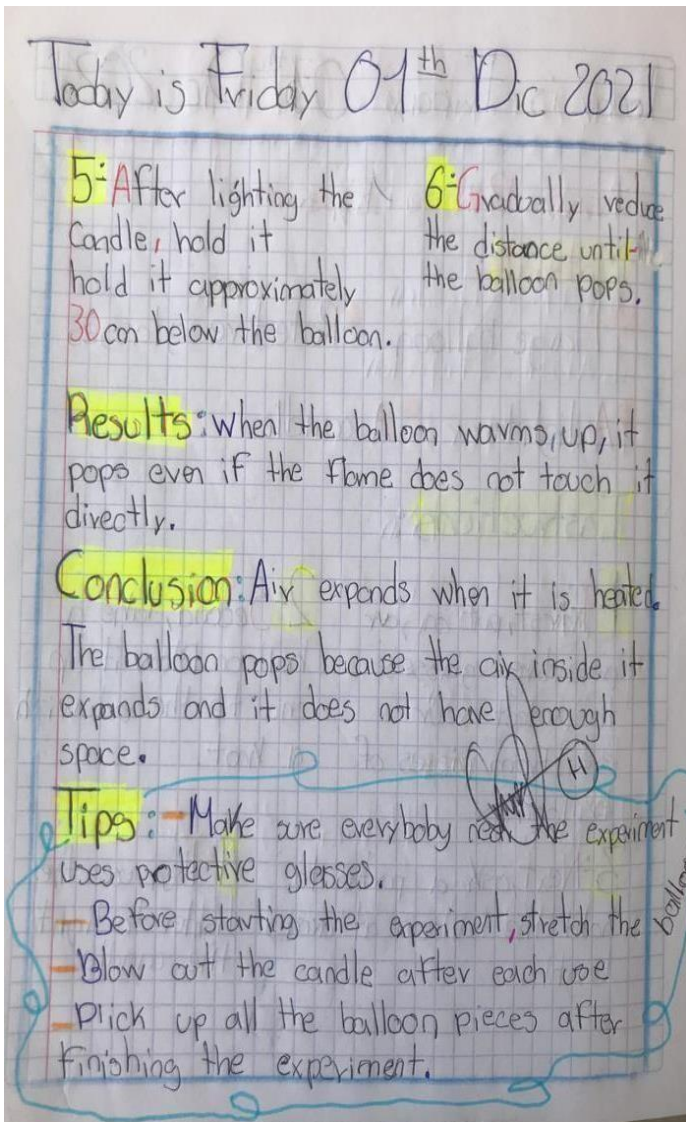
Self- evaluation section was another parameter that I added to the notebook. This is a self- evaluation of student 2. However, she did not write enough reasons for her self- evaluation. It is complicated for the student since her parents overhaul the notebook frequently. On the other hand, the changes are reflected in her actions inside the classroom. I mean, she is a student who cares about improving academically and as a person every day.

