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**Systematization of Pedagogical Experiences in the EFL
Teaching Training Program**

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Loja, 27 de marzo de 2025

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Dedication

This thesis is dedicated to my mom, Johanna Giler, for her endless sacrifices and love from the very beginning to my best friend, Maholy Loor, for being my most reliable emotional support, looking out for me, and being ready to give me a hand whenever I needed it, and most importantly to Jehovah God, who gave me life, strength and wisdom.

In memory of my beloved kitten, whose quiet company made those long nights of homework a little more bearable.

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Contents

Cover _____	I
Aprobación del director del Trabajo de Integración Curricular _____	II
Declaración de autoría y cesión de derechos _____	III
Dedication _____	V
Acknowledgement _____	VI
Contents _____	VII
Abstract _____	1
Resumen _____	2
Introduction _____	3
Chapter one _____	7
Literature Review _____	7
What is teaching? _____	7
What is learning? _____	9
Modern methodologies, strategies, techniques, materials (current trends). _____	11
Communicative competence. _____	13
Teachers' role _____	14
Motivation and its roles in language teaching. _____	17
Links between experience and teaching. _____	22
Chapter two _____	31
Method _____	31
Setting and participants _____	31
Procedure _____	32
Chapter three _____	35
Discussion, Analysis, and Interpretation of Results _____	35
Description, analysis and systematization of the teaching experience. _____	35
Observation: description and reflection of the teaching experience in basic education and bachillerato _____	35
Basic education _____	35
Experience as an English teacher: description and reflection of the experience in basic education and bachillerato _____	53
Basic education _____	53
Conclusions _____	70
Recomendations _____	73
References _____	75
Annexes _____	82

Abstract

This research examined pre-professional EFL teaching practices in Ecuador's private and public institutions, analyzing pedagogical elements across six classes in each context. Using qualitative methods, it explored planning, linguistic aspects, learning management, and methodology by integrating classroom observations with educational theory to identify best practices. The findings revealed that lesson planning aligned with curriculum goals through activities linking language components like extreme adjectives, collocations, and verb tenses to practical applications. While instruction was primarily English-medium, challenges included inconsistent differentiated teaching and limited speaking opportunities, particularly in public institutions. Learning management reflected teacher adaptability through varied resources, such as technology and visual aids, to support different learning styles and engagement. The methodology blended traditional and modern approaches, including PPP, TPR, and communicative strategies, fostering language acquisition. Despite resource constraints in public schools, adaptive strategies ensured effective outcomes, demonstrating teacher resilience. Additionally, the study emphasized the role of reflective practice in pre-service teacher training, highlighting the need for targeted support to address contextual disparities. This systematization offers valuable insights for improving EFL instruction in diverse educational settings, helping inform future teaching policies.

Keywords: EFL, pedagogical aspects, systematization, teaching experience

Resumen

Esta investigación examinó las prácticas de enseñanza de inglés como lengua extranjera (EFL) en instituciones privadas y públicas de Ecuador, analizando elementos pedagógicos en seis clases de cada contexto. El estudio exploró la planificación, aspectos lingüísticos, gestión del aprendizaje y metodología mediante observaciones de aula y teoría educativa. Los resultados mostraron que la planificación se alineó con objetivos curriculares a través de actividades que conectaban adjetivos extremos, colocaciones y tiempos verbales con aplicaciones prácticas. Aunque la enseñanza priorizó el inglés, se identificaron desafíos como instrucción diferenciada inconsistente y escasas oportunidades para hablar en instituciones públicas. La gestión del aprendizaje demostró adaptabilidad docente mediante el uso de tecnología y materiales visuales para atender diversos estilos de aprendizaje. La metodología combinó enfoques tradicionales y modernos como PPP, TPR y estrategias comunicativas, favoreciendo la adquisición del idioma. Pese a limitaciones de recursos en escuelas públicas, las estrategias adaptativas evidenciaron resiliencia docente y resultados efectivos. El estudio destacó la importancia de la formación docente y la necesidad de apoyo focalizado para reducir disparidades contextuales y optimizar la enseñanza de EFL en entornos diversos educativos.

Palabras clave: EFL, aspectos pedagógicos, sistematización, experiencia docente

Introduction

Despite the efforts of Ecuador's Ministry of Education to improve English teaching nationwide—such as the implementation of the *National Curriculum 2016* and teacher training programs like *Go Teacher* and *English for Ecuador*—the results remain concerning. According to the 2024 *EF English Proficiency Index* (EF EPI), Ecuador ranks last in Latin America in English proficiency, reflecting a persistent gap between educational goals and actual outcomes (EF EPI, 2024). This issue highlights that current educational policies have not significantly impacted the development of English language skills among school students.

In this context, pre-professional teaching practices serve as a valuable opportunity for future teachers to gain firsthand exposure to the educational landscape. These experiences enable them to observe effective pedagogical practices employed by current English teachers, identify areas for improvement, and understand how experienced educators navigate and overcome challenges within the local context. Furthermore, through the systematization of these practices, future teachers can advance beyond observation to actively analyze and interpret their experiences. This process is vital as it fosters critical reflection and equips them to design strategies tailored to the demands of their teaching contexts.

Systematizing pre-professional teaching practices is crucial to bridging the gap between academic training and real-world educational challenges. Chaves Carballo et al. (2016) state this process not only allows for the recovery of experiences but also transforms them into meaningful insights that can serve as valuable inputs to enhance pedagogical practices. In the context of English teaching, documenting and reflecting on strategies implemented in school settings can provide concrete proposals to address the challenges faced by pre-service teachers and contribute to strengthening national educational policies.

Moreover, systematization facilitates the creation of applicable practical knowledge, enabling an understanding of which strategies work in specific contexts

and why. This process not only enriches the professional profile of future educators but also supports the development of more effective and context-sensitive English teaching practices in Ecuador. In a country where English proficiency remains a significant barrier to global integration, such efforts are vital for meaningful educational progress.

Notably, several studies have previously analyzed teaching experiences, for instance, Orosz et al. (2021) conducted a qualitative study to explore the challenges and needs of English language teaching in Ecuador's public schools. The research focused on primary and secondary school teachers. The findings revealed that teachers recognized the importance of English for students' academic and professional development, yet faced significant barriers, such as limited in-service training opportunities. This lack of training hindered their ability to implement innovative and effective teaching strategies aligned with the curriculum. The study highlighted the need for systemic improvements, particularly in providing accessible professional development programs to better equip teachers for addressing the challenges of English instruction in diverse contexts.

Chaves Carballo et al. (2016) investigated the impact of accreditation on the quality of the BEI program in Costa Rica using a qualitative approach. The findings emphasized the benefits of accreditation, such as improved educational quality, curriculum alignment with societal needs, and the fostering of critical and innovative professionals. While the program made significant advances in teaching methods, faculty training, and student support, the study underscored the need for continued improvements to maintain high standards and adapt to evolving educational demands.

Patiño et al. (2016) employed a qualitative case study approach to examine the professional growth of English teachers in Risaralda, Colombia. The study found that logistical challenges, such as limited time and contractual obligations, significantly impacted teacher participation. Despite these barriers, participating teachers experienced substantial professional growth through reflection on their teaching practices, leading to improved methodologies and continuous development. However,

the study also revealed a persistent reliance on traditional teaching models, often lacking theoretical foundations. These findings highlighted the importance of professional development initiatives to bridge the gap between contemporary educational theories and classroom practices.

The research initiative "Systematization of Pedagogical Experiences in the EFL Teaching Training Program," designed for "reflecting and analyzing the positive and negative pedagogical aspects of pre-professional practices as an EFL teacher," conducted a systematic assessment of the EFL teaching and learning processes in Ecuador. The study examined two instructional roles—classroom observer and lead teacher—across basic and secondary (bachillerato) education levels. The analysis framework incorporated four key domains: planning, linguistic aspects, learning management, and methodology, each further detailed through specific sub-components. This structured examination generated insights for enhancing teaching effectiveness.

This report is structured into three chapters. Chapter One presents a literature review that addresses current trends and concepts in the teaching-learning process. This section establishes the theoretical foundation through reliable and up-to-date sources, including research studies, books, and other scholarly materials. Chapter Two presents the teaching training program context, its participants, and the systematization procedure. Chapter Three analyzes the teaching experience through the four key aspects above mentioned. The report concludes with a summary of findings and recommendations for future practice improvement.

The significance of this research extends across various educational sectors such as EFL teachers at different career stages, and educational institutions. Teachers benefit from detailed insights into pedagogical aspects of pre-professional practices, which reveal effective strategies and areas requiring enhancement. The findings enable educational institutions to strengthen their teacher preparation programs by addressing specific gaps in planning, learning management, and methodology. This

investigation enriches the EFL education field by examining key teaching practices and their classroom impact. Moreover, it provides a methodological framework for future research through its systematic approach to analyzing teaching experiences. One limitation of this research lies in the methodology, specifically the process of systematizing the information from pre-professional practices. The study relied on a qualitative approach, which, while providing in-depth insights, may lack the generalizability of quantitative studies. Despite this, the study's multifaceted observations and reflections provide a valuable contribution to understanding and improving EFL teaching practices.

Chapter one

Literature Review

In the field of language education, it is essential to understand the complex processes of teaching and learning to create effective EFL instructional environments. This literature review aims to explore various aspects of teaching and learning in this field, examining modern methodologies, strategies, and materials that are shaping education today. It delves into the significance of communicative competence, the diverse roles of teachers, and the critical impact of motivation in language teaching. Additionally, this review considers whether teaching is a natural talent or a skill that can be developed and investigates the relationship between teaching experience and educational outcomes. Through this comprehensive analysis, the review seeks to offer insights into both enduring principles and emerging trends in education.

What is teaching?

Teaching, in its broadest sense, is the act of imparting knowledge, skills, and values to learners, guiding them through structured learning processes. In the field of English as a Foreign Language (EFL), teaching goes beyond language instruction to include cultural understanding and effective communication in a global context (Richards, 2016). As English has become a key tool for global communication (Lennon, 2020), EFL educators must adapt their methods to address the needs of diverse learners. This includes acknowledging the linguistic and cultural differences within the English-speaking world (Canagarajah, 2014). Moreover, in regions like South America, where resources are often limited, students and future English teachers face additional challenges due to a lack of affordable, quality materials and textbooks (Hilton, 2020). Recognizing these obstacles is essential for creating more effective and inclusive EFL programs. The importance of teaching English has grown significantly in today's interconnected world. Educating students in English equips them to tackle the challenges of global communication (Lennon, 2020). To achieve this, we must grasp cultural diversity and intercultural communication, tailoring our approaches to meet the needs of varied learners worldwide. Awareness of linguistic and cultural differences within

the English-speaking world is crucial (Canagarajah, 2014). Additionally, students in resource-poor settings often struggle with access to affordable, quality textbooks, and suitable materials for training future English teachers are even rarer especially in South America (Hilton, 2020).

New technologies are disrupting language acquisition and teacher education. Although all these new digital communication technologies indeed present their problems, they are quite useful in many ways. Hence, a need arises for English teachers to be able to grasp new contexts and the variety of English users all over the world. Some scholars have proposed that there should be changes in the paradigm of English Language Teaching (ELT) to meet these dynamic challenges. Even though there are numerous attempts to classify different models and approaches to teaching English, there is agreement on recognizing the multiple uses of the English language (Canese, 2023). Modern English teaching necessitates a comprehensive knowledge of the language and an understanding of related issues. Teachers must possess cultural awareness and effective pedagogical strategies, focusing on students' language competence (Celce-Murcia, 2001). Therefore, to provide meaningful instruction, it is crucial to enhance students' broader language awareness, intercultural sensitivity, and negotiation skills. To begin with, the concept of teaching will be defined to provide a foundational understanding of the literature review.

As reported by Brown (2014), teaching is defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know understating” (p.7). Teaching involves actively leading someone to acquire a concept or knowledge. The author also affirms that teachers have to provide clear instructions to perform tasks and facilitate learning. Additionally, Holden and Nobre (2021) suggest that teaching should guide and facilitate learning by creating conditions for learning. The teacher has to delve into how students learn, based on educational philosophy, teaching style, approaches, methods, and classroom techniques. For this reason, the authors state that learning must have the necessary methods considering the various limitations of a given learning environment. Echoing this, Ching

(2019) points out that “good teachers create and maintain (or adapt) the conditions in which learning can take place and then facilitate learning by providing the needed support” (p. 12).

As described by Alvarado et., (2018), the teaching and learning process involves equipping individuals to effectively navigate the social and personal challenges they encounter at various life stages. The scholars also criticize approaches that are overly academic, rigidly formal, authoritarian, or isolating, noting that these fail to consider underlying principles, the context of implementation, or how they manifest in educational practice. Scholars in the field, such as Canese (2023), elaborate further by stating, “Teaching English in global contexts involves understanding cultural diversity and intercultural communication, as well as being able to adapt your teaching to meet the needs of diverse learners in all context” (p. 39). Concerning this, Felder and Brent (2024) emphasize the idea that implementing numerous teaching methods may not always be necessary. They advocate for an approach where teaching feels natural and is well-received by students. They propose shaping instruction and teaching strategies in a way that aligns with the learning objectives without appearing overly daunting or unfamiliar to students. The process of teaching English as a second or foreign language has undergone substantial changes. One of the most significant shifts is the transition from traditional practices, where the teacher was the primary focus of the classroom, to approaches that place students at the center as the main focus of learning activities (Andrade-Molina et al., 2018).

What is learning?

At the start of the 21st century, the world feels smaller than ever. It felt like a global village where people from all over meet and mix in ways that would have been unimaginable just a few decades ago. These interactions require effective communication, which ideally should promote understanding and peace, or at the very least, minimize conflicts. However, effective communication often comes down to one big challenge: overcoming language barriers. This has become a substantial hurdle for those not used to living in a place with many languages. Consequently, mastering new languages is essential for everyone,

including native English speakers, given that English is the predominant global language today, though its dominance may not be permanent (Byram & Hu, 2013).

When the required languages are not immediately accessible, learning often depends on structured education. Unlike the effortless acquisition of a first language during childhood, learning an additional language is inherently complex (Elis, 1994). That is why, for over a century, teaching languages has turned into a real profession. The task of teaching and learning languages is so complex that it has driven educators to come up with new methods, design better learning environments, and create tools and schools that meet these needs (Harmer, 2007). These efforts have varied widely across different places and times.

