





# **ESCUELA NORMAL NO. 1 DE TOLUCA**

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## **PORTAFOLIO DE EVIDENCIAS**

### **ANALYSIS OF TEACHER TRAINING PROCESSES THROUGH THE EVIDENCE PORTFOLIO**

QUE PARA OBTENER EL TÍTULO DE  
**LICENCIADO EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN  
SECUNDARIA**

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# **INTRODUCTION**

The purpose of this document is to show the development of an introspection of my formation as a trainee teacher through a series of evidence retrieved during the 8 semesters of Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria (LEAIES). Such evidence is relevant because it gave an account of the opportunity areas in the training and how they were addressed.

In order to carry out this process, the graduate profile of 2018 LEAIES Syllabus was reviewed. This syllabus is composed of four formative pathways which are integrated by courses focused on developing the knowledge, competences and elements necessary to achieve the teacher profile.

These pathways are:

- Theoretical and Methodological Bases for Teaching pathway
- Training for Teaching and Learning pathway
- Professional Practice pathway
- Optionals pathway

This document describes the aspects that must be fulfilled in order to achieve this profile, including the implementation of research as a quality to be developed in future teachers in order to improve and support their teaching practice according to Secretaría de Educación Pública (SEP).

This was mainly realised in the Professional Practice pathway. This pathway is made up of courses in which the professional performance of future teachers is developed and strengthened through gradual and sequential approaches to teaching practice at the different educational levels for which they are prepared (SEP, 2018).

They are based on the following principles: gradualness, sequentiality and depth. They support learning, the connection and complexity between courses and the development of metacognitive skills that lead to the improvement of teacher intervention. This becomes them the basis of the pathway.

This develops the competences that make up the syllabus. Each one of them is part of a training process that supports the graduate profile. In order to develop it, it is necessary to go through each of the courses that compose the pathways.

As with all pathways, in the Professional Practice pathway, all competences are developed, however, due to the research aspect of the pathway, the research competences are the ones that support the development of teacher practices, as the trainee teacher is also expected to develop a researcher profile. It enables them to develop research skills focused on analysis, application and reflection that will help them improve their teaching practice (SEP, 2018).

In this way the competences help to develop the teaching profile. These competences are: "Integrates educational research resources to enrich their professional practice, expressing their interest in knowledge, science and the improvement of education" and "Uses the theoretical-methodological elements of research as part of their ongoing training in English."

Now from my perspective, the achievement of the researcher profile and teacher profile were not developed as it is expected in the syllabus of this degree. In order to do so, I decided to introspect on my own training in the Professional Practice pathway and to check whether I received what the syllabus requires.

To prove this, I retrieved evidence from the mentioned pathway and checked if these evidences are related to what is requested to develop the principles, profiles, competences and research skills that integrate it.

In support of this review, I based my argument on Moreno Bayardo (2002) thesis, where it is explained a sequence of teacher skills that are in parallel with research skills from the syllabus. In this way, I checked the developed evidence that go with what is expected by the syllabus and reflect on the process I had during my training as a future teacher.



**CHAPTER I**  
**WORKING METHODOLOGY AND PROBLEM**  
**STATEMENT**

## 1.1 Portfolio of Evidence

The portfolio of evidences, is a compilation of different products that demonstrates the learning of the student based in the achievements and weaknesses with the purpose of show an improvement path. It is a collection of different types of products selected for their relevance to the learning process, demonstrating the main achievements and areas for improvement in the learner's development and professional path (SEP, 2014).

It's a process where the data that source from the teacher performance through it is work and personal growth that are grouped together and redacted for the own teacher with reflection to then being shared with their partners to discussed it in relation to the teaching (Lyons, 1999). With the use of a portfolio of evidence, trainee teachers demonstrate their achievements, to reconstruct their learning processes by identifying key moments in their training and specific situations that allowed them to learn from the experience (Alliaud y Antelo, 2011).

Evidently a portfolio of evidences and its preparation is a resource to improve the academic performance, it allows to create a sense of responsibility in self-learning, and continuous improvement. A portfolio of evidences is to continue the process of acquiring and perfecting certain knowledge or forms of action, with the aim of encouraging reflection and self-evaluation by the teacher training (Díaz, Rigo y Hernández, 2012).

In the same way, with equal importance, the preparation of a portfolio of evidences, it is a fact considered by different authors. For example, SEP (2014) explains that the portfolio of evidences is a good way to demonstrate the acquired competence grade of a learner using learning evidences to encourage the development of critical thinking, reflection and student autonomy. In the same manner, Ramírez (2014) express that this kind of portfolio it is a process of mentoring as a resource that works as the centre of the achievements, purposes, and professional development.

So, the definition of a portfolio of evidences can be summarized as an important tool that allows the student to recognize with a critical thinking about the achieved

learning, the academic development, the self-assessment and a responsible reflection for self-improvement, with the intention of propose improvements to the curriculum or to the formative process.

## **1.2 Portfolio Types**

With this, it's important to explain about the four types of portfolios that the students can use to prepare its degree paper and what they can provide. In each of them it is possible find characteristics that determine a review of progress, but in a different way. These types of portfolios are:

- Assessment portfolio.
- Portfolio as a support for teaching and learning
- Performance Portfolio
- Electronic Portfolio

### Assessment portfolio

According to SEP (2014) the benefit of use an assessment portfolio allow future teachers to make a reconstruction of their own teacher training. With that it is possible reconsider the achievements and failures during the path according to the specific competences.

The portfolios that have been made throughout undergraduate training in many cases have the purpose of evaluation, but sometimes they are neither methodologically constructed nor systematically presented, so it is necessary to intend the collection of productions as a cumulative evaluation tool with the purpose of improve the formation process. In this way the identification, discrimination and selection of evidence from the different moments and stages of their initial training will make it possible to reconstruct a learning process that will give an account of the professional competences and the changes they have lived through (SEP, 2014).

The summative evaluation portfolio (Klenowski, 2005) is retrospective, its function is to make a detailed account of the development of the selected competences, in order to show its evolution throughout the degree.

Danielson, Charlotte and Abrutyn (1999) recognise two types of assessment portfolios: the presentation portfolio and the diagnostic evaluation portfolio. Both do not refer to teacher training processes but recommends new possibilities for enriching this degree modality.

#### Portfolio as a support for teaching and learning

The portfolio as a support for teaching and learning, it has the characteristic of showing the development of teaching competences that future teachers must have in order to solve difficulties in their professional practice (SEP, 2014). So, in this portfolio type the goal it is demonstrate a path where the evidences go through a constant progress of improvement of the student who performs it. Regarding to this process, it can be established at different moments. Such as the collection, selection and presentation of evidence showing cycles of evolution. It does not necessarily have to be during the whole degree course, it can be done at a certain time during the different moments of the Professional Practice.

#### Performance Portfolio

Alternatively, the performance portfolio is more related to teaching practice. They work as a tool that allow a perspective of reflection to prepare an improvement from the teaching practice. Combining the elements that compose a portfolio and reflecting on the relationships between them will provide guidelines for assessing students' teaching performance (SEP, 2012).

So, the purpose of this portfolio is offering an overview from the teacher context and teacher dimension to explain the teaching act. It emphasises student productions as samples and evidence of teaching performance, which is why this type of portfolio is very useful for the improvement of practice, as it focuses on the collection and presentation of evidence of both student work and the actions undertaken by the teacher in the teaching and learning processes (Martin-Kniep, 2001).

## Electronic portfolio

Following the same idea of a reflective construction, it rises the electronic portfolio (e-portfolio) from the perspective of SEP (2012). It requires a technopedagogical design from the teacher for e-activities in which the student carries out their educational activity, which does not consist only of uploading evidence. According to this, E-portfolios, although usually built around the retrieval of evidence centred on the content that has been learned, emphasise self-learning and reflection, but at the same time receive support and feedback from the teacher, but when they manage to include social communication resources on the web, peer-to-peer interactions are developed (Díaz, Rigo y Hernández, 2012).

The process of construction of an e-portfolio needs a guidance from a specialist of someone that have knowledge or experience in the field, because in its construction can rise situations that need to be solved special support. Therefore, e-portfolio consultancy requires additional and more specialised skills than support for other types of portfolios, which also has its difficulties, as well as for other types of degree programmes (SEP, 2012).

For that reason, for Díaz, Rigo y Hernández (2012) the e-portfolio can be identified as a new genre or pattern of communication, which goes beyond the academic or literary text that students are usually asked to write. The choice of creating a portfolio of evidence was motivated by the need to review the teacher training that has been carried out in the professional practice pathway. This portfolio will be guided by the research competences, which will be used to review the evidence of learning developed during the professional practice pathway. So, it is necessary to consider the body of evidence that is available to justify the importance and relevance to the learning process (SEP, 2014).

The portfolio of evidence that was developed in this document is a portfolio as a support for teaching and learning. Because this type of portfolio is focused on reviewing the evolution of the trainee teacher through their teaching practice, an exercise that is focused on teacher training. For this reason, this review of the

evolution of the trainee teacher considers all the evidence of the training path, but which will be analysed by the research competences.

### **1.3 Portfolio Moments**

According to SEP (2012) they are not linear, due to the fact that they are guided for the reflection, this one that is identified by the flexibility to express the point of view of who is expressing their ideas, thoughts and perspectives. This last one is considered the methodology inside the portfolio, because it is the personal view of whom is doing the analysis and expresses the reason of the reflection beginning. Which that can start from the qualitative aspect to be described according to the position of the person who is stating. These moments are the:

- Definition
- Selection
- Reflection and analysis
- Projection

The *definition* is the moment when the trainee teacher considers with reflection their evidences that will support their portfolio, specifically the evidences that will demonstrate the achievement of a competence or more. It is an exercise of reflection and analysis that is aimed at deciding the competence(s) to be demonstrated, for this it is necessary to consider the set of evidence that is available and that will allow justifying the importance and relevance in the learning process (SEP, 2012).

Specifically, this point is based on which competences will be chosen to guide the portfolio of evidence. In this case, the chosen competences that guided my portfolio of evidence are the research competences.

It concerns to the professional competence that is “Integrates educational research resources to enrich their professional practice, expressing their interest in knowledge, science and the improvement of education” (SEP, 2018, p. 102), specifically that use the results from the research to go inside of the learning process of the students. And through methodological resources and research experts to

describe, comprehend and improve educational situations and teaching with the competence “Uses the theoretical-methodological elements of research as part of their ongoing training in English” (SEP, 2018, p. 103).

I selected these competences, because the development of research skills allows me to prepare and identify the educational needs in my professional teaching practice and offer accurate solutions to these problems that intervene in my students. As important point, these competences are not isolated in professional practice pathway, in fact, they are fed by the rest of paths with their correspondent courses, because each course from the syllabus works together to contribute to the development of the competences that are needed for the formation.

The moment of *selection* is the moment where it's carried out a discern of the evidence that will be more applicable for the selected competences. The selection consists of the identification and discrimination of different evidence of learning that show the level of achievement and performance in terms of the selected competence; such evidence will allow products organisation to come from different pathways. The quality and representativeness of the evidence will best reflect the development process of the professional competences to be demonstrated (SEP, 2018).

The evidence for my portfolio came from the courses that make up the profesional practice pathway, such as: *Herramientas para la observación y análisis de la escuela y comunidad; Observación y análisis de la cultura escolar; Práctica docente en el aula; Estrategias de trabajo docente; Innovación para la docencia; Proyectos de intervención docente; Práctica profesional y vida escolar;* and finally *Aprendizaje en el Servicio*. The *reflection and analysis*, regarding to this, reflection is considered as guiding thought towards understanding, explaining and transforming of the phenomenon (Maggi, 1987 quoted by Moreno Bayardo). This means that reflection provides the possibility to understand the problem through an introspection of its approach to comprehend the steps that are necessary to solve it.

The analysis is considered as participatory learning concept, where the learner accesses knowledge through discovery, discussion and reflection (Moreno Bayardo, 2002). To explain this, during the process it was made an assessment instrument that allowed to give a real value to the evidence. But the construction of this instrument needed a theoretical support, and it was based through Moreno Bayardo thesis (2002) and in relation with the courses of the professional practice path.

In order to carry out the process of reflection and analysis, it was established an instrument of analysis that allowed an evaluation of the work developed during the semester to be obtained. It was therefore important that the instrument was in line with the competence to be worked on.

The analysis and the theoretical framework are considered the assessment of the student's performance in relation to the selected competences that will be carried out considering disciplinary and curricular criteria that make it possible to support it. Because it constitutes the central core of the development of the portfolio as it promotes a learning-reflection-analysis exercise of the set of evidence selected according to the competence. This construction task is based on the recovery of the evaluation of the evidence that was carried out at the time in the different courses (SEP, 2012).

In this sense, the evidences that have been taken from the courses that integrate the formative pathway of professional practice, they will have to be reviewed under the research competences in order to realize if in fact they are developing the competence according to the graduate profile.

In the end, the *projection*, is the moment where the trainee teacher assesses its performance according to the challenges that are in teaching profession. It is a review but underpinned by a theoretical framework focused on analysis. The *projection* considers two phases, the first is the student's evaluation as a subject of learning based on the achievements, analysis and reflection of the different stages of initial training; the second is the recognition of their potential, considering the



strengths and opportunity areas based on the challenges that teaching profession demands SEP (2012).

This part is aimed at the analysis of the evidence that demonstrates the performance I had as a learning subject, considering the research competence that allows me a process of evaluation - reflection on my initial training. Subsequently, it is time to recognise the strengths and areas of opportunity of the training.

Every assessed evidence is considered to value my formation process, they demonstrate if I achieved the formation that proposes the graduation profile. Because they are supported from my own experience as performer of the professional practice path, the reflection, the analysis of the opportunity areas and the strengths found from the review that I provided during the beginning of the portfolio construction.

Notably the four moments are specifically designed by the portfolio to achieve a solid paper that contain only the most relevant and important aspects in its compilation of evidences that will demonstrate a significant learning accompanied by a reflection.

#### **1.4 Research Processes Integrated in the Teacher Formation**

In order to argue the portfolio of evidence, it is important to take into account the competences that were worked with in it. They guided the process of discrimination and reflection of the evidence as they are composed of knowledge, skills, attitudes and values that are vital for a teacher to carry out their teaching practice at all educational levels (SEP, 2018).

The competences belong to this category of research competences. The research competences are mainly aimed at reviewing the teaching practice of prospective teachers from a formative perspective (SEP, 2018). Using these competences favours the development of research arguments and reflection on teaching practice, as they analyse the trainee teacher and their training process through teaching practice.

To construct this portfolio of evidence, it was considered the teacher training process that was developed during the professional practice training course. Future teachers have an encounter with teaching life in different contexts (SEP, 2018). This pathway offers the necessary approaches to them so that they have knowledge to solve problems inside the classroom. Trainee teachers must have an understanding about scholar contexts as they need a series of skills that enable them to observe, analyse, intervene and reflect.

Observing is a process with the purpose of collecting information related to a specific object where the attention is completely focused on (Moreno Bayardo, 2002). According to the syllabus, observing is a quality that allow future teachers to verify the performance and execution of a determined situation from an analytic perspective (SEP, 2018). For that reason, this skill provides the analytic view that a teacher needs to identify possible situations that demand actions to solve them or improve them.

Analysing is the correct use of discernment to make the relevant discriminations (Moreno Bayardo, 2002). Following the guidelines of the study plan, analysing is a skill that is aimed to explain situations in the classroom, the school and the community to improve teaching practice (SEP, 2018).

Intervening is related to the execution of certain tasks or actions to achieve the learning on students (SEP, 2018). This skill is set in the study plan as part of one of the most mentioned concepts for the fact that intervene results a contribution of the research competences, that allow the future teacher to build professional identity from the development of pedagogical thinking and the use of explanatory actions in their professional practice (SEP, 2018). With that skill, future teachers will be able to set pedagogical actions that answer the need of effective teaching practices aimed in the solutions of the learning problems of their students.

And the last of these skills: reflecting. This last is a contrast with what one has read, with conceptual references, with the reality one lives and one's own questioning (Moreno Bayardo, 2002). Inside of the study plan, the skill of reflecting establishes

the basis for developing scientific thinking and a holistic view of the educational phenomenon (SEP, 2018). With that skill, future teachers would be able to identify the strengths and weaknesses of their teaching practice and criticise their intervention to look for proposal to improve.

To this purpose, they produce learning evidence which demonstrate the training they have received as well as their personal learning within the courses that are part of the training pathway of professional practice. In order to review this training process, the research competences and the learning evidences achieved in these specific courses will be evaluated.

It is important to consider that these research competences will give a description of the strengths and weaknesses of the training and learning that I received in the professional practice pathway. They are useful to achieve an argued reflection which leads to a proposal for improvement of the training and learning given to trainee teachers in the professional practice pathway.

Now, all above mentioned is something that is considered as part of a qualitative methodology which refers to the description of characteristics of a study phenomenon. With that, it is possible to provide an explanation as they are conceptualised as representations and discourses obtained under rigorously analysed conditions and interpreted according to meaning, origin and significance to relate two subjects (Pérez, 2002).

Regarding to the last mentioned, the construction of this portfolio is exactly a rigorously description that has passed by an analysis to recover information about my teacher performance. This is showed in the analysis that I made with Moreno Bayardo thesis (2002) in which I supported the development of research skills in my formation through the retrieved evidences. With they, were determined the competences through the courses that provided teacher formation to me.

One of the competences aims is the need to consider the available evidence that will allow to justify the relevance and consideration of the learning process (SEP, 2014). This development of competencies must be developed by a theoretical

overview that focuses on the evidence. It was necessary to make an instrument to work as a guideline and discern without prejudices to achieve this purpose.

It was necessary to review the professional practice path which will be extracted the information that will support this work. Therefore, the evidence must come from the courses that composed this pathway, such as: *Herramientas para la observación y análisis de la escuela y comunidad*; *Observación y análisis de la cultura escolar*; *Práctica docente en el aula*; *Estrategias de trabajo docente*; *Innovación para la docencia*; *Proyectos de intervención docente*; *Práctica profesional y vida escolar*; and finally *Aprendizaje en el Servicio*.

The main aim of the professional practice path is to develop and strengthen the professional performance of future teachers through gradual and sequential approaches to teaching practice at the different educational levels (SEP, 2019). In this way, the teacher formation offers contributions to the development of research competences through intervention projects and research documents with arguments based on analysis and reflection on my practice.

### **1.5 Professional Practice Pathway Courses.**

To achieve this aim, it is important to consider what establishes the objective of each course to verify if they contribute to the teacher formation. They will be supported in Moreno Bayardo thesis (2002) who argues that learning for researching.

First must develop a serie of skills to construct knowledge whose dynamic demands, the intervention of diverse cognitive processes that are related to the action and effect of knowing.

According to previous, in the course of *Herramientas para la observación y análisis de la escuela y comunidad*, the purpose is that the trainee teacher develops the skills of observation and the details that composes the scholar context and the life in the community (SEP, 2018).

This considers that observation is a process with the primordial purpose of collecting information related to an object where the attention is completely focused (Moreno

Bayardo, 2002). According to the study plan, observation is a quality that allows future teachers to verify from an analytic perspective the performance and execution of a determined situation (SEP, 2018). For that reason, I need to identify the possible situation that demands urgent actions to solve or improve in an educational situation.

In the course *Observación y análisis de la escuela y comunidad*. Trainee teachers create descriptions and interpretations of the scholar culture where they practice (SEP, 2018). Commenting about interpretation it is a process of discovering or constructing meaning from the data assessed (Moreno Bayardo, 2002). This is how I made arguments of description and analysis of data in my practices to provide a clear explanation of the dynamic process inside a school.

Therefore, in *Práctica docente en el aula* the trainee teachers organize their experience from teaching practice and contrast and assess it. Where they redesign, evaluate, and reconstruct their teaching and learning strategies so that the research-action methodology and reflection allow the trainee teacher to provide conditions to improve their teaching practice (SEP, 2018). This affirmation is the reason that the reflection skill is the basis of each teaching practice that trainee teacher will do.

So, following the previous information, I was able to construct a reflection from the research-action that allowed me to rethink my teaching practice and provide solutions in it. In this line, the reflection provides the opportunity to evaluate the elements that guide and provide sense at the moment of sharing a supported and coherent idea (Moreno Bayardo, 2002).

Specifically, this is developed and known as the research-action cycle, where the trainee teacher uses their theoretical knowledge during their observation practices to understand the educational processes occurring in the secondary schools to then recognize the relevant practices that are considered for further reflection, analysis and improvement proposal (SEP, 2018).

Following the next course, *Estrategias de Trabajo docente*, the trainee teachers will get more involved in the design of teaching and learning strategies for English that are relevant to their students' learning styles, needs, interests, contexts and

characteristics. Trainee teachers will be carrying out diagnoses that will allow them to implement the necessary adaptations (SEP, 2018).

Constructing this type of instrument of diagnosis requires knowledge of the process of techniques and strategies that follow a series of specific modalities that establish sense and coherence with the goal of a study object and the objectives of each research (Moreno Bayardo, 2002).

Adding to this, they are aspects that are not new for the teacher formation; the construction of techniques and strategies to study an objective were checked in the first two courses of the professional practice path, specifically in *Herramientas para la observación y análisis de la escuela y comunidad* and then in *Observación y análisis de la cultura escolar*. So my teaching knowledge had to be fortified by the acquisition of techniques and strategies so my teaching knowledge had to be fortified by the acquisition of techniques and strategies to construct instruments to identify the learning needs of my students and use the retrieved information to prepare a teaching intervention.

Then, during *Innovación para la docencia*, the goal is addressing relevant issues such as the planning of didactic situations, anchored in diagnostics, the evaluation of learning and reflection on action, in order to provide a basis for their intervention and the reflection of the action, specifically to base their pedagogical intervention on theoretical and methodological references from English, pedagogy and specific didactics and knowledge of learners (SEP, 2018).

In this course, all the developed skills are working together in each aspect of the trainee teacher teaching practice, but it has to be supported by theoretical references to do the intervention. Elaborate theoretical support consists of searching and reading authors from who gets a different perspective of the study object using the words from others.

However, this does not mean that is plagiarism, but it is to make advances that will lead to the trainee teacher not only to the expected and reconstruct some ideas but also to build a cultural perception to which trainee teacher will incorporate their new

knowledge and will enable them to see issues and aspects of the research to develop (Moreno Bayardo, 2002). In this line, during this course, the expected was supporting teaching interventions using theoretical frameworks that allowed me to use techniques and strategies to teach according to specific authors of pedagogy and teaching.

Afterwards, the goal that set the course of *Proyectos de Intervención Docente* contrasts with the courses mentioned above, where in the last courses, the trainee teachers have been researchers of their practice. This course aims to put into practice the theories and techniques learned in projects that impact the classroom and their teaching activity to contribute to the institutional development of the school of practice. In this way, the course builds connections to start the degree work of the trainee teachers (SEP, 2018).

The application of the theory will be used and contrasted with the living reality that each school where the trainee teacher practices, supported by the research and theoretical references. However, at the same time, results are the most crucial formative process for the researchers, which can be done through investigation as an everyday activity (Ibarrola, 1986).

The purpose of the course is to continue using the whole reviewed skills necessary for my formation, but especially in this course, it is more focused on the use of research, analysis, and reflection by stimulating the investigation in my daily work as a teacher. Because these skills now are guided to follow my teacher development, I think in research that will construct my degree work, focusing on improving my formation.

In my case, to improve my teaching formation, I decided to elaborate a portfolio of evidences to reflect on my teaching formation during the professional practice path and its courses. Retrieving evidence like the tasks and products made during each course, was followed a process of selection, analysis, and reflection that are guided by the skills and goals proposed by each course. Summarizing, this portfolio's

elaboration helped to me to verify if I achieved the teacher formation goal set by the study plan or what it is necessary to improve.

## **1.6 The Research Nuclei**

As I mentioned, to verify this achievement of the teacher formation goal that proposes the study plan, I will verify this process using a series of evidence composed of the tasks, activities, research, and products made in the courses of the professional practice path.

According to the research competence and the study plan, the evidence that sustains my formation is observed from a theoretical framework, based on the skills I need to become a successful teacher. According to the research skills profile that mentions Moreno Bayardo (2002), these skills are divided into seven nuclei and developed through professional practice pathway. These nuclei are:

Nucleus “A”, the first of the research skills profile that belongs to the perception skills. That are represented mainly by the process of know, because this process is based by the perception or extraction where the information is the way. This situation is about skills which development is involved by a cognitive process that are activated by the nature of the human being (Moreno Bayardo, 2002).

The way in how I developed these skills started during *Herramientas para la observación y análisis de la escuela y comunidad*. Course where I started recognizing and extracting information from the scholar context only using an observation guide to provide the description of the context. Because developing the skills to observing enables the identification of details that composes the educational context, life in the community, social relations of inclusion or exclusion, the cultural and economic contrasts that influence and determines the place of the school (SEP, 2018).

The nucleus “B”, referred to the instrumental skills, is composed of certain cognitive development, with determined features in reason of the objectives that are wanted



to be achieved and the correspondent performances like actions, operations, and assessment (Moreno Bayardo, 2002).

These skills facilitate practically the rest of the learnings of the human being. The way in how I started to achieve this development of skills appeared when after theoretical research, supported in the provided elements of the courses of *Herramientas para la observación y análisis de la escuela y comunidad* and then in *Observación y análisis de la cultura escolar*.

With the methodological and theoretical background, I had to develop a different view supported by authors, allowing me to analyse, summarize, and interpret the elements that compose a scholar context and the dynamics too (SEP, 2018), which allow identifying data that must be reviewed under a theoretical scope with a supported meaning.

Afterwards, the nucleus “C” is focused on thinking skills. They are related to the intervention of some basic cognitive operations that allow internalize thinking ways that can be expressed (Moreno Bayardo, 2002). Something worked together by the two courses of *Herramientas para la observación y análisis de la escuela y comunidad* and in *Observación y análisis de la cultura escolar*.

However, this last one works more centred on these skills because the trainee teacher will deepen in the observation of school culture the entrance, the movement within the facilities and the exit of the educational space, which are considered essential actions to understand and explain the power relations, organisation and rituals of youth cultures, to generate a sense of belonging to a group or of exclusion from it in secondary school (SEP, 2018).

This referred to how I started to think and comprehend after a scope of research and the use of an observation guide to understand elements that provided to the development of my thinking skills and have a broad comprehension of the educational contexts.

In the nuclei “D”, “E” and “F”, they are focused on the constructive scope from the understood practice of the research. These skills are conceptual construction, methodological construction and social knowledge construction (Moreno Bayardo, 2002). They stimulate the research performance that each researcher must develop and improve by themselves.

Nevertheless, adding to social knowledge construction skills, these are distinguished by the social feature relevance, the production process of the knowledge, as the results and products that are developed similarly from the conceptual construction and methodological.

The skills carried out in this nucleus mainly must be developed through the course of *Práctica docente en el aula*. Because this course was the first in mention the use of research-action, determining a process to detect a learning problematic and prepare a supported intervention to achieve the learning in the learners (SEP, 2018). This process of action-research is based in the mentioned research nuclei “D” and “E” of conceptual and methodological construction respectively.

These research nuclei continue working in the course of *Estrategias de trabajo docente*, employing theoretical background to delimit and detect other learning problem, using a serie of techniques and strategies, to build proposals to improve their teaching strategies, through the systematisation of their teaching experience, integrating evidence of their performance in a portfolio (SEP, 2018).

However, the course proposes carry out the research activities, but at the same time, it is proposing the use of a portfolio, which means that considers that the trainee teachers are ready to reflect on their performance and consider the improvements that can do for future interventions. So, the portfolio is a crucial step to allow the trainee teacher to think about their actions and the possible improvements that allow them to grow up as a teacher.

The employment of the previous nuclei became part of the next courses, for example in the course of *Innovación para la docencia* is a course that stablishes to the trainee

teacher continuing monitoring and assessing their teaching intervention by applying the principles of reflective teaching and research (SEP, 2018).

It refers to the use of the research nuclei to identify and define the actions to delimit the problems of their practice, as well as their successes to develop the researcher profile (Moreno Bayardo, 2002).

The course will continue promoting the use of the portfolio as a tool for systematising their professional experiences (SEP, 2018). So, this step has expectations in approach what says the nucleus "G", the last of the research nuclei. There is explained the use of the metacognitive skills and their main aim is the stimulation of awareness that encourage reflection focused on the knowledge (Moreno Bayardo, 2002).

These metacognitive skills are: Objectify personal involvement with the object of knowledge, self-regulate cognitive processes in action during knowledge generation, self-questioning the relevance of intentional actions to knowledge generation, re-evaluate approaches to a study object and self-assess the consistency and validity of the products generated in the research.

So, the expected use of the metacognitive skills in this course and in subsequent are focused on the stimulation of the reflection, because the trainee teacher needs innovating to reflect about their teaching practice. Because innovation makes reference to doing something different after a previous experience (SEP, 2018).

In this line, innovation from my experience started from the two last semesters with the action-research process, where I reconsidered the interventions and the problems or improvements with the learning of my students. This work route of action-research projects continues in this course, now with the implementation of the use of technologies.

At last, the seven nuclei continue working in the course of *Proyectos de intervención docente* where the conceptualization, methodological and social construction knowledge skills are guiding the course to carry out more far-reaching educational

intervention projects which will allow them to personal development in a comprehensive manner as a future education professional (SEP, 2018).

The difference of this course from the others, is the preparation of research projects to contribute to the institutional management of the training school. Now, the teacher formation, it is centred in support to the training school in a learning proposal for the learners or institutional development and with this have a precedent for the degree paper. So, the research and information analysis tools are used to elaborate routes for improvement (Moreno Bayardo, 2002) to focus on the educational problems identified in the diagnoses.

And finally, the last courses that compounds the professional practice path are *Práctica profesional y vida escolar* and *Aprendizaje en el Servicio*. It is essential to talk about these courses as a compound that must be together because this is the framework of the professional practice spaces where the trainee teacher will spend the following year of their initial training to consolidate their graduate profile.

It is expected that the trainee teacher makes use of the different resources that have been part of their initial training in order to consolidate their graduate profile, made up of the competences to consolidate their graduate profile, which is compounded in an intense process of reflective teaching anchored in research-action (SEP, 2018).

So, for that reason at this moment is a fact that the trainee teacher is always working with the skills that prepared its teaching formation. Each skill is developed in an interrelationship with others as a result of diverse learning experiences that impact each person's different manner (Moreno Bayardo, 2002).

Adding to this, the professional practice pathway follows three basic principles: *gradualness*, *sequentiality* and *depth*, which are associated with the competence-based approach to be conceptualised, materialised and centred on learning in this study plan (SEP, 2018). In other words, they are the basis knowledge that sustains the development of the expected teacher profile.

*Gradualness* is the increasing range and complexity with which teaching is understood and developed, associated with student learning. Something related with the nuclei “A” and “B”, mentioned by Moreno Bayardo (2002). *Sequentiality* is the articulation that exists between each of the courses, particularly in terms of the competences to which it contributes and the learning that it promotes in each of the students. (SEP, 2018).

The situation that was mentioned above with the nucleus “C”, “D”, and “E” where it is explained according to certain skills whose form reveals the constructive approach from which research practice is understood, as well as the various partial products that need to be generated throughout the training process (Moreno Bayardo, 2002).

*Depth* is the ability to develop metacognitive skills that enable higher levels of understanding, explanation, and argumentation of their interventions (Moreno Bayardo, 2002) in the classroom. The same characterisation provided above in the “F” and “G” nuclei supports future teaching practices and the correspondent analysis followed by a correspondent reflection.

In my experience, these principles were reflected when each course developed the serie of knowledge that was required according to the learning activities of them. In the case of *gradualness*, the learning process was carried out with the difficult grade that each learning activity was asked in the courses.

In the first semester of the path, it was required develop observation instruments, but in second semester these instruments were required to detect a problematic in educational context to then systematize the retrieved information to elaborate a narrative. Then the problematic detection was used to elaborate lesson plans to solve or improve the situation and so on until reach the action-research process, that requires the employment of skills to develop investigation. Each time were required more complex activities to develop the expected learning for the teacher formation.

The *sequentiality* was the process that allowed me to comprehend the composition of the courses and its contribution to the subsequent. For example, the first and second semesters, the courses of the professional practice pathway are based on

the development of observation. Then in the third and four semesters, it is started the process of teaching intervention with action-research use. Afterwards, the fifth and sixth semesters are focused in develop action-research projects but with different approaches and finally in seventh and eighth the elaboration of a degree document to sustain their formation applying the previous learning from the past courses to prepare this type of paper.

With the *depth* was carried out the reflective process through each course, following steps to systematize the experience and verify the opportunity areas that can be worked. In the whole courses of the pathway, the reflection process is something that was developed in different moments. The metacognitive skills worked always according to the reflections of action-research projects or the teacher practices. The common exercises of reflection prepared to me with the necessary elements to develop improvements or proposals depending on the activity learning.

In this aspect, it is necessary to review if this evidence achieved the formation goal that stablish each course according with these principles that demonstrate the basis of the formation. They are the procedure to verify the evidence performance achievement and verify if it is based on what set each of the seven nuclei of the research skills profile ask.

### **1.7 Assessment of Professional Practice Pathway Evidences**

For this part of assessing the evidence, I must identify the construction process of an assessment instrument because understanding this process allows me to know the particular aspects of constructing mine. Constructing and designing procedures or instruments to search can be considered another skill. This process retrieves or creates information, determined by the moment a researcher has finally achieved constitute the relevant information from a study object and is now ready to generate knowledge about it (Moreno Bayardo, 2002). This is represented in my situation as the moment to know the professional practice path, its courses and the contents provided to develop my teacher and researcher skills at the same time. Therefore,

the development of design research procedures and the instruments enables me to get and retrieve information.

In this instance, the instrument chosen to assess the performance of the evidence was a rubric. The rubric is supported in forming the focused research in developing skills. According to this, the construction of the instrument is a knowledge that has several requirements, such as good control of the field of knowledge in which it is working, as well as the theoretical, methodological and technical tools that will be used in a relevant way according to the object of study constructed and what the trainee teacher wants to know about it is enriched with the attitudes and values internalised by the researcher (Moreno Bayardo, 2002).

