



ESCUELA NORMAL No.1 DE TOLUCA



PORTAFOLIO DE EVIDENCIAS

Facilitating English Language Learning Through Student Participation

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

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1 Introduction

The degree document, especially a portfolio of evidence, is an original, unpublished and personal document that captures experiences, reflections and processes from the review of content, didactic situations, learning units or evidence reflected in each of the courses that are in the various training paths of the Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria (LEAIES) 2018 plan. That is why in this file the strengths, weaknesses and areas of opportunity within my training as a teacher are identified.

The division of this process is, first of all, to share my experience as an internship teacher, the reasons why I chose my portfolio of evidence derived from the fact that I decided to use a portfolio of evidence because I consider it very relevant according to the problem I have, because it will require me to apply everything I learned during my teacher training.

In the definition part I let you know the context where the secondary school is located in order to develop my professional practices during the current semester, likewise I let you know the most relevant competencies for my training part both generic and professional; I mention the concept of participation and some of its benefits, the resources to be used for the implementation of participation in the school where I develop my intervention as a teacher, as well as the role of the teacher and the types of roles that exist.

In another section, the collection of evidence to analyze that in this document are taken from the third, fourth, sixth and eighth semester of my teacher training in the LEAIES, by making each of the reflections on my evidence allow me to see another vision of what worked for me through the process of my training as a teacher when teaching, both the materials I integrated and the way in which I generated participation. The evaluation, analysis and reflection of my English process that I have carried out during my teaching process.

As well as my conclusions of the elaboration of this portfolio where I make known in a final way the learning that leaves me to realize this document and some specifications that happened in my formative process.

1.1 My Experience

During my experience as a teacher-in-training I have noticed that sometimes the students do not participate in the English class, due to the fact that they are embarrassed to speak English even though they know it, sometimes it is difficult for them to pronounce the words, and then my participation as a teacher is an intervention to correct them so that they try to say it correctly since they can confuse the words, or can give it another meaning, and above all it is the responsibility of the teacher to help students to learn more.

As a teacher, in my intervention practices, I have noticed that the students did not want to participate despite the fact that I motivated them; I looked for the right material for them, and if at any time they did not understand about the subject or how to carry out an activity. I explained again and gave some examples so that student participation and learning could be achieved.

The question is how to promote student participation to improve English language learning through different techniques, derived from the fact that during my experience as a teacher-in-training, students do not participate in class because they are embarrassed to speak in English.

Besides, at Secondary School No. 28 "Agustín Melgar" where I did my professional practice, the Chief of Education decided to work with a book titled "Headway" level A1, and not with the Aprendizajes Clave para la Educación Integral 2017 (ACEI) syllabus, derived from the fact that the objective is that students have a certification when they are in third grade and that would not be achieved with the ACEI syllabus; so it is a challenge for me to contrast both ACEI syllabus and with the topics of the book "Headway" to see which social practice is more related to teaching.

Therefore, teachers are the most important factor in the question of how to teach. The teacher guides the student in learning, in any level, where the teacher is the

facilitator of active participation in the process of acquiring knowledge of each of their students, and the promotion of learning. Many times, when teaching their classes, teachers look for a way for students to participate and thus generate knowledge, but sometimes it does not turn out as one expects, because there is very little student participation, which it will imply to know how to promote participation of the students.

1.2 Reasons for Choosing the Portfolio of Evidence

According to the SEP (2018) regarding the Degree Modalities, the 2018 Plan of the LEAIES has three options which are; the report of professional practices, the portfolio of evidence and the research thesis. These three modalities have in common a methodological process, likewise they allow demonstrating the ability to reflect, analyze, problematize, argue, build explanations, solve and innovate, show the development and experiential process acquired during the training.

Each of the modalities has its own characteristics:

The Professional Practice Report consists of the elaboration of an analytical-reflective document of the intervention process carried out by each student during his or her professional practice period. It describes the actions, strategies, methods and procedures carried out by the student population and aims to improve and transform one or some aspects of their professional practice (SEP, 2018:9).

The portfolio of evidences allows demonstrating, based on learning evidences, the degree of competence acquired by each student, favoring critical and reflective thinking and boosting their personal learning trajectory with greater autonomy. Its elaboration includes relevant information regarding the performance and products generated (SEP, 2018:12).

The research thesis is a systematic and rigorous document that is characterized by contributing knowledge and novel information in some area or field of knowledge. Its elaboration requires the relevant use of theoretical, methodological and technical referents that are congruent, in addition, with some perspective, approach or type of research (SEP, 2018:15).

The appropriate elaboration of a portfolio of evidences in a task that mainly consists of the selection, reflection and analysis of evidences that account for one's own learning, that is to say the progress, achievements that have been acquired or developed of a person and that is self-evaluated, which is why I chose this modality to achieve my LEAIES; according to the SEP (2018:12), the portfolio of evidences is a document that integrates and organizes the evidences that are considered fundamental to represent the competencies established in the profile of graduation.

With respect to the above, I decided to use a portfolio of evidence because I consider it very relevant according to the problem I have because it will require me to apply everything I learned during my teacher training in order to solve the challenges I may face, this whole process takes a period of reflection of the practice through my own evidence and all my previous learning with respect to the skills that are considered most important, to focus on how to promote student participation in the English language.

This modality has allowed me to have a personal reflection of the activities that I once did during my training as a teacher and therefore I can evidence through this document how my professional process as a teacher was when promoting student participation.

Mainly the interest arises to evaluate my process as a teacher of how I generate student participation, through which I have acquired and developed the professional and generic competencies of the graduate profile of the LEAIES, I

considered that with this I will be able to recognize my strengths and my areas of opportunity to continue improving my training to promote student participation.

Therefore, the experience I have had during my training has allowed me to reflect, recognize and analyze the achievement of professional and generic competencies, in order to have a look at the didactic planning and didactic materials, in the participation of students.

I decided to build a portfolio of evidences, because, as SEP (2018:12) says, it made it possible to implement the reconstruction of my teacher-in-training through the identification, discrimination and selection of evidences raised in the different moments and stages of my training as a student that allowed reconstructing a learning process that accounted for the professional competencies that I chose to evidence and the changes I experienced throughout my formative process within the degree.

According to SEP (2018:13), it constitutes the central core of the portfolio development in that it promotes an exercise of evaluation-reflection-analysis-learning of the set of selected evidences, and of all of them in terms of the competencies of which I want to make known why yes or why no learning was established in the process of building my portfolio of evidences.

This reconstruction process is based on the recovery, evaluation and analysis of the evidences that were elaborated at the time in relation to the lesson plans evidences and didactic materials. The assessment of my performance as a trainee teacher in relation to the selected competency, that is why through this document, it was intended to expose the strengths that I have had as a student in training during my formative journey of the degree with 2018 curriculum, but above all, the areas of opportunity that I must address, and be prepared for any challenge that comes my way, mainly with respect to the development of my

planning and teaching materials to promote the learning of English as a Foreign Language (EFL).

2 Definition

Internal and external context of the Secondary School

The Secondary School No 28. "Agustin Melgar" with C.C.T 15DES0028Y, is located at Boulevard. Lic. Adolfo López Mateos S/N Rancho la Mora, 50020 Toluca de Lerdo, Estado de México.

It has a total of 630 students, 30 teachers and 18 groups in the morning shift. There are 6 groups per grade, each classroom has between 35 and 40 students.

In first grade most of the students are between 11 and 13 years old. In second grade 13 and 14 years old while in third grade most of the students are between 14 and 15 years old.

Resources

The school's resources are eighteen classrooms, an address, a sub-directorate per shift, three guidance and prefecture offices, a union office, a teachers' lounge, a space for administrative staff, a social service office, a chemistry laboratory, a physics laboratory, a library, an auditorium, a cooperative, a parking lot, a warehouse and toilets.

Services

The services that the school has are electricity, water service from the public network, drainage, cistern, internet service and telephone.

The staff

The school has academic staff such as the principal, perfect tutors, administrative staff, quartermaster, a person who is in charge of opening and closing the door.

Group

The groups in which I teach are the first grades groups A, B, C and D, with a total of 35 to 40 students from 11 to 13 years old.

