ESCUELA NORMAL NO.1 DE TOLUCA

PORTAFOLIO DE EVIDENCIAS

Adaptation of Teacher's Work From Online to Hybrid Classes

QUE PARA OBTENER EL TÍTULO DE

LICENCIADO EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA

P R E S E N T A

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1.Introduction

1. Introduction

The following document contains a portfolio of evidence, which is an original and personal document that contains the evidence of development of a set of professional competences that are part of my graduation profile as a bachelor's degree in Teaching and Learning English in Secondary School.

In section 2, I present the reasons, arguments and motivations that pushed me to choose the portfolio of evidence as well as the reason to choose the professional competence. I also present the purpose of this portfolio.

In section 3, the reader will find the analysis, reflection of some evidence that I selected and organized to show the level of achievent of the competence in my performance as a teacher in the process of adaptation of teacher's work from online to hybrid classes, that was part of my practice during the last three semesters of the teaching training process.

In every evidence analized, the reader there will be found the main achievements and strengths that I got, as well as the opportunity areas that I found through the analysis and reflection process. There I will also mention the main aspects that I consider important to develop in my professional pathway in the future.

Finally, there will be found a list of references of all the documents that helped me in the process of analying and arguing every evidence chosen as well as those that helped me to finish this portfolio.

2. Reasons, Arguments and Motivations

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2.1. Changes and Challenges

The changes and challenges on the way teachers must teach today, after pandemic of SARS CoV2 are the reasons and motivations to build the present portfolio of evidence called "Adaptation of teacher's work from online to hybrid classes", but; what changes? and what challenges?

As we know, during pandemic of SARS CoV2 (COVID19) all human activities changed, including education in which main change ocurred based on the sanitary isolation. For this reason, face-to-face classes changed to online classes and later, to hybrid classes which are a combination of face-to-face and online classes. This change brought many challenges to the educational system at any level.

The lockdown started in March the 20th of 2020, in that date I was studying the 4th semester of my bachelor's degree, so I could not have face to face teaching practices that semester, neither during 5th nor 6th semester of the teacher training program.

During this period, I also had to take four courses that provide me with some knowledge, tools and methodologies related with the use of technology in the teaching and learning of EFL. The courses are presented in table 1.

Semester	Course
4o	Tecnologías para la educación y entrenamiento en ITET
5o	Enfoques Innovadores en la enseñanza
5o	Innovación para la docencia
5o	Métodos y enfoques en la enseñanza del inglés

Table 1. Courses of the teacher training program that promote the knowledge and use of ICT in the teaching and learning of EFL.

These courses, and others, their contents and evidence directly and indirectly related with ICT's, show the importance that teachers are trained to face the changes and challenges I have mentioned. However, as I will show leater, the contents and even the learning evidence should be more related with practice aspects instead of only focusing on theoretical aspects such as classifications or comparissons.

Said that, I also must recognize that there was a lack of commitment from my self to take advantage of the contents of these courses as well as ignorance of some of the elements of the syllabus Key Learning for Comprehensive Education -KLCE- (Aprendizajes Clave para la Educación Integral) edited by the Public Ministry of Education (Secretaría de Educación Pública -SEP-) that are necessary to promote a meaningful learning among secondary school students.

I needed to strength the knowledge related with the use of innovation in my practice, including the design and use of didactic resources, the use of ICT tools and the use or design of learning environments that could help me to promote English language learning in secondary school students.

So, another of the reasons to realize a portfolio of evidence was to strength my graduation profile, that will allow me to deal with the changes and challenges that online, hybrid; but also, face-to-face EFL teaching represents in the present and future. In specific I selected the next professional competence, and its units of competence:

- Uses innovation as part of their teaching practice for the development of student competencies.
    - Implements innovation to promote English language learning in students.
    - Designs and/or uses learning objects, resources, didactic and technological means in the generation of English language learning.

o Uses Information and Communication Technologies (ICT), Learning and Knowledge Technologies (LKT), and, Empowerment and Participation Technologies (EPT), as construction tools to promote the meaningfulness of teaching and learning processes.

Now, as I have already mentioned, during the lockdown teachers had to teach online using ICT's. The government designed a special strategy to support the learning of students at preschool, primary and secondary schools.

This strategy consisted of a TV guide with programs of almost every subject, including English as a Foreign Language and the reason to do this was that not all students could access to classes through Internet apps that was another strategy that the government suggested to teachers to continue their labor with students.

2.2. Online Classes

Then, during the lockdown the main sources of teaching were the TV programme "Aprende en Casa, DIZZY DEAN" and the online classes given by teachers with their own resources showed in table 2:

Category	Resources
Equipment	Personal computer, laptop, tablet or cellphone.
Software or apps	PowerPoint, Word, Excel, Zoom, Google Classroom, Google Meet, Microsoft Teams, e-mail.
Other	Internet signal, electricity.

Table 2. Main resources used by teachers during pandemic to give online classes.

The government also promoted some courses to help teachers to transform their practices. This revealed the challenges and the real situation of the majority of teachers, that even some have been trained to design and use the ICT's in their teaching practice, most of us did not see the need until the pandemic.

In relation with that, the main recommendation given to teachers was to use the flipped classroom methodology.

On the other hand, it is important to say that not all students had the same resources to attend the classes, most of them did not have a PC or laptop for their own, I mean, they shared with other members of the family, and in some cases the characteristics of these equipments were not the ideal to attend the classes.

In other cases, the students did not have the software needed to follow the classes. And although about 90% of the students had permanent Internet signal to connect to online classes, not all of them had a personal device such as a computer, laptop of cellphone, to follow the classes. The rest of the students did not have Internet signal, or it was very limited.

In this context, the principal of the secondary school and the teachers agreed that students would follow their studies having some hours of online classes and would complement their studies watching the "Aprende en Casa" TV program. In the case of the EFL classes the agreement was that students would have one hour of online class every week, teachers would send them a homework that could be attended in only one hour of students' attention, and they would have to attend all the TV programs related with EFL learning.

In the fact the hour of class was reduced to 35 or 40 minutes since the software that we used to teach was Zoom in its free license that gives only 40 minutes of continuous service. Moreover, the homeworks sent to the students were designed only to try to reinforce the knowledge given during the online class.

To ensure that students would follow the "Apernde en Casa" TV program, they were asked to deliver a summary every week. Now, since students had to elaborate two homeworks (the homework of the class and the summary), some parents claimed that their sons and daughters were overburned with homeworks and then the principal of the school asked the EFL teachers to ask only the summary of the TV program.

The learning results of every evaluation during the online classes period unfortunately showed that most of the students did not have signiticant progress. This situation motivated me to ask my self what was happening and what could I do to help them to have more chances to learn. Initially I found the lack of:

- meaningful learning resources,
- practice of language,
- monitoring ot students' learnings,

It's also important to say that during that online distance teaching model I did not used the information related with students needs and interests to plan my intervention. Then, another reason to realize the portfolio is to use some of the pedagogical principles of the syllabus to change my teaching practice, and at the same time include some other specific orientations to use in a more adecquate form the technology to promote the meaningfulness of teaching and learning processes.

The technology available among my students is another reason that is necessary to take in account since if we as teachers design learning environments or digital resources that need strong equipment or too much Internet signal, students will not be able to use them.

Then, the innovation and the use of digital learning resources, digital learning objects, ICT's, LKT's and EPT's, that are mentioned in the professional competence of the graduation profile, are aspects that teaches must plan carefully considering students situation, their equipment, software and digital skills.

2.3. Hybrid Classes

Now, in the 2021-2022 school year, due to the sanitary situation, the principal, and teachers at the secondary school where I practice, asked that teachers moved gradually to a hybrid model of teaching.

According to this teaching modality there were new challenges like the need to merge face-to-face and online teaching to get the expected learning

results indicated in the KLCE syllabus. In general, I recognize next challenges to attend in the hybrid model:

- acquire and develop specific skills to implement the hybrid model in an efective way,
- take into account the 2017 syllabus to promote expected learnings, and,
- demonstrate that I acquired and developed the professional competences of the graduation profile.

As a conclusion of this chapter, in table 3 are presented some of the main aspects that changed in EFL teaching in secondary school during the pandemic due to COVID19. These aspects will be analyzed, reflected and developed in next chapter.

Aspects	Before pandemic Face-to-face classes	During pandemic	
		Online classes	Hybrid classes
Time	3 hrs/week by grade.	Online classes: 1 hr/week by grade, 1 hour for homeworks, 3 hours for tv program.	Face-to-face classes: 1 hrs/week for one week. Online classes: 2 hrs/week for 2 weeks
Size of groups	Groups of students generally have 45 to 50 students.	Groups of students generally have 20 to 30 students.	Groups divided in three (september-january), 15 students in each subgroup. Groups divided in two (february-may), 20 students in each subgroup.

Table column title: **EFL teaching in secondary school**

Table 3. Comparison of main teaching aspects that changed during pandemic of SARS CoV2 (COVID19). (Section 1/3).

	EFL teaching in secondary school		
Aspects	**Before pandemic** **Face-to-face classes**	**During pandemic**	
		Online classes	**Hybrid classes**
Use of technology	Whiteboard, notebooks, books and printed exercises.	Tv, Internet, computer, software (PowerPoint, Zoom, E-mail).	Internet, computer, cellphones, (learning environments, digital learning resources).
Interaction	students interact and participate with their peers and the teacher. Students usually ask their doubts to the teacher who is seen as the main source of knowledge.	Students usually do not turn their cameras or their microphones to interact with the rest of the class. Some students do not have the economic or technological resources to get into the class.	Students can interact with a variety of contents and digital learning resources. Students can participate with other EFL learners.
Contents	Teachers worked with contents of the KLCL syllabus, following in order a series of contents with some recomedations to teach them.	Teachers "work" with contents showed through "Dizzy Dean" TV program which was designed to give autonomy to the students to learn a content without a teacher.	Teacher includes contents that can attend students needs. The contents are resources that are already designed and can be reused, some others are adapted, and some others are designed specifically for student's needs.

Table 3. Comparison of main teaching aspects that changed during pandemic of SARS CoV2 (COVID19). (Section 2/3).

EFL teaching in secondary school		
Aspects	**Before pandemic** **Face-to-face classes**	**During pandemic**
		Online classes	**Hybrid classes**
Didactic resources	Worksheets, flashcards, markers, board, were essential to teach a content.	TV program, digital presentations, in a little resolution (hard to understand correctly)	Links of digital learning resources and digital learning objects. Physic material to interact with students attending the pedagogical principles.
Classroom Management	There wasn't enough experience in front of the class, and lack of commitment to look for another strategies to have a good student's behaviour.	There isn't a complete classroom management, since, teachers didn't have control about student's behaviour, therefore, as teacher I trade-off with my own professional development to look for meaningful activities and presentation to get the students attention during classes. -Students didn't pay attention. -Students didn't participate. -Students did different activities during class like housework, cooking, and in fact the classes weren't meaningful.	The experience acquired during online classes was meaningful for me as teacher, since, the grow-up as English teacher was notable, in terms of always look for strategies and activities that allows me to get the students attention and participation without reprimands or a bad attitude of students.