Considering my reality, I have the elements to develop rubric instrument, because I had the experience, I was brought closer to theoretical formation, I employed these elements to internalise and organize my teaching formation.

To elaborate a rubric, it is necessary set the descriptors that will compose the rubric. They identify the learning activities with the theoretical background to check if I achieve the expected performance or not. Moreover, if so, what can be improved. Also, it allows a close relationship between theory and practice to enhance the use of methodology and with which experience is systematised (SEP, 2018).

The process of the portfolio of evidence is a path that has expectations of what must be achieved. Mainly the importance of doing this portfolio is supported in the idea to check the provided formation because from my perception, I consider that I did not receive the formation that was necessary to develop my skills to achieve the proposed goal of the professional practice path and more specific, the study plan goal of the teacher formation. Recovering the information from each course will exhibit the qualities of the teaching formation that I received and the opportunity areas there.

**CHAPTER II**  
**OBSERVATION AND ANALYSIS**



In this second chapter, was carried out the process of selection, reflection and analysis as part of the construction of a portfolio of evidence. As they describe the process of choosing the evidence and its corresponding evaluation.

In order to do this, I went through various pieces of evidence collected throughout the course, with the intention of observing whether the aims of each of the learning units are being fulfilled in this case.

Therefore, I created rubrics to show what was taken in the training pathway of professional practice to achieve the graduate profile, in line with Moreno Bayardo (2002), which allows us to identify and understand the skills required for the development of a research competence.

With this, the achievement of the competences that are being developed throughout the students' training is contrasted, as well as reflecting on what is carried out during this academic training process, thus talking about the identification and evidence of problems, for their consequent research process and the proposal of solutions to these problems.

This will be fundamental to know and solve the problems that appear during the professional practice. This is the only way to demonstrate everything that is needed to train students according to the profile of the syllabus.

## **2.1 Syllabus**

The 2018 syllabus was built around four formative pathways. These formative paths represent the curricular support of the curriculum, because each of them represents a space composed of different educational aspects that support the curriculum with theories, concepts, methods, procedures and techniques around a defined purpose to contribute to the professional preparation of future teachers (SEP, 2018).

Based on what these training paths describe, I determined which training path to work with. This training path was the professional practice training path, as it reflects the teaching practice courses and therefore the teacher training that I received.

Therefore, the evidence that I collected belongs to this pathway, as it is what contributes to the development that I had for my training in teaching practice.

When I had determined my pathway, it was possible for me to choose the competences with which to guide my portfolio. These competences were: “Integrates educational research resources to enrich their professional practice, expressing their interest in knowledge, science and the improvement of education” (SEP, 2018, p. 102) and “Uses the theoretical-methodological elements of research as part of their ongoing training in English” (SEP, 2018, p. 103).

These competences guided me to determine the evidence that had the necessary elements to be chosen, but also to evaluate them and verify if the evidence had reached the requirements of the syllabus. In other words, I determine the strengths and areas of opportunity of the performance achieved during my training in the professional practice pathway.

The purpose of the professional practice pathway is to develop and strengthen the professional performance of future teachers through gradual and sequential approaches to teaching practice at the different educational levels for which they are trained (SEP, 2018). The courses that composes the pathway are:

- Herramientas para la observación y análisis de la escuela y comunidad,
- Observación y análisis de la cultura escolar,
- Práctica docente en el aula,
- Estrategias de trabajo docente,
- Innovación para la docencia,
- Proyectos de intervención docente,
- Práctica profesional y vida escolar y
- Aprendizaje en el Servicio.

These courses encourage the integration of different types of knowledge, both for didactic design and its application. The courses that make up the pathway establish

a relationship between theory and practice to enhance the use of methodological and technical tools with which to systematise experience and enrich the training and development of professional practices.

In this regard, professional practices are understood as the set of actions, strategies and activities that students will progressively develop in specific contexts in order to achieve the proposed professional competences (SEP, 2018). The competences become areas for articulation, reflection, analysis, research, intervention and innovation in teaching.

The professional practice pathway contributes to the development of research competences throughout the entire training, which made it possible to propose intervention projects and qualification documents with arguments based on research and reflection on their own practice.

The aim was to develop a series of aptitudes in the teacher training student with which to prepare them professionally for teaching. Therefore, the academic training and preparation of teacher training students is the pillar of this pathway, so that the student teacher can apply them correctly in their practice.

For this reason, the breakdown and analysis of each of the courses of the professional practice path is a fundamental element, as it is intended to observe, review and analyse my training process. In doing so, I was able to determine the extent of the process I received during my teacher training.

## **2.2 Herramientas para la observación y análisis de la escuela y comunidad**

In this course it is stated that the first aim is to explain the contexts and relationships that exist between the actors of a community and the school. This is intended to be achieved from the transition through various formative experiences at different times and in real contexts on the approach to professional practice.

The trainee teacher is encouraged to obtain and compile inputs to reflect on the spaces and contexts where teaching is carried out, in this way it is understood that

a series of knowledge and skills are needed to demonstrate, strengthen and reflect on the implication of being a teacher (SEP, 2018).

This is determined as a process of continuous reflection that help me recognise and understand the context in which they work and as it is part of this formative journey, the aim is for the student teacher to develop the skills to observe the details that make up the school context and life in the community.

The course of *Herramientas para la observación y análisis de la escuela y comunidad* is a course composed in three units. It focuses on the concept of observation and its role in school life, where learning was developed through the knowledge of observation, the school context, the development of instruments for data collection in the observation days and finally the development of a reflection of the practice through a documentary.

All units contribute to the development of learning and professional training. However, it is the competences that completely govern training, which guide new ways of approaching knowledge, students and the school context (SEP, 2018). In this sense, the research competences were developed in accordance with the proposal to integrate research resources in teacher formation. So, taking up what was mentioned in the previous chapter, the first level of research skills that a teacher should develop is presented here (Table 1).

**Table 1**

*HERRAMIENTAS PARA LA OBSERVACIÓN Y ANÁLISIS DE LA ESCUELA Y COMUNIDAD RUBRIC*

TOPIC	INDICATOR	DEVELOPED	IN PROCESS	INSUFFICIENT	DEFICIENT
1. Knows the importance of observation	Fully identifies the importance of observation	The learner is able to mention the factors of importance of observation for educational practice.	The student mentions simple elements of the importance of observation for educational practice.	The student has vague notions about the importance of observation for educational practice.	The student has no knowledge of the importance of observation for practice.
	Knows the difference between	The teacher conducts activities that allow a	The teacher carries out activities that do not clearly	The teacher conducts activities that establish the	The teacher does not carry out activities to establish the

	watching and observing	difference to be made between looking and observing.	establish the difference between looking and observing.	knowledge of looking and observing, but not differentiating.	knowledge of looking and observing.
2. Knows various observation strategies	Understands the various observation strategies.	The development of understanding from various observation strategies was generated through exchanges of ideas, notes, material and evaluation.	There was little exchange of ideas or development of material to understand the various observation strategies.	A confusing and short explanation of the various observation strategies was given.	There is a lack of information to understand the various strategies of observation.
	Develops the various observation strategies through their application.	Enough and comprehensive information was provided for the various observation strategies and their application.	Approximately the necessary information was provided for the various observation strategies and their implementation.	Slightly information was available for the various observation strategies and their implementation.	Knowledge of the various observation strategies was omitted for implementation.
3. Knows various non-participant observation strategies	Understands the various strategies of non-participant observation.	Enough and complete information was provided for the various non-participant observation strategies and their application.	There was an exchange of ideas or elementary material for understanding non-participant observation.	A confused and rudimentary explanation of non-participant observation was given.	There is a lack of information to understand non-participant observation.
	Develops the various non-participant observation strategies.	Enough and full information was provided for the various non-participant observation strategies and their development.	Elementary information was provided for the various non-participant observation strategies and their development.	Slightly information was provided on the various non-participant observation strategies and their development.	Knowledge of the various non-participant observation strategies was omitted for their development.
4. Knows the characteristics of observation	Understands the characteristics of observation.	Elementary information, readings and material were provided to fully understand the characteristics of the observation.	Elementary and short information was provided with some materials and readings to understand the characteristics of the observation.	A confused and fleeting explanation of the characteristics of the observation developed.	There is a lack of information to understand the characteristics of the observation.
5. Uses observation to interpret school reality	Always uses observation to interpret school reality	Frequent uses of observation to interpret school reality.	Rarely uses observation to interpret school reality	Almost never uses observation to interpret school reality.	Never uses observation to interpret school reality

NOTE: Each of the topics were taken from the Syllabus for the Bachelor's Degree in Secondary Education from the first year of the Professional Practice path. Based on this, a series of items were broken down to provide evidence of an action determined by the course itself and which would become evidence to mediate and account for whether or not the aims were achieved and consequently the graduate profile (Own elaboration, 2022).

### **2.2.1 First Unit**

The first unit places the trainee teacher as reflective about the importance of observation in teacher training, through the on-site visit to understand and explain the role of schools in the community. To achieve this, the trainee teacher had to know the concepts of seeing, looking and observing, the latter of which will help and provide the student teacher with the knowledge to understand and interpret what is happening in school life. This process requires knowledge of participant and non-participant observation. Once this knowledge is known, the student teacher trainer must apply this knowledge in the making of observation instruments, which will function as a tool in their first visit to the school and community to learn about the context in which obligatory education takes place (SEP, 2018).

Observation is the first skill to be developed, as it allows to retrieve specific information from the environment and to give a description of it (Moreno Bayardo, 2002). The topics considered from the purposes were six, which were made up as follows: know various observation strategies, know various non-participant observation strategies, know the characteristics of observation, know the characteristics of non-participant observation, use observation to understand the school context. Situation reflecting how observation is used to interpret the school reality.

In the development of the present unit, the evidences were recovered, consisting of learning evidences related to defining the observation, identifying the types of observation, construction of an observation guide, analysis of the information recovered from the observation guide and elaboration of an analytical report. Although each evidence supports a part of the learning that marks the curriculum,

not all the evidence had an instrument that served as a means of evaluation during their development.

Due to the work developed in *Herramientas para la observación y análisis de la escuela y comunidad*, it was elaborated a recovery of the basic concepts of observation and its importance, as well as the difference between looking and observing, so that in contrast to what is requested in the syllabus the skills are achieved, which according to Moreno Bayardo (2002) is specially because this is where the nucleus “A” skills, the initial and basic research skills, are developed (Figure 1).

**Figure 1**

**DEFINING THE OBSERVATION**

NOMBRE DEL ALUMNO: Ivan Castillo Peña

INSTRUCCIONES. Recupera conceptos de la lectura, acórdese a lo analizado en clase y lo leído previa clase.

CONCEPTO	DEFINICIÓN
Observación	<ul style="list-style-type: none"> <li>• La observación es una herramienta para obtener información que implica un proceso complejo y que tiene distintas funciones fundamentales como la descripción, formativa, evaluativa y provocada.</li> <li>• Se concibe como una percepción que va más allá de lo ordinario.</li> <li>• Tiende a verse de acuerdo a la imagen que se tiene de sí mismo.</li> <li>• También es una operación de estructuración y selección de modo que den una serie de significaciones a lo que se percibe en el entorno observado.</li> <li>• La observación como medio de evaluación sirve para tomar decisiones.</li> <li>• Como evaluación, se exige y se debe guiar por criterios de perfección de la acción pedagógica.</li> <li>• Es acorde al objeto de estudio que se desea implementar en el proceso de observación.</li> <li>• Todo el proceso involucra recoger y anotar la información.</li> <li>• Con ello se exige al objeto de estudio y para argumentarlo se debe leer e investigar.</li> </ul>

REFERENCIAS BIBLIOGRÁFICAS:  
 Jean- Marie de Hallez; Manuel Postic (2000) Observar las situaciones educativas. Nueva Ediciones, Madrid.

**RUBRICA DE EVALUACIÓN**

VALOR 3.0

CRITERIO	NIVEL DE DESEMPEÑO			
	LOGRADO 2.0	EN DESARROLLO 1.5	REQUIERE APOYO 1.0	DEFICIENTE 0
Menciona los conceptos elaborados por Postic y Fortes, con las definiciones acorde a lo que alude el autor y lo que se dialogó en clase	Contiene todos los conceptos establecidos en clase, en conjugación con los mencionados por el autor. Las definiciones son acorde a el análisis sostenido en el aula.	Contiene todos los conceptos, aunque algunas de las definiciones no son acordes a lo analizado y visto dentro del aula, en coherencia con el autor.	Carece de uno o dos conceptos y en algunas ocasiones las definiciones mencionadas les falta complementariedad acorde con la discusión dentro del grupo.	Carece de más de tres conceptos de los establecidos con el autor y las definiciones carecen de relación con el concepto.
Se comprende el texto totalmente y carece de falta de ortografía	El texto es comprensible y carece de faltas de ortografía	En algunas ocasiones no se comprende el texto y tiene entre 1 y 2 faltas de ortografía.	El texto es poco comprensible y tiene entre 3 y 4 faltas de ortografía.	El texto es incomprensible. Y tiene más de cinco faltas de ortografía.

PARA ANÁLISIS

- De acuerdo al trabajo que realizó, ¿cómo veo ahora a la observación en el hacer docente?  
Una acción que me permite seleccionar información específica del entorno en el que me desenvuelvo. Específicamente para detectar áreas de mejora en el hacer docente.
- ¿Qué papel tiene la escuela en su comunidad?  
De formadora.
- ¿Puedo explicar el papel que tiene la escuela en la comunidad?  
Un entorno donde se preparan académicamente para conseguir mejores condiciones de vida.

NOTE: The image above is an evidence of learning developed in the course: *Herramientas para la observación y análisis de la escuela y comunidad*. This evidence of learning is focused on the understanding of the concept of observation and was retrieved during the first unit of the course. Therefore, this evidence was chosen for the reason that it accounts for the first theme of the rubric shown above (Own elaboration, 2022).

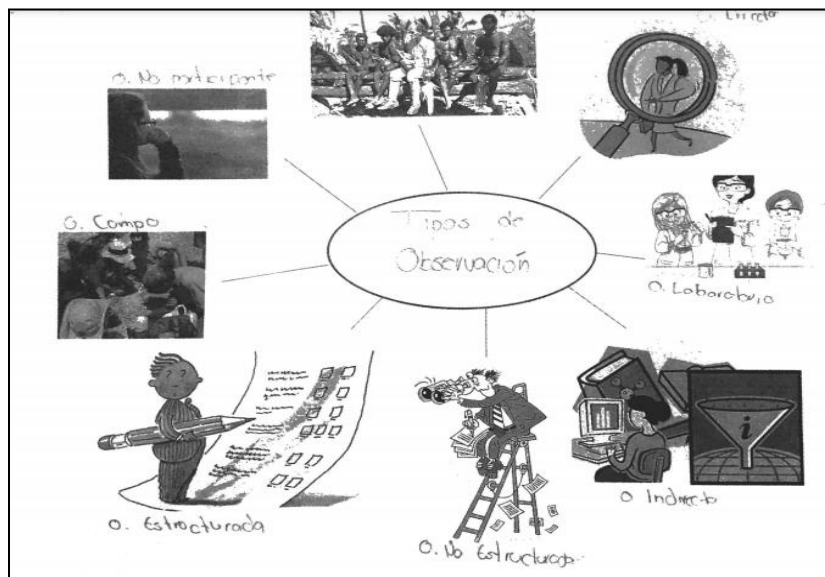
As the rubric mention, the first topic that must be developed there is: Knows the importance of observation. To get there, it was necessary to know the concept of observing, with that it was possible to understand this skill and the use of observing

in the teaching practice. Thus, I had an idea of how to use this skill to retrieve relevant information about the environment in which I was involved, as well as the characteristics that make up the environment (Moreno Bayardo, 2002). Something that favoured the development of the first topic of the rubric, that enriched my knowledge of the environment and how to apply this within my teaching practice.

After the observation was defined, emphasis was placed on the types of observation that exist (Figure 2). Taking into account the different types of observation facilitate research and teaching practice (SEP, 2018), because it is an issue in the initial research skills. Since these skills are the first of the research skills profile that belong to perception skills and allow extract information by observing (Moreno Bayardo, 2002).

**Figure 2**

*OBSERVATION TYPES*



NOTE: This evidence was recovered as a photograph, which is an exercise carried out in class that sought to identify the types of observation and their different uses. This evidence is therefore evidence of a review of information that allows to me to have elements to be able to describe and use the type of observation that best suits for me (Own elaboration, 2022).

In order to be clear about these types of observation and to develop them. The second topic of the rubric of this course sets: Knows various observation strategies. This topic was developed in my formation as a contrast about the function and



characteristics of each of them how they can be used and depending on the object of study.

According to the course of *Herramientas para la observación y análisis de la escuela y comunidad*, knowledge of the types of observation enables trainee teachers to understand and propose from their perspective the best way to approach the school environment, the community and the environment where they will make their first approach to secondary school (SEP, 2018) and to determine the type of observation that can be used in school contexts according to research needs.

With that, it is achieved what mentions Moreno Bayardo (2002) about the skills in the nucleus “A”, that works in the development of research profile and the purpose of the teacher formation. This situation enables to me with the knowledge of these observation types to develop my observation guide and as trainee teacher use it to get information of a secondary school (SEP, 2018). Because each of these skills that composes the nucleus are relevant because provided the elements that are required to start inside the research, allowing to me comprehend them and use them to design my observation guide (Figure 3), following what those skills mention about the observation and how can be developed effectively.

**Figure 3**

**OBSERVATION INSTRUMENT**

<p><b>A. EL CONTEXTO: ¿Cuáles son las características del barrio en el que se encuentra la escuela?</b></p> <p>¿Cuál es el estado de las calles, iluminación, servicios disponibles? Estructura de calles y, sobre de la escuela, drenaje, baños, pile con cuadrado o en costado de los baños, paredes pintadas, no hay agua directa en el sanitario y los cuaneros tienen que acudir con cubetas, calles en malas condiciones.</p> <p>¿Cuáles son las características socioeconómicas de la población? Escasa recursos económicos, comunidad con pocas ingresos exteriores, pueblo pequeño con poca población.</p> <p>¿Cómo son las características de las edificaciones colindantes, en qué estado se encuentran? La escuela se encuentra en medio de campo los terrenos de alambres y a un costado un rancho con animales y una hazienda.</p> <p>¿Cuál es la actividad socioeconómica del barrio (fabricas, comercio, etc)? Agricultura, ganadería y venta, reciclaje de metal y plástico.</p> <p>¿Existen otras instituciones culturales y/o educativas? Si, una Primaria y un Jardín de niños de la Secundaria.</p> <p><b>B. LA ESCUELA:</b></p> <p><b>B.1. Caracterización cuantitativa de la institución (de los últimos 3 años)</b></p> <p>Composición de la planta funcional El edificio es de dos plantas (ambos están ocupados), en la planta alta hay 4 salones y en la planta baja igual, 3 sin funcionar, los vestidores de lado de la cancha están habilitados. Cantidad de alumnos matriculados: 1º grado: 40 alumnos 2º grado: 32 alumnos 3º grado: 22 alumnos</p> <p>Matrícula organizada por cursos, años, ciclos. Ciclos escolares 2018-2019, grados 1º, 2º, 3º</p> <p>Porcentaje de repeticiones (por año, ciclo u otra periodización)</p>	<p>Índice de densidad: Desiertos de 10 a 12 alumnos cada año</p> <p><b>B.2. ¿Cómo es el clima institucional?</b></p> <p>¿Cómo es la interacción entre maestros, profesores, padres y alumnos? La convivencia es buena, los padres si asisten a la escuela, existe una intención de diálogo entre maestros y alumnos, de cierto forma hay comunicación entre los involucrados sobre lo que pasa dentro de la institución.</p> <p>¿De qué año es el edificio actual? De 1988 (30 años)</p> <p>¿Se observan ampliaciones y reformas? En la sala de maestros hay carpeleras con techos de "aprendizajes clave" que pertenecen a la reforma 2018</p> <p>¿Hay grupos diferenciados por ciclo u otras características? Si por año en curso (1º, 2º, 3º) grados</p> <p>¿Cómo se dan las formas de organización de los tiempos, los espacios y los materiales? Los espacios de las actividades se reparten conforme a lo que se va a trabajar y la rapidez con la que trabajan los alumnos.</p> <p>¿Se identifican los personajes sobre sus roles y acciones en la institución? Si hay silencio, a excepción de uno profesora que gritaba mucho.</p> <p>¿Se reconoce la existencia de conflictos? ¿De qué tipo? No</p>
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<p>→ Los alumnos se distraen muy fácil con las actividades externas, y por otro lado hay un profesor que los premia para que de cierta manera ellos se sientan motivados a realizar las actividades.</p> <p><b>El clima en el aula:</b> Los profesores imparten de dos a más materias, hay indisciplina, descontrol del grupo, los niños se salen sin permiso, peleas entre alumnos, hay rebeldía hacia el profesor, se levantan muy frecuente de su lugar de trabajo, realizan otras cosas cuando deben escuchar al profesor, no tienen muy desarrollada la habilidad de escribir, escuchar y hablar en inglés, solo como de 3 a 5 alumnos tienen conocimiento, el grupo es muy inquieto, no siguen instrucciones, desorganización grupal, hay burlas en el aula, pocas tareas, poca motivación, poca participación, poca atención para acabar la actividad.</p> <p><b>La participación de los alumnos:</b></p> <ul style="list-style-type: none"> <li>- La participación es alrededor de 5 alumnos que por lo regular son los mismos que participan en todas las clases</li> <li>- Cuando el docente hace preguntas respecto al tema que se está hablando si saben contestar.</li> </ul> <p><b>Estrategias didácticas:</b></p> <ul style="list-style-type: none"> <li>- Trabajo en binas (Cálculo mental)</li> <li>- Actividades sorpresa</li> <li>- Serie de preguntas</li> <li>- Utiliza ejemplos de la vida cotidiana</li> </ul> <p><b>Tipos de comunicación entre el docente y los alumnos</b></p> <ul style="list-style-type: none"> <li>- Hay lenguaje coloquial entre profesor y alumnos</li> <li>- Comunicación grupal</li> <li>- Mal vocabulario entre compañeros (se expresan con groserías)</li> <li>- Hay gritos dentro del aula.</li> </ul> <p><b>Preguntas sugeridas</b></p> <p><b>Contexto del aula</b></p> <p>¿Los maestros muestran interés hacia los alumnos? Si muestran interés por los alumnos, se esmeran por dar la clase que les corresponde, preguntan si hay duda en lo impartido y se basan en el plan de trabajo</p> <p>¿Cómo es la convivencia del grupo (en general)? Desorganización grupal, se comunican con malas palabras y hay violencia y bullying entre compañeros</p>	<p><b>Material didáctico:</b></p> <ul style="list-style-type: none"> <li>- Libros de texto</li> <li>- Actividades grupales</li> <li>- Tabla periódica (Química)</li> <li>- Papel bond, mapas, calculadoras.</li> </ul> <p><b>Tiempo para la enseñanza y el aprendizaje:</b> Por lo regular son 30 minutos por asignatura los cuales dedica el docente a impartir clase. Llegando prepara el tema y luego ya explica de que será la clase y como se llevará a cabo</p> <p><b>Utilización del tiempo:</b> Distribuye el tiempo para ir explicando mientras da clase son 20 minutos de teoría y el resto lo maneja con ejemplos</p> <p><b>Interrupciones:</b> Los alumnos haciendo desorden, saliendo al sanitario organizando equipos de trabajo</p> <p><b>Las tareas del docente:</b> Realizar actividades de lo que se ve en clase.</p> <p><b>Descripción del grupo escolar:</b> Mala organización, solo trabajan pocos, son muy inquietos no muestran interés hacia clase</p> <p><b>La enseñanza y el aprendizaje:</b></p> <ul style="list-style-type: none"> <li>- Trabajo en binas</li> <li>- Conversación en inglés</li> <li>- Apoyo de profesor y alumnos</li> <li>- Actividades sorpresa (ejercicios de cálculo mental)</li> <li>- Preguntas sobre dudas en clase</li> </ul>
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NOTE: This learning evidence retrieved from the first unit, which is related to the appliance of the perception skill to comprehend the scholar context, with this observation guide was possible demonstrate and reflect the observation skill in an instrument (Own elaboration, 2022).

This learning evidence was designed according to the third topic of the rubric, this is: Knows various non-participant observation strategies. This was reflected in the design of this observation guide, it was followed the statements according to the last evidence in this unit, showing the initial steps for the formation and approach for the research competence, stimulating the basis of a researcher profile and the teacher goal expected by SEP (2018) according to guidelines set about the use of research in the teaching practice.

Understand the types of observation that were made known during my training, made it possible for me to have the necessary theoretical knowledge, so that during the first unit, I elaborated an observation guide. This guide demonstrates the application of an observation guide that is composed by non-participating observation. According with the third topic of the rubric, it represents an objective to achieve a basic element in my formation. For that reason of accomplishment, I

determined that this observation guide is developed according with the criteria marker of the rubric.

With all the theoretical elements it was possible to make an observation guide that allowed me to retrieve information from a school context, which served as my first approach to develop my research skills, which according to Moreno Bayardo (2002) were focused on retrieving details from the environment, describing and analysing what was seen for later reflection, according to the skills of the nucleus "A".

In addition, the observation guide was led by qualitative methodology, which is characterised by descriptions during the research process (Pérez, 2002). This guide allowed me to retrieve data and elements from different areas of the school where the instrument was applied, carrying out an observation exercise with a different type of observation.

### ***2.2.2 Second Unit***

The purpose of the second unit is to gather information on the different actors, settings, institutions and their social and cultural interactions in order to understand the roles they play in the community and the school (SEP, 2018). Here, the contents are developed on the basis of instruments that enable students to get closer to the actors in school scenarios and to develop knowledge that allows them to visualise the role of each of them in these scenarios.

To do this, they will learn about and develop a survey as a means of observing the community, as well as research and understanding of the questionnaire, the Likert scale and finally the interview, which allow them to visualise and understand the school and the community in another visit to a school setting, in addition to the fact that with these instruments, the trainee teacher have a closer approach to the actors in these settings, who can give information from their own voices about how they develop themselves in this space. In this unit were recovered two evidences that were developed following what sets the course design.

The use of new tools to research the interactions between the community and the school and understand the role of these. In this part the tools now are more focused to the community, especially in a topic that involves to the community of the school. But now the approach was made in a different school with different context (Figure 4).

**Figure 4**

**OBSERVATION INSTRUMENT OF SECOND OBSERVATION PRACTICE.**

ESCUELA NORMAL NO. 1 DE TOLUCA  
 SUBDIRECCIÓN ACADÉMICA  
 DEPARTAMENTO DE FORMACIÓN INICIAL  
 LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS  
 CICLO ESCOLAR 2018-2019

GUÍA DE OBSERVACIÓN

1-¿Qué actitudes tienen los alumnos cuando el docente entra al aula?  
 Los alumnos <sup>saludan</sup> ingresan de manera respetuosa a la maestra. Solamente cuando ha iniciado la clase los alumnos vuelven hacer ruidos.

2-¿Cómo se desarrolla el proceso de enseñanza en el aula?  
 La maestra da conceptos sobre el tema, aclara las dudas de los alumnos, comparte ideas con algunos alumnos. Los alumnos se distraen ideas para realizar el trabajo. Hace participar. Hace disten para atraer la atención.

3-¿En qué momentos el docente hace una modulación de su voz en la clase?  
 Cuando algún estudiante se encuentra haciendo ruido la maestra habla su voz mas alta. Cuando presenta algo se desmoron. Cuando los alumnos estan haciendo ruido. Cuando pide tareas.

4-¿Los alumnos realizan las instrucciones del docente?  
 Si, cuando es una instrucción que conlleva poco tiempo que atienda la maestra. También cuando les llama la atención. Cuando pide participaciones. Los dinamicas los hacen mejorar las escrituras. Cuando da tarea.

5-¿Qué actitudes toman los estudiantes ante diferentes tonos de voz del docente?  
 Si habla muy fuerte los alumnos guardan silencio. Si la maestra habla bajo los alumnos hacen ruido. Si la maestra se acerca algunos alumnos y le llama la atención personalmente.

NOTE: This evidence is the second observation guide that was developed during the process of the course. It was developed for a new different school, especially because the school was urban and the situations were different in this environment.

With the nucleus “A” that mentions Moreno Bayardo (2002) improve the skills that are related to observation is an achieved step, because now the attention is more centred in something specific. Considering that, to create this observation guide it was chosen a topic that is considered as an urgent situation to analyse and supported by a theoretical framework related to the topic.

At the same time, the construction of this instrument was supported in the fourth topic of the rubric: Knows the characteristics of observation. Situation that was reviewed previously in a theoretical framework to develop this learning evidence.

For that reason, I made the use of questions related to the research topic: the importance of the teacher tone voice and the survey that was the other instrument used. The use of these instruments develops the skills of description, analysis and reflection that were used with the finality to provide clear explanations as mentioned (SEP, 2018) as part of the development of teacher performance that includes responsibility and commitment for solve issues.

### **2.2.3 Third Unit**

The third learning unit concludes the course Tools for school observation and analysis. In this unit, the student teachers must compile the information obtained through interviews and observations in the context of secondary schools, which is the product of the two previous units of this course.

A documentary script is developed by teams to present what happened and what they understood in their last and third practices, in which all relevant information regarding the research work on their experiences in secondary schools and communities is presented.

In a plenary session with the teaching staff, they review all the documentaries produced and provide feedback based on the analysis of school-community relations, their mutual influences, culture and history. In this way, the learning and efforts made by students and teachers are recognised through an article elaborated by the own students to share research and obtained results.

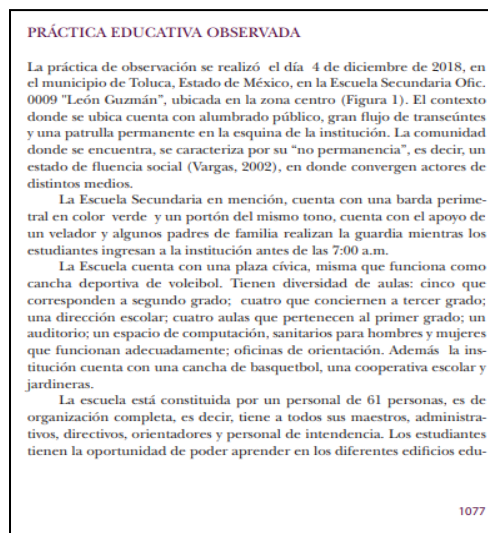
This article demonstrates situations in different scholar contexts with proposals of how attend the situation and improve it. For that reason, the exposition of those elements are important for the development of educational improvements and understand how education works in current time.

This exposition of results was developed in the Escuela Normal No. 1 de Toluca. The investigations were exposed to the community of this institution and to other academics from different schools to check these results. All of this to share

knowledge of the different investigations that are developed by the own students of the institution. (Figure 5).

## Figure 5

### *ANALYTIC DOCUMENTATION.*



NOTE: The image presented here is evidence of learning that was developed during the first unit of the course. This evidence of learning is focused on an argumentation that explains a situation analysed in a secondary school. Therefore, the evidence shows the development of the perceptual skills that are developed in nucleus "A".

As part of the skills mentioned by Moreno Bayardo (2002) in the nucleus "A", the interpretation of the data allows the researcher to understand a reality from a certain perspective supported by theory and methodology. Both followed what sets the own rubric of this course, specifically with the fifth topic of that. This one is: Uses observation to interpret school reality. This interpretation is the moment where the information it is explained according to the observed situations and retrieved from the own voice of the actors that integrates the educational environments.

Using the interpretation, it was created a compilation of the retrieved information during the visits to the secondary schools with the purpose to share the information of each research and argue about the results (SEP, 2018).

The explanation was carried out in a document that demonstrated the theory of the topic, the instruments, the procedure and results achieved. In this development of

the document the skills of the nucleus “A” were used totally because the perception, the observation, the description, and interpretation of a research topic were done gradually until finally achieve all the skills during the process.

Because during the development of this nucleus, each of one of these skills are related to the perception as key learning to compose a starting point in the research. The perception is something that each human has in their nature and for that reason works as something inborn (Moreno Bayardo, 2002).

The research competence that was pretended achieve in this course was "Theoretical and methodological elements of research are used as part of their lifelong learning in English" and it was achieved, because it was a gradual process of know theory and comprehend it to have the enough elements before the application in real contexts.

So, during this process of my formation, the skills that were strengthened were observation, perception, and selective perception as the initial skills that are necessary to compose the research profile. Each of one of these skills implies cognitive processes that are activated in a natural way since the birth of the human being (Moreno Bayardo, 2002).

These skills were as something natural in me, but with the difference that they weren't focused in the research area. After this process, the skills started to work in a different form and for that reason provided to me with a different perspective of the things that are necessary to develop a researcher profile that sets the own study plan of this degree.

Therefore, it is suggested to continue with the gradual process of using the skills of the nucleus “A” as basis to develop the skills of a researcher that comprehend step by step the reality of educational environments.

Because these skills are the support of the rest of the development of a researcher profile, regarding to the fact that the observation is the first moment to performance an analytic exercise to detect issues in the context where it is.

Prepare in that way to the future teacher, enable skills that a future teacher will need to detect situations that need to be attended and solved adequately (SEP, 2018). These skills provided to me the basic elements to achieve the research profile of my teaching formation that allow to me detect problematic situations that I can solve them according to the correspondent actions or sources.

In summarize, the development of the research skills in *Herramientas para la observación y análisis de la escuela y comunidad* prepared to me to work with a sense of awareness, analysis and responsibility to take the best actions according with the educational needs of the context.

### **2.3 Observación y análisis de la cultura escolar**

As main purpose of this course, the future teachers will create explanations about the scholar culture that exists in a secondary school where they practice (SEP, 2018). It is required that future teachers be able to comprehend the social relations among the diverse actors that compound those spaces.

For that reason, it is going to be used basic research tools to retrieve information from the social uses of the language in its context. Therefore, the course aims to be a space for constructing and reorganising research work. The future teacher must participate and live with the educational community in order to recognise, understand, analyse, describe and develop explanations about their schools of practice and the school culture that exists within them.

