



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

*La Universidad Católica de Loja*

**ÁREA SOCIOHUMANÍSTICA**

**LICENCIADO EN CIENCIAS DE LA EDUCACIÓN:  
MENCIÓN INGLÉS**

TRABAJO DE TITULACIÓN

Systematization of pedagogical experiences in the EFL  
teaching training program

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CENTRO UNIVERSITARIO CAÑAR

2020



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2020

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## **Dedication**

I dedicate this great academic effort to my parents, who have given me life and have supported me at all times to complete this stage of my life; I also express my appreciation to each of the distinguished teachers who illuminated the path of my preparation with great success and professional vocation.

## **Acknowledgment**

Life is a permanent human gratitude, therefore, I sincerely want to give my deep thanks to God, for being the daily encouragement that grants health and life to achieve goals and objectives. Thank you also to my dear parents for providing support and understanding towards my improvement, they represent my warm source of family shelter as a base to ascend in the difficult career of existence.

I would like to thank each of my dear teachers for their teachings, patience and tolerance, who knew on each day, to awaken interest in study and activate skills and knowledge in favor of my preparation.

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## **Abstract**

This work is titled *Systematization of pedagogical experiences in the EFL teaching training program*. The main purpose of it is to describe, reflect, and obtain knowledge from the teaching practice in the educational field. These practices were carried out in different public schools in Cañar city. At the beginning, I did observations, then I was an assistant teacher and later, I performed as main teacher. This report is divided into three sections. First, the literature review, describes the collection of information on important aspects of the teaching-learning process such as the teacher's role, communicative competence, links between experience and teaching, methodologies, strategies, and techniques. The second section deals with the methodology used by teachers inside the classrooms. I have considered relevant aspects such as students' level, background, and needs to establish a positive environment. The third one shows the analysis and reflections on my teaching experiences. I applied techniques, strategies, and methods to accomplish successful outcomes in the teaching-learning process. Finally, the systematization of experiences contributes to the development of personal, cognitive, and affective skills which allow for professional growth.

*Keywords: systematization, learning outcomes, teaching experiences.*

## Resumen

Este trabajo se titula *Sistematización de experiencias pedagógicas en el programa de formación docente EFL*. El objetivo principal es describir, reflexionar y obtener conocimiento de mi práctica docente en el campo educativo. Estas prácticas realicé en diferentes escuelas públicas de la ciudad de Cañar. Al principio hice observaciones, luego fui profesor asistente y posteriormente, me desempeñé como profesor principal. Este informe está dividido en tres secciones. Primero, la revisión de literatura describe la recopilación de información sobre algunos aspectos del proceso enseñanza-aprendizaje, como el papel del maestro, competencia comunicativa, vínculos entre la experiencia y enseñanza, metodologías, estrategias y técnicas modernas. La segunda sección trata de la metodología utilizada por los maestros dentro del aula. Consideré algunos aspectos relevantes como por ejemplo el nivel, antecedentes y necesidades de los estudiantes para establecer un ambiente positivo. El tercero muestra el análisis y reflexiones sobre mis experiencias de enseñanza. Apliqué técnicas, estrategias y métodos para lograr resultados exitosos en el proceso de enseñanza-aprendizaje. Finalmente, la sistematización de experiencias contribuye al desarrollo de habilidades personales, cognitivas y afectivas que permiten el crecimiento profesional.

*Palabras claves: sistematización, resultados de aprendizaje, experiencias de enseñanza.*

## Introduction

This work is based on my teaching experiences that were acquired in the educational field. Professional practice is a training activity that helps teachers measure the real situation in education. In fact, teaching practice refers to the stage where future teachers expand their knowledge through practice and theory acquired throughout university studies. The importance of pre-professional practice is to help teachers develop new skills and competencies that improve teaching techniques, methods, and strategies.

When I heard about Systematization, I realized that this option will be helpful in my life as an English teacher because it gave me an opportunity to reflect, analyze and obtain knowledge to improve my teaching techniques, methods, and strategies. During this process, I could strengthen my vocation and love for the teaching profession.

Over the last few years, some authors such as Carrió-Pastor (2018), Kirkgöz & Dikilitaş (2018) point out that preprofessional practices constitute a coherent and interdependent entity inside the education curriculum, allowing pre-service teachers to be communicated with actions inside and outside the educational field where realities are observed, intervened, reflected on, reconstructed, and valued. According to Zhu et al., (2017) professional practice is central to providing high-quality teaching and learning. Besides, they consider that the reflection on the experiences help to improve the teaching. A reflective teacher is one who analyzes, supervises, modifies their practice in action. Moreover, they have a clear idea about the contents and objectives to be achieved in different lessons. Effective teachers reflect on the proposals based on the observations of the students' group, taking into account their interests, motivations, and concerns.

The present work has three main chapters. The first chapter presents the literature review. It describes some aspects of the teaching-learning process. I gathered information to give more support to my arguments. I used some studies and research about education. The second part is the methodology used inside the classrooms. Furthermore, this chapter deals with the modern methods, techniques and strategies to accomplish successful students'

learning. The last chapter focuses on the analysis, description and reflection of my teaching experiences. I reflected on how a successful teaching-learning process occurs. I took into account four main aspects such as planning, linguistic aspects, methodology and learning management.

All this information contained in this report will be useful for teachers who teach English as a foreign language. In what follows, I will discuss modern methods, techniques, and strategies that all professional or pre-service teachers can employ in their lessons. Besides, I consider that this report will contribute to the university repository, being this a source of information for many students and the general public. Finally, I consider that this work contributes to the development of our society since people can extract and share experiences to build new English projects considering the necessities and diverse interests of their students.

## **Chapter one**

### **Literature review**

#### **What is teaching?**

Nowadays our society needs efficient students capable of creating, innovating, and transforming our world. For this reason, the current education system demands high-quality teaching with activities that facilitate student learning, however, to have quality teaching, teachers need to be creative and research during the different stages of the process of learning. Teaching a new language has become a difficult task for teachers since students need to be interested in learning. Teachers have to love their job to avoid different issues of the demands of education. In this sense, teaching is an art, this means that teachers have to do everything to achieve successful learning in all stages such as motivate students according to their needs and ages, use of resources that make learning enjoyable and most importantly, prepare students for the use of new language in their daily lives. Teachers need to be prepared with new competencies to respond to the needs of twenty-first-century learners since the new generation is overwhelmed with too much information. Thus, teachers will become a tool for facilitating the acquisition of new information (Tan & Low, 2019).

Acquiring a new language is not an easy task for everybody, but if you have a good teacher, it could be the best experience in your life. Biesta, (2013) states that teaching is an activity that introduces something that comes from the outside and adds rather than just confirms the previous knowledge of the student (p. 46). In the same way, teaching is considered the ability to transmit ideas and concepts well with others in a creative, confident, and innovative way (Lokse et al., 2017). These two points of view are quite similar since both approaches refer to education where new knowledge that comes from outside and could be assimilated in various ways depending on the teachers' performance inside the classroom. Besides, these authors mention that education is a challenge for each teacher because they have to be creative at the moment of transmitting ideas, of course, it depends on the

students' level, personal motivation and students' background. As we can see, teaching and learning have correlative meanings (Denzin & Lincoln, 2018).

Moreover, teaching a second language is not difficult at all if the teacher facilitates and supports students in an active way. Some theories mention that teaching is essentially a craft rather than a complex internal activity. In other words, teachers love and enjoy their profession and give an opportunity for students to build their own knowledge. For example, if a student has a problem with a word that is unknown, teachers will find manners to explain it using different methods or resources to reinforce the knowledge (Loughran & Hamilton, 2016).

In conclusion, the definitions of teaching could vary widely from one author to another depending on his or her own experience and how he or she had developed approaches in the classroom. Thus, teaching is a process in which some factors will take place, for example, teachers' behavior, motivation, teaching methods, planning, evaluation, the class environment, students' beliefs, and resources, among others.

### **What is learning?**

Learning is a process of human beings throughout their lives. Babies learn in each situation from their parents, and this process of learning does not stop. When children grow up and go to school to acquire a formal education, this process takes a different path since in schools, children relate with new people and situations. As teachers, we take an important role in this process because we are those who guide and encourage learning in the students. However, learning is not considered just like the process of acquiring new knowledge, besides it refers to how we learn to do some physical activity like riding a bike or driving a car (Pritchard, 2009).