Table 3. Comparison of main teaching aspects that changed during pandemic of SARS CoV2 (COVID19). (Section 3/3).

3. Development, Organization, and Value of Learning Evidence

3. Development, Organization, and Value of Learning Evidence

According to the document Orientaciones académicas para la elaboración del trabajo de titulación. Planes de estudio 2018 (2018, p. 12) the portfolio must contain learning evidence that show the achievement and performance level of every student in relation with the selected competence. This evidence will be organized in different titles and moments considering its relevance, pertinence and representativeness that had during the learning process and, also related with the adaptation of teacher's work from online to hybrid classes.

However, an important aspect to consider before, is related with the criteria used to select the evidence that will show the development of the professional competence: "Uses innovation as part of their teaching practice for the development of student competencies". As we know, all the competences of the graduation profile are comprised of units of competence. These units indicate the actions, but also contents and purposes that teachers in training must realize and pursue to develop the competence. The before elements will be used to guide the analysis and reflection and are showed through the Table 4.

Action	Content	Purpose
Uses	Information and Communication Technologies (ICT's)	To promote meaningful teaching and learning processes.
	Learning and Knowledge Technologies (LKT's)	
	Empowerment and Participation Technologies (EPT's)	
Designs and/or uses	Learning objects	In the generation of English language learning.
	Resources	
	Didactic and technological means	

Action	Content	Purpose
Implements	Innovation	To promote English language learning in students

Table 4. Actions, contents and purposes of the units of the selected professional competence. *Own elaboration based on the professional competences and its units of competence of the graduation profile of the LEAIES syllabus (SEP, 2018).

The competence and its units are considered fundamental in the adaptation of teacher's work from online to hybrid classes since they are essential elements in the design, use and implementation of digital technology and innovation to promote meaningful teaching as well as English language learning in both models.

Observing the contents of the table 4, then is easier to find in the syllabus the courses and evidence that must be considered as part of this portfolio. There are three aspects that we must underline; first, there must be courses that should help in-training teachers to learn to design or use: learning objects, resources, didactic and technological means; second, there must be courses that should be related with the use of ICT's, LKT's and EPT's; and third, there must be courses that must assume the responsibility to guide future teachers to implement innovation. In the three cases, the purpose agrees on promoting meaningful English language learning in students, but also promoting meaningful English language teaching processes which also be analized and reflected.

Considering the contents of the table 4, this section will have the next titles:

- Evidence of Design and/or Use of Learning Objects, Resources, Didactic and Technological means; ICT's, LKT's and EPT's

- Evidence of Innovation to Promote Meaningful Teaching and Learning Processes

- Evidence of Courses of Theoretical and Methodological Bases for

Teaching

- Evidence of Courses of Training for Teaching and Learning

- Evidence of Courses of Professional Practice

Moreover, at the final of the document, we will find a website in the *"Annex 1",* where we can find different learning evidences, more than all the present on this document, those evidences also pretend to show the acquired learning through the competence selected. Therefore, the web site is divided in different parts like:

Home: where we can find the competence selected.

Lesson plan: where we can find different lesson plans, specially all the realized during the online and hybrid model.

Online classes: recorded videos from the different grades "1st, 2nd and 3rd grade" and one of them "AMONG US" done after the experience acquired during the previous videos of the grades.

Digital presentations: Different didactic resources and learning objects, that also could be reused by the English teachers adapting them according to their contexts or needs.

Observation rubrics: Rubrics in where different teachers evaluated me in order to show the competences I acquired during my interventions.

Titular-teacher register: Evidences form an observator (titular teacher) where we can find different recommendations, observations and even commentaries about materials, and classes in order to improve my teaching.

3.1. Evidence of Design and/or Use of Learning Objects, Resources, Didactic and Technological means; ICT's, LKT's and EPT's

During pandemic the design of learning objects as well didactic material using ICT's was really necessary to carry out the online teaching, and also to provide the necessary recources to help our students in their building of learning,

in the other hand promoting ways of participation to the students, making in the same way that the acquired learning will be meaningful, through all those digital resources, that in the first time as English teacher I did not have the enough knowledge about how to realize them, but that with the passage of time, It was improving, but not at all, since, they were used only for one class, and one content.

Nevertheless, it was helpful at the time to change the online modality to hybrid modality, to have idea or the knowledge to anticipate all the resources that would help me to give them alternatives of learning during the weeks in that the sub-groups were not in the school in face-to-face modality.

Moreover, to acquire all this knowledge about how to implement ICT's in English teaching, some courses in the Normal School helped me to develop the skills to know how to do it. We can see those four courses that helped me in table 5.

Although the courses did not change their names, their evidence changed and enrich to help us to learn how to plan English classes and how to manage some specific technologies such as the use of some digital apps that could help us in case of facing the need of "distance learning" which became real during that semester in the month of March.

In summary, in the context that I had to practice during school years 2020-2021 and 2021-2022, the course Technologies for Education and Trainning was important, to help us in how to use technology or how to edit, modify and even generate documents, web sites, etc,.   On the other hand, this course formally considered in the study program some evidence such as the comparative chart, and basic digital products, that are not as helpful in the process of teaching EFL in online or hybrid models, then my suggestion is to implement more practice about how to implement ICT's, IKT's and EPT's to promote meaningful teaching and learning processes in the online as well as the hybrid model.

Semester	Course	Learning Unit	Evidence
4o*	Technologies for Education and Trainning (Tecnologías para la Educación y Entrenamiento)*	Digital literacy. Daily technologies.	Comparative chart.
		Basic digital products.	Digital portfolio with Word, Excel, Powerpoint, and multimedia files.
		Virtual learning environments.	Didactic proposal using Virtual learning environments (VLE).
5o	Innovative approaches in teaching (Enfoques innovadores en la enseñanza)*	Learning theories for innovation in education.	Comparative chart. Round table.
		Innovative focus integrating ICT's, LCT's and EPT's.	Comparative chart. Use of a digital tool, app, social network, Digital Learning Object (DLO).
		Implementing innovative focus integrating ICT's, LCT and EPT's.	Didactic sequence. Webquest.
5o	Innovation for teaching (Innovación para la docencia)*	Educational innovation	Multimedia presentation of the concepts of innovation. Comparative chart of inplementation of innovation in the past. Action Plan.
		Digital cultures	Infographic. Elaboration of DLO and innovative didactic resources. Creation of a Personal Learning Environment (PLE).

Table 5. Evidence of the courses that address the design and use of learning objects, resources, didactic and technological means. *Own elabolation base on the LEAIES syllabus (SEP, 2018).

Moreover, it's important to say that in the other two courses the suggested evidences wasn't taking into account at all, but in other words, were adapted to the situation in that moment, and that at the same time the evidence realized helped us to deal with the distance teaching, since, some digital resources to teach in the online modality were done to provide us the knowledge and experience making our teaching more meaningful and interactive using the ICT's.

Now, to analyze the evidence of these courses that addressed the design and use of learning objects, resources, didactic and technological means, I will also use the checklist 1 shown in table 6.

Aspect	Yes	No
Designs and/or uses learning objects in the generation of English language learning.		
Designs and/or uses didactic resources and technological means in the generation of English language learning.		

Table 6. Checklist 1.

And to analyze the evidence of these courses, related with how to use ICT's, LKT's and EPT's I will use the checklist 2 shown in table 7.

	Aspect	Yes	No
Uses Information and Communication Technologies (ICT) to promote meaningful teaching and learning processes.	Allows manipulation of information.		
	Improve comunnication processes		
	Streamline the use of information		
Uses Learning and Knowledge Technologies (LKT) to promote meaningful teaching and learning processes.	Allows the building of knowledge		
	Turn the teacher into a guide		
	Enable attention to diversity		
	Generate student autonomy		

Aspect		Yes	No
Uses Empowerment and Participation Technologies (EPT) to promote meaningful teaching and learning processes.	Allow participation		
	Promote interaction		
	Promote collaboration		
	Generate student autonomy		

Table 7. Checklist 2.

As an example of evidence from the course "Planning" in "Figure A" I present a recording of my English class without students developed during the 4th semester.

Image of the evidence	QR code and URL to access the evidence
	https://youtu.be/RDje81MqAEg

Figure A. Recorded class- 1st grade, during the period of 4th semester.

Aspect	Yes	No
Designs and/or uses learning objects in the generation of English language learning.	x	
Designs and/or uses didactic resources and technological means in the generation of English language learning.		x

This evidence was developed to deal with the online distance teaching during my teaching practice during 4th semester of the teacher training program.

As we can see in the video, I followed up the same structure of the face-to face classes, this is, there is a warm up stage, then there is a development stage, and finally an evaluation stage.

According to the checklist which is based on a unit of competence of the professional competence that I selected for this portfolio, I should "design and/or use learning objects in the generation of English language learning"; or I should "design and/or use didactic resources and technological means in the generation of English language learning.

Based on these two units of competence and analyzing the learning evidence that I created, it can be said that I used some didactic resources that are available on Internet, by the way, it was necessary for me to distinguish the difference of: didactic resources, technological means, and learning objects; since in both units of competence it is mentioned that we as in training teachers are able to design and/or use them.

For a non-specialized person, both terms could be understood as the same thing; however, through the creation of this portfolio I understood that they were different. According to García (1996, p. 2), "[didactic] resources are any instruments that help us to achieve any goal; that is, auxiliar material with which the pupils develop the learning process". Then, the whiteboard, books, computers, flashcards, videos, printed or digitalized materials, magazines, posters; are resources. García (1996) explains that a crucial element of the didactic resources is that they are "…an intermediary between the reality and us" (p. 2).

On the other hand, learning objetcs are defined as "media content", or "any didital resource that can be reused to support learning" (Instructional Design, 2022). Learning objects have next characteristics:

- interoperable – can "plug-and-play" with any system or delivery tool
- reusable – can be used or adapted for use in multiple learning events

- accessible – can be stored a way that allows for easy searchability
- manageable – can be tracked and updated over time

As it can be noted, the learning objects are not necessarily things or real objects. Learning objects are virtual or digital creations which means that were designed with the help of computer or electronic devices and software or internet applications, better known as "apps".

All these would not be enough if I did not consider the purpose or design and/or use of didactic resources/learning objects; the purpose is "to promote meaningful teaching and learning processes". This purpose has two components: first, meaningful teaching; and second, meaningful learning processes.

To be honest, I did not find almost any information related with the meaning of meaningful teaching, but I founded a lot of information of meaningful learning which according to UNESCO (2022), "it is a process leading to the development of conceptual networks (i.e. concept mapping) that can be applied in different situations, supporting creativity and problem solving".

The term "meaningful" comes from constructivist views or approaches of learning and according to UNESCO (2022) refers to "learning that makes sense to students as it is connected to their personal experience and is practically oriented". Following this thinking, "meaningful teaching" could be defined such as teaching that makes sense to teachers as it is connected to their personal experience.

