ESCUELA NORMAL No.1 DE TOLUCA

PORTAFOLIO DE EVIDENCIAS

My Educational Intervention using the Syllabus Aprendizajes Clave 2017 Products through Analysis and Reflection

QUE PARA OBTENER EL TÍTULO DE

LICENCIADA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA

P R E S E N T A

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A S E S O R

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TOLUCA MÉXICO JULIO DE 2022

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Introduction

This portfolio of evidences is an original personal text that shows experiences, reflections and the process of some lessons, didactic situations and evidences of each course of the 2018 plan of the LEAIES career.

This document identifies the strengths, weaknesses and areas of opportunity of my teacher training. Each one through analysis, reflection, evaluation and learning of each evidence for the achievement of learning. This portfolio of evidences is organized in 6 sections where the reader can find:

Introduction, in this section you will find a list of the elements that make up this portfolio of evidence.

- Section 1. Personal motivation and Portfolio of evidence, in this section you will be able to visualize the reasons why I decided to work with this degree modality and at the same time where my motivation to work on it came from.

- Section 2. Definition, in this section you will be able to read about the context where I elaborated my social service where you will find specific characteristics of the students and the school, you will also find about the English language skills (writing, reading, listening and speaking) of the LEAIES graduate profile, some competencies that I consider important of the courses of the Professional Practice formative path and finally the selection of the competencies that I chose for the elaboration of this portfolio of evidence and the reasons.

- Section 3. Evaluation, Analysis And Reflection of Evidence, in this section you will find the evidences that result from the competencies I selected, about the intervention in the school of practice. It shows the description of each Social Practice of Language and then the reflection of what I did with each learning for the elaboration of the products.

- Section 4. Conclusions, in this section the reader will find the results of all the work done, the usefulness of the elaboration of this portfolio of evidences and also the changes that I would like to make in my teaching practice in order to continue improving each intervention in front of a group. Taking into account the characteristics of the groups, in summary is the experience I had in this formative process with the use of Aprendizajes Clave 2017. I present my conclusions where I talk about the learning and reflection that the elaboration of this portfolio has given me.

-Section 6. Appendixes, where the reader can find the evidences of the products elaborated with the students of third grade in the school of practice

- Finally Section 5. References, in this section, the reader will be able to find some resources that I used to provide theoretical support for this portfolio of evidence. Most of the references are from the LEAIES 2018 syllabus that helped me to see the competencies that I have to take into account at the time of my graduation, as well as a description of my experience in the internship school.

The portfolio of evidences is based on the reflection and analysis of my experience as a teacher in training, this will allow me to take into account the achievements, the failures I had during the classes, some modifications I could make in my next interventions, what I could have changed among other elements that I have to reflect on in order to improve my educational practice.

SECTION 1. PERSONAL MOTIVATION AND PORTFOLIO

This work derives from the experience I had with the problems of the Secondary School 221 "Amado Nervo", which is to level the students. Place where I did my professional practices.

According to Reglamento Interno para las Prácticas Profesionales (2011) establishes that:

> Las prácticas profesionales tienen la finalidad de contribuir en la formación integral del alumno, las cuales le permiten ante realidades concretas, consolidar las competencias profesionales, enfrentándolos a situaciones reales de la práctica de su profesión; desarrollar habilidades para la solución de problemas; y reafirmar su compromiso social y ético (7).

At the beginning of the school year a diagnostic test was conducted in order to know the level of students in terms of learning.

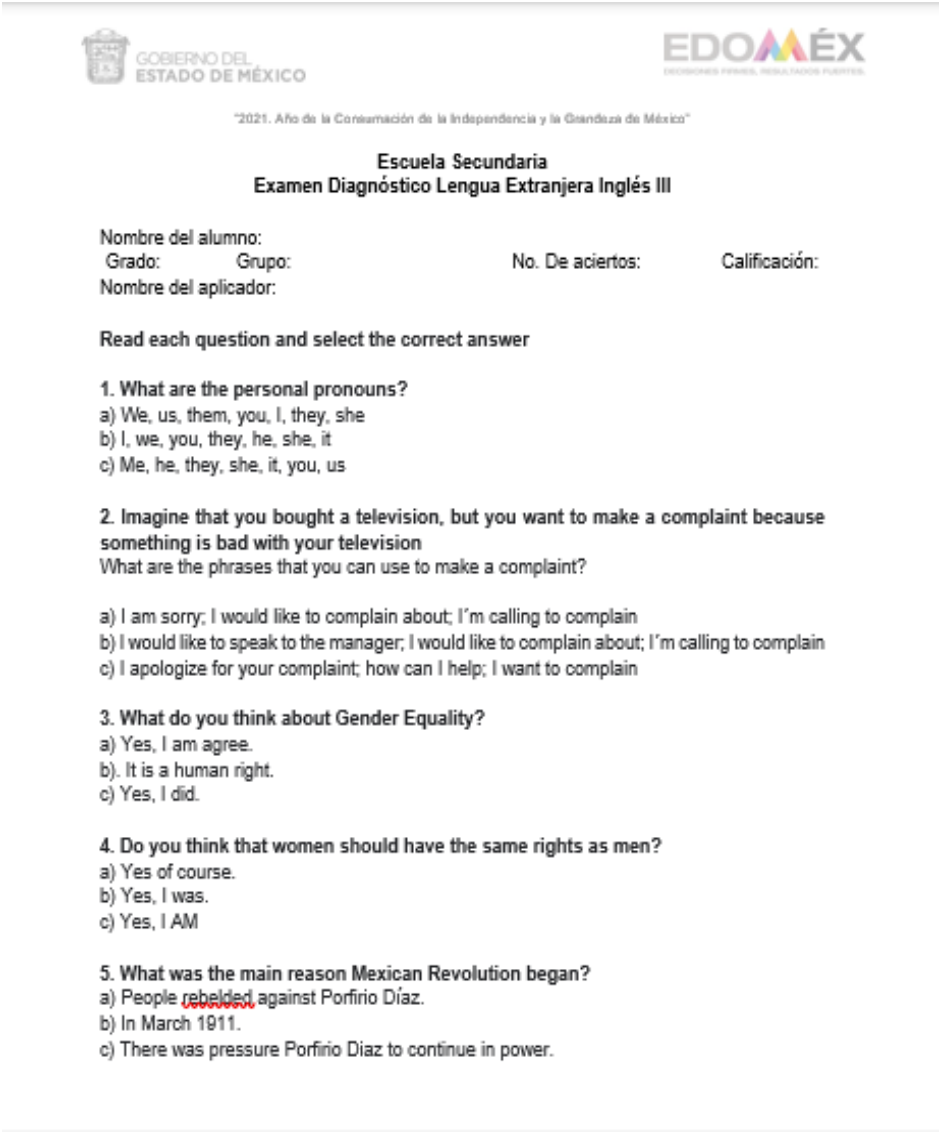
This diagnostic test was elaborated and applied by the English teachers and consisted basically of 9 questions with learning from previous grades that had to be mastered during the distance education due to the pandemic we had.

When the students return to the classroom at the beginning of the school year, it was therefore necessary to apply the diagnostic test.

The test was made up of basic questions, without losing the focus on English skills to later start working with the Fundamental Learning from Aprendizajes Clave 2017 in order to consolidate and develop each English skill (writing, listening, reading and speaking) with the students and in this way we would be working on the improvement of English. The English Diagnostic Test is presented in Figure 1.

Once the results of the diagnostic test were obtained, a graph was drawn up showing the exact number of students per grade who are at risk, in development and at the expected level.

The results were not at all satisfactory, especially in third grade, where there were the highest number of students who are at risk.



GOBIERNO DEL ESTADO DE MÉXICO

EDOMÉX

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

Escuela Secundaria
Examen Diagnóstico Lengua Extranjera Inglés III

Nombre del alumno:
Grado: Grupo: No. De aciertos: Calificación:
Nombre del aplicador:

Read each question and select the correct answer

1. What are the personal pronouns?
a) We, us, them, you, I, they, she
b) I, we, you, they, he, she, it
c) Me, he, they, she, it, you, us

2. Imagine that you bought a television, but you want to make a complaint because something is bad with your television
What are the phrases that you can use to make a complaint?

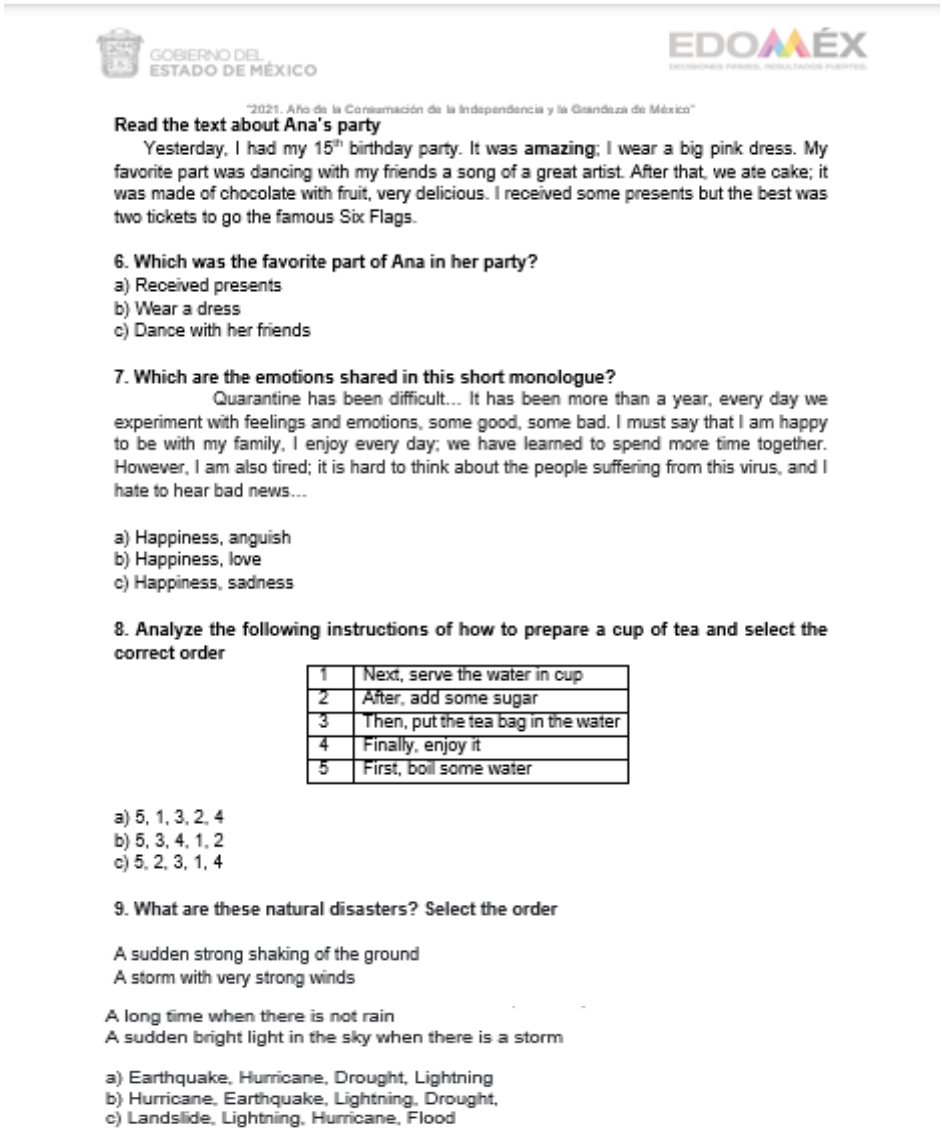
a) I am sorry; I would like to complain about; I´m calling to complain
b) I would like to speak to the manager; I would like to complain about; I´m calling to complain
c) I apologize for your complaint; how can I help; I want to complain

3. What do you think about Gender Equality?
a) Yes, I am agree.
b). It is a human right.
c) Yes, I did.

4. Do you think that women should have the same rights as men?
a) Yes of course.
b) Yes, I was.
c) Yes, I AM

5. What was the main reason Mexican Revolution began?
a) People rebelded against Porfirio Díaz.
b) In March 1911.
c) There was pressure Porfirio Diaz to continue in power.

Figure 1. English Diagnostic Test. Source: English Academy at Secondary School No. 221 “Amado Nervo”.



GOBIERNO DEL ESTADO DE MÉXICO

EDOMÉX

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

Read the text about Ana's party

Yesterday, I had my 15th birthday party. It was **amazing**; I wear a big pink dress. My favorite part was dancing with my friends a song of a great artist. After that, we ate cake; it was made of chocolate with fruit, very delicious. I received some presents but the best was two tickets to go the famous Six Flags.

6. Which was the favorite part of Ana in her party?

a) Received presents
b) Wear a dress
c) Dance with her friends

7. Which are the emotions shared in this short monologue?

Quarantine has been difficult... It has been more than a year, every day we experiment with feelings and emotions, some good, some bad. I must say that I am happy to be with my family, I enjoy every day; we have learned to spend more time together. However, I am also tired; it is hard to think about the people suffering from this virus, and I hate to hear bad news...

a) Happiness, anguish
b) Happiness, love
c) Happiness, sadness

8. Analyze the following instructions of how to prepare a cup of tea and select the correct order

1	Next, serve the water in cup
2	After, add some sugar
3	Then, put the tea bag in the water
4	Finally, enjoy it
5	First, boil some water

a) 5, 1, 3, 2, 4
b) 5, 3, 4, 1, 2
c) 5, 2, 3, 1, 4

9. What are these natural disasters? Select the order

A sudden strong shaking of the ground
A storm with very strong winds
A long time when there is not rain
A sudden bright light in the sky when there is a storm

a) Earthquake, Hurricane, Drought, Lightning
b) Hurricane, Earthquake, Lightning, Drought,
c) Landslide, Lightning, Hurricane, Flood

Figure 1. English Diagnostic Test. Source: English Academy at Secondary School No. 221 “Amado Nervo”.

