ESCUELA NORMAL NO. 1 DE TOLUCA

PORTAFOLIO DE EVIDENCIAS

The use of the Daily Journal as a Database of my Academic Development

QUE PARA OBTENER EL TÍTULO DE

LICENCIADO EN ENSEÑANZA Y APRENDIZAJE DEL INGLES EN EDUCACION SECUNDARIA

P R E S E N T A

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Introduction

During my academic development while studying my degree, I realised that I had a great area of opportunity which was the development of the daily journal in my intervention practices, that is why the purpose of my work is to build a database that collects some of the practice diaries that I have developed during my training as a teacher.

To do this, a collection of the physical practice diaries will be made and then the information will be uploaded an Excel worksheet. Subsequently, an analysis will be made identifying similar and recurring problems that I may have had when carrying out my classes, from the information analysed, key words will be generated which will encompass the areas of opportunity.

The purpose of my database is to be able to access this information in an easier way so that if in any case during my teaching intervention days a problem arises and it is similar to the ones presented before, I can know what I did at the time to solve the problem, but another of my purposes is to be able to give continuity to the same work in order to solve areas of opportunity when I am already teaching in front of my group.

The portfolio of evidences is a document which allows the integration and organisation of the evidences that are considered fundamental to show the achievement of the competences established in the educational profile.

The elaboration of a portfolio of evidence entails the collection of different evidences that show the acquired learning and the academic development in the degree.

In addition to this one of the most important tasks is the reflection of each one of the evidences that will give account of my professional progress as a teacher in

training of the Liciencatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria (LEAIES).

The decision to use the Portfolio of Evidence as a degree document arises from the interest in evaluating my training process, and with it, I will be able to recognise the strengths or some areas of opportunity to continue improving my teacher training, bearing in mind that I have to be constantly updated on new techniques or ways of teaching English, as well as recognising the learning not acquired and the clear reasons why I did not obtain it.

For this reason, I decided to take up the portfolio of evidence as my degree modality, as it allows me to account for my progress as a teacher during my degree, through the collection and selection of evidence that shows how I have been gradually improving my teaching to become an active teacher of my own practice and how I have been addressing my areas of opportunity.

That is why I chose the portfolio of evidence as a way to help me to give an account of my development as a teacher and how I have been improving step by step through the use of the daily journal as an instrument.

Another of the reasons that helped me to choose this modality is that the portfolio of evidence in the Academic Guidelines for Developing the Degree Work is based on the development of critical and reflective thinking that helps to account for the level of achievement or performance of the student in training.

Reflection is an important basis in the development of the portfolio as well as in my research which is aimed at reflection and analysis of my classes through the daily journal in which I give an account of my development of my classes as well as critical self-reflection of my materials and the structure of my classes.

According to the academic guidelines for the degree work, the portfolio of evidence is composed of two modalities which are "Evidence in physical and digital format" and "Personal Learning Environment".

I used to work on the daily journal in a physical way, writing daily the events that take place in the classroom, however, I decided to work on it in a different way.

Such a proposition consists of developing the diary in a mixed way, which consists of having a notebook to write down important moments of the class and then to develop it in a virtual way, in order to make the information more accessible and to locate the information in the database.

The accomplishment of the degree project will also help me to improve my reflective practice of everything I have been doing throughout my degree, since it has also been an area of opportunity that I could find in my development as a teacher, my reflective practice was an aspect to which I did not ~~take~~ much relevance because I saw it as one more requirement of the practice days, However, I was able to realise that to analyse my teaching practice in depth an important element, to know more about why my material or planning were functional or not, making a reflective practice will allow me to think of possible solutions to improve my interventions.

Evidence Portfolio

In my personal development as a trainee English teacher, I have found that the process of reflection should be of vital importance for any trainee teacher, in my case having a reflective process as part of my practice allows me to visualise my strengths and areas of opportunity in my teaching practice.

Finding areas of opportunity within my practice can tell me what I need to improve or change and have a good performance of my class, on the other hand the strengths will help me to see in which areas I perform better or what works in my classes to apply in future sessions or with other groups.

The decision to use the Portfolio of Evidence as a degree document arises from the interest in evaluating my training process, and with it, I will be able to recognise the strengths or some areas of opportunity to continue improving my teacher training, bearing in mind that I have to be constantly updated on new techniques or ways of teaching English, as well as recognising the learning not acquired and the clear reasons why I did not obtain it.

The elaboration of a portfolio of evidence entails the collection of different evidences that show the acquired learning and the academic development in the degree, in addition to this one of the most important tasks is the reflection of each one of the evidences that will give account of my professional progress as a teacher in training of the LEAIES.

The portfolio of evidences is a document which allows the integration and organisation of the evidences that are considered fundamental to show the achievement of the competences established in the educational profile. "A portfolio is the dynamic process by in which teachers bring together data from their work and professional growth, grouped and written by themselves with careful thought" (Lyons, 2016, p.51).

The basis for the construction of a portfolio of evidence is the constant reflection of the evidence that shows the progress of a teacher's training process.

Through the use of physical evidence of my personal work such as the daily journal, planning and materials I can realise the gradual progress I have made through my development as a teacher, once I have made the selection of the evidence that makes up my daily journal I move on to the reflection of my educational practice.

For those reasons, of the three degree modalities, the portfolio of evidence is the one that I consider the most appropriate for a reflective analysis of my academic development as a teacher, since it allows me to collect different types of evidence that will allow me to reflect on my development throughout my career.

Reflection is an important basis in the development of the portfolio as well as in my research which is aimed at reflection and analysis of my classes through the daily journal in which I give an account of my development of my classes as well as critical self-reflection of my materials and the structure of my classes.

According to the academic guidelines for the degree work, the portfolio of evidence is composed of two modalities which are "Evidence in physical and digital format" and "Personal Learning Environment".

In this case, Mode 1 "Evidence in physical and digital format" will be used, which establishes that:

> The student formalises the integration of evidence in the sixth semester. They incorporate them in physical or digital folders organised chronologically, by areas of intervention or based on the proposed competences, among other options agreed with their adviser. (DGESuM, 2018, p. 12)

In accordance with the academic guidelines for the preparation of the degree project (DGESuM, 2018), I will organise all my evidence in a folder which will be available on drive for easy consultation, for which I will search for materials, planning and practice diaries.

These folders will be divided into my daily journals of practice, lesson plans and materials, they will contain the different evidences that can be rescued from previous semesters, as it will be an online work everything written in a notebook will be transcribed digitally to digitise them and access to them without any complications.

This in turn will allow me to guide my work, which focuses on the daily journal and its adaptation in a mixed way using physical material and online material to develop my degree document.

According to (DGESuM 2018, p. 12) the portfolio of evidence is "a collection of different types of products selected for the relevance they had regarding the learning process, so they show the main achievements and aspects to improve in the development and professional development of the person who performs it".

In order to carry out the portfolio of evidence as established by the DGESuM (2018), it is necessary to make a good selection of evidence that is in agreement with what is intended to be discussed in the portfolio, as well as having well defined the problem to be addressed in the development of the portfolio.

Definition

As part of my educational work, one of my main areas of opportunity was the reflection upon my class interventions, as well as the development of the daily journal, I never had a course that taught us in detail how to elaborate a daily journal, but we did have some guidelines for its elaboration by the practice teachers.

It is for this reason that the personal and professional interest was born to find a way to elaborate a daily journal considering the reflection of the events in class, to be a reflective and active teacher of my professional practice and to construct a daily journal according to my needs these are the basis of my work and research. "Reflection is the integrating element of the portfolio, as through its construction process, reflection and analysis of learning are synthesised into new learning that will determine future changes in professional practice, and the identification of individual learning needs" (Challis, 1999 cited by Farías, G., & Ramírez, M. 2010).

The reflective teacher is an actor who is always in constant questioning of his educational practice, always asking himself if his/her planning can be adequate to implement or not, he/she makes a thorough analysis of his/her educational practice and in this way can identify the needs of his/her educational work.

The reflective teacher can base his/her reflection not only on the facts that are contained in the daily journal but also on the lesson plans or the didactic materials used in the class.

This portfolio is focused mainly on the practice journals for my improvement as a teacher and the lesson plans and materials will be secondary activities in my development, having this in mind I made an analysis of all the subjects that involve a reflective process and good writing to build the practice journal.

Because the daily journal was a tool which I was not using in the right way, I was not effectively organised, I was not aware of what I had written in previous diaries, they were not ordered and categorised by course, I could not identify what I had improved, I did not have the problems well defined, I did not have something tangible with which I could account for all this, However, thanks to my database I was able to categorise the recurrent problems in my practice diaries, I was able to organise them in an Excel book, I was able to make a contrast to see my improvement over the years, the database is a result of wanting to analyse my professional practice in order to improve it.

My database is a project that works for me to see my educational improvement in an easier and simpler way, to see in which areas of my practice I can improve.

Therefore, all the competences selected are aimed at and focused on a process of personal reflection that will help me to analyse my educational practice; these processes of reflection will help me to analyse the improvements and adaptations that I have been making, in addition to which the competences selected focus on the development of writing.

Generic competences	• Solves problems and makes decisions using critical and creative thinking. • Uses information and communication technologies in a critical way.
Professional competences	• Uses the theoretical and methodological elements of research as part of their lifelong learning in English. • Designs and uses different instruments, strategies, and resources to assess the

	learning and performance of students considering the type of knowledge to carry out effective communication in the second language, English. • Reflects on teaching and learning processes, and the results of assessment, in order to make proposals to improve his/her own practice.
Disciplinary competences	• Can create structured phrases and sentences according to morphosyntactic principles. • Produces clear, structured, and detailed oral and written texts showing mechanisms of organisation, articulation, cohesion and coherence. expresses ideas and concepts creatively and positively.

Table 1: Selected competences of the 2018 LEAIES curriculum for this evidence portfolio.

