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

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**LICENCIADA EN PEDAGOGÍA DEL IDIOMA  
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## Dedication

To God, the source of all life and blessings, I gratefully dedicate this thesis as an expression of my deepest appreciation for the opportunity to live and pursue knowledge, a privilege granted by His perfect plan. Moreover, in recognition of the invaluable support and guidance provided by my parents during this project, I humbly dedicate my successful completion to them. Their belief in my abilities and their teachings on the importance of perseverance have been a source of inspiration and strength. Furthermore, they have played a significant role in shaping the person I have become, with my values, perseverance, and resilience being among the most notable aspects. Additionally, to my esteemed Canadian godparents, Kate and Lynn, who were a vital part of this process and had unwavering confidence in my abilities. Likewise, to my best friend Yulexi, who consistently offered the inspiration I needed to persevere during my most trying times. I also lovingly dedicate this project to my faithful friends and canine companions, Beethoven, Zoe, and Charlotte, who consistently welcomed me home with open hearts and wagging tails after the conclusion of each of my internships. In addition, to my siblings Carlos and Naomi, for motivating me throughout this process. Finally, in honor of my brother Jayro, who, though no longer among us, remains ever present in my heart and I am confident that he takes pride in my accomplishments. Despite being denied the chance to encounter him, he surely had the same dreams as me, and I will persistently strive to make them a reality. You will forever remain in my memory, my dear brother.

Angie

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### **Abstract**

This study comprises the Systematization of Pedagogical Experiences in the Teacher Training Program for English as a Foreign Language, with the objective of reflect and analyze the positive and negative pedagogical aspects of pre-professional practices as an EFL teacher. The qualitative method was applicated to examine the teaching practices observed and instructed. In addition, data obtained from the practicums where classes were supervised and imparted as the main instructor in basic education and bachillerato were organized, employing observation and planning sheets as support instruments, examining the four pedagogical aspects considered in the systematization, such as: Planning, Linguistic aspects, Learning management and Methodology. Finally, the systematization of the four pedagogical aspects brought to light the relevance of precise and organized planning, the constant application of English adjusted to the students' abilities, the generation of stimulating and dynamic learning environments, and the application of methodologies in practical activities. These pre-professional practices were essential for the progress of the teachers, enhancing fundamental competencies such as effective planning, learning management and adaptation to the demands of the students, thus ensuring relevant and enriching learning.

*Keywords:* EFL, pedagogical aspects, systematization, teaching experience

## Resumen

Este estudio comprende la Sistematización de Experiencias Pedagógicas en el Programa de Formación Docente de Inglés como Lengua Extranjera, con el objetivo de reflexionar y analizar los aspectos pedagógicos positivos y negativos de las prácticas preprofesionales como profesor de EFL. El método cualitativo fue empleado para examinar las prácticas de enseñanza. Además, se organizaron datos obtenidos de los prácticums donde se supervisaron e impartieron clases como profesor principal en educación básica y bachillerato, utilizando como instrumentos de apoyo fichas de observación y planificación, examinando los cuatro aspectos pedagógicos tenidos en cuenta en la sistematización, como: Planificación, Aspectos lingüísticos, Conducción del aprendizaje y Metodología. Finalmente, la sistematización de los cuatro aspectos pedagógicos resaltó la relevancia de una planificación precisa y organizada, la aplicación constante del inglés, la generación de entornos de aprendizaje estimulantes y dinámicos, y la aplicación de metodologías en actividades prácticas, las cuales fueron esenciales para el progreso del profesorado, potenciando competencias fundamentales como la planificación efectiva, la gestión del aula y la adaptación a las demandas de los alumnos, asegurando de esta manera un aprendizaje relevante y enriquecedor.

*Palabras clave:* aspectos pedagógicos, experiencia como docente, inglés como lengua extranjera, sistematización

## Introduction

The lack of systematization in the pre-professional practices of future teachers is a significant issue, since although most of the time they have experiences, in many cases these are not systematized, which prevents future instructors from reflecting in a structured way on their learning, challenges and effective strategies in the educational field. For Jara (2018), systematization emerges as a means to document experiences, reflections and historical reconstructions, enriching the practice with a transformative purpose that transcends being an experience lived in the past and, instead, paves the way for future advances and applications.

Therefore, it is extremely important to systematize pre-professional practices since it allows future teachers to reflect and identify factors that hinder or facilitate the learning process in order to emphasize changes, face other proposals and trends, project new horizons, and, in this sense, enhance the capacities and responsibilities for their future role as a teacher. As Yáñez et al. (2014) point out, it is important for educators to recognize the inseparable connection between theory and practice, positioning the classroom as an ideal environment for preservice teachers to apply and refine their acquired knowledge while reinforcing their educational objectives.

The Systematization of Pedagogical Experiences in the EFL Teaching Training Program aims to reflect and analyze the positive and negative pedagogical aspects of pre-professional practices as an EFL teacher. This process encompasses two educational scenarios, classroom observation and practical teaching as a primary English educator, both carried out in distinct contexts, namely Basic Education and Bachillerato.

This study is structured in three chapters, beginning with Chapter One, which provides a review of the literature, covering the theoretical concepts and background relevant to this research work. Chapter Two details the methodology employed, addressing the contexts, participants, tools and techniques used for data collection and analysis. Lastly, Chapter Three integrates the analysis and interpretation of the practices, culminating in the presentation of six conclusions and six recommendations.

Previous studies are presented below that have addressed issues related to teaching practice and the systematization of experiences in the context of teaching English.

The first study conducted by Jang (2023) aimed to examine the effects of the practicum on the development of perceptions of pre-service teachers in South Korea about teaching speaking skills in English. To achieve this, a qualitative method was adopted, thereby permitting the exploration of participants' experiences in real teaching contexts. As a significant outcome, the practice led to the transformation of the prospective teachers' perspectives on teaching oral expression, while also increasing their self-confidence and mastery of pedagogical methods to address this skill in the classroom.

The objective of the second study was to examine the experiences of prospective English as a Foreign Language teachers during their initial teaching periods via collaborative autoethnography. The methodology applied was qualitative, emphasizing collective and individual reflection through the exchange of substantial experiences. As main conclusions, it was highlighted that this approach allowed participants to understand their teaching practice and themselves from a renewed perspective, generating interpretations that gave meaning to their experiences and fostered collective learning. Additionally, this process stimulated the formulation of critical questions and reflections on the actions, behaviors, and demands that arose in their teaching role, ultimately promoting enriching professional development (Quiñones et al., 2022).

The last study by Medina and Patricia (2019) aimed to document and reflect on teaching experiences, observations, and skills acquired during teaching practices. The study adopted a qualitative methodology, focusing on classroom observations, collaboration with expert teachers, and introspection on pedagogical experiences. This investigation concluded by highlighting that systematization facilitated the identification of key areas for improvement in the planning and execution of teaching strategies, as well as reflecting on the challenges and achievements obtained during the process, promoting meaningful learning for both teachers in training and their students.

The systematization of practices is advantageous for trainee teachers, providing them the opportunity to reflect, analyze, and refine their practical skills. Thus, in the realm of education, this procedure fosters the development of knowledge and incorporates an array of techniques, strategies, and methodologies to modernize English education. In turn, this investigation presents valuable contributions for aspiring teachers, researchers, and educational institutions to generate new knowledge and increase awareness concerning education.

As a result, the systematization of teaching practices did not face limitations related to the methodological phase or the procedures for collecting data on pre-professional practices, as all the information analyzed in this study was derived from the final reports of Practicum 1 and Practicum 2, which were based on classroom observations and teaching practices undertaken as the primary English language instructor.

## Chapter one

### Literature Review

This chapter provides an overview of language teaching information, serving as a crucial research foundation for directing this study. The information was meticulously collected from reliable sources, such as digital books and reputable journals, ensuring it is thorough and dependable. Ultimately, the chapter presents five prior studies focused on the systematization of educational experiences in English language teaching

#### **What is Teaching?**

Teaching encompasses the transmission of knowledge, skills, and values to learners through a range of pedagogical approaches. This process not only involves the creation and delivery of educational content but also the facilitation of meaningful learning experiences. Additionally, evaluating student comprehension and providing constructive feedback are essential to supporting learners in reaching their academic objectives. Furthermore, the application of diverse instructional techniques, coupled with a commitment to continuously improving teaching practices, is crucial to ensuring that students achieve the desired learning outcomes (Felder & Brent, 2016).

Similarly, Robinson et al. (2022) state that teaching is a journey requiring skills that may be acquired by many aspiring educators, rather than being innate traits. Moreover, teaching has evolved from ancient lectures and dialectical methods to modern practices such as small group work and active learning, which are tailored to different educational levels and aim to enhance comprehension of complex concepts (Coumoul et al., 2021). Along the same lines, teaching English extends beyond simply explaining grammar rules or vocabulary; it encompasses understanding students' learning processes and designing opportunities for them to interact with the language in meaningful and practical ways. To achieve this, a successful English teacher skillfully integrates the four core skills (reading, writing, listening, and speaking) while fostering an interactive and participatory classroom environment that supports active learning (Davies & Pearse, 2000).

Likewise, Kumar (2004) points out that creating an environment in the classroom where students are motivated to explore inquiry is part of teaching. Similarly, teaching may occur in various distinct contexts, such as community colleges, private language schools, public schools, or on-campus ESL programs. Furthermore, emphasis is placed on the importance of honing teaching skills and adhering to professional standards, regardless of the teaching environment, including effective communication with students, teachers, administrators, and other school personnel, as well as understanding specified curricula, school atmosphere, classroom routines, and planning processes for lessons (Richards & Farrell, 2011).

### **What is learning?**

According to Sengupta et al. (2020), “learning is the acquisition of knowledge or skills through study, experience, or being taught. It is the process of acquiring new or modifying existing knowledge, behavior, skills, values, and preferences.” (p.11). Similarly, learning another language involves more than simply mastering a new set of sounds or written symbols to convey meaning; it includes recognizing the possibility of thinking in ways other than usual, understanding that experiences can be organized differently, and realizing that the world is much larger than one once thought (Verghese, 1989).

