ESCUELA NORMAL No. 1 DE TOLUCA

PORTAFOLIO DE EVIDENCIAS

Reflections on the Teaching-Learning Process, Inspiring Teaching Practices, and Competence Development

QUE PARA OBTENER EL TITULO DE

LICENCIADA EN ENSEÑANZA Y APRENDIZAJE DEL INGLES EN EDUCACIÓN SECUNDARIA

P R E S E N T A

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A S E S O R

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Dedication

To my parents, who have supported me unconditionally to achieve my dreams and have motivated me to be better day by day.

Thank you for never letting me down.

To my students, because their curiosity and enthusiasm have made me enjoy and love teaching even more.

To my teachers, for inspiring, advising and guiding me along my professional development as a trainee teacher.

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Introduction

Introduction

A huge of threats and challenges in diverse aspects have been faced around the world in the last years, and educational systems are not the exception. In Mexico, and particularly, in Toluca, teachers of different educational levels had to deal every day with the interruption of the educational students' development as consequence of external situations in students' life such as, parents' low schooling, poverty, marginalization, illness (SARS CoV2 particularly), death of family members, or due to internal situations as inappropriate education, lack of school organization, school violence, etc.

For teachers, online teaching was a massive challenge that prompted them to search for useful teaching platforms, strategies, and resources to offer learning opportunities. Nevertheless, there was a significant lack of interaction with the English language by students due to the poor participation rate. For this reason, teachers had to adapt contents into a way in which students could just listen and practice grammatical features of the language so they could "learn".

In the context of the Escuela Secundaria No. 0005 "Camerino Lara Castillo", one of the most common external situations that teachers must deal with in their present work is the intermittent absence of some students whose families are still afraid of the SARS CoV2 (COVID19) disease or are still dealing with a situation derived from the pandemic such as the lack of employment and economic resources. At the same time, it is difficult for some students to interact in the classroom with the rest of the group because they have not been in touch with new people for a long time, which has affected their social skills and participation along the English lessons.

It is necessary to highlight that in the sphere of my training as an English teacher it has been identified that the lack of face-to-face practice in schools affected me in the process to develop some professional competences that the graduation

profile establishes, but I reflected and employed the opportunity areas of each teaching practice to improve my own teaching-learning process. For this reason, I have reflected about the advances that I have had along my trajectory in my professional path at the Normal school.

Teaching practice must be improved through integration and articulation of all the knowledge which has been learned during my teacher training process, and it is necessary to put into practice in my performance at the secondary school following the regulations established by Educative authorities. At the same time, teachers' practice reflection and improvement are such a main goal in the Aprendizajes Clave para la Educación Integral syllabus.

Improving teacher training

Constant actualization and adaptation in teaching practices is such a necessary feature established by diverse regulations that point out teachers as an agent of change, which must be prepared and adapted to students' needs. In the light of this, it is important to emphasize the relevance of reflection and modifications in traditional teaching methods to innovate them around trainee teaching performance and planning, so learner's needs could be covered in a successful way.

Acuerdo 14/07/18 highlights the impact of preparation during initial teacher training, since it is hope that through eight formative stages in "Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación", trainee teachers could possess knowledge, skills, attitudes, and values conducted to effective and quality practices. Trainee teachers are exhorted to apply those knowledge and pedagogical skills which were acquired during initial training.

Traditional practices in classrooms

Through my experience as a student and as a trainee teacher, it appears that teaching approaches have not been changed from a time ago, because it would seem in English lessons that students follow a process in which knowledge is received, pasted into grammar exercises, and forgotten at the end of the day. Practice of the language is not constantly employed, since most of the time, students do not have a chance to participate and achieve their English skills. This issue could be a consequence of a large number of aims in lesson plans are directed to teach standardized content through grammatical rules memorization.

"Traditional teaching is a verbal transmition of disciplinary contents without encryption to reality and without poor language practices" (Porlán, 199: 8).

This characteristic involves teaching sessions in which presentations of diverse topics, non-motivated students and non-active participation are linked. At the same time, a standardized content organization that does not allow teachers to innovate their practices is criticized.

In addition, Paulo Freire's Pedagogy of the Oppressed establishes similar conceptions of teaching roles. Some of those ideas are associated with providing knowledge through narratives whose contents are memorized without real meaning perception and useful application (Freire, 1968: 51).

Similarly, bancary conceptions are immersed in teaching development of professors because learning is based on mechanical content memorization. Thus, pupils develop a role of containers who store knowledge which is transformed into empty words. This issue is completely attributed to Porlant's idea about learning with traditional teaching methods as a retention and capture learning process without meaningful value.

Practice transformation according to Aprendizajes Clave para la Educación Integral 2017

Transformation in terms of the Syllabus and Curriculum 2017 means to modify and adapt teaching practices, so management of permanent learning experiences could allow learners to solve problems by themselves and acquire necessary life skills. At the same time, educators are postulated as creators of interactional environments following personal interests, motivations, contexts and needs of students.

Participation of two educative actors is available in the research since students and teachers are involved in learning processes. Nevertheless, the main characters are teachers because they follow a process of planning, preparation, and practice with students. The overall view is that educators design their lessons according to their own pedagogical culture, which it seems most of the time affected by traditional beliefs in teaching, and do not allow them the chance to innovate and create learning opportunities that follow students interests and needs as the Syllabus establishes.

Pansza highlights that this pedagogy refers to " the teaching conceptions of each teacher. All of them are the product of their beliefs, implicit theories, and practical thinking, when teaching in a particular social context" (Pansza, as cited in Portocarrero, E. and Barrionuevo, C. 2018: 137).

According to Aprendizajes Clave para la Educación Integral, "the pedagogical culture which is observed in Mexican classrooms mainly involves a complex explanation of contents by teachers" (SEP, 2017: 44). Most of the time, those explanations or presentations are not adapted to students' needs or characteristics and does not permit a clear understanding since they could be confused for them, because that oral presentation is non-dynamic and does not provide examples related to student's context. Also, those kinds of presentations may be designed just to students could memorize, since this pedagogical culture

has as main goal to copy and paste the new knowledge to exams so advance and comprehension could be shown. Evidently, there is no other way in which learners could practice or show what they have been learning, and it generates a traditional teaching stage.

Another aspect that needs to be considered is that when teaching practices follow just a specific method with the same strategies, learners feel frustrated to work on the same dynamic. It seems that students are interested in discovering new horizons, and professors could give them this experience in their lessons.

Regulations established by 2017 Syllabus

"Aprendizajes Clave para la Educación Integral '' syllabus has a new perception of education whose purpose is expected as comprehensive and qualified knowledge. In contrast to old curricula, the content organization of syllabus 2017 is not standardized, and gives professors the opportunity to adapt contents in situated learning conditions. Nevertheless, it seems pedagogic culture in my practice classrooms is still associated with sessions of oral presentations offered by teachers, and it does not allow students the opportunity to achieve competences.

In the light of traditional pedagogic culture effects, educators are exhorted to reflect about their teaching practices and improve their teaching-learning process to satisfy demands stipulated by society. Syllabus 2017 outlines that "professors must provide learning opportunities in which pupils could accomplish an increment of active participation, creativity, interest and achieve quality learning" (SEP, 2017: 71). It is now recognized that education must offer learning through diverse perspectives in an active, situated, self-regulated, goal directed, collaborative and meaningful way. Those aspects could increase students' motivation in English lessons to switch passive learning to active learning.

Governments must ensure teachers are appropriately prepared and supported to provide the educational right according to all the needs of students and society. (UNESCO, 2015: 2)

Aprendizajes Clave para la Educación integral determines that "educators are exhorted to modify their traditional pedagogy culture and practices, so it could be possible to achieve agreements and orientations of Syllabus and Curricula" (SEP, 2017: 44). Teachers must provide meaningful learning environments to learners, whose main objective is an active participation that promotes increment of communication and intrinsic motivation, dismissing the passive role of students.

Reflective practice in teaching

As it has been mentioned, the improvement into the teaching-learning process is necessary to modify those aspects that could be affecting or limiting the students' learning progress. The Licenciatura en Enseñanza y Aprendizaje del Inglés curriculum is focused on the development of competencies so trainee teachers " may be able to properly solve the requests and problems that personal, professional and working life presents" (DGESuM, 2018).

In the light of this, it is important to mention that "although trainee teachers develop subject knowledge and pedagogical content, it is also important that they reflect and identify different realities and contexts " (Farrell, 2016: 98). Those contexts can be identified through the reflective and observational process conducted during teaching practice.

According to Suphasri, "a reflective practice involves an inspection into the own performance through an evidence collection of the teaching practice to analyze, interpret and evaluate the experiences that the teacher has had, and use them to improve their future practices" (Farrell, as cited in Suphasri, 2021: 237).

These reflections about the processes which are required along the teaching and learning aspects may contribute meaningfully to enhance the professional

development and the quality of teachers' competences (Koellner, as cited in Suphasri, 2021: 238).

Reasons, arguments, and motivations

The motivation of this thematic emerged of previous teaching experiences that include a non-dynamic adjust of contents, and as consequence traditional lessons where students play a passive listeners role who just memorize grammatical rules and contents without a communicative purpose are involved. At the same time, it is necessary to adapt teaching practices and strategies to each group, so lessons could be different and have a higher impact in students' learning process. It is particularly important to point out that the commitment to my own teaching training and to the quality of educational practices is a fundamental element for me.

Initial training in Normal schools has the objective to acquire teaching and evaluation methods, didactic strategies, technological skills, and the ability to design learning environments adapted to students' needs and contexts. As result, general, professional, and disciplinary competences specified in the agreement would be achieved in the continuous formative stage.

In order to accomplish and increase competences associated with the educational completion profile, the following portfolio of evidence is presented. Competences immersed in methodological and pedagogical features to reflect about the development and improvement in diverse aspects of my teaching practices along my teaching-learning process are stipulated in the Syllabus "Aprendizajes Clave para la Educación Integral" and are emphasized as well as the practice reflection about all the semesters that are part of my formative trajectory in the Normal school.

Purpose of the portfolio

The purpose of the present portfolio is to integrate and organize diverse and significant evidence created throughout the professional trajectory as a trainee teacher, which represent the progress, achievement and development of the competencies established in the graduate profile. Nevertheless, I have decided to select just one competence according to my own teaching-learning experiences and all the situations that were part of my trajectory as a trainee teacher and a student.

It is necessary to highlight the relevance of the set of experiences that I have obtained in different contexts, modalities, and semesters because all of them have transformed and modified diverse aspects in my teaching practices and have also made me improve them.

The scenarios in which I was requested to achieve specific requirements, made me discover valuable areas that were useful in diverse situations, and at the end of the day were integrated to be adapted or improved.