Learning in the context of EFL refers to the conscious and deliberate process through which students acquire knowledge and skills related to the English language. According to Douglas Brown (2014), learning involves the acquisition and retention of information or skills, utilizing memory and cognitive mechanisms. It is an active and conscious engagement with both internal and external stimuli, requiring reinforced practice, which eventually leads to **behavioral changes**. Brown also highlights that learning is relatively permanent, though it can be subject to forgetting if not reinforced.

In the context of language learning, Stephen Krashen's (1981) distinction between acquisition and learning is particularly relevant. Krashen argues that language acquisition is a subconscious process similar to how children acquire their first language, whereas learning is a conscious process where students focus on linguistic rules and form. Krashen's Monitor Hypothesis suggests that learning serves as a "monitor" or editor, helping learners consciously correct their output, but it is not the primary mechanism for acquiring fluency.

Additionally, Ediger (2010) expands on this by emphasizing that language acquisition involves linking linguistic forms to their meanings through interaction and habit formation. In the EFL context, learning is closely tied to practice and interaction, which helps learners internalize language structures and use them effectively. The process also involves feedback, stress, intonation, and adjusting speech based on the listener's feedback, which become automatic through habituation. Thus, learning in EFL is not just about memorization

but also about engaging in meaningful communication and interaction, linking form to meaning, and reinforcing these through practice to achieve language proficiency.

Following the COVID-19 pandemic, the importance of technology in education was recognized, leading to the widespread adoption of the Connectivist approach in EFL learning. In this post-pandemic view, learning is defined as a process occurring within a complex network of connections. These networks include social interactions, where knowledge is gained through engaging with others; digital resources, where the internet offers an unlimited reservoir of information; and neural pathways, involving the brain's network of neurons for processing and storing information (Vega et al., 2024). Essentially, knowledge is distributed across these networks rather than being confined to an individual. Learning happens when an individual effectively navigates and connects with these various networks.

Modern methodologies, strategies, techniques, materials (current trends).

In recent years, Content and Language Integrated Learning (CLIL) has gained prominence in EFL contexts for its innovative integration of subject matter and language instruction. This methodology, wherein subjects such as science and history are taught through a foreign language, offers flexibility in its implementation—whether through a subject teacher delivering content in the target language or through collaboration between language and subject teachers. However, as Holden and Nobre (2021) point out, the term is often misused, merely referring to the inclusion of subject-oriented materials in language classes. The success of CLIL heavily depends on teachers' proficiency in both content and language, making professional development essential. This includes specialized training to balance language and content objectives, utilizing scaffolding techniques, and applying appropriate assessment methods (Lasagabaster & de Zarobe, 2010).

Implementing CLIL often involves using authentic materials, such as subject-specific textbooks, scientific articles, and educational videos, which are integral to creating a

contextualized learning experience. These materials help students engage with real-world content while also improving their language skills. However, adapting or simplifying these materials to match students' language proficiency is crucial for maintaining both content comprehension and language development (Lasagabaster & de Zarobe, 2010).

Mobile-assisted Language Learning (MALL) has introduced new strategies for language instruction by incorporating smartphones into educational practices. These tools facilitate language acquisition through mobile applications like Duolingo, Babbel, and Quizlet, which allow students to practice vocabulary, grammar, and communication skills in a self-paced and personalized manner (Shadiev et al., 2020). MALL also offers a variety of multimedia resources, including interactive videos, audio recordings, and gamified exercises, which enhance motivation and provide immediate feedback. However, selecting applications grounded in sound pedagogical principles is essential to ensuring they promote meaningful learning rather than becoming a source of distraction.

Communicative Language Teaching (CLT) remains a cornerstone in modern language education, particularly in contexts like Ecuador, where it underpins the national curriculum. Rooted in Hymes' (1971) concept of communicative competence, CLT emphasizes language use in authentic contexts, bridging linguistic theory and practical application (Dantaz Rico, 2023). CLT methods such as Task-Based Learning (TBL) focus on task completion as the primary vehicle for language learning, encouraging spontaneous communication and problem-solving in real-time. The PPP (Presentation, Practice, Production) method, a more structured approach, combines controlled language practice with communicative tasks, making it particularly effective for grammar and vocabulary instruction. Both methods demonstrate the versatility of CLT in fostering communicative competence.

Materials in CLT include interactive teaching aids, such as role-playing cards, simulations, and scenario-based prompts, all of which promote meaningful communication. These materials are designed to foster interaction and use of language in realistic situations. CLT textbooks also tend to encourage collaborative activities, problem-solving tasks, and

discussions, moving beyond rote grammar instruction to promote communicative practice (Littlewood, 1981). Visual aids, such as images, diagrams, and videos, are commonly used to create engaging communicative scenarios.

Integrated Skills Instruction, which addresses the limitations of isolated language skills teaching, utilizes multimodal texts, such as articles, videos, and podcasts, to develop students' listening, speaking, reading, and writing skills simultaneously. These materials facilitate authentic language use, fostering deeper comprehension and practical application. Activities that blend reading and listening with oral or written production allow students to practice multiple skills in cohesive, communicative tasks.

Communicative competence.

As pointed out by Dombi (2021), Communicative competence has seen a lot of changes over time, starting with Noam Chomsky's (1965) idea of linguistic competence versus performance. Chomsky's approach was all about the innate knowledge of language that helps us create and understand sentences, but it was often criticized for being too theoretical and not practical enough. Hymes (1972) introduced the concept of communicative competence as an essential expansion of Noam Chomsky's notion of linguistic competence, which focused solely on grammatical knowledge. Hymes (1974) argued that effective language use requires a broader set of skills, encapsulated in communicative competence, including linguistic, sociolinguistic, discourse, and strategic competencies. Linguistic competence pertains to the mastery of syntax, morphology, and lexicon. Sociolinguistic competence involves understanding and applying language in various social contexts, ensuring appropriate use. Discourse competence is constructing and interpreting coherent and cohesive spoken or written texts. Finally, strategic competence encompasses the deployment of communication strategies to address potential gaps in knowledge and facilitate effective interaction (Hymes, 1980). This comprehensive framework has profoundly influenced SLA theories and pedagogical practices, shifting the emphasis

from mere grammatical accuracy to the pragmatic use of language in authentic communicative contexts.

Savignon (2017) highlights that one significant model by Canale and Swain (1980) included grammatical competence, sociolinguistic competence, and strategic competence, later expanded by Canale (1983) to add discourse competence and further detail sociocultural and discourse competencies. Van Ek (1986, 1987) proposed a model with six components: linguistic competence, sociolinguistic competence, discourse competence, strategic competence, sociocultural competence, and social competence.

Later, Bachman and Palmer (1996) came up with the idea of communicative language ability. This includes language competence (how well you know and use language rules), strategic competence (using strategies to help with communication), and the mental processes involved in using language. Their model highlighted how language use changes depending on the situation. Celce-Murcia et al. (1995) created a model specifically for teaching second languages. They focused on discourse competence (putting together coherent spoken or written texts) and also included linguistic, actional, sociocultural, and strategic competences. Even though scholars criticized the clarity of these models, the core ideas of grammatical, sociolinguistic, discourse, and strategic competences are still key. The concept of intercultural communicative competence (ICC) builds on these ideas, focusing on the ability to handle different cultural contexts.

Teachers' role

Teacher roles in the EFL context are shaped by the teacher's beliefs and actions regarding teaching. Suarcaya (2021) suggests that a teacher's role is a reflection of their actions and responsibilities. This role becomes a part of the teacher's identity, a concept known as teacher role identity. According to the author, teacher roles are generally categorized into two types: ideal roles, which are the expected responsibilities of teachers, and performed roles, which are negotiated with other stakeholders such as colleagues, administrators, students, and parents. Teaching EFL effectively means understanding and

taking on various roles and responsibilities to help students learn. Here are some key roles that teachers need to play in the EFL classroom:

Effective EFL teaching requires teachers to take on various roles and responsibilities to enhance student learning. Firstly, lesson planning and preparation are crucial. Teachers need to develop well-structured lesson plans that outline objectives, materials, and activities for each class. These plans should address the diverse needs of students and ensure a clear and coherent lesson flow, aligning both with the overall curriculum and the specific details of each lesson (Brindley, 2020).

Creating engaging learning environments is another critical role. Teachers should design activities that promote active participation and real-world language use, such as role-plays, simulations, and communicative tasks. This approach helps maintain student interest and motivation by using varied and dynamic teaching methods. Additionally, fostering real-time language processing skills is important (Holden & Nobre, 2021). Classroom activities that mimic real-world communication scenarios, like timed exercises and spontaneous speech, help students develop their ability to think and respond quickly in English.

Contextualized learning is crucial for helping students understand and use language better. By using real-life materials like news articles, videos, and literature, teachers can provide a rich background for language exercises, making it easier for students to grasp cultural and situational contexts. It's also important to build students' vocabulary and cultural awareness (Ching, 2019). Teachers should teach not only word meanings but also how words are used in different cultural contexts. Discussions and comparisons of how words and expressions vary across cultures can help with this.

Encouraging strategic competence means helping students develop ways to use language effectively, even when they do not know every word. Teachers can teach strategies like guessing meanings from context, using synonyms, and paraphrasing (O'Malley & Chamot, 1990). Activities like problem-solving tasks and discussions can further help students develop these skills. Additionally, using a mix of technical and non-technical

teaching tools, such as computers and other tech resources, can make lessons more engaging and effective (Harmer, 2007).

Assessment and feedback play a pivotal role in advancing student progress. Teachers should use various evaluation methods, such as quizzes, exams, and informal assessments, to provide constructive feedback (O'Malley & Chamot, 1990). This feedback should help students understand their strengths and areas for improvement while also explaining underlying grammatical principles. Reflective teaching practices allow teachers to evaluate and improve their methods continuously. By regularly reflecting on their lessons and considering student feedback, teachers can adapt their strategies to enhance learning outcomes (Harmer, 2007).

Lastly, staying updated with developments in the field of language teaching is essential. Teachers need to be aware of new methodologies, technological advancements, and educational resources that can support effective teaching practices. By embracing these roles and responsibilities, EFL teachers can create a supportive and dynamic learning environment that caters to the diverse needs of their students.

Teachers play a pivotal role in shaping student outcomes through their interpersonal relationships and communication behaviors. As rightly pointed by Xie Derakhshan and (2021):

The role of the L2 teacher is not just constrained to the transmission of linguistic and content knowledge to L2 learners. But more importantly, L2 teachers are held responsible for providing a positive environment, managing the emotional atmosphere of the classroom, establishing a good rapport with learners, and, ideally, instructing with passion and joy. (p. 6)

The effectiveness of the roles of the teachers is supported by sound research and theories, such as positive psychology and relational goal theory. Positive psychology highlights the need for a classroom where students feel good, as this boosts their academic and social success (Seligman & Csikszentmihalyi, 2000). Relational goal theory suggests that good teaching meets both the personal and academic needs of students. Teachers who

set clear goals for building relationships and use good communication methods can motivate their students better and get them more involved in learning (Urdañ & Maehr, 1995).

The field of EFL research has shown that specific teacher behaviors, such as providing emotional support, ensuring instructional clarity, and demonstrating genuine care, are crucial in fulfilling these roles (Lamb, 2017). Teacher care involves showing a real interest in students' academic progress and emotional well-being, which can boost their engagement and self-esteem. Teacher clarity is about making lessons understandable through clear explanations, examples, and visual aids, helping students better grasp and retain information (Noddings, 2005). Emotional support from teachers, characterized by warmth and responsiveness, creates a safe learning environment where students feel valued and confident to participate (Lamb, 2017).

Maintaining strong teacher-student relationships requires ongoing professional development. Teachers should regularly reflect on their practices, pursue continuous training, and work with colleagues to keep up with the latest research and teaching techniques (Noddings, 2005). This ongoing development helps teachers meet their students' changing needs and create a supportive, engaging classroom. By focusing on their growth, teachers can stay effective in nurturing their students' academic and emotional development. In Ecuadorian university EFL classrooms, Andrade-Molina (2024) identified that teachers do more than facilitate language learning. According to the scholar, EFL teachers are viewed as influential figures who demonstrate the importance of teaching expertise and empathy. Students also recognize their instructors as role models of linguistic competence who inspire them to pursue their own language goals.

Motivation and its roles in language teaching.

Mastering a second or foreign language (L2/FL) involves more than just classroom teaching; it is influenced by a wide variety of individual, sociocultural, and pedagogical elements (Lamb, 2017). This educational journey demands a phase of adjustment and ongoing accumulation of knowledge, where learners enhance essential linguistic

competencies and intercultural understanding. In this complex journey of language acquisition, staying motivated is key to success.

In general terms, motivation explains the reasons behind human behavior. “In education, motivation is the most common term used by teachers and students to explain what causes success or failure in learning” (Andrade-Molina et al., 2022, p. 41). Motivation plays a key role in how well students learn languages, affecting many parts of teaching and how students get involved. Teachers have a big impact on whether students feel motivated or not. For instance, Guilloteaux and Dörnyei (2008) showed that the way teachers act can make a difference in how engaged and motivated students are. This research found that when teachers use strategies like giving encouragement and showing enthusiasm, students tend to participate more and show more interest in their learning.

Teachers have many ways to motivate their students by using motivational strategies. However, how well these strategies work often depends on the cultural and educational environment they are used in (Lamb, 2017). A motivational strategy that is effective in one country might not work as well in another if it does not fit with local values or how students are used to learning. Hence, teachers need to adapt their approaches to match the cultural context so that students not only understand but also feel inspired by these strategies. This way, the motivational methods can have the greatest impact on students' learning and engagement. By contrast, several teaching strategies are widely acknowledged for their effectiveness across EFL educational settings. These techniques emphasize interactive and student-centered approaches, which have proven to greatly improve the learning experience (Lamb et al., 2019). When students are actively engaged, their interest and participation levels increase, leading to a more enjoyable and efficient learning process in diverse contexts. The following section will briefly outline these universal strategies.

Motivation in language learning can be broadly classified into two categories: intrinsic and extrinsic motivation.

Intrinsic motivation refers to the internal drive that compels individuals to engage in activities for the sheer pleasure, interest, or satisfaction derived from the activity itself. In the context of language learning, students who are intrinsically motivated may study a new language because they find the process enjoyable, they have a genuine curiosity about the culture, or they derive personal satisfaction from mastering the language (Deci & Ryan, 1985). According to Ryan and Deci (2000), intrinsic motivation fosters deeper engagement and longer-lasting learning because the learner is motivated by internal rewards, not external pressures. This type of motivation often leads to more sustained efforts, as learners feel a sense of autonomy and personal relevance in their educational journey (Noels, 2001).