Now, in relation with "Planning" presented through "Figure A", it can be observed in the video, that I tried to realize a meaningful teaching and provide a meaningful learning process designing and using didactic resources and some learning objetcs.

For that reason, when it is observed the video, it can be found a didactic resource which is an exercise called "spelling gym" that involves reading with some actions that students have to do in order to do something that is practical.

In this case, this is a didactic resource because it was a printable exercise for students, but when I used it in this video, now has some characteristics of a learning object because it can be interoperable, reusable, accessible and manageable, bu the most important is that it help me to change my teaching practice into a more meaningful teaching, although this was difficult because there are a lot of changes and challenges in between in the personal level.

This implies the will of changing, but as I explained before, this does not happen spontaneously, it had to happen the pandemic then, all teachers had to change something in their teaching practice, including mine. This change implies many things, since, using and or designing didactic resources or learning objects takes a lot of time, but also it is necessary to have some requirements.

After analyzing and reflecting on this experience, I can say that it sounds great to ask teachers to use and design didactic resources or learning objects. To use didactic resources is not as difficult, since there are many already designed and available everywhere, mainly on Internet; but there is a big problem, not all schools have Internet signal, not even computers for teachers. In the case of the secondary school where I was practicing, there was not any computer allocated in the teacher's room, or any video projector, and there was not Internet signal at almost any classroom or academic space of the school.

Some people then can say, but at home you have Internet, and you must have a computer because you are a bachelor's degree student, this is true, but, the speed and quality of the signal is low, and the electric supply fails frequently. Besides, at home we only have one computer and there are more members of my family that use it to do homework.

This situation is very common in our country and is like students' situation, however, "I took the decision" which means that I tried to make more meaningful my teaching, but how? First, I decided to creat a learning object, this had many consequences since I had to take advantage of many characteristics of the

computer, but also implied the search of didactic resources and apps that I could use to create a "video".

Having all this in mind I selected the activity and didactict resources "spelling gym" and then placed a moment where students had to do the exercise with other words, and in the same way I put some learning objects taken from Youtube, such as "listenings" "songs" to make the learning more meaningful for students.

But at the same time, I did not know if it would be functional at the moment of giving a real online class, since the video of the recorded class was created without students and help me to acquire experience making digital resources and managing techonologies to give an EFL online class, but when I analized and reflected on the results I observed that the class was not interesting for them, students did not participated; in part because in online classes almost any student turn their cameras and microphones on, but also because I did not take in consideration the prior knowledge, interests or motivations of the students, and also I did not have enough knowledge of the technological tencencies that I could used in order to promote meaningful learning.

During the 5th semester I acquire more knowledge about how to make digital presentations and also about how to manage the use of ICT's in a better way. As an example of that, in Figure B, we can see an example of an interactive presentations, in which during the planning process, I took into account, the interests of the students.

When I reflect on the results given with the use of this learning object that is also learning evidence of my teaching training process, I can say that when it was used, it catched student's attention, but why? In this case, I used some images from a series Stranger things, since, during the first class where I was presented to the students, it helped me to know a little bit about my students in terms of what they like to watch, where the questions were "How do you spend your free time?" and "Which one is your favorite series?" and I obtained the

answer that was "I spend my time watching series and my favorite series is STRANGER THINGS". Although, there were another series like "COBRA KAI" or "THE UMBRELLA ACADEMY" the most watched was the first one. In that moment was so important and interesting for them, and that helped me to develop skills like make digital and intercative presentations through a serie of steps such as looking for information or video tutorials that help me to do those presentations, since, I didn't have enough knowledge about how to do and implement that during hybrid model, one of them, and at the same time it helped me to make resources considering the pedagogical principle 1 "Student-centered"; but during the class I still had some difficulties get students' particiption, due to technological and attitudinal situations, since some students did not have an Internet signal that allowed them to turn on their microphones and cameras or they were unsettled, but others did not turn on this devides because they usually do not like to participate during class.

Image of the evidence	QR code and URL to access the evidence

https://docs.google.com/presentation/d/1O9o4bP027q0bsTywi9o7xJwoA5dqG_uN/edit?usp=sharing&ouid=110903011749003749938&rtpof=true&sd=true

Figure B. English presentation- 1st grade "Exchanged complied, likes and dislikes in an interview", during the period of 5th semester.

When I analize this interactive presentation with the checklist, I have the result showed in table 7

	Aspect	Yes	No
Uses Information and Communication Technologies (ICT) to promote meaningful teaching and learning processes.	Allows manipulation of information.	x	
	Improve comunnication processes		x
	Streamline the use of information	x	
Uses Learning and Knowledge Technologies (LKT) to promote meaningful teaching and learning processes.	Allows the building of knowledge	x	
	Turn the teacher into a guide	x	
	Enable attention to diversity		x
	Generate student autonomy	x	
Uses Empowerment and Participation Technologies (EPT) to promote meaningful teaching and learning processes.	Allow participation		x
	Promote interaction	x	
	Promote collaboration		x
	Generate student autonomy	x	

Table 7. Results of analyzing interactive presentation "Stranger things".

During the implementation of this digital presentation I could observe that it can be reusable and manipulated by students to use it as many times as they like it or need it, but it also may helped them to solve some doubts that they could have during the explanation of the content in class, since, they could do the activities again or make a brief review watching one more time the presentation or if they wanted, downloading the presentation to take notes.

In relation with students' authonomy, I consider that these kind of learning objetcs can help students to be aware about their achievements on their own

learning without the support of any English Teacher and, at the same time students can construct their own learning, thus we can say that this learning objetct promotes meaningful learning processes.

In the case of English teachers, and once that these learning objects proved its utility and reliability, they can be redesigned and reused to attend the different students' motivations and interests, promoting at the same time the development of teacher's digital skills that will help them to promote more meaningful teaching processes.

As an example of the evidence presented in 5th semester from the course "Innovation for teaching" next in figure C is presented a game designed with Kahoot which is an EPT's because this apps allows online participation, allows to promote interaction among two or more participants, it also promotes collaboration and generates student's autonomy. This game provided learning alternatives to the students through interactive ways during and out of class.

Image of the evidence/ URL to access the evidence
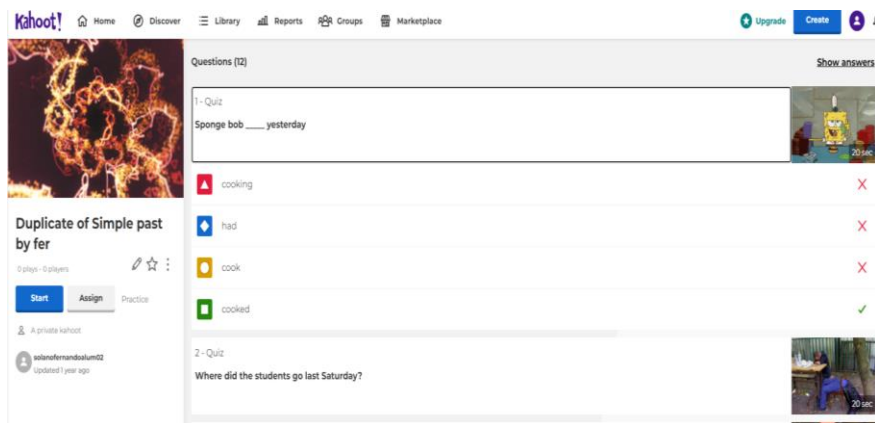
https://kahoot.it/challenge/01088850?challenge-id=a9f2ef03-4e54-4bda-aa90-74e2eefcc6c5_1652453346300

Figure C. English Game. Simple past, during the period of 5th semester.

The game consisted in learning more about how to use past tense to express or share last experiences in an interactive way, most of the time these kind of game activities were asked to do as homework during the classes that weren't attended in online modality. Therefore, the instructions to do the activity were explained at the final of each class, the mentioned instructions were:

- Go to the website.
- Click on the link to the game.
- Register with a nickname.
- Click on the button "start".
- Select the best or the correct answer to complete the sentence (there is a picture in each one of the sentences to help you to understand the meaning).

The game was easy, but I had to explain the instructions to the students so everyone could participate and knew that the individual results of the game would be shown when they finished. Also, they needed to know that the game could be played in group or individually.

The game could be played during class with students' cellphones, however not all of them had one or some did not have enough credit to use this game. It use depended on the time available during the class and the digital devices with access to Internet. This game created with EPT's help me to promote English language learning with students that did not assit to classes.

	Aspect	Yes	No
Uses Information and Communication Technologies (ICT) to promote meaningful teaching and learning processes.	Allows manipulation of information.	x	
	Improve comunnication processes		x
	Streamline the use of information	x	
Uses Learning and Knowledge Technologies (LKT) to promote meaningful	Allows the building of knwledge	x	
	Turn the teacher into a guide	x	

teaching and learning processes.	Enable attention to diversity	x
	Generate student autonomy.	x
Uses Empowerment and Participation Technologies (EPT) to promote meaningful teaching and learning processes.	Allow participation	x
	Promote interaction	x
	Promote collaboration	x
	Generate student autonomy	x

Table 7. Results of analyzing English Game. Simple past, during the period of 5th semester

This last characteristic was useful because during pandemic and in the hybrid model helped students to continue their learning and develop their language skills, in this particular case, to "learn to express past situations and experiences through a fun way".

This game was also useful to reinforce the memorization of some aspects reviewed during the class, since they had to remember what they learned during the class. By the way, this kind of technologies can be used by teachers to promote among students, their metacognitive processes, thus they can evaluate their own learning and their own learning strategies.

If we as teachers design adecquately this kind of games, we can motivate more to our students to continue practicing and learning. However, I consider that we must not abuse of these games, because some students get bored when we used many times. Although in this experience, my students had a significant amount of participation. In fact, there were more than 20 students that repeated the game, and some did it more than three times.

In relation with the expected learning "learn to express past situations", I could verify that students that played the game more than twice, improved their learning results on this specific expected learning, or at least they remembered the contents in the next class.

In summary, in this case and after this brief analysis, my reflection is that this interactive game promoted students' participation, interaction, collaboration and, but most important, allowed a certain degree of authonomy in learning, as it is shown in table 7. The role of teacher changes when we design this kind of learning objects with EPT's since we have to leave aside our role as traditional teachers and become into a guide that provides the feedback that students need, and we also become a designer of learning objects in which the most important aspect is to have in mind what we expect our students learn, and how to promote their participation and empowerment, so they can have meaningful learning experiences.

3.2. Evidence of Innovation to Promote Meaningful Teaching and Learning Processes

As it has been said, innovation is part of the teacher training syllabus that is why there were two courses formally dedicated to it. In the course "Innovación para la docencia", the concept innovation is understood as the action to solve complex problems -such as the adaptation of teacher's work from online to hybrid classes-, using new ways of thinking and doing (Campos 2017, cited by SEP, 2018, p. 23).