Once the results of the diagnostic test were obtained, a graph was drawn up showing the exact number of students per grade who are at risk, in development and at the expected level.

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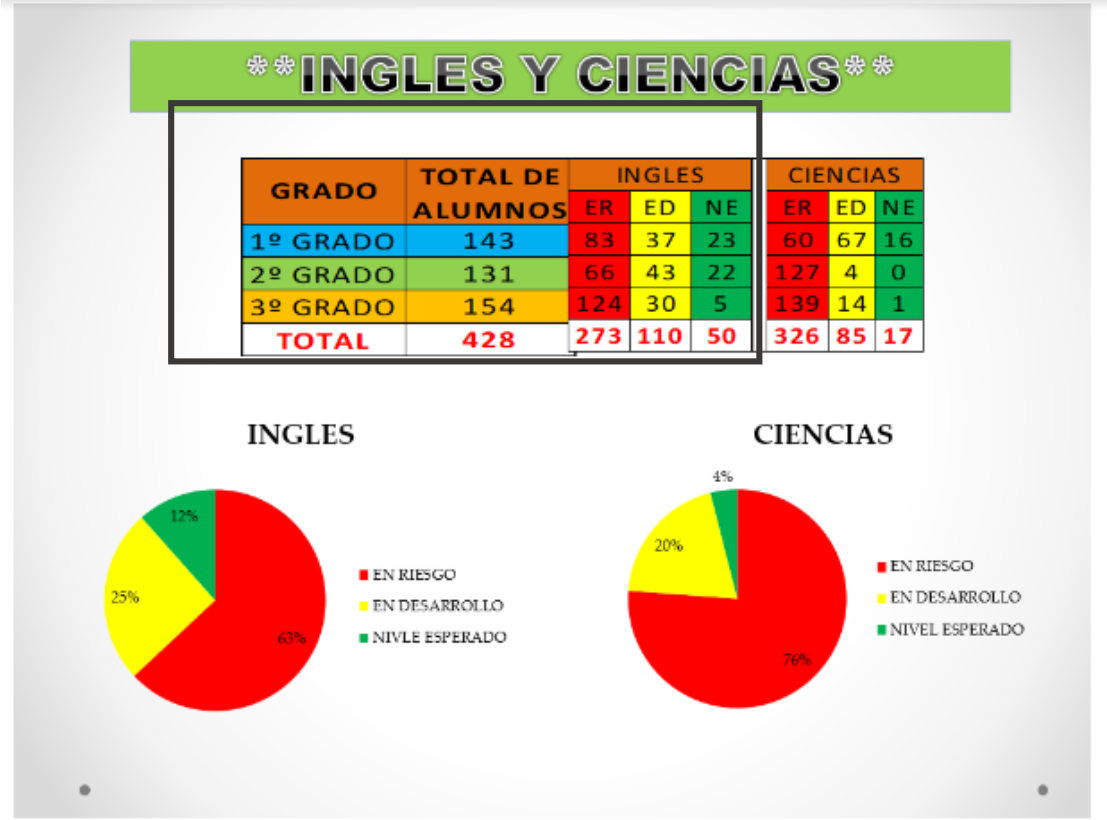


Figure 2. Diagnostic test results graph. Source: English Academy at Secondary School No. 221 “Amado Nervo”.

Based on the results obtained, it was decided that actions should be taken to improve these learning levels, for which the English academy was commissioned to find the appropriate strategy to carry out this process.

The English academy considered the strategy of starting to work with the previous grade's learning during the first trimester of the school year.

With which I only had the opportunity to work with only one second grade learning according to Aprendizajes Clave 2017. The other topics I worked on were already

regarding the third grade. To apply the proposed strategy, some steps were considered.

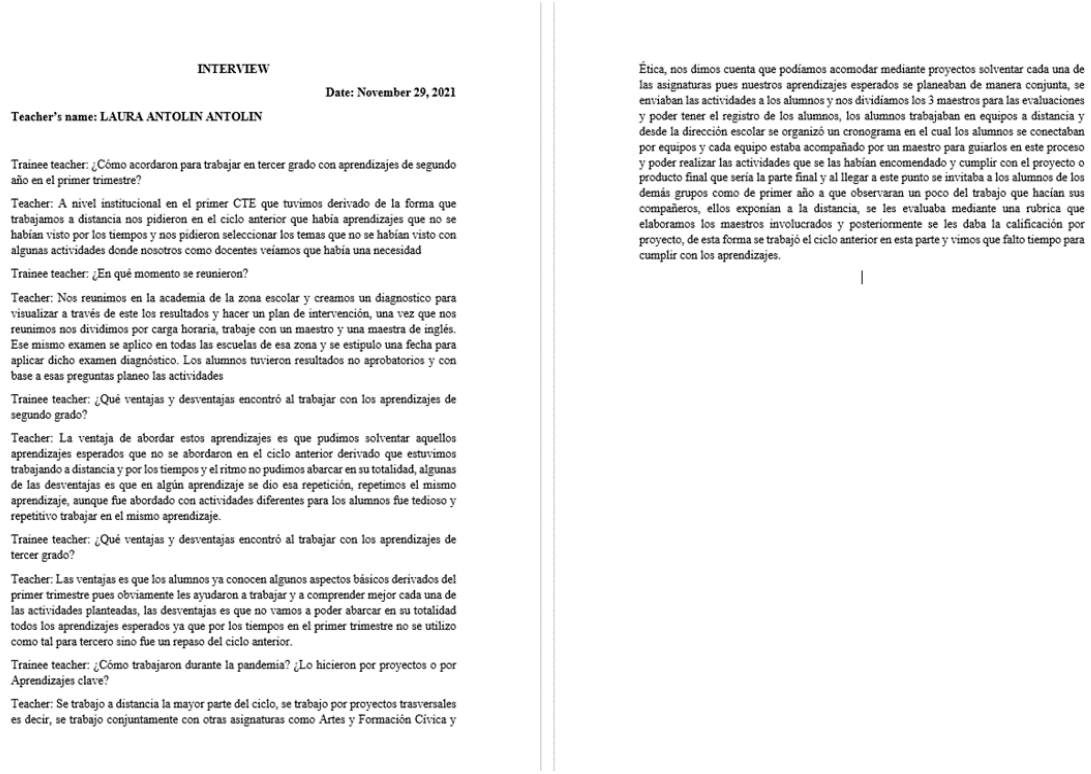
First, lessons involving English skills (listening, writing, speaking and reading) were selected in order to raise the English level to regularize the students' learning.

The next step was to consider the second and third grade contents in the same school year and then apply it. All these decisions made by the school direction and later by the English academy had a direct impact on my teaching practice, which means that I had to adapt to the strategy using the learning already proposed for my educational intervention.

To obtain the information mentioned previously, it was necessary to have an interview with the third grade titular teacher, I considered the most important elements to understand and comprehend the general context of what I had to work on at that moment.

This interview had to be conducted online, so I developed some open-ended questions that allowed me to learn about the context of how the school worked during the COVID-19 pandemic. Also to know the advantages and disadvantages of working with Aprendizajes Clave 2017.

I have to mention that the titular teacher was very clear in her answers, very flexible when I asked her, this allowed me to build trust with her and have a conversation with more details about the work done in the school.



INTERVIEW

Date: November 29, 2021

Teacher's name: LAURA ANTOLIN ANTOLIN

Trainee teacher: ¿Cómo acordaron para trabajar en tercer grado con aprendizajes de segundo año en el primer trimestre?

Teacher: A nivel institucional en el primer CTE que tuvimos derivado de la forma que trabajamos a distancia nos pidieron en el ciclo anterior que había aprendizajes que no se habían visto por los tiempos y nos pidieron seleccionar los temas que no se habían visto con algunas actividades donde nosotros como docentes veíamos que había una necesidad

Trainee teacher: ¿En qué momento se reunieron?

Teacher: Nos reunimos en la academia de la zona escolar y creamos un diagnostico para visualizar a través de este los resultados y hacer un plan de intervención, una vez que nos reunimos nos dividimos por carga horaria, trabaje con un maestro y una maestra de inglés. Ese mismo examen se aplico en todas las escuelas de esa zona y se estipulo una fecha para aplicar dicho examen diagnóstico. Los alumnos tuvieron resultados no aprobatorios y con base a esas preguntas planeo las actividades

Trainee teacher: ¿Qué ventajas y desventajas encontró al trabajar con los aprendizajes de segundo grado?

Teacher: La ventaja de abordar estos aprendizajes es que pudimos solventar aquellos aprendizajes esperados que no se abordaron en el ciclo anterior derivado que estuvimos trabajando a distancia y por los tiempos y el ritmo no pudimos abarcar en su totalidad, algunas de las desventajas es que en algún aprendizaje se dio esa repetición, repetimos el mismo aprendizaje, aunque fue abordado con actividades diferentes para los alumnos fue tedioso y repetitivo trabajar en el mismo aprendizaje.

Trainee teacher: ¿Qué ventajas y desventajas encontró al trabajar con los aprendizajes de tercer grado?

Teacher: Las ventajas es que los alumnos ya conocen algunos aspectos básicos derivados del primer trimestre pues obviamente les ayudaron a trabajar y a comprender mejor cada una de las actividades planteadas, las desventajas es que no vamos a poder abarcar en su totalidad todos los aprendizajes esperados ya que por los tiempos en el primer trimestre no se utilizo como tal para tercero sino fue un repaso del ciclo anterior.

Trainee teacher: ¿Cómo trabajaron durante la pandemia? ¿Lo hicieron por proyectos o por Aprendizajes clave?

Teacher: Se trabajo a distancia la mayor parte del ciclo, se trabajo por proyectos trasversales es decir, se trabajo conjuntamente con otras asignaturas como Artes y Formación Cívica y Ética, nos dimos cuenta que podíamos acomodar mediante proyectos solventar cada una de las asignaturas pues nuestros aprendizajes esperados se planeaban de manera conjunta, se enviaban las actividades a los alumnos y nos dividíamos los 3 maestros para las evaluaciones y poder tener el registro de los alumnos, los alumnos trabajaban en equipos a distancia y desde la dirección escolar se organizó un cronograma en el cual los alumnos se conectaban por equipos y cada equipo estaba acompañado por un maestro para guiarlos en este proceso y poder realizar las actividades que se las habían encomendado y cumplir con el proyecto o producto final que sería la parte final y al llegar a este punto se invitaba a los alumnos de los demás grupos como de primer año a que observaran un poco del trabajo que hacían sus compañeros, ellos exponían a la distancia, se les evaluaba mediante una rubrica que elaboramos los maestros involucrados y posteriormente se les daba la calificación por proyecto, de esta forma se trabajó el ciclo anterior en esta parte y vimos que falto tiempo para cumplir con los aprendizajes.

Figure 3. Interview with titular teacher. Source: Own elaboration.

According to the strategy using second and third grade learning, the teacher assigned me the topics that are listed below and classified by English skills.

I classified each Social Practice of Language (SPL) according to the skill that had the most emphasis according to the suggested products and the final product.

I only selected 5 topics because they are some of the ones that I had the opportunity to practice and that I consider that they have helped me to develop the professional competences of my graduation profile.

In the following table I present each of the SPLs classified in each of the English skills (writing, reading, listening and speaking).

I would like to mention that each of the SPLs tries to develop all the skills, but there is always one that predominates.

WRITING	READING	LISTENING	SPEAKING
Expresses complaints about a product. (2nd grade) Interpret and write instructions for a simple experiment. (3rd grade)	Interprets and provides descriptions of unexpected situations in a conversation. (3rd grade)	Exchange emotions and reactions provoked by a television program. (3rd grade)	Discusses cultural habits of different countries. (3rd grade)

Table 1. Social Practice of Language classified in English Skills. Source: Own elaboration adapted from Aprendizajes Clave 2017.

With all this information I consider that the best form for my graduate work is a portfolio of evidence. According to the Plan de Estudios (SEP, 2018) there are 3 degree modalities which are: Thesis, practice report and portfolio of evidence.

Each modality has very particular characteristics, however, the portfolio of evidence has a very specific characteristic and that is that it must be a reflective process of what I have achieved in my training as a teacher.

I decided to use the portfolio of evidence because I consider it to be very helpful as it allows you to reflect and analyze what has worked for me and what has not in front of the practice groups.

I realized that I had the necessary tools to develop a portfolio of evidence and the interest to make the reflection process relevant.

What I intend to improve in my educational practice is the implementation of didactic materials so that meaningful learning can take place in the students, since

through the experience I have had and the results I realized that when relevant materials are implemented, students become more interested in learning.

The skills I have to solve it is the ability to learn in the moment, to realize the mistakes I have in my educational practice, creativity and adaptation of materials.

> “Siendo el portafolio una carpeta donde ciertos profesionales almacenan evidencias de sus trabajos, es factible la suposición de que el traslado de esta herramienta al ámbito educativo supondría la acumulación de trabajos de profesores y alumnos” (Rastrero, 2007).

This portfolio of evidence allows me to make a self-reflection of the activities I have done and some tasks assigned throughout my professional training and at the same time allows me to consolidate each professional competence.

The main motivation arises from the needs that have arisen throughout the professional practices in different schools and in different teaching modalities.

The pandemic has forced us to make certain changes in our work as teachers and students. However, this portfolio of evidence will allow me to recognize the strengths and areas of opportunity to continue improving in daily practice, but we must keep in mind that must work through perseverance and updating the language and new strategies for teaching English in secondary education.

Since the evidence portfolio is an evaluation tool, gathering information and results in various activities, such as planning, didactic material, research, homework, evaluations, class notes, projects, etc. have strengthened my teaching-learning process.