Likewise, some cognitive theories mention that learning is a process, which cannot be observed directly, and mostly focuses on understanding, thinking, and creating (Donoghue et al., 2018). The statement mentioned previously focuses on the learner because it is the central part of the teaching-learning process. A student must not only

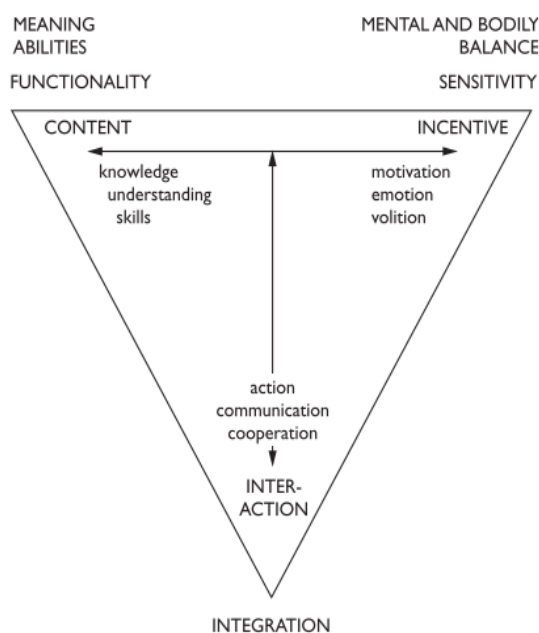
assimilate the information, but use it to create meaningful learning for his or her life and social environment; in other words, the learner should be critical, quizzical, reflective, creative and a researcher.

Furthermore, some authors emphasize all learning implies the integration of two processes, the internal process that occurs between the learner and the environment and the external process between content and the incentive. When we talk about content, we refer to knowledge, skills, and that which is learned. On the other hand, if teachers want to arouse interest in students, they do this through an incentive.

Vygotsky (1978, cited in Donoghue et al., 2018) indicates that a relation between the cognitive and the emotional factor exists (p. 4). In other words, a student must have healthy and stable emotional development to guarantee successful learning. In this case, the motivation and support of their parents have a positive influence on the student's learning process. Furthermore, a calm and peaceful environment plays an important role in this process. In summary, the basis to improve academic performance lies in a shared responsibility among students, teachers, and family. If any of its elements fails, academic performance may be seriously affected.

Akdeniz, (2016) points out those external factors are in interaction with internal conditions. The teacher must be aware that these factors play an important role in the process of leaning. Without these factors the education will fail. For this reason, teachers have to analyze all this factors around the process of learning. For example, when the student is bored (internal factor), the teacher will use some motivation strategies to bring back his or her attention. Besides the class environment must be nice, funny, entertainment in order to students have the opportunity to share their ideas with their partners. In this way, students apply in their lives what they have learnt.

**Figure 1:** The three dimensions of learning and competence development.



*Note:* Adapted from Three dimensions of learning [Photography], Illeris, 2013, Bit.ly,

(<https://bit.ly/367GDyO>). CC BY 2.0

Here, the triangle symbolizes the teaching-learning process, the vertical arrow depicts the external process and the horizontal arrow represents the internal process, outside we can see the components such as functionality, sensitivity, and integration. The experiences of teachers show that the process of learning involves many factors such as motivation, planning lesson plans, and communication awareness.

In this regard, it is important mention that learning English is necessary today, but it requires effective teachers with good competencies that allow students to acquire the language in an appropriate manner. An effective teacher employs modern techniques, methods, and strategies giving students many opportunities to develop the four skills; speaking, listening, writing, and reading. Some teachers, use technology to increase student's knowledge and motivate them. Finally, a successful teaching-learning process requires a lot of preparation.

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

Around the world, English has become an important language for communication. In some countries, English is used as a mother tongue and other countries learn it as a second

language. How does the learning process occur? Children either in their mother tongue or as a second language acquire the language in the same way. For example, children in their mother tongue move through stages such as babbling words, few word sentences, full sentences, and complex grammar. Likewise, when students try to learn a new language they similarly move through the same stages, with the differences that the teacher should know the stage of acquisition of the students. Hill, (2016) indicates that the acquisition of a new language moves through five stages: pre-production, early production, speech emergence, intermediate fluency, and advanced fluency.

The first stage, pre-production, the student has minimal comprehension, nods "yes" or "no", and draws and points. The next stage is early production in which the student has limited comprehension, produces one or two-word responses, and participates using keywords and familiar phrases. The following stage is speech emergence where a student has good comprehension, makes grammar and pronunciation errors, and misunderstands jokes. Another stage is the intermediate fluency in which the student has excellent comprehension and makes a few grammatical errors. The last stage is advanced fluency; in this stage, the student has a near-native level of speech. By knowing the stages of learning, teachers could engage students at the best level of speech and can be assessed close to language proficiency (Hill, 2016).

Some teachers use different methodologies, techniques, and materials to develop English skills (writing, listening, reading, and speaking). According to Vygotsky (2011), teachers can work in a student's "zone of proximal development" by creating scaffolding to support the student's needs during his or her progress. Scaffolding is an important tool to encourage students to perform higher levels in some activities such as modeling grammar or pronunciation, for example, reading a short story and asking students to write about that story. In order for learning to be successful, we can use resources like flashcards, fun worksheets and stories that arouse the students' interest. There are writing formats. One is modeling writing in which students should be able to observe and point. The second is language experience where students can speak words and phrases about topics and

experiences. Another is shared writing where students can identify beginning sounds of words and identify the letter to represent the sound, the last one is interactive writing where students will be able to write hold words and phrases with the teacher's support. As teachers, we must remember, "If we teach them, they will learn" (Shei et al., 2020).

A very important method used abroad in English classrooms is the Total Physical Response (TPR). This method consists of students learning by doing activities; in other words, they learn by following commands using the basic target vocabulary, and they respond with an action or movement. In this method, the teacher models the action using miming, when the student is aware what the meaning of the command is, it will be easy to repeat it. This method is useful because students will increase vocabulary even though he or she does not know the grammatical structure. For example, the teacher simulates an action such as sitting down, turning around, clapping your hands, touching your knees, and going to the board, etc. This is a natural method to enroll students into a natural English approach (Herrell & Jordan, 2008).

The following method is "task-based learning". This implies a specific task by filling in the gaps with the help of the teacher, with the intention of creating a minimal amount of error. Of course, we use this method after the teacher's explanation. Task-based learning has three phases, pre-task, during-task, and post-task. Pre-task refers to the activities that students and teachers can do before they start the task such as vocabulary review. The next phase is during-task. It focuses on the same task with time pressure and it depends on how the teacher gives the instruction. The final phase is the post-task and involves some procedures such as a learner report, consciousness-raising, and repeat task. The three phases guarantee that the task will be effective for language development (Ahmadian, 2016).

Communicative language teaching is one of the most useful methods in the teaching-learning process. It helps students to communicate effectively in many situations developing all the four skills (listening, reading, writing, and speaking). Besides, this method emphasizes the importance of use and understanding English language in the classroom, in other words,

learners not only learn the second language, but they develop different communicative abilities and competences. The strategies that we can use in a classroom to support English learners are true to life situations and role-play; the former motivates students because teachers can use real objects in many lessons. The latter enables students to learn a word or phrase and use it in appropriate context. In my point of view, this method is used the most by teachers due to the different activities that we can do with students, for example; compare and contrast real objects, or create a scene demonstrating multiple meanings of common words (Carter & Nunan, 2011).

Nowadays, the use of technology has become an essential tool in the process of learning. For this reason, the use of multimedia presentations in which teachers can use equipment such as videos, computers, internet, camera, etc., is important in the classroom. Teachers can use videos, power point presentation, songs, flashcards, and games to reinforce knowledge. Of course, teachers have to be careful with the use of these technologies in order to avoid overwhelming students.

### **Communicative competence**

The world has changed a lot in the last years, and education requirements are increasingly demanding. Globalization gives people another perspective about life. For this reason, in our society, students want to master the English language because it gives them opportunities to find a job, travel, and communicate with other people. But, in order to have a high level of English, it is necessary to develop some abilities and communicative competences. Cazden, (2011) defines communicative competence as the ability to speak and hear a second language. Both terms refer to the capacity to understand and use a language effectively to communicate in different situations and contexts. On the other hand, Chomsky's concept of competence is limited (Ellis, 2015). He is interested in language knowledge of grammatical rules and not in the use of language.

Many authors start from the previously mentioned two concepts to generate a broader definition. Canale & Swain (1980, cited in Shohamy & May, 2017) define

communicative competence as the underlying knowledge and skill systems required for communication (p. 43). Communicative competence has four specific components: The first one is linguistic competence related to the command of the linguistic code and the rules of language such as vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics. The second component is sociolinguistic competence, which refers to the ability to use language in socially appropriate ways. The third is discourse competence; this refers to the participation in a coherent and cohesive conversation. Walker et al., (2018) point out that strategic competence is the last one and it is the ability to understand how phrases, words, and sentences are connected to create conversations.

On the other hand, the Ecuadorian curriculum has implemented a new area in the education system. The Ministry of Education has considered English as the most important language in the student's life. For many teachers, it is a difficult task because this language demands a lot of preparation. However, teachers need to be aware that English is a powerful tool in the actual world. The main goal of the Ecuadorian curriculum is to develop communicative skills in social contexts. As teachers, we must know that teaching grammar rules is not enough to achieve the goals of the curriculum since English demands the use of the four skills (listening, reading, writing, and speaking). If teachers do not pay attention to students' necessities, learning will not occur, since the process of teaching- learning has to be meaningful for them (Santín, 2018).