As a result of the analysis of practices and motivations to develop the portfolio of evidence, I aim to strengthen the following competence presented in Acuerdo 14/07/08 through Diario Oficial de la Federación:

- Utiliza conocimientos de la lengua inglesa y su didáctica para hacer transposiciones de acuerdo a las características y contextos de los estudiantes a fin de abordar los contenidos curriculares de los planes y programas de estudio vigentes.

This competence was part of diverse courses that constitute the formative trajectory of the "Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria" Curriculum.

Development, Selection, Organization, Analysis and Value of Learning Evidence

Development, Selection, Organization, Analysis and Value of Learning Evidence

Teaching-learning periods

Over the past few years, life, interaction, and learning have been immersed in considerable changes due to the SARS CoV2 (COVID19) pandemic. This brutal event established a before and after in the world due to all the situations that we experimented and changed in our normal life.

My learning trajectory in the Normal school was also affected due to this situation, and a clear example of this are the variabilities in the lessons I attended as a student and all my teaching experiences as a trainee teacher. There were 3 essential periods in which my teaching and learning experiences were developed: online, hybrid and face-to-face.

All those periods involved different contexts and needs in each teaching practice, which followed elements that I obtained and learned in courses of each semester. It is important to mention that all the previous experiences made me reflect about things which were necessary to improve in my interventions, as well as those things that were relevant and made me had a successful class.

Classification of competences according to the curricular path and selection of evidence

In order to develop this portfolio of evidence, it was essential to analyze different aspects related to my learning and teaching processes, to be able to reflect and evaluate some of the problems that emerged and were highlighted through my teacher training. Some of these problems made me adjust considerably the way in which I plan, design materials, and conduct the lesson due to the specific situations of each school, titular teachers, or groups.

In this reflective process I was able to identify different areas of opportunity and improvement that my own teaching practice has had over time according to my experience in the different semesters. Subsequently, it was necessary to access to the "Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria" curriculum to review in detail the sections related to the accomplishment of the general, professional, and disciplinary competencies that are expected to be achieved along the formative path and which "involve specific knowledge, skills, attitudes, and values in the educative program" (DGESuM, 2018). A search for information on these competencies was conducted in all the course programs of the subjects that compose the curriculum and the formative paths of normal education.

After reading the course documents, I made a comparative chart that allowed me to identify all the competencies that were intended to be achieved at the end of each course. **(see annex 1)**

Chart 1

Relation of courses and competencies per semester

Semestre	Curso	Competencias genericas	Competencias profesionales	Competencias disciplinares
1ro	Desarrollo en la adolescencia	- Utiliza las tecnologias de la información y la comunicación de manera crítica - Aplica sus habilidades lingüísticas y comunicativas en diversos contextos	*Utiliza conocimientos de la lengua inglesa y su didáctica para hacer transposiciones de acuerdo a las caracteristicas y contextos de los estudiantes a fin de abordar los contenidos curriculares de los planes y programas de estudio vigentes.* *- Caracteriza a la población estudiantil con la que va a trabajar para hacer transposiciones didácticas congruentes con los contextos y los planes y programas*	*Diagnostica factores etarios, cognitivos, afectivos, y psicosociales para intervenir de manera pertinente en la enseñanza y adquisición de una segunda lengua.* *- Identifica factores que facilitan u obstaculizan la adquisición y el aprendizaje de una segunda lengua*

Note. The courses that are part of the "Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, 2018" curriculum were divided according to each

semester, where generic, professional, and disciplinary competencies were selected to identify and analyze them easily. Source: (SEP, 2018).

Once the previous chart was finished, it was essential to again all the generic, professional, and disciplinary competencies to select those that had a more impactful development through time in my teaching-learning process, and which would allow me to show the progress according to the experiences I have had in my teaching practices.

Subsequently, it was designed a new chart that included specific competencies and all the courses that were related to them.

Chart 2

Relation of specific competencies and their respective courses per semester

Utiliza conocimientos de la lengua inglesa y su didáctica para hacer transposiciones de acuerdo a las características y contextos de los estudiantes a fin de abordar los contenidos curriculares de los planes y programas de estudio vigentes

Semestre	Curso
1ro	Desarrollo en la adolescencia
1ro	Enseñanza de la Gramática
2do	Desarrollo socioemocional y aprendizaje
2do	Teorias y modelos de Aprendizaje
3ro	Planeación y evaluación
3o	Expresión y comprensión escrita
4to	Expresión y comprensión oral
4to	Estrategias de trabajo docente
5to	Educación inclusiva
5to	Métodos y enfoques en la enseñanza del Inglés
5to	Innovación para la docencia
6to	Fundamentos de la Educación
6to	Evaluación
6to	Proyectos de intervención docente
7mo	Retos actuales de la educación en México
7mo	Diseño de proyectos para la enseñanza del inglés
7mo	Práctica profesional y vida Escolar Aprendizaje en el servicio
8vo	Aprendizaje en el Servicio

Note. Some competencies were selected and the courses that are part of the "Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, 2018" curriculum were organized according to them. Source: (SEP, 2018).

After the identification and analysis of each generic, professional and specific competencies, the following professional competence was selected:

- Utiliza conocimientos de la lengua inglesa y su didáctica para hacer transposiciones de acuerdo a las características y contextos de los estudiantes a fin de abordar los contenidos curriculares de los planes y programas de estudio vigentes.

Once the competence selection was completed, I looked for supporting evidence that gave testimony of those improvements into my practice, such as lesson plans, materials, practice journals, and final evidence from my students. Each document and material were categorized according to the semester and type of evidence it corresponds to in a digital cloud.

Reflection on the Teaching-Learning Process

Pandemic context

As it has been mentioned before, the pandemic changed a lot of things around the world, in our country and in our life. Education was not the exception, and as consequence of this pandemic situation, it was required to adapt the knowledge and teaching elements which were learned previously the pandemic in the Normal school and try to use them into online sessions. It was complicated because my first teaching experiences were in online modality, and there were some situations that made more complex those interventions.

Second, third and four semesters were part of the pandemic environment and online sessions. The last two semesters were a meaningful challenge for me, due to the processes which were involved to accomplish specifications of titular teachers and contexts for each practice intervention. Online lessons followed a new program established by SEP which was called "Aprende en casa". It was transmitted through the TV, imitating the schedules that each educational level had. This program shown diverse elements of all the subjects in basic schools, and in the context of the secondary schools in which I was working, the English class was focused on grammar.

Through diverse meetings with teachers in Consejo Técnico Escolar, it was observed that the participation and interaction of students decreased as result of lack of resources, stress, anxiety, and disinterest. For this reason, it was necessary that teachers could present the topic of the week using digital resources and assign specific time so students could develop a task related to it, because there were not participations as in face-to-face lessons. Nevertheless, it started to be alarming the status of some students who did not deliver learning evidence, and it made teachers to use the time of the class to check the classwork of all students and request them to deliver the evidence if it was necessary.

In the practice period, it was requested to plan lessons that could follow some topics which were part of "Aprende en casa", but also isolated topics that were related to grammar rules. Also, it was necessary to start to use diverse platforms to design materials and interactive games in where students could practice and use the contents.

First and second semester

First and second semesters were indispensable at the beginning of the professional practice since both courses of this path were focused on identifying the importance of observation and data collection in the practice schools.

The purpose of the first semester course "Herramientas para la observación y análisis de la escuela y comunidad " was to develop observation skills in different contexts, taking into account the teaching role, the students characteristics, motivations, interests, the infrastructure, the organization, etc.

Even second semester started in a face-to-face modality, the conditions of the SARS CoV2 (COVID19) pandemic required to change it into an online modality. The course which was a vital element in this semester and composed the formative path of professional practice was "Observación y análisis de la cultura escolar", and its main purpose was to the students could be able to understand social relations between diverse educational actors using investigation tools.

Nevertheless, before this change it was possible to apply observation tools in which I was able to identify more than the teachers' role and students' interest, I discovered the importance that culture, beliefs, and traditions have in the scholar community. The tools which helped me to identify all those aspects were interviews to principals and teachers, questionnaires to students, and observation guides which were answered through information obtained in the interviews. In this way, the scholar community shared information about them, and I could know more things about them and their environment.

Figure 1

Questionnaire about the school culture

Note. The questionnaire was one of the diverse tools which were used in the course "Observación y análisis de la cultura escolar" to know more information about students' contexts and their culture. Source: (Bonifacio, I., 2020)

Both courses were indispensable at the beginning of the professional practice path since both were aimed at identifying the importance of observation and data collection in the practice schools. In some semesters, I was unable to observe

students and their environment due to conditions and learning modalities. However, I tried to see key elements in profile pictures or in students' expressions so that I could use them in my lesson plans.

In my last two semesters of undergraduate school, I noticed that observation was a very important element that I could not ignore. There were situations that did not allow me to apply a diagnostic test of the language level during these semesters, but through this observation I was able to identify that some students had a higher level, and that the majority of the group had a good level of comprehension of the topics that we saw in class. In addition, I was able to notice what kind of materials the students were interested in, and which ones were not very attractive and complex for them. All this was possible thanks to the tools of observation, and in this way, a part of the selected competency was developed since it focuses on the knowledge of the students and their context. **(see annex 2)**

Third and fourth semester

Lesson Plan

Third and fourth semesters were the beginning of my professional practices experience and the corresponding processes that it involves, such as the didactic sequences in the lesson plans and the design of didactic materials.

The planning process was complicated as result of the requirements to do it, because I was not able to match them with elements which were learned as part of my formative process.

For this first lesson plans, it was required to plan some lessons with isolated topics, leaving the Social Practices of the Language and the Syllabus "Aprendizajes Clave para la Educación Integral" aside.

As consequence of the pandemic situation produced by COVID-19, the organization at schools was modified, and lessons were focused on "Aprende en casa". It was defined as "a national strategy of distance learning that has as main achievement to assure the student's right to education through television transmissions" (INE, 2021). This program included diverse topics for all subjects of basic education levels.

It was observed during the observations period that sessions followed a traditional sequence in which it was necessary just to check attendance, explain or have a review of an "Aprende en casa" topic, answer an exercise or worksheet and use most of the class time to verify that all students had their class evidence to assign them a grade.

It is important to recognize that the process was more difficult because the curricular organization of "Aprende en casa" was not available on the website to plan the didactic sequences. For this reason, the assigned topics were dossed according to my own criteria, and the lesson achievements were proposed by myself following a content organization which was a result of experiences with the assigned topic in some English lessons that I had during previous semesters.

This theme was about places in a town, and it was required to consider the near context of students to select those places which were part of their community to use them as part of the lesson and make it more meaningful.