As Smith (1999) states, learning often extends beyond direct influence and is intimately linked to the environments in which individuals interact and the connections they establish. Furthermore, it involves the gathering of sensory stimulation, their processing, the search for correlations and significance, and the subsequent framing of this information to guide actions. Similarly, Odum (2023) asserts that learning involves a shift in conduct resulting from experience, which induces lasting changes in the nervous system. Furthermore, Odum highlights that “behavior” encompasses all actions of an organism, including both observable actions, such as typing, and internal processes like problem-solving thoughts.

On the other hand, Gould (2021) emphasizes that the assessment and discussion of the learning process often revolve around its culmination as an outcome or end result. This

evaluation aims to identify and recognize changes. Additionally, Gould points out that the scrutiny of learning as a process leads to the examination of various learning theories, with four main orientations: behaviorist, cognitive, humanistic, and social/situational. Finally, Simoens et al. (2024) point out that humans' flexible adaptation and learning capacity allow for the correlation of different learning rates with diverse contexts. These authors also contend that this ability contributes crucially to the development of theories concerning context-specific control and meta-learning.

### **Modern Methodologies, strategies, techniques, materials (current trends)**

According to Tamura (2006), there are numerous methodologies for teaching English. The first one is the Grammar Translation Method, which is a traditional approach to language teaching that emphasizes learning vocabulary through word lists and memorizing grammatical rules in a strict order, primarily focusing on reading and writing rather than speaking and listening. This method, which dominated foreign language studies for over 300 years and was initially modeled after the way Latin was taught, involves explicit grammar instruction in the students' native language followed by translation exercises. While it helps students develop a strong foundation in grammar and vocabulary, it often leaves them unprepared for real-life communication due to the rigid and artificial nature of the sentences practiced.

The second is the Intuitive Method, which is based on the direct intuition of objects and images, combining visual and auditory stimuli. According to Comenius (1592-1671), language must be taught like a native language through engaging conversations. His book "Orbis Pictus" laid the foundation for this approach, shifting away from outdated methods and moving towards ones that incorporate visual aids and interactive dialogues. These elements are designed to enhance the learning experience by making it both more effective and interesting for students (cited in Tamura, 2006).

The Direct Method is the third method exhibited by this author, also known as the Reform, Oral, or New Method, characterized by the complete exclusion of the mother tongue from the teaching process, with no translation incorporated. The author explains that in this

method, the meaning of words is conveyed through direct intuition and representation via drawings and pictures associated with the foreign word. Plus, abstract concepts are explained through paraphrasing, synonyms, antonyms, or by deducing meaning from context. Emphasizing correct pronunciation over grammar rules, this method focuses on practical application rather than theoretical instruction. Moreover, grammar is learned inductively through the practice of reading connected texts, rather than isolated sentences designed to illustrate specific rules. While the Direct Method promotes immersive language learning, it fails to initially foster independent work habits, and students may struggle to comprehend the meanings of words taught solely through this method.

This author also presents the Total Physical Response (TPR) as the fourth method. In this system the instructor gives commands in the target language while performing corresponding actions that students replicate, thereby facilitating language acquisition through physical responses without requiring immediate verbalization. Additionally, this method reduces learner stress and promotes rapid and fluent comprehension, resembling the way children naturally acquire their first language. It is then complemented with traditional reading and writing exercises to reinforce the acquired skills.

The fifth method proposed by this author is Suggestopedia, which, based on extensive research, incorporates suggestion and relaxation techniques to accelerate learning by harnessing the power of music, theater, dance, and movement. Concurrently, the educator presents a substantial amount of information and mitigates learning barriers and student inhibitions. Lessons commence with classical music, followed by the emphatic and rhythmic reading of the text, allowing students to listen, observe, and subsequently perform the material; pronunciation errors are tactfully corrected. Although there have been criticisms regarding the absence of an explicit language theory and the emphasis on vocabulary memorization, the method demonstrates that the brain assimilates information more effectively through a variety of stimuli, spaced repetition, and classical music.

On the other hand, effective teaching strategies are rooted in a deep understanding of both the subject matter and the specific needs of the learners, requiring educators to

consider factors such as students' age, skill levels, and learning styles, alongside the goals and objectives of each lesson. By selecting innovative strategies that align with these elements, teachers may foster a more engaging and productive learning environment tailored to their students' abilities (Paragae, 2023). Active learning is a strategy that engages learners as active participants in an educational environment, positioning them as contributors to their own knowledge formation while teachers facilitate this process. Within this framework, students construct their own knowledge structures, making their perspectives on learning and knowledge essential, while simultaneously fostering a sense of ownership and responsibility for their individual learning journey (Prince, 2024).

Moreover, Demirci and Akcaalan (2020) describe the "Write, Share, Learn" strategy within active learning pedagogy, in which students respond to a given question through written answers and subsequently share their responses with peers, facilitating the development of foundational writing skills among learners. Similarly, Tang et al., (2021) assert that the Peer-Tutoring strategy encompasses a broad range of approaches, yet it is generally characterized by a strong academic framework, typically involving the pairing of a more advanced or skilled student with a less experienced or academically struggling peer.

A further instructional strategy is "Guided Practice", which involves collaborative learning between teacher and students, where they work together to repeat the steps of a demonstrated model. In this stage, students engage in performing the skill in a manner closely associated with the teacher's initial demonstration. In addition, the teacher actively observes the students' practice, offering guidance through questions, instructions, or key phrases to direct and enhance their performance (Yaghmour & Obaidat, 2022).

On the other hand, Xu (2022) highlights various techniques to enhance English instruction. The Integration of Classroom Activities structures lessons as interconnected tasks, creating a task chain that fosters continuity between activities. Moreover, Active Learning emphasizes practical skills through active participation, promoting continuous language learning. The Recycling technique, which provides opportunities to restore and expand language learning, activating the principle of "organic" learning where previous tasks

naturally determine new ones, thereby ensuring continuity in the learning process. Similarly, the Reflection technique provides students a chance to consider what they have learned and how they achieved it, an essential practice for reinforcing their learning experience and improving language teaching methods.

According to Davies and Pearse (2000) effective English instruction involves diverse materials, with the board as an essential tool. Basic drawing skills help educators minimize reliance on students' first language and support tasks such as vocabulary building and guided writing. Visual aids such as wall charts and cue cards introduce language concepts, encourage conversations, and facilitate collaborative activities. Realia, including personal objects, enhances storytelling and review. Mime, gestures, and audio cassettes with songs stimulate imagination and provide authentic listening experiences. Videos, when employed purposefully, model language use and promote debates. Additionally, technology empowers teachers with free online resources, lesson preparation, and digital presentation tools, enriching the learning process.

Finally, Bardakçı (2011) highlights the importance of incorporating appropriate materials for teaching English at elementary levels, such as the flannel board, which may be easily prepared with flannel or sponge attached to cardboard and sandpaper or flannel backings for cutouts and figures. It is crucial to position the board correctly to prevent the figures from slipping. Also, puppets, especially appreciated by children, are effective resources that increase students' interest and participation. These may be of various types, such as paper bag, glove, hand and finger, and often represent characters from the textbook, allowing students to interact by identifying with them.

### **Communicative competence**

Communicative competence encompasses various dimensions of language use, such as understanding how to use language for diverse purposes and functions, adapting language use according to the context and audience, and choosing appropriate informal or formal speech styles. It also involves using language as a tool for cross-cultural communication, engaging with individuals from different cultural backgrounds (Mirzayev &

Oripova, 2022). As regards intercultural competence, it covers the attitudes, knowledge, understanding, and skills necessary to respect and effectively communicate with people from diverse cultural backgrounds, build positive relationships, and gain insights into one's own cultural identities through these interactions (Álvarez, 2020).

Regarding linguistic competence, Kakhramonovich (2021) defines it as the ability to correctly use grammatical, lexical, syntactical, and stylistic rules within a sentence, ensuring that the listener understands both its form and meaning. In the classroom, teachers may foster this competence through resources such as audio tracks, video presentations on various topics, and images, encouraging students to describe these images and identify their types. Additionally, the use of discussions and debates provides further opportunities to enhance this competence, allowing students to apply linguistic knowledge in a range of communicative contexts.

Calderón and Tartaglia (2023) argue that incorporating empathy, self-awareness, relationship building, and cooperation into English vocabulary teaching enhances communicative competence. These authors recommend using reading, discussion, and collaborative writing to apply these skills. They highlight that providing opportunities for conversation with peers, teachers, and family members supports students' academic, social, and emotional growth, making them feel welcomed and included, and giving them a platform to share their experiences and thoughts.

Afterwards, Dos Santos (2020) highlights that English teachers ought to adapt their focus on different aspects of communicative competence as students' needs evolve throughout a course. This author notes that specialized language courses, such as English for Academic Purposes (EAP) and English for Specific Purposes (ESP), address skills and demands. Despite the diversity in language teaching branches, the Communicative Language Teaching (CLT) approach may be broadly applied. Additionally, this author emphasizes the importance of teachers and school leaders developing appropriate methodologies and strategies to meet the unique needs of each classroom. Therefore,

proper organization and management are crucial to help students achieve their goals and gain knowledge effectively.

### **Teachers' roles**

A proficient teacher is not necessarily defined by charisma, memorability, popularity, or the adoption of the latest teaching methods. Instead, a good teacher is primarily characterized by the outcomes achieved; specifically, the degree to which they grasp the subject matter and their motivation to pursue further learning (Ur, 2024). Moreover, the teacher's role must evolve from merely transmitting knowledge to developing active learning processes among students. This evolution necessitates both psychological and pedagogical support for students' intrinsic needs for knowledge, as well as the encouragement of free thinking, creativity, and innovation (Jabbarov, 2020).

Khan and Perveen (2021) highlight the importance of psycholinguistics in understanding the intricacies of the learning process. They argue that teachers must comprehend how language learning occurs in students' minds and identify the factors that facilitate or hinder this process. Furthermore, these authors highlight the need for teachers to consider the complexity of teaching from a psycholinguistic perspective, which includes understanding how students acquire languages and how teachers may effectively impart language skills.