In order to select the competences, an analysis had to be made of the entire curriculum of the courses, reading the disciplinary, generic and professional competences in order to select only those that are related to the subject of the document.

As we can see, all the competences that were selected focus on the development of the teaching daily journal, as reflection and coherent writing are used in the construction of the daily journal.

These competences, in turn, have intervened in my training field enabling me to become an active reflective teacher in my professional practice, especially developing my written communication skills in order to report on my development in the practice diaries.

The generic competences that were selected are of vital importance for the development of the qualification document as the technologies will be used critically for the development of the diary, as well as problem solving and decision making when executing a class or when developing this problem in the daily journal.

As for the professional competences selected, the selection focused on reflecting on teaching processes and evaluating the results in order to improve practice, as well as the use of new materials to assess practice and at the same time make use of theoretical and methodological elements that demonstrate why we execute what we plan or why we do not complete so.

Finally, the selected disciplinary competences focus on the development of writing skills, which is what will be supporting all the work, especially in the development of the daily journal, such aspects being related to grammar, clarity in what is written, morpho-syntactic criteria, organisation of ideas, and other aspects involved in writing.

Within the LEAIES plan (2018) there are 4 formative paths: of those four I will mention the Professional Practice path in which I received some didactic suggestions for the elaboration of the daily journal, as well as the use of reflection practice.

The aspects or areas of opportunity that I could identify throughout my formative development as a future teacher and in my professional practices is that at the beginning of my interventions, I was not competent enough to carry out the development of a daily journal as well as to have developed the capacity to be a

reflective teacher that helps to find or propose improvements to improve the practices.

Both the development of a daily journal and being an active reflective teacher of my practice are elements that should be very well developed as these tools will serve in the long term to be able to solve problems that may arise in the classroom such as lack of attention from students, lack of participation, adequacy of teaching materials or adequacy in the planning times.

In addition to the selection of the competences, an analysis of the plans and programmes of both the bachelor's degree and secondary school was made in order to find out what was being considered in relation to the subject that I will be addressing in my work.

My methodology is divided into two parts: the first one is the recollection of daily journal entries written in a notebook or short notes written on a piece of paper.

The second one is the revision of these notes to explain them in a detailed way highlighting the keywords in a Word document that will be saved and uploaded on my database.

It is planned to be worked in a mixed way because I have considered to work with ICT's without leaving aside the traditional way, the intention of making the mixed daily journal is to have a database that can be used to identify quicklier the opportunity areas that are constantly recurring.

The applications that I am using for the elaboration of the portfolio of evidence are Word, Excel, and Google Drive. The use of the Word application will allow to empty the information from the physical to virtual daily journal, Excel will be used for the construction of the spreadsheets that will contain the information of the practice diaries that will be linked with the planning and the material that was used the day mentioned.

Finally, the use of Google drive will be to upload each lesson plan, material and daily journal of practice and to safe keep them in the cloud for future use.

What the plans and programmes establish

LEAIES 2018 Curriculum

Revising the syllabus of the bachelor's degree in Teaching and Learning English in Secondary Education for EN, the word reflection appears 13 times throughout the document, which implies that one of the competences for the degree is that the students develop his/her reflective process in order to find solutions to problems related to his/her class.

As for the daily journal, there is no specific mention of it in the degree syllabus, the subject matter is only implicitly mentioned, but there is no series of steps to follow to carry it out, and there is no specific course mentioned for the preparation of the diary.

Aprendizajes Clave para la Educación Integral

Making an examination of Aprendizajes Clave (ACEI) the word reflection can be visualised 7 times in the document, what the syllabus states is that we can promote reflection through the use of questions or problems that awaken the students' interest, which translates as real practices of the languages.

Regarding the practice journal, there is no mention of it, however, and in the same way that the LEAIES syllabus addresses the journal in an implicit way, there is no series of steps to carry it out.

Both curricula do not consider a series of steps for the realization of a practice journal or how to be a reflective teacher, that is why the proposal given above is enunciated and considers 7 different dimensions which together help the teacher be an active reflector of his or her educational practice and at the same time to be able to construct a complete practice journal.

This in turn will contribute to my personal development as a future teacher since the curriculum that governs the LEAIES is based on the use of reflection to improve professional teaching practice.

One of the most important things which we have known is what a daily journal is, which is defined as a "qualitative instrument where students reflect their impressions, reflections and their evolution as teachers; they constitute a very important means to generate reflection processes." (Sayago, Z., & Chacón, M. A., 2006).

This makes me reflect that the diary is a tool whose function is to make a reflective analysis of the teaching practice in order to analyse your areas of opportunity or strengths both in teaching and in the design of materials and planning.

The Daily Journal is a resource that only serves the teacher who writes it and enables his/her to see his/her evolution, to demonstrate what techniques worked in the classroom and apply them in others.

Nevertheless, not always the same results will be obtained due to the fact that each group has different needs so the teacher will have to make certain adjustments to the technique, materials or planning used, this in turn is showcased in the practice journal to have that tangible evidence of the reflection.

For the development of the daily journal there are many authors who talk about different proposals on how to develop it, however, from the references I have been able to find an article Pérez-Torregrosa, A. B., Romero, M. A., & Gallego-Arrufat, M. J., (2020) provides us with a series of 7 steps for the construction of the daily journal.

The first 4 steps for the elaboration of the diary are aspects that I had already been implementing throughout my professional academic development, such points consisted of planning the structure of the diary, how we are going to do it, collecting notes, schemes or key words that will serve to collect more information such as descriptions, data, sketches, events, opinions, significant conversations and questions that stimulate further analysis/reflection, in the same way it has to be carried periodically writing down the date (day and month) each time it is written. These are aspects which I had already known and had been working on throughout my training through the practice course, that is why I will not take them up again, however for this work I will be using only 3 aspects which I consider important and significant for the construction of my diary.

Of the 7 steps that are proposed I will only use 3 consisting of steps 5 to 7 as they are new steps for me.

These steps are based on a deeper development of the daily journal, as well as allowing me to be a reflective teacher of my practice.

Step #5.

"Write the diary integrating the field notes and reflecting on the events in order to understand what was observed. How do I write my diary? What should it contain? the following outline can be used to guide your writing:

A) Description
B) Reflection"

(Pérez-Torregrosa, A. B., Romero, M. A., & Gallego-Arrufat, M. J., 2020 p. 43)

Step 5, which will be used to elaborate my diary gives us two steps to guide us in the writing.

These steps are the description and the reflection, in the description process there are suggested guiding questions for the elaboration of the diary.

Once the description has been made, a reflection is made on the events that took place in the classroom, it is necessary to investigate and analyse the events, reflect on why they happened, what decisions were taken in the intervention, how I was able to resolve it or if the teacher made an intervention.

In this first section that I will take up for the development of my daily journal I can describe in detail the events that occurred in the classroom, and the interpretation of the decisions taken, as well as being able to justify them by pointing out the advantages and disadvantages of the decision taken at the time in order to then be able to put up some proposal for improvement if it did not work.

The step #6 to be taken up is to stop seeing the daily journal as an instrument of evaluation of the intervention practices, to stop being obsessed with writing down only negative points that happen in the classroom, as well as writing down positive events that happened during the development of the didactic sequence.

I consider that this is an important point to take up again because in my practice journals I constantly wrote down all the negative aspects and I elaborated them because it was an indispensable requirement to accomplish the practice subject in order to obtain a grade, however, this did not allow me to have a good significant learning because I only analysed the negative aspects of my classes and it did not allow me to go beyond the problem, to know if it was my mistake when I was designing the didactic sequence or if it was an external problem.

The construction of a daily journal for my academic development allows me to visualise not only my areas of opportunity, but also the strengths I have developed or how I have faced a problem in the classroom, through decisions taken at the time.

Writing these decisions in the daily journal will allow me to have a register of everything I have done to solve a problem inside the group or in the development of my didactic sequence and, in the event of a problem arising at another time, I will be able to apply what I have done and see if it is functional or look for another solution.

> Avoid becoming obsessed with its use as an evaluation instrument. Do not write only what you think the academic tutor wants to read or focus only on negative experiences. Distance oneself from what is narrated in order to obtain valid learning beyond the expected grade, (Pérez-Torregrosa, A. B., Romero, M. A., & Gallego-Arrufat, M. J., 2020, p. 44).

In the last step #7 to take up again for the elaboration of my daily journal is to take in account aspects that have to be considered when writing, such aspects are clarity, brevity, precision, correctness, completeness and originality.

Clarity refers to the fact that the way of writing should be simple in order to give the reader an understanding of the reading as well as the use of correct words. Having ideas between links will make the understanding of the situations presented in the classroom clear, on the contrary if ideas are written that are not related the reader will lose the idea of what is being transmitted, within the clarity of transmitting the message, completeness is included which refers to the fact that the reader should not be given the impression that an incomplete message is being transmitted.

As well as clarity, brevity is also important, as it means expressing as many ideas as possible with the fewest words possible to avoid being redundant with ideas. Correctness also plays an important role in writing, as punctuation marks must be used correctly.

If punctuation is used incorrectly, the original ideas being transmitted may be unclear, causing confusion when rereading the diary or when a reader wants to know about the events reflected in the daily journal.

Being concise, clear and using punctuation properly are some of the characteristics I need to continue to develop in order to avoid confusing the reader and to convey what happened in the classroom through the diary.

Another important aspect to develop when narrating events is originality, which is to give your writing a touch of your personality as they are events from your experience in the classroom.

The reason why I decided to take only these three steps is because during the years of my academic development I did not see the practice journal as a tool that would be useful for my professional development as a teacher, but instead I saw it as one more requirement to be fulfilled in the practice subject.

However, thanks to the search for information I found this reference with guidelines for the development of the diary which have been helping me to build it.

Reflecting on the steps suggested for the elaboration of a good internship diary, I consider that before reading this article Pérez-Torregrosa, A. B., Romero, M. A., & Gallego-Arrufat, M. J., (2020) I did not have enough knowledge to make a good internship diary, as I only considered four of the aspects mentioned in the article.