The proposal of the Ecuadorian curriculum is the development of communicative skills rather than linguistic content since the target of it is to prepare students for oral and written communication. For this reason, teachers must follow the five goals set up in the curriculum to achieve the communicative approach. In addition, teachers must try to do their best to reorganize the curriculum according to the students' realities. Besides this, it is important to mention that second language learning is facilitated when learners are engaged in interaction and meaningful communication (Kung, 2018). In sum, communicative competence is a key component in our society, due to globalization, we need to be good communicators. This implies using and effectively understanding the language.

## Teacher's roles

Teaching a second language is a challenging job because students are learning all the time from different ways; in other words, they have already learned a little bit, but informally, so our mission as a teacher is to give them correct use of language in their context, and help them facilitate the opportunity to communicate with other people. English language learners present many challenges for mainstream teachers and the language skills of students could vary according to some factors such as educational stories, age, socioeconomic levels, and so on. A teacher's mission is to give students the best opportunity to share their experiences in a new context (Darling-Hammond et al., 2019).

Bidabadi et al., (2016) mention that the most important role of teachers is planning and controlling the educational process for students to be able to achieve comprehensive learning. This means giving direction and offering information to achieve a particular learning goal. Besides this, teachers have to encourage students and adapt the teachers' goals to their personal needs and desires. Another important role of the teacher is to correct feedback naturally given information about what they are doing well or when they make a mistake. I consider that the most important role is setting objectives in the classroom. It helps to establish a path for teaching. It is important to facilitate things for them since students are trying to acquire a new language and at the same time communicate in basic language (Kyriacou, 2009).

Being a teacher is an exciting and rewarding job. As teachers, we must empower our students' lives and prepare them for the future. The teacher's role can vary according to the students' needs. There are some rewards in the process of teaching. First, the teacher should drive students to succeed in any field, giving them tools to become successful human beings. It is not just about the academic field, but encouraging students to have good relationships with the people around them. In addition, the most important is that, as teachers, we should give them confidence. We should encourage them to keep going (Pastor, 2019).

Another important role of teachers is that classes must be fun and creative. Teachers

must create a positive feeling and a pleasant learning environment. In other words, each day will be different and exciting for students so they will expect fun activities day after day (Nidzam & Ahmad, 2017).

At the end of the teachers' lives, they should be conscious of the important role that they had taken in the students' lives. Many teachers feel proud of their role developed during their professional lives and most of the students will remember a good teacher.

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

Motivation is a condition that helps people to be active in some specific situations, especially in the academic one. High levels of motivation result in the ability to learn. On the other hand, lack of motivation becomes a barrier to achieve academic success. Low motivation can produce student anxiety and stress; these actions are negative for the acquisition of knowledge. Motivation plays an important role in education according to some studies. For example, Sternberg (1985, cited in Elliot et al., 2017) mentions that "motivation drives metacognitive skills, which in turn activate learning and thinking skills". In other words, motivation is the principal key to teaching and learning. Teachers talk about motivation as an important element to develop in the classroom and to improve understanding. It is well-known that motivation helps students be active and proficient in the learning process.

The teacher is the person who perceives changes in the students' motivation since not all students respond in the same way as others. The teacher must be aware of this situation and help students to concentrate on what he or she is doing. To motivate students, teachers should follow some actions to increase motivation in class; an example may be taking a break to stretch your body. This activity helps students to maintain activeness and recover concentration. Another activity is motivational worksheets in which students are asked to complete a fun challenge. In this way, the teacher can assess students and at the same time avoid boredom among students (Lokse et al., 2017).

Pastor, (2019) indicates that changes in emotion can be used as feedback in the effort to motivate students. This is an important tool to refresh knowledge and get students to the next activity.

Finally, motivation is a good factor to take into account in the process of teaching for both teachers and students, since it helps them to achieve the purpose of education.

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

As a teacher, we can learn from students too. In our professional lives, we gain experience at work. This occurs when we share our knowledge with colleagues, students, parents, and all the society around education. Teaching experience takes an important role in the learning-teaching process. For example, a good teacher knows how to manage students inside the classroom. This refers to students' behavior, that is, if students do not have a positive attitude throughout the lesson, the learning process will fail (Brandenburg et al., 2017).

Besides this, the teacher continues improving their effectiveness in the classroom as they gain experience in his or her professional life. However, this effectiveness does not relate just to the teacher, it involves the learners too. In other words, when a student achieves the teachers' goal, the teacher will be satisfied with his or her work (Zhu, 2017).

Something remarkable in the teacher's life is his or her first immersion in the education scene. The teacher's pre-service could be overwhelming because the teacher is supposed to put into practice everything he or she learned from the university. Furthermore, a novice teacher must be aware that all the theories learned before will guide him or her during the immersion process (Beaumont & Wright, 2015).

Finally, the teachers' experience will increase knowledge and what they are able to do. Skills and abilities make a huge difference in supporting students' learning. Furthermore, teachers need to be sure that the purpose of education is clear for them and their students. In this way, it is important that students take responsibility for the education practice and become more informed about their own knowledge, practice, as well as how teachers do their best to accomplish their goals in the education process.

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

Being an expert teacher is important to achieve a successful teaching-learning process. Each year in the classrooms, teachers receive different students with different

backgrounds; this fact increases the opportunity to acquire new competencies to reinforce the process of teaching (LouAnne, 2015).

Many teachers are changing constantly due to the demands of the education system. The Ecuadorian curriculum has been working in the last four years adapting to the students' necessities. Nevertheless, this change has produced stress in the teachers' lives since some of them feel overwhelmed because they don't have a good relation with the technology. However, acquiring a new skill helps them to improve our educational system. For example, some teachers who use technology are now capable of using it for planning, creating material, and sharing knowledge with their colleagues and so on. At this moment, teachers based their experience on being active and competent teachers. The importance of the teachers' experiences is crucial to innovate education for future generations (Hargreaves, 2014).

As Kervin & Turbill (2003) mention that, "teacher education should foster the development and integration of several aspects of teacher effectiveness –technical skill development, critical reflection, inquiry, and collaboration"(p. 5). All this new information about teaching and learning will be useful to improve education in the years coming. Thus, the relationship between experience and teaching is very important in achieving the purpose of successful education. Teachers learn from their colleagues and experiences. Students take an important role in the acquisition of experience because we as teachers have to listen and understand what they expect from education. Some learners are talkative and let us know their struggles. On the other hand, there are learners who do not like to share their feelings, so we have to observe them during the process of learning and try to guess what the individual's necessities are to develop appropriate skills in class (Whitton, 2015).

Finally, the links between experience and teaching cannot be separated since they are close in meaning because teaching refers to an action that occurs all the time during the life of the teacher. On the other hand, experience can play an important role in education because it provides the opportunity for teachers to put into practice what they have learned during university life and as a professional too.

## **Chapter two**

### **Methodology**

My teaching experiences were carried out in different public schools in Cañar city where I had the opportunity to observe, confront, and act in the educational environment. These schools had some differences in the structure, location, and number of students. The two schools are located in the center of the city. These institutions are very prestigious because there are qualified English teachers who work at elementary and high school grades. The last institution is located in the countryside. There were 120 students among boys and girls who attend classes in the morning at 7:15 am until 12:50 pm. This small school had only an English teacher who works in elementary grades. Despite of the differences, each institution gives many opportunities for students to learn and prepare for life. Indeed, I had the opportunity to observe, describe, confront, and act in the educational environment when I performed the Practicum 1, Pasantias Preprofesionales1, and Pasantias Preprofesionales 2. All these practices were very significant to me because I was able to strengthen my vocation and love for the teaching profession.

In the first Practicum, I did 30 observations to different English teachers using observation sheets where I could evaluate some aspects such as planning, learning management and methodology used by the teacher inside the elementary and high school grades.

In Pasantias Pre-profesionales 1, I performed as an assistant teacher. I could collaborate with the main teacher doing some activities such as, organizing material in the class, monitoring the students and checking homework. All this information was registered in a format. I considered the most relevant information to write summaries, descriptions and reflections about the English classes.

In Pasantías Pre.profesionales 2, I was the main teacher. I worked with different grades of basic education and high school. I could apply methods, strategies, techniques according to students' level, background, needs and interests. I accomplished a successful

teaching-learning process using a lesson plan format. This process allowed me to have a good sequence of the class and it gave me more confidence when performing lessons.

As a preservice teacher, I could observe, confront and act in the educational environment. During these practices, I could collect information that was very helpful to write this report. In fact, I used the information gathered in the observation sheets, summary sheets, photos, recordings and interviews to analyze and reflect on my teaching experience. Besides, I used qualitative data to achieve a good description and interpretation of my performance as main and assistant teacher inside the classrooms. As a result, I could come up with conclusions and recommendations, taking into account students and teachers as the central part of the education.

## Chapter three

### Discussion analysis and interpretation of the teaching experience

During the process of pre-service teacher training, I had the opportunity to carry out my internships in three different schools in Cañar town. All these institutions are public but quite different in some aspects like infrastructure, the number of students, and location. The two schools are located in the center of the city. There were qualified English teachers who work in elementary and high school grades. The last one is located in the countryside. There were 120 students who attend classes in the morning. Throughout my internships as preservice teacher I did Practicum 1, Pasantias pre-profesionales 1 and Pasantias preprofesionales 2.