In a section of the lesson plan, it could be observed that the activities which were selected involved a long presentation of the vocabulary. There were not opportunities to students could interact with the texts through reading participations because it was planned that I had to read them, but it was a result of the context in this school. Previously, it was mentioned that the poor interaction of students in lessons requires that the teacher could present the topic of the week

and assign activities to practice it. For this reason, the lesson plan has these characteristics of presentation without an active participation by students.

Figure 2

Lesson plan of third semester

Note. This part of the lesson plan shows the traditional teaching practices that I planned in third semester, but which were necessary according to the school's needs. Source: (Own elaboration, 2020)

In this planning process, I identified that the competence development was a result of the necessity to apply the knowledge about the language obtained in previous semesters, because in those lessons my teacher followed a specific organization to teach that topic, and it was useful for my didactic sequence design. At the same time, the student's context was considered into the lessons to make the learning process more meaningful through the didactic sequences to accomplish the expected achievements related to the "Aprende en casa" program.

Materials

During the first practice interventions, it was possible to apply a diagnostic tool to secondary school students through the Google forms platform to collect information about them and make it part of the class. The purpose of this instrument was to know their interests and preferences about music, videogames, social media, and tv shows. Also, there were included some general questions about their age, and those things they would like to have in their English lessons, such as listen to music by their favorite singers, play online games, watch videos about their favorite characters or just solve exercises.

Answers obtained through this tool about students were analyzed and employed in the design of didactic materials. Even lessons were broadcasted in online platforms, the material was necessary to present vocabulary and to practice with the content. For this reason, a PowerPoint presentation was designed with images of diverse artists and youtubers that students shared in the questionnaire. Materials used in the online classes were designed following students' interests.

Figure 3

Materials designed in third semester

Note. Materials designed for this practice intervention followed students' interest using their answers in Google forms. Source: (Own elaboration, 2020)

As it was mentioned before, materials were necessary to practice with the content reviewed in class, and some worksheets were designed with themes about famous video games, and tv characters. Nevertheless, those materials included easy activities that did not involve a higher and challenging cognitive effort for students. On one hand there were worksheets with traditional games that learners answered to practice vocabulary and spelling, but it seems that it was not as meaningful and funny as I thought, because those kinds of games were not attractive for them. On the other hand, worksheets to practice vocabulary which were designed to be answered in 15 minutes, were answered in less time because the complexity of them were not so high, and exercises were short. Worksheets were used just for one activity and did not help to practice more.
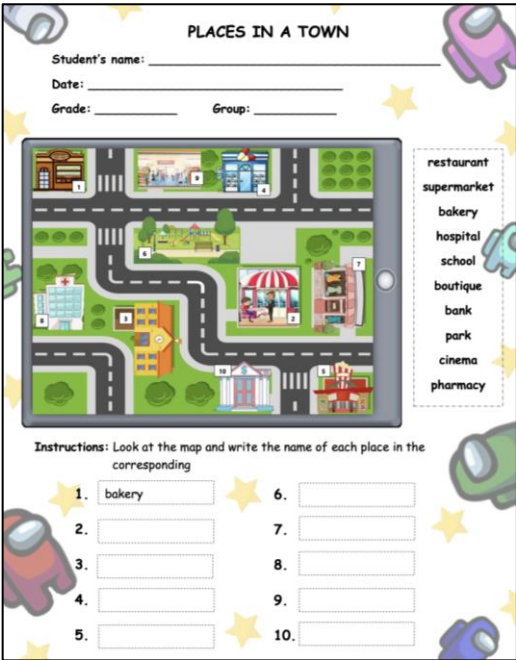
Figure 4

Example of worksheet designed in third semester

Note. Materials designed for this practice intervention followed students' interest. Source: (Own elaboration, 2020)

The designs were colorful, creative, and attractive to students because their interests were considered into the design, but activities were not directed to situations related to characters or characters, it was used their image as a decorative way, but activities were not related to them.

In this process, the selected competence was considered because students and their environment were immersed as important elements for addressing the curricular contents. Also, the materials are part of the didactic that I employ in my teaching process.

Teaching journal

My performance as a trainee teacher in these semesters was really difficult because there were my first teaching experiences, the modality was online and the most relevant strategies I learned at school were for face-to-face lessons, so it involved more challenges for me.

The first situation that modified this practice period was that the school's organization due to the constant changes it had as consequence of the new modality and class schedules. Those changes affected the teaching practices because teachers of diverse subjects were working on projects related to Mexican celebrations and the English class time was used to show evidence which were worked as project between those subjects. For this reason, it was not possible to practice during some weeks.

It is important to mention that in this first teaching practices, the time allocated for English sessions was just one class peer week for 1 hour and half.

Another situation noticed during this first intervention was the lack of communication with students, because sometimes it was not possible for them to participate in the class answering questions using their microphones and the chat, or they were not joined into the meetings.

Clearly, the role that learners used to play was just as listeners due to this lack of participation, and I used to talk during all the lesson because I had to read texts, give examples, and answer the questions that were asked by myself to them. Even the requests to participate were kind and easy, students did not show enough confidence to do share their answers and opinions with the rest of the group. I remember that in this practice I used English all the time, and it was difficult for me to explain the topic or give instructions to students.

It must be also highlighted that the time for activities did not match with the time it was assigned for each one in the lesson plan due to the low difficulty of the activities and exercises.

As it has been mentioned before, this was the first opportunity to design learning and teaching processes, and that competence unit was achieved, as well as the consideration of students' context and characteristics. Nevertheless, the teaching approaches were not applied due to the lack of communicative activities and approaches, because the lesson was focused on vocabulary memorization and grammar that the context required.

Students' learning evidence

For this practice intervention it was planned as final evidence the design of a map about students' hometown including vocabulary that we reviewed in class. In this way, the proposed achievements could be obtained.

Sadly, the organization that the school had during all the teaching practice period did not allow to work on this final evidence, and I had to think about other option to evaluate and verify that students were learning. For this reason, I designed a test in Kahoot with diverse questions about vocabulary of places in a town, and I also shared the link with students. This test was not difficult because it was a kind of matching test in which students choose the words that corresponded to each illustration.

At the end of the day, results showed that most of students answered correctly all the questions, but it could be a result of the low complexity of the interrogations that were part of the test.

This practice made me reflect about the complexity level that tests and activities must follow according to students' performance and integrate this first teaching experience in a reflection process to find strategies that could impact the opportunity areas to improve my performance in lesson plans, materials design, and teaching practice.

Lessons in the New Modality

At the beginning of fifth semester, the pandemic situation changed drastically and made it possible to start attending face-to-face classes. This was possible by dividing all the groups in the school into small groups so only a reduced number of students could attend the lessons in specific weeks. In addition, inside the classrooms it was required to place the students in the classroom in a way that they would have enough space and would not be so close to each other.

In the context of fifth semester's school and according to the requirements presented by my titular teacher, interaction between students was not allowed, as there was still a risk of being infected by COVID-19, and it had to be avoided. Also, it was requested to avoid the participation of students using didactic materials in the whiteboard.

The attitude of the students was an aspect that surprised me significantly, since the students were shy, nervous, and afraid to participate. They had not been in the school for a long time and now they were distanced from each other, which probably made them feel vulnerable and afraid of failing in front of others. This could be a result of the quarantine we lived during the pandemic years, as interaction was greatly reduced, and getting back to normal was a big challenge for everyone.

On the other hand, there was the context of sixth semester which had different elements in comparison to fifth semester. In this practice school, the full groups attended the lessons, and even they followed hygienic strategies to keep their environment clean and avoid infections, the interaction in outdoor areas were permitted. The number of students was considerably higher than in previous practices, and it was the first time I had classes with full groups.

Into another meaningful aspects of this, were the requirements of contents to work, because this was the first time in which I was able to work with Aprendizajes Clave para la Educación Integral contents, and the curricular organization helped me to plan my lessons, as well as other elements which were provided into the courses at Normal school.

Fifth semester

Online teaching practices were such a big challenge for me due to all the situations that the first practice experiences involved as the technical problems, the poor assistance to the class, and the lack of participation in each session. Also, it determined to play a role as teacher in which I was talking all the time, and students were just listening to me through a screen.

Fortunately, fifth semester represented a new beginning for my teaching experience, and new challenges as well.

Along this semester, all students were able to come back to face-to-face classes, and practices started under the "new presential modality" which consisted into divide groups into 3 sub-groups and assign them an attendance role peer weeks for face-to-face lessons, following all the hygienical protocol provided by health authorities.

Also, other differences between the online and the face-to-face practices were identified; among them was the practice period, since this time the period covered

a full month, in which there were three 50-minute classes per week for each group, while in online lessons, the number of sessions were reduced as well as the time of them.

Lesson Plan

The planning process for this practice period was a little bit difficult because I was assigned to work with a titular teacher that showed me a different curricular organization that was completely new for me. In other practices periods, I used to work with a mix of "Aprende en casa" and Aprendizajes Clave para la Educación Integral, nevertheless this titular teacher assigned me to work with isolated contents that were not part of a stablished syllabus and curriculum. Also, it was a complex process because it required to plan the didactic sequences and materials in teams with some trainee teachers. This part was complicated as consequence of the diverse ideas that each one had, because all teachers have different points of view, ways to plan, design materials and work. At the end of the day, we tried to divide our ideas and use all of them in the planning process, but it made us to plan slower than in previous practice periods.

Two themes were assigned for this practices period which lasted a month, they were "rules and regulations" and "fruits, vegetables, and drinks".

Rules and regulations

For this first topic, it was asked by the titular teacher to teach students the use and differences between "have to/don't have to" and "must/mustn't", including vocabulary and emphasizing grammatical aspects. The assignment did not establish a special site in which rules could be focused or contextualized, and for this reason I decided to use the aspects that I observed in the school to contextualize the theme and focused it on student's environment as school and street. Also, I thought it was important to talk about some new rules which were necessary as consequence of the pandemic and the new modality.

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As it was mentioned before, the whole groups of the secondary school were divided into 3 sub-groups to attend face-to-face lessons, and for this reason there were planned 2 lesson plans divided into 3 sessions each one.

In contrast to previous teaching experiences, I had more time for develop activities in this period, and I started to add warm-ups to the lesson plans so students could feel more comfortable and be more active. Those initial games were not focused on the topic of the class, they were about vocabulary and another topic that students may know according to their previous experiences with the language.

The planned activities were selected to finish the final evidence according to the theme. In fact, for this topic it was necessary to write some classroom rules as evidence.

It is important to mention that as in previous practices, there were not syllabus or curriculums to follow, and I had to select and create my own expected achievements as well as the final evidence according to my logical thinking and previous experiences in English lessons as student. Also, it must be highlighted that I used some elements of "Aprendizajes Clave para la Educación Integral" to complete the general information of the lesson plan structure.