Having made this clear, the following question arises: What is the importance of these steps that I have not developed?, such sections that I had not taken up for the construction of my diary are of great importance since a concise but at the same time deep reflection is carried out on why you did, what you did, when you did. The daily journal allows register information chronologically, in the same

way it helps you to make an evidence that can help you to analyse your development as a teacher, as well as to deliver a clear, concise and well developed product without ideas that do not relate to each other as well as the correct use of punctuation marks.

It is appropriate to mention that in the methodology selected in point 5, which deals with the writing of the daily journal, in the paragraph on description, there are some questions which I am taking up again for the preparation of the diary.

Where did it happen? What and how did it happen? Who was involved? What resources were used? How was the situation resolved?

The reason why I decided to take them is because they are questions that focus on the descriptive development of both possible areas of opportunity or positive aspects within the lesson that may occur in the classroom, the questions are simple, concise and easy to understand.

These questions helped me to change the way I wrote about both positive and negative events. Previously I used to write a short description of all the events in the class, what I put in my diary were general things, but I did not write in depth about the events.

As Zabalza (2004) says, when you start writing a diary you only have a simplified view of the superficial events in the classroom, and this is true because in my diaries I only wrote the superficial things such as not paying attention in class, not participating or not working and I did not go beyond that and ask myself why this was really happening.

That is why the questions proposed and mentioned above are a guide for me to understand why this happened, to develop a deeper reflective thinking.

Not having a wide description of what happened in my class did not allow me to analyse the circumstances of the events, to know if it was a personal problem, my planning, my didactic material, I could not apply an active reflection.

Having made this clear, the following question arises, how important are these steps that I have not developed? these sections which I have not developed are of great importance because with them the practice journal has a deeper reflection of why I did what I did or why I did not do what I did not do.

In the same way it helps me to create an evidence that can help anyone to analyse his/her development as a teacher, as well as to deliver a clear, concise, brief but well done and developed product.

A teacher who researches his or her practice can have four different profiles, Zeichner (1983) establishes four paradigms of teacher education: traditional-occupational, personalist, behaviourist and research-oriented.

In this case we will use research-oriented. This talks about developing reflective teacher that is the main point of this work as degree modality because the same implies reflection of the work that has been done during this years and also the topic that I will retake because in the daily journal you have to develop a reflective thought of what you do in your classroom, an example is questioning yourself if the material used were functional and if the lesson plan worked as you planed.

For the development of my degree work I will be using the research-oriented profile. This one talks about developing the reflective teacher which is the main point of my work as a degree modality because it involves the reflection of all my practice work through my practice diaries that has been done during these years.

Another reason why the research-orient profile is taken up again is because in the diary one has to develop reflective thinking about what is done in the classroom, e.g., questioning whether the material used was functional and whether the lesson plan worked as planned.

Being a reflective teacher of your interventions in the classroom involves not only the process of reflecting on what happens in class but also researching and documentation.

For example, if one of the constant problems is a lack of attention or interest on behalf of the students, a good reflective teacher informs himself, attends congresses and conferences on how to involve the students more in the teaching and learning process. I have attended English conferences where teachers from other parts of the world share their experiences, and this has helped me to improve my teaching.

This topic of study is not recent, because Marcelo (1988) carried out a qualitative study in 6 of his students in which he analysed their teaching intervention practices through the daily journal, in the diary of this study group he was able to identify the most recurring themes, such as: their intervention in the classroom, students, behaviour, discipline, motivation, teaching methods, classroom environment.

I take up this study carried out by Marcelo (1988) because the problems that he was able to identify in his study group are the same ones that I can identify in my practice diaries.

I revised all my classwork developed in previous subjects to find the necessary evidence to start in the construction of this document, after looking it I could find previous Daily journals that show my progress as a reflective teacher, I divide them in different documents to get them in an organized way and I put them in a folder for an easy access, (Refer to Appendix 1: Daily Journal).

The second evidence that I can retake from my previous teaching practices are my lesson plans which helped me to develop the class and I could notice my weakness and strengths, (Refer to Appendix 2: Lesson Plans).

Finally other evidence which I could retake to give notion of my progress as trainee teacher is the use of my didactic materials, (Refer to Appendix 3: Didactic Materials).

One of my last products that I will make to give evidence of my progress is the elaboration of the database that conforms my daily journals, my lesson plans and materials, in order to be able to analyse them and access them in an easier way, (Refer to Appendix 5: Data Basis).

On this occasion to have a better presentation and not to saturate the whole document with images and information. I will put an QR in each mentioned evidence, those at the same time will be in different folders according to the evidence that we are talking about.

Evaluation, analysis, and reflection of evidence

LP`s and Materials

To carry out the selection of my lesson plans, I had to review the "Classroom" groups of professional practice in order to rescue as many lesson plans as possible.

However, there was also a first approach to the planning of which I have no evidence, but at the time I did it, I had no knowledge of how to plan a didactic sequence and that the contents that I was going to give to the students were basic vocabulary such as colours, numbers and transports, in addition I had to implement games to get the attention of the students.

The session was meant to take 30 minutes, but I made it very fast as I did not let the students do oral productions to check pronunciation.

Throughout the time I have been able to improve my time giving the contents, assigning specific times for the development of the activities, in the same way I have also been able to improve the way I introduce the students to the subject because before I only arrived to the norm and gave the content without any warm-up or lead–in process to introduce them to the topic.

However, there were times when I gave too little or too much time for the development of an activity, so I did not finish the content of that day and I left it for the next day, even if I wear a watch, I forgot to take the times, so I exceeded the class time.

In the same way, I was also able to improve the content I was going to teach by trying to involve all the English skills (listening, speaking, reading, writing) through different group and individual activities.

I could see the progress I have made with the lesson planning and learning materials. The planning at the beginning had an established format, but then it had changes which were beneficial because it contemplated the most important things that are developed in the class nevertheless the moments of my class were not well defined. However, with the passing of time I could improve this, I used to apply a warm-up at the beginning of the class to make that "switch" from Spanish to English in the students, According to Peterson cited by Estalkhbijari, Z., & Khodareza, M. (2012) the use of the warm-up 5 minutes before of your class can serve to focus your students in class and also to give the learning in different ways.

However, in my last practice in November 2021 I realised that it was necessary, but at the same time it shortens the session too much and I did not always have the 50 minutes in all the groups, there were some in which I only had 40 minutes to develop my session, and even then, I had to make adjustments to be able to teach the subject.

When I started making materials I only focused on the content and did not give importance to the design because I did not think it was very important, but later, thanks to the practice journal, I realised that the materials are an important resource to attract the attention of the students but also a functional resource that allows me to guide the students so they can reinforce their knowledge through the exercises, the materials are a facilitator and visual resource to be able to give the topic to the students in a more simplified way, making materials with real world events makes the students want to learn more and be more participative.

Before	After
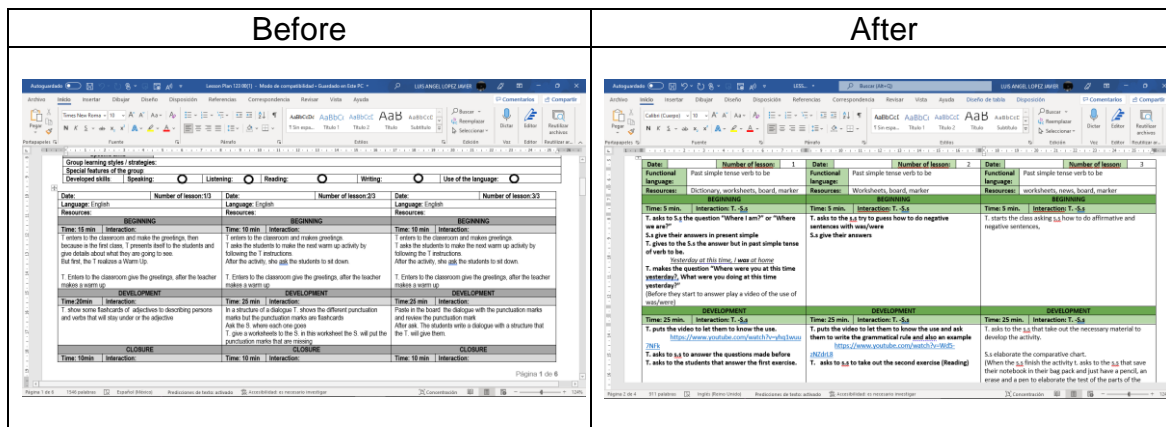
From the first planning until now I could see a change in terms of the content that I was going to teach in class and the distribution of the activities to be carried out during the class.

Usually, I only based my lesson on the book, they had a certain level of English, my job was to modify that level according to the level of my students but I did not do it because I felt that I did not have the necessary knowledge to modify the materials in the book, as well as I did not feel that I had the necessary level of English to be able to make this change, the activities that came to develop were not striking for the student and I could notice it while I was doing my interventions, However, to strengthen this aspect I relied on the materials in the books to make my own materials with an appropriate English level for the students, (Refer to Evidence appendix 8: Material modified according to the English level).

I was able to observe that the materials were not appealing to the students because the readings in the books were not of interest to them (Refer to Evidence appendix 9: Book readings) or the activities were focused on written productions and not on interaction with their peers, thanks to these observations I was able to realise that this was an aspect in my educational practice that I needed to improve, changing the material to the interests or current events to make it appealing or meaningful, (Refer to Evidence appendix 10: Worksheet
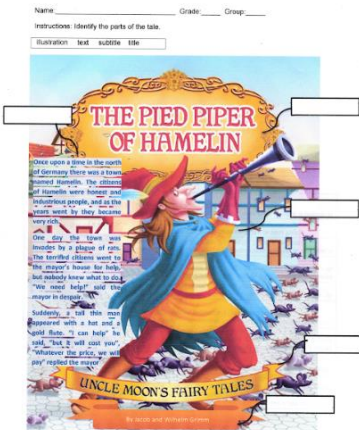
considering interests).