8.6 Appendix 17: Extra activity. "Experiment" student 2.

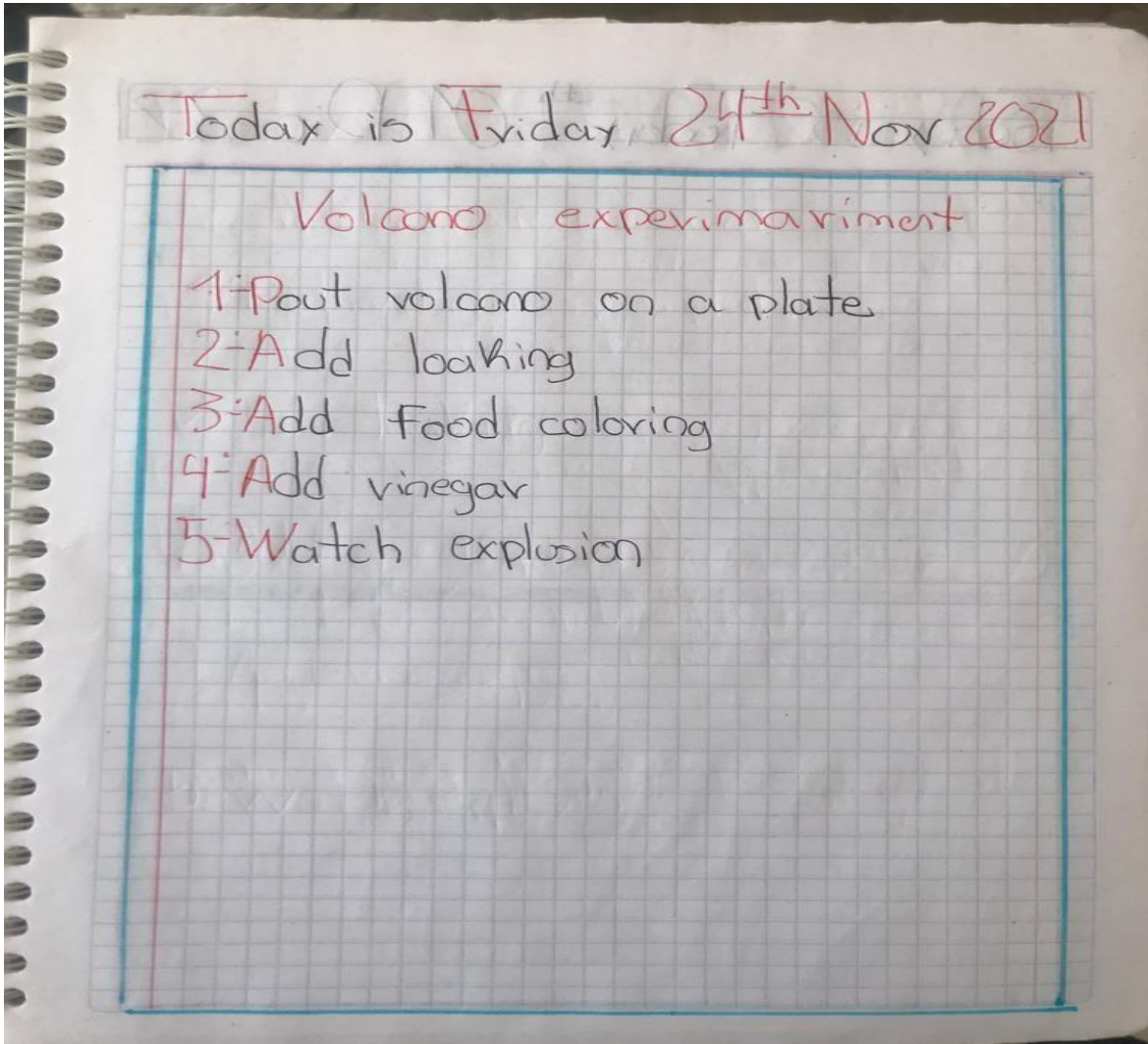


This evidence of an experiment procedure made of the student of 3° A, the one who has developed the most linguistic skills. It is demonstrated through how she applied what she learned in classes, the vocabulary that she used, the grammar rules that she applied, and the coherence of all the procedures.

8.6 Appendix 18: Extra activity "Experiment" student 5.



These images are evidence of the experiment procedure of a regular student who required support from the teacher in order to he could write his ideas. Although he had more content than the previous student, in that activity, he did not comprehend the use of some words' meanings, functions, and sequences of some words, but he was committed to doing that

8.6.1 Appendix 19: Extra activity "Experiment" student 6.

This image reflects an experiment procedure of a student who just copied the same work to his classmates, whether correct or not. Although the topics were explained in the same way and in a simple manner, the student could not translate them into an activity. Even though other students performed that experiment, however, he only wrote a few words to deliver it, regardless, he did not comply with what was requested.