“Es un documento que integra y organiza las evidencias que se consideran fundamentales para representar las competencias establecidas en el perfil de egreso. Se trata de una colección de distintos tipos de productos seleccionados por la relevancia que tuvieron con respecto al proceso de aprendizaje, por lo que

muestran los principales logros y aspectos a mejorar en el desarrollo y la trayectoria profesional de quien lo realiza. De la misma forma, indican el conocimiento que se tiene de lo que se hace, por qué debe hacerse y qué hacer en caso de que el contexto cambie" (SEP, 2018).

According to the above mentioned I agree that the main basis of a portfolio is the reflection of the evidence and that it gives account of the level of achievement in which the learning has been developed and acquired and put into practice.

SECTION 2. DEFINITION

2.1 Context

The Official Secondary School no. 221 "Amado Nervo" with address Hda. de La Gavia Fracc, Santa Elena, 52105 San Mateo Atenco, Méx.

It is bordered to the north by the municipalities of Toluca and Lerma; to the south by the municipality of Metepec; to the east by the Rio Lerma; and to the west by the municipality of Metepec.

According to the last INEGI census, in 2020 the municipality has a total population of 88,734 inhabitants, of which 43,263 are men and 45,471 are women. This area is the fastest growing due to the growth of the city of Toluca.

The Official Secondary School no. 221 "Amado Nervo" with CCT 15EES0275F has a total of 431 students, 33 teachers and 12 groups in the morning shift. There are 4 groups per grade, each classroom has between 35 and 40 students.

In first grade most of the students are between 11 and 13 years old. In second grade 13 and 14 years old while in third grade most of the students are between 11 and 13 years old.

The school has a complete organization it is integrated by the entire management staff and all the teachers of each group, including Physical Education, Special Education, English, Computer Science and Technical Pedagogical Assessor.

In the morning shift there are only two English teachers graduated from Normal Schools, one of them has 4 years of service while my titular teacher has 8 years of service, one of them has 21 hours of class time and my incumbent has 21 hours of class time and my titular teacher has 8 years of service.

One of the English teachers is a graduate of the Escuela Normal de Tenancingo, while my titular teacher is a graduate of the Escuela Normal No. 1 de Toluca, from the first generation of LESI (Plan 1999).

In this context we can observe the lack of resources, because of the pandemic, many parents became unemployed. There are students who do not aspire to continue their studies. In the case of third grade, there are students who will not take the high school exam for family situations and according to the context of each family. Most of the students live in towns very close to San Mateo Atenco, there are even students who live here.

2.2 Competences

SEP (2018) establishes that:

> El proceso de titulación representa la fase de culminación de los estudios que le permite al estudiante normalista obtener el título profesional para ejercer su actividad docente. Este proceso recupera los conocimientos, capacidades, habilidades, actitudes, valores y experiencias que desarrolló durante la carrera, los cuales se demuestran mediante diversas opciones y formas de evaluación (24).

Based on the above and derived from the experience I have had at the school of practice, I have decided to focus on the relevant competencies that I want to demonstrate.

One of the important elements for the elaboration of this portfolio is the choice of my own competencies to demonstrate with evidence and argument what I have done in school.

According to the graduate profile of the Plan de Estudios 2018 (SEP, 2018) it is important to mention that there are 3 types of competencies: Disciplinary, Professional and Generic. The courses I had in each semester, has specific competences that allow us to develop the professional competences.

I made a general tour of each course and selected some competences of each course that I show below.

Each course allowed me to reflect and observe the progress I made in the elaboration of my planning and didactic materials. I focus on the formative path: Professional Practice.

To select the competencies of each course according to SEP (2018) it was important to make an analysis of each course, that is, to take some important

elements of what the Syllabus of each course says, focus on the professional competencies and subsequently select one that could strengthen the professional competencies of the Plan de Estudios 2018 (SEP, 2018) that I chose for the realization of this portfolio.

In the following table I show each of the courses I took according to the grade and semester, as well as the selection of a professional competency from each course.

Each of these courses allowed me to have the opportunity and the experience of practicing in different high schools as well as to know different contexts, students, teachers and to retake lessons that have helped me to improve my educational practice.

GRADE	SEMESTER	COURSE	COMPETENCES
1st	First	Herramientas para la observación y análisis para la escuela y comunidad	Designs teaching and learning processes in accordance with current English language approaches, considering the context and characteristics of the students to achieve meaningful learning.
1st	Second	Observación y análisis de la cultura escolar	Manages collaborative and inclusive learning environments to foster

			the integral development of students.
2nd	Third	Práctica docente en el aula	Evaluates teaching and learning processes from a formative approach to analyze their professional practice. to analyze their professional practice.
2nd	Fourth	Estrategias de trabajo docente	Recognizes students' cognitive processes, interests, motivations and learning needs in order to organize teaching and learning activities.
3rd	Fifth	Innovación para la docencia	Reflects on teaching and learning processes, and the results of evaluation, to make proposals to improve their own practice.
3rd	Sixth		Implements innovation to promote English

		Proyectos de intervención docente	language learning in students.
4th	Seventh	Práctica profesional y vida escolar	It relates the contents of English to the other disciplines of the current curriculum.

Table 2. Competences taken from courses of Plan de Estudios 2018 (SEP, 2018).

I also show below the Plan de Estudios (SEP, 2018) where we can see the semester and all the courses that constitute each semester.

Each one of the courses helped me to complement each course of the Formative Path: Professional Practice for example, sometimes we worked together, for example the English course was in charge of reviewing the didactic materials so that there were no mistakes and in a certain way they tried to have an impact on the courses of Practice.

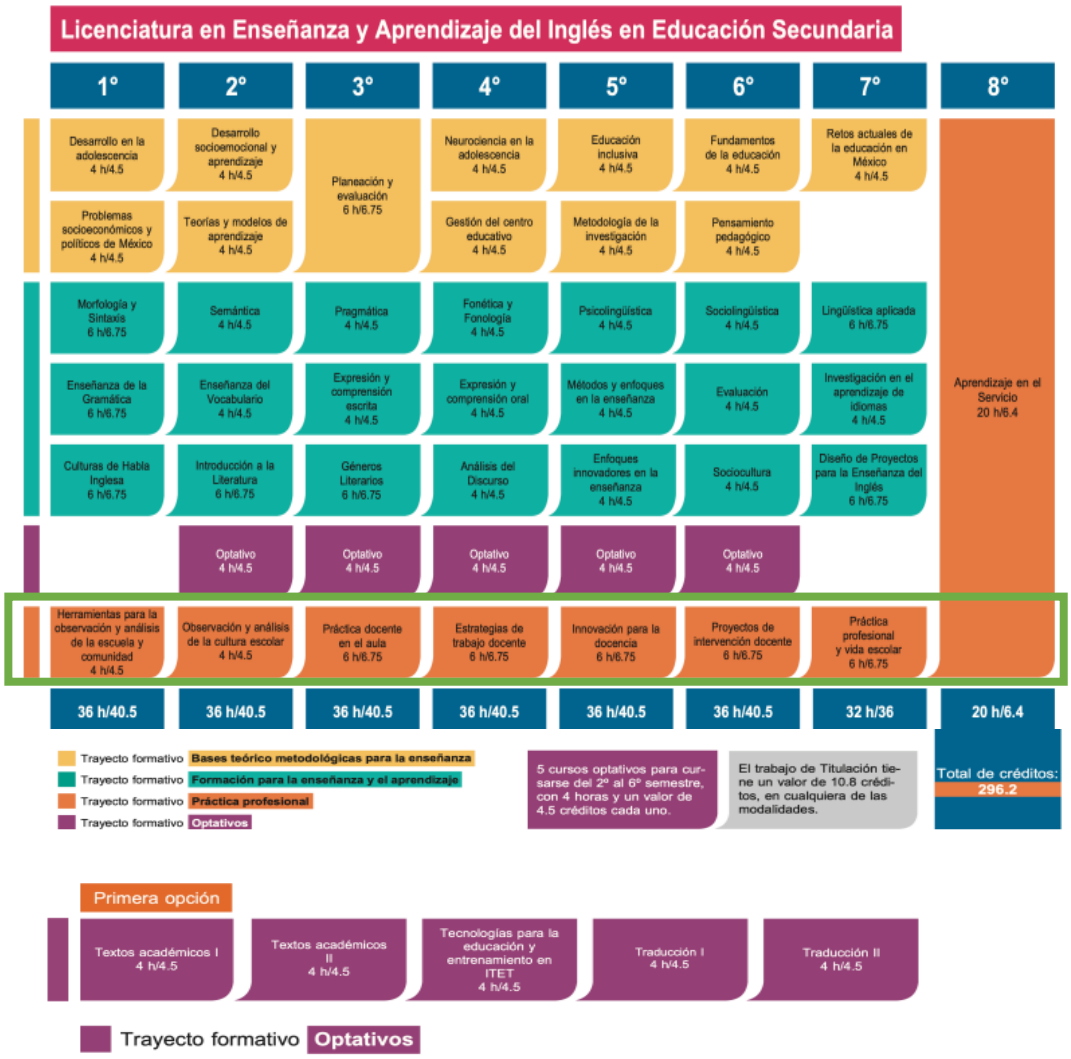


Figure 4. Plan de Estudios 2018 de la Licenciatura en Enseñanza y Aprendizaje del inglés en Educación Secundaria. Source: SEP, 2018.

The competences that I chose are classified in generic, professional and disciplinary.

According to the Plan de Estudios (2018) establishes that:

> La competencia se define como la capacidad de integrar y movilizar distintos tipos de conocimientos para resolver de manera adecuada las demandas y los problemas que la vida personal, profesional y laboral plantea (6).

Therefore, the competencies that correspond to the program are presented below.

Generic competences	• Solves problems and makes decisions using critical and creative thinking. • Learns autonomously and shows initiative to self-regulate and strengthen their personal development. • Collaborates with diverse actors to generate innovative projects of social and educational impact. • Uses information and communication technologies in a critical manner. • Applies their linguistic and communicative skills in diverse contexts.
	• Uses knowledge of the English language and its didactics to make transpositions according to the characteristics and contexts of the students in order to address the curricular contents of the current study plans and programs. • Designs teaching and learning processes according to current approaches to English language, considering the context and characteristics of students to achieve meaningful learning. • Evaluates teaching and learning processes from a formative approach to analyze their professional practice. • Manages collaborative and inclusive learning environments to promote the integral development of students.

Professional Competences	• Uses innovation as part of their teaching practice for the development of student competencies. • Acts with civic, ethical and legal values and principles inherent to their social responsibility and professional work with an intercultural and humanistic perspective
Disciplinary competences	• Use linguistic elements to describe, express points of view, communicate and construct arguments in English. • Apply norms of English language usage and conventions in the socio-cultural practices of native and non-native speakers to communicate orally and in writing. • Uses discourse norms flexibly and effectively for social, academic, and professional purposes. • Arguments their school, academic and research projects designed in English to strengthen their teaching and activities for social, academic and professional purposes. • Analyzes intercultural bridges between his/her society and the English-speaking society to establish social ties. • Diagnoses age, cognitive, affective and psychosocial factors to intervene in a pertinent manner in the teaching and acquisition of a second language. • Apply the second language teaching approach to the design and evaluation of learning situations at the various levels of the national education system.

Table 3. Competences from Plan de Estudios 2018. Source: Plan de Estudios 2018.

To select the evidences it was necessary to make a deep and detailed analysis of each of the competencies (SEP, 2018), each competency is important for being a teacher but according to my experience in the seventh and eighth semester in the school of practice.

I want to mention that the competencies that I consider most important in my teacher training and that are the basis to be able to build this portfolio from the experiences, attitudes, skills and knowledge that I have learned throughout this formative process.

To select the evidence, it was necessary to make a deep analysis of the competencies, I would like to mention that these are the competencies that I consider to be the most important in my teacher training and being a teacher demands to comply with certain requirements that include the development and acquisition of new knowledge and that are reflected through these competencies.

The competences I chose belong to the professional competences, to select them I took as a reference the intervention I have had in the schools of practice but especially in the school where I did my social service. This portfolio of evidence focuses on two professional competencies from Plan de Estudios, 2018 (SEP, 2018):

- Uses knowledge of the English language and its didactics to make transpositions according to the characteristics and contexts of the students in order to address the curricular contents of current study plans and programs.
- Designs the teaching and learning processes in accordance with current approaches to the English language, considering the context and characteristics of the students to achieve meaningful learning.

2.3 English skills

English skills are the most important element for this reflective process in my educational practice.

When we are talking about English skills we are referring to listening, writing, reading and speaking. They are usually called "language skills".

When I face the reality that the Secondary School is living, I realize that the social practices of language that were selected, took as a reference the English skills or language skill, to increase the learning levels of the students.

2.3.1. Writing

With the Social Practice Language (SPL): Express complaints about a product, students identified the main elements of how to write a letter in English where they had the opportunity to complement with words and short phrases to make a complaint. Also, with the Social Practice of Language (SPL): Interpret and write instructions for a simple experiment students had the opportunity to reinforce writing skills as they were able to write sentences using their previous knowledge.

Spratt et al (2012) explains that:

> Very simply, we can say that writing involves communicating a message by making signs on a page. To write we need to have something to communicate, and usually someone to communicate it to. We also need to be able to form letters and words, to join these together to make sentences or a series of sentences that link together and to communicate our message in such a way as to get our message across (26).

The activities realized with the SPL mentioned in Table 1. Social Practice of Language classified in English Skills shows the importance and development of the writing skill that allows communication and coping with situations in a real context.

I consider that the writing skill had a greater impact throughout my professional practices since in most of my lessons, students have to write notes in their

notebook, do work where the writing skill is highly implicit as well as to make the products suggested by Aprendizajes Clave 2017 and the final products.

According to Harmer (2004) mentions that there are 4 aspects of the writing process which are as follows: planning, drafting, editing and final draft.

Using Aprendizajes Clave 2017 and the product suggestions, in each lesson I tried to fulfill each of the products and at the same time the students did this process of reflection and analysis to do some writing.