Another aspect which I have to mention is that I did not develop all the skills within the class because I did not believe that all skills had to be addressed in a class, my classes tended to focus on only one skill such as writing, so the products I asked for were written productions by the students, and I also thought it was extra work for me to think of more activities in which I had to develop all the skills.

As time went by, I was able to improve that and not only guide myself in the book but also in the didactic orientations and external material to make my planning contemplating all the skills, (Refer to Evidence appendix 13: Material based on the book, didactic orientations and external resources).

Something that I am still improving is the time, since in my last interventions the classes consist of 40 minutes, so sometimes I cannot cover all the content planned for the session, sometimes because of many activities to develop, the classroom control after the students have a break or problems outside my teaching such as meetings with parents, activities that the students have to attend, talks, etc, so sometimes I cannot measure the time appropriately.

Note: Comparative chart of my LPs, elaborated by myself (2022).

Before	After
	Instructions: Read the sentences and write **was** or **were** according to the sentence. Instrucciones: Lee las frases y escribe *was* o *were* según la frase. 1. Tanjiro _____ a farmer. 2. There _____ a mouse in the garden. 3. We _____ playing football with CR7. 4. It _____ a rainy day when I met to Bad Bunny. 5. The children _____ in the park with Spider-Man. 6. You _____ studying English with Messi. 7. I _____ watching the new video of Residente. 8. Master Chief and I _____ on the same class. 9. Loki and Sylvie _____ in London. 10. The windows _____ closed. 11. Naruto _____ developed seven years ago. 12. My grandfather _____ a football player.

In the first practices, the material I used to elaborate was taken from the textbooks used by the students as can be seen in the image on the left, this material was not meaningful for the students, which meant that they did not retain the learning, in the same way I did not consider the likes and interests of the students to elaborate the material.

Nevertheless and despite the fact that the books are designed and elaborated by experts in the English subject, they are not temporarily placed in what is happening nowadays, since reviewing some SLPs that are addressed in the Yes We Can book, for example "Looking inside machines", the devices that are addressed to develop the topic include the functioning of the remote control of televisions, but these days the remote controls are digital and the students are more interested in how a smartphone, a smart watch, a smart band, a laptop or any other gadget works.

To know the likes and interests of the students I elaborated a diagnostic test that focused on this and also on the learning styles but I did not analyse the data as they were on sheets of paper so in these last practices of teaching intervention I decided to create a Google Forms to collect all this data and it was easier to access them through graphs, that is why I could realise that my students really like to watch comedy and entertainment programmes.

¿Qué programa de televisión prefieres?
209 respuestas

- Reportajes, documentales
- Cómicos y de entretenimiento
- Noticias del mundo

76.1%

17.2%
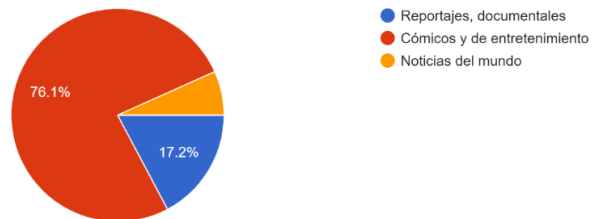
Graphic 1: TV Programs students likes, elaborated by myself.

Thanks to this information and to the classroom observations that I made while teaching, I noticed what kind of characters the students liked.

These characters in turn were put on the worksheets in order to make the materials more appealing. By doing this I could see that the students gave more participation, so I realised that considering the likes and interests of the students was important for the development of didactic material.

As time went by, I began to consider the students' likes more and for the exercises I included characters that they liked, some others I made them eye-catching so that they would feel motivated to do the exercises.

Some of the likes and interests observed in the students at the time of executing the session that were used to make the didactic material are: Anime, as many students carry something allusive to anime or they themselves commented to me while the class was taking place if I knew of any, other likes that the students have are Marvel superheroes, as every time a film is released it is a topic of conversation in the classroom, other likes that I could notice were K-POP, a musical genre that girls commonly listen to, especially in this genre, the most listened to band is BTS.

All these likes and dislikes and more were captured in different worksheets as can be seen in the image on the right, thanks to the inclusion of these characters the students felt more motivated to do the exercise, when I told them that we were going to check the correct answers of the exercise the students raised their hand by themselves to be able to participate and if they were not correct as a group they corrected each other to place the correct answer.

In the same way ludic activities that I did not use to do had an impact on the participation of the students, the example that I can mention was the one done for the Easter day, for its realization I had to make papers that had activities

related to the last topic that was present continuous, these papers were inside small plastic eggs which were distributed around the place where the activity was going to be carried out.

Once a student found an egg, he/she had to do the activity that was on the paper in order to continue looking for another one, this activity helped them a lot to reinforce the topic and they could apply all the acquired knowledge, in addition to the fact that there was a lot of participation and disposition to the work, (Refer to Evidence appendix 11: Images from the easter day activity).

Note: Comparative chart of my materials, elaborated by myself (2022).

Daily journals

When I took the first course of the formative path of Professional Practice "Tools for observation and analysis for school and community" the teacher provided us with a guide for the development of the daily journal, this guide was my first approach, although it was complete I could not do it as expected, the courses contained in the aforementioned formative path I was attending and with it other suggestions for writing a daily journal were provided, However, in the fourth year of the course I was able to identify the problem of not being able to adequately prepare the daily journal so that from this I could analyse my interventions and be able to seek improvement if necessary or see my strengths in the classroom.

I used to consider the diary as one more requirement to be fulfilled for the practical subject, I elaborated it just to get a grade, but later I could understand that it is an instrument that serves me to analyse everything I do in the classes and to know why it worked or why it did not work for me.

That is why I carried out a research that would help me find a definitive guide for me in the elaboration of my daily journal and that this would become a significant product for my educational work and that what is written in the daily

journal would not remain in the air but would be one more tool to see my development as a teacher.

When I digitalised the practice diaries that I was able to retrieve, I realised that I did not develop them in the way suggested by the teachers and the gridlines that they used to give me, it was always too short, as well as not carrying out a conscious reflection to analyse my teaching practice.

I never followed the guidelines in detail because they were too long and the questions that were addressed were not going to work for me because the information that it was required did not allow me to reflect deeply of my interventions, that is why the research was carried out for the preparation of the daily journal, in the same way an adaptation of the daily journal was made making it a mixed diary.

The mixed diary consists of the use of the traditional diary and a digital diary for consultation in future interventions, the traditional diary will be used to identify which key words or ideas are written on a sheet of paper or notebook to later take these ideas and develop them in the database that will be our digitalised daily journal.

As a result, the evidence will consist of two types of information collection, the first is aimed at developing periodical reports in the groups that are given class.

Before	After
Innovación para la docencia 30/11/2020 Some students are not connected to the class, some others do other activities. The teacher asks for the notebook, pencil and a highlight. Teacher asks to the s.s the question "where were your name person" Teacher explains the content Teacher explain the exercises, in english and spanish	2nd A, B and D, test As the subjects of present simple and continuous had already been taken up again, the exam was applied, however the word exam was not mentioned, instead it was said that they were revision exercises so that the students would not get nervous and would answer the exercises in the best way, The first part consisted of conjugating the verb according to the sentence (present continuous or present simple), the second part consisted of selecting the correct clause to complete the sentence properly, although the easiest exercises were chosen there was a lot of doubt in the first series as they were still unable to identify when it was present simple and continuous, so it was the exercise in which there was a lot of doubt and difficulty for them, A recurrent problem that I could find was that they did not understand the instructions at the first time but it was 3 times and with examples when they could understand, the strangest thing is that the instructions were given in Spanish and even so they could not be clear at the first time, this may be due to my way of giving instructions or to the little attention that some students can have.

I never saw the daily journal as an opportunity to analyse my practice, the events I wrote down were very simple and I only wrote down how I developed the class.

What I did not do before	What I do now
I did not ask myself if what I had done was right or wrong	Now, I ask myself if what I did was right or wrong
When I was giving the thematic content to the students, I did not analyse whether what I was doing was right, for example turning my back completely to the learner, staying in one place when giving the lesson, my tone of voice when I was speaking.	Now every time I do something in front of the class, I ask myself if what I did was right, for example, walking between the lines to check the doubts of some of the students, moving when giving explanations to get their attention, analysing if it was a good idea to check the exercises before grading them.
I did not ask myself if the knowledge I was trying to give to the students had been significant	Now, I ask myself if the knowledge I provided to the students has been significant.
Generally, every time I gave the grammar or content to the students I did not question if they understood it, I just gave it to them and continued with the activities or moved on to another topic without applying this knowledge.	Now what I do every time I give a new topic I ask them at the end of the explanations if they have any doubts, in case the students say no, we go on to solve exercises to check that the topic was significant, to analyse more deeply I go through the rows to see how the exercise is being solved and if I notice that there are many doubts I go back to explain once again so that the learning is significant for everyone and they can apply it by solving exercises or doing activities related to the topic.

However, in one of the last courses of the professional practice training course I was asked to analyse all my practice through questions which served as a guide for me to analyse everything I had done.

I always used to keep my daily journal in a physical form, but I decided to

change that and to keep it in a mixed form in which I write down important events in a notebook and then write them down in a Word document in order to analyse my practice in depth.

Thanks to this I realised that the journal is an important tool that gives me an opportunity to develop the reflective process of my educational practice.

I intend the journal to be an opportunity for me to visualise aspects of my educational practice and to continue to carry it out.

Note: Comparative chart of my Daly Journals, elaborated by myself (2022).