Features

According to Cigna (2021) students at this age tend to think in concrete ways but gradually begin to understand abstract and symbolic concepts; they begin to see that there are issues that are not clearly defined and that information can be interpreted in different ways; they tend to focus on the present, but begin to understand that what they may do now may have long-term effects for them, they may be self-centered and may be insensitive to others.

For Cigna (2021) in terms of affective and social development they begin to establish their own identity and become more independent from their family, they may form strong friendships and prefer to be with their friends or alone rather than with family members, they may have times when they are silent and distant, they may seek the advice of friends rather than their parents.

Community

In the municipality of Toluca its climate is temperate sub-humid, with an average annual temperature of 13.7 ° C. The neighborhood by extension and inhabitants is urban, around it there are public and private schools of basic and higher level. The student crossing between streets is located in an area of high risk for the community in general although there are traffic lights.

As noted by MarketDataMexico (2019) it is a town that includes around 31 hectares, which live 3,680 people in 1,090 houses. There are 1,1156 inhabitants per km², with an age of 38 years and an average schooling of 14 years. Of the total of 4,000 people who live in Rancho La Mora, 600 are under 14 years old and

900 are 15 and 29 years old. The highest ages are recorded of 2,000 people aged 30 and 59 years, and 700 individuals over 60 years.

The context allows me to know where the secondary school is located so that I can develop my professional practices, what is around it and above all to know what the conditions are so that the students can take the material to school when they ask for it.

Competencies

There are 2 types of competencies according to Tobón (2013:13) professional and generic. Generic competencies refer to all those that are common to a professional branch or to all existing professions. While professional competencies, unlike professional competencies, are specific to each profession and give entity and particularity to an occupation.

Next, I will be presenting the competencies chosen; it is worth mentioning that they are not just any competencies, but the most important ones within my training as a teacher, so I can become a competent teacher to promote student participation in a EFL. This will allow students participate to have social interaction through the English language. I had selected them according to my learning of the graduate profile. This portfolio of evidence focuses on next professional and generic competencies:

Generic competencies

- Solves problems and make decisions using critical and creative thinking.
- Uses information and communication technologies in a critical manner.
- Applies their linguistic and communicative skills in diverse contexts.

Professional Competencies

- Uses knowledge of the English language and its didactics to make transpositions according to the characteristics and contexts of the students in order to approach the curricular contents of the current study plans and programs.
- Uses the theoretical-methodological elements of research as part of their continuing education in English.
- Designs and/or use learning objects, resources, didactic and technological means in the generation of English learning.
- Uses Information and Communication Technologies (ICT), Learning and Knowledge Technologies (LKT), and Technologies for Empowerment and Participation (TEP) as construction tools to favor the meaningfulness of teaching and learning processes.

I have decided to work with all these competencies because they help me to improve communication skills, language skills and the development the didactic materials and the use of technology in a critical way, as well as making these transpositions according to the characteristics and contexts of the students to address the curricular contents of the ACEI syllabus and a book of level A1 "Headway", which is a challenge for me to do this because I had not done it before; it is important to take into account some theoretical-methodological elements of the research as part of my continuing education in English, because this will help me to understand various aspects and to be able to apply them and see what results are expected in order to generate the participation of students in their learning of English.

Once I had done the search for the generic and professional competencies chosen in the central axis for my portfolio of evidence, from the profile of graduation of the LEAIES, I went on to search for the competencies related to the

courses that make up the curriculum of the LEAIES and made that similarity. Luckily, I reviewed each of the 46 courses from the first to the seventh semester of four formative paths. In addition there are seven curricular spaces assigned to the study of English as an additional language. Mainly, once the search was conducted in each of the courses, a second search was conducted to collect evidence related to the student's participation that as a teacher-in-training I have implemented in secondary school.

It is worth mentioning that the courses that helped me to improve my formative process in the improvement of participation were:

- Práctica docente en el aula
- Estrategias de trabajo docente
- Innovación para la docencia
- Proyectos de intervención docente
- Práctica profesional y vida escolar
- Diseño de Proyectos para la Enseñanza del Inglés

Each of them allowed me to design practical aspects related to lesson plan, evaluation and teaching intervention such as: learning situations, didactic sequences, the treatment of English contents, the selection and elaboration of technological resources and didactic materials, evaluation strategies and instruments, among others, as well as the use of the approaches of the study plan and program of EFL of secondary education, the organization of the classroom, the interactions between the teacher and the students. The evidence from these courses focuses mainly on the didactic materials and lesson plans in order to how I have promoted student participation in the English language.

2.1 Defining participation

Focusing specifically on what Burchfield & Sappington (1999:290) say concerning that participation also has been defined as the number of unsolicited responses volunteered. I agree with the author because many times when students participate voluntarily it is because they have knowledge of the topic or they have learned it through the development of the class and it is there where they want to express some comment or idea of the topic because they understood it and want to make it known to their classmates without the need for a teacher to tell them to participate.

For Loftin (2018), Weaver & Qi (2005) participation in a class occurs on many levels. Participation may be spontaneous, voluntary, compulsory, or forced; student-initiated or teacher-initiated; passive or active; positive or negative; student to student, student to teacher, or student to course.

I consider that some levels of participation I have put into practice but have not been successful; in my experience as a teacher-in-training, sometimes it is unfavorable when students do not participate in the English class, because it does not allow you to continue to the next task, and as a teacher there is a moment when I motivate and encourage them telling them that they can or, if they have any doubts, I repeat the instructions again, and sometimes they say I did not understand and I explain them again about the topic so that they can participate now; I think there are also many factors that affect their participation in the class.

According to SEP (2017:159), language is acquired and educated in social interaction, through participation in a variety of speaking exchanges and meaningful acts of reading. I consider participation fundamental and important because it promotes language acquisition and English learning, allowing to put knowledge in dialogue.

2.2 Benefits of class participation

There is strong evidence for the importance of participating in class (Lyons, 1989; Petress, 2006; Weaver & Qi, 2005). Participation is a way to bring “students actively into the educational process” and to assist in “enhancing our teaching and bringing life to the classroom” (Cohen, 1991:699). Fassinger (1995) noted that both students and professors can see the benefits of student participation, and Fritschner (2000) found that students thought participation was “essential” to their own learning. Students have been found to earn higher grades as their participation increases (Handelsman et al., 2005).

Though students see participation as important, and one-third would like to participate more Wade (1994), research suggests that it is not happening, as it is only a handful of students in any given classroom who participate regularly (Karp & Yoels, 1976). From my point of view, I agree with the authors that it is of utmost importance the benefits of participating in class because once students do so it will be beneficial to promote language acquisition and learning.

3 Resources

The resources that I would be using in the construction of the Portfolio of evidence are my lesson plans, and didactic materials, this in order to see how I promote student participation.

I will be implementing some group and individual participation techniques (two of each one), such as:

- thumbs up when ready
- thumbs up/down vote
- processing cards
- guided notes and graphic organizers.

I had selected group and individual techniques to promote student's participation collectively and individually in their English language learning process.

Total Participation Techniques

"Total Participation Techniques (TPT's) are teaching techniques that allow for all students to demonstrate, at the same time, active participation and cognitive engagement in the topic being studied" (Himmele & Himmele, 2011:7).

Technique

Even before Anthony (1963) discussed and defined the term, the language-teaching literature widely accepted technique as a superordinate term to refer to various activities that either teachers or learners perform in the classroom. In other words, techniques include all tasks and activities.

The techniques that I will be implementing are the following:

- TPT Cards Total Participation Techniques, (Himmele & Himmele, 2011).

Group techniques

- a) Thumbs up when ready. This technique consists of next steps:
 1. Ask students to reflect on prompt.
 2. Explain that when they have a thought or are finished, they should put their thumb up to show they are ready to move on.
 3. They will discuss their ideas and their answers.

- b) Thumbs Up/Down Vote. In this case the actions required are these:
 1. Ask a question that requires a yes/no or agree/disagree answer.
 2. Student will show a thumbs up for yes/agree or thumbs down for no/disagree answers.
 3. Make sure all students vote.

Individual techniques

- a) Processing Cards. The steps to follow are:
 1. Give students cards that say: Still Thinking & Ready to Share.
 2. All students will begin with the Still Thinking side.
 3. When students are finished, they flip the card to Ready to Share.
 4. Students share their answers.