In Practicum 1, I observed 30 different English classes. I observed 15 classes in Basic Education grades from third to fifth grade. In the last fifteen classes, I did the observation at the highest levels of the educational institution.

I performed as assistant teacher in school located in the countryside. During my practice, I met an English teacher who works at elementary levels. I could collaborate with her doing different activities such as managing students' behavior, organizing material in the class, and helping students assessment. When I finished the 10 classes as an assistant teacher, I continued my internships as the main teacher during 10 classes.

My experience as main teacher took place in a public high school. Before I started the practice, I had met the chief teacher who explained to me everything about topics and schedules. At the beginning, I helped the teacher with lesson plans, materials, and check homework. The following 10 classes, I was the main teacher. I spent time with the third level of high school students. This high school has good equipment in each classroom.

Professional practice is a training activity that helps teachers measure the real situation in education. The objective is to contribute to the development of personal, cognitive, and affective skills, allowing professional growth (Sasha, 2016).

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

In the following section, I will analyze the most important aspects developed in my internships such as planning, linguistic aspects, learning management, and methodology. Besides, I will reflect on each one of the aspects of my internships.

### **Planning**

#### ***Description***

The first class was about colors. The teacher showed a rainbow's picture to catch the attention of her students. When the students saw the image, they had a clear idea of what they were going to learn. To reinforce it, the teacher mentioned two aims; identify colors and locate them in the real world. After that, she used flashcards to teach primary and secondary colors. She presented it in a clear and organized way. The content was easy to understand and it has a relationship with the students' background, so they could assimilate them in the best way.

The second observation carried out in fifth grade. The teacher felt uncomfortable while I was observing her. She started the class writing the topic on the board and explained the aim to students. The topic was about pronouns (I, You, He, She, It, We, You, They). She had prepared flashcards to work with her students. This activity was about joining pictures with words. She had appropriate topic management. Besides, the contents were appropriated to the students' level.

The third class started at half-past seven. The teacher introduced the topic of "body parts" using a poster, but she did not mention the objectives. She stuck all the material on the wall. She managed the class differently since there was a child with special needs. The content was appropriate for students' level and students participate actively in the class. Besides, she used the real-life content making significant to them. For example, the teacher said; touch your eyes, nose, head and mouth. The teacher demonstrated her knowledge about the topic.

In the fourth class, the teacher wrote the topic on the board about the family members. She mentioned the objective while she was giving clear instructions. She presented the contents according to the students' level. Besides, she worked in an organized way. The topic and level was appropriate for students. The content was meaningful for them because they worked on making a family tree. They used family photos to developed the activity. She knew the topic very well, so students were confident at working in groups.

In the fifth class, the teacher presented the topic of the verb to be. The students did not understand the objectives because she had spoken rapidly. The objective was not clear. So students did not know how to do the activities given. She did not use meaningful content for them. The students lost attention and began to bother each other.

The sixth class took place at the school's highest level. The teacher worked with progressive tenses. She introduced the topic and objectives set up were clear for students. Her lesson covered the four skills, listening, speaking, writing, and reading. But the students' level was not proper. She used unknown words, so students got bored and lost interest in her explanation. The content did not relate to the students' reality.

During the seventh class observation, the teacher started the class greeting and warming up activity. The topic developed by the teacher was past perfect tense. She let students know the objectives of the class. She performed the lesson appropriately because she used technology. However, the lack of time was a negative aspect. The teacher did not achieve to fulfill all the activities set up in the lesson because they were longer.

In the eighth class, I observed the second level of high school. The teacher wrote the topic and objectives on the board. The topic was Simple present tense. During 45 minutes, the teacher demonstrated all her knowledge about the topic. The lesson had a good organization, and the content was appropriate to students' level.

The ninth class take place in the third level of high school during these 40 minutes, the teacher did the following activities. First, she introduced the topic, but she forgot to mention objectives. At the beginning, students were confused because they had not paid

attention to her explanation. Besides, the instructions were not clear. Finally, the content seems overwhelming for students.

The last observation of class took place on the second level of high school. At the beginning of it, the teacher introduced the topic about Holidays. She wrote the objectives in a piece of paper and stuck on the wall. The objectives were clear because students had understood the purpose of it. All the contents were appropriated for students' level. Furthermore, the content had a good organization, and the students had assimilated it. She demonstrated her preparation and accuracy of the topic.

### ***Reflection***

Teaching is the most rewarding profession. However, it demands a lot of preparation. An effective teacher demonstrates the knowledge of the subject matter, standards, classroom management techniques, and enthusiasm. When I observed some teachers' classes, I deduced that every class was different since every single teacher used a variety of techniques and strategies.

Regarding my classes' observation, some teachers carried out their lessons in a clear and structured way. For example, in the first, second, and fourth classes, the teachers considered the topic, objectives, contents, background knowledge to performed their lessons. Every element is an essential part of the teaching-learning process. In other words, it seems like a salad fruit. If we add more components, we make our lessons more engaging for our students. When the teacher is not aware of these details, the students will lose interest in the class. A clear example was the third, fifth, and ninth classes. Students lost the path in the learning process since the teachers did not mention the objectives.

Gagne and Hunter (as cited in Reed, 2012, p.16) posit that a good class sequence states the objective at the beginning of the lesson to achieve goals. I agree with this statement. If the objective is not set at the beginning, the classroom outcome will lose its purpose. So, teachers' mistakes make me reflect on how important is to have and follow the lesson's objectives.

## **Linguistic aspects**

### ***Description***

In the first class, the teacher used the target language for greetings, giving instructions, organizing groups, and gives congratulating. Besides, she presented an appropriate vocabulary according to the students' level. The pronunciation of the words was very clear. She was teaching colors around like red, orange, yellow, and blue. The teacher had good intonation and speaking production that let students assimilate words pronunciation.

According to the second class, the teacher did not use the language at all. She used the native language while she was explaining personal pronouns and translating new words into Spanish. Besides, the pronunciation was not good because she spoke too fast. So students lost interest since they did not understand what she said.

In the third class, the teacher did not speak in the target language since she gave all the content and instructions in Spanish. As the teacher was not using English students did the same. She did not pay attention at students' level since the grammar explanation was hard to understand to them. The word pronunciation was not clear. Students did not learn new words in an accurate way.

In the fourth class, the teacher employed the English language to develop students' confidence in using it. For example, they used the target language to share their ideas with their partners and teacher. On some occasions, the teacher made mimics when students did not know a word meaning. Furthermore, the teacher applied appropriate grammar structures and clear vocabulary. For example, she used interrogative questions about family members like Who is she? Who is he?

In the fifth class, the teacher applied the English language to explain the present progressive tense. But her pronunciation was not good at all. I think that this misspelling errors will produce students' misunderstandings. Although the grammar structures were applying well, she had not let students practice speaking and writing skills.

During the sixth class, the teacher applied the English language. The teacher had made some mistakes when she was writing a sentence. Students did not get the right tense. Because there was a wrong grammar structured, she used an incorrect verb for the word *children* she had written *children is happy* instead of *children are happy*. However, the teacher did not pay attention to her error.

At the beginning of the class, the teacher greeted and gave clear instructions to her students using the English language. Students participated actively because the teacher had good stress, intonation, and pronunciation. Besides, the teacher reinforced the vocabulary and pronunciation of the words using videos and songs. When she wrote sentences about the past perfect tense, she used a correct and organized grammar structure.

In the eighth class, the teacher started the class giving instructions to her students in English. Then she explained simple present tense rules, but she did it using her native language to get students' comprehension. Indeed, she only used Spanish when she incorporated a new word, she explained the meaning in Spanish. Besides, the vocabulary was adequate to her students' level, giving them the confidence to practice among them.

In the ninth class, the teacher did not teach grammar rules in an organized way. For this reason, they got confused because some sentences did not make sense. The teacher did not use the target language to explain grammar rules. She used English a few times in class. So students did not have the opportunity to listen to pronunciation in the past.

In the tenth class, the teacher demonstrated her preparation during her performance as a teacher. She always used the target language in the class. And she kept students' attention by asking questions all the time. She encouraged her students to give answers. Besides, she had good English pronunciation and worked with students' word repetition. She used an intermediate level for the performance of the lesson. Of course, she took into account the students' level to avoid misunderstanding and confusion.

### **Reflection**

Nowadays, the English language has become an important tool in our lives, since knowing English gives a lot of opportunities to find a job, travel, and communicate with other

people. But, to have a high level of English, it is necessary to develop some abilities and communicative competences. For this reason, the Ecuadorian curriculum has implemented the English language as a subject in the different levels of education.

During the class observations, I could notice that some teachers did not use the English language at all. Sometimes, they translated their native language into English. In my opinion, teachers should give students a lot of opportunities to communicate ideas using the target language. Letting students be protagonists of their learning, allowing them to make mistakes, giving appropriate feedback, and trying again. A good way to help students with speaking skills is to establish routines in English as usual. Learning phrases and vocabulary of daily use in the classroom. For example, we can use English when we give instructions, ask questions and make comments. Besides, if we want to incorporate a new word, we must use pictures, gestures, and mimics to trying students' understanding.