In contrast, extrinsic motivation is driven by external factors or rewards. Students with extrinsic motivation engage in learning primarily to achieve a tangible outcome, such as passing an exam, gaining a certification, or receiving praise from teachers and peers (Deci & Ryan, 1985). These external rewards guide their behavior, and while effective in certain contexts, extrinsic motivation may not always lead to the same depth of engagement as intrinsic motivation. Nevertheless, extrinsic motivators, like grades or job prospects, can be powerful drivers, especially when they align with a learner's broader personal goals (Vallerand, 1997). Dörnyei (1994) highlights that extrinsic motivator, while often seen as less ideal than intrinsic ones, can still positively influence language learning by offering clear, concrete incentives for progress.

Building on the foundational concepts of intrinsic and extrinsic motivation, research in second language acquisition has extended these theories to develop practical teaching strategies that harness both types of motivation. Scholars like Lamb (2017) and Dörnyei & Henry (2022) have expanded the study of motivation by focusing on how educational practices can foster learner engagement through targeted strategies. For instance, while intrinsic motivation might be nurtured through activities that provide autonomy and relevance, extrinsic motivation can be enhanced by setting achievable goals and providing consistent feedback on progress.

Strategies such as active learning, differentiated instruction, and goal-setting, are directly linked to both forms of motivation. For example, active learning engages students intrinsically by making the process of acquiring knowledge more interactive and enjoyable, while differentiated instruction can tap into extrinsic motivation by aligning learning tasks with individual goals and outcomes (Lamb, 2017). As these motivational strategies are implemented, they create a more engaging learning environment, helping learners find personal meaning in their language studies while also recognizing the tangible rewards of their efforts. Thus, modern motivation research has not only deepened our understanding of intrinsic and extrinsic factors but also provided concrete, effective strategies to enhance student motivation in the classroom.

Active learning involves techniques that directly engage students in the learning process, requiring them to actively participate in constructing knowledge. Examples include collaborative projects, peer-teaching activities, and hands-on problem-solving tasks. These methods encourage deeper understanding and retention of material by involving learners in meaningful activities (Pawlak et al., 2020). Differentiated instruction tailors educational experiences to meet diverse student needs, allowing them to explore topics that interest them and progress through materials at varying paces. This method makes learning more relevant and engaging, enhancing motivation, and encouraging students to take ownership of their learning process. This proactive approach to education is crucial for fostering a sense of responsibility and enthusiasm towards learning (Suwastini et al., 2021). Moreover, feedback and encouragement are vital components of these strategies. Providing constructive feedback helps students understand their progress and pinpoint areas needing improvement. Recognizing their efforts boosts their confidence and commitment, making them feel valued and supported in their educational journey (Lamb, 2017). Goal-setting is a potent motivational tool that steers students toward clear, achievable objectives. It enables them to see a direct link between their efforts and the outcomes, thereby boosting their sense of achievement. This method efficiently channels their efforts and enhances overall academic engagement (Dörnyei & Henry, 2022). SLA research field highlights that these

approaches increase students' self-confidence by providing positive feedback and manageable challenges (Lamb, 2017).

Increased confidence empowers students to tackle more complex tasks and participate more actively in their learning process. They also develop greater autonomy in learning, often taking control of their educational journey, which fosters a proactive attitude towards continuous learning. Implementing these motivational strategies leads to several significant outcomes: students not only become more motivated but also see marked improvements in their academic performance. Active participation and differentiated instruction facilitate a deeper comprehension of content, translating into better grades and greater information retention. Motivating students in class also facilitates the development of essential skills such as critical thinking, problem-solving, and interpersonal abilities. These skills are crucial for achieving long-term success in both academic and professional settings.

Teaching experience (gift or acquired skill).

Traditionally, teaching has been viewed as a vocation, a calling that requires deep sense of commitment to the education of others. This perspective was prevalent during times when teaching was closely linked with religious and moral obligations (Larrosa Martínez, 2010). The idea of teaching as a vocation suggests a natural dedication to the profession, meaning that good teaching is not just about skills; it is about truly caring for students (Alhamad, 2018).

As reported by Larrosa Martínez (2010) over time, the concept of teaching has evolved. Teaching has increasingly been recognized as a profession requiring specific skills and knowledge. This professionalization includes formal training, certification, and adherence to educational standards and practices. The emphasis is on the need for continuous professional development to keep up with educational innovations and changing societal needs. This shift highlights the importance of acquired skills and lifelong learning in teaching. In his article, Larrosa Martínez (2010) pointed out that effective teaching involves a balance between vocational passion and professional skills. While a natural inclination towards teaching can enhance job satisfaction and effectiveness, it is not sufficient on its

own. Professional competence, achieved through education and experience, is crucial. Teachers need to develop specific pedagogical skills, classroom management techniques, and subject matter expertise to be successful.

In similar studies such as surveys and interviews with educators, show a range of opinions (Granados et al., 2019). Some educators strongly believe in the importance of vocation, while others emphasize the need for professional skills and ongoing training. In the words of Granados et al. (2019), many teachers start with a strong sense of vocation, but this can diminish over time, underscoring the need for professional development to maintain teaching effectiveness and job satisfaction.

In a study conducted by Zafer Ünal and Aslihan Ünal (2012), it was demonstrated that classroom management skills improve significantly with years of teaching experience. Experienced teachers are more likely to adopt a controlling approach to classroom management compared to novice teachers. This progression suggests that while some teachers may have a natural inclination towards managing classrooms, the most effective management techniques are refined through years of practical experience and professional development. The study indicates that experienced teachers are better at managing the dynamic nature of the classroom environment. They are more adept at dealing with the unpredictability of student behaviors and maintaining a structured learning environment. In this sense, it could be concluded that experience does not come solely from vocation, but from years of teaching practice. While it is true that teachers may have a calling, certain aspects like classroom management are skills that are acquired through time and continuous practice in teaching.

Links between experience and teaching.

The term "experience" in teaching can encompass a myriad of perceptions; therefore, it is necessary to first establish what will be considered an experienced teacher in this research. In defining what constitutes an experienced teacher, the criteria set forth by Mahmoudi and Özkan (2015) provide a useful standard. They describe experienced teachers as those "who have approximately five years or more of classroom experience,

possessing a rich and elaborate knowledge base, and the ability to integrate and use various kinds of knowledge effectively" (p. 58). This definition serves as a foundation for the subsequent analysis of how teaching experience influences pedagogical effectiveness and the development of educational practices.

Research has found that experience in teaching profoundly influences pedagogical effectiveness, the adaptation of instructional strategies, and the responsiveness to student needs in the classroom. Fogarty et al. (1983), stated that experienced teachers have a refined ability to use a variety of teaching actions based on the cues they pick up from students during class. They understand deeply how to incorporate these signals into their teaching methods, which helps them adjust their lessons on the fly to improve learning outcomes. This skill level in adapting teaching techniques to the moment's needs is known as adaptive instruction. This type of instruction, an essential teachers' skill, is developed through years of classroom experience. According to the authors, adaptive instruction allows teachers to tailor their educational approaches effectively, ensuring they meet students where they are in their learning journey.

Similarly, experience affects more than just classroom management; it also impacts how teachers implement teaching models, especially those focused on student-centered learning. Silva et al. (2021) examined the difficulties that preservice and novice teachers face when they adopt student-centered methods. These teachers often struggle with moving away from traditional, teacher-led styles to setups where students take the lead in their learning. The study points out that this shift can be challenging, as it requires a different set of skills and a new approach to teaching. The authors say, "Preservice and novice teachers struggle with the facilitative and decentralized role required in student-centered learning environments" (Silva et al., 2021, p. 800).

Experience also plays a big role in how teachers view their effectiveness and need for professional development. Experienced teachers often prefer professional development activities, including working with peers and reflecting on their practices, like mentoring (Mahmoudi & Özkan, 2015). These choices fit well with their deep teaching knowledge and

established professional identities. On the other hand, novice teachers usually get more out of structured training that helps them build basic teaching skills to manage their classrooms effectively. This difference shows that what new teachers need at the start of their careers is not the same as what more seasoned teachers need to continue growing professionally.

On the other hand, a study in a different context but still highly relevant today examined the impact of the pandemic on teachers, particularly focusing on how it affected novice educators. Dvir and Schatz-Oppenheimer (2020) explore the broad challenges these teachers faced as they had to adapt quickly to new technologies like Zoom during a highly pressured period. The scholars found that these teachers not only struggled with new ways of teaching but also had to rethink their roles and what they were responsible for. This situation made them grow professionally in ways that usually take much longer for more experienced teachers. Observations suggest that in this case, novice teachers displayed a higher level of adaptability than experienced teachers, which could be attributed to generational differences regarding technological advancements. Growing up in a more digital world may have given them an edge when to quickly switching to tools like Zoom during the pandemic.

As can be seen, teaching experience affects many educational aspects, impacting instructional strategies, adaptation to student-centered models, perceptions of professional efficacy, and responsiveness to educational crises. Experienced teachers display deep pedagogical flexibility, daily, while novice teachers, particularly during the COVID-19 pandemic, have shown a remarkable ability to adapt quickly to new technologies like Zoom (Schatz-Oppenheimer, 2020). Both groups have distinct development needs: experienced teachers benefit from reflective practices and peer interaction, whereas novice teachers excel when faced with direct challenges that require immediate solutions (Schatz-Oppenheimer, 2020). Therefore, a balanced approach to professional development that meets the specific needs of both new and experienced teachers can greatly improve education.

Having explored fundamental aspects of teaching, including the link between experience and teaching practice, whether teaching experience is innate or acquired, the importance of motivation in language teaching, the roles of teachers, communicative competence, and current trends in methodologies, strategies, techniques, and materials, the discussion now turns to the practical application of these concepts. The following section will present five previous studies focused on educational experience systematization within English language teaching. These studies provide a detailed view of how these topics interrelate and are applied in real educational settings, offering concrete examples and analyses of classroom practices.

Five pivotal studies were selected to span a wide spectrum of educational contexts—from the challenges of accreditation and teacher induction to adaptive teaching practices during global health crises, and ongoing professional development. These studies investigate EFL educational development in diverse settings such as Costa Rica, Pakistan, Saudi Arabia, Ecuador, and Risaralda, Colombia. Together, they provide a well-rounded view of how pedagogical experiences are systematized across different environments, highlighting diverse approaches to enhancing English teaching globally.

The study conducted by Orosz et al. (2021), employed a qualitative research design to delve into the complexities of English language teaching in Ecuador. It focused on primary and secondary school teachers to unearth the specific challenges and needs associated with teaching English in the public sector through in-depth interviews. By engaging ten primary and secondary school teachers through semi-structured interviews. These educators were part of a larger cohort previously involved in discussions on pedagogical practices, providing diverse and informed perspectives on the issues at hand. The data collection was methodically carried out, with interviews being recorded, transcribed, and analyzed using MAXqda software. The participants included a group of 10 teachers who were actively teaching English at the primary and secondary levels. The study revealed significant insights into the perceptions of English learning among Ecuadorian teachers. They recognized the importance of English for their students' future, particularly noting its value for academic

progression, professional opportunities, and global communication. However, a critical gap identified was the lack of consistent and effective in-service training. This limitation impacted their ability to effectively implement the curriculum and adopt innovative teaching strategies. The teachers reported employing a variety of teaching strategies to improve language skills; but, emphasized the need for more interactive techniques aligned with current pedagogical trends to better meet the needs of their students. These findings highlight the critical gaps between the objectives of Ecuador's national English teaching curriculum and the reality faced by teachers in the classroom. They underscore the need for enhanced support systems for teachers, including accessible professional development opportunities that can help them meet the challenges of effectively teaching English in diverse educational settings. The study points to the necessity for systemic changes to provide teachers with the tools and support needed to navigate these challenges successfully.

Alhamad's (2018) study took a mixed-methods approach to deeply explore the initial challenges faced by novice EFL teachers and the effectiveness of existing support mechanisms. Utilizing surveys and semi-structured interviews, the study sheds light on the significant obstacles that these teachers face in their initial teaching years. The study reveals that many novice teachers struggle with the low English proficiency levels of their students, which not only hampers classroom progress but also diminishes teaching effectiveness. Additionally, these teachers frequently encounter student disinterest and negativity toward learning English. Participants in this study included 150 novice EFL teachers in Saudi Arabia, who were surveyed to gather extensive quantitative data on their challenges and needs. Additionally, five of these teachers were selected for in-depth qualitative interviews to obtain a different view of their personal experiences. The methodology employed involved collecting data through both electronically and physically distributed surveys, complemented by personal interviews to enrich the quantitative findings. The survey results were processed using descriptive and inferential statistics to identify common challenges. The interview data were transcribed and analyzed through thematic analysis techniques. The research highlights the struggles new teachers face in using a variety of teaching methods to

accommodate diverse learning styles, especially in classrooms with students of different skill levels. Moving away from traditional teacher-centered approaches to more student-centered ones is also tough, as it requires adapting strategies to create a more engaging learning environment. Another challenge is managing classroom dynamics, with many new teachers finding it hard to maintain discipline. Additionally, they must develop thorough lesson plans and communicate effectively with parents to align educational goals and provide support beyond the classroom. The study emphasizes the importance of structured induction and mentoring programs for new EFL teachers. These programs, which involve guidance from experienced teachers and opportunities for peer observations, are crucial for helping new teachers manage their classrooms better and improve student learning.

The study conducted by Noor et al. (2020), investigated the rapid transition of to online teaching methods among school student teachers in Pakistan during the early stages of the global health crisis. This qualitative research employed a phenomenological approach, focusing on exploring the teachers' lived experiences and perceptions through semi-structured interviews. The interviews involved ten teachers from the Army Public School and College System. These participants were chosen to provide a diverse cross-section of experiences from different educational contexts within the system. The methodology of the study was designed to allow for an in-depth exploration of a new phenomenon, the shift to online education. Following the collection, the data underwent a detailed analysis using Moustakas's method, which included transcribing interviews, categorizing responses into themes, and constructing a narrative to convey the findings effectively. The study found that student teachers faced several significant challenges during online classes. These included frequent connectivity and power issues, a lack of necessary tech devices for both teachers and students, and limited ICT skills that made it hard to use platforms like Zoom and Google Classroom effectively. Teachers also struggled to engage unresponsive students, often due to limited support from families. They found it tough to adapt educational materials for online delivery, especially for subjects with few digital resources available. These challenges underscored the need for better infrastructure and ICT training to improve online teaching.