But innovation is done based on the knowledge that we already have which help us to transform out-dated situations. This way, the knowledge teachers had in relation with some elements of the face-to face classes were necessary to innovate during online classes, and both sets of knowledges were necessary to innovate during hybrid classes.

By the way, innovation in education can be done in the field of the planning, the teaching or evaluating processes. In this section, I will analyze and reflect the innovation in relation with teaching, but this will include the knowledge of the planning process of a lesson, the interactions among students, the time and the didactic resources; to understand the decisions I took and how they changed to adapt teacher's work from online to hybrid classes.

3.2.1. Lesson Plan

According to Brown (2001, p. 149), the term "lesson" is popularly considered to be a unified set of activities that cover a period of classroom times, usually ranging from forty to ninety minutes. However, Harmer (2005, p. 169) critized this way of planning because its focus was on the teacher's role and not in the students's learning. Therefore, Harmer said that the overriding principle is that we should have an idea of what we hope our students will achieve in the class, and this should guide our decisions about how to bring it about.

These two perspectives of what a lesson plan are true and complimentary, and somehow explain how I developed my professional competences during the teacher training program. Since I consider that both are necessary, I believe that all in-training teachers must know that a lesson plan are a unified set of activities that cover a period of classroom times, but that we should not lose sight of what learnings we expect our students achieve at the end of the process.

These two sets of knowledge are necessary to plan, but I consider that some of them need more complex processes of thinking to be understood than others. Also, it is not as easy to create a lesson plan based on the student's prior knowledges, interests or needs when we only observe them and interact with them for a short period of time and then, we come back to the classroom many weeks later after our observation practice, to put in practice what we planned.

Student's prior knowledges, interests or needs are dynamic, so one can design a lesson plan with some activities, and then on the moment of teaching, students could not have the needed prior knowledges to understand the lesson, or they could not be interested in the class for many reasons. As an example of this, in the figure D, I present a summary of a week lesson plan that I prepared during the 6th semester of the teacher training program. This lesson plan was designed for a 2nd grade group of Secondary School No. 001 "Miguel Hidalgo".

The lesson plan considered a group of 42 students of which some had B1 English language level, and the rest had A1 or A2 level. The lesson was designed

to work online beacuse of the lockdown. It is important to mention that due to restriction of pandemic, we could not observe and interact with students before the class, since they were overloaded with homeworks and activities of other subjects. Then, the information of student's prior knowledges, interests, and needs; was given by the titular teacher who told me that students wanted to learn with fun activities.

Image of the evidence, QR code and URL to access the evidence

WEEK LESSON PLAN			
School's Name: Escuela Secundaria No. 001 Lic. "Miguel Hidalgo"			C.C.T:
Titular English Teacher: Mtra. Karla Georgina Velasco de los Santos.		Trainee Teacher: Jesus Fernando Solano Elias.	
Grade and Group: 1° A	No. students: 42	Program: Aprendizajes Clave 2018	Bloque: 2 (pág. 277)
Ambientes sociales de aprendizaje	Familiar y Comunitario.		
Actividad comunicativa	Intercambios asociados a información de uno mismo y de otros		
Práctica social del lenguaje	Intercambia cumplidos, gustos y aversiones en una entrevista.		
Aprendizajes esperados	• Escucha y revisa gustos y aversiones en diálogos de entrevistas. • Expone cumplidos, gustos y aversiones en diálogos escritos.		
Orientaciones didácticas de la planeación semanal	• Ejemplos para valorar el diálogo y la lengua como medio para intercambiar experiencias. • Comparar formas de expresar gustos, cumplidos y aversiones. • Identificar palabras usadas para conectar ideas. • Componer enunciados que incluyan like (por ejemplo: I like…) para expresar gustos o preferencias. • Ordenar enunciados en una secuencia utilizando conectores. • Expresar puntos de vista a favor y en contra.		
Evaluación: Evidencia de aprendizaje semanal	Diálogo sobre preferencias y aversiones.		
Main aim	At the end of the week, the students should be able to recognize how to express likes and dislikes.		
Group profile (learning styles and affective needs)	There are four students with B1 English level and 38 with A1-A2. They enjoy to learn through interactive activities or games. They don't like to learn with "Aprende en casa". They want to learn with fun activities. There isn't collaborative work.		
Special features of the group	They enjoy to work in group or pairs and they have some problems to understand vocabulary so they tend to use an online translator.		

https://docs.google.com/document/d/1kIKaOQRGVZLEW7hwsNPuEzydxdlkJPu/edit ?usp=sharing&ouid=110903011749003749938&rtpof=true&sd=true

Figure D. Summary of the week lesson plan of the (1st, 2nd) practice period of the 6th semester of the teacher training program.

With that information provided with the titular teacher and trying to implement innovation to promote meaningful teaching and learning processes, I designed the week lesson plan which consisted of two classes of about fifty

minutes, although in the real practice the classes only lasted thirthy five to forty minute, since not all students had the same technological resources thus some were connected, some others were not; only some turned on their cameras and microphones and the majority did not turn them on.

It is also important to say that at that moment of the pandemic, some parents of the school as well as happened in other parts of the country had complain about teachers that asked students to turn on their cameras and microphones. In relation with this, there was a debate, and some considered students could not required to turn them on since they were studying from the privacy of their homes (Gámez, 2021).

In consequence, we were adviced not to ask students to turn their cameras and microphones during classes. However, the planning process of an English language class traditionally includes interaction among teachers and students, so how could teachers interact with students and develop the expected learnings if they did not have the technological resources (Internet signal, software, or hardware)? Or how could teachers interact with students if they decide not to turn their cameras and microphones?

These are not pointless questions, but to say the truth I did not considered them when I was planning. I may seem a naïve in-training teacher, but nobody warned me about this situation and then this practice did not have the expected results nor in the teaching neither in the learning. At that moment I considered that to be an innovative teacher it was enough to plan and use during the classes the ICT's, LKT's and EPT's, but after this brief analysis my reflection is that there was a complex problem that I needed to solve with new ways in thinking and doing, unfortunately, nor me neither someone else had any idea of how to promote student's participation under the mentioned conditions.

Situations like these, were very common everywhere and in-service and in-training teachers had to deal with them all the time (Martínez-Gómez, 2020). These experiences gererated in every teacher knowledge that is as important as

Brown's and Harmer's, but this knowledge in most cases serves only for specific moments on a very specific situations since these can not be repeated because human group interactions are all different and unique.

Nevertheless, the described situation taught me to know more in deep my students' context among other aspects that are necessary for the planning process. As it can be observed in the figure E of a week lesson plan, during the 8th semester of my training I starte to consider the pedagogical principles that are part of the KLCE syllabus (SEP, 2017, p. 119).

Image of the evidence, QR code and URL to access to it

BEGINNING		BEGINNING		BEGINNING	
Time: 10 min	Interaction: Ss.-T.	Time: 15 min	Interaction: Ss.-T.	Time: 10 min	Interaction: Ss.-T.
T. greets to the Ss. T. plays "TOP TALENT" with the Ss. T asks to the Ss. What do you like to do? T. writes the activities on the board through a brainstorming. T. asks to the Ss. let's see a little of your talent.		T. greets to the Ss. T. plays a warm-up "a song from a tik toker" "Without me- Eminem" T. makes a brief review about the previous topic. So, guys, Do you remember the use of can? Give me an example. T. writes three examples on the board.		T. greets to the Ss. T. makes a warm-up "TPR" (T. gives some instructions and Ss. have to do the opposite) T. explains the product of the class using a model. Ss. have to make a list of things he or she can and can't do well. Then they need to write a paragraph of their abilities using the model.	
DEVELOPMENT		DEVELOPMENT		DEVELOPMENT	
Time: 30 min	Interaction: Ss.-T.	Time: 30 min	Interaction: Ss.-T.	Time: 30 min	Interaction: Ss.-T.
T. gives a worksheet to the Ss. and asks to the ss. listen and repeat" after that ss. have to write the correct name of the ability to the picture. T. explains the use of CAN and AND giving examples of himself and using the abilities of the Ss. given on the brainstorm, And asks to the ss. Can you sing? Can you draw? Can you sing? T. asks to the Ss. make a list with your best abilities using Can and And. Then some students share their sentences		T. explain the use of Can't and BUT using examples of himself and asking to the ss. Are you bad doing something? Don't you like cooking? Do you like rock music? Can you play reggaeton music? Can you sing songs of Grupo Firme? Can you go to the Bad Bunny's concert? T. writes the answers on the board. T. asks to the Ss. make 5 sentences of your weaknesses. T. monitors the task. PAIR WORK: T. gives a worksheet to the Ss, and asks them.		T. plays TOP TALENT with the Ss. and Titular T. Teachers are the jury and Ss, should be able to present their paragraphs. Ss. write their paragraph and design their presentation to expose with the jury their poster. Ss. vote for his favorite presentation and select three winners.	

https://docs.google.com/document/d/1OmXtjTwme5LNXQ9XhaWzO3d_1HFGiHbD/edit?usp=sharing&ouid=110903011749003749938&rtpof=true&sd=true

Figure E. Week lesson plan of the (1st, 2nd) practice period of the 7th or 8th semester of the teacher training program.

But including the pedagogical principle "1. Poner al estudiante y su aprendizaje en el centro del proceso educativo", or any other, is not merely a formality of the planning process, it is one of many changes that in-training and

in-service teachers need to consider if we are really committed with students' learning.

Face-to-face, online or hybrid classes require that teachers really know their students, their context, their prior knowledges, their needs, their interests and what I have learned is that these are changing conditions that require that I am always on alert. I can not be content with only applying an instrument at the beginning of the school year to "know" my students, I need to be always on alert about my students' learnings, needs and interests.

In consequence, when I reflect about the professional competence "Uses innovation as part of their teaching practice for the development of student competencies", I conclude that as a future teacher, I need a strongest knowledge of my students to plan the use of innovation as part of my teaching practice.

The "innovation" understood only as the use of digital resources or digital technologies is wrong. It may exclude some students, or it might inhibit students' participation and learning. At the same time, online and hybrid classes require digital technologies, but the innovation is not merely the use of them, but how I use them in the teaching and learning processes.

To show how I have developed the professional competence, in figure F it is presented a summary of the lesson plan of second grade. In this Lesson Plan and to bring a meaningful learning it was necessary to consider the students' interest and to know the music tendencies and famous people from movies and famous characters in which they were interested. At the same time in this lesson plan is mentioned a very useful strategy that could help any teacher not only in English classes, because as we know online classes afected the students' participation and interaction among them and also with the teacher.

This resource can give them the opportunity to participate or express or share their ideas not only in an oral way, also in a written way, where they can write and at the same time erase or edit their answers and, in that way promote

their participation. It's also important to say that in this lesson plan, I tried to modify the way in which warm-ups are carried out, changing the classicals like "head and shoulders, knees and toes", because it was improving using ICT's in specific the tik tok app.