Therefore, it is expected that experiences will be generated in these approaches to learn about the school culture of the schools of practice, so that future teachers will have theoretical and practical resources for reflection. But a reflection based on the influence of a secondary school to understand the educational level, its teachers and students (SEP, 2018).

With this, it is hoped that the elements will be incorporated to make approaches to the life and society that exist within schools, but above all to bring them closer to developing research competences (SEP, 2018).



So, the units that make up the course of "Observación y análisis de la cultura escolar" are aimed at developing research activities to construct explanations and interpretations of what a school culture is. So, this course is divided into 3 units that seek to develop this research process in future teachers (SEP, 2018). Each one contributes different content to the training and compiles evidence of learning.

The first unit of this course aims for future teachers to understand the concepts related to school culture, so that they can construct their own idea of this concept and its applications in school contexts.

Subsequently, in the second unit, the future teacher will be doing their observation practice in a school context, in which they must get to know, analyse and understand the school culture that is lived in each of the spaces of the secondary school.

Finally, in the third unit, the future teacher has the task of analysing the school culture discovered in his or her secondary school. To do so, he/she uses the experience of the individuals who make up the school, as well as their arguments and life history (SEP, 2018). To develop a reflection on the educational contexts of secondary school, the future teacher must develop tools that allow them to rescue, interpret and analyse all the information learnt during their day of practice in order to complete a cycle of research.

The topics were taken from what the future teachers are expected to do, according to the course objectives in relation to each of the learning units and taking into account what the syllabus establishes about the profile of the teacher that is expected to be trained in the professional practice pathway.

That is why the topics mentioned in the rubric are in line with what is requested by the syllabus and the graduate profile, so that the evidence should be related to each of the points mentioned above to be analysed and argued with respect to the objectives of the course, the research competence and research skills mentioned by Moreno Bayardo (2002).

It is in this course that the instrumental research skills belonging to nucleus “B” are developed, such as: formal language proficiency (reading, writing, speaking, listening), basic cognitive operations (inference, analysis, synthesis and interpretation) and knowing how to observe.

There are similarities that can be seen between the research skills described by Moreno Bayardo (2002) and those that the course hopes to develop. Therefore, these points are linked and go hand in hand, responding to the needs of the training process of future teachers, to subsequently understand how these skills were developed in my teacher training in relation to the objectives of this course and the teacher profile of the syllabus.

**Table 2**

*OBSERVACIÓN Y ANÁLISIS DE LA CULTURA ESCOLAR RUBRIC.*

TOPIC	INDICATOR	DEVELOPED	IN PROCESS	INSUFFICIENT	DEFICIENT
1. Understands the relationships that shape the power relations, discourses, games, organisation and rituals of youth cultures.	Identifies the relationships that shape the power relations, discourses, games, organisation and rituals of youth cultures.	Appropriately understood the relationships that shape power relations, discourses, games, organisation and rituals of youth cultures.	Limitedly understood the relationships that shape power relations, discourses, games, organisation and rituals of youth cultures.	Deficiently understood the relationships that shape power relations, discourses, games, organisation and rituals of youth cultures.	There is no information that understood the relationships that shape power relations, discourses, games, organisation and rituals of youth cultures.
2. Explains the relationships that shape the power relations, discourses, games, organisation and rituals of youth cultures.	Exposes the relationships that shape the power relations, discourses, games, organisation and rituals of youth cultures.	Appropriately explained the relationships that shape the power relations, discourses, games, organisation and rituals of youth cultures.	Limitedly explained the relationships that shape the power relations, discourses, games, organisation and rituals of youth cultures.	Deficiently explained the relationships that shape the power relations, discourses, games, organisation and rituals of youth cultures.	There is no information that explained the relationships that shape the power relations, discourses, games, organisation and rituals of youth cultures.
3. Takes up observation to approach the interaction processes of the various actors.	Re-establishes the use of observation to get closer to the interaction	Appropriately took up observation completely in order to approach the processes of	Limitedly took up observation completely in order to approach the processes of interaction of	Deficiently took up observation completely in order to approach the processes of interaction of	There is no information that took up observation completely in order to approach the

	processes of the various actors	interaction of the various actors	the various actors	the various actors	processes of interaction of the various actors
4. Uses the structured interview to approach the interaction processes of the various actors.	Made the structured interview to approach the interaction processes of the various actors.	Appropriately used the structured interview to approach the interaction processes of the various actors.	Limitedly used the structured interview to approach the interaction processes of the various actors.	Deficiently used the structured interview to approach the interaction processes of the various actors.	There is no information that used the structured interview to approach the interaction processes of the various actors.
5. Develops explanations of practice schools and their school culture	Design explanations of practice schools and their school culture	Appropriately developed comprehensive explanations of practice schools and their school culture	Limitedly developed comprehensive explanations of practice schools and their school culture	Deficiently developed comprehensive explanations of practice schools and their school culture	There is no information that developed comprehensive explanations of practice schools and their school culture

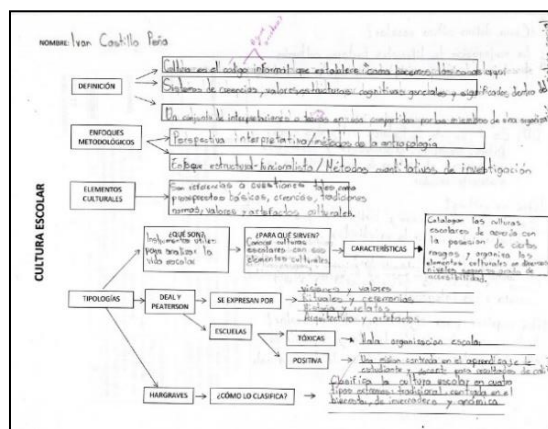
NOTE: Each of the topics was taken from the course description. (Own elaboration, 2022).

### 2.3.1 First Unit

In the first unit of this course, two evidences were collected. In the first unit the concepts related to school culture are known and studied, likewise a concept of its own is generated and a reflection is made regarding the function of school culture (Figure 6) to understand its importance and current teaching practices. As it was mentioned above, the recovered evidences also contain evaluation rubrics of their respective moment, so they will also be analysed to assess as a whole the development of the instrumental skills of nucleus "B" (Moreno Bayardo, 2002).

Figure 6

### SCHOLAR CULTURE GRAPHIC ORGANIZER



NOTE: This evidence is a photography of a graphic organiser that was used to understand school culture and its elements. This evidence shows the development of nucleus "B" research skills. At this first stage, the skill developed belongs to the formal domain of language, specifically reading. It is understood as discovering by means of the alphabetic code the diverse compositions of words that predominate completely in reading, but allow comprehension, interpretation and construction of meanings from what is read (Sánchez, quoted by Moreno Bayardo, 2000).

This evidence corresponds to the first topic that mentions the rubric of the course: Understands the relationships that shape the power relations, discourses, games, organisation and rituals of youth cultures. This topic mentions the first element that is necessary to comprehend the rest of the themes during the course.

So, to achieve that, it was developed and evidence that shows learning of a review in the theoretical framework of the youth cultures. This evidence is the mentioned graphic organizer that demonstrates that was possible comprehend the Understands the relationships that shape the power relations, discourses, games, organisation and rituals of youth cultures.

At the same time, is achieving the development of the research skill set in this evidence. But it can be achieved developing a research skill, this one was reading. For that reason, the showed evidence was appropriated for the topic of the rubric.

So reading is a process that allows ideas to be acquired for later comprehension, a process of analysis of the reading must be developed and therefore it must generate its own meaning for the reader.

Therefore, this reading process should support teacher training in the sense of generating one's own ideas that can be used and transmitted to others, in order to take into account theoretical references. Especially, when in this course the meaning of school culture is being understood.

That is why professional practice courses, such as "Observation and analysis of school culture", aim to develop research methodologies to support the methodological training of future teachers (SEP, 2018). With this, the competence "Uses the theoretical-methodological elements of research as part of their lifelong learning in English" was developed in the sense that the information received at the time, was processed to allow me to construct and understand the characteristics of

school culture (Figure 7) and thus account for this evidence reached the understanding of the content and therefore carry out one of the research skills of the syllabus.

**Figure 7**

**OWN ELABORATION OF SCHOLAR CULTURE CONCEPT**

The image shows a student's handwritten work on a rubric. The student has defined 'cultura escolar' as 'La conjugación de diferentes factores culturales que forman una comunidad unida sujeta a cambios.' and 'DD: Es el conjunto de factores culturales como tribos, creencias, experiencias y costumbres que gestionan el sistema de convivencia en un ambiente escolar.' The rubric has a total score of 19 out of 20. The student has marked '5' for 'ORTOGRAFÍA', '4' for 'CONTENIDO', and '0' for 'EVALUACIÓN'. The rubric criteria are as follows:

RUBRICA GRADUADO MATERIA 1.º		CULTURA ESCOLAR	
<b>CONTENIDO</b>	1.5	Se recuperan las ideas, solo con escritura en la lectura	1.9
<b>CONTENIDO</b>	1.8	Se recuperan las ideas, solo con escritura en el aprendizaje	
<b>CONTENIDO</b>	5	Se continúan los apartados, pero no se mencionan ni el texto por parte de los alumnos	
<b>ORTOGRAFÍA</b>	5	Carece de ortografía comprensible el texto	5
<b>ORTOGRAFÍA</b>	4	Hay una falta de ortografía, pero no se comprende el aprendizaje	4
<b>ORTOGRAFÍA</b>	3	Tiene dos o tres faltas de ortografía y/o comprensión en el aprendizaje	
<b>EVALUACIÓN</b>	2	Tiene más de cinco faltas de ortografía, es incomprendible en más de tres apartados	0
<b>EVALUACIÓN</b>	0	Existe una falta de comprensión de la ortografía, los apartados del gráfico están en su mayoría entrecruzados	

NOTE: The evidence shown is a photograph on the elaboration of a concept of scholar culture, developed from the previous evidence.

This evidence was evaluated based on the course rubric that considers the generation of a concept related to the knowledge previously seen. Specifically, according with the second topic of the rubric: Explains the relationships that shape the power relations, discourses, games, organisation and rituals of youth cultures.

This is related to the aspect that the future teacher builds from theory and information, an own concept of what school culture is and how it is approached, in this way the future teacher develops knowledge from previously obtained information, which is incorporated and remains in their academic training (SEP, 2018).

Situation that was done when this explanation of this scholar culture and youth cultures was developed by me in a written interpretation about the topic, with which was possible develop my own understanding about the topic. A skill that allows explanations in initial moments is writing. Writing functions as a research skill within the formal domain of language, so it is one of the skills that contributes to the development of thinking. (Nickersen, 1994).

Hence the relevance of developing this nucleus “B” skill, because it is a progressive process that leads the future teacher to formulate explanations and descriptions on theoretical and practical frameworks. Therefore, writing develops the thinking to describe the knowledge understood from their perspective (Nickersen, 1994).

So, the future teacher has to contribute to the development of his or her own thinking (SEP, 2018), for this, the research skill of writing will support you in generating your own knowledge, in this case knowledge about school culture.

In this sense, writing was part of my development as a teacher, which I developed on the basis of the information provided at the time, so that I could later elaborate my own concept and shape it to be reviewed under a rubric that evaluated my idea but also the research skills that I had to develop in my training.

### ***2.3.2 Second Unit***

The second learning unit of this course is related to understanding the social space and school culture of secondary schools (SEP, 2018). In this unit, it is proposed that future teachers learn about school culture through their professional practices, where they must be able to analyse and understand how this school culture works in the spaces that comprise secondary schools.

The course also proposes the use of participant observation instruments to find out the reasons for students' decisions to stay in school and in class. But it also said that future teachers should continue working with aspects of ethnography in a theoretical way, in order to design and apply various data collection instruments (SEP, 2018).

Therefore, during the unit, theoretical frameworks are reviewed to function as support for the design of instruments to collect data on an object of study. Within this unit, 3 learning evidence were recovered, each one with a different purpose according to the course plan (Figure 8).

**Figure 8**

**GRAPHIC ORGANISER OF THE RELATIONSHIP BETWEEN YOUTH CULTURES AND SCHOOL CULTURE.**

<p><b>¿QUÉ SUCEDE CON LAS ESCUELAS Y LOS JÓVENES?</b>          La escuela para los adolescentes es una escuela en expansión. La escolarización por una parte era juvenil, es decir, cuando los adolescentes a la configuración de otros nuevos sujetos sociales. Pero por otra parte, la masificación produce una serie de transformaciones en las instituciones escolares. No solo los jóvenes y adolescentes se escolarizan sino que son diferentes.</p> <p><b>MENTONA UN EJEMPLO DE:</b></p> <p>a) Diversidad de las esferas jurídicas          Los resultados escolares diferentes no deben exigirse tratándose escolares.</p> <p>b) Principio de reciprocidad          El profesor tiene todo el poder y hace lo que quiere, mientras que el alumno solo tiene que obedecer.</p>	<p><b>NOMBRE DEL ESTUDIANTE</b>          Juan Castillo Peno          LEA1</p>	<p><b>PROBLEMAS QUE SE IDENTIFICAN EN LA ESCOLARIZACIÓN MASIVA</b>          1: El primero tiene que ver con el tema de la identidad y cultura de los adolescentes.          2: El segundo tiene que ver con la modificación de los equilibrios de poder entre las generaciones.          3: El sentido de la experiencia escolar para los adolescentes y jóvenes. 4: Evolución social.</p> <p><b>¿Qué factores colocan en crisis a las escuelas, con respecto a los jóvenes?</b>          La demografía, la morfología y la cultura de los nuevos generaciones pone en crisis la oferta tradicional de educación escolar. Los síntomas manifestados y evidentes son la exclusión y el fracaso escolar.</p>
<p><b>¿Por qué estudian los jóvenes? (cultura escolar)</b>          Los adolescentes deben estar en la escuela. Este es un mandato de ley, como lo también en un mandato social.</p>	<p><b>CULTURAS JUVENILES Y CULTURA ESCOLAR</b></p> <p><b>BIBLIOGRAFÍA:</b></p>	<p><b>Ejemplos de los 4 peligros a los que se enfrentan los jóvenes</b>          La condescendencia: La noción de institución como el CONAFE.          El segregacionismo: Generalizar que los adolescentes consumen drogas.          El demagogismo juvenil y adolescente: El perfil de quien que busca tener las instituciones.          El facilismo: Generalizar al adolescente un estilo de vida basado en el libertinaje.</p>
<p><b>Características de una buena escuela</b>          Favorece al protagonismo de los jóvenes, no se limita solo a enseñar, sino a motivar, integrar, motivar y desarrollar conocimientos significativos. El interés por los adolescentes como personas íntegras, una institución flexible en tiempos, secuencia, metodologías y actividades y no rígidos, desarrolla competencias y conocimientos transdisciplinarios útiles para la vida, atiende a todas las dimensiones del desarrollo humano: física, cognitiva y afectiva, permite la construcción de un proyecto de vida para</p>		

RUBRICA DE EVALUACIÓN VALOR 2.0				
CRITERIO	1.5	1.0	.5	0
CONTENIDO	Se recuperan las ideas solicitadas, acorde con la lectura.	Se recuperan las ideas, sólo con confusión en un apartado.	Se confunden dos apartados, por lo que se sugiere leer nuevamente el texto por parte de los alumnos.	Existe una falta de comprensión de la lectura, en consecuencia, los apartados están en su mayoría erróneos.
ORTOGRAFÍA	Carece de faltas de ortografía y es comprensible el texto.	Tienen una falta de ortografía y/o en una categoría no se comprende.	Tiene dos o tres faltas de ortografía y/o carece de comprensión en por lo menos dos apartados.	Tiene más de cuatro faltas de ortografía y/o es incomprensible en más de tres apartados.

NOTE: This evidence was retrieved as a photograph, it is a square that asked information about specific information about youth cultures and scholar cultures, but now with different purpose.

To select this evidence, was followed the third topic of the rubric: Takes up observation to approach the interaction processes of the various actors. The chosen evidence in a first moment determines the various actors that are involved in a scholar context and their different dynamics in that.

With that information it was possible for me determine the information that I needed to find. Situation that was solved with the support of the two research skills mentioned above: reading and writing. But also one more is added to the process of research skills: inference.

These skills continue to belong to the instrumental skills that belong to nucleus “B” of the skills that must be developed as part of the research profile of trainee teachers. With these skills, it is possible to shape and develop the research competence that allows the future teacher to detect, analyse, intervene and reflect on situations that occur within school spaces (SEP, 2018).

In the first stage, the reading of the bibliography was carried out in order to understand the subject. In this sense, the understanding of the information supported the clarity of the knowledge presented, fostering the research skills that future teachers should develop, in this case reading.

At the same time, trainee teachers generate a vein of research that enables the creation of lines of knowledge generation and application for the academic staff (SEP, 2018)". Subsequently a new research skill is developed taking into account the previous ones. Inference is a skill developed in nucleus “B” of research skills.

This skill helps to process information, which is retrieved about some theory, object or phenomenon with the purpose of describing new elements of it (Moreno Bayardo, 2000). In this case, the evidence shown once again takes up information based on, but this time accompanied by another theme, with which it is hoped to recover new information that can contribute to and be coupled with teacher training.

Thus, the inference returns to explain the same information, but from new perspectives about the object of study. This develops a constructive process of previous knowledge and experiences on the continuous transformation of knowledge (Moreno Bayardo, 2002).

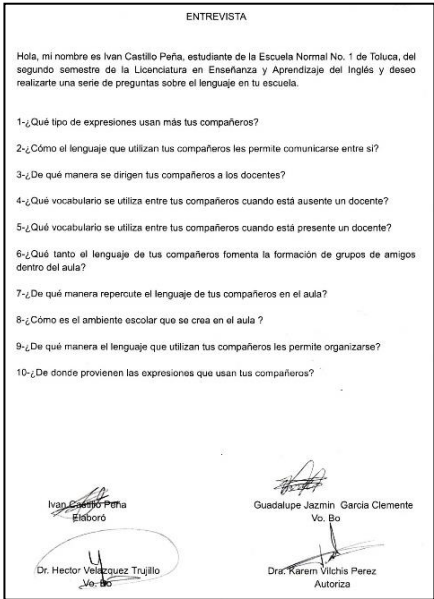


Therefore, the analysis, discussion and reflection of the information seen from different points of view, with the support of peers and teachers, would be achieved (SEP, 2018). In this way, the same information is enriched once again, but with differences that allow a different panorama to be seen.

With this it was possible to develop inference as part of my research skills, where I explain the relationships that shape the power relations, discourses, games, organisation and rituals of youth cultures. But with a new vision enriched by new elements and the evaluation made with the rubric provided at the time, which derived in them coupling of a new skill and knowledge about what the course "Observation and analysis of school culture" expects from my training as an ability to search, synthesize and transmit information from different sources using various types of language pertinently (Figure 9).

**Figure 9**

*INTERVIEW TO STUDENTS ABOUT SCHOLAR LANGUAGE*



NOTE: This evidence retrieved belongs to an interview conducted with secondary school students on the topic of language used in school contexts.

The selection of this evidence was supported in the fourth topic that mentions the rubric of this course: Uses the structured interview to approach the interaction processes of the various actors. So, this evidence demonstrated satisfy the requirements to become in the requested interview, because it was developed with previous theoretical background to design it. This interview demonstrates the development of the research skill of questioning. Questioning is a skill that belongs to the instrumental skills of nucleus "B".

This is a skill that shows interest in investigating and knowing more than what is perceived at first sight in the world around us. It is mainly characterised by questioning what is established or questioning what has been taken as true (Freire 1986). Therefore, it is understood that questioning is made up of questioning what exists on the basis of personal approaches. According to Moreno Bayardo (2002) "Learning to ask questions is essential for the researcher, as the questions he or she asks during the search for and construction of knowledge are relevant".

It is therefore advisable that when developing this skill, the questions are coherent and, above all, allow the desired knowledge to be approached. In this way, in teacher training, asking the right questions brings the future teacher closer to understanding the object of study, obtaining the relevant information and interpreting it.

This is why it is a critical, reflective and autonomous thinking skill. In relation to what the course says, the future teacher is expected to develop an interview that allows them to interact with secondary school students and obtain information about the aspects that mark the school culture, in addition to the fact that it must be validated by teachers or external to the institution (SEP, 2018).

I was able to design my questions that would allow me to get closer to my object of study, which is why I was reviewed by colleagues and teachers to validate my instrument with which to recover the relevant information.

### 2.3.3 Third Unit

What is proposed in this last unit of the course is that future teachers carry out an analysis and understanding of what happens outside the classroom, investigating and learning about the experiences of each of the different actors in the school of practice, as well as their expectations, the commitments they have with their school community, and the challenges presented by the new generations of students (SEP, 2018).

To do this, they must make contrasts and explanations according to what they have collected from the various actors in the school community, arguing an explanation of the school culture that exists in that space. Therefore, the unit suggests that the contents of the unit are aimed at carrying out: analysis, synthesis and interpretation of what they recovered from their research instruments. For this unit, only one piece of evidence of learning related to the above was retrieved (Figure 10).

Figure 10

#### NARRATIVE ABOUT INTERPERSONAL RELATIONS.

Ivan Castillo Rios

**LA NARRATIVA**

PREGUNTA	RESPUESTA
¿QUÉ DESEO SIGNIFICAR? ¿DE DÓNDE OBTENGO LOS DATOS?	Relaciones Interpersonales De un guía de observación y una entrevista
¿DE QUÉ PREGUNTAS OBTENGO LOS DATOS?	¿Cómo consideran que son las relaciones interpersonales entre los alumnos? (Necesidades fisiológicas, pertenencia de grupo, contacto físico, intimidad) ¿Bucan los alumnos tener esas relaciones interpersonales?
SISTEMATIZAR INFORMACIÓN	El día 5 de Marzo del 2019, se realizó una planeación de observación en las Escuelas Básicas de Instrumentos para dicha institución. La escuela permite la entrada de sus estudiantes hasta las 7 de la mañana, donde el director realiza la guardia; de su lado izquierdo ingresan los varones y de su lado derecho ingresan las mujeres. Al ingresar a la institución se nos recibe en una introducción de la estructura escolar de la institución. Durante de la introducción se nos asigna una aula donde realizar nuestra observación. De esta manera, se introducen a mi tema de estudio. Se me asigna para la observación en el primer grupo "B". Al ingresar los alumnos nos recibían con un saludo de buenos días, la orientadora nos posiciona en el fondo del aula de lado izquierdo en la última fila. Es posible distinguir con mi primer instrumento la guía de observación, que los alumnos hablaban entre sí, hacían ruidos al arrastrar bancos, se pasaban libretas entre sí, se pegaban en las manos, se cambiaban de lugar, a la vez la maestra alza la voz y comienza a hablar de lugar a algunos alumnos, pasando estos la maestra realiza la actualimentación, a la cual comienza a dar participación a los alumnos que levantan la mano

para hablar del tema de la clase. Los cuatro alumnos del fondo del aula detesta empiezan a salir en voz alta, la maestra comienza hablando del tema. La orientadora entra al aula y solicita a la maestra salir del aula. La maestra anota en el pizarrón el trabajo a realizar y sale. Los alumnos se pasan y hablan en voz alta, dos alumnos salen del aula y regresan nuevamente al aula. Una alumna se levanta y se coloca enfrente del pizarrón y alza la voz para decir: "Ambos a los que se salgan y estén jugando". Algunos alumnos regresaron al lugar, la maestra vuelve y comienza a decir: "Voy a revisar el avance que dejó". Se escuchó a los alumnos hablar, se genera sonido en el aula y la profesora para a revisar, la maestra se detiene a ver su reloj y regresa al escritorio diciendo que dejaba tarea y se retira. A partir de ahí yo comencé a preguntar a algunos alumnos sobre las relaciones con sus compañeros, la pregunta con la que comencé es: "¿Porque los alumnos tienen esas relaciones interpersonales? Explique que las relaciones interpersonales abarcan la pertenencia de grupo, actividad, intimidad, contacto físico y necesidades fisiológicas; a lo que respondieron: "Hay comunicación entre ellos", "Tienen intereses personales", "Les gusta hacer conflictos en el aula", "No hay un maestro en el salón", "Están con sus amigos". Durante el receso escolar de los tres días de la planeación de observación realicé la entrevista como mi segundo instrumento para la planeación. Dicha entrevista la realicé con algunos docentes de la institución; con la pregunta: "¿Cómo consideran que son las relaciones interpersonales entre los alumnos? (Necesidades fisiológicas, pertenencia de grupo, actividad, contacto físico, intimidad) a lo que los docentes respondieron: "Durante primero la interacción entre ellos, los chicos dependiendo de sus amigos o compañeros, se juntan con sus semejantes a sus características, hay chicos que tienen problemas de autorregulación, instantáneos, lo que nosotros decimos conductas inadecuadas, contestan, alegan, comparan todo y no saben escuchar, hay chicos que con su mal autorregulación hacen conflictos, hacen que varían por su etapa de adolecente"; "En mi caso, mi grupo es Educación Física, los estudiantes van entonados a que el alumno pueda socializar con sus pares, mejoran los juegos modificados, tradicionales, le gusta, con el mismo fin de que los alumnos convivan y tengan una sana convivencia, eso es el objetivo"; "OK, yo creo que es más importante para ellos, sobre todo por su edad, por pertenecer a los grupos, incluso suelen estar, poner en practica cosas que no van acorde a lo que ellos piensan, pero lo tienen que hacer incluso para pertenecer a estos grupos y por el vínculo que hay con sus compañeros".

**RUBRICA NARRATIVA**  
VALOR 5.0

CRITERIO	2.0	1.0	.5	0
CONTENIDO	Se hace una recuperación acorde a las características que conlleva una narrativa	Falta por lo menos una característica de la narrativa (tiempo, descripción, tema específico)	Faltan dos de las características señaladas dentro de la narrativa	Faltan de tres a más de las características señaladas en la narrativa
	La narrativa se construye en razón a los datos obtenidos y al tema seleccionado. El tema es específico	El texto se elabora con una temática confusa	Se elabora la narrativa con más de dos temáticas	Se carece de la ubicación del tema a tratar
ORTOTIPOGRÁFICO	Carece de faltas de ortografía y	Tienen una falta de ortografía	Tiene dos o tres faltas de ortografía.	Tiene más de cuatro faltas de ortografía
	Es comprensible el texto	Hay algunas partes del texto que son poco comprensibles	Se ubican más de tres apartados con faltas de ortografía	Es incomprensible el texto

EVALUACIÓN TOTAL : 3.2

NOTE: The last evidence recovered is a narrative that explains from a personal perspective but supported with previously seen theory, about an object of study reviewed by a data collection instrument which was an interview.

To select this evidence was checked what sets the fifth topic of the rubric: Develops explanations of practice schools and their school culture. The evidence was developed according with the topic of the rubric but at the same time it is something that had an assessment with a rubric provided in its correspondent time. Specifically, the information was the first thing assessed in this learning evidence.

The information recovered from this instrument was poured into a systematisation in which the object of study is explained, analysed, synthesised and interpreted, a procedure that allows the last skills of the instrumental skills of nucleus “B” to be achieved. These skills bring the trainee teacher closer to developing research skills that allow them to become more directly involved in school contexts (SEP, 2018).

Analysis is about relevant discrimination based on certain criteria about an object of study (Dewey, 1984). Thus, analysis is about categorising an information or object of study in different aspects in order to review it in detail. In this sense the analysis supports the trainee teacher to develop a discernment of what exists in schools, such as a typical school day, the working day, the speeches of teachers with many years of experience, of others with less experience in the service, compare the academic training among others (SEP, 2018).

In this way the future teacher will take into account all the aspects involved in school contexts. Synthesis, then, is a skill that organises and structures the information that has been analysed (Dewey, 1998). In other words, it makes sense of what was previously reviewed. In this case, synthesis for teacher education helps to explain what has been previously analysed and summarise the data of the object of study.

Finally, there is the skill of interpretation, which generates and constructs meanings from the two previous skills, with which knowledge is constructed from an analytical perspective but at the same time explains the reason for the phenomenon (Moreno Bayardo, 2002).

Interpretation seeks to give congruence to the data analysed and supports it according to a theoretical framework, and is very important because within research training, establishing the conclusions of a research study and its theorisation are tasks of a high level of quality (Raths 1988).

This is why the systematisation of information that I carried out on my object of study was carried out according to the evaluation rubric that analysed these details. Therefore, it was an exercise that tested my analysis and synthesis skills for the interpretation of all the data retrieval that I carried out. In such a way that it will reach the understanding and explanation of the schools through a detailed argumentation from what was obtained from the collection instruments (SEP, 2018).

As mentioned at the outset, each of the evidences was an account of the learning achieved during the course of observation and analysis of school culture. These evidences were selected according to a rubric elaborated on the basis of the learning objectives to be achieved by the future teachers. In this way it is shown which learning was achieved, but at the same time which skills from the graduate profile were also developed, so that the two complement each other.

With this evidence, it is considered that the research competence "Uses the theoretical and methodological elements of research as part of their ongoing training in English", which is in accordance with the professional practice pathway and which

seeks to support to setting a different relationship with school reality, theory and teaching procedures (SEP, 2018) was also achieved.

This means that it is possible to use theory and practice as a space in which to constantly investigate in order to develop new research techniques in education. And because of what was argued above during the sample of the evidence of learning that I retrieved at the time, the research competence was achieved in this course, developing each of the topics mentioned in the rubric. This also derives in having achieved the development of the research skills that every teacher should have to identify situations in the classroom, school and community (SEP, 2018).

**CHAPTER III**  
**INTERVENTION AND REFLECTION**

The third chapter of this portfolio is divided into the evidence collected from the courses: *Práctica Docente en el Aula y Estrategias de Trabajo Docente*. The first course took place in the third semester of my training and the next one in the fourth semester. Both courses are aimed at developing teaching practice based on brief approaches to schools of practice using the action-research methodology.

The aim of these courses is for the trainee teacher to be able to identify a problem in the classroom and propose a solution to the situation. This generates a cycle for action-research (SEP, 2018). This is what will be promoted in the two courses.

Proposals will be made to improve the learning problems of students and from this develop a reflection on what has been obtained. These courses make use of the instruments that were worked on previous semesters to locate a problem and contextualise the group.

These two situations of identifying problems, developing an argument to highlight how they will be solved and reflecting on what has been obtained are qualities expected of future teachers (SEP, 2018).

These must be developed through a series of research skills that favour the strengthening of the skills of the previous courses and promote the advanced cognitive character that is necessary to carry out the researcher profile mentioned by Moreno Bayardo (2002) in his theoretical framework.

In this chapter, the skills that were expected develop are those that have to do with problematisation, argumentation and reflection, in which a qualitative methodology is used to respond to a situation observed in the classroom. The research skills that are expected to develop here belongs to the nucleus "C", "D", "E" and "F".

Mainly these nuclei of skills are focused in preparing a path to develop methodological skills that contribute to identifying, substantiating, problematising, synthesising, reflecting and generating a research method for an object of study, to which a solution is required. Each of the nucleus has a specific function according to the skills that must be developed to achieve the expected research profile.



In nucleus “C”, the skills have a purpose developing intellectual and cognitive functions. They can reach a kind of maturity that manifests itself in ways of thinking which are described as characteristics of autonomous and flexible reflective logical critical thinking (Moreno Bayardo, 2002).

Therefore, developing these skills will develop reflective thinking about the actions you take when researching. According to what is mentioned of this core, these skills were realised through the knowledge of different ways of thinking in order to analyse the situations occurred in the classroom from different perspectives which generated ideas of their possible revision process.

In the case of the nucleus “D”, there the research skills follow the same route of the reflection of the information. But now they are focused in provide an early interpretation of the information, basing it in assessments of what is done in the process and determine a verdict according to evidences.

At this point, I developed the skills of this core as an explanation of the information collected in the classroom, developing arguments about an interpretation of what was analysed and thus determining a reality of what happens in the classroom, thus establishing a possible problem.

With the nucleus “E”, the skills are focused to the methodological construction. The purpose is to generate the construction of an object of study and to determine what kind of knowledge we want to generate about it, as well as the challenge of knowing how to do this process. Which demands a serious work of analysis, reflection, abstraction, theoretical review, discussion and delimitation (Moreno Bayardo, 2002).

Once the problem was generated in the previous core, I developed a way of approaching it with a research method, with which I generated its solution and from which I built knowledge, according to a series of procedures followed within the method, being the classroom the field where I carried out the application of such method.

In the case of nucleus “F”, it is expected develop the skills of social construction of knowledge. This means interacting with a group of individuals with the commitment to contribute individual achievements, in this case, knowledge (Moreno Bayardo, 2002).

It is not necessarily to make contributions at the first moment, but to be able to interact and communicate with others during the process in order to share what has been obtained until to that moment and to make possible changes and then socialise it.

These skills were expected to develop during the course, to verify that were achieved, I had the results of the whole research process. What was done was to share my research results with a useful community, in this case, the student community of my group.

It is worth mentioning that they are continuous with the previous chapter, because the skills that came from the nuclei "A" and "B". The basic elements are taken from previous nuclei to develop new skills of a higher character, as they are a chain of progress. If what was learned in one nucleus is not reused, it is not possible to develop the next one. In the same way, these skills were expected to being developed, but not whole of them were carried out as it was hoped.

Each of these courses were designed at the time to be carried out face-to-face. They had no specifications regarding their development in virtual environments. They are courses that involve teaching practices, which are developed in a face-to-face manner.

However, during the beginning of the course *Estrategias de Trabajo Docente*, the Covid-19 pandemic broke out. For this reason, the way of working of this course was moved to the virtual field and the format of certain evidence was changed. And as difference of the previous chapter, in this, some evidences were elaborated with other courses as a joint work, like *Oral Expression and Comprehension* course.

### **3.1 Práctica Docente en el Aula**

Continuing with the courses that are part of the training pathway of professional practice, is the course "Teaching practice in the classroom". It is a course that brings future teachers closer to the teaching work that is carried out in the different secondary schools of practice. That the future teacher carry out teaching practice days in the classroom using Action-Research as part of their professional development, in order to generate reflective teaching (SEP, 2018).

In this sense, action-research now becomes the central focus of the activities to be carried out by future teachers. It is also expected to develop the analysis and understanding of the school contexts and cultures in which teaching practices are carried out to detect a problematic and solve it.