The study suggests that addressing these issues requires improvements in teacher training, resource allocation, and parental involvement. By enhancing these areas, educational systems can better handle future disruptions, ensuring effective teaching and learning regardless of the circumstances.

The study titled " conducted from 2010 to 2014 provides a thorough examination of the impact of accreditation on various components of the BEI program. Chaves Carballo et al. (2016) utilizing a qualitative approach, analyzed data extracted from progress reports and operational plans to determine the influence of accreditation on educational quality. This methodical examination organized information into several key categories: curriculum, faculty, and students, highlighting both achievements and areas in need of enhancement. Participants in this study were closely associated with the BEI program, which had been accredited by the National Higher Education Accreditation System since 2006 and had its accreditation renewed up until 2017. The focus was on stakeholders directly impacted by the accreditation process, including faculty members, administrative staff, and students within the program. The study's findings emphasized the considerable advantages of the accreditation process. It not only guaranteed a top-notch educational program for students and the wider Costa Rican community but also spurred systematic enhancements across administrative and academic realms. Accreditation played a pivotal role in steering the program towards reflective practices, aligning the curriculum with societal demands, and nurturing the growth of critical, independent, and innovative professionals. This approach promoted ongoing curriculum development, adaptable to the ever-changing educational and societal landscape. The study found that the BEI program made big strides in both teaching and administrative areas. They improved how they planned their curriculum, trained their faculty, used new teaching tech, and bolstered student services and infrastructure. But, there are still hurdles to overcome, and they need to keep improving to maintain their high standards.

The methodology utilized in the study as outlined in the article by Patiño et al. (2016), employs a qualitative case study approach. the subject matter within its real-life context to

fully understand its features. The study engaged ten English teachers from various schools in Risaralda (a department in Colombia) and four researchers. Data collection involved interviews, researcher journals, and document analysis. Subsequently, grounded theory methods were applied for data analysis, encompassing coding, categorizing, and conceptualizing the gathered information. The participants in this study were ten English teachers from non-certified municipalities in Risaralda who responded to a call for significant teaching experiences. From the proposals received, five were initially chosen for closer examination, and ultimately, two were selected for systematization and publication. The study found that several logistical and professional factors significantly impacted the willingness and ability of teachers to participate. The limited time was a primary concern. Teachers often found it challenging to commit to the study amidst their existing schedules and responsibilities. Additionally, the diverse level of teacher preparation affects their readiness to engage deeply with the research process. The type of contract also played a role, with contractual obligations and job security influencing teachers' decisions to participate. These factors collectively shaped the extent to which teachers could involve themselves in the study. Despite the challenges, those who participated in the study experienced substantial professional growth. Teachers were able to improve their teaching methods significantly by reflecting on their practices, especially through the systematic review of their experiences. This reflection often led to a deeper understanding of their own teaching styles and methodologies, fostering a cycle of continuous professional development. Participation in the study served not only as an intervention but also as a catalyst for ongoing growth and learning. A significant observation from the study was that many of the teaching proposals submitted continued to rely on traditional models of instruction. These models were often not supported by contemporary educational theories or practices, indicating a gap between current pedagogical research and the methods employed in classrooms. Many proposals lacked solid theoretical foundations, indicating that teachers were sticking to familiar methods. However, there's potential to introduce more innovative and theory-based teaching practices. This reliance on traditional methods

highlighted the need for more robust professional development programs that could bridge the gap between theory and practice.

Chapter two

Method

Setting and participants

This pedagogical study was conducted in two educational institutions located in Quevedo, Los Ríos Province, Ecuador. One institution was private, and the other was public, providing a valuable comparison of educational environments. Observations were carried out in the private institution, while teaching practices were implemented in the public institution.

The private institution offered a wide range of facilities and resources for students. It included infrastructure such as a football field, three basketball courts, a swimming pool, a coliseum, computer and music rooms, a library, and meeting rooms for students.

Additionally, classrooms were equipped with advanced technological resources, including projectors, computers, speakers, and iPads, as well as air conditioning. The institution provided internet access for all its students and staff. Classes observed were in the morning shift and included students from grades 4 to 9 in basic education, aged between 8 and 13 years. English proficiency levels among these students ranged from A2 to B1. Observations also included high school grades 1 to 3, with students aged 14 to 18 years, whose English proficiency ranged from B1 to B2.

The public institution, by contrast, operated with more limited technological resources. While some classrooms were equipped with projectors, teachers typically had to bring their own materials for instruction. The infrastructure included a coliseum, a football field, a basketball court, and a mechanical workshop, which reflected the technical orientation of the school. Internet access was not widely available, requiring teachers to prepare and download their materials beforehand. Teaching practices were conducted during the morning shift, covering students in basic education grades 8 to 10, aged between 11 and 14 years, and high school grades 1 to 3, with students aged 14 to 18 years. The English proficiency levels of students in the public institution were similar to those in the private institution, ranging from A2 to B1 in basic education and B1 to B2 in high school.

The observations and teaching experiences provided an opportunity to compare and contrast the learning environments, resources, and practices in these two distinct educational settings. The private institution demonstrated a higher level of technological and infrastructural support, while the public institution required adaptive teaching strategies to overcome resource limitations.

Procedure

The systematization of pre-professional teaching practices was conducted using a qualitative method to thoroughly analyze and reflect on the teaching experiences across different educational contexts. The following essay details the steps taken during the systematization process, including collecting, organizing, and analyzing data from two distinct contexts: observed classes and those where teaching responsibilities were assumed.

As part of the process, a thorough review of scientific theory was conducted to underpin the reflections and analyses of pre-professional practices. Information was collected from academic books and peer-reviewed scientific journals to ensure credibility and relevance. The theoretical framework focused on three core themes: the nature of teaching and learning, modern methodologies and materials in language teaching (e.g., communicative competence and strategies aligned with current trends), and motivation in education. Additionally, prior studies on systematizing educational experiences in English language teaching were reviewed. These studies were conducted in diverse contexts, including Costa Rica, Pakistan, Saudi Arabia, Ecuador, and Risaralda, Colombia, providing a comparative and global perspective on educational systematization.

The data for systematization were drawn from the records of two practicum experiences. For each practicum, a total of six classes were selected—three from basic education and three from high school. The observation process was conducted during the first bimester in elementary schools and during the second bimester in high school. The primary tool used for this phase was an observation checklist, which facilitated the identification of key elements. Additionally, the checklist helped document both strengths

and weaknesses observed in the classes, along with suggestions for improvement that were included in this report.

In the role of an assistant teacher, responsibilities included supporting the main teacher by preparing instructional materials like worksheets, flashcards, and activity cards. Other duties involved managing classroom discipline and overseeing the implementation of class activities to ensure they progressed smoothly. Lastly, as the main teacher in both elementary and high school settings, the primary responsibilities revolved around lesson planning, which was guided by the lead teacher's instructions and aligned with the topics or units covered in the assigned textbook.

The collected data were systematically organized into two main sections. The first section focused on the information derived from observed classes, while the second section addressed the data from classes where teaching responsibilities were carried out. Within each section, the practices were analyzed based on two distinct contexts: basic education and high school.

For each context, the systematization process focused on four key pedagogical aspects: Planning, which involves the analysis of how lesson objectives and activities aligned with curricular goals; Linguistic Aspects, emphasizing grammar, vocabulary, and other language skills used by the teachers for delivering the lessons; Learning Management, referring to strategies used to foster engagement and effectively manage student behavior; and Methodology, which encompasses the teaching approaches and techniques applied during lessons.

The systematization of each pedagogical aspect involved two steps. First, a detailed description of three selected classes was provided, examining sub-aspects within each category. Following this, a reflective analysis was conducted to evaluate the teaching-learning process in relation to each aspect. These reflections were supported by the scientific theory researched earlier.

Through detailed observation and analysis, this study revealed significant findings and recommendations for improvement. Connecting real classroom experiences with educational theories enhanced my understanding of teaching practices in different school settings. This process identified effective approaches to language instruction, which helped both personal growth as a teacher and the wider field of English education.

Looking at theory and actual teaching together proved very useful. Examining both observed and taught classes across basic and high school levels provided meaningful insights about lesson planning, language instruction, classroom management, and teaching methods. These findings offer guidance for educators to enhance their decision-making and develop their teaching practice.

Chapter three

Discussion, Analysis, and Interpretation of Results

Description, analysis and systematization of the teaching experience.

This chapter provides a detailed description, analysis and systematic review of teaching experiences from both an observer's and teacher's perspective. The chapter is structured in two main sections. The first section examines crucial elements of the teaching process, including lesson planning, language considerations, classroom management, and teaching methodology, from an observer's standpoint. The second section analyzes these same elements but from the perspective of the author as the classroom teacher. Each aspect covered includes a reflective component, and both sections conclude with two comprehensive reflections that are supported by relevant literature, theoretical frameworks, and research studies. The chapter culminates with conclusions and recommendations drawn from this complete body of work.

Observation: description and reflection of the teaching experience in basic education and bachillerato

Basic education

Planning.

The first observation was in the third grade of basic education, with the topic "Present Perfect." The teacher began the class by presenting the topic and writing it on the board. Then, to establish continuity, the teacher explained that the students had previously studied this topic and outlined the objective: To apply the Present Perfect Tense in practical contexts. Therefore, the contents were well-suited to the students' English proficiency level in this class. This introduction effectively clarified the purpose of the lesson and linked it to prior learning. After that, by highlighting its practical application, he explicitly stated the objective of the lesson. While these ensured students understood the lesson's purpose, he did not address individual student expectations or potential challenges directly. Her ability to

explain concepts clearly, adapt examples to students' needs, and provide individualized support during exercises reflects a solid mastery of the Present Perfect Tense.

The teacher began the second class by greeting the students and preparing the necessary resources. He initiated the session by asking the students about the topic from the previous class, "Materials," and confirmed their understanding. This brief interaction helped establish a connection with the previous lesson. While the teacher prepared the class systematically, he did not explicitly present the objectives for the session. This omission made it unclear to the students what they were expected to achieve during the lesson. After that he presented the topic: "The Five Senses". It is worth mentioning that the teacher used examples to connect the topic to the students' reality. However, no further effort was made to contextualize the senses or verbs within the students' daily experiences. Finally, the teacher demonstrated partial command of the topic by organizing the lesson effectively.

In the third class, the teacher presented the topic, "Clothes Vocabulary," by projecting a picture containing vocabulary related to clothing items on the board. He named and pronounced each word to ensure students recognized their pronunciation. He also elaborated on specific terms, such as explaining that "trousers" refer to formal pants. Additionally, he introduced advanced vocabulary (e.g., "mittens" and "beanie") and clarified differences when asked by students, such as between "mittens" and "gloves." After that, the teacher stated the objective of the lesson: to learn and memorize clothing vocabulary. The teacher also emphasized that the vocabulary would be assessed in a future lesson, providing a clear focus for the session. After that, the teacher began with basic vocabulary and progressively introduced more advanced terms. He introduced familiar and advanced terms. While most students were already acquainted with basic clothing vocabulary, the inclusion of less common terms (e.g., "trunks" and "mittens") challenged their understanding. The teacher used examples and real-life contexts, such as explaining the use of trousers for formal occasions and mittens for cold weather, to make the vocabulary both accessible and engaging. In addition, these real-life examples made the content more relevant to the students' experiences. The teacher demonstrated a strong understanding of the subject

matter. He provided accurate explanations, clarified students' doubts effectively, and used examples to reinforce understanding.

Reflection.

The teachers' preparation in all three classes showed how planning can really help students stay involved and grasp the content. One notable strength observed was the teacher's ability to establish clear objectives, particularly in the first and third lessons. In the Present Perfect lesson, the teacher explicitly connected the day's learning goals to previous lessons, giving students a clear trajectory of their progress. This practice aligns with Holden and Nobre's (2021) assertion that linking new knowledge to prior learning enhances students' understanding and retention. Similarly, in the "Clothes Vocabulary" lesson, the teacher communicated both the session's objectives and its relevance to future assessments. This not only clarified expectations but also motivated students by demonstrating the practical significance of the lesson content.

Another strength in the teacher's planning was the logical sequencing of activities, which ensured a smooth flow throughout each lesson. For example, in the "Clothes Vocabulary" lesson, the teacher began with basic terms and progressively introduced more complex vocabulary, a strategy supported by Harmer (2007), who emphasizes scaffolding to build on students' existing knowledge. Similarly, the use of interactive questioning and relatable examples in the Present Perfect and Five Senses lessons demonstrated thoughtful planning aimed at maintaining student interest and reinforcing comprehension. However, a recurring area for improvement was the inconsistent inclusion of contextualization, as seen in the second lesson. While the teacher used visual aids effectively, they missed opportunities to connect the senses and associated verbs to students' daily experiences, which could have deepened their understanding and engagement (Hamer, 2007).

Linguistic Aspects.

The teacher consistently used English throughout the first class, from the initial instructions to addressing students' questions. When introducing the topic "Present Perfect Tense," the teacher explained the structure and forms, including positive, negative, and interrogative, entirely in English to provide students with consistent exposure to the language. This approach helped students familiarize themselves with grammatical concepts in a communicative context. Additionally, the teacher adapted their vocabulary and grammar explanations to the students' level, using simple and clear language to explain the structure of the tense. For instance, they described it as "First the subject, plus have or has, and plus past participle," making the concept accessible. He also reinforced understanding by providing concrete examples and relatable phrases that aligned with the students' proficiency. Moreover, the teacher delivered explanations at a slow and clear pace to ensure comprehension before moving on. When doubts arose, he patiently approached individual students to clarify concepts, tailoring responses to specific needs.

The teacher consistently used English throughout the second class for giving instructions and interacting with students. Right from the start, when introducing the topic "The Five Senses," and throughout the activities, the teacher used only English, giving students constant exposure to the language. The vocabulary and grammatical structures used by the teacher were appropriate for the students' level. For instance, terms related to the senses such as "sight," "smell," "taste," "hear," and "feel" were paired with straightforward verbs. Additionally, simple phrases like "What can you see in this picture?" ensured that students could easily follow instructions and stay engaged with the lesson. The teacher also communicated in a clear and paced manner, which facilitated students' understanding of the concepts. The teacher consistently used English throughout the third lesson, ensuring that students were exposed to the language in all parts of the class. From giving instructions for the poster activity to explaining clothing vocabulary, the teacher maintained English as the primary medium of communication. Even when responding to student questions, such as the difference between "mittens" and "gloves," the teacher used clear and accessible English, which helped students practice both listening and

understanding. The vocabulary introduced was appropriate and relevant to the students' level, covering common clothing items like "trousers," "mittens," and "polo shirts."