Implemented sources

For the creation and elaboration of the portfolio as my degree modality, I will use a series of sources that will support it during seventh and eighth semester, those sources are:

- pieces of paper
- pen
- my own devices as laptop or smartphone
- Word
- Excel

The use of the piece of paper and the pen will be an issue to take brief notes and develop them further, after those notes come up, one of the devices mentioned to retake those notes and develop them in the document of word, after having done that, all the information written in the word document will passed to an excel document to identify the concurrent topics.

Schedule activities

Since I have been started the fourth grade and as a suggestion from my degree work director, I elaborate a schedule in excel where I put the months and the activities that it will be elaborating during this last year of my training and the next.

Among these activities we can find the bibliography selection, and the selection of the topic, this resource will be changing in the process given that I am following in the construction of it, (Refer to appendix 4: Schedule Activities).

Reflections

Source evidence 1: Data Basis of my opportunity areas.

The database is categorised by three different colours, the opportunity areas highlighted with green colour refer to all those problems that I was able to solve thanks to a course of the bachelor's degree, to the practice or to an extracurricular course that helped and that until today have not arisen again, The yellow colour identifies all those opportunity areas that are in the process of improvement through my teaching intervention practices, and finally the opportunity areas characterised with the red colour are the opportunity areas that I have not been able to change but I have to work on.

The main problem I faced when making the database was that I had to find my practice diaries and digitalize them in a Word document and then transfer them to an Excel calculator in order to identify problems which arose when I was teaching in front of a group.

Some of the areas of opportunity were similar but described with different words so I took the decision to include them in a key word for a better understanding by the reader.

In addition to this I added a description for each problem, this in order to give more context to the reader of what it refers to.

In the same way, the database will be of great help not only to give evidence of my academic progress but also will be a functional tool to analyse my classes once I leave the degree, in order to be in a constant improvement and updating my way of teaching.

The following section is made up of 4 moments of reflection which refer to the process of achieving the competences chosen for this portfolio of evidence, how this database will help me in my professional development and how I managed to solve or not the problems I was able to identify in the practice diaries.

In this first part, the first moment, I will return to the importance of the database that I am developing, what it will be used for or what is the purpose of its development.

The purpose of the database is to collect important information from my practice diaries in which I have to read my reflections and identify problems that arise during that period.

In the same way it is a tangible way of showing the step-by-step progress of my teaching through each elapsed semester.

This will be of crucial importance to show the academic achievement of each of the competences obtained according to the Bachelor's syllabus.

The database is also a tangible way to see my academic/professional process, to achieve this I had to review my practice diaries on a digital form in order to

find key words or phrases that characterise my area of opportunity, this with the purpose of being able to categorise them later with specific key words that include or are related to my area of opportunity to improve, this in order to identify in an easier way the semesters in which the problem was repeated and what I did to change it.

List of problematics	Explanation	Solution	Relation with LEAIES syllabus
voice tone	Refers to the modulation of my voice in order to be able to give lessons.	Through my classroom interventions over the years.	Applies language and communication skills in a variety of contexts.
activities	Are all those activities made or taken for the class.	Through the courses taught at the normal school.	Designs and uses different instruments, strategies, and resources to asses the learning and performance of students considering the type of knowledge to carry out effective.
technical	Technological problems occurring during the contingency.	Ended at the end of the contingency.	Uses information and communication technologies in a citical way.
explanation	Problems occurred in the explanations of grammatical rules or content.	English courses and constantly practicing my speaking.	Produces clear structured, and detailed oral and written texts showing mechanisms of organisation, articulation, cohesion and coherence, expresses ideas and concepts creatively and positively

Source evidence 2: Opportunity areas achieved.

In my professional teaching intervention practices I faced multiple problems which became areas of opportunity to be improved.

One of these areas of opportunity, of which there are 8, I have been able to successfully resolve 4 of them over time. One of them was the tone of voice, since in my first teaching practice I arrived in the classroom with fear and worry of not meeting the expectations of the teachers, as well as the fear of making mistakes in front of the group, whether due to pronunciation, spelling or that I did not sufficiently dominate the content, this caused me to feel insecure and my tone of voice was not strong enough to give the class.

However, I corrected this by preparing myself more for the class, by focusing on my class and not thinking about the presence of the head teacher in order to avoid any insecurity problems.

The teacher, when preparing the practical class, based on the objectives of the programme and the characteristics of his students, gradually increases the complexity of the skills needed to solve the tasks that require the application of the acquired knowledge (Hernández I., Rafael C., & Infante-M 2017).

For the preparation of my classes in addition to studying the content to be taught in the class, what is recommended to prepare a good class is to know the specific objectives of each class and of all the sessions through the Aprendizajes clave (2017) curriculum, in the way to prepare a good class it is recommended to prepare the class considering the characteristics of my students.

¿Cuál de las siguientes actividades disfrutas más?
51/209 respuestas correctas
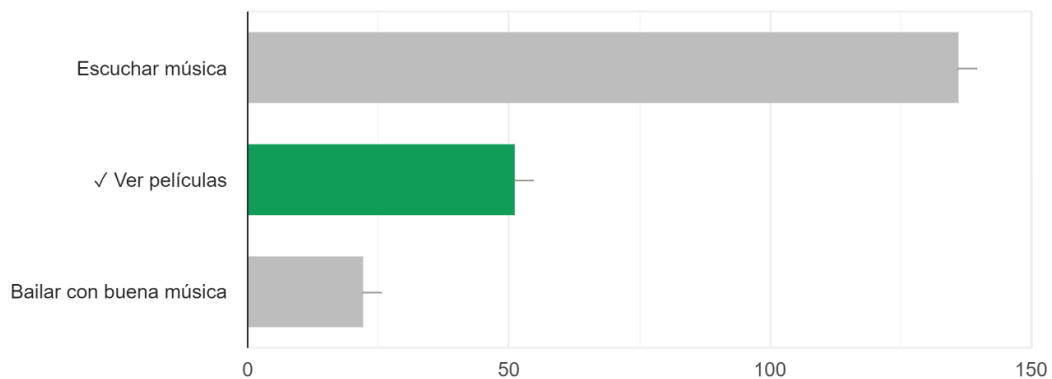
Graphic 2: Activities that the students enjoy doing, elaborated by myself.

One of the changes that I have noticed thanks to the preparation of the thematic content to be discussed in the classroom, I feel totally confident about what I am teaching and my explanations, however there are times when I used to forget vocabulary that came in the worksheets and that the students wanted to know about its meaning, for this reason I now carry an English dictionary to consult the word in which they have questions or any word they want to know, on the

other hand when I did not carry it with me I used to get nervous and I avoided their questions.

I was also able to understand that the students do not know the didactic sequence in detail and that if I had any problems with my pronunciation or spelling in the material, I would let them know so that I could correct it.

The second problem that I was able to solve through the practice were the oral explanations, since in the first practices of teaching intervention I did not make a framework of what I was going to say, I just came to the class and guided me with the development of the activities that I had planned in the class, (Refer to Evidence appendix 12: Framework of my first interventions).

I used to do this framework because it served me as a script that allowed me to review everything I was going to say during the class so that I would not get confused about what I was going to say and I would not get nervous because I did not need to improvise much, for its realization I based it on the three moments of the class, beginning, development and closure, each one contained everything I was going to say during those moments and I also used to put some possible answers that the students could tell me.

One of the reasons for this problem was my lack of English so I could not structure the sentences or questions I was going to use in the class properly.

However, as I said, I was able to solve this problem through my interventions in the classroom, through the English courses that were taught in the afternoons, through English courses given by the Centro Internacional de Lengua y Cultura (CILC) in the afternoons at the Escuela Normal, thanks to these English courses I was able to improve my level of English, as well as my confidence in speaking it. Finally, another aspect that helped me to improve was the suggestions made by the teachers at the Escuela Normal to create a framework, which is a script

that allows me to see everything I will say when I am giving the class, such as instructions or explanations.

As a result of the English courses, the suggestions of my teachers and the use of my framework I was able to learn how to adequately give explanations or instructions.

The third problem, which is related to the activities, comes from the fact that I developed very complex activities with a higher level of English than the students.

In addition to the fact that the activities I developed tended to have a high level of English for the students, they also became not controlled activities, which resulted in the students' failure to complete them, (Refer to: Evidence appendix 3: Not controlled activities).

In addition to this the activities were many and I wanted to finish them because I had to have a final product to evaluate them and assess whether I had achieved the objective that comes in the program Aprendizajes Clave (2017), also, I still have another problem that I was trying to improve, which is time, because it took me a long time to explain the subject matter, and I gave too much or too little time for the development of the activities,

In terms of the development of activities Marqués M. (2016) suggests that we have to make an estimate of how long it will take students to carry out an activity, he also recommends that we should ask students how long it may take them to carry out the activity so with this information provided by them we can make adjustments to the time estimations that we consider for its development within the lesson plan.

At the moment I have been learning that sometimes students take more time than expected to develop the activities because they did not understand properly

what to do or because they are distracted talking with their classmates, to solve these areas of opportunity what I do is to go through the rows and check if they are taking the activities, If I notice that there is more than one student with the same problem, I stand in front of the group to explain again in order to save time explaining one by one and use that time in another explanation of the topic or another different activity.

Another important aspect to consider when designing activities is that: "Students must perceive it as achievable. It should not be difficult because it can cause frustration." Marqués, M. (2016) which is very true because when students did not accomplish the production that came on the worksheet they did not answer it and left it blank, so I consider that it is important to think well about activities according to the English level of my students to prevent them from being frustrated when they do not know what to do, (Refer to: Evidence appendix 4: Rate the film).

However, thanks to the "Planning and Evaluation" course I was able to learn different ways of doing a controlled or semi-controlled exercise, (Refer to: Evidence appendix 5: Controlled activities) so that the students do not take too much time in the development of the activity, such exercises are: fill the gaps, choose the correct option, match the columns, complete the sentence etc. (Refer to: Evidence appendix 6: Put the correct word).

The aspects that I consider at the moment of the design of activities are: that they go according to the topic that is being developed, the appropriate content for the student, topics of their interest, characters or personalities that have an impact on them, short and clear instructions, exercises that are not too difficult.