It is important to mention that sometimes with products that are apparently easy, students can produce short, clear texts that achieve their objective.

2.3.2 Reading

Reading is an essential skill to carry out each of the activities proposed in each class session, since it allows students to understand, comprehend and know new words that allow students to effectively develop the development of the expected learning.

Spratt et al (2012) explains that:

> Reading is a receptive skill, like listening. This means it involves responding to text, rather than producing it. Very simply we can say that reading involves making sense of written text. To do this we need to understand the language of the text at word level, sentence level or whole-text level. We also need to connect the message of the text to our knowledge of the world (21).

2.3.3 Listening

Spratt et al (2012) explains that:

> Like reading, listening is a receptive skill, as it involves responding to language rather than producing it. Listening involves making sense of the meaningful sounds of language. We do this by making use of context, language and our knowledge of the world (30).

3.3.4 Speaking

Spratt et al (2012) explains that:

Speaking and writing are productive skills. That means that unlike listening and reading, they involve producing language rather than receiving it. Very simply, we can say that speaking involves using speech to communicate meanings to other people (34).

SECTION 3. EVALUATION, ANALYSIS AND REFLECTION OF EVIDENCE

It is important to mention that the most important part of a portfolio of evidence is the reflection and analysis considering the potential to correct my professional practice and consider the areas of opportunity and thus strengthen my graduate profile.

Once the most important evidences were selected, the reflection of each one of them is made based on their characteristics defined by the author Fausto (2017, p. 47), who points out that all evidences to be considered suitable must have an existence either physical or digital, have relevance, must also be important and significant and in turn show the process of construction of learning.

Each of the evidences presented has a personal reflection based on the experience I have had in educational interventions.

The evidences are part of the formative trajectory in the learning courses in order to be able to clearly expose my experience with materials, planning, the context with which we face, the students, etc.

Select these evidences since I consider that they are the ones that help me to account for my formative process and with which I can observe the progress I have made along my formative process. I did not select other evidences because I believe with these that I have about the students' products and works, I can show how I am using the Aprendizajes Clave 2017 program and also to show evidence of the competencies I selected:

1. Uses knowledge of the English language and its didactics to make transpositions according to the characteristics and contexts of the students in order to address the curricular contents of current study plans and programs.
2. Designs the teaching and learning processes in accordance with current approaches to the English language, considering the context and characteristics of the students to achieve meaningful learning.

Before I start with the reflections of the interventions and talk about the products that were carried out, I would like to say that in Aprendizajes clave 2017 we have didactic orientations as well as evaluation suggestions, and based on these evaluation suggestions, we decide which products to use.

In the following tables I present the complete description of the learning that I did in the school of practice along with the reflection of the same.

EVIDENCE 1.

SOCIAL LEARNING ENVIRONMENTS: Family and community
COMMUNICATIVE ACTIVITY: Exchanges associated with the environment
SOCIAL PRACTICE OF LANGUAGE: Expresses complaints about a product
Expected learning: • Listens to and reviews complaints about a product • Interprets general meaning, main ideas and details of complaints. • Understands oral complaints
Second grade
Suggested products: • List of reasons for complaints • Table with expressions • Drafts with notes to use body language
Final product: Complaints
Annex 1. Final product about complaints.

Table 4. Description of the Social Practice of the Language. Source: Aprendizajes Clave 2017.

REFLECTION

For this learning it is important to mention that Aprendizajes Clave 2017 suggests us some products before the elaboration of the final product.

I consider that the skills that are developed with this Social Practice of Language and where it has more importance is with the writing skill.

Writing skills allow them to improve the spelling of words in addition to learning new vocabulary.

With this SPL we have a series of evidences and the product suggested by Aprendizajes Clave 2017, I had the opportunity to elaborate all the products. I can say that for the elaboration of each one, other activities must be contemplated to reach the products.

At the same time, the importance and relevance of using this Social Practice of Language is that it tries to develop the following competence Uses knowledge of the English language and its didactics to make transpositions according to the characteristics and contexts of the students in order to address the curricular contents of current study plans and programs (SEP, 2018).

Designing the materials to be able to develop the teaching process and later the elaboration of a final product, it worked for me to use activities that allow them to relate it to their context, that is to say, to take the contents to real life.

I would like to mention that this SPL belongs to 2nd grade because it is important to remember the subject was taught in third grade, but due to the conditions and needs of the students, we worked the first trimester with subjects from the previous grade, that is, second grade according to the indications given by the school administration, the students had to be regularized and for this purpose they began to work with the learning of the previous grade during the first trimester.

From the moment I knew that I would have to teach this social practice of language, I had to analyze and dose well the learning contents.

When I had the opportunity to carry out this practice with the students, the reactions of the students were interesting, since it caught their attention from the moment the topic was presented. When I had my first intervention in high school no. 221 "Amado Nervo" my first challenge was to teach the students to express complaints about a product.

With this lesson plan I made it important to mention the process and how it is impacting, for example, the secondary school provides the format but consider that it is easier to answer although I could mention that it is even more complete, because in the time of planning, scholar direction give us two starting topics, in each class and relate it to the English.

The first feature is in relation to the regularization of emotions through the implementation of a very simple activity or some worksheet. It is also requested to carry out a mathematics activity with a basic operation, in this case in the English class both activities are carried out but trying not to lose the focus that we are working on.

“The lesson plan is the guide on what students should learn, it is the design of appropriate activities and develop strategies for teaching” (Fink, 2005).

I consider that the lesson plan is the result to respond to what we want the students to learn and how we are going to achieve it is also the construction of what I have learned in each course, because it certainly contains a small part of what has been learned, for example, the Desarrollo de la Adolescencia course allows me to work on the social-emotional part of the students, we also have a part that is going to tell me how I am going to evaluate the students and that we also work on it in the Evaluation course. And it is the way in which I relate what I have learned in the courses with the plans that I am building today.

With this lesson plan it is important to mention that not everything went well, because it was the first SPL I gave at this secondary school.

For example, I can say that I had timing errors, because at this moment I found myself in the situation that all the groups were divided, that is to say that in the morning the first shift would enter from 7 to 10 and the second halves from 10 to 1, besides that the classes only lasted 45 minutes.

The time of a class is a very important element since I have to learn to organize my time from the moment I enter a classroom.

My mistake is still at the beginning of the class, in the organization of the group, I lose a lot of time. I feel that I am not making the most of the time.

Another mistake I had from this lesson plan was the evaluation, due to the indications given by school direction, all teachers are asked to keep a record of all activities and that in addition, in each session there should be a small evaluation of the work.

The didactic materials used in class are the second most important element within a session since with the materials it is possible to generate significant learning in the students, at the same time I want to mention that the use of real life contexts allows the students to identify and understand the knowledge since they are situations that are presented in daily life.

To evaluate each session, a range of 1 to 10 is considered. For example, the evaluation would be based on the number of correct answers to a worksheet or class work.

However, what I would have liked to change would be the organization of my time, sometimes we make the mistake of giving students too much time to do simple tasks and a lot of time is wasted. I have learned to set specific times for each activity, from the beginning of the class to the end of the class.

For the realization of the final products I have made the mistake of not giving the evaluation criteria of the product, so it is important to mention and have ready a

checklist or a rubric where students identify the elements that must have their final product.

For the realization of the final products I have made the mistake of not giving the evaluation criteria of the product, so it is important to mention and have ready a checklist or a rubric where students identify the elements that must have their final product.

With day to day experience, you identify mistakes, not everything is perfect in a classroom. When I arrived and because it was my first subject, the students received me with much enthusiasm and that always favored, however I found situations where students were tired, simply the attitudes of the students made it difficult to practice, but at that time that I identified the errors I had to implement an activity that made them wake up to continue with the class.

EVIDENCE 2

SOCIAL LEARNING ENVIRONMENTS: Family and community
COMMUNICATIVE ACTIVITY: Exchanges associated with media
SOCIAL PRACTICE OF LANGUAGE: Exchanges emotions and reactions provoked by a television program.
EXPECTED LEARNING: • Examines television programs • Interprets general meaning and some details • Writes notes on emotions and reactions to participate in an exchange of impressions • Shares emotions and reactions
Third grade
Suggested products: • Table of comparative speech registers • Scheme of emotions • List of questions • Sentences to express emotions
Final producto: Interview
Annex 2. Products.

Table 5. Description of the Social Practice of the Language. Source: Aprendizajes Clave 2017.

REFLECTION

With this SPL and after the experience I had with the previous practice and having identified the mistakes, it was easier to put this topic into practice.

It was fun to teach this topic both for me as a teacher and for the students, to begin this lesson it was important to start with the topic, that is, to explain to the students the topic and the expected learning, the students identified the main idea of each expected learning and so we started. Subsequently, the use of didactic materials and for this lesson I considered it important to start with an image about a television and later we learned vocabulary about the genres of television programs.

I believe that with this SPL it worked as I had planned it since the interest of the students was observed, when students are interested in a topic, we must not let them lose that interest and for this we must have strategies that allow them to continue having their attention, i.e., using didactic material.

In this sense, the use of flashcards allowed me to teach the vocabulary pertinent to the genres, later they made a mental map of the genres and at the same time wrote 2 examples of each type of program.

I want to mention that the vocabulary was facilitated to them, at the end with the topic of evaluation in addition to evaluating the work in class, I have learned to make different evaluations, that is, to ask questions to the students of what was seen in class.

According to the profile of the students in each grade, in the 4 groups the use of visual material is very important.

Another very important point that I want to mention in order to capture the attention of students is that sometimes you have to get out of the routine, for example, with this SPL I had the opportunity to take students to the library room to see some short films of programs, without losing the focus of the SPL and learning, where

students identified the genre, title, context, characters, among other characteristics.

It is also important to mention that the use of the materials should be focused on the context of the students, for example, when teaching the vocabulary about the types of television programs, I used flashcards and the images were related to the programs that we usually watch on television.

In this way, students are able to identify the types of programs we are talking about.

The group control strategies, in this aspect I feel that I still need to improve them, what can be observed is that as they are a third grade group sometimes the group gets out of control and I lose control of the group. For this, what I do and what has worked very well for me is to count from 1 to 5 out loud and they automatically identify that they must have order.

I believe that with this Social Practice of Language you can develop both competences:

1. Uses knowledge of the English language and its didactics to make transpositions according to the characteristics and contexts of the students in order to address the curricular contents of current study plans and programs".
2. "Designs the teaching and learning processes in accordance with current approaches to the English language, considering the context and characteristics of the students to achieve meaningful learning".

Each of the selected competencies and with which I can say that I developed them is because both competencies are related to the creation of the process, of the design of the activities that allow me to improve my educational practice and that the students learn with the relevant content to achieve the expected learning raised by Aprendizajes Clave 2017.

EVIDENCE 3

SOCIAL LEARNING ENVIRONMENTS: Academic and training
COMMUNICATIVE ACTIVITY: Interpreting and following instructions
SOCIAL PRACTICE OF LANGUAGE: Interpret and write instructions to for a simple experiment.
EXPECTED LEARNING: • Selects instructions and evaluates their content and structure. • Interprets instructions. • Writes instructions. • Edits instructions.
Third grade
Suggested products: • List of components of an experiment • Sequence of instructions
Final product: Instructions for a simple experiment
Appendix 3. Final product about an experiment

Table 6. Description of the Social Practice of the Language. Source: Aprendizajes Clave 2017.

REFLECTION

I consider it to be one of the SPLs that has been successful during the development of all the activities to be able to comply with the final product. To begin with, I would like to mention that the students were impressed by the presentation of the topic.

The activity of not only reviewing the topic in the classroom worked for me, but we went out to the garden to do an activity. I can definitely say that it works to take the students to another space different from the classroom, for example, doing an activity in the yard, in the library or even in the laboratory motivates the students to work more effectively.

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EVIDENCE 4

SOCIAL LEARNING ENVIRONMENTS: Family and community
COMMUNICATIVE ACTIVITY: Exchanges associated with specific purposes
SOCIAL PRACTICE OF LANGUAGE: Discusses cultural habits of different countries.
EXPECTED LEARNING: • Negotiates topics of conversation (cultural habits). • Exchanges approaches and opinions to open a conversation. • Formulates and answers questions to deepen a conversation. • Manages strategies to sustain and conclude conversations about cultural habits.
Third grade
Suggested products: • List of cultural habits • Conceptual map • Planning • Opinions
Final product: Conversation
Appendix 4. Products

Table 7. Description of the Social Practice of the Language. Source: Aprendizajes Clave 2017.

REFLECTION

With this planning and reviewing everything I worked on with the students, it is important to mention that it was an interesting topic for the students since they demonstrated it with their participation in class, that is, I asked them a question and immediately the students were interested in participating actively.

It worked for me to place vocabulary in each class, so that the students were building their final product. I want to mention that the suggested product of this SPL is a conversation. However, I was not able to get to the elaboration of such a product for various reasons such as, for example, the suspension of classes, events in high school, however, we developed a different product but I believe that this product that we made was more interesting to students, more easily and in less time and I think it meets the intention of learning.

I decided to modify the final product due to time constraints, however, the suggested evidences prior to the final product were achieved.

I want to mention that with each SPL, we must prepare before entering the classroom in addition to the corresponding lesson plan.

But in addition, it serves as part of our knowledge since to carry out each SPL we must investigate the topics, in addition to Aprendizajes Clave (2017) proposes.

The wonderful thing about this is that we can adapt the topics to the contexts of the students, for example, when this SPL starts, start with the general purposes and the expected learning.

The students identified general aspects of what was mentioned but also began with a series of generating questions so that the students had context of what we were talking about. The questions were about their customs and traditions of the place where they live, it was very nice to hear the participation of the students, as well as the students themselves were struck by listening to each other.

As I already mentioned, each practice is focused on one or several English skills or it is about practicing all 4 in an SPL.

As we well know, everything has been a training process and we started from the general to the particular to meet the expected objectives of each SPL.