Additionally, the facilitator role in teacher-student interactions is aimed at fostering student autonomy. In this role, the teacher acts as a helper and advisor, consulting, exploring, and encouraging independent thinking, while also assuming significant responsibility in maintaining class flexibility and aligning with students' goals through advisory roles. Although initially challenging for students unaccustomed to autonomy, this approach cultivates confidence and independence, particularly suited for higher-level studies where students possess adequate knowledge levels (Fadaee et al., 2021).

Finally, the transformative role of teachers is essential in the modern educational landscape, reflecting a shift from being mere knowledge holders to becoming partners who nurture students' innovative potential through collaborative and inclusive teaching practices.

Consequently, the importance of preparing students for future challenges, promoting active engagement in the learning process, and fostering a classroom culture that supports individual growth alongside shared learning experiences is emphasized. Furthermore, this approach not only empowers students but also enriches the overall educational environment, enabling all participants to thrive in their academic pursuits (Cohan et al., 2019).

### **Motivation and its roles in language teaching**

A teacher's motivation plays a pivotal role in enhancing and advancing student performance, thereby influencing the entire educational process. As Dweik and Awajan (2013) highlight, education is a lifelong journey that persistently shapes behavior and cultivates cognitive development. Given the teacher's ongoing involvement in this developmental process, it is probable that the encouragement of positive behaviors is closely linked to the teacher's motivational levels. Consequently, a teacher with diminished motivation may exert a detrimental impact on students' academic achievements. Since English language teachers bear greater responsibility and are expected to put in extra effort, they require higher levels of motivation than other teachers to improve foreign language achievement.

Moreover, Ng and Ng (2015) explain that a teacher's motivation is primarily derived from their intrinsic enthusiasm and commitment to the educational process, influenced by the dynamics within their working environment, including interactions with students, peers, and administrative personnel. Although some researchers posit that the motivational drivers for teachers resemble those affecting students, the dimension of teacher motivation remains an underexplored dimension in second language acquisition research. Furthermore, understanding the various elements influencing both teacher and student motivation, as well as their self-efficacy, is essential for developing effective teaching methods as noted by Henneby and Xiao (2020). These authors assert that such comprehensive knowledge not only enhances pedagogical practices by informing educators on how to better engage and

inspire their students, but also enriches existing theories regarding the profound impact of learners' emotions on the language acquisition process.

Likewise, Gilakjani et al. (2012) emphasize the pivotal role of teachers at all stages of the motivational process; furthermore, motivation is now regarded not merely as integrative or instrumental, but as a critical component of language learning, often generated, nurtured, and sustained by a dedicated and skilled teacher. Given the importance of learner-teacher interactions, these authors explain that numerous studies have examined teachers' influence on foreign language learning. Moreover, these authors also explain that an effective teacher ought to exhibit several key qualities, including enthusiasm, recognition and encouragement of students' ideas, the ability to create a comfortable and engaging classroom environment, clarity in presenting activities, and support for students facing challenges, thereby helping them elevate their self-expectations.

Finally, when observing various teachers in action, Seven (2020) notes that those who establish the most effective connections with students often come from culturally and economically disadvantaged backgrounds. These effective teachers possess a profound knowledge of and passion for their subjects, with an enthusiasm that resonates with their students. Such educators value learning and openly acknowledge that they may not possess all the answers, encouraging students to question continuously, seek answers, and learn for the intrinsic joy of learning. Additionally, this author emphasizes that teachers need time to understand their students' personalities, maturity levels, intellectual abilities, and academic needs. Therefore, establishing a comfortable and secure classroom atmosphere is essential, as it fosters relaxation and concentration, enabling students to engage more fully in their lessons.

### **Teaching experience (gift or acquired skill)**

Leithwood (2014) outlines two main approaches to understanding teachers' professional development. The first approach focuses on how teachers master classroom practice, emphasizing pedagogical innovations and broader professional growth that may enhance teaching effectiveness, while the second approach examines the organizational

and occupational conditions that influence teachers' learning opportunities. It highlights how the social structure of teaching significantly impacts professional growth through various factors, including policies, practices, and career structures.

On the other hand, the unique gift of a teacher resides in their dynamic engagement with students, which fosters an enriched learning environment through ongoing dialogue and meaningful interaction. When students reciprocate this engagement, showing appreciation and involvement, the educational experience becomes exceptionally rewarding for both educator and learner. By nurturing this intrinsic ability, teachers not only enhance their professional growth and development but also exert a positive and lasting influence on their students and by extension, on the broader community in which they serve (Palmer, 2024).

Compton (2009) outlines that each level of pedagogical skills has a distinct focus. Novice teachers prioritize gaining sufficient information and knowledge, while proficient teachers concentrate on applying this knowledge. Expert teachers, on the other hand, emphasize creativity in both their knowledge and its application. Additionally, Compton highlights the importance of building an online community and promoting socialization in online language courses. To achieve this, novice teachers must be equipped with strategies to promote these aspects while facilitating communicative competence and effective online interaction. Additionally, they need to be knowledgeable about various language learning theories and online assessment strategies.

Ur (2024) emphasizes that new teachers face initial challenges that often lessen with experience, arguing that overcoming these obstacles leads to significant learning, best acquired through practical experience rather than theoretical instruction. Despite the frustrations associated with lesson planning, Ur notes that seeking guidance from experienced colleagues is instrumental in focusing on student outcomes, underscoring the importance of developing teaching expertise through hands-on experience and reflective practice, with proficiency evolving through continuous learning.

Finally, the concept of teacher effectiveness is too narrow to fully encapsulate the multifaceted nature of teaching quality, while teaching experience is overly broad and fails to

consistently correlate with quality. The relationship between these three concepts—effectiveness, experience, and quality—is somewhat 'fuzzy,' characterized by significant overlap and permeable boundaries. Teaching expertise is recognized for its flexibility, enabling it to adapt to various communities and value systems worldwide. Moreover, while certain teaching abilities may be inherent, a substantial portion of the requisite skills may be developed and refined to address diverse educational needs (Anderson, 2023).

### **Links between experience and teaching**

Ní Chróinín et al. (2019) assert that a coherent teaching vision is essential for informing classroom practices and guiding the continuous professional growth of educators. The professional experience of teachers significantly influences their effectiveness, as seasoned educators tend to exhibit greater proficiency in managing classroom dynamics, adapting their instructional techniques, designing effective curricula, engaging in continuous professional development, and mentoring their colleagues (Layek & Koodamara, 2024). Moreover, in the school setting, the teacher is a pedagogical expert who collaborates with others to plan, organize, and guide learning processes according to the curriculum and educational objectives, creating comprehensive educational modules that incorporate a multidisciplinary approach, emphasize future skills, adopt Information and Communication Technology (ICT), and expand learning environments (Valli et al., 2017).

As teachers acquire greater knowledge from studying diverse pedagogical approaches, they are better equipped to integrate this knowledge with practical experience to create a suitable teaching methodology for their specific purposes. Consequently, a professional English language teacher must not only possess the necessary personal qualities but also receive training in the disciplines and fields of study relevant to the language teaching process (Verghese, 1989). Moreover, experienced teachers with backgrounds in diverse districts or international settings bring valuable knowledge and perspectives to their teaching, which enhances their ability to adapt methods effectively. For instance, substitute teachers who manage classrooms and deliver pre-prepared lessons

during absences gain crucial experience in varied teaching contexts, improving their adaptability and resourcefulness and ultimately benefiting their students (Irvine, 2019).

### **Previous studies**

In the following section, insights from five previous studies centered on the systematic analysis of educational experiences within the realm of English teaching are examined.

The first study was carried out by Jang (2023). The objective was to investigate the impact of the practicum on the development of Korean pre-service English teachers' perceptions of teaching speaking. This qualitative study applied classroom observations, semi-structured interviews, documents, and questionnaires. It involved two pre-service English teachers in their final year of teacher training, one teaching a third-grade class with 34 students and the other teaching a second-grade class with 26 students, totaling 60 students. The results indicated that the practicum had a limited impact on their cognition development, highlighting a gap between their theoretical knowledge and practical application in teaching speaking.

The second study was carried out by Quiñones et al. (2022). The purpose was to investigate the experiences of preservice EFL teachers during their first teaching practicum through collaborative autoethnography. This study administered qualitative methods, specifically the analysis of reflective journal entries written by the participants. The participants were four preservice EFL teachers who engaged in reflective practices throughout their practicum. The results showed that preservice teachers faced significant challenges, including anxiety related to being judged by mentor teachers, managing diverse student needs, and adapting to online teaching environments due to the COVID-19 pandemic.

The third study was implemented by Greggio et al. (2009). The objective was to investigate the systematization of studies in English Language Teacher Education (ELTE) at the English Graduate Program at Universidad Federal de Santa Catarina (UFSC). This study adopted qualitative-interpretive techniques, including interviews, questionnaires, diaries,

reflective sessions, and data from video/audio-taped classes. The results demonstrated that reflective practices, teachers' beliefs, and teacher-student interactions are significant research trends in the field of Language Teacher Education at UFSC.

The fourth study was undertaken by Medina and Patricia (2019). The objective was to document and reflect on the teaching experiences, observations, and skills acquired during the teaching practice. This study implemented a methodology involving three stages: observing English classes, assisting experienced teachers, and designing lesson plans. Techniques included using an observation sheet, sharing didactic materials, and reflecting on pedagogical experiences. The results showed the importance of learning from experienced teachers, the significance of hands-on teaching practice, and the value of reflection in improving teaching skills.

Finally, the fifth study was performed by Guerra et al. (2023). The objective was to enhance the understanding and implementation of effective pre-professional practice by examining the systematization of pre-professional practice and proposing a theoretical-methodological model based on Oscar Jara's framework, incorporating insights from neuroscience and critical complex thinking. A sample of 1,150 students from four universities and a pedagogical institute in Peru was selected to investigate the systematization processes, efficiency levels, and research skill articulation of pre-professional practice. Among them, 289 students participated in the application of the proposed model. This study applied virtual surveys and questionnaires for data collection, using descriptive-correlative and quasi-experimental designs. The results showed concerning levels of inadequacy and limited research capacity in pre-professional practice systematization.