In addition to learning how to design exercises in the Planning and Evaluation course, we were also provided with tools and knowledge for the design of test items. From the fill the gaps exercises we were able to see different variations, such variations that we addressed and developed exercises such as: Gapped

test, Cloze 7 test, C-test, (Refer to: Evidence appendix 7: Fill the gaps exercises).

All this variations of gap-filling can help me to improve my teaching and also help in the design of different types of activities, at the same time this three variations of gapped exercises have different proposes then I could apply them when I want to know how many knowledge they are acquiring, in the case of the "Gapped test" I only will attendance the grammar or vocabulary, in cloze test I will focus on the skills and to know how much English they know, finally in C-test the one that I fell in love because is a mix of the cloze test and gapped test, here you can focus in the level of English that they have as well as grammar and vocabulary, definitely the one that I will apply in next interventions is the C-test because as I said are two in one.

I also learned how to measure the didactic orientations of the secondary school curriculum in order to carry out the Social Practices of the Language (SLP) taking only those orientations that were very useful and to develop in a short time of intervention, all this thanks to the course "Innovative approaches in teaching".

The fourth problem that I will return to is related to technical problems, this problem emerged in fifth and sixth semester due to the pandemic because the resources that we used to teach the classes were computer equipment, so there was always a problem with the presentation of the screen, internet or the microphone, although it was for a certain time I considered it within the list of problems since in these last practices of fourth year I have been using the technological resources to give my classes, such resources are my laptop, a projector, HDMI cable and sometimes the speaker, in the case that this problem arises again it will be discussed in my diary of practice and database.

attraction	Issues related to attraction to materials used in the classroom	Not achived yet	Reflects on teaching and learning process, and the result of assessment , in order to make proposals to improve his/her own practice.
materials	Problems related to size, shape and content of materials	Not achived yet	Designs and uses different instruments, strategies, and resources to asses the learning and performance of students considering the type of knowledge to carry out effective.
time	Aspects related to the time to elaborate activities or give explanations	Not achived yet	Reflects on teaching and learning process, and the result of assessment , in order to make proposals to improve his/her own practice.
participation	Student participation to support the class, answers or points of view.	Not achived yet	Uses the theoricaland methodological elements of research as part of their lifelong learning in English. Identifies factors which facilate or hinder the acquisition and learning of a second language .

Source evidence 3: Opportunity areas not achieved.

The third moment of reflection is related to the problems that have not been solved, but thanks to the database and the fact that it is already a tangible process, I can solve them.

The first two problems are related, the first is the attraction and the second one is the materials, both are closely related as I used to elaborate materials which were not very attractive or appealing to the students, which caused them to lose interest in the class at certain times.

This is a problem which is still recurrent in my teaching because I do not get to totally contemplate the likes and interests of my students, as I had already mentioned in previous lines the reason why I did not consider the likes and interests of my students is because I had the idea that it was an extra work for me because I had to review each student diagnosis by diagnosis to know this information, however to solve this problem I decided to create a Google Forms to collect the data of the students and it would be easier to access them, however and thanks to the observation that I apply in breaks and classes I realize more noticeably of these likes and interests, which is why in this last practice I decided to develop material which is focused on different characters of

science fiction, celebrities so that students feel more motivated to develop the activities established for the development of the session.

By making materials in this way I will be able to check if the students feel more attracted to carry out the activities, as their likes and interests are taken into account.

The third thematic focuses on time, no doubt this is still an area of opportunity in my way of teaching.

The main problems are related to the development of the activities because I always propose a set time, but it always ends up being a different one. An example of my experiences that I can bring to better exemplify it would be when I let them do an activity where the students had to produce a triptych of natural disasters which in the development of the planning was only going to take 10 minutes, but they took the whole class, and I could not evaluate them or ask them about the parts of the triptych.

This problem can be categorised as classroom management, McKenzie, A. (2006) talks about this issue in a document called "time management in the classroom", this author addresses 4 points, among the four points she takes up the time when elaborating the lesson plan.

> Prioritize your established tasks to ensure that you cover the most important concepts/subjects.
> Consider making use of time-controlled activities (group work, role-playing, in-class writing, individual presentations, etc).
> Be aware of hidden time demands (administrative issues, explanation of test procedures or assignments, questions from lectures, setting up technology, rearranging the room, etc.) (McKenzie, A. 2006).

These aspects addressed by the author are important aspects to consider when elaborating my lesson plan as she considers doing group activities to save some time that can be used in another activity.

When doing the above mentioned activity, I had not considered this as it was planned for the students to do the triptych individually, but now knowing this information I can think very well when deciding whether the activities are easy to do individually or in a group.

It is also necessary to be aware that when developing the lesson, some inconveniences may arise as the author points out, that is why within my lesson plan there is a space to make adjustments to the lesson plan.

Another problem related to time is the explanations because occasionally and at the beginning of my practices, I use to take a long time in the development of the class to explain the content, this is a habit that I continue to influence but that I try to correct so that the explanations are short and concise.

To correct this, I had to rely on my experiences of teaching intervention, I usually looked for a lot of information about the subject I was going to teach and elaborated my classes based on this information.

Generally, the content was grammatical rules, at the time of giving the rules it was a lot of information for the students, so their attention was diverted to other activities, (Refer to: Evidence appendix 1: Thematic content before).

That is why, from all the thematic content I was looking for in the classroom, I extracted only what was most important in order to give it to the students. (Refer to, (Refer to: Evidence appendix 2: Thematic content now).

Making a contrast between both thematic contents from different years I can realize the progress I have made in selecting what I want the students to learn to

be able to make a production at the end of the class or at the end of the week in a final product.

To make the explanations shorter and more concise I should only be guided by my general or specific objectives of the class, which is what I want the students to achieve at the end.

With this in mind I can determine what thematic content to address, and it will be useful for the final product and not saturate them with explanations that will not have a specific objective and purpose.

The last and most important thing that I am constantly improving is the participation of the students, I have noticed this throughout my training, some of the reasons that I can identify are the fear of participating in English and that their classmates make fun of them.

Domínguez, F. and Manzo, M. (2011) call this behaviour verbal bullying and among the characteristics of this type are: "insults, epithets, threats, rumours, racist or sexist statements for discriminatory purposes, the spread of gossip, exclusionary actions, repeated insulting jokes, etc".

Of these behaviours of this type of bullying, the last two can be highlighted because they are the ones that I can generally identify in my classroom when I teach and ask students to participate, which can end up affecting their learning and the development of student-peer relationships.

To avoid this, what I try to do with each exercise is to let the students know to avoid negative comments at the time that their classmates are participating, because if they do, they will go to the counsellor to discuss these situations with their parents.

Also, to avoid fear in the students when giving their participation or comments, I place myself next to the student to be able to give them confidence and that they

are in a process of learning and development, so we will always make mistakes but with perseverance we can acquire new knowledge.

In addition, one of the areas of opportunity that I believe I need to overcome in order to improve my educational practice is to find a way to work on social-emotional skills in my classroom.

However, I always try to implement new ways of asking for participation, the techniques I often use are to say they are for extra marks, to ask randomly or to ask a student to participate and have them select one of their classmates to participate.

The fourth moment of this reflection is dedicated to how my graduate profile has helped me to improve the competences of the graduate profile of the degree.

The competences are a tool that helps to acquire knowledge focused on teacher development in order to obtain a graduate profile in accordance with the plans and programmes of the bachelor's degree.

The competences help the trainee teacher to realise what knowledge and skills he/she will have at the end of the degree to be able to face the world of work with what is necessary, but without neglecting the constant acquisition of new knowledge through conferences or seminars, as well as the acquisition of new competences once he/she is already in the professional teaching service.

Now, the competences selected will help me in my professional practice to be able to write a reflective daily journal and use it to reflect on my educational practice.

One of the competence who goes with this process is "Assess teaching and learning processes from a training perspective to analyse your professional practice" (DOF, 2018, p. 215) because this competence will help me to analyse

my academic development through the assessment of my lesson plans and materials.

For the evaluation of my didactic material, I am basing it on the document "Propuestas para la elaboración y Evaluación de Material Didáctico" by the Facultad de Ciencias, Universidad Autonoma de San Luis Potosi (UASLP) but with a slight change.

La Facultad de Ciencias de la UASLP (2016) proposes 3 specific features to evaluate.

1. Content: The content refers to the fact that it does not present spelling or grammatical mistakes, the level is appropriate for the target group.

2. Didactic design: the didactic design refers to the fact that its objectives and goals are in accordance with the topic it is intended to address.

3. Technical design, the didactic design refers to the fact that it is appropriate to achieve the stated objective and that it is adequately visually designed.

Thanks to these three features for the evaluation of didactic material, I was able to create an instrument that allows me to analyse whether my materials are adequately structured.

Item	☑	☒
No spelling mistakes		
Instructions are clear		
The material is well organized		

	☑	☒
The content of the exercises is in accordance with the topic seen in class.		
It is attractive to the students		
The images go according to the statements or text (in case visual support is needed)		

In the same way, and thanks to the revisions made to my planning by the teachers, I was able to build a checklist to help me know if my planning has the necessary resources for its execution.

Item	☑	☒
The lesson plan presents the identification data of the trainee teacher.		
The lesson plan presents specific objectives for each class and general objectives.		
The lesson plan contemplates the development of all skills.		
The lesson plan presents a beginning, development and closing.		
The lesson plan presents a relationship between activities.		
The lesson plan shows the resources to be used in the class.		
The lesson plan is understandable so that someone else can		

develop it.		
The content is according to the topic.		
The lesson plan considers the student's learning styles.		
The lesson plan shows how it will be evaluated at the end of the class or at the end of the week.		
The lesson plan shows a section for modifications and suggestions.		

Note: Rubric to evaluate my LPs elaborated by myself (2022).