These lessons included a vocabulary presentation and a grammar section too, and they were focused on reading and writing skills.

Fruits, vegetables, and drinks

Second practice week was focused on "fruits, vegetables, and drinks" topic. This lesson plan followed the same aspects of the first week, and it was planned that at the end of the lessons, students could be able to design a poster with images of their favorite fruits, vegetables, and drinks.

A relevant feature of this lesson plan was the experimentation with a class to put into practice reading skills for the first time through a short text and some

comprehension questions and true or false statements. Even this kind of activity could be part of a traditional practice due to all the steps that it followed, it was meaningful due to the context and the requirements that the school had in that moment. This reading activity and the exchanging of answers allowed students to speak and discuss their answers.

Figure 5

Didactic sequence designed to fifth semester teaching practices

> T. gives a Ss. a piece of paper.
> T. asks some questions to start the class.
> Ss. answer the questions.
> T. reads the whole text.
> T. asks If Ss. have questions.
> T, answers Ss. questions.
> T. shows some pictures of food and vocabulary.
> T. gives instructions about a scanning activity.
> Ss. work and underline specific vocabulary.
> T. gives instructions about true and false questions.
> Ss. develop the activity.

Note. Didactic sequence which was applied in my first face-to-face lessons during teaching interventions in fifth semester. Source: (Own elaboration, 2021)

The main objective of lessons about this topic was to identify the vocabulary, for this reason, the vocabulary presentation was really important to achieve the objective and produce the final evidence.

As part of this planning process, I was able to use the information that I had about students and their environment to included it in the lessons and also, I could to contextualize their learning process creating the corresponding learning environments. Additionally, the reflection of previous teaching experiences was a relevant aspect to use so I could cover some opportunity areas which were identified previously to try new things and variate diverse elements of my teaching practices.

Materials

Even the planning process was required to be developed in teams, there was some freedom to design materials individually.

In comparison with the previous experiences that I had in online lessons, face-to-face classes required to have more materials to support the learning process and practice with the language. In this teaching practice period, it was not possible to use technological materials as PowerPoint slides due to the lack of technological resources in this school, and for this reason I designed some flashcards that this time were used in classes to present different vocabulary words. Furthermore, the worksheets that I designed for this intervention contained a variability of activities and exercises that were more complex than in other practices. Also, those worksheets required to use their critical thinking to solve the exercises as complete sentences using the correct word, write sentences using the correct form of the modal verb, read two options and choose the correct one, and match pictures with specific sentences. It is true that most of the worksheets I designed in this process were related to the identification and use of grammatical structures, but this was requested by my titular teacher, and it could be add that the material helped to cover this need successfully because it was observed that students started to related pronouns with the auxiliars and identified the use of modal verbs in diverse examples.

For this practice, it was included in a worksheet a different kind of activity that requested students to cut some images and put it on the correct place according to the action in the illustration. Another example of this change in materials was the diversification of activities, because even it was necessary to work with worksheets, they started to include another kind of activities and was a little bit complex in comparison to another materials. Additionally, the worksheets started to include identification spaces for students' information as well as the number of worksheets to keep the relation of the materials more organized.

Figure 6

Example of worksheet designed in fifth semester

Note. Worksheet that included more complexity and followed grammatical structures. Source: (Own elaboration, 2021)

As it can be noticed, the complexity and diversification of materials started to change, and even artists or characters that students like were not part of the designs, the illustrations, colors, activities, and organization made the materials useful and attractive. **(see annex 3)**

It was mentioned before that during this teaching practice period it was planned to work on the reading and writing skills, so it was necessary to present a text following students' characteristics and deducing that their English level was A1 because according to the authorities from the school and their organization, it was not possible to apply a diagnostic test.

The text included short sentences about situations that students may know, and it also had vocabulary that students could relate to some Spanish words or with the context of the image that was used as part of the material. This reading activity contained some comprehension questions that were thought to be answered using reading skills seen in my lessons of previous courses at Normal school. At the same time, in this material a new change was employed, and it was the emphasizing of specific verbs in the instructions so students could understand the instructions better.

Teaching journal

Fifth semester was one of the most interesting semesters in my trajectory as a trainee teacher because it was my first real experience in front of a secondary students' group in a classroom. It is true that groups were not completed with the full number of students, but at the end of the day, it was a great opportunity to learn a lot of things from the new modality and the interaction with learners.

All the lessons started with a fast presentation so students could know things about me, and I could get know them. Then, I continued with a warm-up about colors and parts of the body, so students touched specific parts of their body according to the colors I told them. The other parts of the class were focused on the presentation of the topics, but I started it asking them some initial questions about the thematic to try to contextualize them. Most of the time, students used to answer those interrogations using simple words, or even their answers were in Spanish, but they were participative.

I was the only person who was able to manipulate the markers and the flashcards due to the new modality features, but I used to show the flashcards to students, and they tried to guess the meaning of them. Diverse colors were used on the board so learners could deduce and identify differences between modal verbs and their uses, but at the end of the day I was the one who was talking all the time,

and even students participated during diverse times, I used to give them all the examples and information. It is important to contrast that in some lessons, I gave students the grammatical structure to use have and has, and it was immersed in a worksheet to practice it. I asked students to complete that exercise using the correct structure using the elements that corresponded to the sentence, and it worked, because all the elements were part of the sentences, but there were not opportunities to dialogue or exchange more information using the modal verbs because everything was focused on the grammatical form.

The diversification of materials was successful because it was observed that it attached students' interest and involved to follow more steps than write, underline and circle. I thought that activities of cutting and putting images in the correct place could be boring, but it was funny and interesting for learners.

An aspect that was complicated for me was the presentation of new vocabulary, because for both topics the use of flashcards was necessary, and it was not attractive for students, but even some courses were provided in the Normal school to teach vocabulary, it was not easy for me to change the way in which I was teaching it, because I was afraid to fail and then I did things that worked in the past. The vocabulary for rules and regulations was easier to teach because the presentation of words was given through some examples and students were interested to participate, and the number of vocabulary words were less than the fruits, vegetables, and drinks. For the second topic, the presentation was kind of boring due to the number of words, and the previous knowledge that students had about it. The reading activity was another way to present and recognize vocabulary, because students circled words related to the topic, and it made it a little bit interesting.

It was almost impossible to work in teams because the contact with people was prohibited, but I tried to integrate students through sharing answers of the activities. In this way, students were able to participate, even sometimes I asked

some of them to do it and they refused it. Each class was repeated three times as result of the school's organization, it gave me the opportunity to practice more and correct those aspects that were not effective along the lessons.

In the course called "Métodos y enfoques en la enseñanza del Inglés" there were identified those approaches and methods immersed in the lessons, and some of the most relevant in these teaching sequences were Grammar Translation Method, The Direct Method, and Audiolingual Method. **(see annex 4)**

Figure 7

Reflection about the use of methods and approaches used in teaching practices

Note. Reflection of the practice and the use of diverse methods and approaches, elaborated in "Métodos y enfoques en la enseñanza del Inglés" course. Source: (Own elaboration, 2021)

Students' learning evidence

As it was mentioned before, the evidence for this teaching practices were proposed by me due to the lack of curricular organization. For the first week, it was suggested that students could write some classroom rules using the modal verbs which were seen in class. On the other hand, it was proposed to students could design a poster about their favorite food, using the vocabulary which was attended in class. As evaluation tool, it was designed a checklist to evaluate each evidence according to specific characteristics specified in the tools.

Figure 8

Learning evidence about rules and regulations
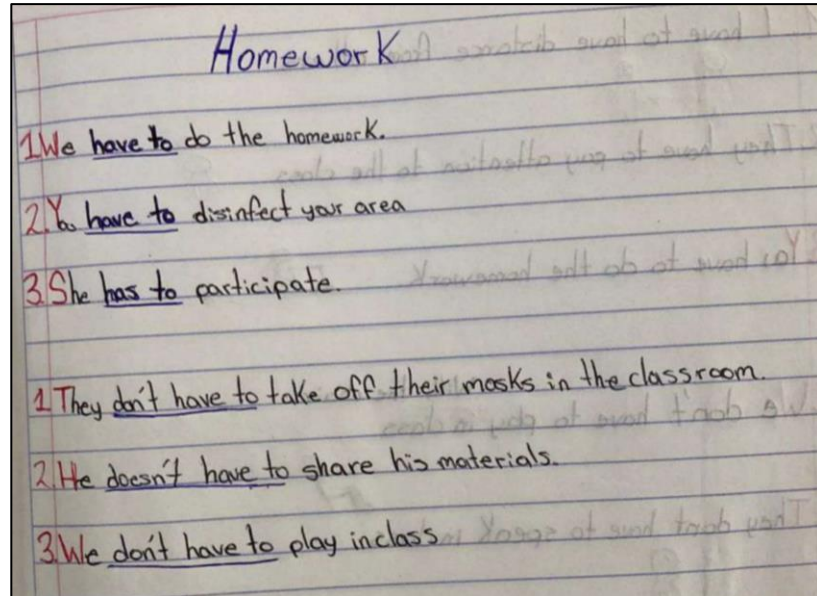
Note. Learning evidence about rules and regulations in which students used modal verbs to create classroom rules. Source: (Students' elaboration, 2021)

In the classroom rules evidences it was identified that students really understood the use of modal verbs, and through the rules they could use the vocabulary that we reviewed in the sessions, but it is important to clarify the instructions because some students did not write about the school, instead of it, they wrote about their house. Another important aspect is that those rules were about situations that they were experimenting in their daily life, such as the use of the masks, the hygienical elements that must be follow, and even the behaviors that students must follow.

The second evidence was about food, and clearly, it was not meaningful for students and their English skills, because even it was asked to write the

vocabulary of fruits, vegetables, and drinks in their posters, not all students did it, and they just focused on the design of drawings and the decorative elements, but there were not included English features. Also, I did not consider that students love to eat more food than those that I presented them in the class, so it was difficult for them to write the specific words for each drawing that they draw in their posters.

Figure 9

Learning evidence about fruits, vegetables, and drinks

Note. Learning evidence about fruits, vegetables and drinks in which students designed a collage. Source: (Students' elaboration, 2021)

The evidences of students were used to reflect about the practice processes and to identify that even drawing is one of the most favorite activities to students, it is not always the best option to evaluate the formative process of learners because it did not show a clear evidence of students' English knowledge.

Reflection was such a vital element of this process in which the teacher evaluates and recognize main elements in the students evidences to improve or modify some aspects of the class.

Sixth semester

Lesson Plan

The beginning of a new semester represents an opportunity for new changes which can allow me to grow-up as an English teacher. It is true that in 5th semester, my practice was effective and showed successful results into the grammatical parts, but I noticed that teaching grammar through long explanations about specific tenses was a lineal process that did not give students the opportunity to create something by themselves. Also, there were some areas to improve into the materials, because in the last semester I did not consider at all students' interest into the materials.