So, learning and skills from the previous two courses are reused again. With the purpose of support it to design instruments that allow retrieve information of a situation in the teaching practices with the purpose of introduce to the future teacher in action-research.

But it must also reconstruct their teaching and learning strategies, based on the action-research methodology, and thus establish routes of proposals for teaching innovation. The implementation of the research method during this course, is a procedure that supposes set and anticipate in a global form the action strategy, with theoretical references, comparison and reflection.

Which is a possibility to compose knowledge in the situation of the research being done (Moreno Bayardo, 2002). Which is a step to prepare the initial moments of research to find educational problematics and determine what can be done to solve it, according with the elements that will support the research-action.

With that, is retaken the design of assessment instruments that were developed previously in the courses of second chapter. The role of the assessment instruments is to retrieve information from the teaching practices to identify a problematic, with

which start with procedures to construct the solutions for the problematic and select the method for the action-research.

The development of skills to design research procedures and to elaborate relevant instruments will also enable the development of the ability to generate and retrieve information (Moreno Bayardo, 2002). The implementation of a proper action research methodology entails the knowledge of concepts and structures that allow the design of actions to improve educational practice, to obtain results and to collect information for further reflection. Therefore, new research skills are added within this course, such as thinking skills, which belong to nucleus "C".

The structure of this course is organised into two learning units, the first unit is related to reviewing various models of action-research. Specifically knowing the characteristics, modalities and functions of each of the proposals in Action Research, determining the type of action research. To then recognising the situation and the Action-Research model that is relevant for their research and their future transformation of the school reality and recognising the importance of action research.

With this, the future teacher will carry out research in the educational context where they carry out their professional practice (SEP, 2018). Therefore, theory review of the different research models is carried out so that the future teacher knows their similarities and differences and how they can be used to improve teaching practice.

According to the course itself, in the second unit there are four purposes that must be developed in order for the future teacher to develop and achieve the graduate profile. The first of these four aims is to use the different varieties of observation, then to analyse the influence of the context of the community and its school culture, then to design the basic aspects of teaching (planning, evaluation and intervention).

And finally, to systematise the experience in order to analyse one's own practice, where is necessary investigate the theory and implementation (Table 3). This will lead to the development of new research skills for teacher training.

**Table 3**

*PRÁCTICA DOCENTE EN EL AULA RUBRIC.*

TOPIC	INDICATOR	DEVELOPED	IN PROCESS	INSUFFICIENT	DEFICIENT
1. Reviews various models of action-research.	Identifies various models of action-research	Identifies various models of action-research.	Knows only a few models of action-research.	Confuses various models of action-research.	Ignores models of action-research.
2. Knows the characteristics, modalities and functions of each of the proposals in Action Research.	Recognizes the characteristics, modalities and functions of each of the proposals in Action Research.	Knows the characteristics, modalities and functions of each of the proposals in Action Research.	Knows two of the elements of the proposals in Action-Research.	Knows one of the the elements of the proposals in Action-Research.	Ignores the elements of the proposals in Action-Research.
3. Determines the type of action research.	Applies the type of action research.	Applies the type of action research.	Distinguishes the type of action research.	Identifies the type of action research.	Ignores the type of action research.
4. Recognises the situation and the Action-Research model that is relevant for their research and their transformation of the school reality and recognising the importance of action research.	Analyzes the situation.	Analyzes the situation	Distinguishes the situation	Identifies the situation	Ignores the situation
	Analises Action-Research model that is relevant for their research and their transformation of the school reality	Analises Action-Research model that is relevant for their research and their transformation of the school reality.	Distinguishes Action-Research model that is relevant for their research and their transformation of the school reality.	Identifies Action-Research model that is relevant for their research and their transformation of the school reality.	Ignores Action-Research model that is relevant for their research and their transformation of the school reality.
	Analises the importance of action research.	Analises the importance of action research.	Distinguishes the importance of action research.	Identifies the importance of action research.	Ignores the importance of action research.
5. Uses a variety of observation records, anecdotal records, field diaries, critical incidents, video recordings and others to analyses the influence of community context and school culture on the development of student learning and	Employs a variety of observation records, anecdotal records, field diaries, critical incidents, video recordings and others.	Uses the variety of observation records, anecdotal records, field diaries, critical incidents, video recordings and others.	Distinguishes a variety of observation records, anecdotal records, field diaries, critical incidents, video recordings and others.	Knows the variety of observation records, anecdotal records, field diaries, critical incidents, video recordings and others.	Ignores the use of a variety of observation records, anecdotal records, field diaries, critical incidents, video recordings and others.
	Examines the influence of community context and school culture on the development	Analyses the influence of community context and school culture on the development of	Distinguishes the influence of community context and school culture on the development	Identifies the influence of community context and school culture on the development of	Knows the influence of community context and school culture on the development

teaching practices.	of student learning and teaching practices.	student learning and teaching practices.	of student learning and teaching practices.	student learning and teaching practices.	of student learning and teaching practices.
6. Designs practical aspects of teacher planning, assessment and intervention, supported as hypotheses for action.	Develops practical aspects of teacher planning, assessment and intervention, supported as hypotheses for action.	Designs practical aspects of teacher planning, assessment and intervention, supported as hypotheses for action.	Distinguishes practical aspects of teacher planning, assessment and intervention, supported as hypotheses for action.	Identifies practical aspects of teacher planning, assessment and intervention, supported as hypotheses for action.	Knows practical aspects of teacher planning, assessment and intervention, supported as hypotheses for action.
7. Systematises experience in order to contrast and analyse own practice, rethink, evaluate and reconstruct teaching and learning strategies.	Organises experience in order to contrast and analyse own practice, rethink, evaluate and reconstruct teaching and learning strategies.	Systematises experience in order to contrast and analyse own practice, rethink, evaluate and reconstruct teaching and learning strategies.	Analyses experience in order to contrast and analyse own practice, rethink, evaluate and reconstruct teaching and learning strategies.	Uses experience in order to contrast and analyse own practice, rethink, evaluate and reconstruct teaching and learning strategies.	Identifies experience in order to contrast and analyse own practice, rethink, evaluate and reconstruct teaching and learning strategies.

NOTE: In order to elaborate this rubric, the four purposes of the course "Práctica Docente en el Aula" were taken into consideration (Own elaboration, 2022).

### **3.1.1 First Unit**

Therefore, in this first unit, the use of perception skills belonging to nucleus "A" and the instrumental skills of nucleus "B" are used, as they are essential for developing the research profile, so that the future teacher is able to document, analyse and explain teaching practice for continuous improvement (SEP, 2018).

But new skills are also involved in the process. Where the knowledge of what action-research is and its use is carried out, as well as reviewing information regarding the different types of research-action in order to choose the most suitable for a future research-action to be carried out by the future teacher, since knowing the different methods for conducting research will increase their sense of awareness about what they should do to improve their teaching practice (SEP, 2018). And some of these skills are used again to develop evidences that are similar from previous courses, but have a different purpose in this course (Figure 11).

**Figure 11**

**COMPARATIVE CHART OF ACTION-RESEARCH MODELS.**

	<b>Elliott</b>	<b>Lomax</b>	<b>Lewis</b>
<b>Investigación Acción</b>	Se la reconoce como estudio de una situación social con el fin de mejorar la calidad educativa.	Es una intervención en la práctica profesional con la intención de ocasionar una mejora en el ámbito educativo.	Cada ciclo se compone de una serie de pasos: planificación, acción y evaluación de la acción.
<b>Características</b>	<ul style="list-style-type: none"> <li>- Diálogo con profesionales</li> <li>- Descubrimiento y resolución de los problemas</li> <li>- Evalúa cualidades del propio yo</li> </ul>	<ul style="list-style-type: none"> <li>- Forma pública de indagación</li> <li>- Mejora a través de la intervención</li> <li>- Es participativa</li> <li>- Rigorosa en indagación</li> </ul>	<ul style="list-style-type: none"> <li>- Reconoce un plan</li> <li>- Posee diferentes posibilidades de asombraje</li> <li>- Reconoce sus limitaciones</li> </ul>
<b>Propósitos</b>	Según Kemmis y Mc Taggart (1988), es una mayor prioridad el mejorar en la práctica, comprensión de la práctica, mejora de la situación en la que tiene lugar la práctica. Además articula la investigación: la acción y la formación y acerca a la realidad vinculando el cambio y el conocimiento que se presenta.	Bassey (1995)	Pring (2000)
<b>¿Qué implica hacer investigación acción?</b>	<ul style="list-style-type: none"> <li>- Se hace pública la experiencia.</li> <li>- Reflexiona y mejora su práctica y su situación</li> <li>- Se vincula con rigor la reflexión-acción.</li> </ul>	Explica que pretende comprender e interpretar las prácticas sociales (indagación) para realizar indagaciones o acciones con el propósito de mejorarlas	<ul style="list-style-type: none"> <li>- Manifiesta duda de lo que acontece</li> <li>- Busca mejorar la calidad de la práctica docente</li> <li>- Distingue investigación acción.</li> </ul>
<b>Institucionalización</b>	Se considera una serie de cambios organizativos y personales que se ven puestos en una matriz de procesos y estrategias de forma estable como cambio y mejora de la escuela.		
<b>Tipos</b>	<b>OBJETIVOS</b>	<b>ROL</b>	<b>RELACION</b>
<b>Técnica</b>	Es la eficiencia, la efectividad de la práctica educativa y el desarrollo profesional	Un profesional externo de la práctica.	Cooperación de distintas competencias
<b>Práctica</b>	La transformación durante la práctica y su comprensión.	Rol de la autorreflexión y de la participación.	Unidad de consulta del proceso.
<b>Emancipatoria</b>	Emancipación de los participantes de los dictados de la tradición auto-decepción, coacción.	Un mediador en el proceso	Colaboración de los organismos metodológicos.

NOTE: Comparative chart of the characteristics of the action-research models.

As part of the development of the topics of the rubric of the teaching practice course, the first one reviewed was: "Reviews various models of action-research". This was done in a theoretical way to get to know them. Mainly because the course plan states that you have to know the types of action-research in order to then work with one on a problem. This then carried over to the second point of the rubric: "Knows the characteristics, modalities and functions of each of the proposals in Action Research".

For this purpose, a comparative chart was elaborated in which each of the characteristics of these action-research models was contrasted. When these models were compared, it made it easier to choose one and then implement it with a problem and hypothesis.

According to what was developed in the evidence and to what Nickerson (1994) tells us, this was an exercise in critical thinking. Critical thinking is an investigative skill of nucleus “C”. It has to do with the ability to judge the veracity of certain statements and to evaluate their various deductions. In this sense, when the characteristics of the different action-research models were set out in the comparative chart, a discernment was made based on what each had to offer the research. This gave me an overview of what can be done with each of them and I was able to determine which one to work with at a later stage.

In this way, taking into account that the evidence showed that a review of the models of action-research was conducted. It was determined that it accomplished with the first topic of the rubric: "Reviews various models of action-research" and subsequently this was reflected in the second topic: "Knows the characteristics, modalities and functions of each of the proposals in action- research".

Therefore, in both topics, there was developed the competence: “Uses the theoretical-methodological elements of research as part of their ongoing training in English”. And in turn marked with the criteria: developed. Once I knew and compared these models, I went on to determine the model to work with in my action-research (Figure 12).

## Figure 12

### *ACTION-RESEARCH MODEL CHOSEN*

<p><b>Hipótesis</b> El uso de copyng en 1° grupo "D", como herramienta del desarrollo de la producción escrita de enunciados simples del idioma inglés.</p> <p><b>Objetivo General:</b> Implementar el copyng como técnica productora de escritos de enunciados simples.</p> <p><b>Objetivos Particulares:</b></p> <ul style="list-style-type: none"><li>• Reconocer palabras clave en la información proporcionada de un modelo que permita a los estudiantes de 1° grupo "D" generar enunciados simples.</li><li>• Determinar el alcance del copyng en los estudiantes del 1° grupo D con la producción de textos.</li><li>• Revisar producciones de textos generadas a partir de modelos de texto.</li><li>• Evaluar la producción de textos simples generadas en los ejercicios implementados.</li></ul> <p><b>Modelo de Investigación:</b> Modelo de Elliot</p>
--

NOTE: Hypothesis chosen in Action-Research document.



In an action-research document was set the research model that was used in the action-research project. It was set there to show with which model I will work. But this determination was not explained in the project or where could be exposed the way in which of the model stages will be developed.

So, as there was not demonstration of the stages of this action-research to explain the work route, the evidence did not accomplish with the competence and with the third rubric topic: "Determines the type of action research".

So, it only was marked with the indicator insufficient, because the evidence only identifies the type of action research but did not develop the stages of the implementation of the action-research.

Then, the same evidence continues with the fourth topic of the rubric "Recognises the situation and the Action-Research model that is relevant for their research and their transformation of the school reality and recognising the importance of action research". Unlike the previous ones, this topic is divided in three indicators.

The first is "Analyses the situation". In this indicator was expected the explanation of the causes that determined the need of research the educational problematic. But only was identified in the hypothesis of the action-research. For that reason, it was marked with the criteria: insufficient.

The second indicator of the topic is: "Analyses Action-Research model that is relevant for their research and their transformation of the school reality". Here, the explanation musted be directed to argue the reasons of why was selected the action-research model and how this model will have effects in the process of research.

Something that in the evidence was not demonstrated. So, the indicator was marked as insufficient, because only identifies Action-Research model that is relevant for the research and transformation of the school reality.

And with the last indicator: "Analyses the importance of action research". The analysis explaining this importance was not carry out in the research project. So, it was skipped. For that reason, this indicator was marked with the criteria deficient.

Because ignores the explanation of the importance of action research in the project. So, this did not achieve the research competences.

### **3.1.2 Second Unit**

In this second learning unit of the course, future teachers are expected to generate didactic planning and resources for teaching and learning in their discipline (SEP, 2018).

This is reflected where I applied Action Research model that allow to assess my planning, the learning results obtained, as well as my own performance, to strengthen and my performance.

In order to strengthen the processes, both reflective and continuous reflective and continuous improvement processes that have an impact on the learning management of secondary school students.


Therefore, the unit is related to the design of the teaching interventions that they will carry out in the professional practices. To do so, they must know and understand the context and school culture of their schools of practice (Figure 13), as they will be of utmost importance to support the cycle of reflection of the action-research that they will develop during the unit (SEP, 2018).

This is a continuation of the last two purposes of the course *Practica Docente en el Aula* in which two new research skills are added. However, the information served as a base to prepare my future teaching intervention, that proceed from the action-research that I developed during this process, as an important aspect that cannot be separated from my teaching formation, because the research is the principal aspect that a teacher needs to improve its teaching according to the situations developed in the scholar context.

So, the use of each of these elements reflects the elements learned previously and how they are applied in a new space for action-research focused teaching practice as part of reflective teacher formation.

## Figure 13

### OBSERVATION GUIDE.



ESCUELA NORMAL No 1 DE TOLUCA  
SUBDIRECCIÓN ACADÉMICA  
DEPARTAMENTO DE FORMACIÓN INICIAL  
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS  
CICLO ESCOLAR 2019-2020

GUÍA DE OBSERVACIÓN

- 1.-¿En qué contexto está ubicada la institución?
- 2.-¿De qué tamaño es el aula?
- 3.-Con qué recursos cuenta el aula?
- 4.-¿Qué materiales didácticos utilizan los docentes?
- 5.-¿Qué estrategias didácticas utilizan los docentes?
- 6.-¿Cuánto tiempo tienen los docentes para dar clase?
- 7.-¿Cuentan con material didáctico los alumnos (cuaderno y libro de texto de inglés)?
- 8.-¿Cómo es la interacción alumnos - docentes?
- 9.-¿Cómo es la interacción alumnos - alumnos?
- 10.-¿Cómo se comportan los docentes dando clase?
- 11.-¿Cómo se comportan los docentes impartiendo clase?
- 12.-¿Cuáles son las actividades introductorias?
- 13.-¿Hay recursos y materiales disponibles en el aula y la escuela?
- 14.-¿Hay alumnos que tengan problemas para aprender o entender la clase?

NOTE: This evidence is an observation guide, developed to be used in the first observation practice.

This evidence was chosen because it's related to the fifth topic of the rubric course which mentions: "Uses a variety of observation records, anecdotal records, field diaries, critical incidents, video recordings and others to analyses the influence of community context and school culture on the development of student learning and teaching practices".


The observation guide was only focused in know the relation between teacher-student as it was asked in that moment. But it was not focused on the study object for the action-research project.

As they were not made more instruments related to the fifth topic, it was chosen this. For that reason, this evidence is marked with the criteria: Insufficient. Because the observation guide was not developed to detect the situations related to the problematic for the action-research project.

For that reason, any competence was not achieved. It was skipped the step to retrieve information to detect the problematic, and with that elaborate the theoretical background to sustain an intervention through lesson plans (Figure 14), compound of actions supported in the theory.

Figure 14

LESSON PLAN

 <b>ESCUELA NORMAL No. 1 DE TOLUCA</b> <b>LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA</b> <b>PRÁCTICA DOCENTE EN EL AULA</b> <b>WEEKLY LESSON PLAN</b>					
School's Name: Escuela Secundaria Oficial No. 0012 "Héroes de la Independencia"		Trainee Teacher: Ivan Castillo Peña		C.C.T: 19EES0039C	
Titular Teacher: Mariana Paola Capello Zauzeta		No. students: 52		Program: PNIIF	
Grade and Group: 3rd D				Trimester: First October	
Social practice of the language		Exchange emotions and reactions for a TV program.			
Social learning Environment		Familiar and Community			
Communicative Activity		Exchange caused for media.			
Achievements		Analyse TV programs Interpret the general sense and some details Write notes about emotions and reactions for participate in an exchange of Impressions Share emotions and reactions			
Product		Interview			
Assessment		Worksheet			
Aim		Create an interview			
Specific aims		Identify the structure of a comment and emotions.			
Group learning styles / strategies:		Visual 32.08%		Auditory 32.61%	
				Kinesthetic 33.90%	
Special features of the group: No one					
Problem detected: Students do not correctly use writing, spelling and punctuation in English.		Hypothesis: The exercises of "copying" of words or texts in worksheets and the blackboard encourage the exercise of writing and spelling of English.			
Developed skills:		Speaking:		Listening:	
				Reading: <input type="radio"/>	
				Writing: <input type="radio"/>	
				Use of the language: <input type="radio"/>	
Date: October 14 <sup>th</sup> 2019		Date: 16 <sup>th</sup> October 2019		Date: 17 <sup>th</sup> October 2019	
Number of lesson:1/3		Number of lesson:2/3		Number of lesson:3/3	
Aim of the lesson: Learn emotions		Aim of the lesson: Learn elements of a TV program.		Aim of the lesson: Make an interview	
Language (grammar or vocabulary): Emotions		Language (grammar or vocabulary): Elements of the program		Language (grammar or vocabulary): Emotions	
Resources: Worksheet, word cards, images & poster		Resources: Worksheet, poster & images		Resources: Own work	
<b>BEGINNING</b>		<b>BEGINNING</b>		<b>BEGINNING</b>	
Time: Interaction:		Time: Interaction:		Time: Interaction:	
<ul style="list-style-type: none"> <li>T. greets "Good morning" "How are you today?"</li> <li>T. writes the header, October ____ 2019</li> <li>Achievement: Analyse TV programs</li> <li>Today's topic: Emotions</li> <li>T. and Ss. do warm up activity</li> <li>T. says "Listen to me and repeat the action"</li> <li>T. says "Clap your hands, stomp your feet, snap your fingers, rise your fist."</li> </ul>		<ul style="list-style-type: none"> <li>T. greets "Good morning" "How are you today?"</li> <li>T. writes the header, October ____ 2019</li> <li>Achievement: Analyse TV programmes</li> <li>Today's topic: Elements of TV program.</li> <li>T. and Ss. do warm up activity</li> <li>T. says "Listen to me and repeat the action"</li> <li>T. says "Clap your hands, stomp your feet, snap your fingers, rise your fist."</li> </ul>		<ul style="list-style-type: none"> <li>T. greets "Good morning" "How are you today?"</li> <li>T. writes the header, October ____ 2019</li> <li>Achievement: Share emotions and reactions</li> <li>Today's topic: Interview</li> <li>T. and Ss. do warm up activity</li> <li>T. says "Listen to me and repeat the action"</li> <li>T. says "Clap your hands, stomp your feet, snap your fingers, rise your fist."</li> </ul>	
<b>DEVELOPMENT</b>		<b>DEVELOPMENT</b>		<b>DEVELOPMENT</b>	
Time: Interaction:		Time: Interaction:		Time: Interaction:	
<ul style="list-style-type: none"> <li>T. pastes a poster with images of TV programs (Appendix 1)</li> <li>T. asks "What is your favourite TV program?"</li> <li>T. asks "What is the reaction or emotion for the TV program?"</li> <li>T. asks "What are the genres of TV programs?"</li> <li>T. writes genres and emotions of the TV programs, on the board and asks to Ss. the meaning (Appendix 2)</li> <li>T. says "Copy this vocabulary in your notebook and draw emoji for the emotions".</li> </ul>		<ul style="list-style-type: none"> <li>T. pastes a poster with images of TV programs (Appendix 1)</li> <li>T. asks "What are the elements in a TV program?"</li> <li>T. writes the TV program elements on the board</li> <li>T. says copy the vocabulary in your notebook</li> <li>T. choose one TV program from the poster TV programs and asks for the elements (Appendix 3)</li> <li>T. says "Using your favourite TV program describe the elements in your notebook and express the emotions it caused in you."</li> </ul>		<ul style="list-style-type: none"> <li>T. says "Write these questions in your notebook and answer them"</li> <li>-What is your favourite TV program?</li> <li>-What is the cast?</li> <li>-Who are the principal characters?</li> <li>-What time starts the TV program?</li> <li>-What is the scenery?</li> <li>-What is the genre?</li> <li>-What is the plot?</li> <li>-What emotion or reaction cause it TV program on you?</li> <li>T. says "Make this questions to classmate and write the activity in your notebook.</li> <li>T. checks the classwork</li> <li>T. asks to Ss. "Share your answers with the class"</li> </ul>	
<b>CLOSURE</b>		<b>CLOSURE</b>		<b>CLOSURE</b>	
Time: Interaction:		Time: Interaction:		Time: Interaction:	
<ul style="list-style-type: none"> <li>T. says "Exchange your worksheets for to checking the activity"</li> <li>T. asks the answers</li> <li>T. gives feedback.</li> <li>T. says "The class is over, see you the next class and have a nice day".</li> </ul>		<ul style="list-style-type: none"> <li>T. says "Exchange your notebooks for to checking the activity"</li> <li>T. asks the answers</li> <li>T. gives feedback.</li> <li>T. says "The class is over, see you the next class and have a nice day".</li> </ul>		<ul style="list-style-type: none"> <li>T. says "Exchange your worksheets for to checking the activity"</li> <li>T. asks the answers</li> <li>T. gives feedback.</li> <li>T. says "The class is over, see you the next class and have a nice day".</li> </ul>	
Assessment   Worksheet		Assessment   Classwork done		Assessment   Classwork done	
<b>POSSIBLE PROBLEMS</b>		<b>POSSIBLE PROBLEMS</b>		<b>POSSIBLE PROBLEMS</b>	
Students do not pay attention Ss. do not understand the activity. Students do not finish the work		Students do not pay attention Ss. do not understand the activity. Students do not finish the work		Students do not pay attention Ss. do not understand the activity. Students do not finish the work	
<b>SOLUTIONS</b>		<b>SOLUTIONS</b>		<b>SOLUTIONS</b>	
T. asks to student what the activity is. T. uses attention getters. Remove warm up from beginning class to have more time.		T. asks to student what the activity is. T. uses attention getters. Remove warm up from beginning class to have more time.		T. asks to student what the activity is. T. uses attention getters. Remove warm up from beginning class to have more time.	
<b>MODIFICATIONS</b>		<b>MODIFICATIONS</b>		<b>MODIFICATIONS</b>	
<b>ROOM TEACHER'S SUGGESTIONS</b>		<b>ROOM TEACHER'S SUGGESTIONS</b>		<b>ROOM TEACHER'S SUGGESTIONS</b>	

NOTE: This evidence is a lesson plan. Is the first lesson plan in the course.

As part of the action-research project, it was expected elaborate lesson plans with arguments that describes the actions that are necessary to do to solve the chosen problematic. Specifically for the sixth topic of the rubric that mentions: Designs practical aspects of teacher planning, assessment and intervention, supported as hypotheses for action.

The lesson plan that I carried out was an approximation, because have lesson plan stages, but did not have arguments to justify the actions in the classroom. For that, this evidence doesn't develop what was expected in this sixth topic: Designs practical aspects of teacher planning, assessment and intervention, supported as hypotheses for action. Missing the principal element to develop the action-research in the graduate profile expected.

For that reason, the evidence was marked with the criteria: Deficiently. Because the evidence demonstrates that only knows practical aspects of teacher planning, assessment and intervention, supported as hypotheses for action. For that reason, didn't achieve the research competences. However the retrieved information of this intervention was used to systematize the results of the practice (Figure 15).

**Figure 15**

*SYSTEMATISATION OF THE EXPERIENCE OF TEACHING PRACTICE.*

5.1 Propuesta de Mejora

El desarrollo de mi propuesta surgió de un planteamiento que se originó en la práctica de observación que se había llevado durante del mes de septiembre del presente semestre. Donde se aplicó un examen diagnóstico de nivelación de inglés y posteriormente en la primer jornada de intervención se observó que los estudiantes presentaban dificultades para lograr el desarrollo de la producción escrita de enunciados simples del idioma inglés. A partir de ese momento se estableció como meta, el desarrollo de una propuesta metodológica que tuviera como fin, la producción de textos mediante el (copy+ing, descrito como una técnica de desarrollo de textos mediante un modelo (Harmer, p. 53, 2004).

Fue que durante el periodo transcurrido del 28 de noviembre del 2019 al 10 de diciembre del 2019 se llevó a cabo dicha propuesta. La propuesta se puso en desarrollo cuando al ingresar al aula, coloque elementos sencillos en el pizarrón, como lo es la fecha, los temas: preposiciones, there is /there are, there isn't/ there aren't. Harmer (2004, p. 54 ) lo menciona como "elemento to construct a sentence".

La propuesta no se llevó del todo a cabo, debido a la interrupción continua de los eventos escolares que surgen, sin embargo, lo llevado a cabo lanzó datos importantes respecto a la propuesta. En primer lugar tenemos que los alumnos necesitan conocer más el vocabulario, hubo confusión y errores respecto al vocabulario de los lugares y el modelo presentado, si bien la gran parte de los estudiantes comprenden o tenía conocimiento previo de el tema, una minoría no logro comprenderlo del todo, generando que el aprendizaje no se viera reflejado en ellos, ya que al momento de la verificación: hubo errores en la construcción de los enunciados, donde omitían el verbo "to be" para realizar la conexión entre un lugar y la proposición. Por lo que para esta nueva intervención, se planea realizar una serie de material grupal que permita hacer mejor el entendimiento de enunciados y los elementos que estos tendrán para que los alumnos sean capaces de producir enunciados y posteriormente un texto (Harmer, p. 52, 2004).

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NOTE: The last piece of evidence from this course is the development of an action-research, which sought to provide a solution or improvement proposal for a problem of learning English in secondary education.

After the teaching practices I retrieved my experience to register it and then compare it according to a theoretical framework of my problematic to contrast the work done with the theory and reflect about what was done in the process. The result of that is a proposal of improvement.

The expected systematization that I did from an educational problematic detected, was not done in the process of the teaching practices, it was done at the end of the practices and does not represent a systematization. Because this evidence was developed from my perception during the teaching practices, but it wasn't elaborated with an instrument to register that or evaluate the respective elements, because it wasn't asked.

It just was a contrast between the experience with the theory followed of an analysis of the actions done. Until to this point, no systematisation skill was achieved, but another was developed instead from nucleus "C". This is thought logically.

This skill allows express and supports ideas through solid arguments, generating sense in an explanatory structure according to an analysis (Raths, 1988). So, in this evidence of learning, it is exposed an analytical perspective of the work done in the process of action-research, in which theory was previously reviewed, then applied and finally analysed on what was obtained. It was expected develop systematization of the information, but the evidence did not have enough elements of reflection to provide systematization.

For that, it was assessed with the criteria: In construction. Because analyses experience in order to contrast and analyse own practice, rethink, evaluate and reconstruct teaching and learning strategies. With that, the research competences: "Integra recursos de la investigación educativa para enriquecer su práctica profesional, expresando su interés por el conocimiento, la ciencia y la mejora de la educación" and "Utiliza los elementos teórico-metodológicos de la investigación como parte de su formación permanente en el Inglés", were achieved during the process.

The purposes of the course finishes with this last evidence. Not whole evidences achieved a competence to mention that they have followed the purposes of the course to demonstrate the expected performance. However, some evidences achieved it.

And were according with the things that I received during my formation. So, this is a part of an opportunity area that needs improvement to gradually increase with each course that is in the syllabus, especially in the professional practice pathway. This course represents an initial step for the teaching practice and everything focused in it. But in the next course, the purposes continue and are focused in action-research, but on other topics like situated learning and teaching.

### **3.2 Estrategias de Trabajo Docente**

Continuing the development of teacher education, this fourth course within the professional practice pathway is a developed course that provides prospective teachers with the opportunity to design inclusive and situated teaching and learning strategies (SEP, 2018).

Primarily due to the fact that this course continues the work on teaching interventions, but now makes use of the principles of reflective teaching in a different way, as well as action-research, in order to improve through practice supported by the systematisation of teaching experience.

Likewise, the description of this course is aimed at fulfilling different activities that the future teacher must achieve, where they also investigate the theory and implementation of the approaches and contents of the current syllabuses of English in secondary education (SEP, 2018).

This is part of an exercise that helps them to contribute to analysing their pedagogical proposals, so reflection will be an activity that must be carried out in order to take into account the aspects that can be improved for teacher training.

In this way the course provides guidance for future teachers to develop inclusive and situated teaching and learning strategies. After learning about this, ideas are

constructed within the course to improve teaching strategies using the systematisation of the teaching experience that each of the future teachers has had (SEP, 2018).

In this way the activity of retrospection becomes more and more constant within teacher training in this course, which will involve more the design of strategies that are relevant to the learning styles, needs, interests, contexts and characteristics of teenagers (SEP, 2018). This is so that during the development of each of these tasks they can be recovered as evidence of their strategies, where observation notes, interviews, diaries, photographs, video recordings or other types of evidence are used, with which an analysis.

So, the purpose of all this being done through the systematisation of their teaching experiences, the future teachers learn to contrast and analyse their practice, rethink, evaluate and reconstruct their teaching and learning strategies, developing reflective teaching (SEP, 2018).

Thus, the entire course is focused on the development of research skills, centring on reflection as the main skill, but it is supported by giving theoretical support, in order to have arguments with which to support what is analysed and reflected upon during this process.

Therefore, the skills that are related to the basis of research and the generation of knowledge are enabled. This belongs to the skills of conceptual construction from the nuclei "C", "D", "E" and "F". And it is within these nuclei that the researcher approaches and establishes relationships that allow them to approach one or several problematic situations from different perspectives (Moreno Bayardo, 2002).

However, this course was designed to be developed in a face-to-face format, but to the Covid-19 pandemic, this work was transferred to the virtual field, so, certain activities proposed in the course were developed in a different way to what was initially planned. As a result, some of the evidences that will be shown have changes from what they really should have been. Specifically, the topics related to the teaching practice (Table 4), because they mention work with study groups, but by



the pandemic, it was not possible carried out as it is asked, so the virtual work was developed in those aspects.

**Table 4**

*ESTRATEGIAS DE TRABAJO DOCENTE RUBRIC*

TOPIC	INDICATOR	DEVELOPED	IN PROCESS	INSUFFICIENT	DEFICIENT
1. Researches the educational principles of situated teaching and strategies for developing situated learning with secondary school students.	Researches the educational principles of situated teaching and strategies	Analyses about the educational principles of situated teaching and strategies	Employs the educational principles of situated teaching and strategies	Identifies the educational principles of situated teaching and strategies	Knows the educational principles of situated teaching and strategies
	Develops situated learning with secondary school students.	Examines situated learning with secondary school students.	Employs situated learning with secondary school students.	Identifies situated learning with secondary school students.	Knows situated learning with secondary school students.
2. Registers their observations using the methodological tools.	Writes their observations using the methodological tools.	Analyses their observations using the methodological tools.	Applies their observations using the methodological tools.	Identifies their observations using the methodological tools.	Knows their observations using the methodological tools.
3. Elaborates the diagnosis and write an argumentative text: essay, critical commentary, or report; with reflections on the results obtained.	Designs the diagnosis.	Elaborates the diagnosis	Identifies the diagnosis	Memorizes the diagnosis	Knows the diagnosis
	Redacts an argumentative text: essay, critical commentary, or report; with reflections on the results obtained.	Exposes an argumentative text: essay, critical commentary, or report; with reflections on the results obtained	Analyses an argumentative text: essay, critical commentary, or report; with reflections on the results obtained	Identifies an argumentative text: essay, critical commentary, or report	Ignores an argumentative text: essay, critical commentary, or report.
4. Proposes the most relevant teaching strategies to develop the situated learning of secondary school students.	Suggests the most relevant teaching strategies to develop the situated learning of secondary school students.	Analyses the most relevant teaching strategies to develop the situated learning of secondary school students.	Applies the most relevant teaching strategies to develop the situated learning of secondary school students.	Identifies the most relevant teaching strategies to develop the situated learning of secondary school students.	Knows the most relevant teaching strategies to develop the situated learning of secondary school students.
5. Designs lesson plans, didactic resources, as well as assessment tools and strategies to carry out their practices with secondary	Develops lesson plans, didactic resources, as well as assessment tools and strategies.	Analyses lesson plans, didactic resources, as well as assessment tools and strategies.	Applies lesson plans, didactic resources, as well as assessment tools and strategies.	Identifies lesson plans, didactic resources, as well as assessment tools and strategies.	Ignores lesson plans, didactic resources, as well as assessment tools and strategies.
	Develops their practices with secondary	Reflects about their practices with secondary	Applies their practices with secondary	Prepares their practices with	Identifies their practices with secondary

school students.	school students.	school students.	school students.	secondary school students.	school students.
6. Supports educational materials with one of the Action-Research models.	Sustains educational materials with one of the Action-Research models.	Analyses educational materials with one of the Action-Research models.	Applies educational materials with one of the Action-Research models.	Identifies educational materials with one of the Action-Research models.	Knows educational materials with one of the Action-Research models.
7. Analyses the experience with an Action-Research model and reflects possible proposals for improvement in educational practice.	Assess the experience with an Action-Research model.	Argues the experience with an Action-Research model.	Distinguishes the experience with an Action-Research model.	Identifies the experience with an Action-Research model.	Knows the experience with an Action-Research model.
	Introspects possible proposals for improvement in educational practice.	Systematizes possible proposals for improvement in educational practice.	Analyses possible proposals for improvement in educational practice.	Distinguishes possible proposals for improvement in educational practice.	Identifies possible proposals for improvement in educational practice.
8. Retrieves evidence from previous learning units: graphic organisers, interpretative texts, the planning of the lesson plans, as well as video recordings of the performance as a teacher, for their classification and analysis.	Recovers evidence from previous learning units: graphic organisers, interpretative texts, the planning of the lesson plans, as well as video recordings of the performance as a teacher, for their classification and analysis.	Analyses evidence from previous learning units: graphic organisers, interpretative texts, the planning of the lesson plans, as well as video recordings of the performance as a teacher, for their classification and analysis.	Distinguishes evidence from previous learning units: graphic organisers, interpretative texts, the planning of the lesson plans, as well as video recordings of the performance as a teacher, for their classification and analysis.	Identifies evidence from previous learning units: graphic organisers, interpretative texts, the planning of the lesson plans, as well as video recordings of the performance as a teacher, for their classification and analysis.	Ignores evidence from previous learning units: graphic organisers, interpretative texts, the planning of the lesson plans, as well as video recordings of the performance as a teacher, for their classification and analysis.
9. Presents a proposal for improvement and innovation based on the experience through a report, recovering the phases of Action-Research.	Demonstrates a proposal for improvement and innovation based on the experience through a report, recovering the phases of Action-Research.	Systematises a proposal for improvement and innovation based on the experience through a report, recovering the phases of Action-Research.	Analyses a proposal for improvement and innovation based on the experience through a report, recovering the phases of Action-Research.	Applies a proposal for improvement and innovation based on the experience through a report, recovering the phases of Action-Research.	Identifies a proposal for improvement and innovation based on the experience through a report, recovering the phases of Action-Research.