This Social Practice of Language had an emphasis on writing and listening skills, the students showed interest at the moment they listened to an audio and before them it is important to mention that each activity must have a specific purpose, I designed the contents so that the students could understand the audios.

Something that worked for me was to make expositions of each student in reference to the country they had chosen to work, in this way each student who passed to expose the rest of the group had to evaluate his partner, this helped me that most of the students paid attention to what their classmates were explaining.

The use of videos is a very good strategy because it captures the attention of the students, with the use of videos I can make the students focus their attention on what I ask them at the same time that the activity is being addressed, it is important that I as a teacher guide them so that the students answer the activity, since I had the mistake of letting the students themselves do an activity, which did not work because they need the teacher to work with them. When I noticed that the students were not working, I changed the work strategy, I put order in the group and we started again with the indications, but we worked together so that the students learned what was planned.

EVIDENCE 5

SOCIAL LEARNING ENVIRONMENTS: Family and community
COMMUNICATIVE ACTIVITY: Exchanges associated with information about oneself and others
SOCIAL PRACTICE OF LANGUAGE: Interprets and provides descriptions of unexpected situations in a conversation
EXPECTED LEARNING: • Listens and assesses descriptions of unexpected situations shared in an oral exchange • Interprets general sense, main ideas and details • Describe unexpected events
Third grade
Suggested products: • Descriptive statements • Descriptions of unexpected situations
Final product: Oral testimony
Appendix 5. Final product

Table 8. Description of the Social Practice of the Language. Source: Aprendizajes Clave 2017.

REFLECTION

Using this lesson plan, I consider that one of my successes was to start with the topic Interprets and provides descriptions of unexpected situations in a conversation, it went very well because I looked for a way to capture the attention of the students, since using materials that are interesting for the students I can capture their attention more easily. It went well because when I presented the definition of Unexpected situation the students were able to read the definition and understand what it is, but the interesting moment was when I asked them if they had ever had an event of this type happen to them. Most of the students participated, they shared their own experiences. When I explained the topic, I told them about the products to be worked on and the expected learning. It is important that the students identify the expected learning so that they can identify if they are not fulfilling them; the students have to make a self-evaluation every day.

On the other hand, I share that the time used in the classes was correct, after the experience I have learned to measure a little more the time established in each activity, sometimes I had 3 or even 4 activities planned but sometimes because of not measuring the time correctly, the activities are not addressed. However, with this lesson plan, I think that I have improved aspects that have helped to improve my educational practice.

The way in which I divided my time was due to the complexity of the activities, I realized the mistake I was making and previously I did not have time to finish my activities because I gave too much time to the beginning of the class, When the beginning is just a short introduction, it works better for me now to dedicate only 5 or 10 minutes maximum but sometimes it used to take up to 20 minutes when I realized now that it is a big mistake, however, now I have modified it so that I have time to finish all the activities.

A mistake I made with this lesson plan was not providing the students with the evaluation form of their activities especially with their final product, so that the

students consider the necessary aspects in the elaboration of the product which is a construction of the work of all the class sessions. It is an aspect that I must modify and consider in each planning the way to evaluate the products and the final products.

On the other hand, it is also important to consider the complexity of the activities, since I had errors in terms of the level of English in the activities, there are students who can answer perfectly each activity because they can understand the vocabulary. Unfortunately I did not have the opportunity to apply a diagnostic test at the beginning because that week the director of the school requested my first intervention shortly after, but I took as a reference the results and comments of my head teacher, so in each class I try to adapt the level of English in each activity. However, there are some activities in which I consider that it is of great importance to work together with the students, sometimes the dynamic that I did was just to comment together the first example and do an exercise so that students have the idea of how to answer them assigning them a specific time to answer and then review the correct answers.

There are activities in which we do have to give them the space to make that process of analysis and reflection of the topic that is being seen.

SECTION 4. CONCLUSIONS

Did I really achieve and develop the competencies based on the construction of this Portfolio of Evidence?

The role of teacher implies to be always learning since I agree that the experience and the need to master the subjects to be taught implies research, analysis and creation.

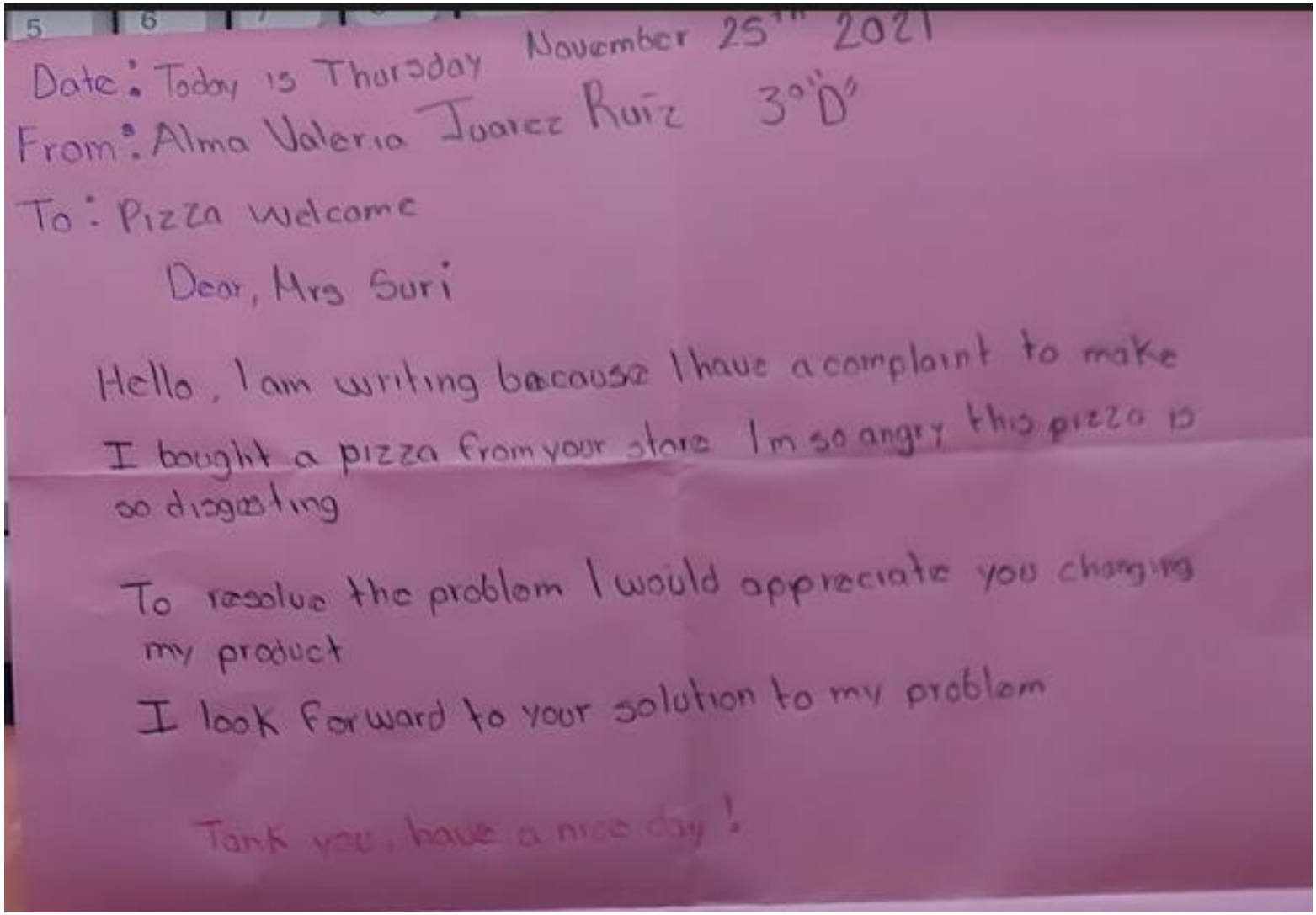
From the 5th semester to the present day I consider that I have the basis to be able to sustain the experience that I have had since I also faced a pandemic that left us with very bad experiences since we were not prepared for such a situation, however, the circumstances that arose and the need to create a new way of teaching and learning have been very important for me.

As a reflection I can say that the formative process that I had within the school of practice helped me to complement all the knowledge, I consider that the practice in the classroom helps you to realize those possible mistakes that are sometimes made from the moment you enter the classroom until the end of the session. On the other hand, it is important that now you detect those mistakes in practice and take note of them so that you do not omit them and that in the next class session you can observe a change.

It is interesting when you are inside a classroom because there are times when the class sessions flow in a natural way and without thinking everything is a success, from the behavior of the students, the materials designed according to the needs of the students, the time, the participation of the students, the learning environment and the organization.

There are times that with small changes in a class, students are motivated to continue doing their best effort and I want to give the example that with the simple fact of taking them out of the classroom and carry out an activity in the courtyard, in the library, in the laboratory, the presentation of a video, etc. in some other space other than the classroom, students like this type of activities obviously without losing sight of the focus or purpose of the session.

SECTION 5. ANNEXES



Date: Today is Thursday November 25th 2021
From: Alma Valeria Juarez Ruiz 3°"D"
To: Pizza welcome

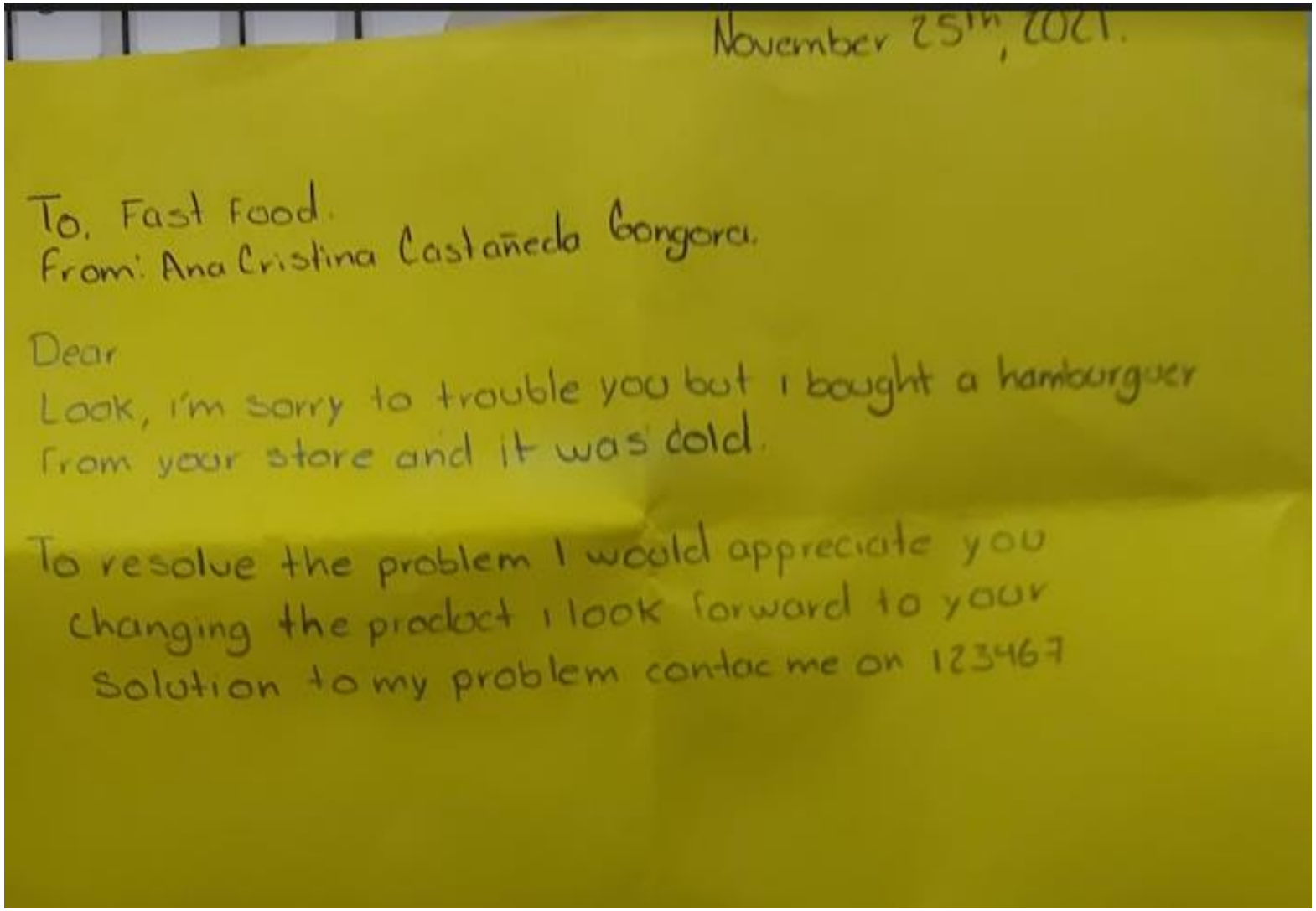
Dear, Mrs Suri

Hello, I am writing because I have a complaint to make
I bought a pizza from your store I'm so angry this pizza is
so disgusting