In addition to those materials the daily journal rises up, this tool will guide me to notice if the materials and lesson plans used in previous interventions were functional, this issue is self-assessment of my development in the classes.

For the development of my self-assessments, I still do not have an established model, I only perform them through what is captured in the daily journal and if I achieve the objective of the class.

Similarly, I was able to retake the competences found in the Agreement 14/07/18 which were published in Diario Oficial de la Federación (DOF), of that agreement I can take up the disciplinary competence which states the following: "Use linguistic elements to describe, express points of view, communicate and construct arguments in English" (DOF, 2018, p. 365) which contains a unit which I consider to be: "can produce phrases and sentence structures according to morphosyntactic principles" (DOF, 2018 p. 365), as it is important to write well, but which in turn has a deeper and more complex objective which is the argumentation of this academic paper to improve my teaching model.

In order to continue improving this disciplinary competence, I intend to continue taking English courses to keep practicing so that it does not become an area of opportunity, and also that the use of the practice journal will help me when I am already in service in front of my group or groups.

The portfolio of evidence method allowed me to collect all the necessary evidence to be able to analyse my educational practice, such evidence consisted of planning, materials and mainly the daily journal, also gave me the opportunity to systematise my products in electronic folders and thus be able to access them easily and at any time.

The evidence collected in the portfolio allowed me to make a contrast between them, analysing and comparing them in order to be able to realise the progress I have made throughout the course.

To measure the progress, I have made throughout my career I will use the evidence through the database which is an instrument that allows me to access the lesson plans and materials that I have been doing over the years in order to analyse how I started my first time with lesson plans and materials and how I have been doing it up to now.

This portfolio will also allow me to upload future lesson plans, materials and daily journals in order to continue analysing my practice and improve it.

The educational practices allowed me to do the journal in a new way, with a methodology that was new to me and that allowed me to analyse my interventions more, it allowed me to learn more about my way of teaching, to realise my areas of opportunity, but also my strengths.

Some of the characteristics of my way of teaching is that I like to be in contact with the students, I like to walk around the classroom and get to know them more through observations, another aspect is that I like to consider their likes

and interests for the design of activities and this allows me to have more of their participation, I like to listen to their suggestions and requests as well as I try to attend to each of their needs so that they can acquire the knowledge, generally I like the sessions to become interactive where they can come to the front and participate.

So, some of the strengths that I was able to acquire throughout my training as an English teacher are:

- Elaboration of didactic material taking into account likes and interests.
- I take care that all students can learn and return if necessary, so that everyone acquires new knowledge.
- Generate a collaborative learning environment.
- Reviewing the thematic content for the class.
- Resolve my students' doubts.
- Self-reflect on my interventions through my diaries.

I was able to notice all this thanks to the participation of my students, the analysis of my didactic sequences, my materials and observations made by the head teacher at the school of practice, but also by my teachers from the Normal school who are in charge of carrying out observations.

One of the suggestions I can make for teachers in charge of practice is to make some curricular adjustments, such as creating a seminar or course dedicated to the development of the daily journal.

Perhaps as a first point and in the first semester, teach students what a daily journal is for, what it can help you in your training as a teacher.

In the second semester, introduce them a little more in what is the main thing that a diary should contain at the beginning, such as identification data of the school in which they are going to practice, what the parents do to understand

the context in which the students live, in general internal and external data of the school, in the same way let the students write events that they consider that were important when developing their didactic sequence, in the same way that this diary has a free structure so that they can have that first approach in the construction of the diary.

In subsequent semesters provide some guideline questions to serve as an introduction for the construction of a more structured diary, these suggested questions could be left for the end of each week and with the important events described by the students these guideline questions could be answered.

In the same way, let the students use the computer resources and they can build a diary using their physical notebook and a Word document that allows them to analyse in a deeper way what has been described in their notebook.

I also believe that the teachers in responsible for practice should emphasise that this is a tool that will allow them to analyse their educational practice, identify areas of opportunity and strengths, as well as insisting that they do not see it as just another requirement to be fulfilled for the practice subject.

The methodology used for the completion of my degree document allowed me to deeply analyse the events that took place in the classroom, to be able to look for materials or techniques to help me improve my teaching process.

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Appendix

Appendix 1: Daily Journals

Appendix 2: Lesson Plans

Appendix 3: Didactic Materials

Appendix 4: Schedule Activities

Appendix 5: Data Basis

Evidence appendixes

Subject	AuxiliarY	Verb	Examples
I	do not	work	I **don't work** in a factory. (yo) **No trabajo** en una fábrica.
You	don't		You **don't work** in a factory. (tú) **No trabajas** en una fábrica.
He	does not		He **doesn't work** in a factory. (él) **No trabaja** en una fábrica.
She	doesn't		She **doesn't work** in a factory. (ella) **No trabaja** en una fábrica.
It			It **doesn't work.** (ello) **No funciona.**
We	do not		We **don't work** in a factory. (nosotros/as) **No trabajamos** en una fábrica.
You	don't		You **don't work** in a factory. (vosotros/as) **Trabajáis** en una fábrica.
They			They **don't work** in a factory. (ellos/as) **No trabajan** en una fábrica.

Fijémonos en que a la **3ª persona del singular** de la **forma negativa** no se le añade **ninguna -s** al final del verbo ya que esta ha sido añadida con la forma **does** en el auxiliar. Lo mismo ocurre en el caso de las **interrogativas**, como veremos a continuación.

Es más **común** utilizar la forma contraída **don't** y **doesn't** que **do not** y **does not**.

- **La forma interrogativa**

En las **oraciones interrogativas** el verbo auxiliar **do** o **does** se coloca al **inicio** de la **oración** seguido del sujeto, lel verbo principal y en algunos casos se añade un complemento.

AuxiliarY	Subject	Verb	Examples
Do	I	work?	**Do I work** in a factory? (yo) ¿**Trabajo** en una fábrica?
	you		**Do you work** in a factory? (tu) ¿**Trabajas** en una fábrica?
Does	he	work?	**Does he work** in a factory? (él) ¿**Trabaja** en una fábrica?
	she		**Does she work** in a factory? (ella) ¿**Trabaja** en una fábrica?
	it		**Does it work?** (ello) ¿**Funciona**?
Do	we	work?	**Do we work** in a factory? (nosotros/as) ¿**Trabajamos** en una fábrica?
	you		**Do you work** in a factory? (vosotros/as) ¿**Trabajáis** en una fábrica?
	they		**Do they work** in a factory? (ellos/as) ¿**Trabajan** en una fábrica?

Al igual que los verbos **to be** y **have got**, las oraciones interrogativas en *present simple* también cuentan con sus propias **respuestas cortas**.

Adverb	Subject	AuxiliarY	Adverb	Subject	AuxiliarY
Yes,	I	do	No,	I	don't
	you			you	
	he	does		he	doesn't
	she			she	
	it			it	
	we	do		we	don't
	you			you	
	they			they	

Evidence appendix 1: Thematic content before

Can't

To form the negative we add "not" after can to form one word: cannot.

We can also contract the negative to form can't. (can't = cannot)

Examples:

- I cannot play the piano.
- We can't go to the cinema tonight.
- She cannot speak French very well.
- He can't drive a car.

Evidence appendix 2: Thematic content now.

ESCUELA NORMAL No.1 DE TOLUCA
SUBDIRECCIÓN ACADÉMICA
DEPARTAMENTO DE FORMACIÓN INICIAL
Licenciatura en Enseñanza y Aprendizaje del Inglés
Ciclo Escolar   2018-2019

Name:_____ Grade:_____ Group _____

Instructions: Identify and underline what happen at the beginning

The Boy Who Cried Wolf

There was once a boy whose father one day told him that he was now, old enough to watch over the sheep while they were grazing. Every day, he had to take the sheep over the grass fields and watch them as they grazed to become strong with thick wool. The boy was unhappy though. He wanted to run and play, not watch the boring sheep. So, he decided to have some fun instead. He cried 'Wolf! Wolf!,' until the entire village came running with stones to chase away the wolf before it could eat any of the sheep. Once they saw that there was no wolf, they left muttering under their breath about how the boy was wasting their time and giving them a good fright while at it. The next day, the boy cried once more 'Wolf! Wolf!' and, again, the villagers rushed there to chase the wolf away.

As the boy laughed at the fright he had caused, the villagers left some angrier than the others. The third day, as the boy went up the small hill, he suddenly saw a wolf attacking his sheep. He cried as hard as he could, 'Wolf! Wolf! WOLF!', but the villagers thought he was trying to fool them again and did not come to rescue the sheep. The little boy lost three sheep that day, all because he falsely cried wolf.

Instruction : identify the three parts of tale and write it in the chart

Beginning	Middle	End

Evidence appendix 3: Not controlled activities.

Comment.

Names: Hilda Jessica Santana G   Grade: 3°   Group: "P"

Instructions: Write a list with the emotions

Sad   Confiar

Happy   Interest

Angry   Bored

Instructions: Complete the comment with your own information about your favorite film or series

(name) Jessica

los extraño (name of the movie or series) is my favorite
Film (film /serie) and when i watch it i feel
happy (emotion).

Instructions: Share your opinion with your partner, after write the opinion of your partner

(name) Kevin

Iregularidad (name of the movie or series) is my favorite
serie (film /serie) and when i watch it i feel
mal (emotion).

Instructions: With your partner chose one film or serie and with the structure of the exercises write an opinion in a piece of paper, past in front and paste in the cloth

Evidence appendix 4: Rate the film.