What I planned and did during the class is to play a song that was in trend in the app and that I knew my students liked too much. Then, during the class they had to sing the song and at the same time they had to practice their fluency, pronunciation and acquire new vocabulary.

During the activity I noted that almost all students were singing, even those that must of the times do not participate were joyful.

Image of the evidence, QR code and URL to access to it

T. starts the class with a questions to the students. -Guys- Where do you read news? T. shows some photos to the ss. and asks to the students relate the information with the correct picture. (Ss. relate the headline with the correct photo) Where can we find this kind of news? T. shows an image of TWITTER, FACEBOOK, NEWSPAPER, TELEVISION AND RADIO. T. writes the answers on the board.	Ss. sing a song from tik tok with the teacher. T. plays SCABS AND GUTS about WH-QUESTIONS.. Who, when, where, why? Could you tell me what is the meaning of each wh question? T. writes the answer on the board.	T. shows two news, and students would identify if the sentences are true or false. Ss. check their answers with the whole group.
DEVELOPMENT	**DEVELOPMENT**	**DEVELOPMENT**
Time: 30 min	Interaction: Ss.-T.	Time: 30 min	Interaction: Ss.-T.	Time: 30 min	Interaction: Ss.-T.
T. shows an example of a news on a bond paper and explains the parts of a news and after that asks to the students, put in the correct order the parts of a news with the word cards on the board. T. gives a news to the students and asks them identify the correct parts of the news on it (each part with a different color) News about Johnny Depp- famous News about the retire of Daddy Yankee- music Russia and Ukraine war - world Residente dedicates a song to J Balvin- trends AMLO in a conference- Politics New movi Doctor Strange- movies	Ss. In teams of 3 have to reorganize the news (puzzle) by identifying the questions in that news Ss. Answer the following questions with help of the news provided by the teacher. (Faraon Love Shady dedicates a song to Residente) What's the name of the source? What is the section? Who is involved? What did it happen? Why did it happen? Where did it happen? When did it happen? Who wrote the news? Ss. share their answers (they can say their answers in an oral or written way "magic board")	Ss. play a game to remember the parts of a news. Ss. read the same news in different sources and compare them through a comparative chart identifying the elements of each news. T. asks to the ss. do the homework of comparatives through kahoot.

https://docs.google.com/document/d/1pMgdKAyaw6g_QCUNEk4-05ju2vLvwW8P/edit?usp=sharing&ouid=11090301174900374938&rtpof=true&sd=true

Figure F. Week lesson plan of the (1st, 2nd) practice period of the 7th of 8th semester of the teacher training program, showing how was planned the use of technology during hybrid classes.

I consider that we should have what has been called a door into a door out of the lesson where written plans act as a useful record of what we hoped to

achieve, and where we aimed these records (after the lesson) to say what actually happened, they become effective accounts which we can use for action research.

As we can see in this definition Lesson plan can help us to distribute the activities to do in class with our students, it can be helpful to take decisions at the moment, maybe to make a change or to improve the activities, considering the aims that the study program mentions.

However, the distribution of activities in Lesson plans had to change, because according to the hybrid normality, was not possible to continue with the same way of work, the contents now are distributed to work with each one during a month, teaching them with all the subgroups, also trying to help students with online activities during the week that they don't assist. This is a great challenge for all teachers because we must modify and adapt the activities in face-to-face classes and online classes.

3.2.2 Interaction

Interaction it's very important when teaching EFL because the real use of language is introduced by teachers to help students to learn a new language in different situations in real life. In the context of most of the students at secondary schools in Toluca, the English language teacher is the only model that they have available to learn this language. Brown (2001, p. 165) says that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.

Additionally, according to the KLCE syllabus "English adopts an action approach centered on social practices of language (SPL), and therefore, SPL observe communicative interaction and how it becomes the focus of attention in teaching and learning" (SEP, 2017, p. 170) then, the language is defined as a communicative activity.

During the pandemic on online but also on hybrid classes interaction was not possible or was very difficult. When we were having online classes, the

available time for classes, the Internet connection, the software, and hardware were not the ideal to promote Interaction. Again, I confirmed that innovation is not only in the idea of using technology. Teachers must be very creative and skilled to overcome the challenge of having an online class every week with thirty students during 35 to 40 minutes and, make it possible the interaction to promote the Social Practices of the Language.

Besides, in the secondary school where I did my professional practice, students had another English language class with a teacher that worked in a workshop with the help of a software, but she also reported that the interaction with students was not possible because the same technical and attitudinal problems.

After this experience of adapting teachers' work from online to hybrid classes is that during online classes there should be groups of about eight or ten students so we can have enough time to interact with them.

Fortunately, when we were asked to change from online to hybrid classes, in the presential classes we only had among 15 to 20 students, although there were three hours of classes per week to interact with them, it was not enough, or the situation they lived during the lockdown had a negative effect on many of them, because they showed disinterested, some others had suffered the death of a familiar and then their attitude was of sadness.

Then I understood that as a teacher I had another important task that was to help students to overcome their sadness, but how? Well, in next activity it is showed the use of the "magic board". This didactic resource has many advantages, it is practical, all students can prepare it, is a low-cost resource, and can be used in many ways in English language classes.

Due to the lack of participation, interaction, and the low level of development of English language of my students, I used the "magic board" to invite them to write in it. Due I did not know all students, since some of them went

to school til April 2022, I invited them to write in the magic board the things that they liked, or they were able to do. This way I pretended to know them better. I gave them some examples so they could have a model to write their ideas.

Inmediately, students started to share what they liked or what they were able to do. Some of them were very creative and I felt that the learning environment in the classroom changed, they started to share ideas and not only wrote but also draw their ideas. In that aspect I did not stop since I felt they wanted to express many things and the magic board facilitated the process.
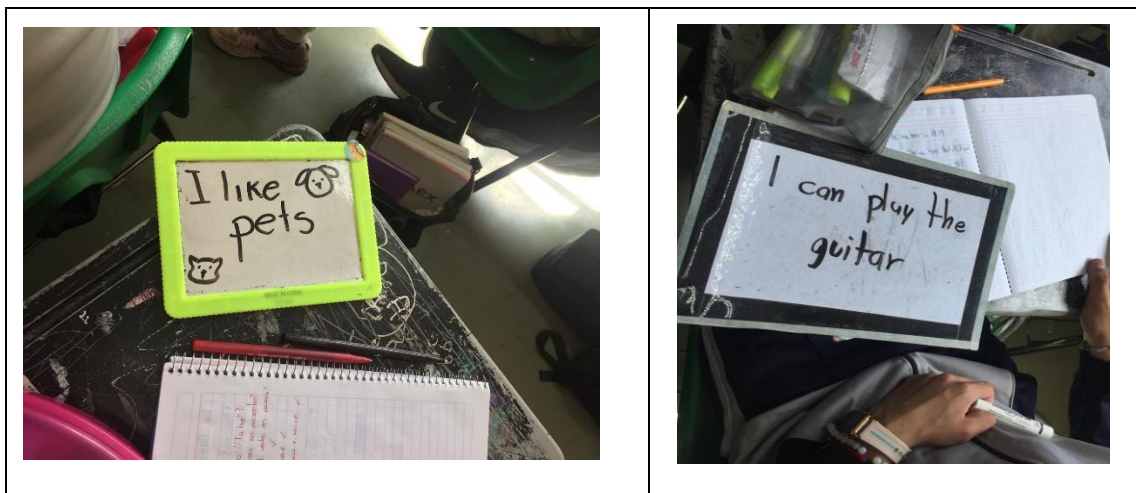
Figure G. Magic board used during the practice period of the 8th semester of the teacher training program.

3.2.3 Time and Learning Environment

Time is important to establish a period for each activity to give meaningful activities and learning to our students, to construct knowledge, skills, and values. The learning environment is a set of factors that favor or hinder social interaction in each physical or virtual space. "It implies a space and a time where participants build knowledge and develop skills, attitudes and values" (SEP, 2017, p. 123).

Time wasn't enough to carry out all the contents. As it has been said, during the pandemic at online modality, content classes had to be reduced to only one class per week and during hybrid modality there were three face-to-face classes every three weeks while the other two weeks, students had to work online by them selves, but students were not constant in their assistance.

As we can see in the figure H, there was only one class to teach a content, therefore, it couldn't be helpful and meaningful to the students, since the rest of the week they didn't see anything else about the content, and for that reason the knowledge of the students wasn't enough, and with students missing or not coming to class online this became even more difficult, and slower in the learning. Nevertheless, it helps me to learn how I can manage the time to provide the most important learning through meaningful activities to make a quick review of the content.

Date:	Number of the lesson: 1/1
Main aim of the lesson: At the end of the lesson, the students should be able to recognize the function of text components.	
Specific aims: Answer questions for specific information.	

Figure H, Lesson plan with only one class used during the practice period of the 5th semester of the teacher training program.

3.2.4. Pedagogical principles and the humanistic vision of the student's education

Another important aspect to be considered in the adaptation ot teacher's work from online to hybrid classes is to adopt a humanistic vision of the student's education. Some may say that this is irrelevant or that all teachers know this and it is not necessary to talk about, but the true is that I learned through the activities were I promoted the use of the magic board, we need to be closer to our student's needs, interests, motivations, problems, etc.

According to USICAMM (2020, p. 15) "the professional profiles answer to teaching focused on personal attention and from a humanistic vision of the students' education, as well as on the achievement of relevant learning for their present and future lives".

We as teachers need to have competences in teaching but also in values, aptitudes to comprehend the students need and possible issues that not allow their effective learning. "The teaching and technical staff must be aware of their

educational and social responsibility; they are prepared, competent, honest and simple professionals, sensitive and attentive to the life situations of the students, their families, as well as their social, cultural and linguistic contexts" (USICAMM, 2020, p.16).

When I analyze what happened and reflect on the experience we lived during the pandemic, I found that came to change our work in terms of what we usually did as teachers, we left aside the interaction that face-to-tace classes allowed and had to changed to an online education that moved away teachers and students.

At first we were nervous and some were excited of using ICT's, but after some weeks, then some months and after more than one school year working online, isolated, with the lack of social interaction, I think that we as teachers needed to manage resources to provide quality teaching and seek possible alternatives for the problems that could arise, since the learning environment for students was not ideal because of different situations, either economic, familiar (parent's lack of work, disintegration), technological (Internet signal and electricity), etc.

It implies to re-estructure all the way I teach, but to do this it was necessary to take into account the pedagogical principles mentioned in Key Learning for Comprehensive Education (SEP, 2017, p. 119), centered in the first and second principle.

First principle:

Placing the student and his or her learning at the center of the educational process.

Second Principle:

Consider the student's prior knowledge.

Before the pandemic, and even during it, I didn't consider the student needs and also their previous knowledge to create appropriate learning

environments considering their context to generate inclusive activities that allows them to participate in real life situations where they use the acquired knowledge making it meaningful even in distance learning, all these identified thanks to a reflection from action "…it is limited due to the present action, the time zone in which the action may still have relevance to the situation" (Schon, 1998, p. 66).