NOTE: The construction of this rubric is mainly based on what the course purposes describes to achieve the expected formation (Own elaboration, 2022).

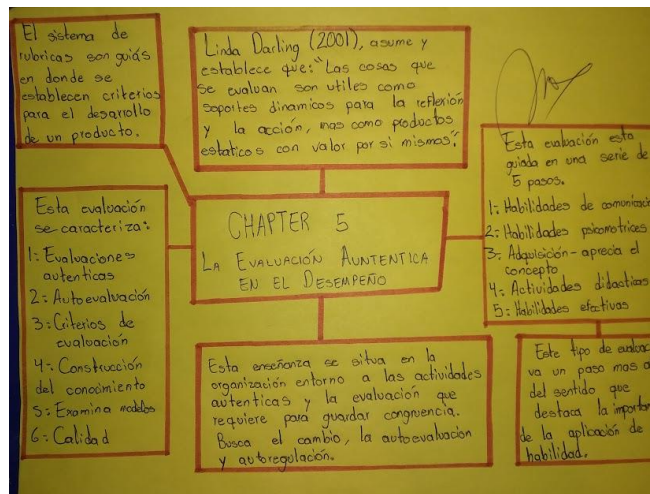
### 3.2.1 First Unit

The main purpose of this unit lies in knowing what situated learning is, so the educational principles that underpin this practice should be reviewed. Mainly about the strategies of situated learning, which should be applied with students in secondary education (SEP, 2018). It is therefore necessary a review of these strategies given and systematised in order to be explained.

So initially, everything will be based on considering how situated learning works (Figure 16) and how it can be applied within secondary education settings in relation to the subject of English. Taking this into account, it was possible to carry out the recovery evidences, which are related to the tasks to be carried out in the course, in order to develop the necessary knowledge according to the professional practice path.

Figure 16

#### GRAPHIC ORGANIZER OF AUTHENTIC ASSESSMENT



NOTE: Graphic organizer explaining the elements of the authentic assessment.

The development of this evidence was focused on identify the authentic assessment through a graphic organizer to order the relevant ideas of that topic as it was asked. However, according with the first topic of the course rubric it was expected: Researches the educational principles of situated teaching and strategies for

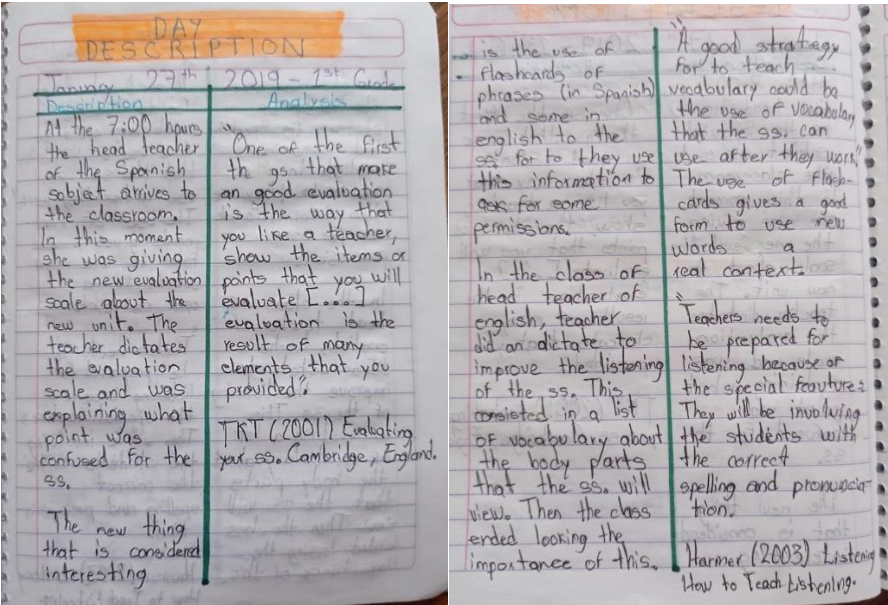
developing situated learning with secondary school students. But this evidence related to authentic assessment is an aspect of the situated teaching. So, the evidence differs from what was requested in the course. So, the expected design of teaching situations based on this type were not carried out.

To mark this evidence, the first topic: “Researches the educational principles of situated teaching and strategies for developing situated learning with secondary school students”, was divided into two indicators. The first: “Researches the educational principles of situated teaching and strategies”. This one only identifies the educational principles of situated teaching and strategies in the graphic organizer, so it was marked with the criteria insufficient.

The second indicator is: Develops situated learning with secondary school students. And as the previous, was marked with the criteria insufficient, because only identifies situated learning with secondary school students, in the assessment form. So, the evidence was focused on theory. But it could not be applied. For that reason, the evidence did not achieve research competences.

**Figure 17**

*TEACHING PRACTICES JOURNAL*



NOTE: Notes of the observation practice from the secondary school in a teaching journal.

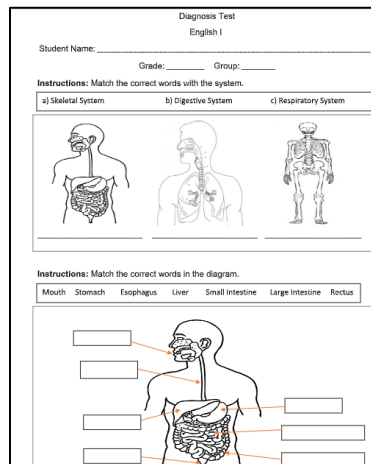
In this report of the teaching journal, the registers are only of the dynamics of the classroom, students, and teachers. It did not have descriptions about the detection of a problematic as it is expected in the course, to continue with the use of action-research.

The situation here was the omission of the use of real observation instruments, composed by questions or indicators to fill with correspondent information from a problematic. Something, that a teaching journal cannot provide for the correct register of problematics.

So, the second topic of this rubric: “Registers their observations using the methodological tools”, was marked with the criteria deficient. Because there were no registers in an observation instrument focused for an action-research purpose. The expected interpretation of data retrieved of this, would be used to develop a diagnosis test related to a learning situation considered a problematic to solve (Figure 18).

## Figure 18

### DIAGNOSIS TEST



NOTE: Diagnosis elaborated and applied during the observation period on secondary school.

In contrast to previous evidences, this evidence had relation with the course of *Oral Expression and Comprehension*, because it was asked mainly in there and then shared with this course. So, for the third topic of the rubric: “Elaborates the diagnosis

and write an argumentative text: essay, critical commentary, or report; with reflections on the results obtained". It was necessary divide in two the topic, because it is composed by two indicators.

The first: Designs the diagnosis. It was elaborated a diagnosis test of the topics related to the teaching practices that I did after the observation practices period. But the diagnosis test did not represent an instrument to detect a problematic, because it was elaborated to check what the students knew about the topics.

Specifically, it did not accomplish with the required elements that a diagnosis test needs for action research, as: have theoretical support or arguments based for an improvement proposal (Moreno Bayardo, 2002). For that, the evidence was marked with the criteria: Insufficient. Because, the diagnosis was elaborated, but not with the purpose to detect a problematic.

In the case of the second indicator, it was expected: "Redacts an argumentative text: essay, critical commentary, or report; with reflections on the results obtained". But, there was no an argumentative text, because the information analysed in that text was from the diagnosis test that was not focused on detect a problematic. So, there was not information to retrieve. For that reason, there is a lack of information to demonstrate the second indicator.

### **3.2.2 Second Unit**

In this unit I was looking to develop, design and apply planning and strategies based on the knowledge recovered from the first unit. The aim is to provide the elements and resources for teaching English according to the current curricula in secondary education, so in order to carry out this action, it is necessary to understand the context, the school culture and the learning needs of students (SEP, 2018).

And this happens because of the teaching practices to be carried out in this unit, which will test what has been acquired in the previous unit, with the aim of providing a basis for the teaching practices in the classroom from the action-research cycle.

So that, at the end of that, a reflection on the teaching practice can be carried out to assess the design of the planning carried out, the resources employed and the performance developed during the internship (SEP, 2018). The purpose of all this is to develop continuous improvements in my development of future teacher's pedagogical management and thus provide an evolution of my practice.

In this way, the evidences that were carried out in this unit were aimed at applying knowledge, skills for the design of teaching and learning strategies that were related to the fact of making reflections based on what was experienced in teaching practice. Situation that is reflected in the first evidence of this unit.

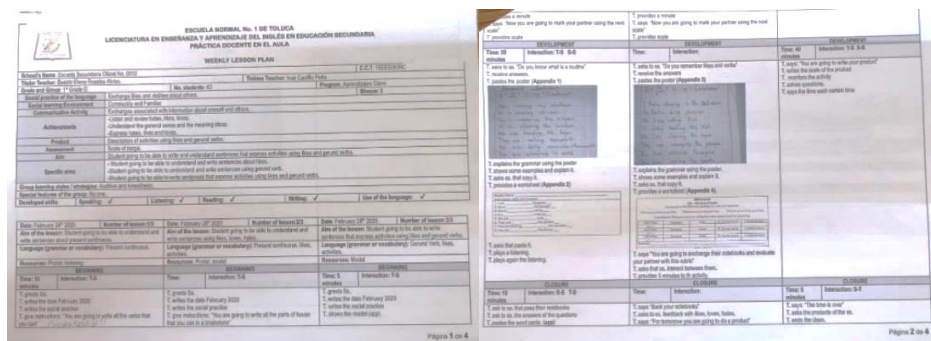
The fourth topic of the rubric course: "Proposes the most relevant teaching strategies to develop the situated learning of secondary school students", is the first topic in the second unit.


As a result of the development of a diagnosis and an argumentative text where was expected a systematization of the information retrieved and use it to propose strategies based in situated learning.

But, for the lacks in the previous topics, this work was not developed to continue with an action-research project. So, there is no information or evidence to demonstrate in this topic. With the information that was not developed, it was expected to design a supported lesson plan (Figure 19) to intervene and then analyse its employment during the practices.

**Figure 19**

**LESSON PLAN OF THE FIRST TEACHING PRACTICE**



<p>the complement part of the second poster.          asks to ss. that complete the complement part speaking.          T ends the class.</p>	<p>T provides the scale of the product. (Appendix 5)</p>  <p>T shows a model of product of the ss.          T explain it.          T asks all the products that the ss need.          T ends the class</p>	
<p>Assessment <i>What food will you use?</i></p>	<p>Assessment <i>What food will you use?</i></p>	<p>Assessment <i>How will you make the day?</i></p>
<p>POSSIBLE PROBLEMS</p> <p>Students don't understand the listening.</p>	<p>POSSIBLE PROBLEMS</p> <p>Ss. don't pronounce correctly the sentences.</p>	<p>POSSIBLE PROBLEMS</p> <p>Ss. don't end the product before the time.</p>
<p>SOLUTIONS</p> <p>T explains correctly the pronunciation of every verb before the listening.</p>	<p>SOLUTIONS</p> <p>T helps them before do the exercises</p>	<p>SOLUTIONS</p> <p>T asks to a student to bring the products to teachers room.</p>
<p>MODIFICATIONS</p>	<p>MODIFICATIONS</p>	<p>MODIFICATIONS</p>
<p>ROOM TEACHER'S SUGGESTIONS</p>	<p>ROOM TEACHER'S SUGGESTIONS</p>	<p>ROOM TEACHER'S SUGGESTIONS</p>

NOTE: This lesson plan was done to be applied in the first teaching intervention.

Before to start the first teaching practice of this course, it was required elaborated a lesson plan. This lesson plan was elaborated according with the topics provided by the Estrategias de Trabajo Docente teacher.

It is based in certain form on the results obtained of the diagnosis test, where was reviewed the knowledge of the secondary students about the topics of the teaching practices. In certain way, it is related with the fifth topic of the rubric: "Designs lesson plans, didactic resources, as well as assessment tools and strategies to carry out their practices with secondary school students".

This topic was divided in two: "Develops lesson plans, didactic resources, as well as assessment tools and strategies" and "Develops their practices with secondary school students". With the first indicator, it was designed the lesson plan with the assessment tools and learning strategies.

It is only a lesson plan for teaching practices that is not based on an action-research model to sustain actions inside the classroom. For that reason, this indicator was marked with the criteria: deficient. Because, this lesson plan, did not follow the reemployment of the action-research to continue with the work of research in educational spaces to apply an improvement proposal.

In the second indicator: "Develops their practices with secondary school students", the lesson plan was applied, but as I mentioned, it was a lesson plan with no action-research elements or actions to work it. So, this topic with both indicators did not contribute to the development of research skills and competences, because it did not elaborate lesson plan and materials based on an action-research project.



To continue with the last topic of this unit, there is the sixth topic of the rubric: Supports educational materials with one of the Action-Research models. This topic has the same condition of no have theoretical support of an action-research model to argue the development of materials for teaching practices. For that reason, there is a lack of information or evidence to demonstrate in this topic.

### ***3.2.3 Third Unit***

As the last learning unit of this course, its development is directed towards the closure of the formative process of everything reviewed in the previous 2 units. The tasks and activities were related to the diagnostic instruments, the construction of didactic strategies and the development of a reflection carried out in an action-research, in order to give proposals for the improvement of the performance to be achieved as a future teacher.

But above all, analyse and consider the areas in which you need to improve in order to achieve better teaching practice (SEP, 2018). But in the same way, I also carried out a compilation of evidence that shows the learning of my students as well as my teaching practices, which helped me to carry out an analysis of this areas of opportunity to propose improvements within my teaching practice and compare them with what is requested by the graduate profile of the syllabus.

Therefore, all the activities that were carried out during this unit had to support and improve my process of reflection and evaluation of my strategies and teaching practice, in order to be able to rethink what I did.

Thus, this process was to address my experience based on evidence of what I carried out during my teaching practice and to propose ideas to improve future teaching practice and offer better ways of approaching teaching in secondary education.

As it was expected, during this course was set that action-research project will be employed in each unit as part of my formation as teacher trainee. But, as the course advanced, this purpose was not carried out as it was asked. So, after to carry out

teaching interventions, it was necessary elaborate an analysis and systematization of the teaching practice experience, as mentions the seventh rubric topic: “Analyses the experience with an Action-Research model and reflects possible proposals for improvement in educational practice.”

But, for the lack of evidences to prepare this, it was not possible to retrieve any evidence related to this topic of the action-research project. Although the reflection and systematization of this topic was not developed, the course invites to reflect about the whole instruments, tools and resources employed during the practices to analyse them and propose an improvement of them (Figure 20).

**Figure 20**

*PORTFOLIO EVIDENCE*

<p>Portfolio Evidence</p> <p>Inicio</p> <p>Personal Information</p> <p><b>Planning</b></p> <p>Assessment</p> <p>Professional Development</p> <p>References</p>	<p>Tasks</p>
	<p>The tasks that were implemented to develop the classes, were worksheets that in first instance tried to approach to the student at the complete center of the class, but this way to approach them, it wasn't completely effective. In the analysis of this tasks that wanted approach to the students to the social practice of the language, it's possible found some inconsistencies that would be essential part to develop and practice the language. We are going to start from the first class, the first class gazed out the elements of an infographic, and from there the activity will develop the activities. This activities were focused in the infographic, e.g it's elements the information that provides and the topic from it. The practice completely was carried in a controlled class, the first tasks consisted in ask the elements of the infographic, for this the students should look the infographic and identified this elements, this was to the students check the things that were there and use this information to in the final class they will construct it's own infographic with the provided information before. The next task consisted in one student must read the information from the infographic, to then, the teacher ask to other students what was about it. As part of this I wanted that my students use the language in some moments, but in fact it was more focus on me than they, because there was more communication from my part, I did and explained evrything, while they were only listen me. The taks doesn't allow to students to communicate and use the labguage, so, in this class the students couldn't do to share their ideas, or in other wise, practice in a reflect from the real world (Scrivener, 2010). The second class had more opportunities to practice the language, it was a controlled practice, because the activity was focused in how is the pronunciation of the students and the reading of some information. The activity consisted only in asks answers of an infographic of two electric devices. But wasn't moments to share more ideas than that I asked. The task that I select here for this task was doing the same in the act to doesn't allow communicate more ideas that the only I asked. After this task I</p>

<p>Portfolio Evidence</p> <p>Inicio</p> <p>Personal Information</p> <p>Planning</p> <p><b>Assessment</b></p> <p>Professional Development</p> <p>References</p>	<p>Assessment for Final Products</p>
	<p>This kind of assessment, helped me to evaluate specific things in the final products. Primordially I established items that I explained with the group before to begin to make their products. This kind of assessment showed me what were the things that my students doesn't understand or missing during the exercise. So this kind of situations are the things that as teacher must solve for next class, or in other words, avoid gaps in their learning (Spratt, Pulverness &amp; Williams, 2003). As we can see, this kind of evaluation is divided in three parts, there is complete, more or almost done and incomplete. This allows me see the learning of my students but also their weak. My assessments are focused more in the controlled practice, because with this I controlled all the items of the final product. And something of this, is the way of how can I improve the formation of my students using this assessments. But at the same time, show me if I need continue teaching in the same way or change, because, not only is part from the student, also is part from the teacher, because, the information that is receiving shows that probably the way of how the teacher teaches isn't the correct (Baxter, 1987). And is true, probably some of the things that I do aren't the correct to provide to my students with the correct tools to improve their learning and prepare them in their personal formation and the challenges that will be presented. And something about this work is the way of how my students can be evaluated, e.g I always do the individual evaluation, and hardly ever I do the cooperative evaluation, one of the great advantages of this form of evaluate is the oral and written interaction where they face from the negotiation, feedback and joint analysis of knowledge, strategies and search of solutions (SEP, 2018). With this process, the assessment can provoke the use of the language through situations and concrete tasks of communication that can take sense about the contents.</p>

NOTE: The last piece of evidence from the teaching strategies course shown above was a portfolio of evidence.

The elaboration of this portfolio of evidence was designed as a virtual portfolio. It was divided into 6 categories. The first is an introduction of what is inside the portfolio, the second is personal information about the person who made the portfolio, in this case me. In the third category, a planning and each of the elements that compose it are explained.

Subsequently, in the fourth category, the evaluation instruments that were carried out in conjunction with the planning are explained. The fifth shows information related to my professional development, such as records of workshops or forums that support my teacher training. And in the last point are the bibliographical references that support each of the categories mentioned.

More than a reflection, this portfolio is an analysis of the things produced during the course. As I mentioned, the pandemic was a factor to start with virtual work. But the things analysed in the portfolio, belonged to the teaching practices before the pandemic lockdown.

So, these were the evidences to analyse and reflect about the proposals to improve them for future teaching practices. But not analysed for being used in an action-research project or propose them for that purpose. For that reason, the work did not contribute to the research purpose of the course.

For that reason, the evidence of the eight topic: "Retrieves evidence from previous learning units: graphic organisers, interpretative texts, the planning of the lesson plans, as well as video recordings of the performance as a teacher, for their classification and analysis", was marked with the criteria: Insufficient.

Because the portfolio identifies evidence from previous learning units: graphic organisers, interpretative texts, the planning of the lesson plans, as well as video recordings of the performance as a teacher, for their classification and analysis of the application of these. But not with the action-research perspective. So, the evidence did not achieve the research competences and research skills, necessities for the teacher formation according to the study plan.

To conclude with this course, the collection of evidence of this course was not enough to sustain that exist information to support the research formation expected during Estrategias de Trabajo Docente course. The situation here, was the omission of the research purpose focused in continue developing the action-research through a serie of evidences to demonstrate the achievement of research competences and researcher profile.

With this, my intention is not marking a judgement of the work elaborated, this is an observation of the opportunity areas that appeared during my formation and can be solved through the suggestions of the final chapter of suggestions.

The importance of developing the expected research profile is explained in that future teachers can understand their learning process, so they make it necessary for professional training to enable the analysis and understanding of the implications of their task (SEP (2018)). In this way, the training and therefore the research skills that I must develop to become professional in teaching practice identifying problematics that need to be attended, are based in the importance of achieve the researcher profile.

**CHAPTER IV**  
**RESEARCH AND INNOVATION**

In this fourth chapter, the process of action-research continues with the courses of *Innovación para la Docencia* in fifth semester and *Proyectos de Intervención Docente* in sixth semester. This methodology is expected being used during the two courses that integrates this chapter.

But the characteristics of the action-research in these courses, are now focused on innovation. Specifically, to design innovative teaching intervention proposals, through the integration of different didactic strategies, within the framework of new pedagogies and digital cultures (SEP, 2018).

The term innovation is related to seeing and analysing problems from different perspectives and generating creative and critical thinking (SEP, 2018). Specifically, innovation in this chapter is focused on the applying of virtual resources, environments, materials and assessments. This as result of the pandemic of Covid-19 that took place in these courses.

In order to do this, I collected various pieces of evidence throughout the courses, with the intention of analyse whether the aims of each of the learning units are being fulfilled in this case. According to the development of proposals that uses the action-research to improve the practice through reflective teaching.

To achieve the purpose, it's necessary develop the research skills that are mentioned by the researcher profile mentioned by Moreno Bayardo (2002) in his theoretical framework.

To continue with action-research, it was necessary employ the research skills of the previous chapter, that belongs to the nuclei "C", "D", "E" and "F". Previously mentioned, they are focused in preparing a path to develop methodological skills that contribute to identifying, substantiating, problematising, synthesising, reflecting and generating a research method for an object of study, to which a solution is required.

But now, after teaching interventions, reflections and synthesis of the work done in previous courses, a new research skill nucleus is added. This is the nucleus "G". It is the last of the nucleus that compounds the research profile of the theoretical framework of Moreno Bayardo (2002).

This nucleus belongs to the metacognitive skills. The main purpose of the metacognitive skills is providing the necessary elements to reflect about the achieved learning and carry out an aware self-regulation (Muriá, 1994).

This means that the process of reflection implies a sense of responsibility to comprehend if the learning achieved can be functional or contribute. So, being aware of the things that can be solved through the process of reflection and apply strategies to face the problems that are found, so, its learning to learning and developing a particular way to reflect that is denominated metacognition (Mayor, 1993).

The relevance as last nucleus of the research profile is focused on developing the metacognition, that is the awareness of the process of self-reflection and comprehension of what is functional for the learning that everyone develops. In this sense, the self-regulation of the learning, is a main characteristic of the research profile to consider what can contribute to my knowledge and to my teaching formation and determine if it is useful for my formation or not.

Arrive to the last research nucleus is the most important moment in researcher profile, because it is demonstrating that the cycle of formation finally allowed prepare an educational researcher for the last step before to validate that is totally able to work with the problematics that exists in educational environments and with that design intervention and innovation projects in the classroom, school and community, as a result of processes of reflection on educational practice and research (SEP, 2018).

With this, the achievement of the research competences was expected to being developed throughout my formation, as well as reflecting on what is carried out during this process, thus talking about the identification problems, for their consequent research process and the proposal of solutions to these problems. This

will be fundamental to know and solve the opportunity areas that appear during my formation in the professional practice pathway.

#### **4.1 Innovación para la Docencia**

The purpose of this course is to develop innovative teaching intervention proposals, incorporating different didactic strategies, according to the new pedagogies and digital cultures as answers to the hypotheses of action elaborated from the diagnoses applied in secondary schools, in order to improve their practice through reflective teaching (SEP, 2018).

Mainly developed in this way by the Covid-19 pandemic to elaborate strategies to teach during this process and encourage the teaching and learning in the virtual environments to face the different problematics that happened during the course.

So, by my part it was expected generate proposals for teaching innovation in secondary education, using various teaching strategies, resources and technologies, according to the needs of the schools to provide improvements in the process. Specially to knowing the way to prepare an action-research project to apply it in virtual classes.

The course of *Inovación para la Docencia* is a course structured in two units. And both work in prepare, apply and reflect about a teaching proposal, but in virtual environments, with the integration of technology and digital resources to work it. In the first unit it is necessary prepare a diagnosis to identify the learning situations that can be considered as a problematic and need an improvement proposal.

To then using this information to prepare an action plan. In the second unit, review the digital culture to retrieve elements that can be applied in the action. Then sustain the resources that will be used in teaching practice as part of the action plan to finally develop and analyse it, to reflect about the teaching practices.

As was mentioned in the previous chapter, some evidences were elaborated in collaboration with other courses. In this course, they were elaborated in conjunction



of *Research Methodology* course. To follow the order of the purposes of the course, it was elaborated the next table with the mentioned elements (Table 5).

**Table 5**

*INNOVACIÓN PARA LA DOCENCIA RUBRIC.*

TOPIC	INDICATOR	DEVELOPED	IN PROCESS	INSUFFICIENT	DEFICIENT
1. Researches bibliographically or digitally, about innovation and educational innovation in the teaching and learning of English, to systematise and analyse the information.	Examines bibliographically or digitally, about innovation and educational innovation in the teaching and learning of English, to systematise and analyse the information.	Analyses bibliographically or digitally, about innovation and educational innovation in the teaching and learning of English, to systematise and analyse the information.	Distinguishes bibliographically or digitally, about innovation and educational innovation in the teaching and learning of English, to systematise and analyse the information.	Identifies bibliographically or digitally, about innovation and educational innovation in the teaching and learning of English, to systematise and analyse the information.	Ignores bibliographically or digitally, about innovation and educational innovation in the teaching and learning of English, to systematise and analyse the information.
2. Develops a diagnosis of the needs and problems of secondary school pupils in learning English.	Elaborates a diagnosis of the needs and problems of secondary school pupils in learning English.	Analyses a diagnosis of the needs and problems of secondary school pupils in learning English.	Distinguishes a diagnosis of the needs and problems of secondary school pupils in learning English.	Identifies a diagnosis of the needs and problems of secondary school pupils in learning English.	Ignores a diagnosis of the needs and problems of secondary school pupils in learning English.
3. Defines the strategic action or action plan.	Determines the strategic action or action plan.	Applies the strategic action or action plan.	Elaborates the strategic action or action plan.	Identifies the strategic action or action plan.	Knows the strategic action or action plan.
4. Knows the importance of digital culture in the world and its influence in the educational field at an international level.	Recognize the importance of digital culture in the world and its influence in the educational field at an international level.	Analyses the importance of digital culture in the world and its influence in the educational field at an international level.	Distinguishes the importance of digital culture in the world and its influence in the educational field at an international level.	Identifies the importance of digital culture in the world and its influence in the educational field at an international level.	Knows the importance of digital culture in the world and its influence in the educational field at an international level.
5. Designs learning objects, didactic resources and innovative lesson plans, in order to facilitate student learning.	Elaborates learning objects, didactic resources and innovative lesson plans, in order to facilitate student learning.	Reflects learning objects, didactic resources and innovative lesson plans, in order to facilitate student learning.	Applies learning objects, didactic resources and innovative lesson plans, in order to facilitate student learning.	Develops learning objects, didactic resources and innovative lesson plans, in order to facilitate student learning.	Identifies learning objects, didactic resources and innovative lesson plans, in order to facilitate student learning.
6. Reflects about the teaching practices using action-research frameworks to	Examines the teaching practices using action-research frameworks to improve practices.	Systematises the teaching practices using action-research frameworks to improve practices.	Analyses the teaching practices using action-research frameworks to improve practices.	Uses the teaching practices using action-research frameworks to improve practices.	Identifies the teaching practices using action-research frameworks to improve practices.

improve practices.					
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NOTE: Each of the topics were taken from the expected purposes of the two units of this course. Based on this, a series of items were chosen to provide evidence of them. (Own elaboration, 2022).

#### **4.1.1 First Unit**

The first unit is focused on apply diagnostics and design innovative learning situations and resources, with and without digital technologies, for practice periods (SEP, 2018). So, in this unit the retrieved information of the diagnosis will be used to elaborate the proposal to improve learning, something that is expected as theoretical framework of the intervention.

In the development of the present unit, the research skills continued being used to develop learning evidences. Specially the skills related to the generation of research projects, reflection, systematization and awareness of the knowledge achieved. With that, the research formation is expanded in the sense of encourage the research projects.

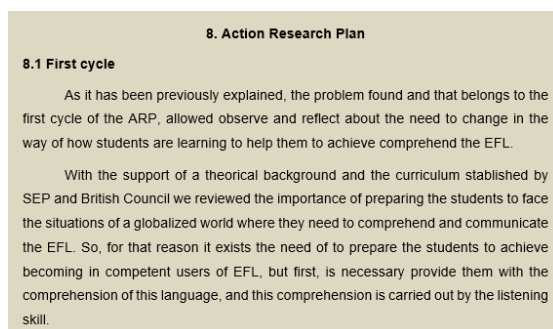
To start with the evidences, it is necessary review the first topic of this course: “Researches bibliographically or digitally, about innovation and educational innovation in the teaching and learning of English, to systematise and analyse the information”. It was checked bibliography about the disruptive education or Personal Learning Environment, but there is no information or evidence to demonstrate in this topic.

To continue, in the second topic of the course rubric: “Develops a diagnosis of the needs and problems of secondary school pupils in learning English”, it was done a review of possible evidence to achieve with the topic. But there is a lack of information to demonstrate information.

It was elaborated an observation report identifying a few of problematics that were not relevant for their study, for that reason it cannot contribute here. So, it was not possible demonstrate elements in this point. With that report it was expected develop the basis of the action-research project (Figure 21).

**Figure 21**

*ACTION-RESEARCH PLAN*



NOTE: Research proposal elaborated in collaboration with *Research Methodology* course.

Following the expected action-research plan set by the course, it was developed a complete project to research an educational problematic associated to the English learning. The problematic was chosen from experiences of my past teaching practices, where I considered the Listening for Gist as a strategy to improve listening comprehension of English as a Foreign Language. This plan was previously sustained in a theoretical framework to then design the action plan to carry out the strategy, as it was expected in the course and finally reflect about the results.

As it was a composed plan, it required several steps for its design, specially the steps that were based in research skills. Skills that belong to the nuclei “D”, “E” and “F”. The first skill developed was problematise. Problematise is a skill that belongs to the nucleus “D”, it mainly sets one or more questions to give sense to the knowledge research (Moreno Bayardo, 2000).

It is the delimitation of the object study through the research of theoretical background to provide support to the argument of the action-research. With that I knew and identify relevant information to serve in the design of the synthesis of the proposal related to the topic to then develop the structure of my action plan.

Then, form the nucleus “E”, there is the research skill: constructing the research method. This is a skill of superior cognitive development, because requires the use of the previous research skills of previous courses. It allows to anticipate what to do and how to do it, setting out the action plan globally (Sánchez Puentes, quoted by

Moreno Bayardo, 2000). With this skill, I designed the strategy that allowed me to generate the necessary knowledge to prepare a theoretical background to achieve an answer to the problematic for my improvement proposal.

At the end, the proposal could not be applied because there was no way to apply it, because it was developed for a physical environment, because it was asked like that. So, according to the previous information, the third topic of the rubric course: “Defines the strategic action or action plan” was marked with the criteria: In process, because it was elaborated the strategic action or action plan according with the course. But skip their employment in teaching practices was the fact to not review the results of this action research, specifically to check its possible modifications.

### 4.1.2 Second Unit

In the second unit it is expected carry out innovative intervention actions, using different pedagogies and the creation of personal learning environments to strengthen their reflective teaching. So, in this last unit, the designed project of intervention in the previous unit is expected being applied to analyse its performance, adding the last details.

The fourth topic of the course rubric is: “Knows the importance of digital culture in the world and its influence in the educational field at an international level”. This topic was to add information to the action research, in the perspective of add more elements related to the action plan with virtual fields. But in this case, it was not. There is a lack of information to show evidences that demonstrate that this topic was carried out.