Reflection.

The consistent use of English by the teacher across the three observed lessons highlights their commitment to maintaining an immersive language environment. English was consistently used as the medium of communication in all the classes, as the teacher employed it to direct activities and engage with students effectively. This practice aligns with Ellis's (2014) emphasis on providing learners with authentic input to support language acquisition. For instance, when explaining complex grammatical structures like the Present Perfect in the first class or differentiating vocabulary terms such as "mittens" and "gloves" in the third class, the teacher used accessible and clear English to aid student comprehension. The teacher's decision to consistently use English in the three classes created an environment where students could link grammatical forms to their usage within real contexts (Ediger, 2010).

However, despite the teacher's effective use of English, there were limited opportunities for students to actively produce the language in meaningful contexts. While the teacher provided clear instructions and supported comprehension with visual aids, such as images of senses or clothing, student output was primarily restricted to written activities. This limited oral production is significant because, as Ellis (2014) argues, output is essential for language learning as it prompts learners to process and apply their linguistic knowledge.

Learning Management.

In the first class, the teacher successfully created a focused learning environment by starting the session with the topic clearly written on the board, ensuring that students directed their attention to the subject. Additionally, the teacher demonstrated effective group management by patiently addressing individual questions, which helped maintain order and prevented potential disruptions. By allowing students enough time to complete their exercises, the teacher accommodated different learning paces, ensuring no one felt rushed.

Moreover, students frequently raised their hands to ask questions, which highlighted the inclusive atmosphere fostered by the teacher and encouraged active participation. To enhance comprehension, the teacher approached students individually to provide clear and detailed explanations, addressing their specific needs. Continuous assessment was also evident, as the teacher offered immediate feedback during the exercises, helping students correct their mistakes and deepen their understanding of the topic.

In the second class, the teacher began by preparing the classroom environment, organizing materials such as the projector and whiteboard to set a structured tone for the lesson. While classroom rules were established at the beginning, the teacher faced challenges in enforcing them consistently, leading to occasional disruptions. Despite this, the teacher considered students' understanding and catered to different learning styles. However, when addressing student inquiries, the teacher's responses were often brief and lacked the depth needed to fully clarify doubts. Students' participation was encouraged through general interactions; but the lack of close monitoring of individual progress limited the opportunity for all students to engage meaningfully. Additionally, the teacher did not provide sufficient feedback on student performance during the activities, which could have helped address errors and reinforce learning outcomes.

In the third class, the teacher effectively prepared the learning environment by beginning with a review of the previous lesson, helping students reconnect with prior knowledge. Additionally, the teacher managed the group well by adapting to the students' pace, allowing extra time for them to complete an activity when needed, which demonstrated flexibility and attentiveness. Participation increased when direct questions were asked about how the video was organized. The teacher also moved throughout the classroom to check student work and provide assistance when needed. While students were actively engaged in tasks, the evaluation of individual progress was less systematic, and not all students received equal feedback during the lesson.

Reflection.

The observations across the three classes reveal varied approaches to classroom management and student engagement, highlighting the importance of creating an inclusive and adaptive learning environment. As Harmer (2007) emphasized, effective teaching requires balancing structured lesson delivery with attentiveness to individual learner needs. In the first and third classes, the teacher demonstrated strong organizational skills and responsiveness to students' varying paces, fostering active participation and comprehension. This alignment between effective classroom management and active engagement reflects the teacher's ability to create a supportive atmosphere that promotes both collaborative and individual learning opportunities.

However, the inconsistency in feedback depth and systematic evaluation across the three classes revealed an area worthy of examination in the teaching practice. While the first class demonstrated robust individual attention and detailed explanations, the second class showed less thorough responses to student inquiries. Canagarajah (2014) argued that the quality and consistency of teacher-student interactions directly influence learning outcomes and student engagement levels. The varying levels of feedback show how student understanding can be affected by these differences and highlight that effective classroom monitoring is not just about walking around - it's about the quality of each interaction with students. These patterns show the challenges of balancing classroom management with meaningful teaching support, especially when trying to maintain consistent feedback quality across different lessons.

Methodology.

In the first class, the teacher relied on a structured approach to introduce the Present Perfect Tense. The grammatical structure was clearly explained step by step, beginning with the subject, followed by "have" or "has," and finally the past participle. After the explanation, students practiced through activities directly aligned with the lesson's objectives. These exercises encouraged deeper thinking, as the teacher allowed sufficient time for students to reflect before revealing the correct answers. To facilitate learning, an iPad was used to

access supplementary activities, which were projected on the board. Additionally, the visual presentation of grammar structures and exercises on the whiteboard facilitated student understanding and participation. These activities and strategies align with current trends in language teaching, particularly in promoting communicative competence. By incorporating technology and interactive exercises, the lesson provided opportunities for meaningful practice and application of the target structure.

During the second class, the teacher used a structured methodology to guide students through the topics of "Materials" and "The Five Senses." By presenting concepts systematically, the teacher ensured students understood the content before moving to related exercises. The intentional design of activities ensured students could practice and apply vocabulary meaningfully. To further support comprehension, the teacher used visual aids such as slides and an iPad to project images, while a book and the whiteboard were also employed to reinforce key points. Although students had time to process the exercises, feedback and guidance were not as detailed, which limited opportunities to address individual difficulties. Despite this, the lesson incorporated elements of communicative competence, as the tasks encouraged interaction and vocabulary usage in meaningful contexts. Finally, as the objective of the class was not explicitly articulated at the outset, it is difficult to determine whether the activities were fully aligned with it.

In the third class, the teacher focused on teaching vocabulary related to clothing and endangered animals through a structured sequence of activities. The lesson began with clear explanations, followed by exercises that matched the learning objectives. Tasks such as drawing and labeling clothing items, as well as writing sentences about their usage, allowed students to connect vocabulary to specific situations. To manage time effectively, the teacher used a timer, while a projector displayed images and videos to visually support the lesson. The whiteboard was also utilized to introduce and review key terms. The activities promoted significant learning and encouraged participation. Additionally, the use of interactive and contextualized exercises reflects current trends in language teaching, particularly in fostering

communicative competence by linking vocabulary acquisition to meaningful and practical applications. However, the integration of real-life examples was limited.

Reflection.

The teacher's effective combination of traditional and digital tools across these classes shows a well-thought-out approach to helping students learn and stay engaged. As Lennon (2020) pointed out, using both whiteboards and digital tools like iPads and projectors gives students different ways to connect with the material. This was especially clear in the first and second classes, where the teacher paired clear whiteboard explanations with digital content to help students grasp concepts better. This mix of teaching tools was particularly helpful when introducing challenging grammar structures and new vocabulary, as students could both see and work with the material in various ways.

The observed classes highlight the alignment of activities with current trends in language teaching, particularly the emphasis on fostering communicative competence. As Richards and Rodgers (2014) argue, communicative approaches prioritize meaningful interaction and the practical application of language skills. Across the lessons, the integration of contextualized exercises, such as vocabulary tasks linked to specific situations and interactive activities supported by technology, provided students with opportunities to engage with the content in relevant and practical ways. This alignment with communicative methodologies demonstrates the teacher's ability to design activities that encourage language use in authentic contexts, supporting deeper engagement and effective learning.

Bachillerato

Planning.

Initially, the first class was planned to rely on an internet connection, and the teacher spent time attempting to resolve the issue. However, after realizing the connection was unavailable, she adapted by working with the textbook instead. As the students entered the classroom, they greeted the teacher, who then took attendance and distributed the books to ensure everyone was prepared for the lesson. She began by writing the topic "Extreme

Adjectives" on the board and asked the students if they remembered any of the adjectives covered previously. After that, the students actively participated, naming examples such as "awful," "boiling," "freezing," "marvelous," and "gorgeous," which the teacher listed on the board to consolidate their prior knowledge. Following this, the teacher adapted by guiding students through a textbook-based visual analysis, demonstrating her expertise in the content. Although the teacher organized the content clearly and ensured it was appropriate to the students' level, the class objectives were not explicitly presented, and no connections were made between the content and the students' real-life experiences.

In the second class, she started the class by writing on the board "Complex Collocations". She started the academic portion by asking students what they already knew about collocations, then explained the day's objective: learning to use collocations in everyday vocabulary through dictation and conversation practice. The lesson was well organized. It began with reviewing what students had learned before. At first, some students found the collocations challenging, but they became more comfortable using them as the lesson went on. To make the lesson more meaningful, the teacher asked questions that students could relate to, such as "What do you think is the most beautiful thing in nature?" This helped students connect the new vocabulary with their own experiences. The teacher knew her subject well. She answered questions with confidence and focused on teaching students how to use collocations in real situations, rather than just teaching grammar rules.

The teacher began the third class by writing on the board the topic "Collocations with Have, Take, and Get." Then she checked what the students had learned before. While she did not directly state the lesson goals, she smoothly moved into several well-planned activities. Some students struggled a bit with pronunciation, especially with complicated words like "doubts" that have silent letters. However, the vocabulary was very practical, including useful phrases like "take advantage," "get lost," and "have doubts." The teacher effectively made the lesson relevant by choosing collocations students could use in their daily lives. Her expertise was evident through her clear explanations and her ability to help students understand new terms by comparing them to Spanish.

Reflection.

Throughout the three classes, the teacher demonstrated a clear and organized presentation of content, which facilitated student understanding and engagement. In the second class, for example, the teacher structured the lesson into distinct phases, moving from review to dictation, pair work, and finally presentations. This progression helped students build their understanding of complex collocations step by step, ensuring that each activity logically supported the next. Such clarity and organization in lesson planning align with research by Xie and Derakhshan (2021), who highlight that a well-structured sequence of activities promotes continuity and reinforces learning outcomes.

The teacher also effectively connected the lesson content to the students' reality, particularly in the second class. By incorporating relatable questions, such as "What do you think is the most beautiful thing in nature?" she encouraged students to personalize the vocabulary and apply it in meaningful contexts. This approach aligns with Savignon's (2017) emphasis on communicative competence, which underscores the importance of linking language learning to real-life situations to deepen students' understanding and engagement with the material.

Linguistic Aspects.

In the first class, the teacher used English throughout all activities. She gave clear directions in English, such as "Write the date at the top of the edge" and "Concentrate on finding the first answer." This consistent use of English helped create an immersive environment for the students. The vocabulary introduced, including words like "awful," "boiling," and "marvelous," was appropriate for the topic of "Extreme Adjectives" and aligned well with the students' proficiency level. Additionally, the teacher ensured comprehension by visually guiding the students, and writing key points and examples on the board to clarify the exercises. While the oral and written instructions supported student engagement, the listening task proved more challenging. Some students had difficulty with the exercise even after

listening to the audio multiple times. This indicated that the material was slightly above their level. Nevertheless, the teacher consistently produced oral language in English in a clear and comprehensible manner, which facilitated understanding and encouraged students to remain engaged with the content. Overall, the teacher's consistent use of English and her structured approach helped create an effective learning environment, even though certain activities required additional scaffolding.

The teacher in the second class used English throughout the class as the main language of instruction. This created an immersive environment for students to practice the target language. She provided clear instructions, like "Tell us about (name of their partner)" and guided students through speaking activities. The lesson focused on appropriate vocabulary and grammar for the students' level, especially collocations such as "ahead of" and "in spite of." She explained these terms clearly without using complex linguistics terminology. The teacher was attentive to student needs, repeating dictations when needed and explaining collocations through everyday examples. English remained the main language of instruction in the third class. The teacher used it effectively to explain concepts, give directions, and interact with students. She kept students engaged with questions like "What collocation do you think it is?" When necessary, she used Spanish sparingly and strategically—for example, to explain phrases like "take advantage." The lesson covered collocations with "have," "take," and "get" using vocabulary and grammatical structures appropriate to the students' level, ensuring the content was accessible and relevant. When students had trouble with pronunciation, such as the silent "b" in "doubts," the teacher offered additional help and clearer explanations. Her oral language production was clear and comprehensible, which facilitated understanding and supported student engagement. Additionally, she used projected images to reinforce her oral instructions, making the content easier to grasp and enhancing the overall learning experience.

Reflection.

In all three classes, the teacher demonstrated an effective use of English as the primary language of instruction, which aligns with best practices for immersion in language

learning. This approach is supported by the notion that meaningful exposure to English enhances comprehension and helps students develop both accuracy and fluency (Brown, 2014). For instance, in the first class, instructions such as "Write the date at the top of the edge" and vocabulary like "awful" and "boiling" introduced students to practical and relevant language structures. Similarly, in the second and third classes, prompts like "Tell us about (name of their partner)" and questions such as "What collocation do you think it is?" encouraged students to use English actively. These strategies provided opportunities for comprehension and allowed students to practice their language skills in real time.

The lesson had some challenging moments, particularly regarding the appropriateness of the material to the students' level. In the first class, students encountered difficulty with the listening exercise on "Extreme Adjectives," as the vocabulary and grammatical structures used in the audio appeared to exceed their current proficiency. Despite multiple repetitions of the audio, many students struggled to grasp the content, suggesting a mismatch between the material and their level. As Lennon (2020) highlights, ensuring input is comprehensible is essential for effective learning, as it allows students to process and internalize new language in a meaningful way. While the teacher's oral instructions were clear and supported understanding, the listening material required closer alignment with the students' linguistic abilities to maximize its effectiveness.

Learning Management.

In the first class, the teacher adapted quickly when the internet connection failed, creating a good environment for learning. She smoothly switched to textbook activities instead of letting the problem disrupt the class, and the lesson continued without big interruptions. She showed she could manage the group well by how she handled this unexpected situation, showing she was flexible and prepared. Moreover, she paid attention to how fast students could follow during the listening activity, playing the audio several times and helping them focus on specific answers. This showed she understood different learning styles and gave students enough time to process information. Lastly, the teacher got students to participate by asking open questions like "What do you think it might be?", letting

them freely share their ideas and have meaningful discussions. She watched their responses, compared them with her own, and gave clear feedback to guide them to the right answers.