That allows me to recognize all my weaknesses from my first face-to-face practice to those that were given in distance learning, and moreover, about the action to improve the hybrid teaching Schön (1982, p. 66) explains this process as the a "…posteriori analysis that the professional carries out on the characteristics and processes of his own action".

Therefore, the importance of creating the necessary learning environments to foster learning. According to KLCE syllabus (SEP, 2017, p. 119), they imply a space and time where participants build knowledge and develop skills, attitudes and values that generate collaborative learning, self-regulated, affective, goal-oriented and facilitates the personal processes of constructing meaning and knowledge. Even when we are teaching in a hybrid way, making activities that include all of them and their needs in both face-to-face and online.

Also hybrid classes in this case pretends to encourage students participation and a lot of interaction as much as possible during face-to-face classes reinforcing the relationship between teacher and student to avoid gaps in English learning, and at the same time improving the acquire knowledge through online activities that allow them a major flexibility of time and different interactive ways to interact with the contents because according to Bates and Watson (2008, p. 102) "…working with interactive activities increase students motivation because these activities allows a major interaction with the contents, and that can be presented in different resources".

But how ICTs can impact in students? it's necessary to say that with the recent technological innovations, it is necessary that teachers use them from the perspective of Learning and Knowledge Technologies (LKT's), and

Empowerment and Participation Technologies (EPT's), so, according to Gil (2020) to take advantage of the Internet as a didactic resource some resources that are of great help are as follows:

Social networks. Social networks are enabling the educational development and the meaning of PET, such as: Facebook, Twitter, Youtube, Edmodo, Tiktok, Instagram, Flipgrid, etc.

CMS, (Content Management Systems), LMS (Learning Management Systems) and LCMS (Learning Content Management System). Content management systems and their variants can help in the process: Schoology, Moodle, Idukay, Google Classroom, Litmos, Dokeos, Blackboard, etc.

Transmitting content. The way in which content is recorded and transmitted is changing, we can cite as tools: Padlet, Easelly, VideoScribe, Prezi, Canva, Infogram, Genially, Sparkol, Thinglink, SoundCloud, Pixton, Sketchboard, Storybird, Meet, Teems, Zoom, etc.

Provide feedback and evaluate. Games and interactive tools are being used to provide feedback; thus, we have: Kahoot, Plickers, Quizzlet, Blubbr, Wordwall, etc.

Each one of the mentioned digital resources can help me to achieve a meaningful participation among all students while providing a social interaction that helps to take in consideration the student interests, needs, motivations, prior knowledge. Doing this I consider that I will be placing the student and his or her learning at the center of the educational process.

This way, teacher's work in online or hybrid modality can be more meaningful for teachers but most important it can provide a more meaningful learning environment for students.

To show how the above was able thorough my professional practice next there will be found an example of a series of activities putting in practice learning environments as "ludic and literary", "family and community" and "academic and

training" all them based on students context, where also the lessons were customized according to the student needs, interests and behaviors using technology specially social networks as Tik tok and interactive tools as kahoot during the moments where they are in distance model to reinforce the learning in fun and interactive ways.

By the way, Anderson (2013, p. 4) says that "Social media is connecting and giving confidence to billions of people around the world". This happens in part because people that uses social media feel free to make mistakes, and as we know, mistakes are a fundamental part of learning process, but unlike formal learning spaces such as the classes at secondary school, mistakes committed by people who use social media, are not punished as frequently are in the schools. So now I think that the use of social media helps students to build confidence to be able to use all the knowledge in real life, solving problems being creative and innovative.

In figures I and J, we can see the use of some digital technologies used to improve the students learning, but that also were necessary to teach during distance learning, and that could help students to have access anytime to those activities in order to learn more about the content in a more interactive way, or in other cases to get the attention of the students with some basic brain gymnastics in the online modality.

Image of the evidence, and URL to access to it
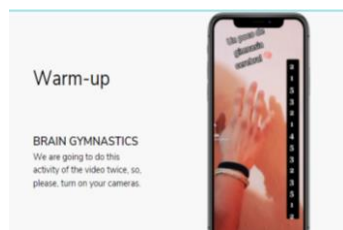
	https://www.canva.com/design/ DAEcyq8txWA/54QnL- 6KaN8VHXHrLRhWnA/view? utm_content=DAEcyq8txWA&utm _campaign=designshare&utm _medium=link2&utm_source=sharebutton

Figure I. Video of the app TIK TOK "brain gymnastic" to get the attention of the students during online model.

Image of the evidence, and URL to access to it.

https://create.kahoot.it/share/likes-and-dislikes-by-t-fer/331de987-a363-434d-8340-45832b5040c8
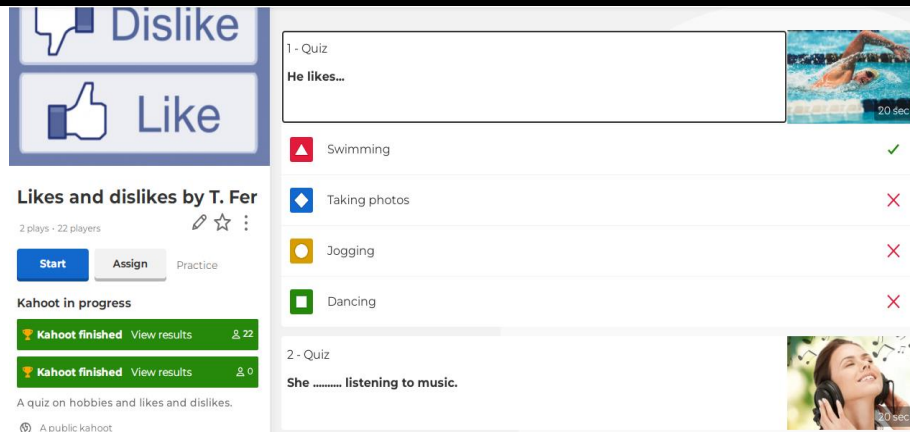
Figure J. Activity made on the platform KAHHOT to give the opportunity to the students to access interactive learning.

Moreover, it is important to say that during this hybrid model in secondary school number 3 "Benito Juarez" where I was doing my professional practices, something important that help me to improve my English classes was a register where my titular teacher helped me to improve my classes through an analysis of them.

Giving way to experiential learning to look for other strategies or to develop new skills that help me to improve my teaching, "reflecting on their own experience, teachers as learners can construct their own educational perspectives and gain new insights from that experience and develop new strategies to use in subsequent teaching" (Kolb, 1984; Boud et al, 1985; Osterman, 1990; Reiman, 1999).

Through a series of recommendations or even observations about the way I gave the class, or about the order or way of the activities, in order to improve them to help students to acquire a more meaningful learning, where their interest, motivations are taken in to account, to don't forget the pedagogical principles that

support any teacher to bring a better teaching, making the correct redesign of the materials that support the activities that students do.

Likewise, the suggestions from the perspective of another English teacher (figure K), helped me not only with the mentioned before, it also helped me to make the necessary adjustments in terms of "voice, way to give instructions or ask participations, monitoring and even the use of body language for a better understanding".
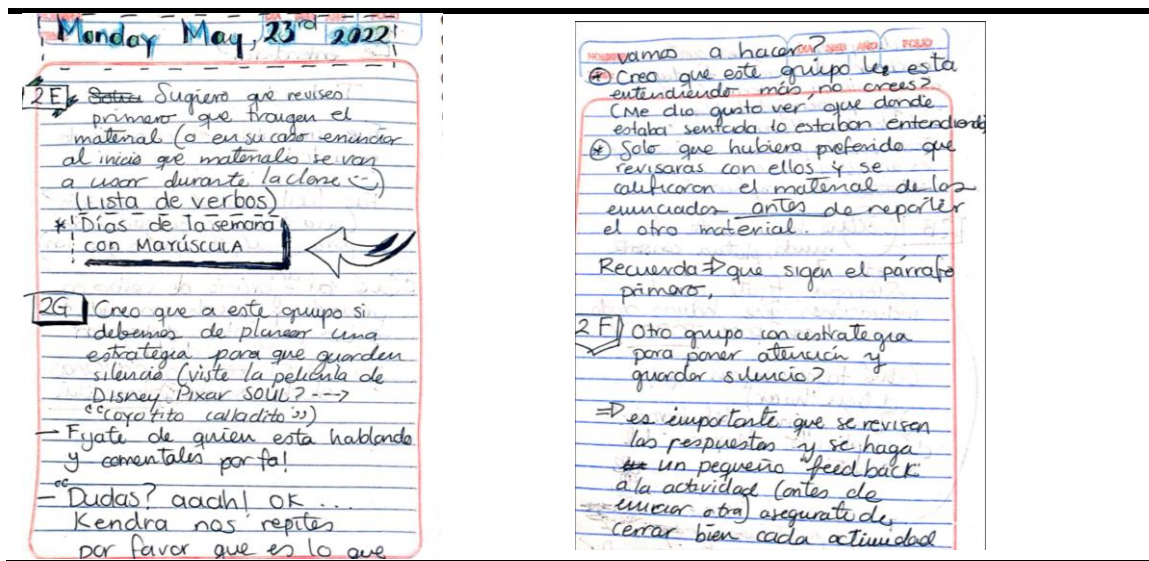

Figure K. Register of the English classes with observartions and recommendations.

3.3 Evidence of Courses of Theoretical and Methodological Bases for Teaching

This pathway conceives teachers as educational agents who exercise an important mediation in the acquisition of learning in their students, but whose goal is the educational intervention in the school context, the empowerment of the learner and the formation of responsible, active citizens committed to society.

Also, it considers the basic references related to the approaches, methods and strategies that support the processes of planning and evaluation of learning, inclusive education, and school management, which will contribute to the development of skills to improve and innovate teaching practice (DGESuM, 2018).

In this pathway there is a course where I found evidence related to the competence that I selected for this portfolio. This evidence should help me to develop the skill to design and use a didactic resource (Video) and also design it as a learning object. In table 10, I show the information of this evidence.

Semester	Course	Competence / unit(s) of competence	Evidence	Yes	Not
3°	**Planning and evaluation of teaching and learning.**	Uses innovation as part of his teaching practice for the development of student competences. Designs and uses didactic and technological means in the generation of English language learning. Designs Learning objects in the generation of English language learning.	Online Videos of English classes	X	

Table 10. Courses of Theoretical and Methodological Bases for Teaching

https://youtu.be/ZkkabilBFhA part 1
https://youtu.be/PmSjcBovSKU part 2
https://youtu.be/Hg54ZMZjwnw part 3
https://youtu.be/cXN9tZXKLys   part 4

Figure L Excerpt from the "Recorded English Class" to the course Planning and evaluation of teaching and learning. 3rd semester.

The video was designed only to practice, without students. Then I did not consider important to reflect on the contents of the video, I only copy and pasted some contens that were available in Internet "related" with the topic that I was given: "How to play a board game?"