Figure 22

### LESSON PLAN OF THE ACTION-RESEARCH PLAN.

ESCUELA NORMAL No. 1 DE TOLUCA LEADERSHIP EN ENSEÑANZA Y APRENDIZAJE DEL MAESTRO EN EDUCACIÓN SECUNDARIA INNOVACIÓN PARA LA EDUCACIÓN: EMPLEANDO INNOVACIONES EN LA ENSEÑANZA METODOLOGÍA DE LA INVESTIGACIÓN		Date: _____ Number of the lesson: <b>03</b>	Date: _____ Number of the lesson: <b>04</b>	Date: _____ Number of the lesson: <b>05</b>
<b>WEEK LEARNING PLAN</b> Subject: Spanish Language Grade and Group: 2 <sup>o</sup> de Secundaria, 2 <sup>a</sup> Teacher: [Name] Program: [Program Name] Period: [Period]		<b>Make use of the lesson:</b> At the end of the lesson, the students will be able to read and understand the text. <b>Specific aims:</b> Use of reading for pleasure and comprehension. <b>Language (grammar and vocabulary):</b> Grammar: English and Spanish. Vocabulary: English and Spanish.	<b>Make use of the lesson:</b> At the end of the lesson, the students will be able to read and understand the text. <b>Specific aims:</b> Use of reading for pleasure and comprehension. <b>Language (grammar and vocabulary):</b> Grammar: English and Spanish. Vocabulary: English and Spanish.	<b>Make use of the lesson:</b> At the end of the lesson, the students will be able to read and understand the text. <b>Specific aims:</b> Use of reading for pleasure and comprehension. <b>Language (grammar and vocabulary):</b> Grammar: English and Spanish. Vocabulary: English and Spanish.
<b>ACTIVITIES</b> Introduction: [Activity] Development: [Activity] Conclusion: [Activity]		<b>ACTIVITIES</b> Introduction: [Activity] Development: [Activity] Conclusion: [Activity]	<b>ACTIVITIES</b> Introduction: [Activity] Development: [Activity] Conclusion: [Activity]	<b>ACTIVITIES</b> Introduction: [Activity] Development: [Activity] Conclusion: [Activity]
<b>EVALUATION</b> [Criteria and Methods]		<b>EVALUATION</b> [Criteria and Methods]	<b>EVALUATION</b> [Criteria and Methods]	<b>EVALUATION</b> [Criteria and Methods]

<p>expressing their experience in the 3 words are omitted because they are adjectives.</p> <p>1. asks one student to read the first post. 2. reads the post. 3. asks to ss. "What is the situation? Was it a positive or negative post?" 4. asks another student to read the second post. 5. asks to ss. "What is the situation? Was it a positive or negative post?" 6. asks another student to read the third post. 7. asks to ss. "What is the situation? Was it a positive or negative post?" 8. explains that two are congratulations and one is a complaint. 9. shows ss. students a slide with a square divided in 4 columns and 3 lines. 10. asks to ss. complete the square with the adjectives. 11. shows the square completed.</p> <p>T shows to ss. an exercise sheet with 3 SS in the gaps. ss. must complete with adjectives. T reads the instructions for the whole class and explains the instructions. T asks to ss. copy the exercises on their notebooks and then complete the exercise. T provides 10 minutes to copy and answer the exercise. T reviews the time. T asks to ss. to answer the exercises. 4s. answer the exercises. T shows to ss. slide with the answers and asks to ss. copy the correct responses.</p>	<p>1s. answer</p> <p>1. says "Now you will listen three different posts. The first is a compliment, comes and happens about the supermarket, comes and happens about the supermarket, about what of experiences do you think you will listen to in the supermarket?" 2. asks to ss. "What type of opinions do you think you will hear in the supermarket?" 3. shows a slide with the script of the three experiences (2ss to copy to complete ss. 10). 4. asks to ss. copy the script please. (ss. have 10 minutes to copy). 5. says "Please listen with attention and complete the script of the audio, and pay extra the audio, so pay attention!" 6. says to ss. "Listen and check what say the person!" 7. shows the audio of supermarket customer's response. 8. asks "How is the video, listen with attention!" 9. says to ss. "OK ss. we are going to check the answer!" 10. asks to ss. the answers of the exercise 4s. answer. 11. says "I'll please check your answers!" 12. shows the complete script.</p>	<p>T reads the instructions and explains what ss. must do (pairs to copy the script). 1. says "I will play again the listening, or please attend!" 2. plays again the listening. 3. asks for answer of the exercise 4s. answer. 4. shows the script complete. 5. shows other two questions in 10ss slide. 6. asks to ss. "Is this a good or bad option for the cinema?" Does he like or hate the experience in the cinema?" 7. asks to ss. "You must complete the square with the information that you received in the audio!" 8. reads the instructions. 9. provides 7 minutes to complete the square. 10. finishes the time and asks the answers 4s. answer. 11. shows the square completed.</p> <p>T shows other slide with a square that is a square of opinions of the cinema this square is divided in the adjectives used to describe it, the situation that said or not (good) to the person, and the experience that they use to explain their experience (how). T asks to ss. copy the square. T says to ss. "You must complete the square with the information that you received in the audio!" 1. reads the instructions. 2. provides 7 minutes to complete the square. 3. finishes the time and asks the answers 4s. answer. 4. shows the square completed.</p>	<table border="1"> <thead> <tr> <th>15min 18 minutes</th> <th>CLOSURE</th> <th>CLOSURE</th> <th>CLOSURE</th> </tr> </thead> <tbody> <tr> <td>1. shows a slide with 3 images (These images represent the 3 adjectives viewed in class) (This slide is a match the columns with images and the images that represent them). 2. asks to ss. "What adjectives did we use?" 3s. answer using the images and matching the image with the adjective. 4. asks to ss. "What was expressing the post?" 5s. answer. 6. says goodbye to ss. and finishes the class.</td> <td>1. shows a slide with 3 images (These images represent the 3 adjectives viewed in class) (This slide is a match the columns with images and the images that represent them). 2. asks to ss. 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NOTE: This evidence is the lesson plan that was developed and sustained with the action-research plan of *Research Methodology* course.

After to elaborate the action plan, it was developed this lesson plan, where was described the actions to carry out the improvement proposal. It is sustained in the theoretical background of the action plan. So follows the purpose of the course to develop a strategy to employ an improvement in the learning situation of the students (SEP, 2018).

To design this lesson plan, it was used the research skill of: design procedures and tools to search for, retrieve and generate information. It belongs to the nucleus "E". The relevance of this skill lies in the information that can retrieve through the application of an instrument, in this case the lesson plan.

The skill develops capacities to design research procedures and appropriate instruments to then generate and retrieve information of a study object (Moreno Bayardo, 2002). So, it accomplished with the purpose of prepare an instrument for the teaching practice, but it could not retrieve information, because the lesson plan was not applied in teaching practices.

So, the fifth topic of the rubric course: "Designs learning objects, didactic resources and innovative planning, in order to facilitate student learning". Accomplished with the research skill, but not with the topic, because it was expected being applied, to then reflect and systematize the results of the proposal.

Adding to this there were not more resources or elements to contribute to the instruments of the action-research plan. For that reason, the topic was marked with the criteria: Insufficient. Because the evidence developed learning objects, didactic resources and innovative lesson plans, in order to facilitate student learning. But did

not apply them to analyse the results, the relevant step of the action plan. For that reason, the evidence, could not achieve the research competences.

And finally, there is the sixth topic of the rubric: "Reflects about the teaching practices using action-research frameworks to improve practices". The importance of this step is focused on the systematization of the retrieved information of the teaching practice where was applied the action plan. But without elements of employment of the action- research plan, there is no form to show evidence of this topic.

To conclude with this course, there were topics that could not be demonstrated for the reason of the pandemic of Covid-19. Where it was not possible develop the action-research plan because the health circumstances to employ correctly an action plan like that.

So, this action-research to be applied correctly, needed real environments to achieve their correct application and therefore the analysis with systematization of the retrieved information. Although, these situations represent opportunity areas that can be threatened adequately to provide the expected formation that sets the study plan.

#### **4.2 Proyectos de Trabajo Docente**

In this course, it is encouraged the design and implementation of intervention projects that support the head teacher in the group or the school where the professional practice is carried out, for the improvement and strengthening of educational services (SEP, 2018).

In the previous courses, the projects have been research subjects of the own practice, while in this course the purpose is to put into practice the theories and techniques learned in projects that have an impact beyond the classroom and the own teaching practice, in order to contribute to the institutional management of the practice school. For this reason, the projects require new elements to achieve the support to the school of practice according to the needs of the institution that was chosen for the practices.

During the course, the emphasis will be placed on linking the contents and learning from the sixth semester training courses with the professional practice pathway (SEP, 2018). In this way, the formation started to being directed to the degree document that will direct the research proposal in the next course.

At the same time, the course offers continue working in the perspective of reflective teaching, strategic planning, action-research, among others, so that I will be able to base an intervention project, develop it and follow it up to evaluate its impact (SEP, 2018). So, the use of an action plan is an element that will be worked during the professional practice path until the end of it.

This course is compound by two units of work. In each of them is worked the action plan for the intervention in the secondary school. The elements designed in both are progressive according with the through of the course. This is explained in the first unit, where is mentioned to have an approach to the secondary school, it will be applied instruments to retrieve information to select a problematic to then design a theoretical framework of the intervention in the secondary school.

To then in the second unit is applied the project of the action-research in the teaching practices period, to then analyse its results according to the proposal directed to the institutional management or student learning. At the end of the systematisation of the information is expected share the results obtained.

These purposes follow the research work in similar way to the previous courses. But the involvement in the secondary schools to propose management of the school, encourages interventions more sustained to achieve complex action plans like is marked in the course.

**Table 6**

*PROYECTOS DE INTERVENCIÓN DOCENTE*

TOPIC	INDICATOR	DEVELOPED	IN PROCESS	INSUFFICIENT	DEFICIENT
1. Develops a diagnostic, where a problem to be solved is	Elaborates a diagnostic, where a problem to be solved is	Analyses a diagnostic, where a problem to be solved is	Applies a diagnostic, where a problem to be solved is	Prepares a diagnostic, where a problem to be solved is initially	Identifies a diagnostic, where a problem to be solved is

initially determined from a first approach.	initially determined from a first approach.	initially determined from a first approach.	initially determined from a first approach.	determined from a first approach.	initially determined from a first approach.
2. Describes and analyse the school and community context considering the internal and external elements of the place or institution where the intervention will take place.	Explains the school and community context considering the internal and external elements of the place or institution where the intervention will take place.	Researches the school and community context considering the internal and external elements of the place or institution where the intervention will take place.	Details the school and community context considering the internal and external elements of the place or institution where the intervention will take place.	Identifies the school and community context considering the internal and external elements of the place or institution where the intervention will take place.	Knows the school and community context considering the internal and external elements of the place or institution where the intervention will take place.
	Values the school and community context considering the internal and external elements of the place or institution where the intervention will take place.	Systematises the school and community context considering the internal and external elements of the place or institution where the intervention will take place.	Examines the school and community context considering the internal and external elements of the place or institution where the intervention will take place.	Identifies the school and community context considering the internal and external elements of the place or institution where the intervention will take place.	Knows the school and community context considering the internal and external elements of the place or institution where the intervention will take place.
3. Determines and explains the problem, using the diagnoses developed that allowed it to be identified and delimited.	Defines the problem, using the diagnoses developed that allowed it to be identified and delimited.	Analyses the problem, using the diagnoses developed that allowed it to be identified and delimited.	Distinguishes the problem, using the diagnoses developed that allowed it to be identified and delimited.	Identifies the problem, using the diagnoses developed that allowed it to be identified and delimited.	Knows the problem, using the diagnoses developed that allowed it to be identified and delimited.
	Describes the problem, using the diagnoses developed that allowed it to be identified and delimited.	Systematizes the problem, using the diagnoses developed that allowed it to be identified and delimited.	Analyses the problem, using the diagnoses developed that allowed it to be identified and delimited.	Identifies the problem, using the diagnoses developed that allowed it to be identified and delimited.	Knows the problem, using the diagnoses developed that allowed it to be identified and delimited.
4. Designs an intervention project to improve or change the problem proposed.	Elaborate an intervention project to improve or change the problem proposed.	Systematises an intervention project to improve or change the problem proposed.	Analyses an intervention project to improve or change the problem proposed.	Applies an intervention project to improve or change the problem proposed.	Identifies an intervention project to improve or change the problem proposed.
5. Designs instruments for the monitoring, control and evaluation of the results of each action implemented.	Elaborate instruments for the monitoring, control and evaluation of the results of each action implemented.	Analyses instruments for the monitoring, control and evaluation of the results of each action implemented.	Applies instruments for the monitoring, control and evaluation of the results of each action implemented.	Prepares instruments for the monitoring, control and evaluation of the results of each action implemented.	Identifies instruments for the monitoring, control and evaluation of the results of each action implemented.



6. Retrieves and processes information that will be used as a basis for evaluating the results of the intervention project.	Recovers information that will be used as a basis for evaluating the results of the intervention project.	Systematises information that will be used as a basis for evaluating the results of the intervention project.	Analyses information that will be used as a basis for evaluating the results of the intervention project.	Selects information that will be used as a basis for evaluating the results of the intervention project.	Identifies information that will be used as a basis for evaluating the results of the intervention project.
7. Reflects and present the action hypotheses implemented and the results.	Values the action hypotheses implemented and the results.	Systematises the action hypotheses implemented and the results.	Analyses the action hypotheses implemented and the results.	Identifies the action hypotheses implemented and the results.	Knows the action hypotheses implemented and the results.
	Shares the action hypotheses implemented and the results.	Justifies the action hypotheses implemented and the results.	Exposes the action hypotheses implemented and the results.	Describes the action hypotheses implemented and the results.	Distinguishes the action hypotheses implemented and the results.

NOTE: Each of the topics was taken from the course description. (Own elaboration, 2022).

#### **4.2.1 First Unit**

As it was mentioned, in this unit is expected elaborate the diagnosis instruments to detect the problematic in the institution. It can be about school management or the students learning. The purpose of that is retrieve information to set a problematic to carry out the design of a theoretical proposal to then apply it in the intervention practices. For that reason, the expected approach in this unit is to prepare the basis of the project.

To carry out this unit, it was necessary to review the four topics of the rubric course that sustains the first unit, these are:

- Develops a diagnostic, where a problem to be solved is initially determined from a first approach.
- Describes and analyse the school and community context considering the internal and external elements of the place or institution where the intervention will take place.
- Determines and explains the problem, using the diagnoses developed that allowed it to be identified and delimited.
- Designs an intervention project to improve or change the problem proposed.

They were reviewed to find information to sustain that exist evidence of them. But it was not possible to find elements to demonstrate that they were developed through the first unit. The only evidence found in first unit were the lesson plans and materials for the first intervention.

But they are not sustained in a theoretical background. They were focused on the topics of the teaching practices. For that reason, in the first unit was not possible to retrieve evidences of the topics of the rubric course. Situation that can be treated as opportunity area and comprehended in the last chapter of this portfolio.

#### **4.2.2 Second Unit**

Later there are the topics that belongs to the second unit, related to the employment of the action plan that was expected to be developed in previous unit. These topics are:

- Designs instruments for the monitoring, control and evaluation of the results of each action implemented.
- Retrieves and processes information that will be used as a basis for evaluating the results of the intervention project.
- Reflects and present the action hypotheses implemented and the results.

The review of these topics was done to verify what evidences were developed following what sets the unit of the course. But there was not possible to find information to demonstrate that the topics were carried out. The work developed during in this unit were the lesson plans, materials and assessment instruments required for the teaching practices. They were not supported or related to an action plan, they only worked for the last teaching practices. For that reason, it was not possible to retrieve information to sustain that were achieved the topics of the unit.

This is not really a problem of teacher training, this is more a question of activities not being developed as expected by Covid-19 pandemic. The courses were developed to be applied in the presence of people, in real contexts. This situation

did not occur because of the pandemic and limited the work processes required to develop as set out in each course.

For that reason, in the last chapter, there will be treated the proposals and suggestions of how to carry out the topics of each course as they were set. With the purpose of provide a reflective perspective of the work done and how can be improved.

**CHAPTER V**  
**PROFESSIONAL PRACTICE**

In this chapter will be addressed the two last courses of the professional practice pathway. These are *Práctica profesional y vida escolar*, developed in the seventh semester and *Aprendizaje en el servicio* in the eight semester.

Both courses have the main aim of make use of the different resources that have been part of their initial training to consolidate their graduate profile, composed of generic, professional and disciplinary competences that are consolidated in a process of reflective teaching based on research-action (SEP, 2018).

In these courses, the role of a teacher who researches, acts and reflects on his or her own practice is assumed in order to put into practice the different theories, teaching and learning methodologies through multiple activities (SEP, 2018). With the aim of having a positive impact on the classroom, the school and the community, in order to contribute to comprehensive professional development.

In this way, the courses strengthen the graduate profile, with activities specific to professional practice and in the construction of links towards the degree project (SEP, 2018). With this, it is possible begin the search and interest to deepen and offer answers to the demands and challenges that the practice shows, to have better results in each of the interventions.

Following this work route of action-research, the courses now are completely focused on the elaboration of research projects to provide the elements that are necessary for the degree project, depending to the modality and research needs that happen during the process.

To carry out this, it is necessary appeal to the research skills that have been used from the first semester in each course reviewed. The skills that were expected to being used in these courses are the whole skills that belongs to the nuclei "A", "B", "C", "D", "E", "F" and "G", form the theoretical background of Moreno Bayardo (2002).

With them was hoped to develop the development of more professional action-research projects, especially in the employment of skills related to the elaboration of the research methodology and socialize the results obtained in the process to share

with the academic community of the action taken in the interventions. To design reflective cycles of the teaching practice focused on the action-research methodology.

*Práctica profesional y vida escolar* course was developed in hybrid modality, because it was possible return to the presential practices but sometimes return to the virtual too by the pandemic of Covid-19.

In the case of *Aprendizaje en el servicio* course, this was developed in presential practices and completely carried out in the secondary school as part of the fulfilment of the social service component of both courses.

## 5.1 Práctica profesional y vida escolar

The main aim of this course is propose based actions to intervene in a problematic detected through a diagnosis applied in the practical school, in order to intervene and support favourably in the learning of the students and in the improvement of the institution (SEP, 2018).

Through the formulation of questions, it is hoped to encourage the construction of arguments to justify lesson plans, learning assessments, the design of resources and support materials, the application of certain pedagogical strategies and not other alternatives, etc (SEP, 2018). With that, the work was expected to be developed following these statements (Table 7). The composition of this course is only based in one unit.

**Table 7**

### *PRÁCTICA PROFESIONAL Y VIDA ESCOLAR RUBRIC*

TOPIC	INDICATOR	DEVELOPED	IN PROCESS	INSUFFICIENT	DEFICIENT
1. Analyses secondary school curricula and their distribution in hours according to first, second or third year.	Evaluates secondary school curricula and their distribution in hours according to first, second or third year	Systematises secondary school curricula and their distribution in hours according to first, second or third year	Analyses secondary school curricula and their distribution in hours according to first, second or third year	Identifies secondary school curricula and their distribution in hours according to first, second or third year	Knows secondary school curricula and their distribution in hours according to first, second or third year

2. Analyses the context in which works and the socio-cultural conditions of the students.	Evaluates the context in which works and the socio-cultural conditions of the students.	Systematises the context in which works and the socio-cultural conditions of the students.	Analyses the context in which works and the socio-cultural conditions of the students.	Identifies the context in which works and the socio-cultural conditions of the students.	Knows the context in which works and the socio-cultural conditions of the students.
3. Analyse the proposal for the degree project.	Evaluates the proposal for the degree project.	Systematizes the proposal for the degree project.	Analyses the proposal for the degree project.	Identifies the proposal for the degree project.	Knows the proposal for the degree project.

NOTE: Rubric developed from the purposes of the course (Own elaboration, 2022).

### 5.1.1 First Unit

In this first and unique unit of the course, it is expected consolidate the graduate profile of the degree, planning, applying and evaluating diverse and relevant didactic strategies to address the contents of their degree in secondary education (Figure 23), assuming themselves as an education professional who is in the process of formally entering the teaching profession using the action-research in a reflective cycle to self-assess its performance (SEP, 2018).

So, during the development of this unit, was expected that I would elaborate an action plan to propose improvements to a problematic, either of the learning of the students or school management of the institution. According to this, the expected work of research would contribute to my degree project.

**Figure 23**

#### ANALYSIS OF APRENDIZAJES CLAVE SYLLABUS

APRENDIZAJES CLAVE	
Academic Formation	<p>The curriculum categorizes the subject English in Academic training field language and communication that at the same time categorize in five subjects which are the essentials to develop knowledge, attitudes, and principles.</p> <ul style="list-style-type: none"> <li>• Lengua Materna: Español</li> <li>• Lengua Materna: Lengua Indígena</li> <li>• Segunda Lengua: Lengua Indígena</li> <li>• Segunda Lengua: Español</li> <li>• Lengua Extranjera: Inglés</li> </ul> <p>In addition to this in the last curriculum of 2011, the name of the L2 it was Second Language: English (Segunda Lengua: Inglés) but some years ago SEP create a new curriculum "Aprendizajes Clave 2018" with the change of the curriculum SEP named the L2 as Foreign Language: English (Lengua Extranjera: Inglés).</p>
Framework for the teaching and learning of the subject and purposes of the subject	<p>The English course is made up of two stages, made up of a total of four training cycles. The first stage is one of contact and familiarization with the language, which ranges from the third grade of preschool to the second grade of primary school. Grades that correspond to the first cycle, during this stage the students should be able to</p> <ol style="list-style-type: none"> <li>1. Recognize the existence of other cultures and languages.</li> <li>2. Acquire motivation to learn the English language and a positive attitude towards it</li> <li>3. Establish basic links between the information received in various situations of foreign language learning</li> <li>4. Use basic communis, especially of the type receptive and participate in text exploration.</li> </ol>

NOTE: Analysis of Aprendizajes Clave Syllabus where was reviewed the relevant aspects of the syllabus.

This analysis was carried out to review and comprehend the important elements that compound it. By the reason that in seventh semester, the practices are developed in an extended period of interventions. And it is necessary know and understand the syllabus that guides the teaching interventions in English subject from secondary schools.

In this analysis was developed skill research to achieve this evidence. This skill is: "Manage and design techniques for the organisation, systematisation and analysis of information". It belongs to the nucleus "E". The main characteristic of the skill is to encourage the development of information retrieval for further contribution to the generation, retrieval, processing and utilisation of information (Ibarrola, 1986).

So, the employment of this skill was an important step, because it is a skill that allowed to me to organize, analyse and then systematize information that stimulates the development of reporting information. The only element skipped in the evidence was the distribution in hours, but the rest of elements are compound there. In this case, organized and presented in a square.

So, the work developed in the first topic of the course rubric: "Analyses secondary school curricula and their distribution in hours according to first, second or third year" was achieved correctly. For that reason, the evidence was marked with the criteria developed.

Because systematises secondary school curricula. For that reason, the evidence accomplished with the research competence: "Uses the theoretical and methodological elements of research as part of their lifelong learning in English". With the information retrieved, the next step is achieve the development of an analyses of the context of the institution (Figure 24) to consider information for the research project.



**Figure 24**

**SYSTEMATIZATION OF THE SECONDARY SCHOOL AND STUDENTS**

DIAGNOSTIC OF COMPREHENSIVE DEVELOPMENT AND LEARNING PROCESSES	
<b>Cognitive development, socio-emotional, social and physical characteristics of students</b>	<p>The students in the group should have basic skills such as analyzing and arguing problems with formal and abstract elements, but the pandemic and lock down delayed the expected learnings that students should develop. Adding to this, quoting to the head teacher Armando Martinez Torres "many of them didn't attend the classes of the past year, so the mark that we provided them don't represent the real learning of the students". Notably this means that they do not have the complete develop of the expected learnings, also they have not interacted with the head teacher and between them, the department of social work from the school, revealed low information about the group, because, during the lockdown they didn't have a complete communication with the parents of the students to ask them personal information. Situation that was not completed as was required, because a great part of the parents of the learners didn't provide the enough of the learners to prepare a file of each learner" explained the members of the social work department school.</p> <p>The students in the group should have basic skills such as analyzing and arguing problems with formal and abstract elements, but the pandemic and lockdown delayed the expected learnings that students should develop. Adding to this, quoting to the headteacher Armando Martinez Torres "many of them did not attend the past year's classes, so the mark that we provided them do not represent the students' real learning". Notably, this means that they do not fully develop the expected learnings; also, they have not interacted with the headteacher and between them. The department of social work from the school revealed</p>

NOTE: Analysis of the retrieved information from a previous diagnosis to know the school and students.

This evidence demonstrates the interpretation of the results obtained in a previous instrument. In this evidence, the information was interpreted and then used to have elements to know the institution and about the students learning styles, English level and socio-economic situation. This as a prelude to consider for the teaching practices.

To achieve this evidence, it was used the research skill of designs procedures and instruments to search for, retrieve and generate information. This skill also belongs to the nucleus "E". This skill focuses on designing instruments to seek information that can be used as an empirical reference.

Developing it also enables the development of the ability to generate and retrieve information with the purpose of order it and then relate it in a theoretical background (Moreno Bayardo, 2002). So, for that reason, the evidence of the second topic of the rurbric course "Analyses the context in which works and the socio-cultural conditions of the students" was marked with the criteria: In process. Because it analyses the context in which works and the socio-cultural conditions of the students. But is not systematized to prepare the basis for an action-research as it is mentioned in the course.

Finally, with the last topic of the rubric course there is: “Analyse the proposal for the degree project”. As I mentioned, it was developed an instrument to recover information from the school and then it was expected use that information to prepare a proposal degree. However, in the search of an evidence to demonstrate this last topic, it was not possible find information or report related to that. Although my proposal was a portfolio of evidences. For that reason, there is a lack of information in this point.

The most of the evidences were developed in this course, realising that the basic elements of the research plan were designed, but the evidence that was most expected, was the proposal for the degree project, related to an action plan. However, they were not focus on the design of an action plan. They were working with the protocol that is necessary for the teaching practices. So, the research cycle was not carried out as it was expected in the purpose of the course. For that reason, this aspect will be suggested and commented in the last chapter of this portfolio.

## **5.2 Aprendizaje en el servicio**

The last course of the professional practice pathway is focused completely in the professional practices or service in the secondary schools where is developed the degree document. It is a course designed for the accompaniment of future teachers, which allows individual and collective monitoring of the students' performance in the schools of practice (SEP, 2018).

It also involves the construction of didactic resources, learning objects, among others, which can be applied in practice schools, given that they are framed within a service-learning perspective. These are organised and intentionally structured educational actions that promote learning based on collaborative relationships, reciprocity, working in diversity and the inclusion of students and other participants (SEP, 2018). Moreover, it has the characteristic of linking learning and experience in a single educational activity: teaching practice.

For that reason, it is a course where the teacher work is guided in benefit to provide the recommendations and suggestions that are necessary to continue finish the last

details of the teacher formation in a framework of the degree project. This to provide support related to the elaboration of my degree and achieve what was set there.

As the previous course, this is only compound by one unit where is carried out the teaching practices, social service and the construction of the degree project. Although the development of these aspects is important, also there are other topics that need to be reviewed in the process of this course (Table 8).

**Table 8**

*APRENDIZAJE EN EL SERVICIO*

TOPIC	INDICATOR	DEVELOPED	IN PROCESS	INSUFFICIENT	DEFICIENT
1. Argue their proposals for lesson plans and work in the institution.	Explains their proposals for lesson plans and work in the institution.	Systematises their proposals for lesson plans and work in the institution.	Assess their proposals for lesson plans and work in the institution.	Applies their proposals for lesson plans and work in the institution.	Knows their proposals for lesson plans and work in the institution.
2. Use the Portfolio of Evidence to turn it into a strategy that contributes to integrating relevant and meaningful evidence of learning that permanently supports the teaching and learning results of the students with whom it is practised.	Employs the Portfolio of Evidence to turn it into a strategy that contributes to integrating relevant and meaningful evidence of learning that permanently supports the teaching and learning results of the students with whom it is practised.	Analyses the Portfolio of Evidence to turn it into a strategy that contributes to integrating relevant and meaningful evidence of learning that permanently supports the teaching and learning results of the students with whom it is practised.	Applies the Portfolio of Evidence to turn it into a strategy that contributes to integrating relevant and meaningful evidence of learning that permanently supports the teaching and learning results of the students with whom it is practised.	Identifies the Portfolio of Evidence to turn it into a strategy that contributes to integrating relevant and meaningful evidence of learning that permanently supports the teaching and learning results of the students with whom it is practised.	Knows the Portfolio of Evidence to turn it into a strategy that contributes to integrating relevant and meaningful evidence of learning that permanently supports the teaching and learning results of the students with whom it is practised.

3. Process different types of information, evidence of work and different collection techniques: field journals, observation records, interviews, photographs, videos, narratives, lesson plans, performance tests and quizzes, pupils' notebooks, teaching materials, etc.	Values different types of information, evidence of work and different collection techniques: field journals, observation records, interviews, photographs, videos, narratives, lesson plans, performance tests and quizzes, pupils' notebooks, teaching materials, etc.	Systematises different types of information, evidence of work and different collection techniques: field journals, observation records, interviews, photographs, videos, narratives, lesson plans, performance tests and quizzes, pupils' notebooks, teaching materials, etc.	Analyses different types of information, evidence of work and different collection techniques: field journals, observation records, interviews, photographs, videos, narratives, lesson plans, performance tests and quizzes, pupils' notebooks, teaching materials, etc.	Applies different types of information, evidence of work and different collection techniques: field journals, observation records, interviews, photographs, videos, narratives, lesson plans, performance tests and quizzes, pupils' notebooks, teaching materials, etc.	Identifies different types of information, evidence of work and different collection techniques: field journals, observation records, interviews, photographs, videos, narratives, lesson plans, performance tests and quizzes, pupils' notebooks, teaching materials, etc.
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NOTE: Topics extracted from the purposes set in this course.

### **5.2.1 First Unit**

In this unit, the work is about each of the proposals made by the trainee teachers. They are reviewed, considering the contexts, the students, the curricular content, the teaching and assessment approaches, the type of didactic and/or technological resources, among others.

But also, some elements of the teaching practice are retrieved for a reflective process to assess what have been done and how it worked. Specially which are related to the actions implemented for the proposal (SEP, 2018). For that reason, the analysis of these elements is the main aim of the unit, to support the degree projects in its path of development to achieve the expected results.

Although not whole degree projects are related to the action-research, it is necessary review the teaching performance done during the last course of the teaching practices before to enter the teaching profession.

To start with this review of the evidences, the first topic of the course rubric was checked: "Argue their proposals for lesson plans and work in the institution". However, the lesson plans developed during this course has not been sustained in a theoretical framework or methodology of reflective teaching.

They only worked with actions related to the topics of the syllabus and didactic guidelines set in English subject in secondary school. So, they did not provide the relevant elements to being argued. For that reason, there is no evidence to demonstrate in this topic.

The second topic is: "Use the Portfolio of Evidence to turn it into a strategy that contributes to integrating relevant and meaningful evidence of learning that permanently supports the teaching and learning results of the students with whom it is practised". As it was expected, the use of portfolio is a tool to retrieve information that contributes to demonstrate the progress in the formation of an individual (Ibarrola, 1986). But in this case, there is no information to demonstrate that a portfolio was carried out.

Finally in the third topic it is set: "Process different types of information, evidence of work and different collection techniques: field journals, observation records, interviews, photographs, videos, narratives, lesson plans, performance tests and quizzes, pupils' notebooks, teaching materials, etc".

The analysis and systematization of these elements is an enrichment process to analyse the teaching practice. But there is no evidence of the processing of any of them. From these elements, it was developed a practice journal, but it was not assessed or reviewed to retrieve information to systematize for the improvement of teaching practice. So, there is no evidence to demonstrate in this topic.

As in the previous chapters, the circumstances of the seventh and eight semesters allowed develop some evidences according with the availability to design, apply and then reflect the lesson plans, resources, assessment tools, etc. Also, not the whole activities were prepared and applied by the reason of the social service, because the schedules of the different secondary schools did not facilitate the availability to work as it was expected with these topics. The consequences were not to achieve the demonstration of evidences related to the course purposes. Retrieving the information of this, in the next chapter, will be developed the suggestions of the topics and evidences that did not achieve the research competences.

## **CONCLUSIONS**

At the end of this portfolio of evidences, it was demonstrated that my formation had several lacks of information, skipping elements and skills that were relevant for me to become in the English teacher according to the syllabus. The problematics that prevented this were from different causes: academical, health, omission, etc.

It was necessary to review the whole work that I did during the professional practice pathway. Search in the purposes that supports the pathway and looking back to my formation in the opportunity areas that I could not detect in its correspondent moment. Reflection or systematization of that was not developed is certain moment of the formation.

As I mentioned in the beginning, the reasons of the elaboration of this portfolio are based mainly in the problematics that I started to notice to design lesson plans and interventions supported in theoretical backgrounds as an answer to provide a solution to a specific proposal. So, from that point I decided to verify why I had this kind of opportunity areas.

The review of my evidences gave me the reason when they were not according with the purposes of the teacher profile expected by the study plan, with the researcher profile, the research competences that sustain it, the courses purposes and the research process that I needed to employ to develop research skills as part of my formation.

These same opportunity areas were the elements that I used to support the arguments of the assessments of my own evidences. With them it was possible assess the whole evidences expected in the professional practice. And after the assessment I realised that they were not even half of what was requested during the professional practice pathway.

The problem was based in many aspects, but at the end it was necessary to develop an improvement to demonstrate that each topic of each course of this pathway can be approached. And at the same time, what did I do to remedy the weaknesses in the pathway.

With the suggestions it was possible to propose actions to avoid the learning lacks that I had in my formation and use them to provide the expected formation that set the study plan. With these proposals that I made I did not dismiss or judge the work of the teachers that guided the courses of the professional practice pathways.

To the contrary, I gave improvements and suggestions of how can be carried out and with that support the work of the teacher. As I mentioned at the beginning, the main purpose of the portfolio is to develop reflection. Mainly because reflection provides the possibility to understand the problem through an introspection of its approach to comprehend the steps that are necessary to solve it (Bayardo, 2002)

Within the portfolio, there is no problem as such. What is done is a critical analysis of what has been developed since the beginning of my training in the professional practice pathway. Reviewing at the same time what each course requests to develop the expected profile and the research competences, which give base and support to the research profile that the future teacher must develop, with which they will be able to detect and face learning problems related to their own teaching, the learning styles of the students or the environment in which is immersed. (SEP, 2018).