For this practice period, I started my teaching intervention with a kind of diagnostic tool about learners' interests. This tool was developed through a written activity called "All about me", whose purpose was to have information about students in diverse areas like music, entertainment, food, subjects at school, personal and familiar information.

In this way, I was able to know a little bit more about things that learners enjoyed doing. This information was more detailed through direct observation because I noticed that it was possible to know more things about students if I was talking to them and walking through their sits, because their interests were presented in their notebooks, backpacks, or even in their stationery items. This observations and connections with students helped me to plan situations in which their favorite games could be part of the class to make it more interesting.

Figure 10

All about me

Note. The "All about me" source helped to diagnostic students during my intervention in sixth semester. Source: (Printablee, 2021)

One of the main aspects that was modified in my planning process was that in this period, I finally had the chance to use the Syllabus and Curriculum 2017 "Aprendizajes Clave para la Educación Integral". Evidently, I was requested to work with Social Practices of the Language, and it represented a new challenge for me because it was the first time that I was working with them. The "Aprendizajes Clave" Syllabus exhorts teachers to guide the English teaching and learning processes into communicative exchanges through those Social Practices of the Language, and during all my previous experiences I focused those

processes on grammar rules memorization, as well as the poor exchanges using the language.

Another aspect that changed during these practices was the planning format, because in this occasion more features were required to be included into the lesson plan design. Some of those aspects were the use of objectives linked to each phase of the class and its corresponding activities to make the sequence more logical in order to achieve the main objectives. In this way, I identified that the organization in the lesson plan is vital to have a defined, specific, and congruent sequence to each objective.

Figure 11

Example of lesson plan organization according to contents and objectives

CONTENTS AND OBJECTIVES		
1st session	2nd session	3rd session
Contents: • Vocabulary about natural disasters	Contents: • Vocabulary about natural disasters • Imperatives (do's and don'ts in a natural disaster) Main objective: At the end of the lesson, students will be able to identify and	Contents: • Vocabulary about natural disasters • Imperatives (instructions/steps) • Connectors of sequence Main objective:
Main objective: At the end of the lesson, students will be able to identify vocabulary about natural disasters and its characteristics.	organize imperatives (do's and don'ts) according to different natural disasters.	At the end of the lesson, students will be able to recognize connectors of sequence and to order instructions' steps.

Note. The implementation of this organization in which contents were linked to a main objective, made me understand the importance of the order in sequences to achieve the expected objectives. Source: (Ramos, L., 2021)

Along this semester I was requested to work with 2 different Social Practices of the Language in periods of a month, they were "comment personal experiences and about others in a conversation" and "produce instructions to be prepared for a natural disaster". **(see annex 5)**

Comment personal experiences and about others in a conversation

In the lesson planning process for this SPL, it was thought to work with diverse texts that involved personal experiences in diverse contexts as concerts, journeys, and parties. The texts were written and modified according to the students' interests and contexts.

As well as in other practices periods, I planned some warm-ups for both practice periods and they were not linked to the thematic. Those activities were focused on Total Physical Response Method because students used movements according to the vocabulary words I mentioned in each activity.

In previous practices I used to ask learners to answer comprehension questions that in fact were identical to the text and they just had to re-write a specific part of the text to complete or answer the question. Moreover, in this lesson plan I modified that aspect including comprehension questions that were not identical to the text, and they involved a little more of complexity. Also, I thought that those comprehension questions were not the only way to identify if students were understanding the text or not, and for this reason I decided to implement a section in which students could choose one of the three proposals and complete the tasks according to the ideas they read and identified in the text.

There were used diverse texts with shorter and longer ideas so students could have diverse opportunities to practice their reading and writing skills.

Verbs in different tense were necessary in this practice, and ludic activities were planned to compare and match verbs in teams. It was also my first-time planning lessons in teams.

Figure 12

Example of didactic sequence designed in sixth semester

DEVELOPMENT	
Time: 40 min	**Interaction:** T. to Ss.

T. gives Ss. a piece of paper.
T. asks some Ss. to read the instructions.
T. explains the activity purpose (you are going to scan the text in which you will identify a personal experience)
T. reads and checks the questions with the whole group to the activity could be clear.
T. asks Ss. if they have questions.
Ss. answer.
T. asks Ss. to scan the text about a summer camp experience to identify some words they don't understand.
Ss. answer.
T. explains the meaning of those words.

T. reads the whole text.
T. asks Ss. what they understood about the text.
T. asks Ss. to answer the comprehension questions.

T. asks Ss. to choose one activity of the 3 different proposals for the following activity.

Note. Didactic sequence in which reading was worked through different activities. Source: (Own elaboration, 2021)

Produce instructions to be prepared for a natural disaster

Students' interests were such a main element to design the didactic sequence of this SPL, because I took this topic to try something new. Learners were big fans of videogames, and for this reason I decided to contextualize the lesson into videogame situations which were related to natural disasters and steps to survive to them. At the same time, through this SPL I was able to plan activities that involved more English skills such as listening to identify information and match it according to illustrations and vocabulary words. I included a variability of activities that allowed students to order, match and identify recommendations to know what to do in a natural disaster in a deductive way using pictures as guide.

Materials

The use of materials in this semester was more diverse than in other practices, and it followed specific themes related to students' interests.

There were designed diverse materials such as flashcards to present the vocabulary, worksheets with exercises in which students could practice their reading, writing, and listening skills, and I used again those kind of worksheets in which students classified what to do and don't do in a natural disaster according to illustrations and short sentences.

As it was mentioned before, during this practice period there were immersed teamwork activities, and for this reason I decided to design some pairs of memory games about verbs in past tense so students could play and match the verbs in its past form with the picture that corresponds to each one. Also, a matching game to relate illustrations and sentences in diverse past simple forms was designed.

I noticed it was important to give students the opportunity to interact with the materials to participate a little more, so they could have an active role and the rest of the group could collaborate giving answers, and for this reason I decided to use posters that could be useful so all learners could read it, identify its elements, and use it. In this way all the group could have access to it and work at the same time. To achieve this, some didactic posters with adverbs of frequency and instructions with steps to survive to an earthquake were proposed so students could be able to match the images that corresponded to each instruction in the poster following the correct order and collaborate discussing if the answers were correct or incorrect.

In the warm-up activities I used to develop Total Physical Response games, but during these lessons I used cards with diverse colors to integrate them as part of the TPR activities and students could remember the instruction and movements

that corresponded to each card. Also, I designed some posters that included imperatives and that students could read and perform with their classmates.

Some worksheets were designed according to characters that students liked and which were part of the thematic of Mario Bros' videogame. They included "missions" that in fact were exercises related to different natural disasters and recommendations so students could match, underline, and complete them according to the elements reviewed in class and their previous knowledge about natural disasters.

Figure 13

Example of worksheet designed in sixth semester following students' interests
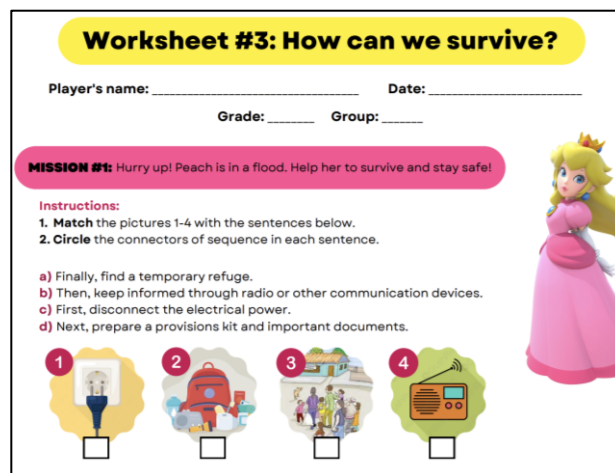
Note. The interest of students was considered into the design of diverse didactic materials. Source: (Own elaboration, 2021)

It seems that this semester was the one that involved more materials design, and even they were useful for the students' learning process, it took a lot of time and money. In the light of this, I reflected about all those aspects and noticed that sometimes it is not necessary to give students so many worksheets because one could be enough to develop different activities. Also, I understood that it was

important to use those resources that the school provides, and on several occasions, it is necessary to write some exercise on the board, because at the end of the day it is a way to learners could practice their writing skills and the correct spelling of words.

Finally, I would like to add that along these practices periods I noticed that my materials were improved because I proposed a diversity of them to practice with the language. Even, the designs were more attractive and organized than in other occasions.

It can be mentioned that according to the experiences and processes that composed this design of didactic materials, I achieved the professional competence that was selected for this document, because students characteristics and their previous experiences that are linked to their contexts were considered in the design of materials that are part of my didactic in order to accomplish contents of "Aprendizajes Clave para la Educación Integral" Syllabus.

Teaching journal

My second experience in face-to-face lessons was lived during this semester, and it was really excited because I started to work in a new school with new students and a new context.

As it has been mentioned before, the classes started with an activity to know more things about students and be able to use that information into the lessons design. Even the activities were being developed according to the lesson plan, there were some problems with the time management, because sometimes I did not enough time to conclude the activities. Additionally, there were diverse modifications into the organization of lessons and their contents because of days off or non-working days.

Into other aspects related to the practices could be highlighted the use of body language because I include it into the lessons when it was necessary to explain to students an unknown word in order to reduce the use of Spanish and activate their critical thinking.

The use of new strategies to work reading comprehension was another innovative aspect in my practices too. It was possible thanks to a "free activity" section, which purpose was to verify the student's reading comprehension, and for this, learners were free to choose one of the three suggested activities. In this way, they could demonstrate their comprehension about the text through the competition of the activity that most caught their attention. In addition, I was able to get to know them a bit better because I identified those students who preferred to draw and those who had a higher English level and were able to write new texts and express their opinions.

In these interventions it was possible to develop activities into teams, and students shown confidence because they helped each other sharing the things they knew and asking for those things they did not know. The process was a bit complicated due to the organization and the location of each team into the school areas, but at the end, it was noticed that students used those spaces to interact with other classmates and exchange ideas about the activities.

Even the worksheets were an important part of this semester and the corresponding practices, the diversification of them was very useful because students shown interest into the solving process. They did not follow grammatical rules as in my previous experiences, instead of it, they started to identify main ideas into texts and tried to relate steps or sentences with illustrations.

While students were answering the exercises, I took time to monitor them. In this way, I had the chance to verify their progress and to solve some questions. It was

good because that process made my connection with students even closer, and they were free to tell me their doubts so I could solve them.

I noticed that almost all the time I was giving material to students, and I thought that it might be interesting to change it, so I decided to implement activities without providing them the materials and instead of it, write the exercises on the board. It worked because students were practicing their writing skills and spelling at the same time.