Now that I reflect on the design and possible use of this video, I recognize that to design this kind of didactic resource, it is necessary to know how to use the technology to edit and record the video, but most important the planning of its use.

The planning of the design and use of this resource or any other implies for any teacher to reflect and ask if it will attend the following aspects:

Purpose

- Help students to explain how to play a board game.

Contents

- Examples and ideas of instructions to play a board game
- Board games
- Images, sounds, animation, figures, colors to support the message and help as a mediator to facilitate the understanding of instructions.

Use of the video as part of a didactic sequence

- Strategy and activities: explanation, interaction.
- Time available to use it

In relation with purpose, now I know that this is the aspect that we always have to keep in mind when we design and use a digital resource or learning object.

Therefore, a big question to be debated has been what should be taught or what contents are the most indispensable or important for the good construction of learning. Therefore, during the third semester an evidence was selected specially in the course "Planning and evaluation of teaching and learning" that is a recorded English class, that helped me to improve my professional practice and

own development as teacher, and at the same time to fill some gaps or possible issues that students had, through an innovative proposal and the correct selection of contents to achieve a good students learning, since, according to KLCE (SEP, 2017, p. 109) "it's necessary to take into account the student's context, interests and individual needs to empower and promote good participation of them. The application of this criterion indicates that we should favor content that uses knowledge to solve problems, weigh options, make decisions and help children and young people better understand their world."

However, it is important to mention that although the elaboration of such evidence will help me to strengthen the selected competence, during its elaboration I didn't take into account the student needs and also the approach of the study program that allow us a communicative skill, whereby I didn't develop the competence in its entirety but helped me to be a better teacher and always put to the student at the center of learning as is mentioned in the pedagogical principle 1 "Putting the student and his or her learning at the center of the educational process".

During the course, the evidence selected was important for me at the moment to improve my own teaching, because it made me more reflective about my work, and always look for a solution in order to give a meaningful learning to the students, picking up on some of the previous work elaborated in third semester "Online Video-classes".

But now with the previous knowledge of the students and in order to consider the pedagogical principle 2 "Take into account the student's previous knowledge", therefore, it allowed me to establish a better communication with the students and doing that it helped me to improve planning and doing digital presentation that during online and hybrid classes were helpful for me, since, as we can see in the evidence shown, I didn't know how to make a good and meaningful learning resource to my students, even though during the course, the titular teacher helped me with some recommendations and examples like models

to follow, nevertheless at that moment it wasn't meaningful for me or I didn't catch it completely, however during the creation of more digital presentations like learning objects or didactic material, it was necessary to take into account the acquired knowledge to make them in a better way and also to contextualize that gave them the opportunity to become more involved in their own learning.

On this respect the KLCE syllabus recommends the "use of language in contextualized interaction -interpretation of meaning and reaction- and in a constructive learning process" and at the same time solved the issue founded, without mention that at the final the objective was a little achieved, but I did not work with the same topic in the next semester.

3.4. Evidence of Courses of Training for Teaching and Learning

The course includes training both in the profession and in disciplinary knowledge, the conceptual and instrumental mastery of the discipline, its pedagogy and specific didactics required to develop a high-quality teaching practice.

Semester	Course	Competence / unit(s) of competence	Evidence	Yes	Not
5°	**Teaching methods and approaches**	Uses innovation as part of his teaching practice for the development of student competences.	Recorded video class.		
		Designs Learning objects in the generation of English language learning.			X
		Implements innovation to promote English language learning in students			

Table 11. Training for Teaching and Learning.

Figure M. Excerpt from the "Recorded Video class" to the course Teaching methods and approaches. 5th semester.

As English Teacher it's necessary to know a set of concepts that are so important to improve my professional development in a better way that allows me to incorporate them in teaching into the classroom. According to KLCE (SEP, 2017, p. 118) "The main function of the teacher is to contribute with his or her abilities and experience to the construction of environments conducive to the students' achievement of the expected to the construction of environments that promote the achievement of expected learning by students and a harmonious coexistence among all members of the school community, in this lies its essence."

Therefore, a good teacher would be able to ensure the student learning creating learning environments according to the real context of the students eliminating all barriers to learning, making those students felt secure of themselves, where students are able to participate in any situation and teacher support them to empower students, as is mentioned in the Pedagogical principle 3.

Therefore, in the evidence shown in *Figure M,* was done with the purpose to improve my own English teaching, where as we can see, with the evidences of

the video mentioned in the previous evidence, there is an improvement, in terms of:

Purpose

- Help students to know about the Linguistic diversity.

Contents

- Examples and ideas of different sources of information.
- Questions to identify the correct source of information
- Images, sounds, animation, figures, colors to support the message and help as a mediator to facilitate the understanding of instructions.

Use of the video as part of a didactic sequence

- Strategy and activities: explanation, interaction.
- Time available to use it

During the realization of the video, I receive help of another classmates from different grades of the same bachelor with thye purpose to improve my practice, where they gave me their observations and commentaries about it.

Moreover, in this case to do and use the didactic resource and use it as a learning object, was necessary to remember the knowledge acquired from the courses that are mentioned on table 4, where I needed to put in practice it, since, from my humble opinion, I didn't like my previous or first videos, classes, materials I did during the last courses, so, I wanted to improve my classes and become to be a better English teacher that give to the students a meaningful learning, but to do this, also was necessary to take into account the syllabus, and the pedagogical principles to get the attention of my students and to have an organized lesson plan, that help me at the moment to give the class. Nevertheless, it's necessary to say that although my professional development and teaching improved, there were some issues yet that didn't help me, for example that I didn't have control

about the students' attention and participation, since, we were in online modality, and more disadvantages that are mentioned in table 3.

3.5. Evidence of Courses of Professional Practice

The purpose of the course is to develop and strengthen the professional performance of future teachers through gradual and sequential approaches to teaching practice at the different educational levels for which they are trained.

It promotes the integration of different types of knowledge, both for didactic design and its application.

Professional practices are understood as the set of actions, strategies and activities that students will gradually develop in specific contexts to achieve the proposed professional competencies. These occupy an important place within the curriculum as they become spaces for articulation, reflection, analysis, research, intervention and innovation in teaching.

Sem.	Course	Competence / unit(s) of competence	Evidence	Yes	Not
3°	Teaching Practice in the Classroom	Uses information and communication technologies in a critical manner. Designs and uses didactic and technological means in the generation of English language learning.	Digital presentation "Before"	X	
5°	Teaching innovation	Uses innovation as part of his teaching practice for the development of student competences. Designs and uses didactic and technological means in the generation of English language learning.	Digital presentation "After" Among Us	X	
7°	Professional practice and school life	Uses innovation as part of his teaching practice for the development of student competences.	Materials	X	

Designs and uses didactic and technological means in the generation of English language learning.

Uses ICT's, LKT's and EPT's to promote meaningful teaching and learning processes.

Table 12. Courses of Professional Practice.
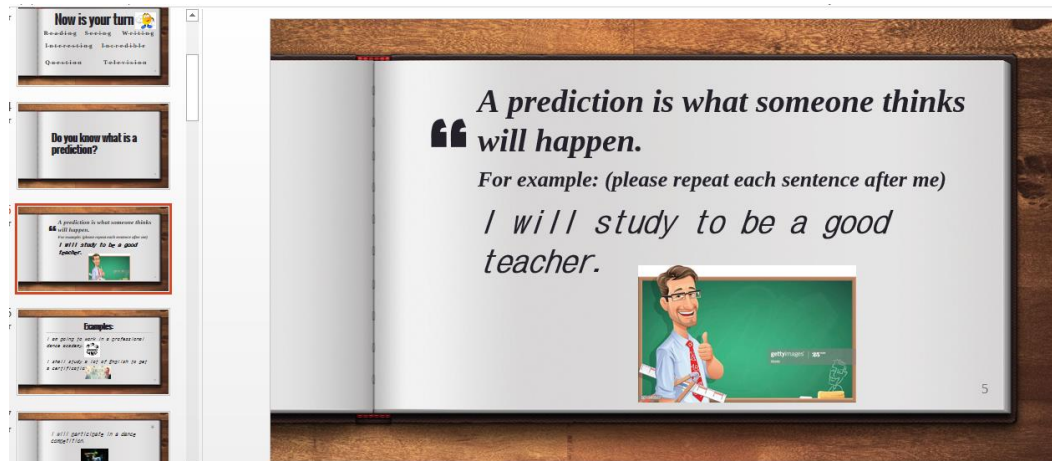
Figure N. Excerpt from the "Digital presentation "Before"" to the course Teaching Practice in the Classroom.   3rd semester.

Something really important for us as teacher before to star teaching, is to know our students, and not only their names, in other words it also implies to know their interest, motivations, passions, context, dislikes, therefore, during the third semester, the evidence showed was done in order to give a meaningful English class to the students, but during the elaboration of the digital presentation, it's important to say that I didn't take into account the students' interests or

motivations to center the material on them that is really important to achieve a good learning as is mentioned in the pedagogical principle 1.

Nevertheless, at the moment of doing the material it helped me to give me an idea about how to work In the online model that was present in that semester, and also to acquire some skills like to learn how to record, how to teach and how to organize an online class, since, was one of my first contact with that modality, and as an advantage without students.

However, all the disadvantages or difficulties mentioned above were attempted to be improved, as an example of that, we can see the following evidence, shown in the *"figure O"* with a little more knowledge or experience doing the material.

https://me-qr.com/DgEc1k

Figure O. Excerpt from the "Digital presentation "After" Among Us" to the course Teaching innovation. 5th semester.

The evidence shown above during the 5th semester during the course "Teaching Innovation" in order to improve my teaching work and also the students' learning, but now taking into account their interests or famous game tendencies during that semester, since, as we can see, the digital presentation, in addition to being digital, it's interactive.

Additionally, it helped me to develop my professional profile, since, as is mentioned in the study program KLCE (SEP, 2017, p. 120) we as teacher need to "…establish a close relationship with students based on their interests and particular circumstances. This closeness will allow you to better plan your teaching and to look for that invite them to become more involved in their learning." Mentioned the pedagogical principle 4.

Moreover, something really important that helped me to give the class presented in the evidence selected was the previous knowledge acquired during the course "Teaching methods and approaches" with the Titular teacher, where was necessary to make a brief reminder about some questions that we as English teacher are necessary to ask myself making reference to an author called Jeremy Harmer (2007, P.158-159) were he suggest that to give a good teaching it's necessary to consider the following questions:

- Who exactly are the students for this activity?

- What do we want to do and why?

- What do we want to do and why?

- How does it work?

- What will be needed?

- What will be needed?

- How will it fit in with what comes before and after it?

However, it's important to say that in my own experience, although the mentioned above according to the author was taught me with help of my teacher,

I didn't consider it important when the content was seen, and even meaningful, but at the moment to deal with the situation presented during pandemic and even after pandemic was necessary to trade.off with myself, making a brief review about all the learning acquired during that course and even of more courses related, like all those included in the pathway "Professional practice" to improve my own professional profile and teaching, to deal with the hybrid model where the online model is still included.