- b) Guided Notes and Graphic Organizers. The following actions must then be carried out:
 1. Teacher prepares handout ahead of time with spaces for students to fill information.
 2. Students fill in graphic organizer to use as a visual way to aid in understanding. (Students choose the words that the teacher writes on the board).

3.1 Teacher roles and didactic material

Teacher roles

Spratt, Pulverness and Williams (2003:145) mention that the teacher roles are during a lesson the teacher needs to manage the activities and the learners in the classroom in different ways. This means he or she needs to behave in different ways at different stages of the lesson. These different kinds of behavior are called “the teacher role”.

These roles will be appropriate to the type of lesson, activities, lesson aims and the level and age of the learners. They are different teacher roles that each teacher uses in a lesson such as: act as a planner, an informer, a manager, a parent or friend, or a monitor. In table 1 are shown some teacher roles often use Spratt, Pulverness and Williams (2003:145):

Figure 1

| Role | The teacher |
|-------------|--|
| 1. Planner | Prepares and thinks through the lesson in detail before teaching it so that it has variety and there are appropriate activities for the different learners in the class. |
| 2. Informer | Gives the learners detailed information about the language or about an activity. |
| 3. Manager | Organizes the learning space makes sure everything in the classroom is running smoothly and sets up rules and routines (i.e. things which are done regularly.) for behavior. |

| | |
|------------------|---|
| 4. Monitor | Goes around the class during individual, pair and group work activities, checking learning. |
| 5. Involver | Makes sure all the learners are taking part in the activities. |
| 6. Parent/Friend | Comforts learners when they are upset or unhappy. |
| 7. Diagnostician | Is able to recognize the cause of learners' difficulties. |
| 8. Resource | Can be used by the learners for help and advice. |

Table 1. Teacher roles. Source: Spratt, Pulverness and Williams (2003:145)

Within my continuing education as a teacher in training I play an important role which is the role of the teacher in teaching classes, in turn within the classroom I have become a planner, informer, manager, monitor, involver and diagnostician.

Didactic material

Harmer refers to didactic material as “a variety of teaching aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity” (2005:134). I agree that didactic materials refer to any resource that is designed to aid a student in their learning experience. These tools can help a student improve their knowledge and understanding of the world through manipulation and experience.

4 Selecting Evidences

For the selection of evidence, I had to focus on a very important point "the development that I have been having during my process as a teacher so that students participate in class" to which this approach allowed me to make an analysis of the evidence of the work of each course, these works were reading reports, essays, readings, magazines, videos, infographics, PowerPoint presentations, posters, among others.

Each evidence I had discriminated because it did not focus on student participation and therefore I did not get information to know how I executed the participation during class. Later when reviewing in more detail the evidences such as: didactic materials, lesson plans and student's work, there is a relationship with the participation of the students and how the participation was carried out.

The compilation of the evidences to analyze in the present document is taken from the third, fourth, sixth and eighth semester of my teacher-in-training in the LEAIES, because until this semester I have different evidences of learning focused on student participation, because in the eighth semester we do our professional practices and the last compilations of our evidences for our degree document.

Basically, I had ordered my evidences according to the corresponding semester, because it allowed me to have an order for the compilation of the evidences that each course I had, and thus see how I have transcended as a teacher-in-training, and then I had made a chart where I represented each of my competencies with their respective evidences.

Figure 2

| Competences | Evidences |
|---|------------------------------------|
| Generic Competencies | |
| Uses information and communication technologies in a critical manner. | Lesson plans and didactic material |
| Applies their linguistic and communicative skills in diverse contexts. | Lesson plans |
| Solve problems and make decisions using critical and creative thinking. | Lesson plans |
| Professional competencies | |
| Uses knowledge of the English language and its didactics to make transpositions according to the characteristics and contexts of the students in order to approach the curricular contents of the current study plans and programs. | Lesson plans |
| Uses the theoretical-methodological elements of research as part of their continuing education in English. | Lesson plans |
| Designs and/or use learning objects, resources, didactic and technological means in the generation of English learning. | Lesson plans and didactic material |

| | |
|--|-------------------|
| Uses Information and Communication Technologies (ICT), Learning and Knowledge Technologies (LKT), and Technologies for Empowerment and Participation (TEP) as construction tools to favor the meaningfulness of teaching and learning processes. | Didactic material |
|--|-------------------|

Table 2. Generic and professional competencies. Source: Own elaboration.

Apparently, the relevance I had had was to see my progress as a teacher-in-training to implement student participation and the relevance of seeing that formative project I have had so far.

Eventually, the representativeness that I have had in the learning process was to make that contrast of my way of implementing student participation and how I have executed it, knowing that students do not like to participate in some cases.

4.1 Division of the evidences

The evidences to analyze in the present document will be divided in didactic materials and lesson plans and in each one of them with English skills such as speaking, listening and writing, which were executed.

Each one of these evidences there is a relation and an advance pointing mainly to the section of the professional and generic competences.

4.1.1 Lesson plans

| Evidence 1 | |
|------------|----------------------------|
| Semester | 3rd |
| Grade: | First grade (face-to-face) |

| | |
|------------------------|--|
| Communicative activity | Compose dialogues and interventions for a silent short film. |
| Topic | Silent short films |
| Skill | Writing |

Practice's description

I will be making the analysis and evaluation of the third semester lesson plan about silent short films. During the elaboration of the first grade lesson plan, it was necessary to know what a silent short film was and the parts of a script of a silent short film. Later, the teacher had pasted new vocabulary such as: fruit, meat, vegetables, family members and emotions on the board. This was so that the students could better understand the silent short film. Then teacher had given students a script format of a silent short film at the supermarket. Students had written dialogues and characters correctly. To do so, the teacher had requested for participation through the list of number 5, 11, 13, 25, 26, 33 and 37, so that they could write the formats of a silent short film at the market on the board. The teacher had requested they could exchange their worksheets with their back partner, so that the teacher had given answers.

On the second day I had asked students what was their favorite movie? then I had showed some movie images in power point. I had pasted some word cards about genres of movie such as: romantic, animation, comedy, horror, sci-fi and drama, subsequently five students had pasted the genre that which each movie belongs. The teacher had given them a worksheet about they watched the video, wrote characters, dialogues and scenes according with the movie "Up". Next students had answered them.

On the third day on the third day I had asked them what was the parts script of the a silent short film? What kind the genres of a movie were there? I had told them the evaluation about of the silent short film, after I had told them read the instructions” Wrote these dialogues scene and characters(actors) correctly.

Reflection

Luckily, it had been possible to cover all the contents foreseen in the lesson plan, due to the fact that the time was well controlled and there were no interruptions. During the election we were able to allow the students to master the concept of a silent short film, the parts of a silent short film and the new vocabulary, derived from the fact that we all drill the words of the new vocabulary and made it clear to them what they had to do.

This lesson had allowed the students to master concepts and skills that were addressed in the aim of the lesson that they were going to have to know the parts of silent short film and to write dialogues and characters. The interest of the topic was conducive because they were asked if they accompanied their mom shopping and what they bought and that relationship was made.

The pertinent thing that worked in the class was that the students were able to identify where each dialogue corresponded, I think that because they saw vocabulary related to the silent short film, they had more understanding of where they were going to write the dialogues. And when the teacher asked for participation through the list of numbers, they announced the different dialogues and characters as appropriate.

For me, this evidence represents a very important element in my practice because my role as a teacher was that of a monitor, because I went to verify that the students were carrying out the activity, and a student at that moment did not understand what he was going to do, I asked him again repeat the instructions

that he had to write the dialogues and characters as they corresponded in the lines, that if he had doubts about the vocabulary that had been said, but he said no. Before what happened between all of them, what those dialogues said was explained so that they could continue with the activity and respond to it. It was favorable that the dialogues were reviewed among all so that they understood him and if not among classmates and being the teacher, he made it clear to them what he was saying.

One of the activities of the second day consisted of asking the students what their favorite movie was, so that they could answer, they were shown the phrase "my favorite movie is" and then they had to mention their movie, also so that they could choose and say a movie they were shown according to the genres of movies. First, so that they could pronounce the phrase, it was repeated so that later they could say it in the best way.