Students had more opportunities to interact with each other as result of the collaborative activities. They assigned some roles and worked to achieve a common goal that was to complete the tasks. Those activities were developed out of the classroom, and probably it made learners feel more comfortable.

My role as teacher started to change, and I used their participations and previous knowledge in the class to reduce my long and complex explanations. In this way, the contents were easier to understand, and the examples made them simpler.

It can be mentioned that this practice was more successful than other because the contents of "Aprendizajes Clave para la Educación Integral" were worked following students' contexts, interests, and characteristics. Also, I used all my previous knowledge and opportunity areas to reflect about those elements that needed to be modified. For those reasons, it could be mentioned that the selected professional competence was considered and improved in this process.

Students' learning evidence

As result of the constant work into the two teaching practices periods in 6th semester, two learning evidence were developed.

On one hand there were written some personal experiences, following elements of a template that made the writing process easier. Students used the template to order their ideas about the text, and in this way, they answered some questions

that were used to contextualize their personal experiences and created a story summary. Those questions were: what did happen?, when did it happen?, where did it happen?, who was there?, how did you feel?, and what was your favorite part? Some questions had specific answers that helped students to identify vocabulary and use it in their texts. Also, there were other spaces to write the story details of their personal experiences. It was a little bit complicated because learners wanted to write complex sentences, but I helped them if it was necessary, and I notices that they were helping to each other to complete this task. At the end, this template was checked, and I wrote some recommendations to make their texts clearer and more organized. Finally, students wrote their final version and added an illustration that represented the experience that they wrote. This evidence was individual, and students were free to write about themselves and their experiences.

The second evidence was related to instructions in a natural disaster. I considered that for this evidence, students could have similar steps, so I decided that it could be great to work in teams to collaborate linking their ideas to design a poster with steps to follow in an environmental disaster. Students integrated their own teams, and after that, they chose one natural disaster to work with. The criteria for evaluation were presented and written into the whiteboard so they could consider it. Once I solved questions about the criteria, students started to work into their evidence.

They assigned roles and it was observed that most of the teams were collaborating and helping each other to write, draw and decorate their posters. Also, teams were solving problems by themselves when they noticed that something was not working, and all members were proposing different solutions, which made the elaboration of the poster more interactive and interesting.

Normal modality

The end of my practices was the beginning of the change, because in the seventh and eighth semester the conditions were favorable and allowed to return to normality, however, it was required to continue using the masks and antibacterial gel.

The context of the practice school in which I worked during both semesters was very different from the experiences I had had before, because the number of students was even much larger, and their interests, likes and characteristics were something new to me since some learners had advanced English levels or were learning more languages.

During almost my complete time at this practice school, I was required to work with isolated English topics, which were focused on teaching vocabulary or grammar, and for me, it was complicated to adapt them to create a learning environment in which students could interact in communicative exchanges. However, I took previous experiences and added aspects that could provide meaningful knowledge for the students.

Before developing some lessons teaching those isolated contents, I noticed it was necessary to adapt my practices because I noticed that the activities were not attractive for all students, and most of them were bored because those contents were not new. It made me feel worried because in fact, I was not teaching nothing new, and from my point of view, my students were not learning meaningful things. This situation involved problems with students' attitude because as the class was about things they already knew and there were not opportunities to work by themselves or participate more in the class, they showed poor interest into the class and started to play.

Previously to the interventions which were part of the eighth semester, I had a dialogue with the titular teacher, and there were expressed my concerns about

my own performance, the situations I had noticed in the classes, and the areas of opportunity, as well as the way in which I could improve the students' learning. The proposal was to work with Social Practices of Language which are part of Syllabus and Curriculum 2017, to develop the contents so students could interact and be part of their own learning, leaving behind the traditional practices that I was developing through presentations of the topics a poor interaction of students. However, the titular teacher assigned me again isolated topics and it was proposed to me to adapt them into a Social Practice of Language. It was an opportunity to use all my previous experiences in other semesters and take the positive things of them so I could use some of those ideas in this practices period.

Seventh semester

Lesson Plan

Throughout the length of this semester there were more changes in my planning process that made me to modify my teaching performance one more time and change the way I used to teach in the previous semester avoiding the implementation of grammatical structures and traditional performance in the lessons.

I consider that this practice period set me back considerably in my teaching progress due to the curricular organization that was assigned to me. A few weeks before the beginning of the teaching practices corresponding to 7th semester, I was requested to plan the lessons following isolated topics that corresponded to an external book which the titular teacher decided to employ during the whole scholar year. Those topics were not related to the Syllabus and Curriculum "Aprendizajes para la Educación Integral" that teachers are exhorted to follow, and it was required to teach grammatical structures in a traditional way that involved a complex explanation by myself reducing the participation and active role of students.

It was complicated for me to plan activities that could cover students' needs because according to the observation experiences that I had it was identified that some students had a higher English level than the rest of the group, and the selected topics were focused on contents they already knew. This planning process was harder than in other practice periods because I had to think in attractive activities that could cover the contents in a more complex way. The topics that were worked in this intervention were vocabulary about cardinal numbers as well as fruits and vegetables.

As difference of planning processes that I developed in the past, in this semester I searched Social Practices of the Language which could match with the topics that were assigned to me. Once I linked them with a SPL, I integrated the curricular elements of "Aprendizajes para la Educación Integral" to the lesson plan format, and in this way, I started to plan the didactic sequences. In the second period of professional teaching practices the assigned topics were focused on grammatical structures because it was required to plan activities related to present simple tenses.

The planning process for the second practices period was easier to plan because in previous semesters I taught this theme, and I had more ideas to work with it.

Cardinal numbers / fruits and vegetables

Even the social practice of the language "exchanges suggestions to acquire or sell a product" was related to the isolated topics which were assigned to me, it was complicated to match both. The main idea was to guide students so at the end of the lessons they could be able to be part of a role play activity in which they were buying and selling diverse products in a supermarket.

Along this semester, I tried to start the lessons with activities related to the themes, and not with vocabulary or words out of the class context.

I started the sequence including a vocabulary presentation about fruits and vegetables through a text in which learners could use their previous knowledge and practice their reading skills. Also, I included some comprehension questions and activities related to it with the purpose to recognize specific information and classify it. Then, I included the use of some flashcards to check the answers and practice pronunciation, but the vocabulary was a little bit extensive.

I considered that teamwork could help to improve the reduction of my active role in the lessons, and for this reason I planned some activities in which students could exchange information about themselves with others using vocabulary of the previous lessons, and it was a way to improve their English skills.

Figure 14

Didactic sequence designed in seventh semester

3.	T. shows a model of "find someone who" **(annex 5),** and explains Ss. the activity purpose and instructions.
4.	Ss. Select their own vocabulary and write it on the blanks (find someone who: like _____, love ____, don't like ____, hate ____)
5.	Ss. exchange information and look for people who match with statements they wrote.

Note. Some sequences of the lesson plan included activities in which students could play an active role in the class exchanging information about themselves with others. Source: (Own elaboration, 2022)

There were planned more teamwork activities in which students could collaborate and assign roles to order letters and integrate them into a chart following the correct spelling.

To work with cardinal numbers there were planned some activities that involved the interdisciplinarity because I included addition and subtraction exercises using products from the market. At the end of the day, it was planned that students could be able to be part of a dialogue in a role play using the addition and subtraction processes as well as the use of vocabulary.

Present simple: physical appearance and personality adjectives

It was requested to add more elements to this topic, and I included activities related to physical appearance and personality adjectives. The explanation of this themes was thought to be taught through dialogues and flashcards presentation, but sometimes my role as teacher was more extensive than the students' role. The purpose of this lesson plan was to students could be able to describe other people, and different activities about descriptions were involved.

Also, I decided to include activities related to Thanksgiving so students could start to recognize traditions and celebrations from other countries. At the end of the day, all this planning process involved themes out of the current Syllabus and Curriculum 2017, but the selected competence was developed due to the use of the didactic in the sequences to achieve the expected objectives using the resources and the activities.

Materials

Cardinal numbers / fruits and vegetables

Materials designed for these topics were focused on written texts that could be easy to understand for students. Also, those texts were accompanied with some comprehension questions that were easy to answer because they could be solved through scanning skills.

There were also designed some flashcards to present the vocabulary about fruits and vegetables, but the number of them was extensive.

In order to develop the teamwork activities, it was necessary to design several elements to integrate them into a spelling activity. This involved making some charts with different images of the vocabulary about fruits and vegetables, as well as individual letters to complete the words according to the chart and an extra piece of paper for each team to place the words in an organized way.

Some emojis that students already know were part of the materials too.

Another material which was part of this practice period was a "find someone who" worksheet than promoted the communicative exchanges between students and to use of diverse expressions and vocabulary.

Present simple: physical appearance and personality adjectives

The diversification of materials was presented in this topic because the worksheets which were used to practice with the selected vocabulary such a personality adjectives and physical appearance represented the opportunity to design worksheets with different exercises that allowed students to practice more English skills and were part of didactic experiences that I had previously. An example of this was the design of worksheets that needed to be cut and pasted to match vocabulary words with the corresponding illustrations. Also, I created short dialogues that were helpful to contextualize students into real situations and communicative exchanges that are related to their contexts.

Elements related to students' interests were considered too in the design of worksheets because I used some of their favorite artist to make descriptions about them using diverse adjectives and the necessary elements to make descriptions.

Figure 15

Worksheet designed in sixth semester

Note. Worksheets in this practice period included elements which were useful to identify vocabulary in my previous experiences. Source: (Own elaboration, 2022)

Teaching journal

For these teaching practices there were designed different didactic sequences, but at the end of the day I was not able to not develop them in the class due to the teacher's organization and the days off.

As a result of the lessons which were cancelled, I had to modify the order of the contents, and it gave me less time to work with the different topics.

Cardinal numbers / fruits and vegetables

Even the presentation of vocabulary about fruits and vegetables was reduced in number of words, it was complicated to develop that part in the class due to the poor participation that students had as well as the lack of interest they had to this topic. Students have had previous experiences using this vocabulary, so it made the presentation of vocabulary a little bit boring. The process that I followed to develop the presentation was to show flashcard by flashcard and ask students to repeat each word after me. In fact, this process did not involve completely to students, and for this reason they were really distracted and bored.

The reading activity was too easy to solve for almost all students, but there were identified some mistakes in the instructions and the questions, because students were confused and stressed.

Finally, it is important to mention that the main objectives were not completely achieved because the complexity of the topic and the activities was not challenging for all students.