## **Chapter two**

### **Method**

#### **Setting and participants**

The information for this study was derived from the systematic compilation of final reports from Practicum 1 and Practicum 2, which included observations and teaching experiences in Basic Education and Bachillerato contexts. During Practicum 1 the observations were in a private institution. In Basic Education, classes were observed from 1st to 10th grade, while in Bachillerato, observations were carried out in 1st, 2nd, and 3rd grades. This setting comprised students aged 4 to 18 years, and class sizes ranged from 25 to 30 students and their teachers. The students' English proficiency levels varied, with learners in Basic Education ranging from A1 to A2, and those in Bachillerato from A2 to B1.

The practicum 2 was conducted in a public institution, offering teaching experiences in the morning. In the realm of Basic Education, instruction took place for grades 2 through 9, while in Bachillerato, education was imparted in the 2nd and 3rd grades. This research involved students aged between 4 and 19 years, and their classes numbered 30 to 35 students. Similarly, English proficiency levels ranged from A1 to A2 in Basic Education and from A2 to B1 in Bachillerato.

#### **Procedure**

The systematic procedure for this research followed a qualitative methodology, allowing for a thorough investigation of pre-professional teaching practices. The initial phase of this undertaking encompassed an exhaustive investigation of scientific theories to provide a robust foundation for the insights and reflections generated throughout the systematization. The theoretical examination centered on the acquisition of substantial information from reliable sources, including books and academic journals, to ensure a strong foundation for the research. The investigation primarily addressed English language teaching theories and practices while also incorporating relevant studies on the systematization of pre-professional practices in teaching English as a foreign language, providing a comprehensive contextual framework.

Once the theoretical framework had been laid, the subsequent process involved the selection of data to be systematized. This information was extracted from the final reports of both practicums, employing instruments such as observation sheets and narrative reflections. Twelve classes were selected for detailed analysis: six observed, consisting of three from Basic Education and three from Bachillerato, and six taught, equally divided between these two contexts.

The systematized information was subdivided into two sections. In the initial part, the focus was on the classes that were observed and the systematization of classes taught. The analysis within each part was further categorized into the domains of Basic Education and Bachillerato, thereafter, four pedagogical aspects were assessed for each instructional setting: planning, linguistic aspects, learning management, and methodology.

For every pedagogical aspect, the methodology began by delineating the features of the three selected classes, concentrating on the pertinent sub-aspects within that category. Following the description, a rigorous analysis was executed to assess the efficacy and ramifications of the educational procedures, supported by scientific theory. The reflections offered insightful analyses of pedagogical approaches, deepening the grasp of the complexities of instructional scenarios in each context. Through the entirety of this descriptive, analytical, and reflective examination of professional practices, definitive conclusions and recommendations emerged.

## **Chapter three**

### **Discussion, Analysis, and Interpretation of Results**

#### **Description, analysis and systematization of the teaching experience.**

This chapter provides a detailed analysis and critique are offered, derived from experiences as both an observer and the primary instructor in English classes. Likewise, a systematic methodology was implemented to each class, focusing on four pedagogical aspects: planning, linguistic aspects, learning management, and methodology. Each aspect is accompanied by a reflection supported by scientific evidence. The analysis starts with the observed classes and is followed by the classes taught in the role of the EFL teacher. Finally, conclusions and recommendations are presented at the end of both stages.

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

##### ***Basic education***

This segment of the research focuses on the examination and contemplation over the essential aspects of the private school's basic education classes which have been previously observed.

##### **Planning.**

During the initial session, the instructor showcased meticulous preparation by articulating the learning goals and initiating the theme of size contrasts in a coherent and captivating way, directing students through a vocabulary selection fitting for their language competence, encompassing concepts of size and comparison. The teacher selected course material that was not only appropriate for the students' cognitive development but also relevant to their everyday experiences, leading to a more profound level of comprehension and connection. During the instructional session, the teacher demonstrated a profound mastery of the subject matter. By employing precise, grade-level language and arranging the lesson in a logical sequence, the teacher maintained the students' attention and facilitated their interaction with the content.

The second lesson revealed the teacher's careful planning in the systematic presentation of the lesson's goals and theme, guiding the students through a selection of vocabulary appropriate to their linguistic competence. The teacher selected course material that was appropriate for the students' cognitive development. Once the students had been welcomed, the educator outlined the lesson's content, imparting precise and deliberate instructions. With a solid grasp of the subject matter, the teacher employed examples to relate the content to the students' lives, which enhanced collaboration and comprehension.

In the third lesson, the teacher initiated the session by articulating the lesson's objectives and subject, thereby supplying students with a succinct and structured outline of the session's purpose. The tutor then organized the content in a perspicuous and unambiguous way, employing language and illustrations suitable to the learner's level of competence. In addition, the content was grounded in students' lived experiences, empowering them to establish meaningful connections with the academic content, while the teacher proved topic domain during the whole session.

### **Reflection.**

In the area of planning, the teacher established a strong ability to present lesson content in a clear and organized manner, successfully adapting it to the students' proficiency levels. Each lesson observed presented a structured introduction of the topic, with objectives communicated efficiently, which aligns with Harrington and Thomas (2023) assertion that setting clear objectives for each lesson in the syllabus is an effective strategy to outline the learning journey and guide students through the key concepts and goals of the course.

Another notable aspect in the classes was how the teachers integrated examples and situations from the students' daily lives in the contents. This not only allowed concepts to be more accessible, but also fostered meaningful connections between academic content and personal experiences, which enriched learning, which bring into line with Davies and Pearse (2000), who address the importance of creating meaningful learning experiences, which includes connecting classroom content with the daily lives of students. These authors emphasize that the usage of family contexts and examples of daily life not only facilitates the

understanding of the language, but also helps students perceive the practical usefulness of English in their own lives.

### **Linguistic Aspects.**

In the first class, the teacher effectively incorporated English language in its entirety to greet, say goodbye, give instructions and explain the content throughout the class by using clear and appropriate vocabulary and grammatical structures suited to the students' proficiency level. The teacher exclaimed phrases such as "hands up" and "hands down", to introduce the concept of "size", in this way the instructor ensured that the students may interact and understand the language in a significant and pertinent context.

During the second class, the instructor proved consistent custom of English during the lesson, ensuring that students stayed submerged in the target language. Vocabulary and grammatical structures were proper for the level of the students by integrating examples, anecdotes and experiences about the present perfect progressive, which were described with clearness, making abstract grammar concepts suitable, to facilitate students' understanding and active contribution.

Finally, in the third class, the teacher established robust linguistic handling during the class by employing solely English, which fortified absorption and constant exposure to the target language. The vocabulary and grammatical structures employed were proper for the students' level of competence, enabling understanding without overwhelming them. The insistence of the teacher on refraining from Spanish resulted in students feeling assured in their English abilities and fostered increased involvement. In addition, the teacher's precise and thoughtful spoken directions permitted students to clasp the language, launching an ideal setting for learning.

### **Reflection.**

The linguistic aspects observed classes consisted of the exclusive use of English throughout the classes promoted immersion in the target language. Through the teacher's selection of unambiguous and age-appropriate language promoted clear comprehension and active involvement. Tsang (2017) posits that the recurrent employment of the target

language by educators in academic environments provides learners with valuable opportunities, empowering them to communicate efficiently and advance their language expertise. This immersive language practice not only enhances the students' ability to comprehend English, but also stimulates them to think in the language, leading to a more profound engagement and connection with it.

Another notable aspect was the meticulously constructed use of language, as evidenced by the teachers' emphatic delivery of exclamations and precise articulation, enhancing comprehension. In view of Lightbown and Spada (2021), the custom of structured language is essential for fostering learners' understanding, as it bridges linguistic breaches and guarantees that the remaining input is manageable and eloquent.

### **Learning Management.**

In the first lesson, the tutor established effective learning management, facilitating a stimulating and inclusive classroom experience. The teacher's initiative to move the class to courtyard brought a refreshing change in scenery, leading to increased focus and active participation. Plus, the instructor adapted the lesson tempo to suit the students' learning modalities, promoting understanding and inclusiveness while the students' questions were answered in a clear and attentive manner, reflecting a deep concern for their needs. In addition, all students were stimulated to contribute, supporting active participation and collaboration and lastly, ongoing assessment and immediate, accurate feedback were offered, strengthening understanding and supporting steady progress throughout the lesson.

During the second lesson, the tutor showcased a competent mastery in learning management, creating a controlled and systematic classroom atmosphere that simplified effective learning. Although the tutor was prepared to manage the group appropriately, there was no unforeseen situation for the teacher to intervene. In addition, the lesson's structure was not inclusive of multiple learning styles, which negatively affected student participation. Despite that, the students' concerns were addressed clearly and precisely. On the other side, the teacher failed to invest sufficient energy in encouraging active participation from every student. While activities such as transforming sentences into present perfect

progressive tenses were provided to promote participation, the activity failed to ensure consistent participation of every student. Nevertheless, the tutor excelled at continuously assessing learning by providing timely and direct feedback in a final oral activity, encouraging student oral participation.

In the last session, it was noticeable to perceive a suitable learning environment when the teacher greeted the students cheerfully. Next, good group management was observed by maintaining the discipline of the students and controlling the students who wanted to speak without permission. The teacher also considered the pace and learning styles by adapting the teaching to the needs of the students, which was warmly accepted by them as everyone participated orally, which was also a positive aspect. In addition, the teacher answered clearly the questions of the students and finally evaluated individually the learning of the students by giving immediate feedback when necessary.

### **Reflection.**

According to Khoo and Huo (2022), an environment suitable for learning and recognizing the diversity of learning styles fosters student empowerment. Furthermore, these authors highlight the importance of dynamic collaboration between students and teachers to create a learning space that is inclusive and transformative, strengthening language skills as well as confidence in the use of the language. During classes, teachers established this aspect by adjusting the environment and pace of the lesson, promoting dynamic and inclusive learning.

Furthermore, Schellekens et al. (2021) point out that formative assessment plays an important role in active and reflective learning as it allows students to identify their areas for improvement, receive timely feedback, and adjust their learning strategies autonomously. This aspect was evident in all the classes described, where immediate assessment and feedback consolidated learning.