Therefore, regular practice in speaking English develops confidence and help us become familiar with rhythms, stress, intonation, and pronunciation. The teacher is responsible if the classroom becomes a place where communication will be the basis of learning.

Some studies suggest that students need to have chances of practicing the English language in context (Gudu, 2015) . The teacher should integrate different activities in the lesson to motivate them. Finally, the teacher has to identify students' backgrounds to improve the students' outcomes.

## **Learning management**

### ***Description***

At the beginning of the class, the teacher established a positive classroom environment. She organized the physical space eliminating disruptive situations like bad students' behaviors. After that, she did a warm-up activity to integrate them. The students participate actively in the class. They always answer the teacher's questions like What color is it? What is your favorite color? When a student did not understand, the teacher explained

them using different materials and techniques such as videos, colorful flashcards. To finish the lesson, the teacher assessed her students using worksheets.

In the second class, the teacher made the classroom a pleasant, friendly place. She motivated her students with a warm-up activity. Students were enthusiastic and happy because her teacher always encouraged them. The teacher considered different learning styles when teaching the lesson. Some students learned through images, others by videos and songs. On the other hand, the teacher allowed students to participate in the class. When students had problems pronouncing words, the teacher corrected the students' mistakes.

In the third class, the teacher let students participate actively in the class. She managed well students' behavior to avoid distractions and misunderstandings. She answered tricky questions to her students. For example, one student asked her unknown word. She checked it on the dictionary. Besides, the teacher assessed her students using a worksheet. By the end, she gave them homework to reinforce knowledge.

In the fourth class, the teacher created a welcoming atmosphere through a game called Hangman. The teacher encouraged students to guess the letters to reveal the hidden word. She allowed students to participate in an orderly manner. Besides, the teacher demonstrated that she had a good rapport with them. The teacher reinforced students' effort with a prize like good job! give me five, congratulations. At the end of the class, the teacher forgot to assess her students.

In the fifth class, the teacher did not do any motivating activity. She began the class without a warm-up activity. So, the students did not have time to participate in a relaxing activity. As a result, the students were bored and lost interest in the teacher explanation. The environment was unpleasant because she did not care about the students' needs. While the teacher was explaining the rules about the verb to be, students made a lot of noise.

In the sixth class, the teacher started with a brief warm-up activity to motivate them. Students did some exercises like stand up, swing arms up to the sky, bend and touch toes. However, the teacher did not pay attention to the students' needs. The teacher did not use

relevant information to respond to the students' questions. The teacher did not handle the noise in the classroom.

In the seventh class, the teacher created an exciting learning environment. The teacher showed a video and engaged students in discussions. They participated actively. The teacher always corrected students' mistakes using feedback. Besides, the teacher walked around the classroom to monitor students' work.

During the eighth class, the teacher established classroom rules to avoid disruptive behavior. For example: arrive on time, raise your hand before speaking and cooperate with your group. The teacher had a good rapport with her students. Besides, she walked around to attend individual needs. The teacher reinforced student efforts with a prize. She assessed her students using a worksheet.

In the ninth class, the teacher did not do a warm-up activity. The students lost interest in the classroom. Besides, the teacher didn't pay attention to cues that students were becoming confused, bored, and restless. She forgot to assess her students.

In the tenth class, the teacher did a fun activity called board race to reinforce the students' vocabulary. The teacher provided guided practice for students. She answered the questions, allowing students' comprehension. Besides, the teacher made the lesson interesting because all the students could share ideas with their partners.

## **Reflection**

The teaching-learning process involves a lot of factors such as teacher activities, students' behavior, classroom environment, and students' assessment. A successful learning process occurs when teachers create an environment in which students are motivated to learn. According to Bucholz & Sheffler (2009 as cited in Young, 2014, p. 46), "a positive environment is one in which students feel a sense of belonging, trust others, and feel encouraged to tackle challenges, take risks, and ask questions".

During the observation, I noticed that some teachers started their lessons with interactive activities, conversations, and warm-up activities, allowing students to feel comfortable and confident learners. Besides, starting the class with a warm-up activity

increase students' participation and attract their attention. García & Martín (2004, as cited in Akther, 2014, p.4) mention that the objective of using warm-up activities is to activate students' background knowledge. This means that teachers need to understand students' prior knowledge.

I have learned that an adequate environment help students succeed. It is evident that if we do not create an adequate environment, students lose interest and bring on low student achievement, student anxiety and poor behavior.

## **Methodology**

### ***Description***

In the first class, the teacher used flashcards to show them colors. Besides, she emphasized the pronunciation of each primary color. She managed students to recognize primary and secondary. Also, she used realia to mix colors and get secondary colors. She used lots of resources like worksheets, flashcards, videos, and songs. Another strategy used by her was scaffolding. In which students have previous knowledge about the topic. Furthermore, she used the Direct Method and did not allow her students to use their mother tongue to repeat words. She worked well with beginning-level learners.

The second class was amazing because she organized the students' groups. She did this activity using popsicles with animals. She began the class with a game. The students had to listen and touch the pronoun they heard. Then they listened to the song who's happy and sang it. She used the multimedia strategy to get students' attention through videos and songs.

The next class was about body parts in which she was using a motivating son while they touched their body parts. Besides, she integrated students by using the Simon says game. Other activities used by the teacher were: they have to stick the body part name in the right place, listened-touched the body part they have heard. She used the TPR method to work with them.

The fourth class was about family members. The teacher gave directions to explain all the activities. She used the multimedia presentation to watch the finger family video. After

that, she showed them her family tree. She explained to them the role of each member.

Then she asked students to create her family tree, using material they had brought before.

In the fifth class, the teacher used the structural approach. In which, students learned about "verb to be" rules. She introduced adjective vocabulary to create sentences. She explained to them grammatical structure and used pair work to compare sentences. Besides, she showed students how to make their own sentences like I'm happy, She's told, and so on, ensuring that students understand how the subject and verb joined to create a sentence. They enjoyed these activities and they were related to the objective.

During the sixth class, the teacher used a song to introduce infinitive verbs. This activity was easy to understand. After that, she explained the difference between gerunds and infinitives. But, when these two ideas were introduced at the same time, some students became confused. On the other hand, she resolved this problem by using some worksheets about infinitive and gerund tense. These activities were related to the class's objective. Besides she used a strategy that was significant to them. She used some flashcards to mimic. So, they had to do the activity and write the sentence using gerund tense.

In the seventh class, the teacher read a short story using the past perfect tense. Then she wrote a time liner on the board and marked lines for different hours and told students that these events occurred yesterday. She used pictures about the story and wrote sentences under each one. All these activities increase student's attention and were related to the class's objective.

In the eight class, the teacher used a substitution table on the board as a warm-up activity. Then she reinforced personal pronouns by using mimics. After that, she wrote some students' names on the board and asked them some questions like What's her name? All these activities were meaningful since they worked in groups. She paid close attention to the speaking skill. They enjoyed these activities because they worked on previous knowledge, so they felt confident to answer some questions.

During the ninth class, the teacher introduced a vocabulary about vacation time. She talked about her past experiences. She used regular and irregular verbs. Besides, she

showed them a PowerPoint presentation to explain verbs. She organized groups by using colors. Then she gave some flashcards to describe a past event. She focused on writing activities, and at the end of the class reinforced it by giving individual worksheets. These activities were related to the class objective. Students enjoyed all the activities since she used a topic significant to them.

In the last class, the teacher used the holidays topic to reinforce simple past tense. She talked about her birthday, where it took place, who was with her, and some activities she did on this day. After that, she organized groups and give some tips to do the activity. She focused on speaking skills since all the students had to told about their last experience. These activities were enjoyable for them. All her techniques were so engaging and significant for them. Furthermore, the objective was fulfilled at the end of the class.

### **Reflection**

Teaching English involves being able to convey the English language in an articulate and interesting manner. Nowadays, we can find a lot of methods, strategies, techniques to teach English in the best way.

While I was observing the English classes, I noticed that teachers used different methods, strategies, didactic materials, and techniques. For me, the most important method was Total Physical Response (TPR) because students learned through actions. I think that this method is effective for beginners because teachers did not use texts. Instead, they used songs, videos, mimics, gestures, stories accompany actions that attract the attention of young active learners. For example; the teachers used this method to introduce vocabulary of colors, body parts, movement directions. So, students responded by pointing, drawing, putting pictures, or another action. TPR method provides a more relaxed learning atmosphere for learners. Thus, the method proposes that the teaching process should be kept in a real situation or close to reality (Shi, 2018).

On the other hand, there are a lot of manners to teach vocabulary, for example, we can use games to introduce new words. Games allow students to develop communicative competence. Hymes (1972, as cited in Cazden, 2011) introduces the concept of

“Communicative competence” which focuses on allowing students to participate and interact in real-life situations.

Finally, I have learned the importance of use strategies, methods, techniques to improve students' performance. Being a teacher implies effort and preparation to accomplish the students' outcomes, so using modern methods, strategies like digital platforms, PowerPoint presentations help students increase their knowledge, acquire competences and abilities to develop the four skills listening, writing, reading, and speaking.