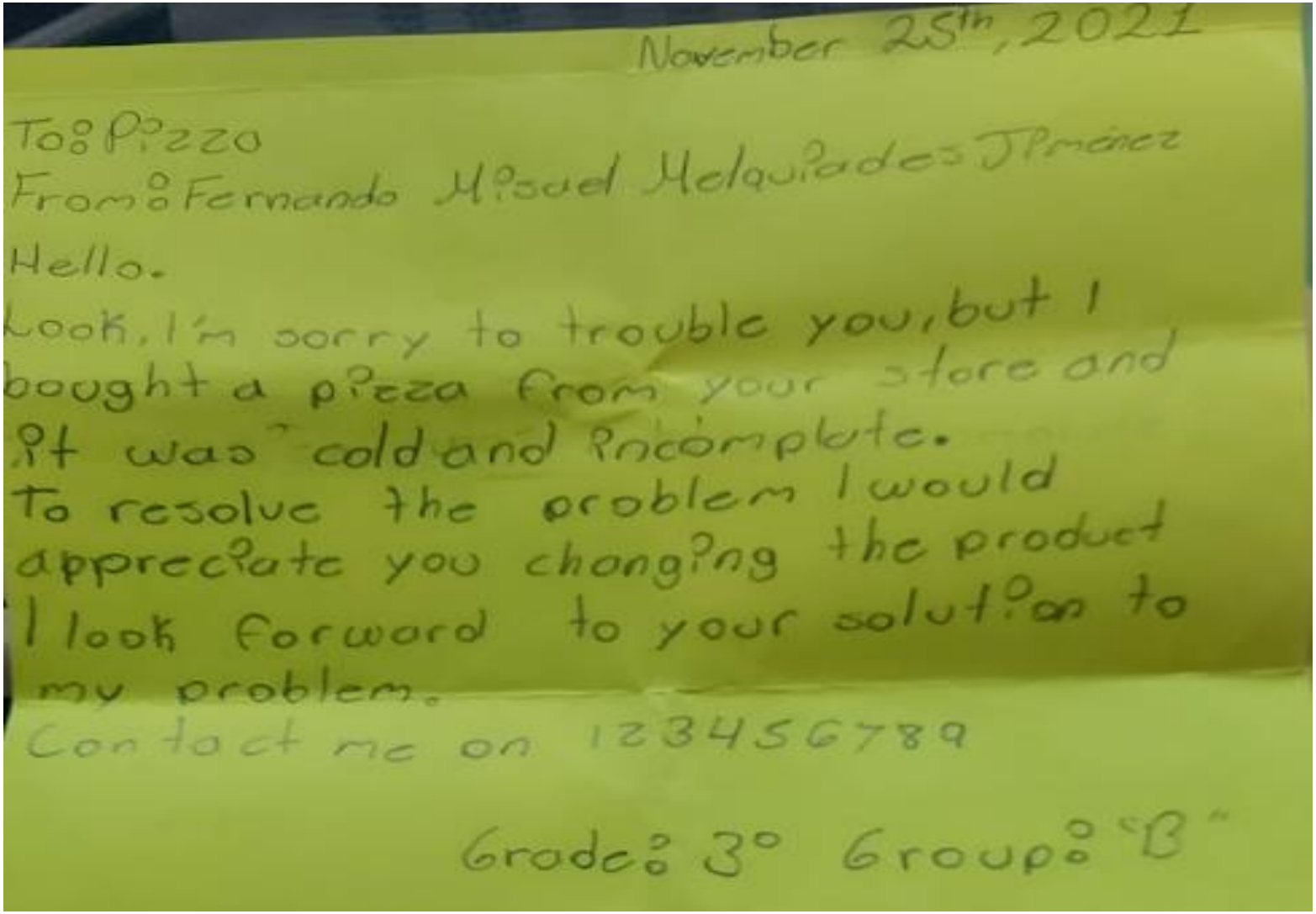
To resolve the problem I would appreciate you changing
my product
I look forward to your solution to my problem

Tank you, have a nice day!

Evidence 1. Annex 1: Final product about complaints. Source: Student's notebook.

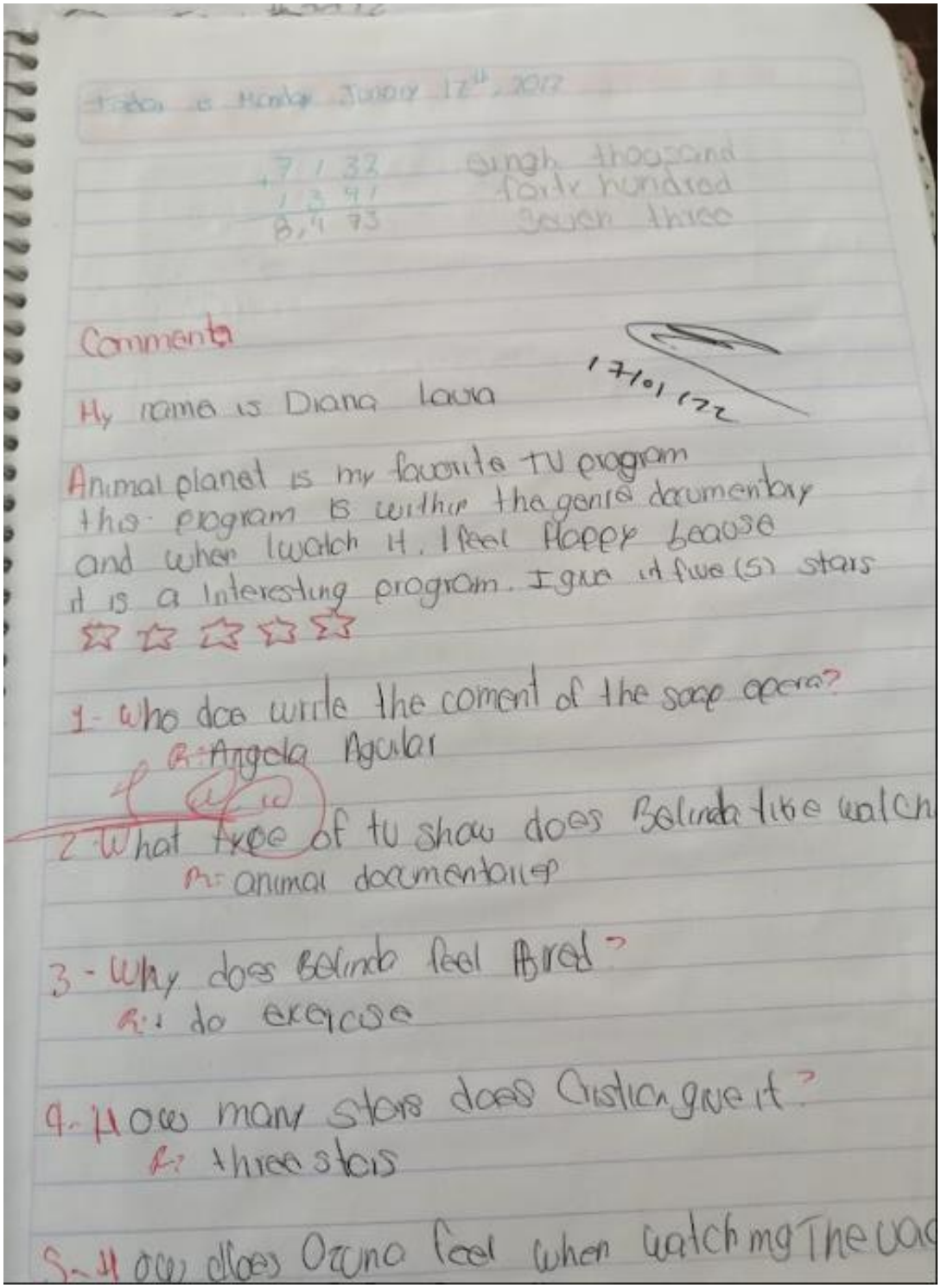


Evidence 1. Annex 2: Final product about complaints. Source: Student's notebook.



Evidence 1. Annex 3: Final product about complaints. Source: Student's notebook.

Evidence 2. Annex 4: Emotions. Source: Student's notebook



Comments

My name is Diana Laura

Animal planet is my favorite TV program the program is within the genre documentary and when I watch it, I feel happy because it is a interesting program. I give it five (5) stars

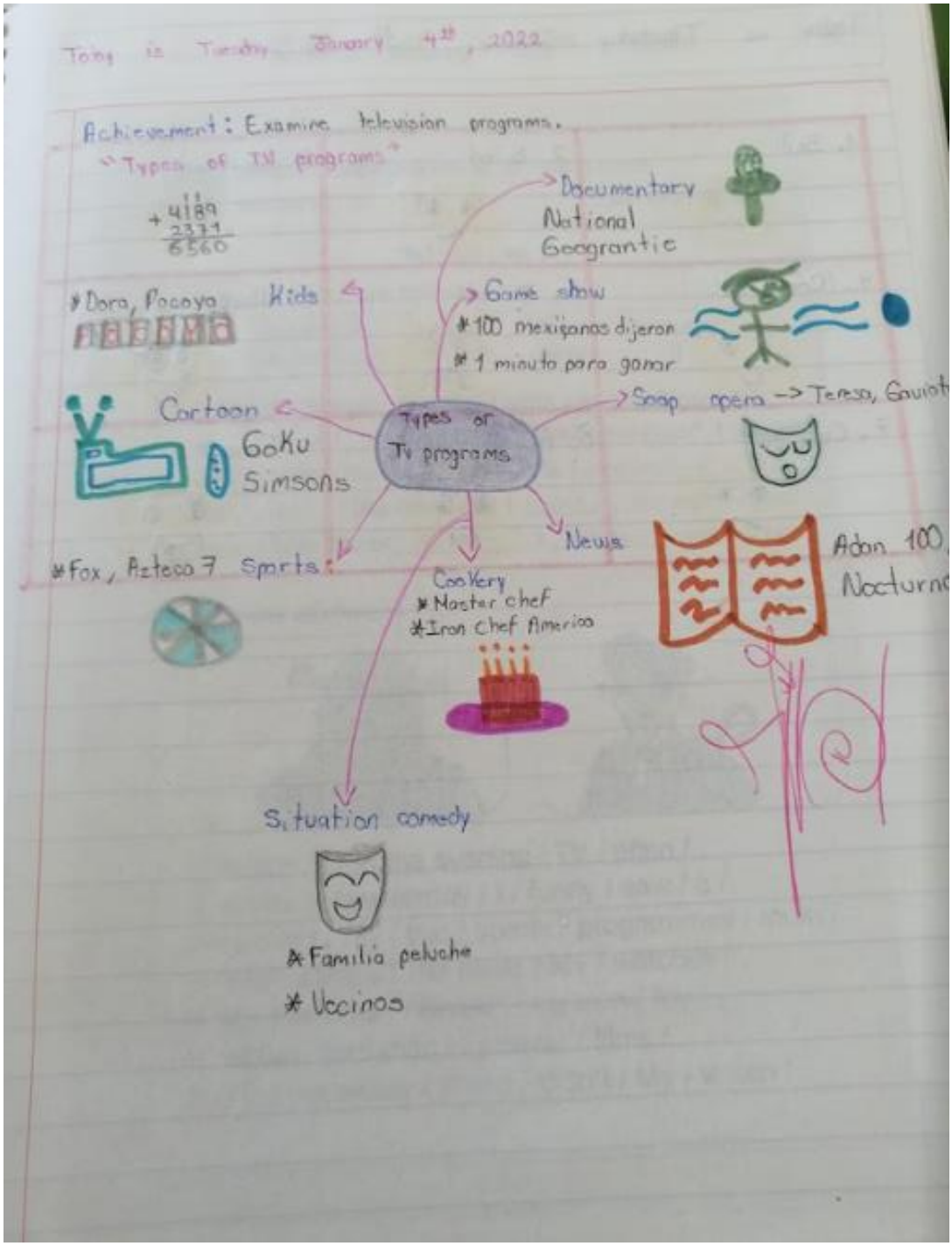
1- Who does write the coment of the soap opera?
A: Angela Aguilar

2- What type of tv show does Belinda like watch
A: animal documentaries

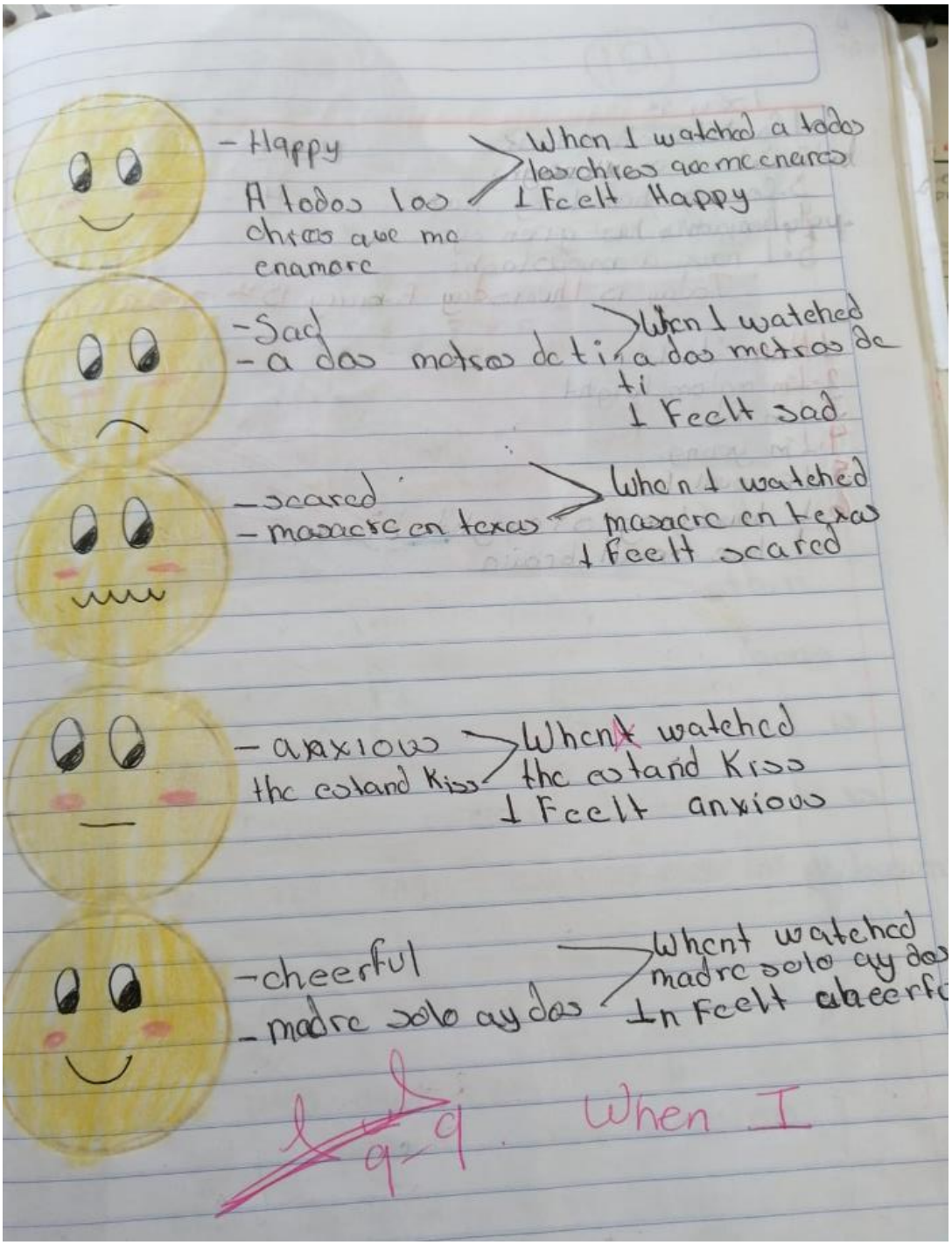
3- Why does Belinda feel tired?
A: I do exercise