Later, when showing the different word cards according to the genres, first the words were repeated and then it was made clear to them what they meant, for this we all translated the word into Spanish and English so that they could understand the word. At the moment that they were pasting the cards according to the gender, if some students made a mistake, I asked the students if it was correct, they said no because it was such gender, then another student would place it correctly or correct it himself, I think that by asking the students if it was correct, they can correct themselves, and support each other in the doubts they have.

A situation that arose when the video was played was that the projector did not work and the objective was that they could understand what the dialogues were referring to according to the video, I drastically changed the dynamics and at that moment I decided that we should all read the dialogues and ask them what they

understood in each of the lines so that they could understand what was being said and complement it.

At the end of the planning part, I asked the students what were the parts of a silent short film and the types of films, at that moment the students mentioned them and I wrote them down so that they would not repeat themselves. Once this part was remembered. The students had to answer correctly the dialogues, scenes and characters. In order for the students to be able to answer correctly, they were only shown vocabulary with the words that they might not understand so that they could answer the activity.

Figure 3



Source: Evidence No. 1; Lesson plan. First Grade. Third Semester. Face to Face.

| Evidence 2 | |
|------------------------|---|
| Semester | 4 th |
| Grade: | First grade (Face-to-face) |
| Communicative activity | Write notes to elaborate human body schemes |
| Topic | The body's system |
| Skill | Writing and speaking |

Practice's description

I will be making the analysis and evaluation of the fourth semester lesson plan about write notes to elaborate human body schemes. During the elaboration of the first grade lesson plan, it was necessary I had showed respiratory system on power point the teacher and students drill about respiratory system, the teacher told them listen and unscramble the words related to the respiratory system, then students had compared their answers and after passed to write to answers, later the teacher showed the image the respiratory system and the students drew and wrote about passage of air through the body using words such as: trachea, nasal passage, lungs and nose.

In the second class the teacher had showed the digestive system in power point and different vocabulary about it, then the teacher told them that label the digestive system with the correct words such as: large intestine, esophagus, stomach, small intestine, rectum, mouth, finally the teacher explained the work in pairs with a example the respiratory system, each students had asked their pair the functions of each organs of the digestive system. Later, the teacher had subsequently graded the activities.

Reflection

During the class I showed different didactic materials like a poster of respiratory system and a text about the passage of air through the body, when I gave them the activity the unscramble the words related to the respiratory system, they did not remember how the words were written, after I told them to listen to the words and they wrote them, to rectify the students drew the respiratory system and wrote down each part and its functions, for this activity only the students participated from their place saying the answers, however, at the beginning they did not want to participate because when they were told that they had already shared their answers with their classmates, they already had some idea of what it is.

The didactic materials and activities kept the students interested because I modeled each function of the respiratory system.

As a teacher's role in this part, I consider that I have been a planner and informer because at the time of giving them to know what each function of the body consisted of, also the fact that if they were not understanding I used my body language with my hands, and if at some point if they did not understand me even though I showed them with my hands I explained them again with other words this in order to be clear about each function of the body systems, I would explain them with other words, so that they would understand what each function of the body systems was, or their classmates explained him/her.

The activities lasted the right length of time in the lesson because I saw the times on my watch and told them for the first activity I gave them five minutes that was answer: Label the digestive system with the correct words, after in pairs asked about the functions of digestive system organs I gave them 10 minutes.

I had considered that the level of English was appropriate for my group because the vocabulary or words that they did not understand were made clear so that they could perform the requested activities, and if this was not the case, I would verify that the students were performing the activities and if they had any doubts I would explain them. For this activity I provided opportunities for the students to participate through random numbers they had to say one number but they did not take advantage of it because they only wrote the answer without asking. I had realized because when I had started listening to them just they wrote the answer and they did not ask the next question I think that a pair must pass in front so that students see how it should be done.

Finally in each lesson my teaching was an ethnical model good work because I had the activities prepared for them.

I promoted a real use of English because I had contextualized them when they got stuck with the respiratory system and digestive system.

I promoted students- centered tasks because during the observation practice I made a tests to identify what knowledge they had of the topic from that tests design activities were carried out the students could answer them.

I was aware of how all the students were progressing because I had a list of grades in the class and I made direct observation in each class, this allowed me to realize how the students' learning process was and then help them if they had doubts about the activities. Therefore, in this part my role as a teacher was as a monitor because I went directly to them and if I saw that they were not doing anything of the activity was because they had doubt, they were asked if everything was in order to which some told me yes and others no and if the same doubt was the same I explained them again in group, but I looked for the right words so they could understand and they were shorter.

Figure 4



Source: Evidence No. 2; Lesson plan. First Grade. Fourth Semester. Face to face.

| Evidence 3 | |
|-------------------|-----------------------------|
| Semester | 4th |
| Grade: | Second grade (Face-to-face) |

| | |
|------------------------|-------------------------------------|
| Communicative activity | Search and selection of information |
| Topic | Infographic about a machine |
| Skill | Reading, writing and speaking |

Practice's description

I will be making the analysis and evaluation of the fourth semester lesson plan about search and selection of information.

During the elaboration of the second grade lesson plan it was necessary I had showed student the blender in the power point, students had passed to paste the parts (word cards) of the blender, I had checked that parts (word cards) are paste correctly, I told them “draw the blender in your notebooks “, I had showed students some flashcards with the vocabulary about of a text, I had given them the text about the blender, students wrote the questions in their notebooks and answer them according to the text, I told them read the text and underline the answers with the colors , later students had participated to tell the answers and finally I had checked the activity in their notebooks.

On the second day I had explained an activity in pair. “With your partner in front you will do and activity”, I had given the activity and I had told them the task: Read and in pairs complete the information, then I showed them the infographic of the blender to identify the parts on power point and I had told each part it, after I told them copy this infographic in your notebooks and finally I had checked the activity in their notebooks.

Reflection

On this day I had used different didactic materials for example a poster of a blender, words cards (parts of the blender), flashcards with the vocabulary of a text, the text was about the blender and some questions, markets and scotch tape.

The didactic material and activities kept the students interested because was provided so that they could move it and they would participate.

When the students passed the parts of the blender they were very excited because they already knew a new word and knowledge that it was correct they were congratulated because they were doing so well and if not their classmates supported him/her. Although the scotch tape had not pasted much with a little, after I had pasted a lot of scotch tape to the materials.

My role as a teacher in these classes was that of informant and monitor as the explanations were about new vocabulary from word cards and flashcards with such words as: pitcher, blade, base, lid, button, plug in, secure, press and the blender; through direct observation assessment I found that they helped each other to understand some words that they did not understand for example. blade, unplug, appliance work.

When students were on task for example doing an activity in pair A or B the questions about blender and completed the information. The part of the lesson that the students seem to enjoy most was speaking with their pairs because they had interacted without shame. When the students had doubt in the pronunciation with the following words such as: mixes, a blade and button; I had helped them and they looked happy because could pronounce it.

The part they enjoy least was when they had not understood that it was an infographic after I had showed an example more specific with key words and they

had understood it. They easily identified the parts of the infographic of the blender, because there was more concrete information about it.

In these lessons my teaching was an ethical of good work because I always stayed with respect and tolerance towards the students. I had promoted a real use of English because they could to say an instructive about a machine. I promoted student-centered tasks to get them to the final product in relation to the remote control, which they often use at home.

I believe that this task worked because the vocabulary that was presented to them as: volume down, volume up, mute, turn-off, turn-on, infrared light, mirror and remote control, was repeated in the reading and this caused the students to understand it little by little. And later they were selecting the most important to make their biography. At the time of the direct evaluation, it could be observed that the students were carrying out the activity according to what was requested, which was to make an infographic of the remote control.

Figure 5



Source: Evidence No. 3; Lesson plan. Second Grade. Fourth Semester. Face to face.

| Evidence 4 | |
|------------------------|-------------------------------------|
| Semester | 4th |
| Grade: | Third grade (Face-to-face) |
| Communicative activity | Search and selection of information |
| Topic | Historical event |
| Skill | Reading, writing, and speaking |

Practice's description

I will be making the analysis and evaluation of the fourth semester lesson plan about historical event.