8.7 Appendix 20: Extra activity. "Tv programs interview" student 2.

Wednesday, March 30th 2022
No 19 3rd

MIRANDA MENDOZA PERATA

QUESTION

1. WHAT IS YOUR NAME? *Cual es tu nombre*
My name is Miranda

2. HOW OLD ARE YOU? *Cual es tu edad*
I am 14 years old

3. WHERE ARE YOU FROM? *De donde eres*
I am from Mexico - I am Mexican

4. DO YOU LIKE WATCHING TV? *Te gusta ver la televisión*
Yes, I do - No, I don't

5. HOW OFTEN DO YOU WATCH TV?
I usually watch TV - Frequency adverbs

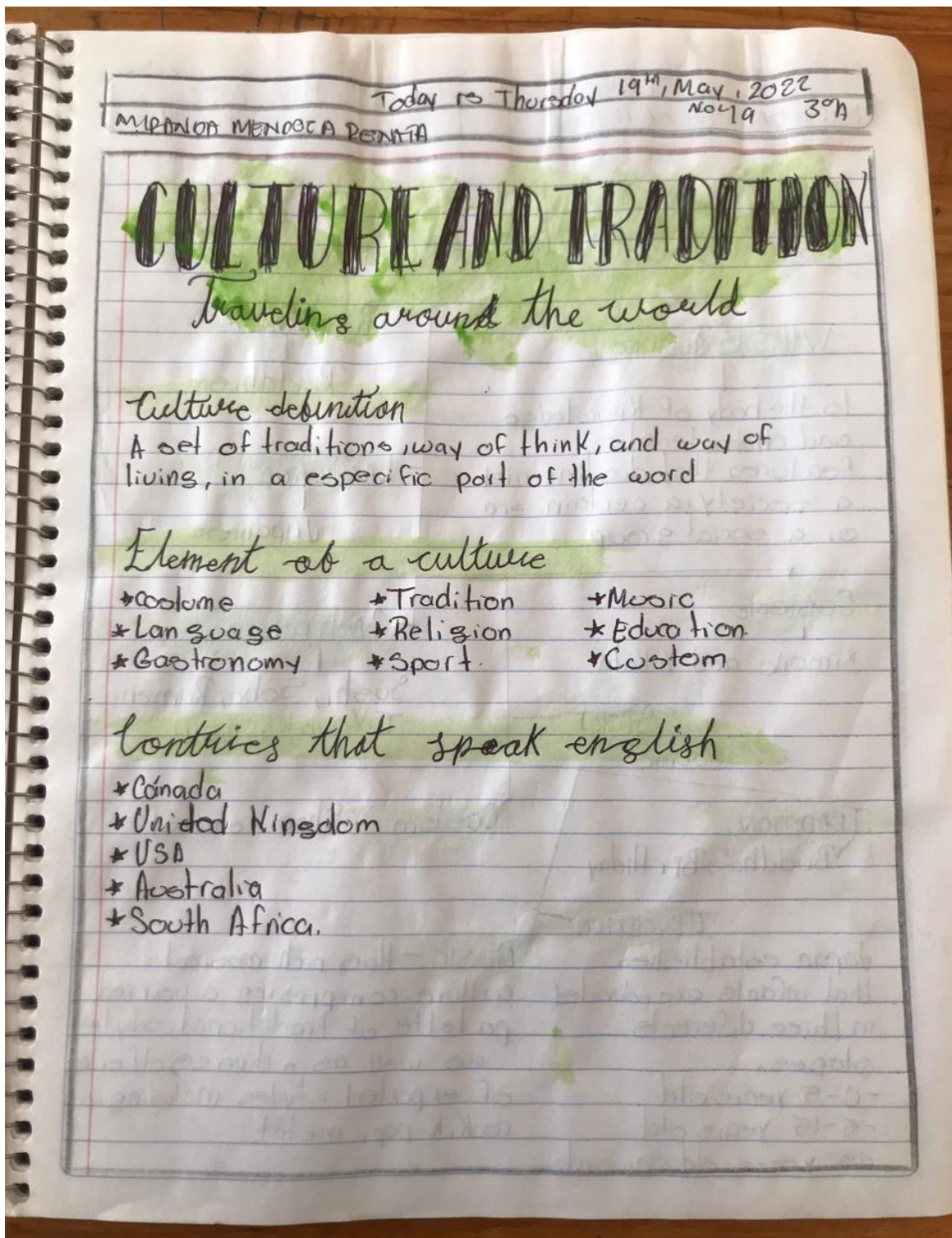
6. WHAT TYPE TV PROGRAM DO YOU LIKE?
I prefer cartoons - anime