In the second class, the teacher started by getting everyone organized, taking attendance and handling late arrivals without disrupting the class flow. She had all the materials ready - notebooks, textbooks, and the board - which helped create a focused and productive atmosphere. She showed good group management by smoothly getting late students into the ongoing lesson and adjusting her explanations about complicated concepts like collocations so everyone could follow along. Moreover, she used different types of activities that worked for different kinds of learners - repeating the dictation for students who learn by listening, doing writing tasks for those who learn by doing and setting up pair discussions for those who learn better through talking with others. After a student's question about collocations, she gave a practical explanation of natural word combinations without getting into complex grammar terminology. She got everyone involved through pair talks about everyday topics like animals and nature, with students telling the class what their partners said. Additionally, she monitored student learning as she checked dictation answers with the class and observed pair discussions. She offered immediate tips and corrections to help students improve their language use.

In the third class, the teacher made the learning space work well by using lots of different tools. Additionally, she handled problems well, like when some students had not checked the platform or uploaded their work. She calmly reminded them to complete these tasks and then modified her teaching approach. Before moving on to new things, she made sure students understood what they were supposed to do, helping everyone keep up. When students had questions, she gave them clear and exact answers, like translating "take advantage" into Spanish and helping them with complicated pronunciation, such as explaining why the "b" in "doubts" is silent. She backed up her answers with detailed explanations. Moreover, to ensure broad participation, she systematically selected different

students to answer questions. Therefore, she was able to monitor both speaking and writing tasks closely and when errors occurred, she offered immediate corrections.

Reflection.

The teacher demonstrated effective learning management principles through her ability to adapt and manage classroom dynamics across all three classes. Initially, in the first class, she showed resilience and flexibility when she transitioned from an internet-based lesson plan to textbook activities, which is essential for a productive learning environment (Holden and Nobre, 2021). In the second class, she displayed strong group management skills as she calmly integrated late-arriving students without disrupting the lesson flow. These actions proved her capability to handle unexpected challenges while the lesson remained on track, which created an atmosphere of stability and focus. Research emphasizes that such teacher readiness for unforeseen circumstances ensures continuous learning (Brown, 2014).

Furthermore, the teacher effectively engaged students and reinforced learning through inclusive participation and timely feedback. Throughout the second and third classes, she implemented diverse instructional strategies that supported different types of learners: auditory learners benefited from dictation exercises, visual learners responded to visual aids, and social learners participated in pair discussions. These approaches align with differentiated instruction methods that enhance student engagement and create equitable access to learning (Canagarajah, 2014).

Methodology.

In the first class, the teacher combined the direct method with textbook activities, where students learned through pictures, audio, and partner discussions. Throughout the lesson, the teacher effectively used repetition during listening tasks, while students worked in pairs to analyze and discuss. What's more, all activities were designed to match the lesson goals of learning extreme adjectives and improving listening and speaking skills.

Additionally, the lessons made learning meaningful by connecting adjectives to real situations through audio and pictures. As students worked together and received teacher feedback, they could better understand how to use these words in real life. Moreover, the teaching approach was up-to-date since it covered all four language skills: students listened to audio, spoke with partners, read from the book, and wrote answers. Furthermore, they had opportunities to share their ideas about pictures and have authentic conversations, which demonstrated how to use English in daily life. Finally, the teacher utilized various materials, including the textbook for exercises, the board for writing adjectives and explaining tasks, audio for listening practice, and pictures to illustrate word meanings.

In the second lesson, the teacher used different methods to help students learn, such as dictation for writing and grammar practice, partner talks for speaking, and questions about word combinations. Throughout the class, the teacher adapted these strategies to what students needed, repeating and explaining things clearly when necessary. Furthermore, all activities matched the main goal of helping students understand and use word combinations while getting better at communicating. For example, students did dictation exercises, replaced phrases with word combinations, and talked with partners to practice these skills. Additionally, the learning was meaningful because students connected word combinations to real life and discussed personal topics like "the most beautiful thing in nature." The teacher also explained how to use word combinations in a simple way, without complicated grammar terms, which helped students understand how to actually use the language. Moreover, the teaching method was modern as it included different language skills: students wrote during dictation, spoke with partners, and listened to each other. Finally, the teacher used various materials such as the board for writing word combinations, notebooks for dictation practice, and textbooks for conversation activities, while also encouraging students to practice the language by talking with each other.

In the third lesson, the activities focused on helping students learn word combinations with "have," "take," and "get." The teacher carefully planned each step, starting with pictures and moving on to writing and speaking exercises. What's more, using pictures and

interactive activities helped students connect these word combinations to everyday situations, which made them easier to remember and understand. When students made mistakes, the teacher explained things clearly and fixed errors right away to help them learn better. Additionally, the teaching method was modern and focused on communication. Students worked with pictures, practiced pronunciation, and did writing exercises in their notebooks, which helped them use English in practical ways. Finally, the teacher used different materials like projected images as the main visual tool, the board to organize the class and give instructions, and notebooks for individual practice. Though the Runachay digital platform was mentioned, it was not used during this particular class.

Reflection.

The teacher demonstrated a strong ability to connect the lesson objectives with meaningful learning experiences in all three classes. By integrating interactive methods such as pairing discussions and visual aids, the teacher fostered a communicative learning environment where students could actively engage with the material. This aligns with the principles of communicative competence, which emphasize contextual and functional language use (Kanwit and Solon, 2022). Additionally, the use of images and real-life contexts allowed students to link abstract concepts, such as collocations or extreme adjectives, to tangible situations, thereby reinforcing retention and practical application.

The observed lessons demonstrate the teacher's effective use of modern methodologies and strategies that align with communicative competence. Across the classes, activities were carefully designed to connect language use with real-life contexts, such as discussing personal topics or practicing word combinations through interactive tasks. This approach supports meaningful learning, as students not only practiced vocabulary and grammar but also engaged in authentic communication, enhancing their ability to apply English in practical situations. As Savignon (2017) underlined, communicative language teaching emphasizes interaction and the integration of all four skills, which were evident in these lessons through speaking, listening, reading, and writing activities.

Moreover, the use of diverse materials—such as textbooks, boards, and projected images—further enriched the learning experience by providing multiple avenues for engagement and understanding.

General Reflection

The observed lessons demonstrated the teacher's strong organizational capabilities in fostering engaging learning environments. Through the implementation of interactive methodologies, including pair discussions and visual materials, the teacher established meaningful connections between lesson objectives and learning experiences. During the lesson focused on "Clothes Vocabulary," the teacher utilized clear objectives alongside relevant examples, thus encouraging active student participation. This pedagogical approach reflects Holden and Nobre's (2021) research indicating that connecting new information to existing knowledge enhances student comprehension and retention. Nevertheless, although the teacher proved effective in vocabulary introduction and student interaction, several lessons revealed gaps in contextualization, particularly evident in the second class where activities might have benefited from stronger connections to students' everyday experiences to enhance engagement levels.

The teacher's consistent implementation of English as the primary instructional language emerged as a significant strength throughout the lessons. This immersive strategy provided students with substantial exposure to the target language, thereby supporting the development of both comprehension and fluency. In particular, during the "Present Perfect" lesson, the teacher employed precise English explanations when introducing complex grammatical concepts, thus ensuring student understanding. This approach mirrors Ellis's (2008) research emphasizing the importance of authentic input in language acquisition. Nevertheless, the lessons revealed limited opportunities for student language production, especially in oral communication exercises, which according to Ellis (1994), serve as essential components for students to process and apply their linguistic knowledge.

The teacher exhibited noteworthy flexibility and adaptability in classroom management practices. For example, during the first class, the teacher successfully shifted from an internet-based lesson plan to textbook activities when technical difficulties arose, thus maintaining instructional continuity and student attention. This adaptability corresponds with Xie and Derakhshan's (2021) research highlighting the essential nature of teacher flexibility in establishing productive learning environments. Despite these strengths, variations in feedback quality across different lessons affected student understanding. Although the teacher provided thorough explanations in the initial lesson, subsequent classes showed reduced levels of individualized feedback, potentially limiting students' abilities to address their specific learning challenges effectively.

Experience as an English teacher: description and reflection of the experience in basic education and bachillerato

Basic education

Planning.

In the first class, the teacher starts by introducing "Numbers (1-20)" as the main topic. She explained how students will learn to identify, write, and use these numbers in English. Moving forward, the objectives are clearly laid out: students will recognize numbers from 1 to 20, write them with accuracy, and apply them in daily situations. Since students are at A2 level, the content stays simple yet engaging. The teacher delivers the content in a clear and structured manner. To make the lesson meaningful, the teacher incorporates examples that students can connect with their daily lives, such as family-related questions. The lesson wraps up with the teacher showing expertise by following a structured plan that ensures clear and effective teaching.

In the second class, the teacher effectively introduced the topic by prominently displaying "Numbers" on the board, accompanied by relevant images to capture the students' attention. The content was presented in a clear and organized manner, starting with a visual introduction and progressing through activities designed to reinforce number

recognition, pronunciation, and usage. The materials and tasks were well-suited to the students' A2 proficiency level, focusing on practical scenarios such as discussing ages and quantities. Additionally, the teacher demonstrated a strong command of the subject, seamlessly guiding the students through the lesson and ensuring their understanding of the topic.

In the third class, the teacher effectively introduced the topic by opening with questions about the weather, such as “What’s happening outside today, what did yesterday bring, and what might tomorrow hold?” This approach clearly presented the day's theme and engaged students from the start. The lesson progressed in a well-organized manner, moving from an initial weather discussion to exploring weather-related vocabulary. The teacher presented the content in a structured and accessible way, ensuring it aligned with the students' A2 capabilities and allowed them to grasp and apply the vocabulary effectively.

Reflection.

The three classes showcase key elements that match effective teaching methods discussed in language teaching research. The lessons maintain a clear structure, moving through steps that build students' understanding and abilities. As Harmer (2007) points out, learning works best when it's carefully scaffolded through planned stages - which is exactly what we see in these lessons. The classes bring in real situations, from talking about family to discussing weather, which follows what Ediger (2010) calls communicative language teaching, where students learn through meaningful interactions.

Linguistic Aspects.

In the first class, the teacher showcased effective English language use. While delivering lessons, the teacher employed clear vocabulary and grammatical structures because these align with A2 level and daily needs, and students engage readily. Through careful modeling of oral language, the teacher ensured proper repetition and correction when necessary. As students moved through the lesson, they strengthened their

pronunciation and applied vocabulary within meaningful contexts, which led to better language production in real situations.

In the second class, students encountered English throughout their learning experience. Easy questions created natural opportunities for real-world language use. Although the vocabulary and structures suited their A2 level by focusing on age and quantities, several students initially found some questions challenging. The teacher used English as the primary language of instruction throughout most of the class. After the teacher provided extra examples and clarification, all students successfully grasped and applied the concepts before class ended.

During the third class, the consistent use of English provided students with continuous exposure to the language. The vocabulary, including terms like "sunny" and "rainy," aligned with the students' proficiency level and supported sentence formation, as seen in examples such as "In Antarctica, it's sunny." Clear pronunciation and carefully chosen explanations ensured the students could easily follow and apply the content throughout the lesson.

Reflection.

The three classes showcase several effective teaching practices that align with key principles in language pedagogy. Firstly, the consistent use of English throughout the lessons reflects the immersive approach advocated by Krashen's (1981) Input Hypothesis, which emphasizes that comprehensible input in the target language is essential for language acquisition. By asking meaningful questions such as "How old is your aunt?" or "How is the weather today?" the teacher created opportunities for authentic communication, boosting real-life application of the language.

However, some areas could be improved to enhance the overall learning experience. One common issue observed across the classes is the students' initial difficulty in understanding some activities or questions, which highlights the need for pre-teaching strategies. According to Kakhramonovich (2021), pre-teaching key vocabulary before listening or speaking activities can significantly improve comprehension and reduce anxiety.

Additionally, while group activities promote interaction, differentiated instruction was not evident in the plans.

Learning Management.

The educator established an effective learning atmosphere by skillfully incorporating diverse resources. Sound classroom management was evident not only in the balance between individual and group activities but also in the board exercises that guaranteed full student involvement. When students made mistakes, the teacher provided immediate correction to enhance their understanding. The teaching approach successfully adapted to different learning styles and rhythms. Some activities provide essential support for students across different proficiency levels. To address student inquiries, the teacher offered clear explanations about number writing and pronunciation in English. Subsequently, all students maintained active participation. In addition, Students had the opportunity to express themselves both in written and spoken English, which resulted in an inclusive environment. Finally, the assessment process run continuously as the teacher monitored progress while providing direct feedback on pronunciation or writing errors.

The teacher created an appropriate learning environment by fostering active participation and inclusivity. The group was managed effectively, with clear responses to student doubts about task requirements and number pronunciation. Each student's learning style and pace were considered, ensuring that activities accommodated individual needs. Participation was encouraged through both written exercises and oral responses, allowing every student to engage. Continuous assessment is evident through regular oral questions and written tasks, with timely and direct feedback provided to monitor and support student progress.

The teacher created a positive learning environment by utilizing diverse materials and fostering an interactive atmosphere. Group activities and independent tasks alternated effectively. This ensured smooth classroom management and allowed students to work at their own pace. The teacher considered different learning styles by using visual aids,

collaborative work, and listening tasks to address varied preferences. Questions and doubts were addressed with clear and precise explanations to help students understand weather-related vocabulary. All students were encouraged to participate in discussions and written assignments, ensuring inclusivity. Continuous assessment was implemented through group exercises and written tasks, accompanied by timely and direct feedback to support learning progress.

Reflection.

The teacher effectively created a supportive learning environment by fostering inclusivity and ensuring active participation. Group activities and individual tasks alternated seamlessly, reflecting sound classroom management and the ability to adapt to varying learning paces and styles. By addressing student inquiries with clear and precise explanations, particularly regarding number pronunciation and writing, the teacher promoted comprehension and confidence. Continuous assessment was evident through the monitoring of oral and written exercises, with direct and timely feedback provided to enhance student progress. According to Xie and Derakhshan (2021), creating such a dynamic and responsive classroom environment is essential for fostering student engagement and achieving meaningful learning outcomes.

Another notable strength observed in all three classes is the teacher's immediate and precise feedback. Throughout oral questioning and board activities, students benefit from specific corrections that target both pronunciation and writing challenges. Each learning opportunity emerges naturally as the teacher addresses errors at the moment they occur. Although the teacher demonstrates competence in direct feedback, the inclusion of peer feedback activities would strengthen the collaborative learning dimension. Research by Lamb (2017) demonstrates that peer feedback not only develops critical thinking abilities but also promotes deeper content engagement, as students learn to analyze and reflect on both their work and that of their peers.