During the elaboration of the third grade lesson plan I had showed different flashcards about a new vocabulary about Aztecs. I had given them an activity the instructions are “Draw a line to match the picture with the words below according to the flashcards. I had told them the task about the text. Instructions: Match and number the pictures. Then I had told highlight the events in this text with colors. Students had participated to tell the answers.

On the second day I had explained an activity about “it is you turn “they had completed the information with event that they had chosen”. In partner asks some questions about their information. I had showed two flashcards about the independence day and revolution. I had asked them “did you remember some events?” What are the dates on which they occurred? I had given them the worksheets with each historical event and explained the activity. Read the text

and Choose the event for complete the activity. Finally, students had compared their answer with another classmate.

Reflection

In the lesson students learnt vocabulary about the historical event of the Aztecs for this activity I had explained them how Aztecs used the feathers, plant, tools, hunt, sew and beads after they drilled some images such as: plant, tools, hurt, sew, beads and feathers, so that they would then respond to the vocabulary that was presented to them but in a different way for example: Draw a line to match the pictures with the words below. Later this vocabulary allowed the students to better understand the reading of the Aztecs because they were words that had not been seen and as the reading was being read and if any other word arose that they had doubts about its meaning, they were told what it meant. The words that they did not know at the time were: amazing, field, stone and hunted. Also they learnt activities that these objects are related to the present and that are indispensable in life.

When carrying out the direct evaluation and going to the corridors to verify that they were responding to the activity, it was like my role as a teacher as a monitor I had realized that a student had doubts about what I was going to report, at that moment I explained to him again that he had to relate the images of the Aztecs according to the corresponding sentences, since at that moment they all read the reading together and they had to reread it so that everyone could read it with greater comprehension. then the student reread the reading and was responding to what was requested.

I had provided a space for a social practice of language because they read the text and rewrite sentence about the Aztecs, it was a little useful for them because they had not understood how to rewrite the sentences but when I explained again they could rewrite it.

All students were on task for example drawing a chart and ask them some historical events apart from the Aztecs. I had explained the topic and I had supported them with their participation that they were saying and I developed the topic or the activity students told the place, date the Aztecs, revolution and independence day.

After I had given them a text about revolution and independence day; they had read and chosen only one text, they had completed the information with the event.

The part of the lesson that the students seemed to enjoy most was writing the dates and places where the event occurred for this activity they wrote on the board. They had liked to draw that represents about of the historical event. The students had liked these activities and gave their tasks when finished.

In these lessons my teaching was an ethical model of good work because always being in front of the group I respectfully address the students. I bought to planned the activities.

I promoted a real life of English because I had contextualized them with the activities that Aztecs used to do.

I promoted student-centered tasks because on the practice of observation identify the areas of opportunity that missing I knew it because I had applied a test about the historical events in Mexico.

When the students participated in class they used to make mistakes in the pronunciation and they were supported to repeat the word they had doubts and say it correctly.

I monitored the students and checked if they understood the activity that they had already said they understood.

Figure 6



Source: Evidence No. 4; Lesson plan. Third Grade. Fourth Semester. Face to face.

| Evidence 5 | |
|------------|--------------------------------|
| Semester | 6 th |
| Grade: | Second grade (Online) |
| Topic | Can |
| Skill | Reading, writing, and speaking |

Practice's description

I will be making the analysis and evaluation of the sixth semester lesson plan about can.

During the elaboration of the second grade lesson plan, I had showed them vocabulary about abilities through a game (In this part the students participated to match the pictures with the verbs. *Eight student volunteers participated. I showed them a text. I had told them “I needed two volunteers to read the conversation). Instructions: Read the conversation. What can Pamela do? I had told them identify sentences that have “can” in the text. I had explained them the use “Can” and grammar (affirmative, negative and questions sentences). I had

told them “we are going to complete about affirmative, negative and questions sentences with “Can”. The teacher had showed them the verbs and subject (Four students participated). I had told them the product for this class. Choose the things you can do or you can not do and write the sentences. (Three sentences in affirmative and two in negative). Students did this activity in their notebook and when they finished it they were going to take a photo and send it to the WhatsApp group.

On the second day I showed them vocabulary about emotions through a game (In this part the students participate to look at the emoji and choose the emotion. Six students participated.

I had told them “You do these exercises in your notebook and when you finish it you are going to take a photo and send it to the WhatsApp group” 1. Look at the emoji’s. Complete the puzzle with the emotions. 2. Make a list positive and negative emotions from exercise 1. I had told them “we are going to complete the sentences with can or can’t and the verbs, according to the emotions (Six students participated).

Finally I had told them the product for this class. You make a card about your emotions (Choose four emotions and write four sentences with can/can't to describe what you do with your emotions. -Draw two your emotions. When they finish it they are going to take a photo and send it to the WhatsApp group. They are going to decorate their card as you like. (I had showed them an example of a card).

Reflection

On this day I had used different materials for example a game about vocabulary (match the pictures with the verbs) a conversation (top talent), grammar in affirmative, negative and questions sentences about can (for abilities or

possibilities), flashcards where the students had to complete the sentences with can, choosing the things they could do or they could not do and after they wrote sentences, all these material was presented in slides and finally two emoji's to congratulate students for their work during the class (I had used, internet and two emoji's).

The material and activities kept the students interested because was provided so that they would participate and other students were chosen.

When students participated to match the picture with the verbs some of the students made a mistake but tried again. Once they had chosen the correct answer, I congratulated them with some common phrases and expressions, the aim was to motivate them. it must be acknowledged that sometimes students did not want to participate even though I had used several ways to activate participation.

During the class I forgot to thank you for their participation. My explains were through I had given them some examples with can and can not and I had showed them images.

Students learnt vocabulary about abilities (verbs) through a game (in word wall) They had participated to match the pictures with the verbs. I think the teaching of vocabulary is important because without vocabulary nothing can be conveyed, and also students will be able to express themselves during the class.

I promoted a real use of English because they could real a conversation about what happens today in online classes (In this conversation expressed emotions and what they can/can not do about this situation).

I provided a space social practice of language because they had read the conversation and complete sentences. In the first sentence they had not understood how to complete the sentences but when I had changed to the structures slide they could complete the sentences successfully.

They used more or less English because they had participated to tell sentences with can and write about they could do and could not do.

This social practices of language allowed interaction between pairs and individual.

In the second day I had showed different materials such as: vocabulary about emotions through a game (Mario Bros game), in this part the students had participated to look at the emoji and choose the emotion, and the vocabulary; other materials were a puzzle with emotions where the students had to complete it, make a list positive and negative sentences. I had used a laptop and internet. I consider that the games may either be designed to promote learning or the development of cognitive skills, or otherwise take the form of situations allowing learners to practice their skills in a virtual environment. They enjoyed it because they were participating and told some in English.

This class was a bit difficult because I was having problems with my laptop due to my voice not being heard very well, at that moment I turned up the volume on my laptop, but it still did not hear me as much.

The materials and activities kept the students interested because I had modeled different sentences (emotions with can/can not) according to what they spend at some point, for example, one of the prayers was when I was sad, I couldn't focus on doing my homework so that they could later make their final product (a card)

I consider that modeling describes the process of learning or acquiring new information.

Figure 7



Source: Evidence No. 5; Lesson plan. Second Grade. Sixth Semester. Online.

| Evidence 6 | |
|-------------------|--------------------------------|
| Semester | 8 th |
| Grade: | First grade (Face-to-face) |
| Topic | Simple past. Classic tales |
| Skill | Reading, writing, and speaking |

Practice's description

I will be making the analysis and evaluation of the eighth semester lesson plan about simple past. During my elaboration of the first grade lesson plan I had asked them: What did you do on holidays? I had showed some verbs in past to told us. Then I had told them we was going to see the topic simple past. I had told them an affirmative sentence in simple past I visited my grandparents last week, so I had explained them uses and key words when they could talk in past tense, then students write these notes in their notebooks, later I had explained some rules about verbs –ed, students completed the chart with the correct simple past forms of the verbs. But I had given two examples. After I had showed them a chart with

the information about affirmative, negative and questions sentences in simple past.