### **Teacher assistant experience: Description and reflection of the experience in Basic Education and Bachillerato**

#### **Planning**

##### ***Description***

The first class started at ten past eight. The teacher used a PowerPoint presentation to introduce the topic of greetings. As the students had a beginner level, the teacher did not mention the objective. She performed the lesson in a structured way. First, the teacher taught vocabulary (hello, hi, good morning, goodbye) using a poster. Then, she used a video to reinforce the topic. The content was easy to understand, and it had a relation with the students' level.

The second class started with a video called baby shark. Throughout the video, the teacher introduced the topic of family members and explained the purpose of the lesson. The objective was clear, and students could understand it. Students identified each member while singing the song. Their previous knowledge allowing assimilate the content in the best way. The teacher knew the topic and carried out their lesson in an appropriate way.

In the third class, the topic was about the alphabet and spelling. The teacher did not mention the objective. However, the teacher wrote the alphabet letters on the board. The students recognize the topic because they had already reviewed it. Besides, to reinforce it, she asked students to sing the song. After that, the teacher encouraged her students to spell their names, so they could spell words out loud for their classmates. The content was according to the student's level.

During the fourth class, the teacher asked the students to watch a story about the food. After that, she explained to students the purpose of the lesson. Then, she invited them to play a game to see what they know and what words are new. Once the teacher noticed the students' level. She presented the vocabulary in a clear and organized way using colorful flashcards. It demonstrated that the teacher had mastery over the subject matter.

In the fifth class, the teacher listened to a song with her students called Where are my things? While the students were singing, she wrote the topic and objective on the board. The theme was about Prepositions of place. Students were attentive because the teacher gave examples using toys. The teacher said; the car is in the box and performed the activity using objects of the classroom. The teacher took into account the students' level to perform the activities.

The sixth class took place at the first level of high school. The teacher presented the theme of synonyms and antonyms with their respective objectives. She gave a brief introduction in an organized way using keywords. But, the vocabulary was not according to the students' level. For example, absent, unconscious. They were confused and lost interest in the classroom. The teacher did not show mastery of the topic.

The seventh class was about means of transportation. The teacher greeted her students and introduce the topic using flashcards. Afterwards she showed a video about the topic. The teacher forgot to mention the goal. However, she explained the content in an organized way. She divided the board into three parts to specify each type of transport of water, air, and land. She presented the content according to the students' level. The teacher had prepared the theme well.

In the eighth class, the teacher wrote the topic on the board about superlative and comparative. The teacher explained the purpose of the lesson in a clear way. Besides, the teacher did a brainstorm about describing people. For example, Maria is short, Juan is intelligent. She used vocabulary according to the students' level to facilitate the comprehension of the topic. The teacher managed the topic very well.

The ninth class was about touristic places. The teacher stuck photos about Ecuadorian places on the wall. Students were interested in it. The teacher read the objective set up in the students' book. The students have a clear idea of what they were going to learn. The teacher started with some questions like What is your favorite place? Where did the last weekend? Students could interact with their partners. The content was proper for the students' level. Besides, the teacher demonstrated knowledge of the topic.

In the last class, the teacher presented the topic of regular and irregular verbs using a poster. The teacher didn't mention the objective. However, the teacher explained to them the content in an organized way. The language used by the teacher was according to the students' level. Besides, she used a power point presentation to reinforce the topic. The teacher had managed the topic very well.

### ***Reflection***

Successful teaching requires preparation and lesson planning. A great teacher expects that all students can and will achieve in their classroom. Besides, effective teachers prepare their lessons considering students' abilities, preferences, background knowledge, and interests.

During my experience as an assistant teacher, I realized that objectives are the most important element in a lesson. When a teacher sets goals at the beginning of the lesson, this helps students focus the direction for learning and establish the path for teaching (Hill, 2016). When teachers started the classes, they forgot to mention the objective. I wonder how teachers performed their lessons if they do not set goals. Students should know what they are learning and why they are learning it.

When I arrived at high school, I had the opportunity to observe teachers' lessons. I felt proud because some of them had a good organization. Some teachers considered students' prior knowledge to perform the activities. Finally, a learner acquires abilities and gains knowledge in the teaching-learning process (Loughran & Hamilton, 2016).

## **Learning management**

### ***Description***

In the first class, the teacher created a good class environment. I helped her with a warm-up activity to demonstrate greetings. We shook our hands to show them one way to greet others. She organized pair work to do the same activity. In this way, she assessed students all the time, while the students were working in pairs. She demonstrated her ability to manage the group creatively. She answered the student's doubts.

In the second class, the teacher created a learning environment to catch students' attention. Students sang family shark and watched a video. During this activity, I helped her with the mimics' song and checking behavior. She paid attention to students' interests. She helped students to check their progress by using a described activity. Students had to identify their family members. I helped them to create a family tree.

In the third class, the teacher established a positive environment. The teacher used the alphabet song to motivate them. I assisted her in classroom management. For example, keep students orderly. The teacher considered different learning modes to perform the activities. Besides, when the students had problems with spelling. I helped them to reinforce the pronunciation. I recognized her work with phrases such as *good job! fantastic! well done.*

In the fourth class, I did a game as an ice-breaking. Students listened and did the following activities: stretch your hands, turn around, clap your hands. Besides, I helped the teacher check students while they were working on a worksheet. I established a good relationship with them. Furthermore, the teacher considered the students' needs using different tools. For this reason, all the students could participate actively.

In the fifth class, the teacher asked her students to make a circle to play a game called Simon says. I helped her set some rules' inside the classroom. In this way, the teacher could avoid disrupting situations in the class. Furthermore, the teacher was aware of the students' current knowledge about the topic. The students put into practice what they had learned. Meanwhile, the teacher and I were checking their progress.

In the sixth class, I told a short story to encourage students. They paid attention because I used a PowerPoint presentation, each image got students to engage in the lesson. However, the teacher performed the activities without taking into account the students' needs. Besides, the teacher did not answer the questions of their students. So, they stayed with some doubts in their minds.

In the seventh class, the teacher created a positive environment. The teacher worked with her students very well. Besides, I helped her to hand out the students' books to avoid disorder in the classroom. The teacher allowed students to work in pairs. I helped her organize teamwork and assessed students using a worksheet.

During the eight class, the teacher organized desks in a semicircle to encourage students' participation. Besides, I helped her to supervise the students' behavior while they were working on the task assigned by her. She took care of the students' needs. She did feedback to improve student learning after checking the work.

In the ninth class, the teacher created a peaceful learning environment. She was aware of the differences in her class, such as personalities, learning styles, interests, and strengths. She provided meaningful information to encourage her students to participate in class. The teacher allowed students to share opinions with their classmates. I assessed students using questions to verify their comprehension of the topic.

In the last class, I showed students a motivational video. Besides, I designed classroom rules to avoid struggles in the classroom. For example, don't eat in the class, raise your hand before speak, be quiet, and so on. The teacher asked questions about the last homework as feedback. She organized groups to accomplish the students' participation.

### ***Reflection***

Being a teacher is the most important profession all over the world. Teachers not only care about subjects also pay attention to students' feelings and behavior. Teachers are surely a very important resource in the life of students.

During my experience as an assistant teacher, I had the opportunity to be part of the teaching-learning process. I did different activities such as managing students' behavior,

organizing material and students' assessments. I consider that all teachers should start the class with a motivating activity to engage students in the learning process. A positive classroom environment promotes students' success. Although there are a lot of manners to create a positive environment, some teachers think it is not necessary.

I still remember that teachers assigned me to do icebreakers to encourage students. I prepared some activities including games, songs, and videos. Besides, to avoid disruptive behaviors, we organized the desks in a circle around the class. This structure helps students interact with others and stay focused on the content at the same time. Hannah, (2013) comments that classroom organization plays an important role in students' discipline. I agree with him since a good seating arrangement allowed listening actively and make more eye contact with the person who is speaking.

For me, the most useful learning happened when teachers and I used feedback. When we used feedback in the second level of high school, students felt motivated and enabled them to see errors as opportunities to learn, grow, and improve. Shohamy & May (2017) mention that feedback help students and teachers decide whether they are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

## **Methodology**

### ***Description***

In the first class, the students learned about greetings. The teacher used the TPR method to explain to them different ways to greet people. In the beginning, she sang a song called hello and did I helped her to do the mimics. Children enjoyed the activity set up by the teacher. These activities were related to the objective set at the beginning of the class.

During the second class, the teacher gave a brief introduction about family. For example, what's a family? How many members are in my family? and so on. Then she drew on the board a family tree and stuck her family members to show them the activity. After that, she grouped students. I helped her give students' material for working. All these activities increased students' motivation. The teacher focused on writing skills especially in

vocabulary and verb to be. These activities were related to the objectives set at the beginning of the class.