Therefore, when analysing these evidences, the pertinent annotations were made on what was developed and whether it was in line with what was expected to be done. If not, the topic of each rubric itself indicated what should be done to develop the evidence that would contribute to the research profile.

The topics of each unit, which integrated the courses of the professional practice pathway, were always related to the development of the research profile. All of them followed the same progressive route of activities to be performed to stimulate the research profile. For this purpose, 8 semesters were used to develop it.

Therefore, since the first semester, the research profile started to be developed with the purpose of approaching the schools of practice and initiating the stimulation of research processes. Subsequently, these processes would continue to progress through subsequent semesters, thus determining the characteristics that a teacher needs to investigate and solve problems in a pertinent manner (SEP, 2018).



Mainly based on the principles of the syllabus. The basis of the teacher formation: *gradualness*, *sequenciality* and *depth*. They worked together to bring the knowledge in their correspondent moment. During the development of the courses it was expected that they were there providing the elements. But as it was showed, they were not achieved as it was expected.

The *gradualness* was identified with the difficult of learning activities carried out, but sometimes they were following other aspects that were not considered inside in a first moment. So, it was lost the implementation of learning difficult to stimulate skills when the attention was focused on other elements or had a slightly relation with the topic.

In the case of the *sequenciality*, the courses always continue, they never stop, but for the circumstances presented during the path, some of them looked isolated from what was expected in a first moment. So, they marginated the learning activities with the rest of courses from other paths. In certain moments. Sometimes the courses allowed the connection between them and match the previous learning with the new. So, it was an experience that presented connections in the expected learning activities but developed in other way or direction. At the end it is following a sequence with other elements contributing to the formation.

And then with the *depth*, the use of metacognitive skills, the skills that stimulate the reflection of the work in awareness level. The evidences had relation with them in a minimum level, specially when there were elaborated action-research project. These metacognitive skills were not achieved completely, the formation had lacks to get a complete formation with them during the formation process.

The fact that they were not developed as expected opened the door to the understanding that in order not to repeat the same situation. The evidences elaborated in each course demonstrated what can be do to improve the situation. Evidence is the means by which thought is captured for the socialization of a skill or knowledge (Dewey, 1984).

That is why it is important to review the evidences and expose if they were really developed with what the purposes of each course established. And this is reflected in how the development of the evidences started at the beginning of the training, since they were theoretical.

Since the evidences that are applied in school contexts (observation instruments, registers, journals, lesson plans, assessment tools, etc.), are the ones that enrich the research profile the most. Therefore, what was expected in many of the topics of the courses was the application of these evidences and from them to carry out the systematization of the results obtained. Thus, the process of elaborating, applying and analysing would allow the development of research skills, research competences and the research profile.

And here is where I reflect about the lacks in the formation, that some learning activities were not carried out in my formation. And they could provide to me the development that I needed to achieve the teacher profile. But as it was mentioned at the beginning of the chapters. The professional practice pathway is not isolated from the rest pathways, they work together sharing the development of competences.

The most relevant aspect that was not developed during the process were the reflections about teaching practices or reflection directed to a specific topic. As it was mentioned above, the *sequenciality* allowed the courses to connect the learning topics in a different way. The main activities were not developed as it was expected but other activities were developed instead of them.

They involved essays, opinions, self-assessments, or teaching practice journals. In certain form they solved the lacks in the formation, they answered to other learning needs that answered to the requirements of the context lived in specific point of the formation. For that reason, the rest of evidences that were not considered in the portfolio, implemented the skills and corrected lacks. And the teacher formation in other pathways also represents a remedial, because the competences that were implemented in this path also share development in other courses where were

applied evidences that allowed the achievement of them and carried out the mentioned skills of the research nuclei.

The expected was develop the learning activities that sets the syllabus, but when the circumstances are not benefit for that, the formation can be threatened. To solve this problem, it is possible to make use of what is available or to look for elements in other pathways to remedy the deficiencies that exist.

To conclude, looking back to my formation I realised that my formation in the research profile suffered about lacks preparation in the theoretical as in the reflective practice. The circumstances that affected this formation were different. But my commitment with my formation brought to me the opportunity to verify my teaching formation. Review my weaknesses in the process and understand what the necessary action could be to develop the expected formation

With the analysis of the evidences, I noticed the necessary elements that I need rectify in my formation and use it to strength the aspects that were not developed to then, by my side continue with a search of formation that could answer to my needs of teacher formation. And with that, finally achieve the teacher profile that was expected at the beginning of my formation.

# **ANNEXES**

## Annex 1

### Defining the observation (Own elaboration).

NOMBRE DEL ALUMNO: Ivan Castillo Peña

INSTRUCCIONES. Recupera conceptos de la lectura, acorde a lo analizado en clase y lo leído previa clase.

CONCEPTO	DEFINICIÓN
Observación	<ul style="list-style-type: none"> <li>La observación es una herramienta para obtener información que implica un proceso complejo y que tiene distintas funciones fundamentales como la descripción, formativa, evaluativa y provocada.</li> <li>Se concibe como una percepción que va más allá de lo ordinario.</li> <li>Tiene a ver de acuerdo a la imagen que se tiene de sí mismo.</li> <li>También es una operación de extracción y selección de modo que den una serie de significaciones a lo que se percibe en el entorno observado.</li> <li>La observación como medio de evaluación sirve para tomar decisiones.</li> <li>Como evaluación, se exige y se debe guiar por criterios de perfección de la acción pedagógica.</li> <li>Es un modo al objeto de estudio que se desea implementar en el proceso de observación.</li> <li>Todo el proceso involucra recoger y anotar la información.</li> <li>Con ello se dirige al objeto de estudio y para argumentarlo se debe leer e investigar.</li> </ul>

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RUBRICA DE EVALUACIÓN  
VALOR 3.0

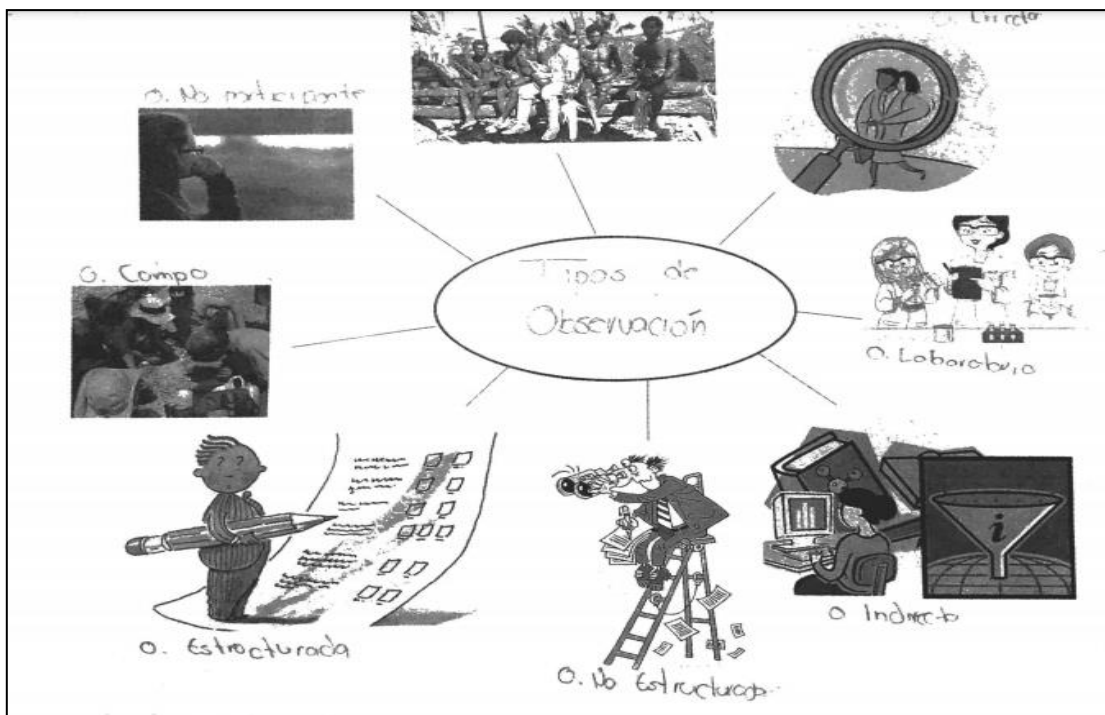
CRITERIO	NIVEL DE DESEMPEÑO			
	LOGRADO 2.0	EN DESARROLLO 1.5	REQUIERE APOYO 1.0	DEFICIENTE .5
Menciona los conceptos esbozados por Postic y Kortebe, con las definiciones acorde a lo que ahude el autor y a lo que se dialogó en clase	Contiene todos los conceptos establecidos en clase, en conjugación con los mencionados por el autor. Las definiciones son acordes a el análisis sostenido en el aula.	Contiene todos los conceptos, aunque algunas de las definiciones no son acordes a lo analizado y visto dentro del aula, en coherencia con el autor.	Carece de uno o dos conceptos y en algunas ocasiones las definiciones mencionadas les falta complementariedad acorde con la discusión dentro del grupo.	Carece de más de tres conceptos con el autor y las definiciones carecen de relación con el concepto.
Se comprende el texto totalmente y carece de falta de ortografía	El texto es comprensible y carece de faltas de ortografía	En algunas ocasiones no se comprende el texto y tiene entre 1 y 2 faltas de ortografía.	El texto es poco comprensible y tiene entre 3 y 4 faltas de ortografía.	El texto es incomprensible. Y tiene más de cinco faltas de ortografía.

PARA ANÁLISIS

- De acuerdo al trabajo que realizó, cómo veo ahora a la observación en el hacer docente?  
Una acción que me permite seleccionar información específica del entorno en el que me desenvuelvo. Específicamente para detectar áreas de mejora en el hacer docente.
- ¿Qué papel tiene la escuela en su comunidad?  
De formadora
- ¿Puedo explicar el papel que tiene la escuela en la comunidad?  
Un entorno donde se preparan académicamente para conseguir mejores condiciones de vida.

## Annex 2

### Observation types (Own elaboration).



# Annex 3


## Observation instrument (Own elaboration).

<p><b>A. EL CONTEXTO: ¿Cuáles son las características del barrio en el que se encuentra la escuela?</b></p> <p>¿Cuál es el estado de las calles, iluminación, servicios disponibles? Electricidad dentro y fuera de la escuela, drenaje, baños, pila con lavadero a un costado de los baños, paredes pequeñas, no hay agua directa en el sanitario y los alumnos tienen que acarrear con tubetes, calles en malas condiciones.</p> <p>¿Cuáles son las características socioeconómicas de la población? Escasos recursos económicos, comunidad con pocos ingresos exteriores, pueblo pequeño con poca población.</p> <p>¿Cómo son las características de las edificaciones colindantes, en qué estado se encuentran? La escuela se encuentra en medio de campo (son terrenos de siembra) y a un costado un rancho con animales, y una bodega.</p> <p>¿Cuál es la actividad socioeconómica del barrio (fabricas, comercio, etc.)? Agricultura, ganadería y venta, reciclaje de metal y plástico.</p> <p>¿Existen otras instituciones culturales y/o educativas? Sí, una Primaria y un Kinder, cerca de la Secundaria.</p> <p style="text-align: center;"><b>B. LA ESCUELA:</b></p> <p style="text-align: center;"><b>B.1. Caracterización cuantitativa de la institución (de los últimos 3 años)</b></p> <p>-Composición de la planta funcional: El edificio es de dos plantas, ambas están ocupadas, en la planta alta hay 4 salones y en la planta baja igual, 3 sin funcionar, las ventanas de lado de la carretera están rotas.</p> <p>-Cantidad de alumnos matriculados: 40 alumnos máximo, 20 mínimo por grupo 1º grado: 40 alumnos 2º grado: 32 alumnos 3º grado: 22 alumnos</p> <p>-Matricula organizada por cursos, años, ciclos... Ciclos escolares 2018-2019, grados 1º, 2º, 3º</p> <p>-Porcentaje de repeticiones (por año, ciclo u otra periodización).</p>	<p>-Índice de deserción: Desertan de 10 a 12 alumnos cada año</p> <p style="text-align: center;"><b>B.2. ¿Cómo es el clima institucional?</b></p> <p>¿Cómo es la interacción entre maestros, profesores, padres y/o alumnos? La comunidad es unida, los padres si asisten a la escuela, existe una interacción de confianza entre maestros y alumnos, de cierta forma hay comunicación entre los involucrados sobre lo que pasa dentro de la institución.</p> <p>¿De qué año es el edificio escolar? De 1988 (30 años)</p> <p>¿Se observan ampliaciones y reformas? En la sala de maestros hay carteleros con títulos de "aprendizajes clave" que pertenecen a la reforma 2018.</p> <p>¿Hay grupos diferenciados por ciclo u otras características? Sí por año en curso (1º, 2º, 3º) grados</p> <p>¿Cómo se dan las formas de organización de los tiempos, los espacios y las actividades? Los espacios de las actividades se reparten conforme a lo que se va a trabajar y lo rápido con la que trabajan los alumnos.</p> <p>¿Se identifican los personajes sobre los tuidos y silencios en la institución? Sí hay silencio, a excepción de una profesora que gritaba mucho.</p> <p>¿Se reconoce la existencia de conflictos? ¿De qué tipo? No</p>
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<p>→ Los alumnos se distraen muy fácil con las actividades externas, y por otro lado hay un profesor que los premia para que de cierta manera ellos se sientan motivados a realizar las actividades.</p> <p><b>El clima en el aula:</b> Los profesores imparten de dos a más materias, hay indisciplina, descontrol del grupo, los niños se sientan sin premios, peleas entre alumnos, hay rebeldía hacia el profesor, se levantan muy frecuente de su lugar de trabajo, realizan otras cosas, cuando deben escuchar al profesor, no tienen muy desarrollada la habilidad de escribir, escuchar y hablar en inglés, solo como de 3 a 5 alumnos tienen conocimiento, el grupo es muy inquieto, no tienen intereses, desorganización grupal, hay bostazo en el aula, pocas toman nota mening...</p> <p><b>La participación de los alumnos:</b> -La participación es alrededor de 5 alumnos que por lo regular son los mismos que participan en todas las clases. -Cuando el docente hace preguntas respecto al tema que se está hablando si saben contestar.</p> <p><b>Estrategias didácticas:</b> -Trabajo en binas -Cálculo mental -Actividades sorpresa -Serie de preguntas -Utiliza ejemplos de la vida cotidiana</p> <p><b>Tipos de comunicación entre el docente y los alumnos</b> -Hay lenguaje coloquial entre profesor y alumnos -Comunicación grupal -Mal vocabulario entre compañeros (se expresan con groserías) -Hay gritos dentro del aula.</p> <p><b>Preguntas sugeridas</b> <b>Contexto del aula</b> ¿Los maestros muestran interés hacia los alumnos? Si muestran interés por los alumnos, se esmeran por dar la clase que les corresponde, preguntan si hay duda en lo impartido y se basan en el plan de trabajo. ¿Cómo es la convivencia del grupo (en general)? Desorganización grupal, se comunican con malas palabras y hay violencia y bullying entre compañeros.</p>	<p><b>Material didáctico:</b> -Libros de texto -Actividades grupales -Tabla periódica (Química) -Papel bond, mapas, calculadoras.</p> <p><b>Tiempo para la enseñanza y el aprendizaje:</b> Por lo regular son 50 minutos por asignatura los cuales dedica el docente a impartir clase. Llegado preparado el tema y luego ya explica de que será la clase y como se llevará a cabo.</p> <p><b>Utilización del tiempo:</b> Distribuye el tiempo para ir explicando mientras da clase son 20 minutos de teoría y el resto lo maneja con ejemplos.</p> <p><b>Interrupciones:</b> Los alumnos haciendo desorden, saliendo al sanitario organizando equipos de trabajo.</p> <p><b>Las tareas del docente:</b> Realizar actividades de lo que se ve en clase.</p> <p><b>Descripción del grupo escolar:</b> Mala organización, solo trabajan pocos, son muy inquietos no muestran interés hacia clase.</p> <p><b>La enseñanza y el aprendizaje:</b> -Trabajo en binas -Conversación en inglés -Apoyo de Profesor y alumno -Actividades sorpresa (ejercicios de cálculo mental) -Preguntas sobre dudas en clase.</p>
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## Annex 4

Observation instrument of second observation practice (Own elaboration).



**ESCUELA NORMAL NO.1 DE TOLUCA**  
SUBDIRECCIÓN ACADÉMICA  
DEPARTAMENTO DE FORMACIÓN INICIAL  
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS  
CICLO ESCOLAR 2018-2019

**GUÍA DE OBSERVACIÓN**

1-¿Qué actitudes tienen los alumnos cuando el docente entra al aula?  
Los alumnos <sup>saludan</sup> ingresan de manera respetuosa, a la maestra. Solamente cuando ha iniciado la clase los alumnos vuelven hacer ruido.

2-¿Cómo se desarrolla el proceso de enseñanza en el aula?  
La maestra da conceptos sobre el tema. Aclara los dudas de los alumnos. Comparte ideas con algunos alumnos. Los alumnos se ~~comparten~~ <sup>comparten</sup> ideas para realizar el trabajo. Hace participar. Hace chistes <sup>para atrapar la atención.</sup>

3-¿En qué momentos el docente hace una modulación de su voz en la clase?  
Cuando algún estudiante se encuentra haciendo ruido la maestra modula su voz mas alto. Cuando ~~presenta~~ <sup>cuando se duermen.</sup> Cuando los alumnos están haciendo ruido. Cuando pide tareas.

4-¿Los alumnos realizan las instrucciones del docente?  
Si, cuando es una instrucción que conlleva poco tiempo que atorga la maestra. También cuando les llama la atención. Cuando piden participaciones. Las dinámicas las hacen mejorar las escrituras. Cuando da tarea.

5-¿Qué actitudes toman los estudiantes ante diferentes tonos de voz del docente?  
Si habla muy fuerte los alumnos guardan silencio. Si la maestra habla bajo los alumnos hacen ruido. Si la maestra se acerca algunos alumnos y le llama la atención personalmente.

## Annex 5

*Analytic documentation (Own elaboration).*

### PRÁCTICA EDUCATIVA OBSERVADA

La práctica de observación se realizó el día 4 de diciembre de 2018, en el municipio de Toluca, Estado de México, en la Escuela Secundaria Ofic. 0009 "León Guzmán", ubicada en la zona centro (Figura 1). El contexto donde se ubica cuenta con alumbrado público, gran flujo de transeúntes y una patrulla permanente en la esquina de la institución. La comunidad donde se encuentra, se caracteriza por su "no permanencia", es decir, un estado de fluencia social (Vargas, 2002), en donde convergen actores de distintos medios.

La Escuela Secundaria en mención, cuenta con una barda perimetral en color verde y un portón del mismo tono, cuenta con el apoyo de un velador y algunos padres de familia realizan la guardia mientras los estudiantes ingresan a la institución antes de las 7:00 a.m.

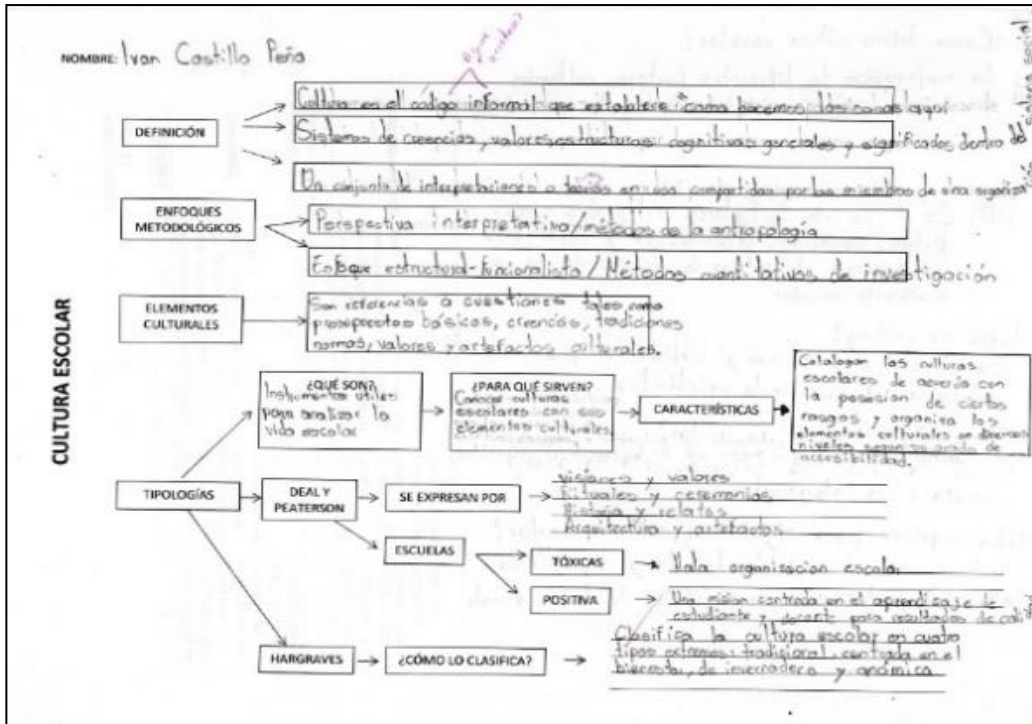
La Escuela cuenta con una plaza cívica, misma que funciona como cancha deportiva de voleibol. Tienen diversidad de aulas: cinco que corresponden a segundo grado; cuatro que conciernen a tercer grado; una dirección escolar; cuatro aulas que pertenecen al primer grado; un auditorio; un espacio de computación, sanitarios para hombres y mujeres que funcionan adecuadamente; oficinas de orientación. Además la institución cuenta con una cancha de basquetbol, una cooperativa escolar y jardineras.

La escuela está constituida por un personal de 61 personas, es de organización completa, es decir, tiene a todos sus maestros, administrativos, directivos, orientadores y personal de intendencia. Los estudiantes tienen la oportunidad de poder aprender en los diferentes edificios edu-



## Annex 6

Scholar culture graphic organizer (Own elaboration).



## Annex 7

Own elaboration of scholar culture concept (Own elaboration).

¿Cómo defino cultura escolar?

La conjugación de diferentes factores culturales que forman una comunidad unida sujeta a cambios.

ND: Es el conjunto de factores culturales como tribus, creencias, experiencias y costumbres que generan el sistema de convivencia en un ambiente escolar.

¿Qué es cultura?

Es el conjunto normas y tradiciones que determinan el carácter de un individuo.

¿Cómo significo cultura escolar?

Como la identidad que determina a una escuela y sus integrantes.

¿Qué requiero para significar cultura escolar?

Realizar una observación de ello y a partir de ello interpretar sin crear juicios de bueno o mal.

CRITERIO	1.5	1.0	0.5	0
CONTENIDO	Se recuperan las ideas solicitadas en el gráfico, acorde con la lectura	Se recuperan las ideas, solo con confusión en un apartado	Se confunden los apartados, por lo que se sugiere leer nuevamente el texto por parte de los alumnos	Existe una falta de comprensión de la lectura, en consecuencia los gráficos están en su mayoría erróneos
ORTOGRAFÍA	5 Carece de faltas de ortografía y es comprensible el texto	4 Tienen una falta de ortografía y/o en una categoría no se comprende	3 Tiene dos o tres faltas de ortografía y/o carece de comprensión en los apartados	2 Tiene más de cuatro faltas de ortografía y/o es incomprensible en más de tres apartados

RUBRICA GRAFICO  
VALOR 2.0  
1.9

# Annex 8

Graphic organiser of the relationship between youth culture and school culture (Own elaboration).

<p><b>¿QUÉ SUCEDE CON LAS ESCUELAS Y LOS JÓVENES?</b>          La escuela para los adolescentes es una escuela en expansión. La escolarización por una parte crea juventud, es decir, contribuye fuertemente a la construcción de estos nuevos sujetos sociales. Pero por otra parte, la masificación produce una serie de transformaciones en las instituciones escolares. No solo los jóvenes y adolescentes se escolarizan son más, sino que son diferentes.</p> <p><b>MENCIONA UN EJEMPLO DE:</b></p> <p>a) <b>Diversidad de las esferas jurídicas</b>          Los resultados escolares diferentes no deben exigirse tratándose escolares.</p> <p>b) <b>Principio de reciprocidad</b>          El profesor tiene todo el poder y hace lo que quiere, mientras que el alumno solo tiene que obedecer.</p>	<p><b>NOMBRE DEL ESTUDIANTE</b>          Juan Castillo Peña          LEA1</p>	<p><b>PROBLEMAS QUE SE IDENTIFICAN EN LA ESCOLARIZACIÓN MASIVA</b></p> <p>1: El primero tiene que ver con el tema de la identidad y cultura de los adolescentes.          2: El eje político de la modificación de los equilibrios de poder entre las generaciones.          3: El sentido de la experiencia escolar para los adolescentes y jóvenes.          4: Evaluación actual.</p>
<p><b>¿Por qué estudian los jóvenes? (cultura escolar)</b>          Los adolescentes deben estar en la escuela. Este es un mandato de ley, como lo también es un mandato social.</p>	<p><b>CULTURAS JUVENILES Y CULTURA ESCOLAR</b></p> <p><b>BIBLIOGRAFÍA:</b></p>	<p><b>¿Qué factores colocan en crisis a las escuelas, con respecto a los jóvenes?</b>          La demografía, la morfología y la cultura de las nuevas generaciones pone en crisis la oferta tradicional de educación escolar. Los síntomas manifiestos y evidentes son la exclusión y el fracaso escolar.</p>
<p><b>¿Por qué estudian los jóvenes? (cultura escolar)</b>          Los adolescentes deben estar en la escuela. Este es un mandato de ley, como lo también es un mandato social.</p>	<p><b>Características de una buena escuela</b>          Impone el protagonismo de los jóvenes, no se limita solo a enseñar, sino a motivar, interesar, movilizar y brindar conocimientos significativos, el interés por los adolescentes como personas íntegras, una institución flexible en tiempos, secuencias, metodologías. Modelos de evaluación, forma personas y ciudadanos y no objetos, desarrollo competencias y conocimientos transdisciplinarios útiles para la vida, atención a todas las dimensiones del desarrollo humano: física, cognitiva y afectiva, permite la construcción de un proyecto de vida para los jóvenes.</p>	<p><b>Ejemplos de los 4 peligros a los que se enfrentan los jóvenes</b>          La condescendencia: la creación de instituciones como el COMAFE.          El negativismo: Generalizar que los adolescentes consumen drogas.          El demagoguismo juvenil y adolescente: El perfil de agrios que buscan tener las instituciones.          El fatalismo: Generalizar al adolescente en un colapso de vida basado en el libertinaje.</p>

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**RUBRICA DE EVALUACIÓN**  
**VALOR 2.0**

<b>CRITERIO</b>	<b>1.5</b>	<b>1.0</b>	<b>.5</b>	<b>0</b>
<b>CONTENIDO</b>	Se recuperan las ideas solicitadas, acorde con la lectura	Se recuperan las ideas, sólo con confusión en un apartado	Se confunden dos apartados, por lo que se sugiere leer nuevamente el texto por parte de los alumnos	Existe una falta de comprensión de la lectura, en consecuencia, los apartados están en su mayoría erróneos
<b>ORTOTIPOGRÁFICO</b>	Carece de faltas de ortografía y es comprensible el texto	Tienen una falta de ortografía y/o en una categoría no se comprende	Tiene dos o tres faltas de ortografía y/o carece de comprensión en por lo menos dos apartados	Tiene más de cuatro faltas de ortografía y/o es incomprensible en más de tres apartados

## Annex 9

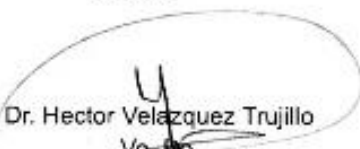
*Interview to students about scholar language (Own elaboration).*


### ENTREVISTA


Hola, mi nombre es Ivan Castillo Peña, estudiante de la Escuela Normal No. 1 de Toluca, del segundo semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés y deseo realizarte una serie de preguntas sobre el lenguaje en tu escuela.

- 1-¿Qué tipo de expresiones usan más tus compañeros?
- 2-¿Cómo el lenguaje que utilizan tus compañeros les permite comunicarse entre sí?
- 3-¿De qué manera se dirigen tus compañeros a los docentes?
- 4-¿Qué vocabulario se utiliza entre tus compañeros cuando está ausente un docente?
- 5-¿Qué vocabulario se utiliza entre tus compañeros cuando está presente un docente?
- 6-¿Qué tanto el lenguaje de tus compañeros fomenta la formación de grupos de amigos dentro del aula?
- 7-¿De qué manera repercute el lenguaje de tus compañeros en el aula?
- 8-¿Cómo es el ambiente escolar que se crea en el aula ?
- 9-¿De qué manera el lenguaje que utilizan tus compañeros les permite organizarse?
- 10-¿De donde provienen las expresiones que usan tus compañeros?

  
Ivan Castillo Peña  
Elaboró

  
Dr. Hector Velazquez Trujillo  
Ve. Bo

  
Guadalupe Jazmin Garcia Clemente  
Vo. Bo

  
Dra. Karen Vilchis Perez  
Autoriza

# Annex 10

## Narrative about interpersonal relations (Own elaboration).

Ivan Castillo Rúa

**LA NARRATIVA**

PREGUNTA	RESPUESTA
¿QUÉ DESEO SIGNIFICAR? (¿DE DÓNDE OBTENGO LOS DATOS?)	Relaciones Interpersonales De una guía de observación y una entrevista
¿DE QUÉ PREGUNTAS OBTENGO LOS DATOS?	¿Cómo conciben que son las relaciones interpersonales entre los alumnos? (Necesidades fisiológicas, afectividad, pertenencia de grupo, contacto físico, intimidad) ¿Porqué los alumnos tienen esas relaciones interpersonales?
SISTEMATIZAR INFORMACIÓN	El día 5 de Marzo del 2019, se realizó una observación de observación en las Escuelas Básicas Of. No. 042 "Margarita Colla". Para la cual se utilizó un instrumento para dicha práctica, la cual permite la obtención de sus estudiantes hasta las 7 de la mañana, donde el director realiza la guardia; de se todo requiriendo ingresar los usuarios y de no lado derecho ingresan los profesores. Al ingresar a la institución se nos recibió en una institución de la estructura escolar de la institución. Debido a la institución se nos asignó una sala donde realizar nuestra observación. De esta manera me introduje a mi tema de estudio. Se me asignó la observación en el primer grupo B. Al ingresar los alumnos nos recibían con un saludo de buenos días, la orientada nos posicionamos en el fondo del salón de lado izquierdo en la última fila. Fue posible distinguir con mi primer instrumento la guía de observación, que los alumnos hablan entre sí, hacen ruido al amasar panes, se pasan libretas entre sí, se pelean en las manos, se cambian de lugar, a lo cual la maestra alza la voz y comienza a cambiar de lugar a algunos alumnos, pasando así; la maestra realiza la reorientación, a lo cual comienza a dar participación a los alumnos que levantan la mano

Para hablar del tema de la clase. Los cuatro alumnos del fondo del lado derecho empiezan a reír en voz alta, la maestra continúa hablando del tema. La orientada entra al aula y solicita a la maestra salir del aula. La maestra anota en el pizarrón el trabajo a realizar y sale. Los alumnos se pelean y hablan en voz alta, dos alumnos salen del aula y regresan nuevamente al aula. Una alumna se levanta y se coloca enfrente del pizarrón y alza la voz para decir: "Avanza a los que se salgan y estén jugando". Algunos alumnos regresan al lugar, la maestra vuelve y comienza a decir: "Voy a revisar el avance que dejé". Se escucha a los alumnos hablar, se genera sonido en el aula y la profesora pasa a revisar, la maestra se detiene a ver su reloj y regresa al escritorio diciendo que dejata tarea y se retira. A partir de ahí yo comencé a preguntar a algunos alumnos sobre las relaciones con sus compañeros, la pregunta con la que inicié es: ¿Porqué los alumnos tienen esas relaciones interpersonales? Explique que las relaciones interpersonales abarcan la pertenencia de grupo, afectividad, intimidad, contacto físico y necesidades fisiológicas; a lo que respondieron: "Hay comunicación entre ellos", "Tienen intereses personales", "Les gusta hacer conflictos en el aula", "No hay un maestro en el salón", "Están con sus amigos". Durante el receso escolar de los tres días de la práctica de observación realicé la entrevista como mi segundo instrumento para la práctica. Dicha entrevista la realice con algunos docentes de la institución; con la pregunta: ¿Cómo conciben que son las relaciones interpersonales entre los alumnos? (Necesidades fisiológicas, pertenencia de grupo, afectividad, contacto físico, intimidad) a lo que los docentes respondieron: "Difícil primero la interacción entre ellos, los chicos dependiendo de sus amigos o compañeros, se juntan con sus semejantes a sus características, hay chicos que tienen problemas de autorregulación, instantáneos, lo que nosotros decimos conductas inadecuadas, contestan, alegan, comparan todo y no saben escuchar, hay chicos que con su mal autorregulación hacen conflictos, hacen que varían por su etapa de adolescente"; "En mi caso, mi hijo es Educación Física, los aprendizajes van enfocados a que el alumno pueda socializar con sus pares, yo manejo los juegos modificados, tradicionales, le repito, con el mismo fin de que los alumnos convivan y tengan una sana convivencia, eso es el objetivo"; "OK, yo creo que es muy importante para ellos, sobre todo por su edad, por pertenecer a los grupos, incluso suelen estar, poner en practica cosas que no van acorde a lo que ellos piensan, pero lo tienen que hacer incluso para pertenecer a estos grupos y por el vínculo que hay con sus compañeros."