On the second day the students completed the conversation with the simple past tense forms of the verbs. Then practice it. Later I had showed them flashcards about regular and irregular verbs. Students drilled these verbs. Students wrote each verb in past tense on their board game. Finally the students wrote an affirmative and negative sentence in simple past, then they tell their sentences if they want affirmative or negative sentences.

On the third day they were going to find different eggs that have been hidden in different areas of the school garden. Each egg has a surprise (In each egg there is a small paper related to the theme of the simple past and different presents). Finally I had told them You were going to do the homework. Students had answered the reading about the Three little pig.

Reflection

On this day I had used different material for example flashcards about different verbs in the past tense because the students had to say what they had done on vacation, some markers, slides.

The materials and activities kept the students interested because was provided so that they could move it and they would participate. I had used different techniques such as:

1. (Participation technique: When they finish it, they should put their thumb up to show they are ready to share the answers).
2. (Guided Notes and Graphic Organizers)
-Teacher prepares handout ahead of time with spaces for students to fill information.

-Students fill in a chart to as a visual way to aid in understanding. (Students write on the whiteboard).

3. Processing Cards

-Give students cards that say: Still Thinking & Ready to Share.

-All students will begin with the Still Thinking side.

-When students are finished, they flip the card to Ready to Share.

-Be sure to have an extra extension ready for fast thinkers.

These techniques really worked for me because I also told them that as they were finishing they were going to participate or by the simple fact that they showed their cards or the way in which the participation was generated.

My role as a teacher for these classes was that of an informer, manager, monitor and involver, because it played an important role so that the students could participate in class with the requested activities and the materials that were presented, as well as monitoring the students if at any time they did not understand any part of the activities carried out.

I had told students in simple past has two kinds of verbs irregular and regular. Regular verbs have different rules. I had explained some rules about verbs with – ed and some examples, I had given the activity where students complete the chart with the correct simple past forms of the verbs, then I had showed them a chart with the information about affirmative, negative and questions sentences in simple past to complete this graphic organizer.

I used my body language with my hands, when students did not understand me I explained again or their classmates explained him/her.

I consider that my English level was appropriate for my group because also I showed some pictures and they could understand the requested activities and do

them as instructed I told. For these activities I had provided opportunities for students to participate.

On the second day the students had completed the conversation with the simple past tense forms of the verbs. Later they practice it. The classic tale was about Peter Pan. I provided space for social practice of language because they read a conversation they had completed it. They had to look at their lists of verbs in the past tense, then with the card process technique they showed the answers, at first they were embarrassed and I told them that they could do it and that was how they read the whole sentence.

Also student learnt vocabulary about verbs in their base form and past tense, they drill some verbs, and they had participated to tell them. Later I had told them “ Let’s play a board game in pairs. The students felt happy when they played this game because they were with their partner throwing the rubber band and at the same time saying some affirmative and negative sentences and they had to write them in the same way. there were some students who did not understand the dynamics but once it was explained to them with another words they did the activity.

Finally, in the last class where the students had to go out looking for eggs, the students were able to complete the tasks depending on what it said on their paper as it corresponded to the topic of simple past tense.

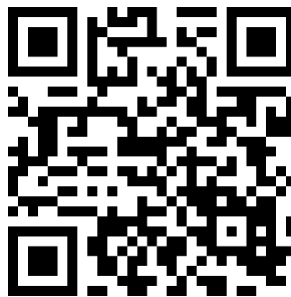
As homework the students were given a reading of the story of the three little pigs so that they could become familiar with the verbs in the past simple and answer some questions that were asked according to the reading, but the result was different because they did not do the homework, which had to be retaken so that the activities would be completed, After some students did not have their lists of verbs and were not doing anything, I put them in pairs so that whoever had their list could share their lists so that they could find the verbs and then some

vocabulary was given so that the students could better understand the reading and thus answer the questions.

The techniques that I implemented during these activities worked, but it also depends on the student's attitude of wanting to participate in order to achieve the desired learning, even though as a teacher i am telling him/her to participate, because there were students who, even though they used the techniques and then I told them to participate, they did not want it.

For me it was a challenge to be able to relate the topic to a social practice of "Aprendizajes Clave", because they want to focus on other aspects, because in this school they focus on the student's certification but even though they did internal exams they still have to work with the students in terms of their level of English.

Figure 8



Source: Evidence No. 6; Lesson plan. First Grade. Eighth Semester. Face to face

4.1.2 Daily journal

According to Zabalza, the daily journal is "conceived as a personal and autobiographical document that seeks to inquire into the thinking of the person who expresses himself through it, which makes manifest a teaching style and allows the assessment of actions through the analysis of practices" (1991:122). In this sense, I agree with the author that they are writings where the person reflects and makes known his findings with himself about his teaching and the

actions he performed during the classes. That through which he has to make them known.

Zabalza (1991) states that:

The daily has two perspectives: "synchronic and punctual", because it is a narration of what happened and "diachronic" by the evolution of the facts that are narrated, so that the person who writes, records his opinions, activities, his growth from the beginning, which gives it the attribute of valuable document for self-knowledge (126). I think it is important to take up these points mentioned by the author in order to carry out a practice diary with a deep reflection; however, in my experience as a teacher it was the opposite because I did not do what he mentions and in the preparation of my daily journal they only remained isolated and in the descriptions of the sessions.

For this reason, the daily journal is not considered in my reflection process, because they do not comply with what the author mentions and therefore, it would not be possible to analyze or reflect on what happened in the classes. But at this moment I consider that it is very important to perform them well in order to improve my professional practice.

4.1.3 Materials

Reflection

The material used was for the development of the topic of silent short films in order to introduce the film genres, the students were shown different images of films such as: Titanic, Up, Avengers, Anabelle, Hashi, and No Manches Frida 2, for them to say what kind of movie was their favorite, whether the ones they were shown or some other; for them to say their answer, they had presented with a sentence: my favorite movie is... and so they could say their complete idea.

Afterwards, I had pasted on the board the words cards of the film genres for them to paste the genre where it corresponded in each image.

The material was conducive to collective participation by the fact that the group had to participate in saying where the types of genres corresponded according to the movies, I consider that the material was appropriate because several of the students knew about these movies, and most of the students pasted the genre correctly, and if they made a mistake they were told why and someone else passed to place it where it corresponded.

When visualizing the material from the front to the back, it could be seen that it was indeed visible so that the students could see what kind of movies it was about, the word cards of the movie genres were also able to understand what they said in the distance. The material maintained an interest in the fact that the students had already seen these movies.

I believe that I would have also implemented another type of activity such as a memory game so that the students could play with the knowledge that they were learning about movie genres with different movies.

Figure 9



Source: Evidence No. 7; Didactic material. First Grade. Fourth Semester. Face to face.

Reflection

The material used was for the development of the topic of writing notes to elaborate human body schemes. The respiratory system material consisted of showing the students on a slide the different parts of the respiratory system such as the nose, nose, trachea and lungs (it was emphasized that the students repeated the parts that made up the respiratory system so that they knew how to pronounce the parts of the respiratory system), in each of them the function of each of them was explained, so that later the students could answer individually in their activity of the parts that make up the respiratory system. The reasons why I used that part of the material was because the students could visualize more accurately the parts of the respiratory system. I think that I would have implemented an extra set of cards so that they could also know the parts of the respiratory system and then go to the part of answering individually in order to reinforce more about the topic, I know that maybe the objective was achieved, but also not just go straight to the activity.

The material of the digestive system was also shown to the students, in the same way the parts that conformed it were repeated with the objective of letting them know the parts of each one of them, the objective of why I used the poster in a slide was because I could project it in the classroom projector and because it was the next system that would be learned about it. In the same way the objective was achieved for the students to learn about the system, but I consider that I would have implemented a word game for them to guess the parts of the digestive system so that they would not repeat the same thing from the previous class.

Figure 10



Source: Evidence No. 8; Didactic material. First Grade. Fourth Semester. Face to face.

Reflection

The material developed was for the students to search for information and select it in order to make an infographic of a machine.

The material I had used to explain that it was an infographic from a blender; the material was presented in slides, evidently the parts of an infographic could be visualized with greater precision the letters, but in the case of the information of the infographic no longer, in the material of the students it was the opposite because they could visualize what it said in that infographic, then the reason why I used this material was that it is more common that in their house they have a blender and so they could identify more precisely what an infographic was and how it was conformed, this with the purpose that later they could make an infographic of a remote control.