Methodology.

In the first session, the teacher implemented the communicative method effectively through interactive elements and practical language applications. Students engage in various activities that promote active participation such as the initial warm-up involving number writing on the board, followed by responses to oral questions and collaborative group exercises. While group activities facilitated student interaction, individual tasks ensured that each student progressed at an appropriate pace. Each activity served the primary class objectives of number identification and accurate writing. Students strengthened their understanding through immediate corrections and interactions with peers, thus demonstrating the practical benefits of the communicative approach. The selection of educational materials enhanced the learning experience in different ways: posters serve as visual references for numbers, whereas worksheets allow students to practice their newly acquired knowledge. These combined elements resulted in a learning environment that balanced interaction with academic support.

Throughout the second class, the teacher combined audiolingual and direct methods to address language acquisition. The structure of the class revolved around specific linguistic elements, for instance, students practiced numbers through songs, engaged in phrase reading, and received targeted error correction. Additionally, the teacher incorporated visual strategies that connected images with numbers, rather than relying solely on auditory input. These methodological choices directly supported the main objectives of accurate number identification and pronunciation. As students progressed through listening exercises and musical activities, they developed stronger associations between sounds and words. Although communication took a secondary role, oral tasks provided essential opportunities for students to produce meaningful language. Therefore, the design of the activities supported the principles of communicative competence, as advocated in modern language teaching. Each learning resource served a distinct purpose in this structured approach: musical elements facilitated both vocabulary retention and pronunciation practice, visual aids established clear connections to numerical concepts, whereas worksheets provided concrete opportunities for skill reinforcement.

In the third class, the teacher employed the communicative method with an emphasis on collaborative work and dynamic learning strategies. Students participated in targeted activities that required forming weather-related sentences and questions, which led to meaningful language practice. Through strategic integration of maps and video content, the teacher addressed both visual and auditory learning preferences, thus enhancing comprehension of weather concepts. Each classroom activity aligned directly with the lesson objectives of weather identification and contextual usage. Students applied their knowledge as they wrote sentences and discussed weather patterns, which connected classroom learning to practical situations. The incorporation of maps enabled students to link weather vocabulary with geographical contexts, while video materials provided additional sensory reinforcement. This commitment to communicative competence reflected current trends in language teaching methodology.

Reflection.

The teacher's implementation of diverse methodologies across all three classes highlighted a deliberate effort to cater to various learning styles and objectives. The communicative method, as seen in Classes 1 and 3, emphasized interaction and practical language use, enabling students to engage with real-life contexts such as identifying weather patterns or numbers. According to Kanwit and Solon (2022), communicative approaches encouraged learners to actively construct meaning through interaction, which aligns with the group and individual activities observed. Similarly, the use of the audiolingual and direct methods in Class 2 demonstrated the teacher's commitment to structured language acquisition.

A consistent strength across all three classes was the alignment of activities with the stated objectives. Students engaged in carefully selected tasks that reinforced specific skills: number writing exercises, weather pattern discussions, and pronunciation practice served their intended learning goals. The implementation of these targeted activities reflected Ediger's (2010) principles of effective instructional design, which emphasized clear

outcomes and purposeful learning experiences. Throughout the sessions, the teacher enhanced student involvement through the strategic use of educational materials. Posters, maps, and video content established meaningful connections between classroom learning and real-world applications.

Bachillerato

Planning.

In the first class, during the lesson's introduction, the teacher effectively established the focus on regular verbs in the past simple tense through an engaging discussion about students' activities from the previous day. Subsequently, the learning objectives emerged clearly: students would expand their vocabulary with regular verbs including "beg," "fasten," "arrive," "pray," and "slip," while learning to incorporate these verbs into everyday communication. The lesson followed a well-structured progression, beginning with a review of prior content. The content proved suitable for students at the B1 proficiency level, as their existing grasp of fundamental grammar structures provided an appropriate foundation for exploring regular verbs in the past simple tense. Moreover, the selected verbs such as "beg" and "arrive" corresponded effectively with their vocabulary capabilities. Throughout the session, the educational content maintained strong relevance to practical application, particularly through the incorporation of commonly used verbs such as "arrived," "pray," and "beg" in authentic contexts. The instructor demonstrated strong knowledge of the past simple tense through clear explanations, visual aids, and effective feedback on regular verb usage.

During the second lesson's introduction, the teacher skillfully presented irregular verbs by integrating them into a discussion about students' recent activities. In the next step, the learning objectives were explicitly communicated, focusing on developing students' ability to identify irregular verbs while expanding their vocabulary knowledge. The instructional sequence progressed methodically, beginning with a topic overview, advancing

through comparisons between regular and irregular verb forms, and concluding with practical applications that reinforced the acquired knowledge. Given the students' B1 proficiency level, the content proved appropriate as it expanded upon their established grammatical foundations while introducing irregular verbs suited to their capabilities. The teacher used common verbs like "go," "come," and "see" in real-life contexts. Finally, the instructor clarified the key differences between regular and irregular verbs, skillfully tracking student progress, which demonstrated mastery of the topic.

At the start of the third lesson, the teacher introduced the present perfect tense by clearly presenting the objectives. After that, personal experiences from the previous day were used to illustrate the use of past participle verbs in meaningful contexts. The learning aims centered on mastering this tense through practical application. The teacher progressed systematically through slides for the initial rule presentation and examples, advancing to comprehensive coverage of sentence structures across affirmative, negative, and interrogative forms. The content aligned effectively with the students' B1 proficiency level, particularly regarding their capacity to assimilate past participle verb forms. Moreover, the teacher connected material maintained strong relevance through its focus on connecting past experiences with present significance in everyday situations. Throughout the session, the instructor exhibited comprehensive knowledge through detailed explanations while employing interactive approaches to ensure student comprehension.

Reflection.

Throughout these three classes, the instructor demonstrated skill in incorporating contextually relevant material into the lessons while establishing meaningful connections between grammatical concepts and students' everyday experiences. Richards and Rodgers (2014) emphasize that situating language instruction within authentic contexts substantially enhances student engagement and comprehension. The first lesson notably incorporated verbs such as "arrive" and "pray" within real-world scenarios. This approach effectively connected theoretical grammar principles to practical usage. Additionally, the third lesson

incorporated the instructor's personal narratives to exemplify present perfect tense applications, rendering complex concepts more approachable.

Regarding instructional practices, there exists an opportunity to strengthen the consistency of higher-order thinking activities across lessons. Although interactive elements such as gamification and quizzes enhanced engagement, certain sessions - particularly the second class - emphasized theoretical explanations over practical application opportunities. Swain's (1995) research underscores the significance of diverse language production tasks in grammar acquisition. The incorporation of additional activities requiring original example creation and collaborative learning could significantly enhance concept mastery and deepen overall comprehension.

Linguistic Aspects.

Throughout the first lesson, English served as the primary medium of instruction, with a concise Spanish introduction preceding comprehensive explanations of past tense verbs, demonstrations, and guided practice activities. Moreover, the vocabulary selection, which included verbs such as "beg," "fasten," "arrive," "pray," and "slip," corresponded effectively with the students' language capabilities. The grammatical instruction centered on past simple sentence structures, building upon students' existing knowledge of regular verb patterns. Finally, the instructor's oral delivery-maintained clarity and organization, particularly during the presentation of past tense regulations.

In the second class observed, the teacher tried to use just English during the lesson. In addition, the selected vocabulary effectively addressed B1-level requirements through the inclusion of essential verbs like "go," "eat," and "see." As students explored irregular verb patterns, the instructor provided systematic explanations that bridged present and past forms. Rather than presenting isolated rules, this approach helped establish meaningful connections between different tenses. Clear and accessible language characterized the teaching methodology.

The teacher conducted the third class mostly in English to teach the present perfect tense. The instructor selected vocabulary and past participle structures suitable for B1-level practice, articulating spoken language in a manner that facilitates comprehension. Additionally, clear explanations and error corrections supported student understanding of key concepts throughout the lesson. The incorporation of games and musical activities with participle verbs strengthened both listening skills and content retention. These interactive elements reinforced the grammatical structures while maintaining student engagement.

Reflection.

The teacher used clear and comprehensible English as the primary medium of instruction, which provided students with consistent exposure to the target language. To explain complex grammatical structures like the past simple and present perfect tenses, the teacher employed songs, games, and relatable examples that enabled students to make connections with real-life contexts. This approach improved the students' ability to use English effectively. By focusing on meaningful interaction and practical application, the activities fostered language development and reinforced the connection between form and function (Harmer, 2007).

However, an area for improvement lies in ensuring consistent use of English throughout the entire lesson, as minor lapses in Spanish were observed during class introductions. While brief use of the students' native language can be beneficial for clarifying complex ideas, excessive reliance on it may hinder immersion in the target language (Brown, 2007). In the described lessons, the transitions from Spanish to English were managed effectively, but maintaining English as the sole medium of instruction could further enhance students' exposure to the language. This adjustment would align more closely with best practices in language pedagogy, emphasizing consistent linguistic input to support fluency development and confidence in using English in various contexts.

Learning Management.

In the first class, the teacher established a dynamic and interactive learning environment. Student participation succeeded under effective group management, while lesson objectives remained at the forefront. When faced with incorrect answers or doubts, the teacher invited other students to contribute responses which promoted both collaboration and peer learning. This ensured that the class maintained its pace without significant disruptions. Different learning styles were addressed through the use of activities that enabled students to learn actively and process information at their own pace. In addition, the teacher responded directly and precisely to clarify doubts about regular verbs and their past tense forms. At the same time, adjustments to explanations were made as needed to address errors or misconceptions. Active participation was encouraged by assigning roles. Finally, continuous assessment was integrated through activity-related questions as the teacher provided ongoing feedback and ensured the achievement of learning objectives.

In the second class, the teacher established an interactive and engaging learning environment by incorporating some techniques. These approaches created a positive space where students felt motivated and confident to participate. Furthermore, the teacher ensured that all students had opportunities to contribute while keeping the class focused on its objectives. When students struggled with identifying irregular verbs, the teacher immediately addressed their difficulties using creative strategies to clarify concepts. The lesson included a variety of strategies to address different learning styles. The teacher provided direct answers to student questions and adjusted explanations as needed to ensure clarity. Moreover, students were encouraged to participate actively through physical movements linked to the lesson content, which helped even quieter learners feel involved. While group dynamics were effectively managed, the lesson lacked more personalized feedback for individual learners. Finally, continuous evaluation was evident, as the teacher monitored progress through targeted questions and sentence translation tasks.

In the third class, the teacher fostered a positive and motivating learning environment. The use of technology helped maintain students' attention and facilitated their understanding of the material. This environment encouraged active participation while

allowing students to feel comfortable making mistakes. In addition, group management was effective, as the teacher maintained an appropriate pace and ensured equal participation among all students. For instance, mistakes such as the incorrect use of participle verbs or present perfect structures were corrected promptly. By doing so, the teacher ensured that the flow of the class was not interrupted during these corrections. Moreover, activities supported different learning styles and ensured active participation from the entire class. To conclude, continuous assessment was evident through activities like the interactive game and sentence correction tasks.

Reflection.

In the three lessons described, the teacher excelled in creating a dynamic and inclusive learning environment by addressing various learning styles and maintaining student engagement. According to Harmer (2007), effective language teaching requires the incorporation of diverse strategies that cater to auditory, visual, and kinesthetic learners, fostering active participation and deeper comprehension. The teacher demonstrated this by using a combination of interactive games, songs, visual materials, and technology such as Wordwall quizzes and slides. These methods ensured that students remained motivated and confident while processing the content in ways that suited their individual needs.

However, an area for improvement lies in the limited focus on personalized feedback for individual learners. While group dynamics were effectively managed, and activities supported collective participation, some students may have required additional support to address specific learning gaps. As Brown (2007) suggests, tailored feedback allows teachers to identify individual needs and guide students more effectively within their zones of proximal development. Despite this, the teacher's approach to continuous assessment through questions and activity-based tasks demonstrated a strong commitment to monitoring progress and aligning instructional practices with learning objectives.

Methodology.

In the first class, the teacher implemented the Presentation, Practice, and Production (PPP) method, which effectively introduced and reinforced regular verbs within the context of English instruction. This approach was balanced with activities that encouraged active student participation. Techniques such as visualization through images helped students understand the meaning of the verbs, while technology, such as the Wordwall quiz, increased motivation and facilitated interactive learning. Furthermore, strategies such as guided practice and individual tasks ensured that students could internalize and apply the new content effectively. The activities were clearly aligned with the lesson objective of learning and using regular verbs in English. For instance, students used these verbs in practical contexts through sentence completion exercises and quizzes. They were also provided with opportunities to practice verbs in various grammatical forms, including affirmative, negative, and interrogative sentences. The use of both visual resources, such as images, and auditory elements, such as songs, supported the internalization of regular verbs by catering to different learning modalities. Additionally, the inclusion of technology and worksheets fostered a dynamic and communicative learning environment. Materials such as images, Wordwall quizzes, worksheets, and songs were used strategically to illustrate, practice, and reinforce the target language. In conclusion, this approach ensured that students could connect the lesson content to real-world applications while keeping the learning process engaging and interactive.

In the second class, the instructor combined the Grammar Translation Method and Total Physical Response (TPR) to teach irregular verbs. The Grammar Translation Method emphasized memorization and translation of grammatical structures, while TPR actively engaged students through physical actions. The use of techniques like brainstorming activated prior knowledge and encouraged active involvement. The lesson activities focused on identifying and using irregular verbs in practical contexts. In addition, translation tasks helped students internalize the meaning of verbs, while TPR connected these verbs with physical actions. These activities effectively aligned with the lesson objective by integrating theoretical understanding with hands-on application and reflecting trends in communicative

competence. The teacher included movement and collaborative strategies to ensure an interactive and effective learning experience. In addition, clear explanations complemented the visual presentation of irregular verbs through Canvas slides. Moreover, to enhance memorization, the instructor incorporated songs that facilitated auditory practice. The lesson then moved to TPR activities, where students connected verbs with physical movements to strengthen their understanding. The learning sequence concluded with written exercises through translation sheets, enabling students to practice the newly acquired verbs. Together, these resources accommodated diverse learning needs and promoted active student participation. Finally, an area for improvement could involve incorporating more opportunities for students to use irregular verbs in extended oral or written tasks.