**RUBRICA NARRATIVA**  
VALOR 5.0

CRITERIO	2.0	1.0	.5	0
<b>CONTENIDO</b>	Se hace una recuperación acorde a las características que conlleva una narrativa	Falta por lo menos una característica de la narrativa (tiempo, descripción, tema específico)	Faltan dos de las características señaladas dentro de la narrativa	Faltan de tres a más de las características señaladas en la narrativa
	La narrativa se construye en razón a los datos obtenidos y al tema seleccionado. El tema es específico	El texto se elabora con una temática confusa	Se elabora la narrativa con más de dos temáticas	Se carece de la ubicación del tema a tratar
<b>ORTOTIPOGRÁFICO</b>	Carece de faltas de ortografía y	Tienen una falta de ortografía	Tiene dos o tres faltas de ortografía.	Tiene más de cuatro faltas de ortografía
	Es comprensible el texto	Hay algunas partes del texto que son poco comprensibles	Se ubican más de tres apartados con faltas de ortografía	Es incomprensible el texto

EVALUACIÓN TOTAL : 3.7

## Annex 11

Comparative chart of action-research models (Own elaboration).

	Elliot	Lomax	Lewis
<b>Investigación Acción</b>	Se le reconoce como estudio de una situación social con el fin de mejorar la calidad educativa.	Es una intervención en la práctica profesional con la intención de ocasionar una mejora en el ámbito educativo.	Cada ciclo se compone de una serie de pasos: planificación, acción y evaluación de la acción.
<b>Características</b>	<ul style="list-style-type: none"> <li>- Diálogo con profesionales</li> <li>- Descubrimiento y resolución de los problemas</li> <li>- Evalúa cualidades del propio yo</li> </ul>	<ul style="list-style-type: none"> <li>- Forma pública de indagación</li> <li>- Mejora a través de la intervención</li> <li>- Es participativa</li> <li>- Rigurosa en indagación</li> </ul>	<ul style="list-style-type: none"> <li>- Reconoce un plan</li> <li>- Prevee diferentes posibilidades de aprendizaje</li> <li>- Reconoce sus limitaciones</li> </ul>
<b>Propósitos</b>	Según Kemmis y Mc Taggart (1988), es una mayor prioridad el mejorar en la práctica, comprensión de la práctica, mejora de la situación en la que tiene lugar la práctica. Además articula la investigación: la acción y la formación y acerca a la realidad, vinculando el cambio y el conocimiento que se presenta.		
	Zuber-Skerrit (1992)	Basscy (1995)	Pring (2000)
<b>¿Qué implica hacer investigación acción?</b>	<ul style="list-style-type: none"> <li>- Se hace pública la experiencia.</li> <li>- Reflexiona y mejora su práctica y su situación</li> <li>- Se vincula con rigor la reflexión - acción.</li> </ul>	Explica que pretende comprender e interpretar las prácticas sociales (indagación) para realizar indagaciones o acciones con el propósito de mejorarlas	<ul style="list-style-type: none"> <li>- Manifiesta duda de lo que acontece</li> <li>- Busca mejorar la calidad de la práctica docente</li> <li>- Distingue investigación acción.</li> </ul>
<b>Institucionalización</b>	Se considera una serie de cambios organizativos y personales que se ven puestos en una marcha de procesos y estrategias de forma estable como cambio y mejora de la escuela.		
<b>TIPOS</b>	<b>OBJETIVOS</b>	<b>ROL</b>	<b>RELACIÓN</b>
<b>Técnica</b>	Es la eficiencia, la efectividad de la práctica educativa y el desarrollo profesional	Un profesional externo de la práctica.	Cooperación de distintas competencias
<b>Práctica</b>	La transformación durante la práctica y su comprensión.	Rol de la autorreflexión y de la participación.	Unidad de consulta del proceso.
<b>Emanicipatoria</b>	Emanicipación de los participantes de los dictados de la tradición auto-decepción, coersión.	Un mediador en el proceso	Colaboración de los organismos metodológicos.

## Annex 12

*Action-Research Model Chosen (Own elaboration).*

### **Hipòtesis**

El uso de copying en 1º grupo "D", como herramienta del desarrollo de la producción escrita de enunciados simples del idioma inglés.

**Objetivo General:** Implementar el copying como técnica productora de escritos de enunciados simples.

### **Objetivos Particulares:**

- Reconocer palabras clave en la información proporcionada de un modelo que permita a los estudiantes de 1º grupo "D" generar enunciados simples.
- Determinar el alcance del copying en los estudiantes del 1º grupo D con la producción de textos.
- Revisar producciones de textos generadas a partir de modelos de texto.
- Evaluar la producción de textos simples generadas en los ejercicios implementados.

### **Modelo de Investigación:**

Modelo de Elliot

## Annex 13

*Observation guide (Own elaboration).*



ESCUELA NORMAL No.1 DE TOLUCA  
SUBDIRECCIÓN ACADÉMICA  
DEPARTAMENTO DE FORMACIÓN INICIAL  
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS  
CICLO ESCOLAR 2019-2020

### GUÍA DE OBSERVACIÓN

- 1.-¿En qué contexto está ubicada la institución?
- 2.-¿De qué tamaño es el aula?
- 3.-Con qué recursos cuenta el aula?
- 4.-¿Qué materiales didácticos utilizan los docentes?
- 5.-¿Qué estrategias didácticas utilizan los docentes?
- 6.-¿Cuánto tiempo tienen los docentes para dar clase?
- 7.-¿Cuentan con material didáctico los alumnos (cuaderno y libro de texto de inglés)?
- 8.-¿Cómo es la interacción alumnos - docentes?
- 9.-¿Cómo es la interacción alumnos - alumnos?
- 10.-¿Cómo se comportan los docentes dando clase?
- 11.-¿Cómo se comportan los docentes impartiendo clase?
- 12.-¿Cuáles son las actividades introductorias?
- 13.-¿Hay recursos y materiales disponibles en el aula y la escuela?
- 14.-¿Hay alumnos que tengan problemas para aprender o entender la clase?

# Annex 14

## Lesson plan (Own elaboration).

 <b>ESCUELA NORMAL No. 1 DE TOLUCA</b> <b>LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA</b> <b>PRÁCTICA DOCENTE EN EL AULA</b> <b>WEEKLY LESSON PLAN</b>					
School's Name: Escuela Secundaria Oficial No. 0012 "Héroes de la Independencia"				C.C.T: 15EES0039C	
Titular Teacher: Mariana Paola Capetillo Zauzeta		Trainee Teacher: Ivan Castillo Peña			
Grade and Group: 3rd D		No. students: 52		Program: PNIIF	
Social practice of the language		Exchange emotions and reactions for a TV program.		Trimester: First October	
Social learning Environment		Familiar and Community			
Communicative Activity		Exchange caused for media.			
Achievements		Analyse TV programs Interpret the general sense and some details Write notes about emotions and reactions for participate in an exchange of impressions Share emotions and reactions			
Product		Interview			
Assessment		Worksheet			
Aim		Create an interview			
Specific aims		Identify the structure of a comment and emotions.			
Group learning styles / strategies:		Visual 32.08%		Auditory 32.60% Kinesthetic 33.90%	
Special features of the group: No one					
Problem detected: Students do not correctly use writing, spelling and punctuation in English.			Hypothesis: The exercises of "copying" of words or texts in worksheets and the blackboard encourage the exercise of writing and spelling of English.		
Developed skills:		Speaking:		Listening:	
				Reading: <input type="radio"/>	
				Writing: <input type="radio"/>	
				Use of the language: <input type="radio"/>	
Date: October 14 <sup>th</sup> 2019		Number of lesson:1/3		Date: 16 <sup>th</sup> October 2019	
Aim of the lesson: Learn emotions		Aim of the lesson: Learn elements of a TV program.		Date: 17 <sup>th</sup> October 2019	
Language (grammar or vocabulary): Emotions		Language (grammar or vocabulary): Elements of the program		Number of lesson:3/3	
Resources: Worksheet, word cards, images & poster		Resources: Worksheet, poster & images		Aim of the lesson: Make an interview	
Language (grammar or vocabulary): Emotions		Language (grammar or vocabulary): Elements of the program		Language (grammar or vocabulary): Emotions	
Resources: Own work		Resources: Own work		Resources: Own work	
BEGINNING		BEGINNING		BEGINNING	
Time: Interaction:		Time: Interaction:		Time: Interaction:	
<ul style="list-style-type: none"> <li>T. greets "Good morning" "How are you today?"</li> <li>T. writes the header. October ____ 2019</li> </ul> Achievement: Analyse TV programs Today's topic: Emotions		<ul style="list-style-type: none"> <li>T. greets "Good morning" "How are you today?"</li> <li>T. writes the header. October ____ 2019</li> </ul> Achievement: Analyse TV programmes Today's topic: Elements of TV program.		<ul style="list-style-type: none"> <li>T. greets "Good morning" "How are you today?"</li> <li>T. writes the header. October ____ 2019</li> </ul> Achievement: Share emotions and reactions Today's topic: Interview	
<ul style="list-style-type: none"> <li>T. and Ss. do warm up activity</li> <li>T. says "Listen to me and repeat the action"</li> <li>T. says "Clap your hands, stomp your feet, snap your fingers, rise your fist."</li> </ul>		<ul style="list-style-type: none"> <li>T. and Ss. do warm up activity</li> <li>T. says "Listen to me and repeat the action"</li> <li>T. says "Clap your hands, stomp your feet, snap your fingers, rise your fist."</li> </ul>		<ul style="list-style-type: none"> <li>T. and Ss. do warm up activity</li> <li>T. says "Listen to me and repeat the action"</li> <li>T. says "Clap your hands, stomp your feet, snap your fingers, rise your fist."</li> </ul>	
DEVELOPMENT		DEVELOPMENT		DEVELOPMENT	
Time: Interaction:		Time: Interaction:		Time: Interaction:	
<ul style="list-style-type: none"> <li>T. pastes a poster with images of TV programs (Appendix 1)</li> <li>T. asks "What is your favourite TV program?"</li> <li>T. asks "What is the reaction or emotion for the TV program?"</li> <li>T. asks "What are the genres of TV programs?"</li> <li>T. writes genres and emotions of the TV programs, on the board and asks to Ss. the meaning (Appendix 2)</li> <li>T. says "Copy this vocabulary in your notebook and draw emoji for the emotions".</li> </ul>		<ul style="list-style-type: none"> <li>T. pastes a poster with images of TV programs (Appendix 1)</li> <li>T. asks "What are the elements in a TV program?"</li> <li>T. writes the TV program elements on the board</li> <li>T. says copy the vocabulary in your notebook</li> <li>T. choose one TV program from the poster TV programs and asks for the elements (Appendix 3)</li> <li>T. says "Using your favourite TV program describe the elements in your notebook and express the emotions it caused in you"</li> </ul>		<ul style="list-style-type: none"> <li>T. says "Write these questions in your notebook and answer them"</li> <li>-What is your favourite TV program?</li> <li>-What is the cast?</li> <li>-Who are the principal characters?</li> <li>-What time starts the TV program?</li> <li>-What is the scenery?</li> <li>-What is the genre?</li> <li>-What is the plot?</li> <li>-What emotion or reaction cause it TV program on you?</li> <li>T. says "Make this questions to classmate and write the activity in your notebook.</li> <li>T. checks the classwork</li> <li>T. asks to Ss. "Share your answers with the class"</li> </ul>	
CLOSURE		CLOSURE		CLOSURE	
Time: Interaction:		Time: Interaction:		Time: Interaction:	
<ul style="list-style-type: none"> <li>T. says "Exchange your worksheets for to checking the activity"</li> <li>T. asks the answers</li> <li>T. gives feedback.</li> <li>T. says "The class is over, see you the next class and have a nice day".</li> </ul>		<ul style="list-style-type: none"> <li>T. says "Exchange your notebooks for to checking the activity"</li> <li>T. asks the answers</li> <li>T. gives feedback.</li> <li>T. says "The class is over, see you the next class and have a nice day".</li> </ul>		<ul style="list-style-type: none"> <li>T. says "Exchange your worksheets for to checking the activity"</li> <li>T. asks the answers</li> <li>T. gives feedback.</li> <li>T. says "The class is over, see you the next class and have a nice day".</li> </ul>	
Assessment   Worksheet		Assessment   Classwork done		Assessment   Classwork done	
POSSIBLE PROBLEMS		POSSIBLE PROBLEMS		POSSIBLE PROBLEMS	
Students do not pay attention Ss. do not understand the activity. Students do not finish the work		Students do not pay attention Ss. do not understand the activity. Students do not finish the work		Students do not pay attention Ss. do not understand the activity. Students do not finish the work	
SOLUTIONS		SOLUTIONS		SOLUTIONS	
T. asks to student what the activity is. T. uses attention getters. Remove warm up from beginning class to have more time.		T. asks to student what the activity is. T. uses attention getters. Remove warm up from beginning class to have more time.		T. asks to student what the activity is. T. uses attention getters. Remove warm up from beginning class to have more time.	
MODIFICATIONS		MODIFICATIONS		MODIFICATIONS	
ROOM/ TEACHER'S SUGGESTIONS		ROOM/ TEACHER'S SUGGESTIONS		ROOM/ TEACHER'S SUGGESTIONS	



## Annex 15

*Systematisation of the experience of teaching practice (Own elaboration).*

### 5.1 Propuesta de Mejora

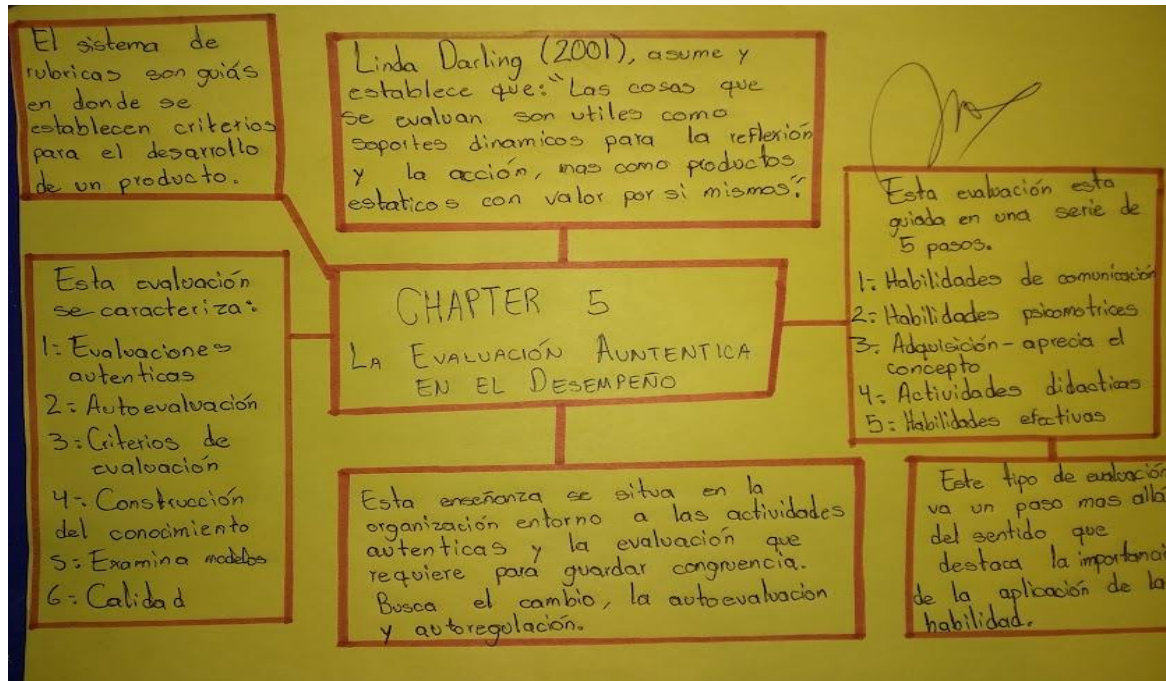
El desarrollo de mi propuesta surgió de un planteamiento que se originó en la práctica de observación que se había llevado durante del mes de septiembre del presente semestre. Donde se aplicó un examen diagnóstico de nivelación de inglés y posteriormente en la primer jornada de intervención se observó que los estudiantes presentaban dificultades para lograr el desarrollo de la producción escrita de enunciados simples del idioma inglés. A partir de ese momento se estableció como meta, el desarrollo de una propuesta metodológica que tuviera como fin, la producción de textos mediante el copying, descrito como una técnica de desarrollo de textos mediante un modelo (Harmer, p. 53, 2004).

Fue que durante el periodo transcurrido del 28 de noviembre del 2019 al 10 de diciembre del 2019 se llevó a cabo dicha propuesta. La propuesta se puso en desarrollo cuando al ingresar al aula, coloqué elementos sencillos en el pizarrón, como lo es la fecha, los temas: prepositions, there is /there are, there isn't/ there aren't. Harmer (2004, p. 54 ) lo menciona como: "elements to construct a sentence".

La propuesta no se llevó del todo a cabo, debido a la interrupción continua de los eventos escolares que surgían, sin embargo, lo llevado a cabo lanzo datos importantes respecto a la propuesta. En primer lugar tenemos que los alumnos necesitan conocer más el vocabulario, hubo confusión y errores respecto al vocabulario de los lugares y el modelo presentado, si bien la gran parte de los estudiantes comprenden o tenía conocimiento previo de el tema, una minoría no logro comprenderlo del todo, generando que el aprendizaje no se viera reflejado en ellos, ya que al momento de la verificación hubo errores en la construcción de los enunciados, donde omitían el verbo "to be" para realizar la conexión entre un lugar y la proposición. Por lo que para esta nueva intervención, se plantea realizar una serie de material grupal que permita hacer mejor el entendimiento de enunciados y los elementos que estos tendrán para que los alumnos sean capaces de producir enunciados y posteriormente un texto, (Harmer, p. 52, 2004).

## Annex 16

Graphic organizer of authentic assessment (Own elaboration).



## Annex 17

Teaching practices journal (Own elaboration).

DAY DESCRIPTION	
January 27 <sup>th</sup> 2019 - 1 <sup>st</sup> Grad.	Analysis
At the 7:00 hours the head teacher of the Spanish subject arrives to the classroom. In this moment she was giving the new evaluation scale about the new unit. The teacher dictates the evaluation scale and was explaining what point was confused for the ss.	"One of the first things that make an good evaluation is the way that you like a teacher, show the items or points that you will evaluate [...] evaluation is the result of many elements that you provided". TRT (2001) Evaluating your ss. Cambridge, England.
The new thing that is considered interesting	

is the use of flashcards of phrases (in Spanish) and some in english to the ss for to they use this information to for some permissions.

In the class of head teacher of english, teacher did an dictate to improve the listening of the ss. This consisted in a list of vocabulary about the body parts that the ss. will view. Then the class ended looking the importance of this.

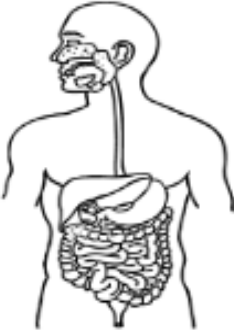


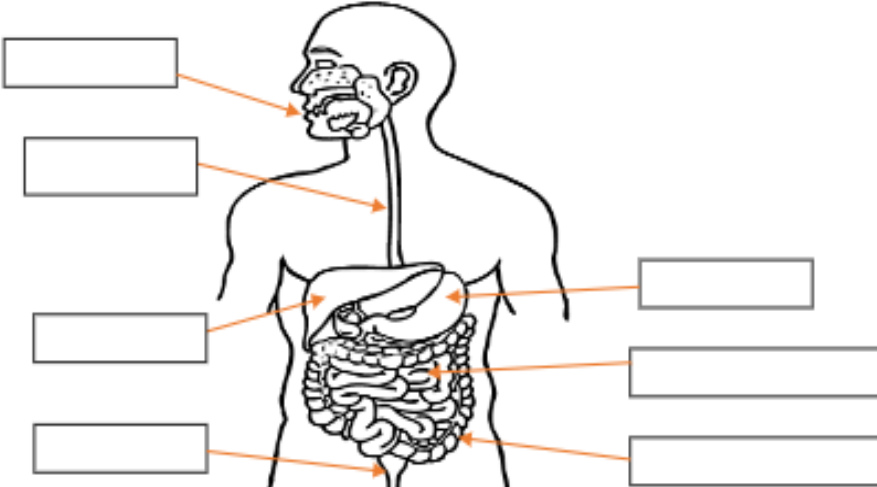
A good strategy for to teach vocabulary could be the use of vocabulary that the ss. can use after they work. The use of flashcards gives a good form to use new words a real context.

Teachers needs to be prepared for listening because of the special features. They will be involving the students with the correct spelling and pronunciation.

Harmer (2003) Listening How to Teach Listening.

## Annex 18


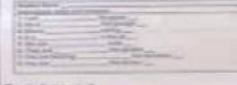

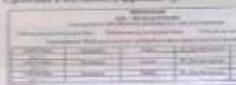
Diagnosis test (Own elaboration).

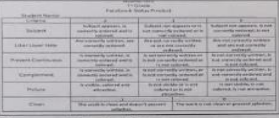
Diagnosis Test						
English I						
Student Name: _____						
Grade: _____ Group: _____						
<b>Instructions:</b> Match the correct words with the system.						
a) Skeletal System	b) Digestive System	c) Respiratory System				
						
_____	_____	_____				
<b>Instructions:</b> Match the correct words in the diagram.						
Mouth	Stomach	Esophagus	Liver	Small Intestine	Large Intestine	Rectus
						

# Annex 19

## Lesson plan of the first teaching practice (Own elaboration).

ESCUELA NORMAL No. 1 DE TOLUCA LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA PRÁCTICA DOCENTE EN EL AULA			
WEEKLY LESSON PLAN			
School's Name: Escuela Normal No. 1 de Toluca		C.E.T. (TEACHER)	
Title: Teacher: Beatriz Elena Domínguez Avelar		Title: Teacher: Iván Carillo Pardo	
Grade and Group: 1 <sup>o</sup> Grade C	No. students: 42	Program: Aprendizaje por Competencias	
Social practice of the language: Exchange files and define about others.		Social practice of the language: Exchange files and define about others.	
Communicative Activity: Exchanges associated with information about oneself and others.		Communicative Activity: Exchanges associated with information about oneself and others.	
Achievements: -Listen and review files, files, lists. -Understand the general sense and the meaning ideas. -Express likes, likes and lists.		Achievements: -Listen and review files, files, lists. -Understand the general sense and the meaning ideas. -Express likes, likes and lists.	
Product: Description of activities using first and general verbs.		Product: Description of activities using first and general verbs.	
Assessment: Scale of range.		Assessment: Scale of range.	
Aim: Student going to be able to write and understand sentences that express activities using first and general verbs.		Aim: Student going to be able to write and understand sentences that express activities using first and general verbs.	
Specific aims: -Student going to be able to understand and write sentences about lists. -Student going to be able to understand and write sentences using general verb. -Student going to be able to write sentences that express activities using first and general verbs.		Specific aims: -Student going to be able to understand and write sentences about lists. -Student going to be able to understand and write sentences using general verb. -Student going to be able to write sentences that express activities using first and general verbs.	
Group learning styles: strategies, auditory and kinesthetic.			
Special features of the group: No one.			
Developed skills: Speaking: <input checked="" type="checkbox"/> Listening: <input checked="" type="checkbox"/> Reading: <input checked="" type="checkbox"/> Writing: <input checked="" type="checkbox"/> Use of the language: <input checked="" type="checkbox"/>			
Date: February 24 <sup>th</sup> 2020	Number of lesson: 19	Date: February 25 <sup>th</sup> 2020	Number of lesson: 20
Aim of the lesson: Student going to be able to understand and write sentences about present continuous.		Aim of the lesson: Student going to be able to understand and write sentences using first, second, third.	
Language (grammar or vocabulary): Present continuous.		Language (grammar or vocabulary): Present continuous, first, second, third.	
Resources: Present listening.		Resources: Present audio.	
Time: 55 minutes		Time: 55 minutes	
Interaction: T-S		Interaction: T-S	
T. greets Ss. T. writes the date February 2020 T. writes the social practice T. give instructions: "You are going to write all the verbs that you can" <i>Presenting Appendix 1</i>		T. greets Ss. T. writes the date February 2020 T. writes the social practice T. give instructions: "You are going to write all the parts of house that you can in a 10 minutes"	
T. greets Ss. T. writes the date February 2020 T. writes the social practice T. give instructions: "You are going to write all the verbs that you can" <i>Presenting Appendix 1</i>		T. greets Ss. T. writes the date February 2020 T. writes the social practice T. give instructions: "You are going to write all the parts of house that you can in a 10 minutes"	

T. greets a result T. says: "Now you are going to mark your partner using the next scale" T. provides scale		T. greets a result T. says: "Now you are going to mark your partner using the next scale" T. provides scale		T. greets a result T. says: "Now you are going to mark your partner using the next scale" T. provides scale	
Time: 30 minutes		Time: 30 minutes		Time: 40 minutes	
Interaction: T-S S-S		Interaction: T-S		Interaction: T-S S-S	
T. greets Ss. T. asks to ss: "Do you know what is a ruler?" T. receive answers. T. pastes the poster (Appendix 1)  T. explains the grammar using the poster T. shows some examples and explain it. T. asks ss. that copy it. T. provides a worksheet (Appendix 2)  T. asks that paste it. T. plays a listening. T. plays again the listening.		T. asks to ss: "Do you remember this and write?" T. receives the answers. T. pastes the poster (Appendix 3)  T. explains the grammar using the poster. T. shows some examples and explain it. T. asks ss. that copy it. T. provides a worksheet (Appendix 4)  T. says: "You are going to exchange their notebooks and evaluate your partner with this rubric" T. asks that ss. interest between them. T. provides 5 minutes to its activity.		T. says: "You are going to write your product" T. writes the scale of the product T. receives the activity T. asks questions. T. says the time each certain time	
Time: 15 minutes		Time: 15 minutes		Time: 5 minutes	
Interaction: S-S S-S		Interaction:		Interaction: S-T	
T. asks to ss. that paste their notebooks T. asks to ss. the answers of the questions T. provides the word cards. (app)		T. says: "Back your notebooks" T. asks to ss. feedback with files, books, files. T. says: "For tomorrow you are going to do a product"		T. says: "The time is over" T. asks the products of the ss. T. ends the class.	

T. provides the complement part of the second poster. T. asks to ss. that complete the complement part speaking. T. ends the class.		T. provides the scale of the product. (Appendix 5)  T. shows a model of product of the ss. T. explain it. T. asks all the products that the ss need. T. ends the class <i>What tool will you use?</i>		T. says: "The time is over" T. asks the products of the ss. T. ends the class.	
Assessment: <i>What tool will you use?</i>		Assessment: <i>What tool will you use?</i>		Assessment: <i>How will you use the product today?</i>	
POSSIBLE PROBLEMS: Students don't understand the listening.		POSSIBLE PROBLEMS: Ss. don't pronounce correctly the sentence.		POSSIBLE PROBLEMS: Ss. don't end the product before the time	
SOLUTIONS: T. explains correctly the pronunciation of every verb before the listening.		SOLUTIONS: T. helps them before do the exercises		SOLUTIONS: T. asks to a student to bring the products to teachers room.	
MODIFICATIONS:		MODIFICATIONS:		MODIFICATIONS:	
ROOM TEACHER'S SUGGESTIONS		ROOM TEACHER'S SUGGESTIONS		ROOM TEACHER'S SUGGESTIONS	

## Annex 20

### Portfolio evidence (Own elaboration).

Portfolio Evidence	Tasks
Inicio Personal Information <b>Planning</b> Assessment Professional Development References	<p>The tasks that were implemented to develop the classes, were worksheets that in first instance tried to approach to the student at the complete center of the class, but this way to approach them, it wasn't completely effective. In the analysis of this taks that wanted approach to the students to the social practice of the language, it's possible found some inconcistences that would be essential part to develop and practice the language. We are going to start from the first class, the first class gazed out the elements of an infographic, and from there the activity will develop the activities. This activities were focused in the infographic, e.g it's elements the information that provides and the topic from it. The practice completely was carried in a controlled class, the first taks consisted in ask the elements of the infographic, for this the students shoulded look the infographic and identified this elements, this was to the students check the things that were there and use this information to in the final class they will construct it's own infographic with the provided information before. The next task consisted in one student must read the information from the infographic, to then, the teacher ask to other students what was about it. As part of this I wanted that my students use the language in some moments, but in fact it was more focus on me than they, because there was more communication from my part, I did and explained evrything, while they were only listen me. The taks doesn't allow to students to communicate and use the labguage, so, in this class the students couldn't do to share their ideas,or in other wise, practice in a reflect from the real world (Scrivener, 2010). The second class had more opportunities to practice the language, it was a controlled practice, because the activity was focused in how is the pronunciation of the students and the reading of some information. The activity consisted only in asks answers of an infographic of two electric devices. But wasn't moments to share more ideas than that I asked. The task that I select here fc this task was doing the same in the act to doesn't allow communicate more ideas that the only I asked. After this task I</p>

Portfolio Evidence	Assessment for Final Products
Inicio Personal Information Planning <b>Assessment</b> Profesional Development References	<p>This kind of assessment, helped me to evaluate specific things in the final products. Primordially I established items that I explained with the group before to begin to make their products. This kind of assessment showed me what were the things that my students doesn't understand or missing during the exercise. So this kind of situations are the things that as teacher must solve for next class, or in other words, avoid gaps in their learning (Spratt, Pulverness &amp; Williams, 2003). As we can see, this kind of evaluation is divided in three parts, there is complete, more or almost done and incomplete. This allows me see the learning of my students but also their weak. My assessments are focused more in the controlled practice, because with this I controlled all the items of the final product. And something of this, is the way of how can I improve the formation of my students using this assessments. But at the same time, show me if I need continue teaching in the same way or change, because, not only is part from the student, also is part from the teacher, because, the information that is receiving shows that probably the way of how the teacher teaches isn't the correct (Baxter, 1987). And is true, probably some of the things that I do aren't the correct to provide to my students with the correct tools to improve their learning and prepare them in their personal formation and the challenges that will be presented. And something about this work is the way of how my students can be evaluated, e.g I always do the individual evaluation, and hardly ever I do the cooperative evaluation, one of the great advantages of this form of evaluate is the oral and written interaction where they face from the negotiation, feedback and joint analysis of knowldege, strategies and search of solutions (SEP, 2018). With this process, the assessment can provoke the use of the language through situations and concrete tasks of communication that can take sense about the contents.</p>



## Annex 23

*Analysis of Aprendizajes Clave syllabus (Own elaboration).*

<b>APRENDIZAJES CLAVE</b>	
<b>Academic Formation</b>	<p>The curriculum categorizes the subject English in Academic training field language and communication that at the same time categorize in five subjects which are the essentials to develop knowledge, attitudes, and principles.</p> <ul style="list-style-type: none"> <li>• <u>Lengua Materna. Español</u></li> <li>• <u>Lengua Materna. Lengua Indígena</u></li> <li>• <u>Segunda Lengua. Lengua Indígena</u></li> <li>• <u>Segunda Lengua. Español</u></li> <li>• <u>Lengua Extranjera. Inglés</u></li> </ul> <p>In addition to this in the last curriculum of 2011, the name of the L2 it was Second Language: English (Segunda Lengua: Ingles) but some years ago SEP create a new curriculum "Aprendizajes Clave 2018" with the change of the curriculum SEP named the L2 as Foreign Language. English (Lengua Extranjera. Inglés).</p>
<b>Framework for the teaching and learning of the subject and purposes of the subject</b>	<p>The English course is made up of two stages, made up of a total of four training cycles. The first stage is one of contact and familiarization with the language, which ranges from the third grade of preschool to the second grade of primary school. Grades that correspond to the first cycle, during this stage the students should be able to</p> <ol style="list-style-type: none"> <li>1. Recognize the existence of other cultures and languages.</li> <li>2. Acquire motivation to learn the English language and a positive attitude towards it</li> <li>3. Establish basic links between the information received in various situations of foreign language learning</li> <li>4. Use basic communis, especially of the type receptive and participate in text exploration.</li> </ol>

## Annex 24

*Systematization of the secondary school and students (Own elaboration).*

<b>DIAGNOSTIC OF COMPREHENSIVE DEVELOPMENT AND LEARNING PROCESSES</b>	
<b>Cognitive development, socio-emotional, social and physical characteristics of students</b>	<p>The students in the group should have basic skills such as analyzing and arguing problems with formal and abstract elements, but the pandemic and lock down delayed the expected learnings that students should develop. Adding to this, quoting to the head teacher Armando Martinez Torres "many of them didn't attend the classes of the past year, so the mark that we provided them don't represent the real learning of the students". Notably this means that they do not have the complete develop of the expected learnings, also they have not interacted with the head teacher and between them, the department of social work from the school, revealed low information about the group, because, during the lockdown they didn't have a complete communication with the parents of the students to ask them personal information. Situation that was not completed as was required, because a great part of the parents of the learners didn't provide the enough of the learners to prepare a file of each learner" explained the members of the social work department school.</p> <p>The students in the group should have basic skills such as analyzing and arguing problems with formal and abstract elements, but the pandemic and lockdown delayed the expected learnings that students should develop. Adding to this, quoting to the headteacher Armando Martinez Torres "many of them did not attend the past year's classes, so the mark that we provided them do not represent the students' real learning". Notably, this means that they do not fully develop the expected learnings; also, they have not interacted with the headteacher and between them. The department of social work from the school revealed</p>

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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. Ivan Castillo Peña, 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: Analysis of Teacher Training Processes Through the Evidence Portfolio, 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. IVAN CASTILLO PEÑA**



Toluca, Méx., 15 de julio de 2022.

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

El que suscribe **Dra. Karem Vilchis Pérez** Asesor del(a) estudiante **CASTILLO PEÑA IVAN** matrícula **181517750000** de 8° semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en educación secundaria quien desarrolló el **Trabajo de Titulación** denominado ***Analysis of Teacher Training Processes Through the Evidence Portfolio*** 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**

  
**Dra. Karem Vilchis Pérez**  
**Asesor del trabajo de titulación**

SECRETARÍA DE EDUCACIÓN  
SUBSECRETARÍA DE EDUCACIÓN SUPERIOR Y NORMAL  
DIRECCIÓN GENERAL DE EDUCACIÓN NORMAL  
SUBDIRECCIÓN DE ESCUELAS NORMALES  
ESCUELA NORMAL NO. 1 DE TOLUCA

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

Toluca, Méx., 1 de julio de 2022

**C. CASTILLO PEÑA IVAN  
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: Analysis of Teacher Training Processes Through the Evidence Portfolio, 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**



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