The material was elaborated individually because the students had to recognize the parts of an infographic later in their activity once it was shown to them.

Figure 11



Source: Evidence No. 9; Didactic material. Second Grade. Fourth Semester. Face to face

Reflection

The material designed for the topic of historical events, which were used were various flashcards in order to introduce the vocabulary and so they could relate the vocabulary with a line according to the image and the word, the reason why I used this material was because they could know the vocabulary and how each word was pronounced, then they could answer it in the part that was requested, and thus achieve a better understanding of the reading that was shown to them later.

In the same way, two flashcards were used, one about the revolution and the other about the Independence Day, so that they could be contextualized of the historical events that were going to be read in a text about what was shown. This material was used with the objective of familiarizing them according to the reading and making use of predictions according to the reading that was going to be read.

Figure 12



Source: Evidence No. 10; Didactic material. Third Grade. Fourth Semester. Face to face.

Reflection

The material I used for the development of the topic "can" was the game of relation of images with verbs in which I used it so that the students would become familiar with the verbs and what they meant, later these verbs were retaken because they

would be retaken again during the session and it was better to introduce them with these verbs; It is considered that for this participation the students were volunteers because as they were online classes my experience in previous days if one selected them at random either with roulette wheels or random numbers they did not participate, then I decided to make them volunteers because they did not feel so forced to say something in English and then that is how I decided that they were the ones who would participate on a voluntary basis. It seemed to work because they told me that they participated. The vocabulary that was reviewed was as follows: fix computers, play the guitar, paint, sing, speak French, swim, and dance.

I believe that the fact that I used this material was productive because the students understood the words later on, so this game worked as I expected.

Another material that was used in that same class was the one that will show them different images according to the verb and they had to complete it with "can or can't" and say the sentence either affirmative, negative or question, but complete the sentence, in this part of the participation four students participated but with the opportunity to be different, at that time my role as a teacher monitor was to see who had already participated taking into account in a record and see who were connected. The material was used with the objective that they could make sentences with can and later obtain their product of the day which was three affirmative sentences and two negative sentences, they could choose the things they could do or they couldn't do.

Finally another of the materials to mention that was used was the Mario Bros game where students had to look at the emoji and choose the emotion, in this case in the game the music in the background was a little loud and there was a moment where you could not understand what the student had said in response, at that moment I had to act quickly because it could not be lowered because if the

volume was lowered my voice would not be heard, so I had to write by chat to write their response. At the time when I designed the material I was not aware of this incident that was going to happen and I consider that it is convenient to check twice or three times how the game would be released or if there were any faults in the game. I consider that the design of different online didactic materials generated English learning, because there was a response from the students both in writing and speaking.

I had used this material because during the development of the class the students had to express their feelings according to what they could do and what better way to let them know how each emotion is expressed. I think it is pertinent that the material could be used again in another class session, but now adjusting it to what was planned during the class, in this case removing the background music or lowering the volume from the design of the slides and not in a direct way as I did at the time.

Figure 13



Source: Evidence No. 11; Didactic material. Second Grade. Sixth Semester. Online.

Reflection

The material that was developed was with the objective of introducing the topic of simple past with classic stories, first the material that was used were several flashcards where I showed different verbs in the past so that later they could answer the question I had told them which was: What did you do on vacation?

And they had to say I... with the verb. The reason why I used this material was to familiarize them with verbs in the past tense and what better way to ask them what they had done on vacation because it was back to school again. In this way the students realized that verbs are written differently and not as they used to be with -ing form or in the present tense.

Afterwards, another material I used were several flashcards with verbs in their base form and in the past tense so that the students could play with their board saying and writing a sentence in the affirmative and another in the negative in the simple past tense. It is worth mentioning that this activity was worked in pairs so that they could tell their classmates their sentences and make use of the language.

Another of the materials used was the use of the flashcards of the verbs seen in the previous class with the objective of having the students find the verbs according to their roles in the egg game, unfortunately when the students went to look for the flashcards they were no longer in the school garden where they had them, apparently they had taken them all and there were none, so I decided that if they had to find a verb they had to write it in the past tense and in its base form. This is how my role as a manager organizes the way of learning according to the space where things happened and I changed the way they would do the activity if they had that little piece of paper, fortunately it was only the flashcards and not the little pieces of paper.

Finally, the material shown to the students was to show different vocabulary of the story of the three little pigs such as: straw, sticks, bricks, chimney, pot and puff, so that the students could better understand the unknown words in the reading, this allowed them to understand what was said in the reading.

I recognize that during my development of these classes and the use of the didactic materials I implemented a very different way of generating participation

to how I used to do it, which gave good results in the fact that when the students showed their cards : still thinking or ready to share, I realized that they had yet to conclude the activity: I am still thinking or I am ready to participate, I realized that they had yet to conclude the activity and those who showed their card that they could already share their answers was because they were ready and wanted to participate, likewise the use of various graphic organizers with words where they completed the information allowed the student to identify the information more easily.

Figure 14



Source: Evidence No. 12; Didactic material. First Grade. Eighth Semester. Face to face

4.1.4 Student's work

Reflection

In the part where the students wrote the dialogues of the silent short film of the market, some of them made a mistake in writing correctly the answer of yes mother and in the vegetables section, it can be observed that they can identify the characters and some of them wrote the dialogues correctly.

The evidence as a final product that was the short film of the movie "Up", some of them failed to write the characters and others if, the scenes that was to write where it corresponds they write correctly and the dialogues also, in this sense one of the evidence of a student does not write correctly in each line dialogues to what was observed that on the side of the dialogues only placed the numbers as

appropriate to the sequence of dialogues, but do not achieve the expected learning, which was only assigned a grade according to the correct answers written.

Figure 15



Source : Evidence No. 13; Student's work. First Grade. Third Semester. Face to Face.

Reflection

From the learning evidences of the second grade students of the topic "can", different evidences were obtained where the students were able to complete a crossword puzzle of the emotions according to the vocabulary seen with the Mario Bros game, later, when observing the second evidence, which is to make a list of both positive and negative emotions according to what was seen, one of the students only writes relax in the positive emotions section, and she does not realize how it was written in the vocabulary seen, that was the first mistake she made, even though it was made known in writing and how it was pronounced; in the third evidence that is to complete the sentences with can or can't and the verbs, it can be seen that the students wrote the sentences correctly, but one of them only writes four sentences out of six, which was only considered those that had not giving the full score of the activity, another of the students did all the sentences with the negation of can, which was only considered those that were negative, because it was seen how to make positive and negative sentences with an activity to compose negative and positive sentences and to ask; on the other hand, the activity of the final product was to make five sentences according to what they did and they were shown the sentences that they could use, to which

some of them showed errors in writing the words and one student wrote the verb with -ing and others of the sentences were correctly, to which if they presented some grammatical errors they were taken as half a point and if they did not have errors, one point.

When observing that they had an error, the students were told that they should check the spelling and that in this case the verb does not change and -ing is not added, that only in present continuous.

In the final part of the product of the last class there is evidence that one of the students was able to complete the activity successfully and writing the emotions that caused him to do something and his drawing, another student had the problem of conjugating again the verbs with -ing although the written emotions were well and the drawings of the emotions were congruent to what he said, to which only half a point was taken for the error of writing the sentences with -ing. I think it is important to recognize that in the process of the English language there will be writing errors, but if we let the students know where they are wrong, they remember that it is not the subject with which that conjugation should go.

Figure 16



Source: Evidence No. 14; Student's work. Second Grade. Sixth Semester. Online.

Reflection

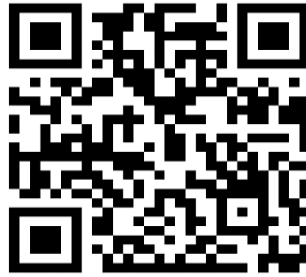
The evidence of learning of first grade students, with the topic of simple past, it was possible to visualize that in some of them in the conjugations of verbs they had made mistakes in how to conjugate them in simple past, and some of them

were wrong in writing the verb *chatted*, to which later they were participating to say how to write the verb in past and they wrote it themselves, then the students suddenly do not realize that they are wrong even though they are told that it should take double *t*. Subsequently, when doing the part of the conjugation of irregular verbs, they had to look for the conjugations in their list of verbs, once they finished, the students showed how to write it and then they wrote it on the blackboard, so they got it right because they had their list.