### **Methodology.**

During the first class, the "Pointing Gestures" technique was the first to be introduced, which captured the students' attention and maintained interaction and classroom

control. Next, the "Comparison" technique was applied, making concrete and visual comparisons such as contrasting the teacher's height with that of a student. The activities were applied to encourage active participation and improve information retention as the teacher had the students mark their heights among themselves while they were lying on the floor which encouraged kinesthetic learning and thus, allowed the student to learn in a meaningful way. Then, the teacher transitioned to another topic by showing pictures of animals and objects cheering the students to repeat the information which encouraged the "Repetition" technique. Finally, the teacher ordered the students to take out their books to work on an activity in which the students had to circle the objects that the teacher mentioned. At the end of the activity, the teacher concluded the class by sealing the activity book of all the students. As a whole, these strategies and activities were designed in relation to the objective of the class and were adjusted to current trends in language teaching by prioritizing meaningful and contextualized learning.

In the second lesson, Communicative Language Teaching was applied, which was reflected in the initial greeting and oral interaction in English. The Deductive Method was also opted, while the teacher directly presented the grammatical structure of the "Present Perfect Progressive" providing examples to explain it before the students practiced. As for the strategies, Guided Learning was one of them, likewise the Activation of Prior Knowledge was exerted since the teacher make use of anecdotes and experiences, the Modeling strategy, where the teacher presented clear examples so that the students understand how the aforementioned structure works, and the Controlled Practice since the students did exercises from the book under the supervision and guidance of the teacher, which encouraged interactive learning. On the other hand, the Sentence Transformation activity stimulated the students' oral production when the teacher asked them to convert sentences from the present perfect to the present perfect progressive out loud. As for the materials, the textbooks and the digital whiteboard were the protagonists, which allowed for meaningful learning and were in accordance with current trends.

During the third lesson, The Audiolingual Method was operated when the teacher played the audio of the text so that the students might listen and become familiar with the pronunciation. Then, one of the strategies was Active Learning, which was noticed when the students went to the board to answer questions according to what they heard, participating individually and as a group, encouraging interaction. In addition, Linguistic Immersion was also part of the session, where the teacher prohibited the use of Spanish, which encouraged the students to think and express themselves exclusively in English. Finally, the teacher established a last activity which involved the use of the new vocabulary in which the students had to explain what each one is used for, in order to obtain a "happy face" as a reward, which managed to motivate participation and individual effort.

### **Reflection.**

During the three sessions observed, educators implemented a variety of methods, techniques, and strategies that enhanced student interest and learning by ensuring that activities were dynamic and meaningful. As Tang et al. (2021) point out, strategies integrated into the classroom generate meaningful and motivating learning, as students obtain constant opportunities to practice the language in real-life situations and interactive contexts, which highlights the importance of combining different methods and techniques to maximize results in teaching the target language.

The application of resources, such as textbooks, digital whiteboards, and audios, facilitate the incorporation of current trends such as Communicative Competence and Linguistic Immersion. In addition, the integration of visual and digital tools modernized teaching, allowing students to actively interact with the content. Ngongo et al. (2023) highlight that books promote substantial learning by integrating resources such as images and interactive texts, facilitating a range of various teaching strategies enabling students to correlate concepts with practical experiences.

### ***Bachillerato***

The following section centers around the observations and reflections on the essential aspects of high school classes during the internship at a private establishment.

**Planning.**

Class number one began with a warm greeting and immediate introduction of the topic and objectives of the class using anecdotes and experiences. The content presented in a clear and organized manner was appropriate to the students' level as the students worked through the class without any language issues. Furthermore, as the teacher fostered meaningful connections with the students' personal and academic experiences, the strong mastery of the topic was perceived.

During the second class, the teacher introduced the topic and objectives of the class through a welcoming explanation which caught the attention of all the students. Next, the teacher communicated the content clearly and in an organized manner, however, the instructor did not relate the content to the students' reality, which may have affected their familiarity with the topic. Still, the teacher's strong command of the topic was notable, which ensured a favorable outcome during the early stage of the lesson, reflecting a high level of planning that permitted the tutor to understand the students' needs and improve the effectiveness of the session

Lastly, in class number three, the topic "Prefixes, suffixes, and roots" was presented in a clear and concise manner as well as the objectives, which provided an effective guide for the students in knowing what they were going to go through during the class. Likewise, the presentation of the content was selected to match the level of the students, allowing accessibility to the topic. In addition, the content was connected to the reality of the students. Finally, throughout the session the teacher showed a great command of the topic which favored the understanding of the students.

**Reflection.**

An effective lesson plan involves the specification of clear learning objectives and the organized and sequential presentation of content to facilitate comprehension and reduce student puzzlement (Marzano & Marzano, 2003). In the classes described, this was noticeable as teachers excelled in presenting a structured and well-organized plan, likewise,

teachers aligned the content with the students' current proficiency levels allowing active participation.

Moreover, the teacher's mastery of the subject matter was evident during the lesson, highlighting the value of possessing a deep understanding of the content. As Rosenshine (2012) notes, a deep-rooted comprehension of the subject matter equips teachers with the ability to recognize and address students' learning barriers, as evidenced by the teacher's unambiguous and meticulous demonstration. This definitive direction given on the topic allowed students to keep pace with the lesson and fostered a climate of self-assurance and active engagement with the subject matter.

### **Linguistic Aspects.**

During the first session, the instructor showcased an expert handling of English, keeping English as the leading language throughout the class. The chosen vocabulary and grammatical structures were commensurate with the students' linguistic abilities which ensured that the session was within the grasp of the students, permitting them to fully comprehend the topic. Furthermore, the instructor's sharing of examples and anecdotes brought the language to life and simplified the understanding of the language.

In the second session, English was the main focus of the session as it was used throughout, and vocabulary and grammatical structures were adapted to the students' proficiency level, which enabled effective learning. Furthermore, incorporating examples and anecdotes facilitated a better understanding of the language, as it increased their participation and ease of comprehension. By making thoughtful linguistic choices, the instructor facilitated clear communication and preserved the practicality of the language for students.

Finally, in the third session, the use of English was observed partially since the instructions that the teacher offered were mostly in Spanish, however, in the rest of the class, the language was appropriate for the level of the students, executing simple and clear expressions, which provided a satisfactory understanding of the content. Despite the sudden

change from English to Spanish when explaining some instructions, the teacher had a positive result which was the active participation of the students

### **Reflection.**

During the previously described classes, the teacher's ability to present explanations at a clear and appropriate pace that contributed to students' understanding was very noticeable. As Goh and Burns (2012) point out that the careful selection of vocabulary and grammar plays a significant role in fostering effective communication among students. Moreover, an aspect that stood out in the classes described was the transition from English to Spanish during class, which radically involved the immersion of the target language. While Code-switching may be a valuable resource for clarifying intricate ideas in multilingual environments. Yet, an excessive dependence on code-switching may obstruct the development of competence in the target language. As Holmes and Wilson (2022) state, the practice of code switching may help clarify concepts and improve understanding. However, the students' extensive use of their native language may impede their English language acquisition, as they may overly depend on it, thereby reducing their contact and application of the English language.

### **Learning Management.**

In lesson number one, the teacher established an environment that was suitable for learning by addressing the different needs of the students. Next, the teacher showed effective group management skills by overcoming unforeseen situations appropriately, avoiding constant distractions and controlling the students' behavior. In addition, the teacher adapted the pace and style of learning to the students, ensuring that both fast learners and slow learners were motivated to participate and no one felt excluded. Finally, the teacher responded to the students' concerns clearly and precisely, which promoted a profound understanding of the topic. Likewise, the instructor assessed learning through an oral activity and provided feedback with a visual resource.

In lesson number two, the educator skillfully fostered a supportive learning environment by asking intriguing personal questions that captured the students' attention.

The teacher effectively handled unexpected circumstances among the students by silencing those who spoke without authorization and minimizing distractions. The consideration of the students' pace and learning style was also highlighted when explaining the activities to be carried out until everyone understood. Likewise, the students' concerns were resolved at the time of active participation during the class. In the concluding stage, the educator evaluated the students' progress via a culminating exercise, offering prompt comments when required.

Finally, in lesson number three, an appropriate and inclusive environment was established by the teacher while managing the group, proving a strong ability to overcome situations such as the difficulties of some students who could not understand English, by providing some instructions in the students' mother tongue, which also reflected the correct consideration of the pace and learning styles of all students. In addition, the teacher responded to the students' concerns clearly and precisely, which motivated the students to participate actively. However, the absence of prompt and accurate feedback in the evaluation of learning impaired students' comprehension and delayed the clarification and reinforcement of concepts.

### **Reflection.**

During the described classes, instructors excelled in creating a suitable and welcoming learning environment as teachers catered to individual needs and established a positive atmosphere which is an essential aspect of effective learning management. As Puspitasari et al. (2023) point out, fostering a constructive and well-organized educational environment not only stimulates student involvement but also boosts their academic performance and motivation to learn. On the other hand, Ling (2019) states that providing immediate and constructive feedback is essential in the teaching and learning process as it improves students' motivation to speak English. This point was addressed in nearly all classes, promoting meaningful learning, which further encouraged learning management.

### **Methodology.**

Class one employed Communicative Language Teaching through oral activities and interaction based on questions about the topic, plus, the Deductive Method as the instructor

first explained the concepts before the students applied them. In terms of techniques, the instructor promoted Individual Writing by ordering students to answer questions in their notebooks, and Response Analysis by reviewing and providing feedback on students' individual responses. Regarding strategies, Activation of Prior Knowledge played an essential role by using examples and anecdotes, as well as Individualized Learning. Next, in the activities section, these were designed in relation to the objective of the class as the instructor asked questions related to the topic for students to respond orally, which promoted communication skills and allowed students to learn in a meaningful way. In addition, the instructor played a short video twice, encouraging listening comprehension and retention of content related to the topic. These activities and strategies were partially aligned with current trends.

Class two implemented Task-Based Language Teaching and Deductive Method by using Kahoot and activities in the book. Techniques such as Interactive Assessment using the aforementioned tool, Individual Work by completing activities from the book autonomously in the vocabulary section, Group Feedback by jointly correcting at the end of the activity, which ensured that all students understand, and Musical Ambience by playing it during the activities, which facilitated the concentration and enjoyment of the students. These activities included completing a 20-question quiz via cell phones in which the students who answered most of the questions correctly are the ones who win the game, which allowed the students to learn in a meaningful way. It was noted that the activities were designed in relation to the objective of the class. Finally, among the materials were textbooks, the quiz created by the teacher, and cell phones, which were partially aligned with current trends.