As we can see during this course the pandemic SARS COV-19 appear, and change the teaching way, in specific the teacher's work, and then, during this course was developed an autonomy training using ICT to develop a lesson plan, with adjustments like time (One class per week), interaction (oral using michrophone or written way thorugh the chat) and materials (digital learning objects through presentations in canva or power point)), therefore, I consider that in this course the adaptation of my teaching practice from face to face classes to hybrid classes was developed correctly, using educational apps and creating games to adapt the students' learning and bring them a meaningful learning also.

Furthermore, although I didn't have idea about how to teach online, it gave me the opportunity to know more about students and also to learn how to use technologies and gives them the opportunity to participate using the language acquired in real context, also the opportunity to interact with the contents, in order to deepen in them to make an interactive and fun learning making a use of TEP in students through Tik tok, kahoot, wordwall, trends that are still in fashion and have a great impact on them today and that helps them to learn in an easier and fun way, because as teachers need to design strategies that make knowledge relevant, foster students' appreciation for themselves and for the relationships they establish in the classroom. In this way, he encourages the student to take control of his learning process (SEP, 2017, p. 120)

Adaptation of teacher's work implies also the use of ICT to create digital tools or resources to improve the teaching and bring to the student's alternatives to understand and put in practice the language, therefore, I created the following materials and presentations with the purpose to contribute the innovation into my professional development as English teacher during this time of pandemic.

The analysis of this evidence allows me to verify my own professional training and, also to identify the opportunity areas to improve them in the hybrid model. Taking now into account the advantages and disadvantages from face-to-face and online classes to change the weakness in strengths during my training and development of the competence selected.

Thus, with the learning acquired as teacher I have the opportunity to use it now with the hybrid model, without forget the main aim that is empower students through hybrid model giving way to the pedagogical principle 7 "Fostering situated learning" that allows me "flexibility in terms of curricular contextualization and structuring of situated knowledge to accommodate the diversity of student knowledge, interests and skills of the learner" (SEP, 2017, p. 120).

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https://create.kahoot.it/share/likes-and-dislikes-by-t-fer/331de987-a363-434d-8340-45832b5040c8

Figure P. Excerpt from the "materials" to the course Professional practice and school life. 7th semester.

4. Conclusions

4. Conclusions

Once the portfolio of evidence has been integrated, analyzed, and reflected it is pertinent to answer to the question, does it contain the evidence of development of the selected professional competence? There is no easy answer, since some would consider that I could showed other evidence, while other could say that the development of the competence should be demonstrated through other elements, however, I showed the evidence that was generated during my training and the experiences that I had during that period.

The pandemid due to SARS CoV2 put the entire world against the wall. All human activities faced changes and challenges. Whoever survived, including me had to adapt quickly to these changes and try to do our best with the tools, knowledge, values, and everything we had.

The strategy propelled by the ministry of public education (SEP) to continue education showed the interest of the government to guarantee students' right to education. However, the pandemic showed the great inequality present in our society.

The inequality present in our society was present in every group of students, but the lockdown made them more visible. Applying the same solution to all contexts is not the best decision, but there was not almost any chance to do something different at a national level, in fact, all countries over the world did something similar and showed the lack of preparation of the educational systems everywhere.

The top-down solutions in education are usually thought to fit everyone, but we are all different. Then, teachers must be more prepared to face any change and challenge present in our labor.

Adapting teacher's work (my work) from online to hybrid classes required from me, to change my vision about education. It showed me that I needed to prepare my self seriously, because the challenges in both modalities require

specialized knowledge, experience, habilities, development of skills, attitudes, values.

The elements above mentioned are components of the competence. Now I have a deeper understanding of the "competence" concept, that makes me value in a different way the teacher's professional profile. This professional profile must be like a basement from which every teacher should work everyday.

I only considered one competence and its units of competences to build this portfolio of evidence, to do its analysis and reflection, but during the process I found that we can not work one competence in isolation. Teacher's work is a very complex activity that requires from teacher's a huge preparation and experience.

The competence selected was developed in an 85% percent, because there are some aspects that I need to improve and work yet. As an example of it, is that I need to be update with new tendencies in teaching. Work in more meaningful or interactive activities that help students with their learning, and still adapting my work to the contexts that could occur, since, as I could have made a great effort in designing materials and environments designed for them thinking of improving first of all their learning but also my professional development, but that was not significant for them, and in fact I need to to look more and more for another things that could help me to achieve in a 100% percent the competence.

Therefore as is mentioned in the competence selected, from the experience and learning acquired, using innovation as part of our teaching practice for the development of student competencies does not only refers to the use of ICT's in or out the classroom. We can use ICT's in our classes but at the same time have a very traditional practice. The innovation consists in the creation of solutions that area creative, to promote student's learning. This implies the creation of learning environments, the pertinent and carefully use of technology (digital or not).

Being innovative as a teacher requires from us to have domain in the use, design, and managing of didactic resources, learning objects, technological means, methods and techniques to teach EFL.

We as teachers need enough training experiences based on real learning situations, including their problems, that allow us to use and manage ICT's, LKT's and EPT's so we can be trustworthy when planning their use in our teaching practice periods.

The mastery in the domain of the technology or any other knowledge must not make us feel superior or better than our students. I have to adopt the humanistic vision of the students' education, this means to be always aware of my educational and social responsibility, be prepared, competent, honest, humble, sensitive and attentive to the life situations of the students, their families, as well as their social, cultural and linguistic contexts. In sum, adaptation of teacher's work from online to hybrid classes requires all above said.

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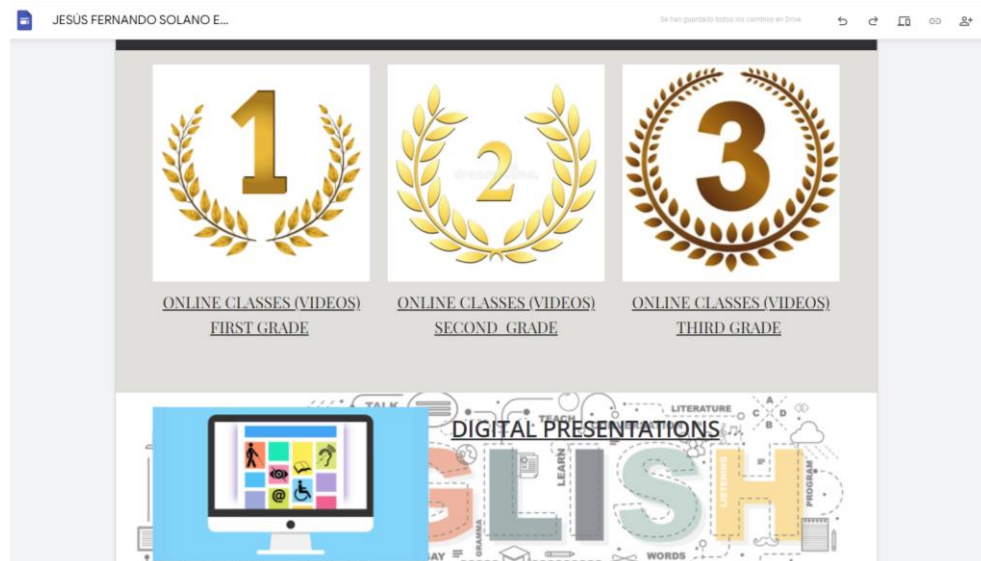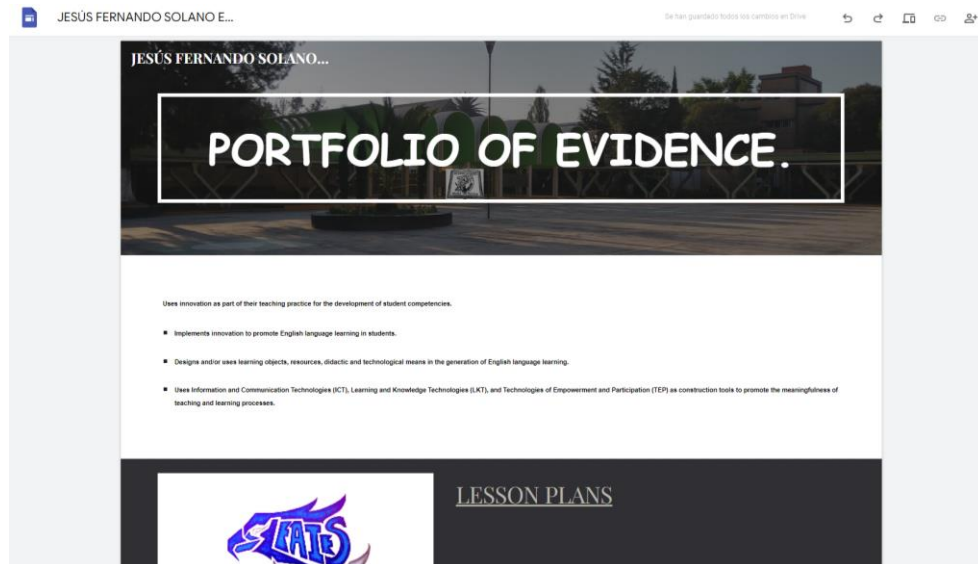
Annexes

Annexes

Annex 1

Website:

https://sites.google.com/view/jess-fernando-solano-elas/digital-presentations

Toluca, Méx., 30 de junio de 2022

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

Quien suscribe C. Jesús Fernando Solano Elías, 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: Adaptation of Teacher's Work From Online to Hybrid Classes, 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. JESUS FERNANDO SOLANO ELIAS

Toluca, Méx., 15 de julio de 2022.

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

El que suscribe Mtro. Roberto González Rodríguez, Asesor del(a) estudiante JESUS FERNANDO SOLANO ELIAS, matrícula 181517920000 de 8° semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria quien desarrolló el **Trabajo de Titulación** denominado "Adaptation of Teacher's Work From Online to Hybrid Classes" en la modalidad de Portafolio de evidencias; se dirige a esta Comisión a su digno cargo para informar que este documento ha sido concluido satisfactoriamente de acuerdo con lo establecido en los documentos del Plan de Estudios 2018 rectores del proceso de titulación.

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

A T E N T A M E N T E

_____
Mtro. Roberto González Rodríguez

Toluca, Méx., 1 de julio de 2022

C. SOLANO ELIAS JESUS FERNANDO
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: Adaptation of Teacher's Work From Online to Hybrid Classes, presentado en la modalidad de Portafolio de Evidencias fue **Dictaminado Favorablemente**. Ello significa que a partir de la fecha podrá realizar los trámites correspondientes en el Área de Exámenes Profesionales para sustentar su Examen Profesional.

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

ATENTAMENTE

DR. SERGIO DOTOR FERNÁNDEZ
PRESIDENTE DE LA COMISIÓN DE TITULACIÓN

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