The part of the evidence of the graphic organizer being a chart where they had to complete the missing words they went to the blackboard to write them according to whether it was a positive sentence, negative or question as appropriate to the sentence, in this case if they made a mistake the students were asked if they were right and what was the mistake, this type of tables allowed students to identify more accurately the information and so they could read the complete sentence.

Consequently, in the third evidence of their learning, they had to complete the conversation with the simple past with the verbs and evidently one of the evidences presented the student was able to complete it correctly, and another student's way of writing a question was missing the auxiliary *did*, this activity allowed the fact that they could use the simple past and execute it in a conversation with a classmate. Then in the evidence of learning of the board game the evidences presented, the students managed to write the sentences correctly and when I monitored each of the pairs they said their sentences, in this case if any pair said the words wrong I corrected them and they said it again, apparently they felt confident in the fact that they said it again even though I was with them.

Figure 17



Source: Evidence No. 15; Student's work. First Grade. Eighth Semester. Face to face

4.2 Evaluation

In this case, the evidences shown in the portfolio of evidences contain a congruence with the planning and what is evidenced in the student's learning, for this is the essence of the analysis of reflection of the document that was made and consequently to be able to evaluate such evidences a checklist is retaken.

These evidences to be evaluated must take into account certain criteria that support me to evaluate my evidences and my portfolio of evidences as mentioned by Morales (2017:79-89):

Figure 18

| Criteria | Yes | No |
|---|-----|----|
| 1.The portfolio contains evidence that assesses authentic student learning. | ✓ | |
| 2.The portfolio contains evidence that reflects and promotes immediate, clear and accurate feedback in the classroom to improve student learning achievement. | ✓ | |
| 3.The portfolio contains evidence that reflects the performance of activities. | ✓ | |
| 4.The evidence is sufficient to support the portfolio presented by the teacher. | ✓ | |
| 5.The evidences shown in the portfolio are congruent and constructively aligned with the activities presented in the didactic planning. | ✓ | |

Table 3. Evaluation. Source: Morales (2017:79-89) and adapted by me.

4.3 Analysis

Each one of the analyzed evidences considers of utmost importance identification data such as: semester, grade, community activity and skill: so that finally contain a brief description of the planning and later the reflection of the other evidences with greater depth that was done. It is necessary to emphasize that in each one of them mention was made of the events that occurred and the fact that maybe I would change something or implement something new in the didactic material.

5 Reflection of my English Process

Once the most important evidences were selected for this portfolio of evidences, an analysis and reflection on how participation was being put into practice was carried out in order to correct the areas of opportunity to promote student participation and also to strengthen my graduate profile.

Each of the evidences analyzed are presented in a chart with the purpose of contrasting the process of how I implement the participation with the students in class, this chart contains relevant elements such as: evidences, each grade of secondary school that was taught, the semester, the competence, and a brief explanation (reflection) of the situation of how I implement the participation.

It is important to highlight that the courses of the fourth, fifth and sixth semesters were not held in the face-to face modality in the Escuela Normal N° 1 of Toluca nor in the Practical Schools, due to the global pandemic that occurred, and because of this people stopped doing their activities in person to do them online. Such evidence will be arranged by secondary school grade (these evidences are in QR) and by each semester I have completed.

I consider that the fact that I made my reflections on my evidence allowed me to see another view of what worked for me through the process of my training as a teacher when teaching, both the materials that I integrated and the way in which I generated participation, it is pertinent to mention that sometimes I used the same dynamics of participation of random numbers according to the list or with voluntary participation, because if it was voluntary I did not force the students that they were saying that they did not want to participate and if it was random they sometimes did not participate, because they did not want to say it.

Now that I am implementing participation in another way, I realize that there were also other ways to generate student participation in terms of their learning of

English. It is important to verify that it is true by the fact of how my role as a planner implemented the way of generating participation and above all in my reflection of my planning of how it resulted to what was planned. It is important to assume that even though I know I have implemented another way to promote participation in the English language, there may be other ways to provide it, but mostly I wanted to focus on this part of the techniques. It is clear that my argument to the contrary is that in other groups these techniques might be handled differently because of the nature of the group.

6 Conclusions

I believe that I truly acquired and developed the skills that I revealed through this portfolio of evidence, derived from the fact that I was acquiring continuous learning, despite the various obstacles and strengths that I had during my training journey.

When preparing this portfolio, it mainly arises from a problem that occurs in terms of participation in English classes and with it, autonomously seeing how to detect my training process based on the professional and generic skills to use and analyze to specify about this.

I finish my document and with this I understand that the curriculum showed me to select an axis that will guide my work of reflection, analysis, such as the portfolio of evidence that comprised the LEAIES 2018 curriculum.

My practice carried out today is a different process that has a way of promoting the participation of students in the English language because various participation techniques and various didactic materials were used in terms of the development of my plans and that in the same way the role of the teacher plays an important role in each of the classes that are taught, in order to lead the student to acquire learning that is significant in the English language. Although the fact that they participated in class and that they took the internal exams improved, they still have to work with the students so that they improve their level of English, this derives from the times they had.

Somehow I was able to get the students to participate because I implemented a different way to promote participation and to tell the students that they could, that they dared to speak in English and that, if they made a mistake, I could correct it and again he could say it.

The materials that worked best were the verb games, the verb board for the students to write sentences in the simple past tense, the game of emotions, even though it was loud, but the objective was achieved, which was that they knew the different emotions, and showing the students different images of movies so they could see what kind of movie they were. It is clear that maybe the other materials also worked, but these stood out more in the execution of the classes.

It should be mentioned that it would be important to have a very well-written and very reflective practice journal according to the events that occur during the classes because they will allow me to remember more accurately the events that occurred and the changes that were made during the class.

This modality of qualification left me an apprenticeship as a teacher in training, since having made an analysis of my evidence that I myself carried out, it is very pleasing to recognize that it strengthens me as a teacher.

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Asunto: Se asume responsabilidad.


Toluca, Méx., 30 de junio de 2022

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

Quien suscribe C. JENNIFER VALDES QUIROZ, 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: *Facilitating English Language Learning Through Student Participation*, 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. JENNIFER VALDES QUIROZ



Toluca, Méx., 15 de julio de 2022.

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

El que suscribe M.C.I. Victor Olenin Ramírez Beltrán Asesor de la estudiante Valdes Quiroz Jennifer matrícula 181517930000 de 8° semestre de la Licenciatura en Enseñanza y Aprendizaje del inglés en Educación Secundaria quien desarrolló el **Trabajo de Titulación** denominado "Facilitating English Language Learning Through Student Participation" en la modalidad de Portafolio de evidencias; se dirige a esta Comisión a su digno cargo para informar que este documento ha sido concluido satisfactoriamente de acuerdo con lo establecido en los documentos del Plan de Estudios 2018 rectores del proceso de titulación.

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

ATENTAMENTE



M.C.I. Victor Olenin Ramírez Beltrán

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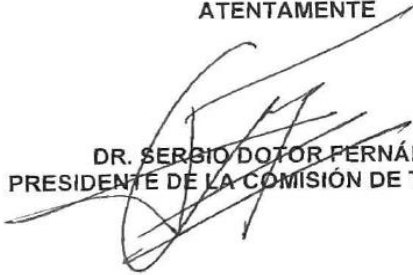
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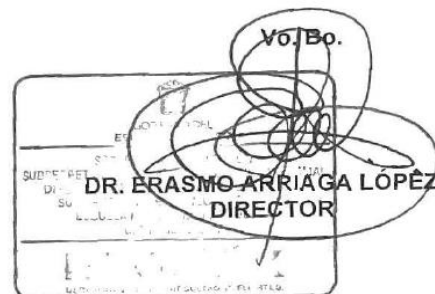
C. VALDES QUIROZ JENNIFER
ESTUDIANTE DEL OCTAVO SEMESTRE (LEAIES)
P R E S E N T E.

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: Facilitating English Language Learning Through Student Participation, 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
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