7. WHAT IS YOUR FAVORITE PROGRAM?
My favorite TV program is HaiKyu

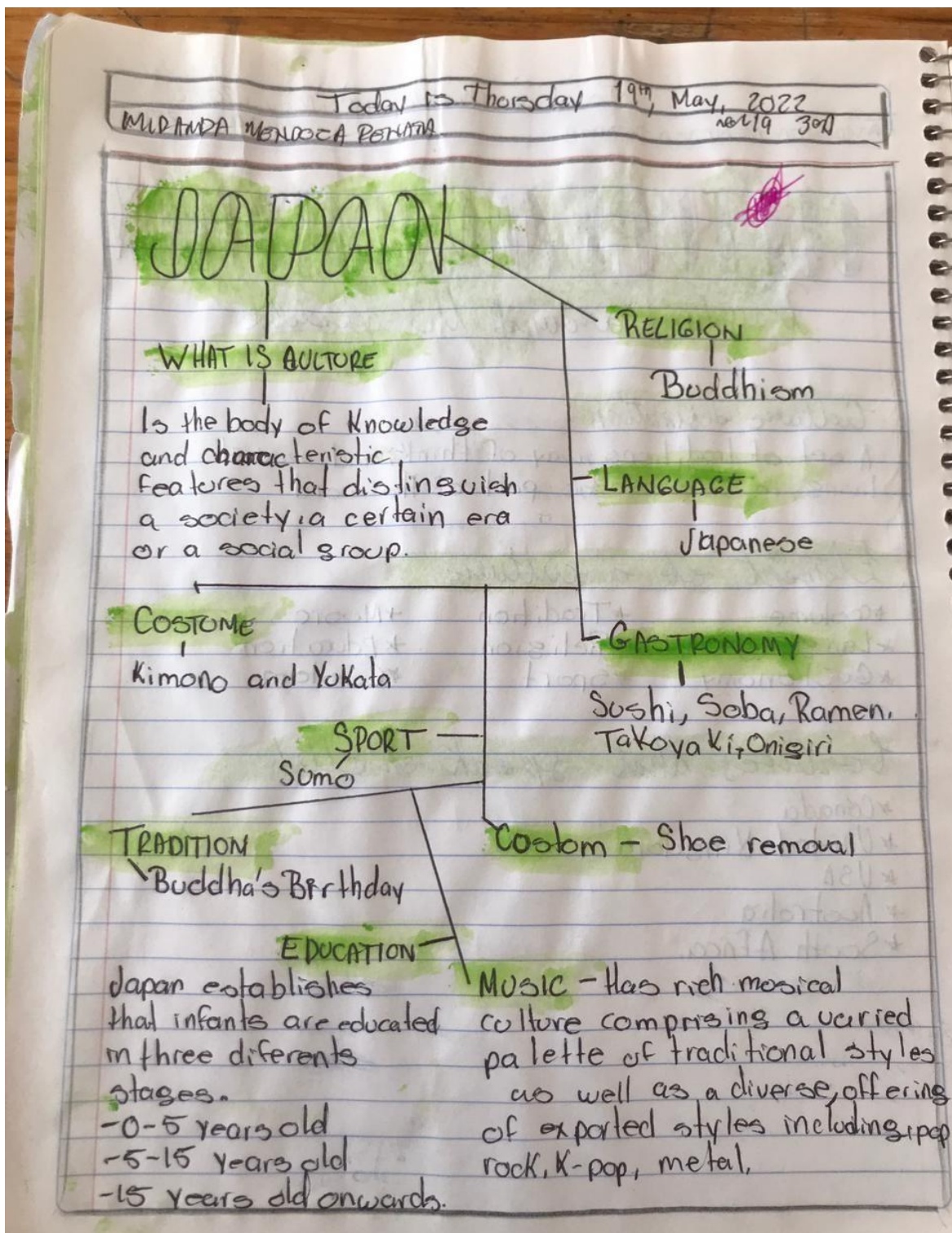
8. How it is about?
It's purpose is entertainment - It's for general - The main actor, actress is.
The secondary actors are