Juan Manuel Conteras Morales

Newspaper	Facebook
The newspaper is _____ than the Facebook post	The facebook is _____ than the newspaper

Newspaper

1. The newspaper is <u>more formal</u> than the Facebook post
2. The newspaper is <u>more informal</u> than the facebook post
3. The newspaper is <u>more dificult</u> than the Facebook post
4. The newspaper is <u>more informative</u> than the Facebook post
5. The newspaper is <u>more expensive</u> than the Facebook post
6. The newspaper is <u>worse</u> than the facebook post

Facebook

1. The Facebook is <u>simpler</u> than the newspaper
2. The facebook is <u>easier</u> than the newspaper
3. The facebook is <u>longer</u> than the newspaper
4. The facebook is <u>better</u> than the newspaper
5. The facebook is <u>smaller</u> than the newspaper
6. The facebook is <u>cheaper</u> than the newspaper

Evidence appendix 5: Controlled activities.

Name_____ Grade:_____ Group:_____

Instructions: put the verbs in the right form

You _____ too much tv. (watch)

She _____ everyday. (swim)

They _____ to a music camp every summer. (go)

It _____ a lot in fall. (rain)

I _____ my bike everyday to go to work (ride)

He _____ going to the museum. (love)

We _____ in the choir every Sunday morning. (sing)

Instructions: Match the verbs in the box with the sentences

yawm	thinks	loves	plays	remember	sleep	sing	works
forget	talks	cooks	decorate	brush	pray	drives	eats

I _____ you from last year.

We _____ the house for Christmas.

My grandparents _____ every eveing at dinner time.

My mom _____ Italian diches like no one else.

My brothers _____ until 11am on Saturday mornings.

Your friend _____ a lot for someone who is shy.

He _____ about her all the time.

My father _____ in a bank.

You always _____ when you are happy.

Mary _____ only fruits and vegetables.

Evidence appendix 6: Put the correct word.

Gapped test

Instructions : Put the words in the correct place to complete the text.

citizens	town	rich	time
need	pay	rats	help

Once upon a *time* in the north of Germany there was a town named Hamelin. The _____ of Hamelin were honest and industrious people, and as the years went by they became very _____.

One day the _____ was invades by a plague of _____. The terrified citizens went to the mayor's house for help, but nobody knew what to do. "We _____ help!" said the mayor in despair.

Suddenly, a tall thin man appeared with a hat and a gold flute. "I can _____" he said, "but it will cost you", "Whatever the price, we will _____" replied the mayor

Cloze test

Instructions : Fill the blanks to compleate the text like the example in bold letters.

Once upon a time, there were *three* little pigs who lived with their _____ in a meadow. The pigs decided to _____ houses near the woods. A big _____ wolf lived in the woods. He was _____ happy when he saw the three _____ pigs building houses nearby. The first _____ pig was lazy. He made a _____ of straw. The big bad wolf _____ and puffed and blew it down. The _____ little pig worked a little harder _____ the first little pig.

C-test

Instructions : Complete the Word to complete the text .

Once upon a time, there were t____ little pigs who lived with their m_____ in a meadow. The pigs decided to bu____ houses near the woods. A big b____ wolf lived in the woods. He w____ not happy when he saw the t____ little pigs building houses nearby. The fi____ little pig was lazy. He made a h____ of straw. The big bad wolf huf____ and puffed and blew it down. The s____ little pig worked a little harder t____ the first little pig. He m____ a house of twigs. The big b____ wolf huffed and puffed and bl____ the house down. The third little p____ made a house of bricks.

Evidence appendix 7: Fill the gaps exercises.

Come to New York for a long family weekend!

Includes flights for two adults and three children.

Departures on Wednesday evenings at 6 p.m.

Return flights on Fridays at 9 p.m.

Shuttle service to the Soundgarden Hotel .

If you do not eat meat we have vegerarian options in our menu.

Free passes to Rockefeller Center, Metropolitan Museum of Art, One World Observatory and the Statue of Liberty just one time.

Hotel rooms:

Two side-by-side rooms.

Price $ 785.00 dollars peer family of six.

Evidence appendix 8: Material modified according to the English level.

Name:_____ Grade:_____ Group:_____

Instructions: Identify the parts of the tale.

| illustration | text | subtitle | title |

THE PIED PIPER OF HAMELIN

Once upon a time in the north of Germany there was a town named Hamelin. The citizens of Hamelin were honest and industrious people, and as the years went by they became very rich.

One day the town was invades by a plague of rats. The terrifird citizens went to the mayor's house for help, but nobody knew what to do. "We need help!" said the mayor in despair.

Suddenly, a tall thin man appeared with a hat and a gold flute. "I can help" he said, "but it will cost you", "Whatever the price, we will pay" replied the mayor

UNCLE MOON'S FAIRY TALES

By Jacob and Wilhelm Grimm

Evidence appendix 9: Book readings.

facebook

Comments

Name: Estela   Grade: 3   Group: B

Instructions: Read the comments of the artist about the series or films.

Freddy Mercury
In my personal opinion I think that Lucifer is a great series. It involves you in the drama and when it finish you want to watch view more and more.
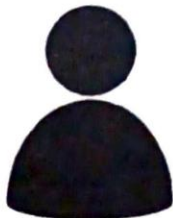I give it 5 stars.
★★★★★

Maluma
Luke Cage is a terrible series. It talks about a superhero that is very strong, and I felt angry when I watch it because I hate heroes.
I give them 2 stars.
★★

Billie Eilish
Civil War is my favorite movie and when I watch it I feel sad because Captain America and Iron Man fight.
I give them 4 starts.
★★★★★

Instructions: Complete the comment with your own information about your favorite film or series

(name) Tony Star

Avenger (name of the movie or series) is my favorite
film (film /series) and when I watch it I feel
Happy (emotion).
I give it 4 star(s).

Elaborated by: Luis Angel López Javier

Evidence appendix 10: Worksheet considering interests.

Evidence appendix 11: Images from the easter day activity.

FIRST DAY	SECOND DAY	THIRD DAY
T. greets. Hi students, how are you?	T. greets. Hello students, how are you today?	T. greets. Hello students, how are you today?
H.H. Possible answer: Hi I fine thanks	S. Possible answer: Well thanks	S. Possible answer: Thank you very much
T. My name is Luis and I am the practitioner who will be working with you, so I ask you to please respect the rules agreed in class.	War up	T. Warm up
T. paste the poster with the rules.	T.T. says "Clap your hands, stomp your feet, snap your fingers, raise your fist."	Place a song in English and say:
-Avoid using the cell phone in class.	T. repeat at discretion.	I'm going to put a song and I'll pass the ball when the music stops the person who keeps the ball has to tell me what issues they would like to know in English and they have to tell me their favourite colour
- After three attention calls you will be asked to go with your counsellor.	T. Okey students today we will continue with the topic.	T. It puts the students emotions and asks them to relate them to the images that are on the other side of the board
- Avoid using high-sounding words (rudeness)	T. Verbal and nonverbal language is very important in the silent short film.	T. asks the students to write 3 sentences relating the emotion with the image
-Ask for permission to leave the toilet	The verbal language can be written or oral and there is a transmitter, receiver and channel for communication.	Monitor the students and check if Ivan has doubts
- Respect your classmates and teachers	Nonverbal language refers to the way of communicating informally where head movements are used to refer to something, when gestures or movements are used.	T. Time.
- You will have 5 minutes of tolerance for your arrival	In the example I gave you yesterday are examples of verbal and nonverbal language please ask them review your example yesterday (they have 2 minutes)	T. The teacher gives them a sheet where they find images and certain phrases that they can use to create their own silent short film.
- Perform the activities indicated.	T. Finished time	T. They have 15 minutes to make their own silent short film.
Warm up	(teacher delivery leaves team to perform the activity)	S. They work on the requested activity
says "Well, get up let's play CHANGING PLACES when I say 1 (one) sit down and when I say 2 (two) you stand up and when I say (three) change places ok?"	With They have two minutes to work.	T. Asks them to paste the sheet in their notebook and pass their notebooks to the person in front of their line to sign what they did in class.
T. says "Well let's start. "	They have two minutes to accommodate	
T. Okey students the theme today is:		
Mute film short		
T. Shows the date on sheets of paper in disarray -		
What comes first ?, day?, year?		

Evidence appendix 12: Framework of my first interventions.

Evidence appendix 13: Material based on the book, didactic orientations and external resources

Toluca, Méx., 30 de junio de 2022

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

Quien suscribe C. LOPEZ JAVIER LUIS ANGEL, 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: "The use of the Daily Journal as a Database of my Academic Development", 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. LOPEZ JAVIER LUIS ANGEL

"2022. Año del Quincentenario de Toluca, Capital del Estado de México"

Toluca, Méx., 15 de julio de 2022.

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

El que suscribe M.C.I. Victor Olenin Ramírez Beltrán Asesor de la estudiante Lopez Javier Luis Angel matrícula 181517840000 de 8° semestre de la Licenciatura en Licenciatura en Enseñanza y Aprendizaje del inglés en Educación Secundaria quien desarrolló el **Trabajo de Titulación** denominado "The use of the Daily Journal as a Database of my Academic Development" 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.

ATENTAMENTE

_____
M.C.I. Victor Olenin Ramírez Beltrán

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SUBSECRETARÍA DE EDUCACIÓN SUPERIOR Y NORMAL
DIRECCIÓN GENERAL DE EDUCACIÓN NORMAL
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2021. "Año de la Consumación de la Independencia y la Grandeza de México".

Toluca, Méx., 1 de julio de 2022

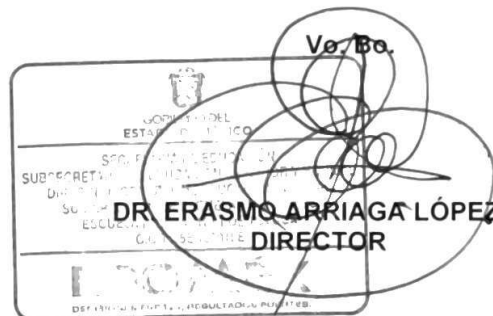C. LOPEZ JAVIER LUIS ANGEL
ESTUDIANTE DEL OCTAVO SEMESTRE (LEAIES)
P R E S E N T E.

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: The use of the Daily Journal as a Database of my Academic Development, 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.

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