In the third class, the teacher applied an Audiolingual and teacher-centered approach, enhanced by gamification to make learning the present perfect engaging, and interactive. Activities were designed to develop both listening comprehension and oral and written production, directly supporting the objective of mastering the present perfect and memorizing past participles. Moreover, gamification added a dynamic and enjoyable dimension to the class, while cooperative learning encouraged group interaction and idea-sharing. Through interactive games and songs, students were able to internalize verbs entertainingly, and written exercises provided opportunities to reinforce grammatical structures in sentences. It is worth noting that visual slides clarified the rules of the present perfect, and written materials supported practice through sentence transformations. While the activities were well-structured and effective, incorporating more real-life oral practice could further enhance students' ability to apply the present perfect in meaningful contexts.

Reflection.

In analyzing the three lessons, it becomes evident that the teacher created an engaging and interactive learning environment by effectively integrating diverse resources and methodologies. The use of technology, such as Wordwall quizzes and Canvas slides, supported students' comprehension and motivation, aligning with research that highlights the

importance of multimodal learning in language acquisition (Lamb, 2017). Additionally, the incorporation of gamification strategies in the third class introduced an enjoyable and dynamic dimension to the learning process, which has been shown to foster motivation and active participation among students (Lamb, 2017). These elements of engagement were further complemented by the use of songs, visual aids, and TPR across lessons, which catered to different learning styles and strengthened the retention of language structures.

Despite these strengths, one notable area for improvement is the lack of extended practice opportunities for students to use language meaningfully in real-world contexts. While the lessons were well-structured and incorporated practical exercises, such as sentence completion tasks and translation activities, they did not consistently allow for longer oral or written tasks where students could produce language creatively. According to Brown (2014), providing students with opportunities for communicative output is critical for developing fluency and ensuring that language learning moves beyond memorization to authentic usage. For example, incorporating discussions, role-plays, or extended written reflections would allow students to apply their learning in diverse, meaningful scenarios.

General Reflection

During the lessons, it was revealed the teacher's effectiveness in establishing a structured and engaging learning environment through meaningful connections between lesson content and authentic contexts. By implementing Communicative Language Teaching (CLT) methodology, the teacher effectively linked grammatical elements with students' daily experiences. This pedagogical approach supports Richards and Rodgers's (2014) research emphasizing the value of contextualizing language within authentic situations to enhance engagement and understanding. The application of key verbs within familiar contexts facilitated student comprehension of grammar concepts. Nevertheless, there were some limitations in production task variety, which restricted students' opportunities for creative language application, an essential aspect of language acquisition according to Swain (1995).

The teacher exhibited adaptability through the integration of various instructional resources, encompassing games, songs, and visual materials to address diverse learning preferences. This methodological approach aligns with Harmer's (2007) research highlighting the significance of incorporating varied strategies to support different learning modalities. The implementation of Wordwall quizzes and slide presentations, for instance, maintained student engagement during the presentation of new material. Although these aspects demonstrated clear strengths, feedback practices varied across lessons. While oral tasks included prompt and specific corrections, the lessons revealed insufficient personalized feedback addressing individual learning challenges, which Brown (2007) identifies as fundamental for developing deeper understanding.

The teacher maintained English as the primary instructional language, thus providing students with substantial exposure to authentic language input. This immersive teaching approach reflects Krashen's (1981) Input Hypothesis regarding the essential role of comprehensible input in language acquisition. The integration of authentic questions promoted genuine communication and practical language application. Nevertheless, occasional shifts to Spanish during introductory segments and transitions diminished the immersive environment. Although these instances remained brief and contextually suitable, maintaining consistent English usage throughout lessons could enhance student fluency and language confidence.

Conclusions

The lesson planning across the observed classes demonstrates a commendable ability to create structured, engaging, and contextually relevant learning experiences. The clear objectives and logical sequencing of activities supported student comprehension and maintained their interest. The lessons effectively aligned with the students' proficiency levels, utilizing strategies such as scaffolding, relatable examples, and interactive exercises to reinforce learning. However, certain challenges, such as limited contextualization or moments when materials were slightly above the students' level, underline the need for ongoing adjustments to ensure that all learners remain engaged and supported.

The observed lessons demonstrated a thoughtful balance between immersive language use and tailored instructional strategies that aligned with students' proficiency levels. Through the consistent use of English, the classes created an engaging environment that promoted exposure to practical and meaningful language use. Furthermore, the well-structured activities enhanced comprehension and interaction, as visual aids and real-life contexts effectively supported the integration of grammar and vocabulary. Nevertheless, there were instances where students faced comprehension challenges, which indicated the need for additional scaffolding. Specifically, pre-teaching key concepts and offering differentiated tasks would strengthen these areas. As a result, these enhancements would boost student confidence and lead to more active language production.

The observed classes demonstrate the teacher's effective use of diverse strategies to create a dynamic and engaging learning environment. By incorporating multimodal resources such as visual aids, songs, interactive games, and technology, the teacher successfully addressed a range of learning styles, ensuring inclusivity and sustained student engagement. Activities like collaborative group work, individual tasks, and oral board exercises provided opportunities for active participation and reinforced comprehension. Additionally, the teacher consistently monitored student progress through targeted questioning and immediate feedback, which supported students in correcting mistakes and consolidating their understanding of the material. This balanced approach facilitated a

structured yet adaptable learning environment that catered to the diverse needs of the students.

The teacher effectively maintained group engagement and provided clear guidance, creating a positive learning environment. However, improving personalized feedback could enhance individual progress and better address student needs.

In some instances, not all students received the individualized support needed to address specific learning gaps, limiting the depth of comprehension for some learners. Furthermore, activities could benefit from stronger real-world connections to enhance the practical relevance of the lessons. Despite these areas for growth, the overall approach showcased a well-managed classroom environment that promoted participation, understanding, and a positive attitude toward learning.

The observed lessons showcase the teacher's proficiency in implementing diverse methodologies that include communicative, audiolingual, and direct methods to establish an engaging and supportive learning environment. Through careful alignment of activities with specific lesson objectives, students were able to focus on tasks that reinforced targeted language skills. Moreover, the integration of visual aids, auditory tools, and collaborative activities effectively addressed various learning styles, which resulted in dynamic and inclusive lessons. Students benefited from immediate feedback and corrections that provided timely support; consequently, this approach helped them solidify their understanding and develop confidence in their abilities. Additionally, the teacher facilitated the meaningful application of the material by connecting language structures to practical contexts, such as weather patterns and number identification.

Certain areas present opportunities for enhancement to improve the overall effectiveness of the lessons. Although the implementation of group activities and interactive strategies proved successful, the lessons would benefit from increased emphasis on extended language production in real-life contexts, such as discussions or role-plays, to further develop communicative competence. Furthermore, while the feedback provided was both timely and supportive, its distribution among students was not consistently balanced,

which potentially left some learners without adequate guidance for addressing their individual challenges.

Recommendations

To address the challenges identified in lesson planning, it is recommended to incorporate more contextualized activities and materials tailored to the diverse needs of the students. This could involve adapting content to reflect students' interests, cultural backgrounds, or real-world applications, making lessons more relatable and engaging. Additionally, ensuring that all materials are appropriately leveled will help maintain accessibility for all learners, preventing potential disengagement. By integrating differentiated instruction techniques, such as tiered assignments or flexible grouping, teachers can support varied proficiency levels while fostering a more inclusive and dynamic learning environment.

To enhance the linguistic impact of the lessons, pre-teaching key vocabulary and grammar concepts is recommended to ensure students are better prepared for comprehension tasks. This can involve introducing critical terms or structures through visual aids or quick interactive activities before the main lesson begins. Moreover, providing differentiated tasks, such as tailored scaffolding for students requiring additional support or advanced challenges for stronger learners, would cater to individual needs and promote balanced participation. These strategies will foster greater confidence and enable all students to engage more actively in meaningful language production.

To improve the effectiveness of learning management, a more systematic approach to providing personalized feedback should be implemented. This could involve setting aside specific moments during lessons to address individual progress or incorporating peer feedback activities to ensure broader engagement and accountability. Additionally, connecting activities more explicitly to real-world scenarios, such as role-plays or situational dialogues, will make the lessons more relevant and increase the practical application of the language. These adjustments would not only enhance student engagement but also ensure a more comprehensive development of language skills across the classroom.

To improve teaching practices, the teacher should provide more personalized feedback through individual meetings and specific comments during class activities. This will

help address each student's unique learning needs. Also, including more real-world examples and practical applications in lessons will make the content more engaging and meaningful. These changes, along with the current effective classroom management, will help students better understand and use what they learn in real situations.

To further improve the methodology, increasing opportunities for extended language production in authentic contexts is recommended. This could involve incorporating role-plays, debates, or project-based tasks that encourage students to use the target language creatively and in real-life situations. Additionally, balancing feedback distribution by using structured strategies, such as rotating through students or using collaborative reflection sessions, would ensure that all learners receive adequate support. These enhancements would strengthen communicative competence and foster deeper linguistic development while maintaining the dynamic and inclusive nature of the lessons.

To make lessons more effective, teachers should include more activities where students can practice speaking in real situations, like discussions, role-plays, and real-world scenarios. This gives students meaningful opportunities to use the language they're learning. Also, teachers need to make sure they give feedback to all students equally, helping each one with their specific challenges. These changes will help create better lessons where all students can participate and improve their language skills.

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Annexes

Annex A. Observation sheet



**MODALIDAD ABIERTA Y A DISTANCIA
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
PRACTICUM I**

FICHA TÉCNICA DE OBSERVACIÓN DE CLASE DE INGLÉS

DATOS INFORMATIVOS	
Nombre de la Institución Educativa	Unidad Educativa Fiscomisional "María Inmaculada"
Básica / Bachillerato	Bachillerato
Curso / Grado	
Periodo Académico	2021-2022

Valoración:					
E: <i>Excelente</i>	B: <i>Bueno</i>	R: <i>Regular</i>	M: <i>Malo</i>	N/A: <i>aplica</i>	No

A. ACTIVIDADES INICIALES

CRITERIOS DE EVALUACIÓN El Docente (D)	VALORACION					COMENTARIO
	E	B	R	M	N/A	
Trabaja con un plan de clase.						
Da a conocer los objetivos de la clase a los estudiantes.						
Presenta el tema de la clase a los estudiantes.						
Realizar una evaluación diagnóstica para conocer lo que los estudiantes saben del tema.						

B. PROCESO DE ENSEÑANZA – APRENDIZAJE

CRITERIOS DE EVALUACIÓN El Docente (D)	VALORACION					COMENTARIO
	E	B	R	M	N/A	
Toma las experiencias previas de los estudiantes como punto de partida para las clases.						
Presenta el tema utilizado ejemplos reales o anecdóticos, experiencias o demostraciones.						
Relaciona el tema tratado con la realidad en la que viven los estudiantes (ciudad, país).						

Asigna actividades claras que los estudiantes logran ejecutar exitosamente.						
Asigna actividades alternativas que los estudiantes deben realizar en grupos						
Asigna actividades que generen debate y discusión entre los estudiantes.						
Refuerza la explicación a los estudiantes que muestran dificultad para comprender un concepto o una actividad.						
Realizar preguntas para comprobar si los estudiantes comprendieron lo explicado en clase.						
Evidencia seguridad en la presentación del tema.						
Al finalizar la clase resume los puntos más importantes						
Realizar algún tipo de evaluación para conocer si los estudiantes comprendieron el tema tratado.						
Realiza un monitoreo del avance de los estudiantes.						
Utiliza recursos didácticos creativamente para captar la atención e interés durante la clase.						
Considera las necesidades educativas especiales para incluir a todos los estudiantes.						
Envía áreas.						

C. MATERIALES / RECURSOS

CRITERIOS DE EVALUACIÓN El Docente (D)	VALORACION					COMENTARIO
	E	B	R	M	N/A	
Utiliza metodologías activas e innovadoras.						
Selecciona material basado únicamente en el texto básico para alcanzar los objetivos de aprendizaje.						
Procura que el material sea significativo.						
Selecciona material con soporte tecnológico para alcanzar los objetivos de aprendizaje.						
Utiliza herramientas tecnológicas: Internet						

Celular Pizarra digital Videoconferencias Aula virtual Chat Software educativo Redes sociales Videos educativos						
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D. AMBIENTE EN EL AULA CRITERIOS DE EVALUACIÓN	VALORACION					COMENTARIO
	E	B	R	M	N/A	
El docente:						
Utiliza un alto porcentaje de Ingles (70 -100 %) en el aula.						
Inicia su clase con puntualidad.						
Es afectuoso y cálido con los estudiantes (les llama por sus nombres).						
Trata con respeto y amabilidad a los estudiantes.						
Valora la participación de los estudiantes.						
Mantiene la disciplina en el aula.						
Motiva a los estudiantes a participar activamente en la clase.						
Promueve la comunicación e interacción entre pares.						

E. REFLEXIÓN: *Escriba en este espacio una reflexión de los aspectos positivos y negativos de la clase y sugerencias para mejorar la misma.*

Aspectos Positivos: (fortalezas)

Aspectos negativos: (debilidades)

Sugerencias: (luego de observar esta clase, ¿Qué sugeriría usted en vías de una mejora o cambio a la misma?)

Estudiante de Prácticum

Annex B. Lesson plan**FORMATO DE PLAN DE CLASE****LESSON PLAN #_____****1. Informative data:****School's name:** _____**Theme:** _____**Date:** _____**Grade:** _____**Class length:** _____**Proficiency Level:** A1 / A2 / B1 / B2 (Seleccionar solo uno)**Lesson plan designer:** _____**Section:** EGB / BGU (Seleccionar solo uno)**2. TEFL Objectives**

Throughout this lesson, students will be able to:

- a. _____
- b. _____
- c. _____
- d. _____

3. Methods, strategies, and didactic materials /technological tools.

3.1 Methods: (variar los métodos, no usar los mismos en todas las clases)

3.2 Strategies:

3.3. Didactic material / technological tools: (dos o tres materiales)

4. Anticipatory set:

5. Main teaching input:

6. Guided practice:

7. Independent practice:

8. Assessment:

9. Feedback:

Nota: Indicar el tiempo dedicado a cada actividad.

Didactic material / technological tools

Incluya aquí las fotografías del material didáctico elaborado o capturas de pantalla de las herramientas tecnológicas que haya diseñado.