9. DO YOU RECOMMEND ME THAT PROGRAM?
Yes, I do - No, I don't.

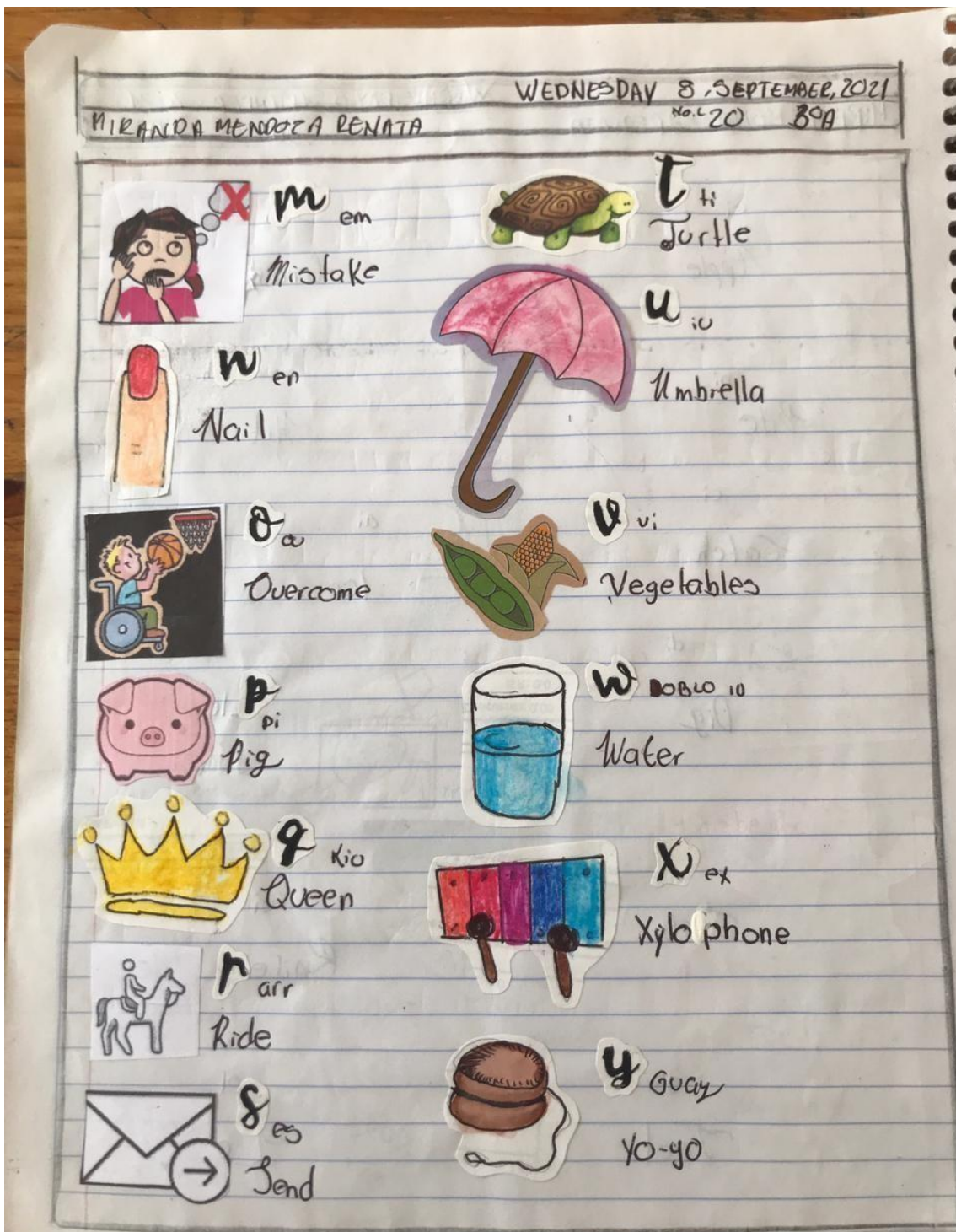
8.8 Appendix 22: Extra activity. "Cultures and traditions" student 2.



8.8. 1 Appendix 23: Extra activity. "Culture and traditions" student 2.



8.9 Appendix 23: Extra activity. "Alphabet for the spelling bee" student 2.



9. Appendix 24: Extra activity "Spelling Bee" student 2.

BE (bi-i) (bi) Ser/estar	DRIVE (draib) (di-ar-ai-vi-i) Conducir.	RUN (raun) (ar-iu-en) Correr	
BECOME (biom) (bi-i-ci-ou-em-i) Convertirse.	EAT (i:l) (i-ei-ti) Comer.	SEE (si) (es-double i) Ver	
BEGIN (begim) (bi-i-si-ai-m) Comenzar	FIND (faind) (ef-ai-en-di) Encontrar	SIT (set) (es-ai-ti) Sentar	
BREAK (bri:k) (bi-or-i-ei-kei) Romper	FLY (Flai) (ef-el-guoi) Volar	SLEEP (slip) (es-el-i-i-pr)	
BRING (brins) (bi-ar-ai-en-si) Traer	FORGET (fogat) (ef-ou-ar-gi-i-ti) Olvidar	SPEAK (spik) (es-pi-i-ei-kei) Hablar	
BUILD (bi:ld) (bi-iu-ai-el-di) Construir	GIVE (gi:v) (gi-ai-vi-i) Dar	SWIM (swim) (es-double i-i-em) Nadar	
BUY (bay) (bi-iu-ai) Comprar	GO (gau) (gi-ou) Ir	TEACHE (tich) (te-i-ai-ci-eich-i) Enseñar	
CHOOSE (tchus) (ci-eich-double ou-es-i) Elegir/escoger	HAVE (hav) (eich-ei-vi-i) Tener	TELL (tel) (tri-i-el-el) Decir	
COME (com) (ci-ou-em-i) Venir	KEEP (kip) (kei-double i-pi) Mantener		
CUT (cut) (ci-iu-ti) Cortar	KNOW (nou) (kei-en-ou-double u) Saber		
DO (du) (di-ou) Hacer	LEAVE (li:v) (bl-i-ai-vi-e) Irse/Dejar		
DRAW (drau) (i-ar-ei-double u) Dibujar	MAKE (meik) (em-ei-kei-i) Hacer		
PINK (pink) (ar-ai-en-kei) Beber/Tomar.	READ (rid) (ar-i-ei-di) Leer		