Finally, class three opted the Audiovisual Method to introduce the content, the Translation Method to give the instructions and the Deductive Method when the teacher prioritized theory over practice. Regarding the techniques, the teacher established Questions and Answers to assess the understanding of the topics and Task Assignment to consolidate the topics outside the classroom. In addition, strategies such as Activation of Prior

Knowledge, Explicit Teaching, Individual Learning, Use of the Mother Tongue and Immediate Evaluation played a fundamental role during the activities that the students carried out such as observing practical examples of the topic through a video, answering questions, and working individually in their notebooks. Although these activities were conceived with the learning objectives in mind, enabling students to acquire knowledge in a significant manner, it is important to acknowledge that the class did not entirely adhere to contemporary educational trends.

### **Reflection.**

In the lessons described above, the teacher's skill in blending the multiple methods and techniques, in harmony with the communicative guidelines of language education, was noteworthy. The incorporation of multimedia, including videos and interactive quizzes, successfully addressed various learning styles, leading to captivated and inclusive classes. In practice, Kahoot, a system that facilitates active participation and provides immediate feedback, demonstrates the power of gamification as a motivational tool (Wang & Tahir, 2020). Furthermore, the selected resources, comprising videos and cell phones, have been carefully chosen to align with the lesson goals to foster profound learning experiences. In the opinion of Van My (2019), mobile phones nowadays grant effortless entry to diverse educational sources, thereby enhancing learning flexibility and efficiency.

### ***General Reflection***

The classes observed at the basic education and bachillerato exhibited the successful incorporation of innovative strategies, varied techniques, and effective management of teaching resources. One of the most notable aspects was planning, where teachers presented clear objectives and organized lessons in a way that facilitated understanding, as Marzano and Marzano (2003) point out, considering that well-structured planning promotes meaningful learning and reduces student confusion.

The applications of methods such as Communicative Language Teaching and strategies based on real contexts fostered meaningful connections between academic content and students' personal experiences, aligning with Davies and Pearse (2000), who

emphasize the significance of contextualizing language learning to render it more practical and motivating. In addition, language immersion, through the exclusive use of English in the classroom, strengthened communication skills and encouraged thinking in the target language, as Tsang (2017) emphasizes when highlighting the benefits of immersive practice to develop language skills.

During this pre-professional practice phase, fundamental competencies of the teacher training profile were consolidated, especially in areas such as planning, learning management, and use of resources. According to Puspitasari et al. (2023), the experience allowed the development of skills to meet the diverse needs of students, create inclusive environments, and manage unexpected events, essential aspects for learning management. In addition, practice strengthened the ability to critically reflect on the methodologies and strategies applied, which is essential for continued professional growth.

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

#### ***Basic education***

In the upcoming section, an exhaustive description and reflections of the pedagogical aspects in the classes with the role of teacher in a public institution are presented.

#### **Planning.**

In the first lesson, the teacher showed careful planning by starting with a warm-up activity that captured the students' attention to learn about the objectives and the topic of the class, which addressed numbers. In addition, the teacher stood out in the organization of the content by starting the class with a clear introduction on the topic that connected with the reality of the students since they see numbers every day, so it was appropriate to the level of the students. In addition, as the session progressed, the teacher demonstrated a great command of the topic, which facilitated the development of the class.

During the second session, the teacher developed a personal connection with the students by sharing details about nationality to introduce the topic. This openness related to the students' reality by allowing them to share their nationalities. In addition, the objectives of

the class were clearly stated, providing a focused direction. Likewise, the content was clearly organized with an initial explanation through visual resources that clarified the concepts of country and nationality, allowing the content to be appropriate to the students' level. Finally, the teacher's strong command of the topic was evident by ensuring that the lesson was accessible and understandable for the students.

In the third class, the presentation of the class topic was successful as the teacher established connections with the students by sharing details about pets through a warm-up activity guiding the students to practice pronunciation and vocabulary related to the animals that the students own, which involved the active participation of the students. These contents were clearly related to reality and were in accordance with the level of the students due to their constant participation during the session. Likewise, the presentation of the objectives to the students was quite clear. Finally, the instructor performed a high command of the topic during the class.

#### **Reflection.**

Reflecting on the planning, it is notable that it was carefully designed by clearly and creatively stating the content and objectives of the sessions. This is in line with Shavelson and Stern's (1981) statement that clearly provided objectives are essential to direct instructional practices and foster student understanding. Furthermore, the organization and logical flow of the content were evident throughout the lessons. This aligns with Bruner's (2009) scaffolding theory, which stresses the importance of organizing content methodically, ensuring that it incrementally builds on students' existing knowledge to promote deeper understanding. This careful planning guaranteed that the lessons were not only understandable but also valuable, leading to an optimal learning experience.

#### **Linguistic Aspects.**

During the first class, the teacher opted for the constant use of English throughout the class by using vocabulary and grammatical structures appropriate to the students' level, as the teacher named the numbers and explained their written forms, which were useful for understanding the language. Furthermore, the harmony between the language employed

and the students' linguistic abilities ensured comprehension and successful implementation of the teaching.

In the second class, the instructor competently applied the target language throughout the class, guaranteeing that the vocabulary and grammatical structures were appropriate to the level of the participants. In addition, the instructor expressed the language in a clear and concise manner, enabling students to grasp the meaning. This was perceived when the teacher used simple language when introducing herself and her nationality and asking the students to do the same, which facilitated the understanding of the language.

Finally, in the third lesson, the teacher communicated with the students in English consistently. The careful selection of vocabulary and grammatical structures such as "I have a rabbit" allowed the language to be accessible and appropriate to the students' level. By establishing clear oral language, the students developed familiarity and precision in the pronunciation of the terms.

### **Reflection.**

According to Soruç and Griffiths (2018), in education, the adoption of English as the language of instruction promotes the synchronous progression of cognitive and linguistic development, as long as the English language's complexity aligns with students' language skills. This was in line with the description in the different classes since the teacher constantly used English as the language of instruction, fostering an immersive learning environment.

Additionally, the teacher's lucid articulation and recurrent explanation of terms contributed significantly to students' understanding of concepts and accurate pronunciation, which are key elements in the process of oral language development. As Smit (2023) points out, successful teaching depends on the teacher's ability to adapt vocabulary and grammar to students' proficiency levels and foster interactive communication for effective instruction, as this approach intensifies understanding and strengthens long-term memory.

### **Learning Management.**

In session one, the instructor created an environment conducive to student learning, which helped build students' confidence to participate. As the class progressed, the instructor effectively maintained focus among the students by preventing disruptions and holding their interest. In addition, the instructor considered the pace and learning styles empowering hesitant students to express their understanding of the topic, thus allowing for the participation of all participants. Finally, the instructor responded to students' concerns clearly and precisely while assessing learning and providing ongoing feedback during a final activity that promoted writing numbers dictated by the instructor.

During session two, the instructor created an appropriate learning environment based on respect and inclusion. The teacher then managed the group appropriately by addressing unexpected situations such as some students' lack of interest in the class. Throughout the class, the teacher considered the pace and styles of learning, ensuring that students had ample opportunities to practice pronunciation. The instructor also responded to students' concerns with clear and concise explanations, which encouraged understanding of the subject. In addition, the instructor provided group activities to allow all students to participate. Finally, the instructor established continuous assessment by asking students to identify countries and nationalities while offering opportune feedback to strengthen learning.

In the last session, an appropriate and engaging learning environment where trust and respect prevailed was established by the tutor. Upon introducing herself, the teacher shared information about pets and then invited the students to do the same, fostering a relevant connection and allowing the students to feel comfortable and ready to participate in the rest of the class. Proper classroom management was also reflected in maintaining discipline and motivation of the participants. Throughout the class, the instructor considered the pace and learning styles of the students by providing several opportunities for practice and repetition of the animals and the alphabet. This ensured that all students participated. Furthermore, questions that arose during class time were answered clearly and precisely. Finally, the teacher assessed learning through the Simon Says activity, providing continuous feedback when necessary.

**Reflection.**

The teacher masterfully handled unexpected situations, impressively maintaining order in the classroom and advancing the learning process in the face of unplanned interruptions. The mastery of this skill is essential, according to Karakose and Tülübas (2024), the teacher's capacity to maintain uninterrupted instructional progress during difficult situations plays a fundamental role, as it has a profound impact on students' academic performance and emotional well-being.

In addition, the teacher encouraged collaboration and the exchange of ideas. Although in some classes there seemed to be little interest from some students in participating, the instructor encouraged them through group activities, motivating them to contribute to the lesson. This accords with Alamer and Almulhim (2021), as they claim that educators who promote teamwork and stimulate involvement through collective tasks improve student motivation, resulting in increased engagement. Furthermore, they discovered that implementing positive reinforcement and fostering a nurturing classroom environment facilitates greater comfort among students, thereby stimulating active participation, even from those who are less inclined to participate.

**Methodology.**

During the first lesson, the teacher applied four different methodologies in order to enhance comprehension. Firstly, Total Physical Response was adopted in order to activate the students through a Simon Says warm-up activity regarding the topic of Numbers, which promoted the Physical Instructions technique as the teacher ordered the students to sit, stand, and write. In addition, the Direct Method was implemented in order to explain the topic in a systematic and structured way. On the other hand, the Audiolingual Method was employed to review the thematic vocabulary related to numbers, which also promoted the Controlled Repetition technique by reinforcing memorization through repetition. Finally, Task-Based Language Learning was applied by implementing an activity oriented to solving a specific task, which promoted the Association and Matching technique as the participants joined the numbers with their respective written forms using lines. During this

stage, the Guided Practice strategy was also employed, with the aim of introducing students to the topic of Numbers. This encouraged the Word Order technique as participants reordered letters to write numbers correctly. In addition, the Gamification strategy was also part of the lesson, as the instructor developed a game incorporating a dice, which maintained motivation and improved learning. Likewise, the Interactive Feedback strategy helped students clarify doubts through a game and allowed the teacher to review mistakes, resulting in a more appealing correction sequence. These activities were evidently designed in relation to the objective of the class and allowed participants to learn in a meaningful way. Regarding the materials and resources, a poster, worksheets, a large dice created by the teacher, and number flashcards were implemented in the class. In general, the activities and strategies applied in this class were not completely aligned with current trends based on Communicative Competence. Although the teacher included participatory dynamics, these focused mainly on recognition, pronunciation and writing, which was oriented towards the development of linguistic skills than the ability to practice language in real contexts.