In the third class, the students practiced alphabet and spelling new words. The teacher began with the alphabet song. Students had the opportunity to listen and pronounce the sound of each letter. When they had acquired the right sound, they began to practice spelling their names. These activities were significant to them because they enjoy them all the time. The objectives were fulfilled at the end of the classroom. She used flashcards for spelling.

The fourth class was about food. The teacher introduced the topic with a song. Then she used realia to teach them spelling and pronunciation. All these activities were so meaningful to students. She gave students a piece of paper to write the names of the food. They had to remember the spelling of each new word. It was a challenging activity for them. The teacher was so dynamic and the content was meaningful for the children.

The fifth class was about prepositions of place. The teacher used a realia method to explain prepositions including *on, in, under, behind*. In the beginning, she used a box to demonstrate prepositions. All these activities performed by the teacher were meaningful for them. She set up all her creativity to get students' attention. Besides the objectives were related to the class.

In the sixth class, the teacher explained synonyms. The teacher used the flashcards of each new word. She made students think about a word to replace another word in a sentence. For this activity, they used an online dictionary. Some students found this activity a little difficult but they enjoyed looking for new words. At the end of the class, she assigned them to create an illustrated synonym dictionary, drawing pictures to recognize the word easily. The objective accomplished at the end of the class.

The seventh class was about means of transportation. The teacher organized a nice presentation. She used poppets about the topic. All the students were attentive to her explanation. She used the TPR technique in which students had to do a mimic for each means of transportation. By the end of the class, they had to listen and draw a means of

transportation they heard. The students were happy with all the activities. The objective of the class was fulfilled at the end.

The eighth class was about comparative adjectives. The teacher used a PowerPoint presentation to explain some rules. After that, she grouped students and gave cardboard. They had to write rules. This activity was funny because they had to remember the rule given by the teacher. The activities were significant to them. And all the objectives and goals were accomplished at the end of the class.

In the ninth class, the teacher talked about touristic places. She used some posters about the topic. The students had to describe it. Then she asked them to write in a piece of paper something about the poster. I helped some students to do this activity. The majority of them wrote by themselves. The Ingapirca poster had a lot of information, showing that students knew about it. All these activities were related to the objective set by the teacher.

The last class was about regular and irregular verbs. The teacher began the class with a song. She gave students the lyrics of it. They had to underline all the verbs. Then she classified the verbs on the board. In this way, students could identify the difference between regular and irregular verbs. And she told them that some verbs had to be learned by heart. At the end of the class, they sang one more time. All the activities were related to the objective.

### ***Reflection***

Teaching English as a second language is very challenging because it demands a lot of preparation and knowledge of the subject matter. Teaching a foreign language requires constant practice, learning, and effort.

The classes' observation gave me a clear idea of how a successful learning process occurs. I observed that teachers used methods, techniques, strategies according to students' level, needs, interests, and age. For example, to engage children to study vocabulary, teachers used videos, flashcards, songs, and realia. On the other hand, at high school, teachers made brainstorming, used textbooks, pictures, and games.

In summary, the most common method used by teachers was the task-based approach. The purpose of this method was to implicate students in real-situations such as conversations, giving information, greeting people, and telling something. For me, the most significant aspect was the cooperation and interaction among students because they developed critical thinking skills. Loughran & Hamilton (2016) comments that this method is very useful for English teachers because it allows students to develop the four skills: speaking, reading, writing and listening. I think that allows students to work in pairs and promotes students' confidence. For this reason, the teacher's role is planning cooperative learning activities to ensure the participation of all students.

As facilitators, we must plan and scaffold student's learning based on their understanding of how they learn, their needs, interests, and abilities. Finally, it was an enriching experience because I learned that every successful teacher has one specific goal, to motivate students to give their best. As a future teacher, I will take into account students' needs to perform the lessons. The experience ultimately reiterated my passion for teaching and gave me the confidence to continue on my career path.

**Experience as an English teacher: Description and reflection of the experience in  
Basic Education and Bachillerato**

**Planning**

***Description***

In the first class, students listened to a song of Old Macdonald has a farm. After that, students realized that the topic was about animals. Then, I wrote the objectives on the board to students understanding what they were learning and why. Next, I made a brainstorm to reinforce the vocabulary. I presented it clearly. As students had a beginner level, I taught only farm animals. I demonstrated the mastery on the topic since students learned the content very well.

The second class was about describing people. I introduced the topic using adjectives flashcards. Besides, I wrote the objectives in a piece of paper and explain to students the goal to achieve. It was to describe objects using adjectives. After that, I gave a

brief definition of adjectives using keywords. I considered the students' background knowledge to perform some activities. For example, some students had already known some words such as *happy, sad, big, and soft*. I had a lot of knowledge about the topic. Students caught the idea of the entire class.

During the third class, I set the topic about family members. Then, I let students know the class's objectives. I stuck it on the wall and, students could read it. To get the students excited and ready for the lesson, I introduced vocabulary about family members using puppets. Besides, students reinforced their knowledge singing the song about family fingers. I prepared the lesson according to the students' level.

In the fourth class, I talked about the weather. I introduced the topic and set the class objectives. The content was clear and appropriate for their level. I used flashcards and cardboards to work with them. I know the topic very well, so, students were engaged with my explanation.

The fifth class was about shapes. I introduced the topic with a song. I read to them the class's objectives. The content was appropriate for their age. They understand all the shapes given. I know the topic very well, so, students could understand the topic.

The sixth class was about suffixes. It took place at higher levels. I set up the objective at the beginning of the classroom. Some students helped me to read it. The objective and content were clear and appropriate for their age. I used easy words to work with them. I could put into practice my knowledge.

The seventh class was about phrasal verbs. It was at a higher level of school. I began the classroom setting the objectives. I asked a student to read the objective. It was clear for them, and the content was appropriate to their age. All the words were easy to understand. They felt confident at using new vocabulary. I answered all the questions and doubts about the topic.

In the eighth class, I talked about the parts of the speech. I set up the objective at the beginning of the classroom. It was clear for students. The content was appropriate for their

age. They have already known some parts of speech. I was prepared to answer their questions. I know the topic very well, so I did not have difficulties in the questions section.

The ninth class was about healthy habits. I introduced the class with the objective. The content was related to the students' background. They asked me about the topic. I could manage each question in the best way. By the end of the class, the topic was clear and students did not have any doubts about it.

The last class I performed was about gerunds and infinitives. I began the class by introducing the topic and objectives. The content was clear and significant to them. They had already known the topic. So, it was a challenge for me. Since they made me a lot of questions, I could answer all of their doubts.

### ***Reflection***

Teaching English was the best experience of my life. During this stage, I had the opportunity to observe, describe, confront, and act in the educational environment. I remembered my first day, I felt overwhelmed since there were a lot of children. However, I accomplished the goals set.

I carried out the lessons in a structured way. First, I presented the topic using videos, posters, and songs to catch the attention of students. Second, I explained to the students the purpose of the lesson using keywords like identify, describe, relate, and summarize. Then, I presented the contents according to the students' background. Its aspect was the most important for me because I always took into account students' prior knowledge. The contents were related to the students' reality. For example, teaching English children not is the same as teaching English young learners.

I have learned that a good teacher with a plan is more confident. Confidence will open the doors to more creativity and higher caliber teaching (Kervin & Turbill, 2003).

## **Linguistic Aspects**

### ***Description***

In the first class, I talked about animals. I produced animal sounds and the spelling of each one. Students were engaged in the classroom explanation. The content was adequate for their level.

The second class was about describing people. During my explanation, I focused on the main characteristic of each student. They had to listen and repeat the pronunciation. The content was appropriate for the students' level. They could understand my performance.

In the third class, I talked about family members. The content was right for the students' level. They understand me while I was explaining. During my performance, I used the target language.

The fourth class was about the weather. I used a song to hear new vocabulary. It was according to the students' level. They did not have any problem identifying words and their pronunciation.

In the fifth class, I explained shapes to young learners. They felt motivated to participate in class. The content was appropriate for their age and knowledge.

The sixth class took place at a higher level of school. It was clear for them. The content and language were adequate for their age. They got the idea of the topic.

The seventh class was about phrasal verbs. Students had already known an idea about the topic. I used the target language all the time to explain them. The vocabulary and content were fine for the students' level.

In the eighth class, I explained about parts of speech. The content and grammar structures were appropriate for their level. In the ninth class, I talk about healthy habits. I worked with high levels. They understood the topic very well. I used an appropriate idiomatic expression to communicate with them all the time.

In the ninth class, I used the English language when explaining the students the grammar rules. I spoke aloud and clear to students so they could understand the contents

very well. Besides, I explained the grammar structure using colors allowing students to identify the part of speech correctly.

The last class was about gerunds and infinitives. I explained it using the target language all the time. The grammar structures were appropriate for their level.

### **Reflection**

During the stage as the main teacher, I had the opportunity to share good moments with the students. Being a teacher is more than just an educator. We are mentors, confidants, and friends. One of the most important reasons to become a teacher is to make a difference in the lives of as many students as you can.

Throughout the teaching-learning process, I used the English language at all times. I consider that speaking English is the most important skill among all the four skills. When I arrived in the classrooms, some students greeted me using the target language. I felt proud of them because they demonstrated the enthusiasm to learn the English language. In my opinion, the classroom is the ideal place to acquire good communication skills. For this, reason, I used methods and strategies to encourage students to speak English.