Present simple: physical appearance and personality adjectives

The implementation of materials that included artists which were part of the students' interests was a factor that motivated them. During most of the lessons it was required to use realia and body language to reduce the use of Spanish words and make students to deduce the meanings of the words using diverse examples. Nevertheless, there were some activities which increased the production of short written texts using the contents reviewed during the lessons.

Students' learning evidence

Cardinal numbers / fruits and vegetables

For this topic, it was thought to guide students so at the end of the lessons they could be able to be part of a role play activity in which they were buying and selling diverse products in a supermarket. Furthermore, due to the changes in the lesson plan I had to evaluate this theme with the collaborative activity in which students had to relate images with different letters to form the correct words in a piece of paper. It did not follow an evaluation tool and it did not cover the expected achievements.

Figure 16

Learning evidence about fruits and vegetables
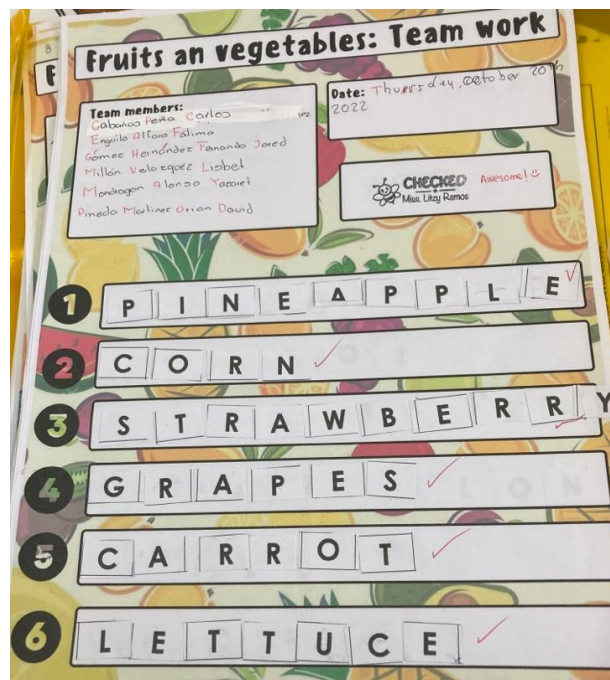
Note. This evidence was completed in teams according to diverse illustrations. Source: (Own elaboration, 2022)

Present simple: physical appearance and personality adjectives

At the end of the sequence, students developed a text in which they were free to select an artist in order to describe his or her physical appearance. This evidence was written individually and followed as main specifications to write descriptions about the artist and use of the appropriated punctuation. This activity was planned according to students' interests because it was noticed through observation in lessons that they are big fans of diverse singers, influencers, and actors.

Figure 17

Learning evidence about descriptions
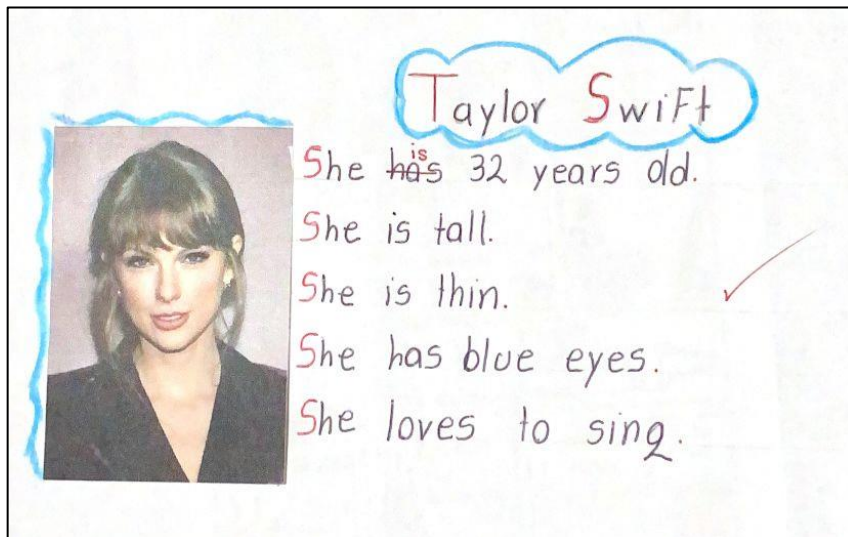
Note. In this evidence, students wrote diverse descriptions about artists. Source: (Students' elaboration, 2022)

Eight semester

Lesson Plan

Previously to the beginning of teaching practices corresponding to 8th semester it was proposed to implement the design of didactic sequences which could put into practice the use of pedagogical principles to adapt my teaching practices because the results and organization of isolated topics affected diverse elements of my practice.

For making it possible, it was necessary to read the KLCE syllabus and understand those aspects which are the linked to the lesson plans design, and the application of the syllabus such as the curricular organizers, as well as the pedagogical principles. After, there were identified some features that were performed in previous traditional practices, and 5 Pedagogical Principles were selected to transform my teaching practice: 2nd Pedagogical Principle: To take into account the student's previous knowledge

4th Pedagogical Principle: To know the students' interests

5th Pedagogical Principle: To stimulate the learner's intrinsic motivation

6th Pedagogical Principle: To recognize the social nature of knowledge

7th Pedagogical Principle: To promote situated learning

For this practice period, the teacher ask me to work with next topics: "wild animals", "verb to be", and "rules". Evidently, these elements (topics) are not part of the Social Practices of the Language established by Key Learnings for Comprehensive Education, because they are not correlated.

The first grade Social Practices of the Language (SPL) were analyzed, and after identifying that none of them were related to the assigned topics, it was decided

to select a practice in which those themes that have specific contents could be included, to achieve expected learnings of the KLCE syllabus.

The SPL selected was "Coordinate a journey itinerary with others", because by creating an itinerary, students could include next contents that are part of the "topics" given by the teacher: rules (to travel), different types of wild animals (without having to do an extensive and not very meaningful vocabulary review), and at the same time they could broaden their view of cultural aspects of other countries. **(see annex 6)**

After doing the previous exercise, it made sense to identify the general information about the social practice of language to know the expected learnings that the students had to achieve and the product that would evidence those learnings. Next step consisted in generate ideas about possible activities that could be developed with the students, so I did a brainstorm. However, the didactic orientations were consulted to have a clear guide based on the syllabus.

Each Pedagogical Principle (PP) was considered in the design of the classes.

When the planning process started, it was necessary to think about the previous learning experiences that the students have previously had. The first aspect that emerged was that due to their age, and what they have seen before, it was a necessity to discard the teaching of well-known animals, as it could be repetitive and not meaningful, but also challenging for them.

In previous classes, the topic of rules had been addressed, which means, that it was already known by the students, so it would be better to find a new way to associate the knowledge with real situations, and to give a more challenging sense to the rule's topic, which are traditionally related to structures.

To follow students' interest and motivations it was thought to use a situation that was present in the secondary school. This situation was the travel that the school

was planning for first, second, and third grade. I knew students were unhappy with the destination that authorities assigned for them, and I took it as an opportunity area so they could create an itinerary as proposal for a new and more interesting destination. In this way, situated learning, motivations and interests were considered.

Figure 18

Example of Lesson Plan designed in eighth semester

Objective	Procedure
To use previous experiences in order to situate students in the class subject.	1. T. starts to talk with Ss. about the trip which is organized by the secondary school, and asks them some questions to know how interested they are on it. 2. Ss. share their points of view about the journey, showing interest or disinterest. 3. T. offers Ss. to create their own proposal for traveling to an interesting place. Also, she asks them to share experiences with a partner about a recent trip they have had, and to discuss aspects they considered before traveling. 4. T. asks for general participation and write some Ss's features on the board.

Note. This lesson plan considered diverse activities following students contexts and interests, as well as their characteristics and previous knowledge. Source: (Students' elaboration, 2022)

Materials are always an indispensable resource, and for this practice intervention the material was more diverse than in past experiences. In fact, during this practice period, worksheets and flashcards were not used. Instead of them, some posters and brochures were designed following designs that are common for students because are part of their context. Those materials were though for helping students to practice their reading comprehension skills, and it was a different way to present vocabulary. Also, the theme about rules was presented in a text that simulates a blog with rules and recommendations for travelling; in this way, modal verbs could be deducted without a long explanation.

The didactic orientations asked for environments in which students could compare objects or situations. For this reason, I used realia so students could exchange opinions about two different kinds of coffee. The more interesting part is that their interests were considered, because the coffee company that they like was immersed in this activity. All the elements considered into this planning design allowed me to achieve the competence which was selected because I identified all its features and tried to find a way in which they could be cover, and all of them are immersed in the whole practice intervention.

Materials

To develop the diverse activities that were planned for this intervention period, it was necessary to design different materials as in other periods. Nevertheless, in this semester I decided to use and design authentic materials which could be part of students' contexts and interests.

Some of those materials were diverse texts which were presented into different formats such as brochures about a zoo in which students identified aspects about it and vocabulary about animals, as well as their characteristics, and more. The information was not focused just on a specific kind of vocabulary, it involved more aspects that were interesting for students. Also, there were designed some posters about Six flags which was a place that most of students know, and it included features related to the organization and spaces of the park. **(see annex 7)**

Figure 19

Example of materials designed in eighth semester: brochure about a zoo

Note. This material was designed as part of authentic material. Source: (Own elaboration, adapted from Hacienda Panoaya, 2022)

Another text which was designed for this practice was a kind of web site which had some rules that people who love travelling follow. This text had some modal verbs immersed to it, and in this way, students identified the use of have to and must without a long explanation of its use and structure.

As difference to another practices period, it was used a template of a graphic organizer to locate specific information of the texts, and it helped to focus students to the main vocabulary that was necessary to emphasize.

Some models for the evidence were designed too so students could have a guide for their own work. Also, I provided diverse templates about elements related to the itinerary so students could integrate their own information to them and practice the production of written texts.

Teaching journal

During the implementations of proposal in sessions with first grade students, it was observed an important change in students' attitude, performance, and roles.

The first class was focused on travelling destinations, and it was an opportunity for participations focused on their near scholar travel. They shared that they did not agree for the destination which was selected by authorities. It was observed that they were motivated because I invited them to plan a journey proposal to another interesting and funny place.

Also, more participation moments were involved in the lesson, and students were excited to share some answers. In this lesson, brochures about a natural park were given to learners, and they were really curious about them because it was a new kind of material. They were surprised because for this lesson, the material was not a worksheet with exercises and closed questions.

Students read the text, and it seems that comprehension was possible due to the relation between images and text. Nevertheless, we started a class section in which some students tried to explain or summarize specific parts of the text in English. Also, each learner selected some words which were not known for them and were commented aloud to verify meanings. It was an opportunity for more clarification, and body language was used to do it.