4- How many stars does Cristian give it?
A: three stars

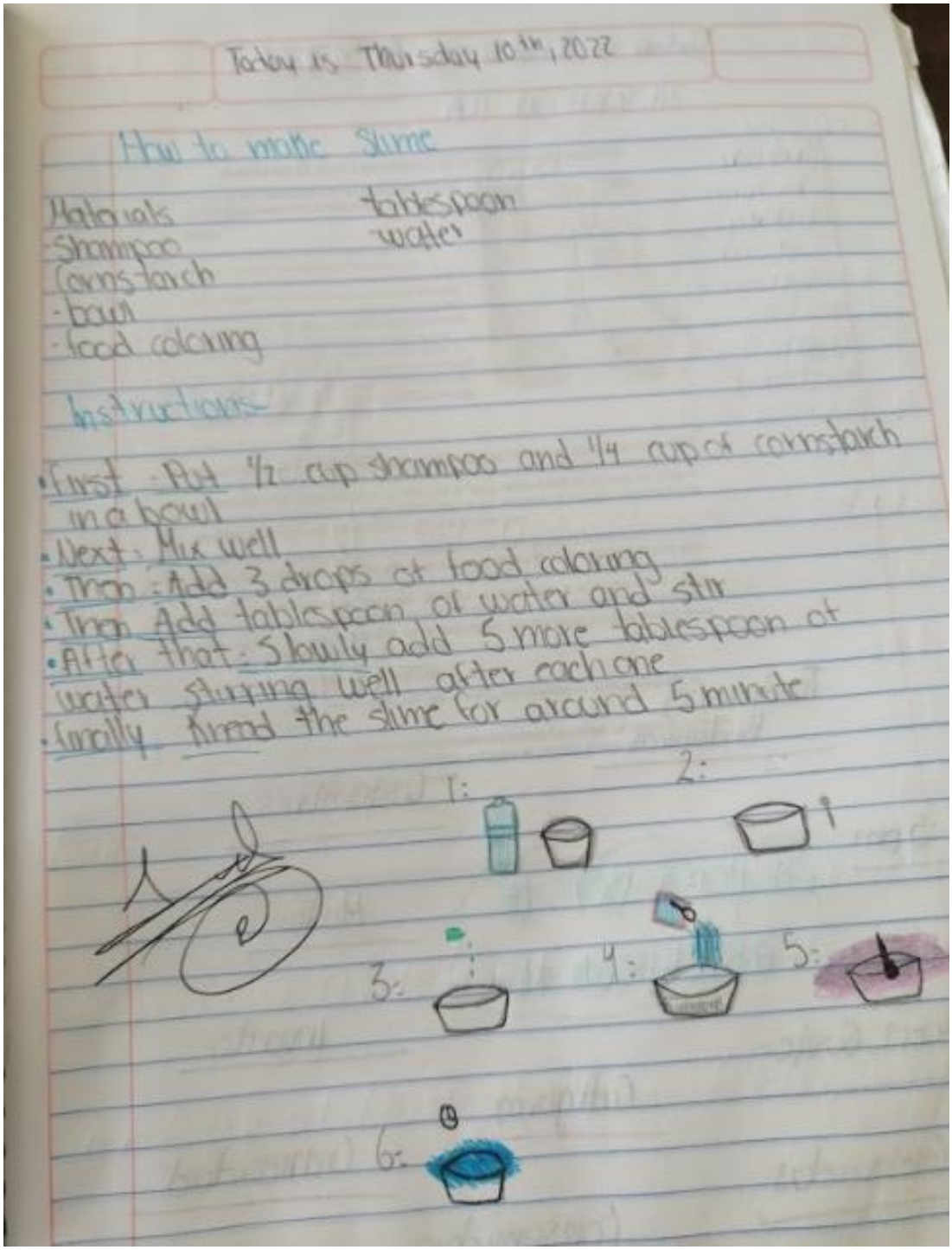
5- How does Oxana feel when watching The



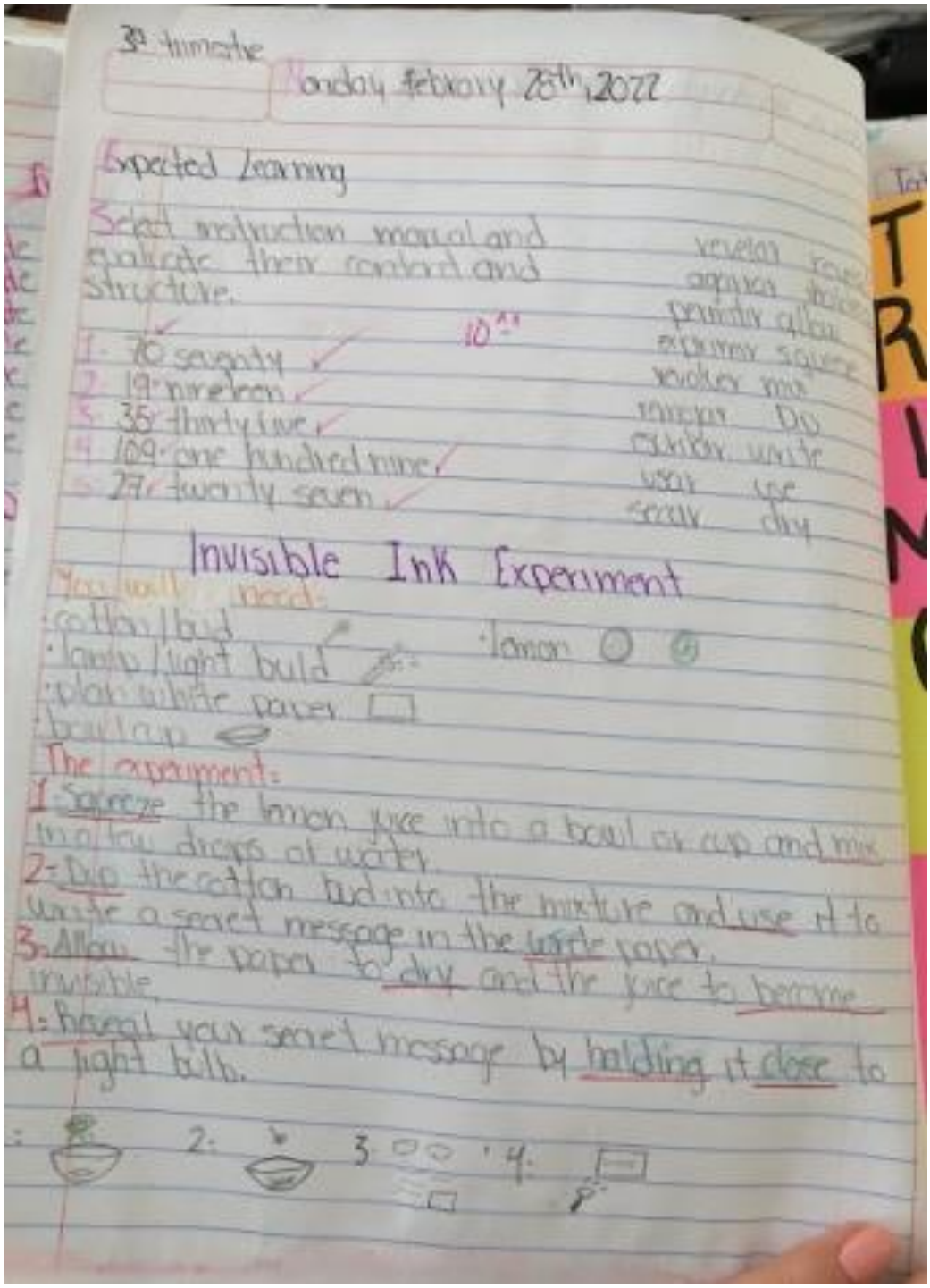
Evidence 2. Annex 6: Kinds of TV programs. Source: Student's notebook.



Evidence 2. Annex 7. Sentences to express emotions. Source: Student's notebook



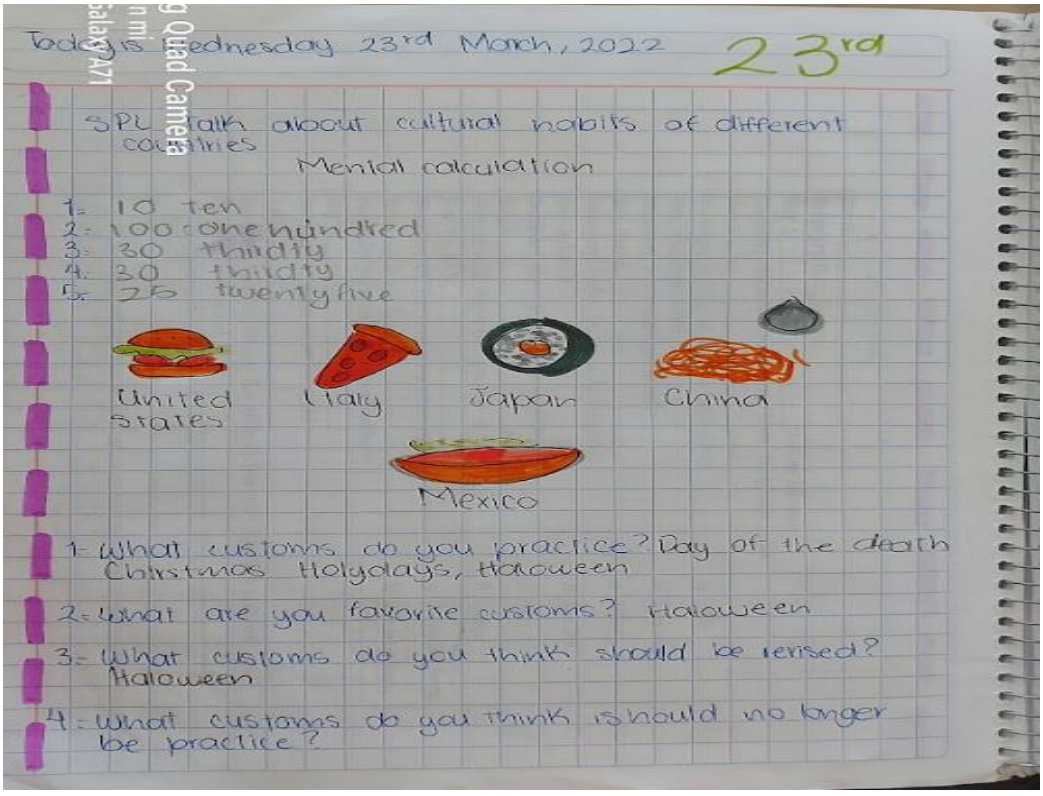
Evidence 3. Annex 8. Final product about How to make an experiment? Source: Student's notebook.