In the second lesson, the teacher applied four different methodologies in order to enhance comprehension. Firstly, the Direct Method was adopted during the class explanation on the topic of Countries and Nationalities. Subsequently, the Audiolingual Method was incorporated into the repetition activity to practice pronunciation. Then, Task-Based Language Learning was applied in a group activity, which involved filling in blanks with the name of the country or nationality with respect to the image on the worksheet, which promoted the Collaborative Learning strategy. Moreover, Total Physical Response was implemented when the teacher named countries, and the participants showed the corresponding flag. During this stage, the instructor established strategies such as Kinesthetic and Immediate Feedback by promoting an activity in which students individually ordered letters to form the name of a country or nationality, which involved movement and in turn, the teacher provided comments and corrections on the spot, which succeeded in motivating the participants. On the other hand, the teacher asked questions such as "Where is Shakira from?" to which the students had to answer "Colombia" in order to evaluate and

allow the participants to learn in a meaningful way. Regarding the materials, the poster, worksheets, flag flashcards, and markers were implemented. Finally, the activities and strategies were moderately aligned with communicative competence, as opportunities were incorporated for participants to practice speaking, listening, and recognizing nationalities and countries in meaningful contexts.

In the last lesson, the teacher employed five different methodologies in order to enhance the students' understanding of the topic. First, the Natural Approach was chosen during the anticipatory set by encouraging students to share information about their pets orally, and without pressure. Subsequently, the Direct Method was incorporated during the presentation of the topic through a poster. Next, the Audiolingual Method was applied during the repetition of the alphabet and animals when the teacher showed images related to it. This method was also strongly applied during an oral activity in which the teacher hid the image of an animal, and the students had to repeat the name of the animal in a low voice and out loud while one of the participants searched for the image until finding it. This promoted Multisensory Learning by combining visual objects with auditory input. Then, Task-Based Language Learning was implemented in a group activity where students completed information on a sheet by matching images of animals with their names, which promoted Collaborative Learning. Finally, the instructor implemented Total Physical Response which was integrated into the assessment activity of "Simon Says," in which the teacher exclaimed "Give me the cow" and the student who had the image of that animal gave it to the teacher, highlighting Immediate Feedback by addressing errors in an interactive way. Among the materials applied were the poster, images of animals and worksheets. In summary, these activities and strategies were moderately aligned with Communicative Competence, however, some activities such as repetition exercises focused more on pronunciation than on the application of language in real life.

### **Reflection.**

During the described classes, the teacher stood out by applying a variety of methodologies and strategies that were moderately aligned to Communicative Competence.

Likewise, the techniques applied addressed multiple aspects of language acquisition, including pronunciation, listening, and speaking, which allowed for a more dynamic and involving session. According to Shaparenko (2023), modern language teaching prioritizes the application of diverse teaching techniques to create a more interactive and student-centered environment.

Furthermore, the methodologies moderately motivated students which allowed for meaningful learning. Seven (2020) emphasizes that motivation in language learning is a crucial factor in achieving effective results. According to the author, teachers play an essential role in fostering motivation in their students, as it allows them to be more receptive to new information. This was evident when the class instructor tailored the methodology to the diverse needs of the students to maintain their interest, since each student learns differently, some prefer to listen, others write or speak actively.

### ***Bachillerato***

The following section addresses the description and reflection on the pedagogical aspects of the classes taught to second- and third-year students, which took place in a public institution serving as a teacher.

#### **Planning.**

In the first session, the instructor introduced the topic effectively by engaging the students with a brief anticipatory activity involving a balloon, in which the teacher encouraged the participants to infer the topic that was to be explored later. Next, the teacher clearly presented the objectives and the main content by displaying a poster that described the essential components of the topic. Throughout the class, it was evident that the content was appropriate to the students' level, which facilitated student comprehension. In addition, the instructor related the content to the students' reality by allowing each student to exclaim a sentence in the simple present tense about their favorite food or sport. Likewise, the teacher demonstrated an impressive command of the topic.

During the second session, the instructor presented the topic effectively by engaging the students with a brief activity using a ball in which the students holding it said their favorite

fruit or vegetable, which allowed for a relationship with the students' reality. In addition, the teacher provided the objectives as she explained the content clearly and in an organized manner through explanations based on how important "Fruits and Vegetables" are for health. These contents were appropriate for the students' level as the students' understanding of the topic was evident. Finally, the teacher demonstrated an impressive command of the topic.

In the third session, the teacher presented the topic through a clear explanation, as well as the objectives. Subsequently, the instructor presented the contents clearly and in an organized manner through flashcards, which attracted the students' attention. Although the topic was very basic for the students, the teacher knew how to adapt the topic to the students' level by relating the content to the participants' reality, which facilitated understanding. In this way, the instructor demonstrated a strong command of the topic.

### **Reflection.**

Reflecting on the three lessons, it was evident that the instructor's planning was extremely effective and welcoming when introducing the topic and objectives of the lesson. As each lesson the teacher started, the instructor engaged the students with everyday topics and related to real-life experiences, which strongly contributed to the participation of the participants and deepened understanding. This is in line with Alam (2022), who emphasizes that incorporating real-life scenarios provides students with meaningful experiences that intensify their understanding.

Although the topics chosen were too basic for the students' level, the teacher successfully delivered each lesson with clear objectives and successful planning. This ensured that the students remained engaged and understood the purpose of each activity. Although the topics chosen were too basic for the students' level, the teacher successfully delivered each lesson with clear objectives and successful planning. This ensured that the students remained engaged and understood the purpose of each activity. According to the findings of Frymier and Shulman (1995), instructors who adapt course content to align it with

students' cognitive and linguistic abilities can significantly improve engagement and comprehension by making the subject matter relevant and applicable to learners' needs.

### **Linguistic Aspects.**

In lesson number one, the teacher skillfully used English as the primary language of instruction. Vocabulary and grammatical structures were appropriate and in accordance with the students' proficiency level, such as "Tell me your name and your favorite sport or food in the present simple" which facilitated comprehension. In addition, the instructor made sure that the pronunciation was clear enough, which allowed the students to understand and carry out the teacher's requests such as reproducing the correct forms of verbs in the simple present tense.

During lesson number two, the effective use of English as the language of instruction was notable. The use of simple vocabulary and grammatical structures such as "This is an apple" and "This is a carrot" were appropriate to the students' level, which facilitated comprehension. In addition, the teacher excellently produced the language by providing clear pronunciation of the terms regarding food, which allowed for understanding.

In the last lesson, the instructor excelled in using English throughout the class, which managed to fully immerse the students in the target language. Likewise, the teacher introduced topic-appropriate vocabulary and grammatical structures, using phrases such as "Can I have a strawberry, please?" which were appropriate to the students' level and allowed the students to understand.

### **Reflection.**

According to Soruç and Griffiths (2018), adapting instructional language to suit students' language skills improves both cognitive and linguistic development, which was evident during the lessons described, as the teacher's strong ability to adapt the target language to students' proficiency levels was evident, by using clear vocabulary and simple grammatical structures that ensured comprehension and encouraged student participation.

Despite strengths in vocabulary practice, the teacher's skillful application of a broad vocabulary was at times overshadowed by missed opportunities to foster complex language

structures, thus denying advanced students the opportunity to expand their language skills. The learning experience of all students could have been enriched by the introduction of complex grammar and vocabulary. As Smit (2023) notes, effective instruction promotes accessibility while also fostering language development by integrating tasks that become progressively more challenging, catering to the diverse language abilities present in the classroom.

### **Learning Management.**

In the first class, the teacher effectively created an environment suitable for learning by establishing a dynamic and inclusive warm-up activity for the students. In addition, the instructor managed the group appropriately by controlling discipline and addressing doubts that arose regarding the topic. During the development of the class, the teacher adapted the pace of the students' learning, ensuring that both those who learned quickly and those who required more time could follow the class. Consequently, the teacher established a variety of learning styles for the students by adopting different preferences such as visual aids, interactive activities, and practical tasks. Moreover, the instructor frequently assisted to the students' concerns in a clear and precise manner while carrying out the different activities. Finally, the teacher permitted the participation of all students, while continuously evaluating learning and providing timely feedback during the activities.

During the second class, the tutor provided an adequate environment for learning by promoting confidence as the students felt comfortable expressing themselves in the language by participating orally in various activities. Consequently, the instructor supervised the group appropriately by maintaining discipline, avoiding distractions, and keeping all students motivated. Additionally, the teacher considered the pace of learning by explaining the topic in detail to the lagging students. Likewise, the instructor established learning styles by applying it in visual, auditory, and kinesthetic ways in which students excelled in some while others excelled in others, which permitted everyone to participate. During the session, concerns were raised, which were successfully resolved by the teacher. Finally, the

instructor assessed learning through a group activity that encouraged movement and writing, providing timely feedback.

Finally, in the third class, an adequate environment was proportionated by the teacher, as the tutor promoted confidence to participate during the session. Next, the adequate management of the group and unanticipated situations such as indiscipline were successfully overcome by the instructor. Plus, the teacher considered the students' pace by adapting diverse learning styles such as visual, auditory and kinesthetic, where the participation of all students was allowable. During this process, concerns arose, therefore the teacher provided precise answers to them. Finally, the instructor assessed learning through a visual activity offering timely feedback.

### **Reflection.**

During the lessons described the tutor's ability to provide clear and accurate feedback, both individually and collectively, was notable, reinforcing key learning points and fostering an environment of trust. According to Puspitasari et al. (2023), teacher feedback represents an evaluation of students' efforts, which can stimulate motivation, offer confirmation, and encourage progress toward improved outcomes. Besides, the teacher excelled in assessing students through activities, which permitted the instructor to gain insight into the knowledge acquired by participants during the class. Schellekens et al. (2021) state that assessment significantly impacts students' learning processes as it outlines their insights of what is significant, notifies how they infer and, determines the complexity and value of their engagement with these activities.