The product of this lesson was a graphic organizer that allowed students identify specific information about animals, rules, geographic descriptions, prizes, etc. Increasing in students' motivation was clear because they were really focused on the task, and expressed their happiness since they were really understanding the main ideas. Some students shared with me comments such as "ahora si entendí" and "ya sé inglés" (Ramos, 2023: 6 de marzo)

In the next session, it was requested that students could identify modal verbs. For this reason, a didactic sequence focused on travel rules and recommendations was designed. Pupils used their previous knowledge to recognize the relevance of rules, and through a text they recognized the differences about recommendations and rules.

In sessions which comparisons were necessary, the use of realia was completely relevant. Two cups of coffee were enough to attract the students' attention, and to start comparing prices, flavors, and quality according to their experiences, contexts, and interests. Even though not all the answers were given in Spanish, as a teacher my role was to answer them naturally in English so they could keep motivated and identify the necessary expression in English.

Learners started to identify differences between places using authentic materials about parks which were kind of interesting for them and recognized specific features of informative brochures and posters. Text clarifications as whole group were successful due to the active participation of students, and emotion to share information they understood.

In this period, 3 main activities in teams were realized. In 2 lessons, students were not able to choose their teams because it was important for me to identify how roles could work if teams were assigned, and not chosen. At the beginning, it was a little bit hard due to preferences that students have as the need to work with their best friends. Even it was complicated, students assigned roles, and started to work on the creation of geographical texts. They researched specific information and completed a template following a model of a text which was used for reading comprehension.

Another relevant aspect of this proposal about transforming my practice, is that learners used technology to research and select information. In this way, they

developed autonomy and research information skills to identify pertinent information sites.

Students' learning evidence

The final product tasks were developed in teams, but we followed some agreements, and students were free to select their team members. For this last evidence, it was necessary to create a journey itinerary, selecting activities, hours, places, and diverse options for having breakfast, travelling, and lodging. During the class, students were sharing destination suggestions, and selected those which were more attractive and funnier for them. Then, they found information about the place, and activities they could do there, or food they could eat.

I gave them some charts which was in blank so they could write their options about the travel. At the same time, a template with a journey itinerary was given so students could complete it with all the information they obtained in the research process. Time management and team roles were indispensable in this process because I assigned specific delivery time, and learners found strategies in which they could participate answering the itinerary as soon as possible. Students with a higher English level helped as moderators and helped their classmates if it was necessary, but they did not do all the job as it was concurred in previous practice experiences.

The familiar and community learning environment was presented when students used their own experiences to highlight the importance of itineraries along journeys, and it was not necessary to establish a lesson focused on this. Through the exchanges focused on their own environment, learners put the knowledge into practice making real decisions about real situations.

During the last activity, some skills such self-regulation, solving problems, assigning roles, making decisions, and communicating ideas were presented.

Figure 20

Learning evidence about itinerary organization
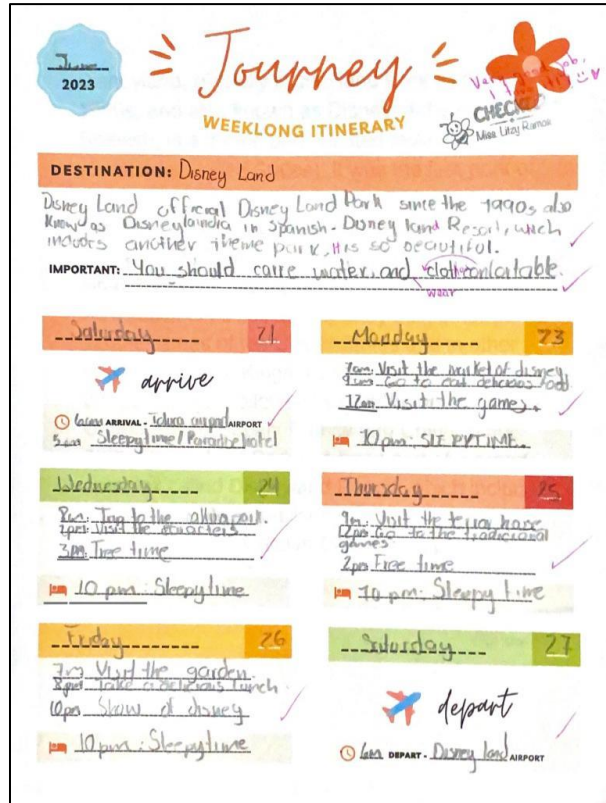
Note. This evidence was developed by students according to their interests and previous experiences. Source: (Students' elaboration, 2022)

Conclusions

Conclusions

The process, compilation and development of this portfolio made me recognize through the collection of evidence the progress and chronological growth that I have had in the professional practice area throughout my school path. It is truly interesting to make a contrast between my first teaching practices and the current ones, since in each semester I had a different experience.

The covid-19 pandemic modified our lifestyle, and consequently, the way in which classes were taught; therefore, I had the opportunity to practice in 3 different modalities: online, face-to-face with the new system, and face-to-face without the pandemic. All the experiences that were part of my teaching and learning process are appreciated and recognized, since I was able to reflect, analyze and look for improvements in the different areas of my training. It is also important to highlight that my teachers at the Normal school guided me to improve and adapt my practice through the reflection processes at the end of each semester in the corresponding courses.

Although I noticed significant changes and improvements in my teaching-learning processes, there were some that particularly highlighted more than others, in particular the planning of learning sequences focused on the students' contexts, considering their interests as part of the sequence, and not only as part of the design of the material. There was also a considerable change in the reduction of the classes in which I presented the grammatical structures of the tenses, since now I present those tenses with materials that allow the students to identify words or auxiliaries to be able to deduce their function through the context in which they are presented. I also consider that the vocabulary presentation was improved, since I used to use flashcards so that students could identify the image, the word and practice the pronunciation repeating after me, but I discovered that this vocabulary can be presented through other dynamics, materials and texts that are more meaningful and attractive to the students.

I also feel that by developing this portfolio of evidence I was able to leave aside the frustration I felt on several occasions during my planning process, material design, teaching practice or evaluation. In fact, each piece of evidence represents a valuable part of learning, experience, and growth, from a personal and professional point of view.

A teacher is always learning and reflecting to improve diverse areas in her or his teaching skills to provide students with a variability of skills that could guide their learning process to the success. At the end of the day, teachers are change agents in the educational area. For this reason, there were identified some aspects of my teaching-learning process that need to continue to be improved.

I consider that the main aspect is to do not give up and give steps back to all the progress I have had along all this time because even the situations may be difficult, it is necessary to innovate and avoid the traditional teaching so I could consider the needs that students have. It is absolutely important for me to avoid that my role as teacher could present isolated and complex contents during all the class, reducing the opportunities that students have to participate and be part of communicative exchanges.

This portfolio of evidence demonstrates the power of reflective teaching practices in the development of professional competencies and the processes that integrate teaching practices through self-reflection, continuous development of teaching skills and the prioritization of students in the teaching-learning process.

I believe that through reflection on teaching practices and improvement of opportunity areas, I can continue growing professionally as a teacher inspiring and having a memorable impact on the lives of students.

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Annexes

Annexes

Annex 1.

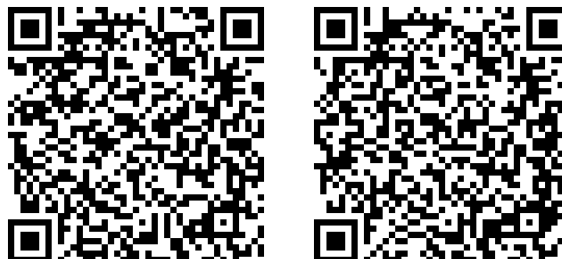Chart with generic, professional, and disciplinary competencies

Annex 2.

Observation instruments applied in 2nd semester

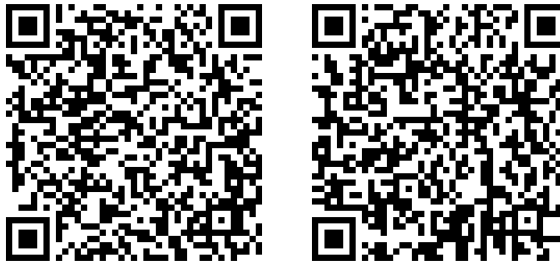**Annex 3.**

Materials: 5th semester

Annex 4.

Reflection of the practice and the use of diverse methods and approaches

Annex 5.

Lesson plans 6th semester: Personal experiences and natural disasters

Annex 6.

Lesson plan 8th semester

Annex 7.

Materials 8th semester

Toluca, Méx., 10 de julio de 2023

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

Quien suscribe C. LITZY LIZETH RAMOS AGUILAR, 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: Reflections on the Teaching-Learning Process, Inspiring Teaching Practices, and Competence Development, conforme a las Orientaciones Académicas para la Elaboración del Trabajo de Titulación. Con la supervisión del director de trabajo de titulación fue estructurado en la modalidad de: Portafolio de evidencias; así como de haberlo adecuado a las observaciones hechas por la Comisión de Titulación. Finalmente, defenderlo suficiente y de manera argumentada ante los sinodales, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del examen profesional.

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

A T E N T A M E N T E

C. LITZY LIZETH RAMOS AGUILAR

Toluca, México 12 de julio de 2023.

Dra. Ana Laura Cisneros Padilla
Secretaria de la Comisión de titulación
PRESENTE

El que suscribe Mtro. Victor Olenin Ramírez Beltrán Asesor de la estudiante LITZY LIZETH RAMOS AGUILAR matrícula 191527240000 de 8° semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria quien desarrolló el trabajo de titulación denominado Reflections on the Teaching-Learning Process, Inspiring Teaching Practices, and Competence Development en la modalidad de Portafolio de evidencias; se dirige a esta Comisión a su digno cargo para informar que este documento ha sido concluido satisfactoriamente de acuerdo con lo establecido en los documentos del Plan de Estudios 2018 rectores del proceso de titulación.

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

ATENTAMENTE

Asesor de Titulación
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Toluca, Méx., 30 de junio de 2023

C. RAMOS AGUILAR LITZY LIZETH
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 2022–2023, comunica a usted que su Portafolio de Evidencias intitulado: Reflections on the Teaching-Learning Process, Inspiring Teaching Practices, and Competence Development, fue **Dictaminado Favorablemente**. Ello significa que a partir de la fecha podrá realizar los trámites correspondientes para sustentar su Examen Profesional.

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

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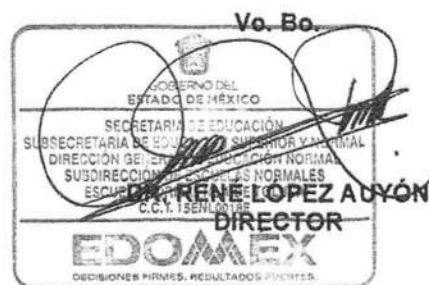
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