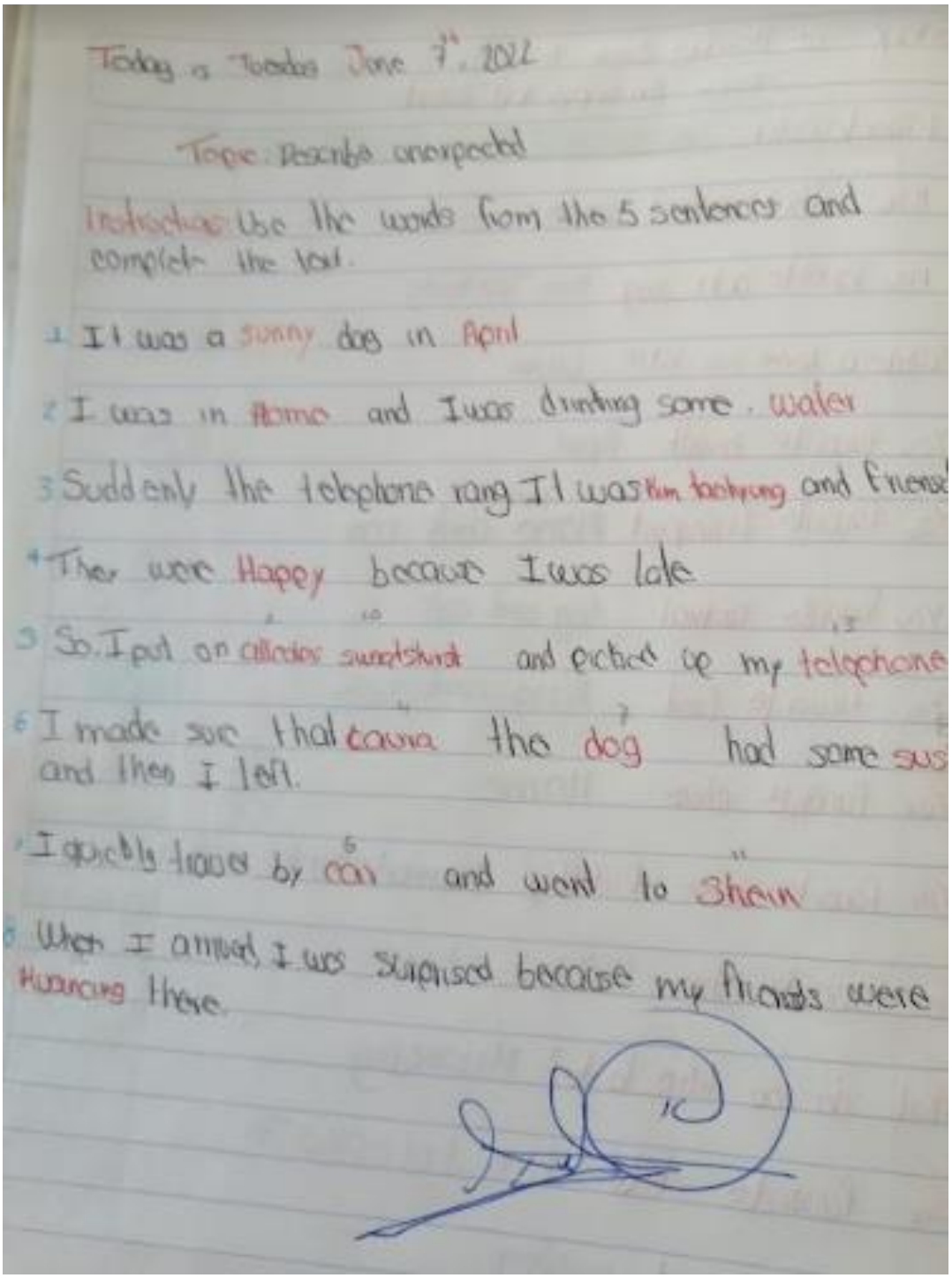
Evidence 3. Annex 9. Final product. How to make an experiment? Source: Student's notebook.

Evidence 4. Annex 10. Final product about Cultural habits. Source: Student's notebook.

Evidence 4. Annex 11. Final product about Cultural habits. Source: Student's notebook.



Evedence 4. Annex 12. Final product about Cultural habits. Source: Student's notebook.



Today is Tuesday June 7th, 2022

Topic: Describe unexpected

Instructions: Use the words from the 5 sentences and complete the text.

1 It was a sunny day in April

2 I was in Home and I was drinking some water

3 Suddenly the telephone rang It was Kim taehyung and friends

4 They were Happy because I was late

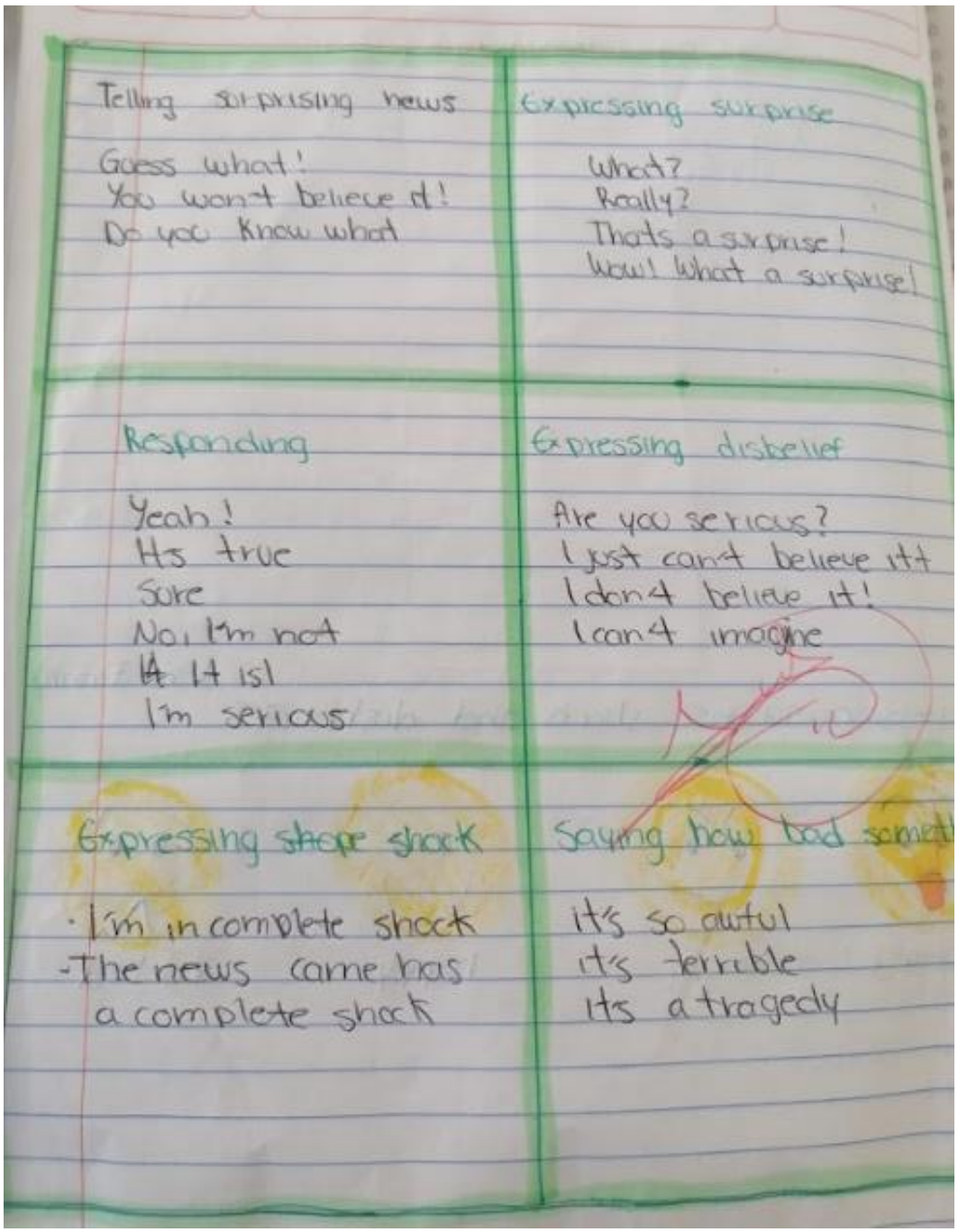
5 So, I put on alleeder sweatshirt and picked up my telephone

6 I made sure that caura the dog had some sus and then I left.

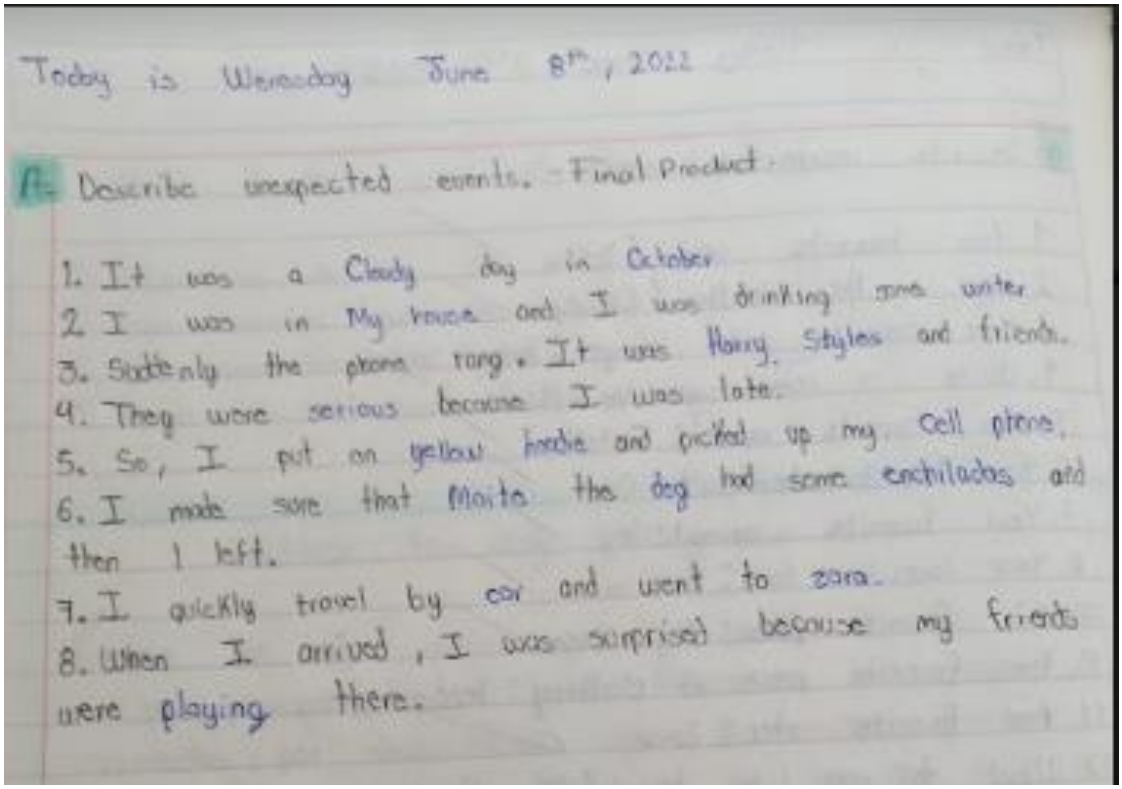
7 I quickly travel by car and went to Shein

8 When I arrived, I was surprised because my friends were Hwancing there.

Evidence 5. Annex 13. Final product Describe unexpected situations. Source: Student's notebook.



Evidence 5. Annex 14. Phrases about unexpected situations. Source: Student's notebook.



Today is Wednesday June 8th, 2022

A= Describe unexpected events. - Final Product.

1. It was a Cloudy day in October.
2. I was in My house and I was drinking some water.
3. Suddenly the phone rang. It was Harry Styles and friends.
4. They were serious because I was late.
5. So, I put on yellow hoodie and picked up my Cell phone.
6. I made sure that Maito the dog had some enchiladas and then I left.
7. I quickly travel by car and went to Zara.
8. When I arrived, I was surprised because my friends were playing there.

Evidence 5. Annex 15. Phrases about unexpected situations. Source: Student's notebook.

SECTION 6. REFERENCES

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Asunto: Se asume responsabilidad.

Toluca, Méx., 30 de junio de 2022

H. CUERPO DE SINODALES
P R E S E N T E

Quien suscribe C. ALICIA CARDENAS PINAL, estudiante del octavo semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, por este conducto, asume de manera total la responsabilidad de haber estructurado y elaborado el documento titulado: My Educational Intervention using the Syllabus Aprendizajes Clave 2017 Products through Analysis and Reflection, conforme a las Orientaciones Académicas para la Elaboración del Trabajo de Titulación. Con la supervisión del director de trabajo de titulación fue estructurado en la modalidad de: Portafolio de evidencias; así como de haberlo adecuado a las observaciones hechas por la Comisión de Titulación. Finalmente, defenderlo suficiente y de manera argumentada ante los sinodales, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del examen profesional.

Agradece ampliamente el interés y el apoyo que siempre se me brindó como estudiante.

A T E N T A M E N T E

C. ALICIA CARDENAS PINAL

Toluca, Méx., 15 de julio de 2022.

DR. SERGIO DOTOR FERNÁNDEZ
PRESIDENTE DE LA COMISIÓN DE TITULACIÓN
PRESENTE

El que suscribe M.C.I. Victor Olenin Ramírez Beltrán Asesor de la estudiante Cardenas Pinal Alicia matrícula 181517740000 de 8° semestre de la Licenciatura en Licenciatura en Enseñanza y Aprendizaje del inglés en Educación Secundaria quien desarrolló el **Trabajo de Titulación** denominado "My Educational Intervention Using the Syllabus Aprendizajes Clave 2017 Products Through Analysis and Reflection" en la modalidad de Portafolio de evidencias; se dirige a esta Comisión a su digno cargo para informar que este documento ha sido concluido satisfactoriamente de acuerdo con lo establecido en los documentos del Plan de Estudios 2018 rectores del proceso de titulación.

Sin otro particular, le envío un atento y cordial saludo.

A T E N T A M E N T E

M.C.I. Victor Olenin Ramírez Beltrán

Toluca, Méx., 1 de julio de 2022

C. CARDENAS PINAL ALICIA
ESTUDIANTE DEL OCTAVO SEMESTRE (LEAIES)
P R E S E N T E.

La Dirección de esta casa de estudios, a través de la Comisión de Titulación de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria del Ciclo Escolar 2021–2022, comunica a usted que una vez revisado el trabajo de titulación intitulado: My Educational Intervention Using the Syllabus Aprendizajes Clave 2017 Products Through Analysis and Reflection, presentado en la modalidad de Portafolio de Evidencias fue **Dictaminado Favorablemente**. Ello significa que a partir de la fecha podrá realizar los trámites correspondientes en el Área de Exámenes Profesionales para sustentar su Examen Profesional.

Sabedor de su alto sentido de responsabilidad, le envío un cordial saludo.

ATENTAMENTE

DR. SERGIO DOTOR FERNÁNDEZ
PRESIDENTE DE LA COMISIÓN DE TITULACIÓN

Vo. Bo.

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SECRETARÍA DE EDUCACIÓN
SUBSECRETARÍA DE EDUCACIÓN SUPERIOR Y NORMAL
DIRECCIÓN GENERAL DE EDUCACIÓN NORMAL
SUBDIRECCIÓN DE ESCUELAS NORMALES
ESCUELA NORMAL No. 1 DE TOLUCA
C.C.T. 15ENL0001E

DR. ERASMO ARRIAGA LÓPEZ
DIRECTOR

EDOMÉX
DECISIONES FIRMES, RESULTADOS FUERTES.