### **Methodology.**

In the first class, the teacher executed various teaching methods and strategies. One notable method was the Grammar Translation Method, which was applied during the initial explanation of the present simple tense. Additionally, Task-Based Learning was evident during the guided practice, where students worked in groups on worksheets, correctly applying the grammatical rules previously explained. Similarly, the Natural Approach was implemented during the independent practice phase. Here, students were exposed to the

language in an understandable and practical manner within a communicative context, fostering a natural internalization of grammatical structures without pressure. Moreover, the activities aligned with the class objectives, promoting effective learning by allowing students to practice the present simple tense in diverse and interactive contexts. These activities were designed to develop communicative competence, as interactive games and active participation encouraged the practical use of English in authentic and communicative scenarios. The resources utilized included balloons, posters for visual support, part-of-speech cards, worksheets, pieces of paper with mixed words, a learning wheel, and prizes to enhance student motivation.

In the second lesson, the instructor applied diverse teaching methods and techniques, effectively facilitating language learning. For instance, during the initial explanation about food, the teacher provided explanations exclusively in the target language, applying the Direct Method. Additionally, the Audiolingual Method was evident in the use of flashcards, while Task-Based Language Learning was implemented through practice activities that emphasized language execution. Moreover, Total Physical Response was integrated into the twister game, promoting kinesthetic engagement. These activities were closely aligned with the lesson's objective, which focused on vocabulary application and fostering meaningful learning by connecting theoretical content with practical experiences and operating varied methodologies. Furthermore, communicative competence was actively promoted through strategies such as encouraging oral interactions, facilitating group practice, and providing collaborative feedback. The materials and resources applied included flashcards featuring fruits and vegetables to introduce vocabulary, worksheets for classification and writing tasks, and a roulette mobile application with images representing the targeted vocabulary for the twister game. These tools heightened the lessons and supported the learners' engagement and comprehension.

Finally, in the third class, the implementation of assorted teaching methods effectively facilitated participatory learning. Initially, the Total Physical Response method was executed through the "Simon says" game, providing an interactive start. Subsequently, the Direct

Method was applied during the initial explanation, focusing on the exclusive use of the target language. Additionally, the Audiolingual Method was observed during the flashcard presentation, where students repeatedly practiced vocabulary, reinforcing the pronunciation. These activities were well-aligned with the class objective, which focused on teaching vocabulary in a creative manner that fostered meaningful learning by connecting the vocabulary to practical experiences and real-life contexts. For instance, students practiced useful expressions in a fruit-buying game. The emphasis on active participation and game-based learning allowed participants to be involved with the language naturally, thereby promoting the development of communicative competence. Moreover, the resources implemented, including flashcards, bingo cards for vocabulary identification, tables, and a fruit tray for the role-play activity, along with a combination of physical and digital materials, contributed to an attractive and effective learning experience.

### **Reflection.**

During the classes, the instructor included activities that promoted the development of communicative competence, such as interactive games, role-play activities and group dynamics. Students could use the language in real communicative contexts, which improved both fluency and confidence in speaking English. Dos Santos (2020) emphasizes that teachers should adapt their teaching approaches to the needs of the students, incorporating activities that develop communicative competence, such as those that allow practice in real situations of language practice.

However, changing activities and materials frequently may be challenging for students, particularly those who need more time to adjust or who have learning difficulties. As Davies and Pearse (2000) point out, while incorporating multiple materials may increase commitment and maximize the learning experience, it expects cautious and deliberate planning. Therefore, educators should ensure that transitions are harmonious and that the goals of each activity are clearly communicated. Plus, materials ought to be appropriate to the context and intentionally incorporated to preserve students concentrated and prevent frustration or disengagement.

### ***General Reflection***

In the context of planning, the importance of structuring clear objectives and organizing content was highlighted, which was essential to foster student understanding. In both Basic Education and Bachillerato, arduous planning was executed to achieve the objectives set, promoting meaningful learning. This is in line with Shavelson and Stern (1981), who highlight that well-defined objectives guide teaching and optimize learning.

Concerning to learning management, an inclusive and motivating environment was created that responded to the needs and learning pace of the students. Even though the teacher was a novice, the instructor managed to avoid distractions, promote student confidence, immerse participants in the target language, and correct mistakes effectively and constructively. This reinforced the ideas of Karakose and Tülübas (2024), who emphasize that the teacher's ability to conserve a positive environment and handle unexpected situations is essential for the academic and emotional development of students.

Furthermore, the implementation of communicative strategies such as interactive games and role-play in both Basic and Bachillerato strengthened students' communicative competence, fostering both fluency and confidence when managing the language in real contexts. This is consistent with Dos Santos (2020), who stresses that dynamic activities promote student-centered learning tailored to the needs of students. These practical experiences were essential to consolidate professional skills and offer effective teaching focused on the comprehensive development of students.

These practical experiences were essential to consolidate professional skills and offer effective teaching focused on the comprehensive development of students. During this pre-professional practice phase for the first time highlighted the remarkable adaptability and resilience required of educators. Moving from virtual environments in learning as students to the experience as the teacher in traditional environments required rapid adjustments in teaching strategies, lesson planning, and techniques. This transition underlined the need to adjust teaching strategies to respond to the demands of traditional environments,

highlighting the relevance of the voices of future teachers in improving educational programs (Quiñones et al., 2022).

## Conclusions

The planning implemented in the classes proved to be successful in presenting the content in a structured and clear manner, establishing explicit goals aligned with the students' academic level. This aspect ensured that the lessons were well-organized and cohesive, allowing the learning experience to be meaningful and relevant, effectively promoting student growth and facilitating lesson progress.

Linguistic aspects were effectively addressed as the English language was consistently applied throughout the educational activities, with minimal reliance on students' native languages to ensure understanding of instructions. Students' linguistic development was further fostered by adapting the language level to their abilities, using grammatically correct structures and appropriate vocabulary.

The learning management aspect consistently fostered a positive classroom environment that strengthened class dynamics and improved student performance. During observations, strategies were employed that adapted to the pace and diverse learning styles of students, promoting active participation by most students. In addition, timely and constructive feedback was provided to optimize their learning journey.

On the other hand, during the teaching role, the Basic Education and Bachillerato groups were larger, which presented a challenge for encouraging participation. Nevertheless, this issue was effectively addressed through the implementation of strategies and teaching materials designed to promote more inclusive and active student participation. These resources not only facilitated better interaction but also fostered a conducive learning environment where all students felt motivated to contribute and actively participate.

In terms of methodology, during the observed classes and those developed as a lead teacher, a variety of teaching methods were combined, both in primary and secondary school, allowing for learning from different perspectives. Furthermore, the integration of various activities, along with authentic materials and resources such as individual/group work, discussions, role-plays, cell phones, projectors, flashcards, and realia, empowered students to take an active role in their educational path. This not only deepened their

understanding but also sparked their interest by fostering a sense of ownership in their learning process.

Pre-professional internships are essential for teacher development as they cultivate skills in effective planning, classroom management, and application of context-appropriate methodologies. These practices emphasize flexibility and responsiveness to student needs, ensuring meaningful learning experiences. In addition, they provide opportunities for professional growth through exposure to diverse educational levels.

## Recomendations

Based on planning, one recommendation for further improvement would be to integrate more varied teaching methods and resources that suit different learning styles. This could improve student engagement and understanding by offering alternative ways of presenting content. Incorporating multimedia tools or collaborative activities, for example, could further diversify the learning experience and encourage greater student participation, fostering a more dynamic and inclusive classroom environment.

On the linguistic side, it is essential to incorporate more challenging expressions to stimulate advanced students. Additionally, the teacher should employ active strategies that promote verbal communication, cooperation, and critical thinking. By avoiding the use of the native language, students will be encouraged to immerse themselves in the target language through practice and challenges.

Regarding learning management, it is recommended that the instructor continue to refine strategies that accommodate diverse learning styles, as this will further enhance the positive classroom environment and improve student performance. Incorporating more differentiated activities would provide additional opportunities for students to engage with content in ways that align with their individual needs. Furthermore, while feedback was timely and constructive, broadening its scope to include more peer feedback and self-reflection activities would empower students to take greater ownership of their learning process, fostering deeper engagement and promoting further skill development.

To further enhance participation in larger Basic Education and Bachillerato groups, it is recommended to incorporate additional collaborative strategies such as group discussions or peer learning activities. This will foster more equitable participation by providing students with opportunities to participate in smaller, less intimidating environments, while still contributing to the overall classroom dynamic. Additionally, the use of digital tools or interactive platforms such as Kahoot, Padlet, Google Classroom and Mentimeter could streamline communication, ensuring that each student has the opportunity to actively participate. By diversifying teaching methods and utilizing technology, the instructor can

create a more inclusive and engaging classroom environment, encouraging all students to contribute more effectively.

In terms of methodology, it is recommended to incorporate more differentiated instructional strategies tailored to students' diverse learning needs and styles. For example, using adaptive technologies or creating tiered activities could provide additional support for struggling students while also challenging advanced learners. Furthermore, incorporating regular formative assessments would help monitor students' progress and provide timely feedback, ensuring that the selected methods and resources align with their learning goals.

As for pre-professional internships, it is advisable to include simulated teaching environments or microteaching sessions as part of the training process. These simulations allow interns to practice teaching classes, experiment with classroom management techniques, and refine their methodologies in a controlled and supportive environment. These opportunities may help build confidence and competence before moving into real classroom scenarios, ensuring that interns are better prepared to meet the demands of diverse educational contexts.

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## Appendix

## 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**  
**Octubre 2022 – Febrero 2023**

DATOS INFORMATIVOS	
Nombre de la Institución Educativa	
Básica / Bachillerato	
Curso / Grado	
Periodo Académico	

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

**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 tareas.						

### 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						

D. AMBIENTE EN EL AULA	VALORACION					COMENTARIO
CRITERIOS DE EVALUACIÓN El docente:	E	B	R	M	N/A	

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)*

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*Aspectos negativos: (debilidades)*

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

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*Estudiante de Prácticum*

## Appendix 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.