For example, I used English introducing a new topic, giving instructions, managing behavior, checking previous knowledge, and praising students. Besides, I did activities to improve their speaking abilities. I asked them to play games, guess or describe an object. I think that our students need to have many opportunities to engage in real and meaningful communications in English. Besides, I focused on the students' culture, traditions, and interests to make it meaningful for them. In this way, English immersion would be easier than talking about things students are not related to (Hill, 2016). With regular practice, students can develop their speaking skills.

Finally, teachers should encourage the learners to participate in the classroom discussions. Besides, teachers have to implement different strategies and techniques in their teaching in order to make their learners proficient in their speaking skills.

## **Learning Management**

### ***Description***

In the first class, I talked about animals. Students were motivated about the topic. I used a song to engage them in the class. Children were so happy to do the activities I performed. All the students were clear about the topic. They answer questions about the topic. By the end of the class, they were talking about animals and their sound.

The second class was about describing people. I manage the students' group very well. They were capable to follow all my instructions. I paid close attention to their needs. Students worked in groups. At the end of the class, I assessed them by observing their group performance.

In the third class, I talked about family members. I worked with young learners. They understood all instructions and follow them. I created an appropriate environment by using songs, flashcards, and motivational phrases. I answered their doubts, by using mimics. All students were engaged in the classroom.

The fourth class was about the weather. I performed the class showed them flashcards and weather sounds. It was amazing because students had to guess the sound. They were happy and enthusiastic about this activity. I organized them into groups. I assessed them by observing their performance.

In the fifth class, I explained shapes to young learners. I engaged students by singing a song. I created a good environment by using big shapes. They danced and followed the shape. Working with young learners was amazing because their participation was good for their level. I assessed them by looking at their class performance. I gave some kind suggestions to them as a feedback.

The sixth class took place at a higher level of school. It was about suffixes. Although it was a group of thirty students, I managed them well. Keeping their attention all the time. Since they had already learned the topic, they felt confident in group work. I observed all the time during their performance. They participated all the time. Besides, I asked them some questions as a feedback.

The seventh class was about phrasal verbs. They knew about the topic, so, I reinforced some important aspects of it. The class took place in a peaceful environment. They were determined to learn this topic. Besides, the student's participation was good. I assessed them, while I was observing their performance.

In the eight class, I explained about parts of speech. I created an appropriate environment to explain it. I used flashcards to engage them. Besides, they heard a song to identify parts of the speech. I took into account the students' need. I did feedback by using some questions like what can the student do? How can the student improve?

In the ninth class, I talked about healthy habits. Students watched a short video clip. It was good to encourage them to participate. They realized the importance of having good habits. I assessed them by using worksheets. I gave feedback trying not to hurt students' feelings

The last class was about gerunds and infinitives. I managed the group appropriately. They followed all the instructions. They focused on the grammar explanation. In the beginning, they found it a little difficult, but after some practice, they understood the differences between gerunds and infinitive. I cleared their doubts. I organized them into groups. While they were writing sentences, I was observing them and checking their work to see where they had confusion. I gave feedback based on what they were doing correctly.

### **Reflection**

Being a teacher is my dream. My experience as the main teacher has been extraordinary. One of my strongest attributes as a teacher was my ability to develop relationships with the students. I made an effort to connect with each student, especially those that I found difficult in class. The essential part to carry out the activities is the motivation. My availability, the desire of work, help and learn about this beautiful profession were the most important aspects.

During the teaching-learning process, I deduced that each student has different learning preferences. Among the different ways of learning, some preferred to learn by hearing, some by seeing, others by doing, some by reading and others by asking questions.

For this reason, I performed the activities considering the students' needs and preferences. For example, to engage auditory learners, I used a song or told stories. For visual learners, I used pictures and colorful shapes. To engage kinesthetic learners, I used role-play.

I have learned that the learning styles allow the student to determine his or her own personal strengths and weaknesses. For this reason, teachers should identify the learning styles into their classroom to accomplish a successful teaching-learning process. The purpose of addressing learning styles is to find the best ways for both students to learn effectively and teachers to teach efficiently (Gilakjani, 2012).

## **Methodology**

### ***Description***

In the first class, I talked about animals. During this lesson, I helped students to listen and repeat *farm animals* and the noises that they make. I grouped them by the noises they had learned. In groups, they played games and did the following activities such as singing Old MacDonald, reading a story about farm animals, and doing a matching activity worksheet. The activities and content were appropriate for the students' level. Besides, the topic was important for them. They had previous knowledge about the topic, especially with animals' sounds. The class was related to the objective set at the beginning of the classroom.

In the second class, students practiced *describing people* using common adjectives like beautiful, ugly, tall, short, clean, dirty. Students learned new adjectives by using flashcards and objects around them. Besides they had the opportunity to practice describing themselves and others. Also, they did a listening activity, listening to the song, and telling me about their best friend. Finally, they used a funny game in which they had to use gestures to describe a friend. These activities were related to the class objective. Besides these kinds of activities let them related to their friends.

In the third lesson, students learned about family members by talking about different *members of the family*. At the beginning of the class, I described my family members and draw on the board my family tree. Students played a fun family photos game.

They created a family tree poster. Also, they sang family finger and play with finger puppets. These activities were related to the class objective.

The fourth class was about the weather. During this lesson, students learned about the weather. They practiced *asking about* and *describing the weather*. I talked about the weather outside. So they had to describe it. Students played weather games. They had to listen and touch the right card. These activities were fun for them. They got an idea about the weather. Besides these activities were related to the objectives.

In the fifth class, students learned about shapes. They performed some activities like dance, and create a shape. They danced with a song and followed the shape drawing on the floor. After that, they draw their own shape. These activities were set up at the beginning of the class.

The sixth class was about suffixes. I explained to them the main rules including adding consonants to suffix direct to the main word, and checking the base word before adding. These rules were so meaningful to them. The objective was related to the topic.

The seventh class was about phrasal verbs. This topic was a little difficult for them because some phrasal verbs can be tricky. Besides, some of them had to be learned by heart. I started by introducing phrasal verbs slowly. First, I define their construction and gave examples of phrasal verbs. After that, I gave them time to memorize them. The objective was clear and related to the topic.

In the eighth class, I explained about parts of speech. In this lesson, students were able to identify nouns, verbs, adjectives, and pronouns in a sentence. First, I wrote a sentence on the board and they had to identify parts of speech. After that, students I asked them to write sentences that consist of nouns, verbs, adjectives, and pronouns. Besides I gave them some cards to organized a sentence. I created this activity to reinforced their knowledge.

The nine class was about healthy habits. I showed them some cards with pictures related to healthy habits. First, I gave them a short explanation about what is good to acquire a healthy habit. For example, drink 8 glasses of water a day. They understood the topic and

gave me lots of good habits they already knew. Afterward, they helped with some advice about having good health. These activities were meaningful for them and were related to the objectives.

The last class was about gerund and infinitives. First, I explain the use of gerund and infinitive. I gave them a lyric of a song to recognize verbs. They found this activity easy and entertaining. After that, I used online resources to practice with them. I got their attention to these activities. Besides the objectives of the class were fulfilled at the end of the classroom. By the end of the class, I gave them a worksheet to check their comprehension.

### **Reflection**

Teaching English as a second language was very challenging but very enjoyable. During this stage, I was able to acquire new knowledge. I learned how manage students' behavior, how to plan the lessons and create a positive environment. In fact, I had the opportunity put into practice the strategies, methods, techniques learned in the university.

I noticed during this process that the Inquiry Model was the most appropriate for students because it allowed students to build knowledge through exploration, experience, and discussion. I have found that questioning and critical thinking are two of the most important skills we can give students. Besides this approach works well with any age group and with any subject. Andriani, (2016) comments that this model directs the learners to find the problem and then being able to solve the problems found scientifically. An effective teacher should have an overall picture of how the process of teaching and learning occurs and what steps are necessary so that teaching tasks can be performed well.

Finally, great teachers guide the learning process by applying methods, techniques and teaching strategies, but the student is the main protagonist because he or she is responsible for his own learning. Every moment shared with the students left me teachings that will be of great use to me throughout the years, the acquired knowledge is very valuable to grow not only professionally but also as a person.

## **Planning and didact materials**

### **Description**

During my experience as main teacher, I had the opportunity to plan the lessons. This process was significant for me because I considered each aspect to make a good lesson plan. The topics were established for the chief teacher, so I focused on the students' level and age to set up the objectives. I used key words to present the objectives like indemnify, define and explain. When I already had the goals set, I asked chief teacher information of the criteria evaluation. After that, I made a list of materials. In this part, I considered the students' needs and age. For example, to teach English to children, I used flashcards, songs, videos. On the other hand, for younger learners I used PowerPoint presentations, pictures and posters. The next step was the lesson procedure. In this part, I chose the activities taking into account students' background knowledge. The next step was the assessment method. I used a lot of resources such as worksheets, quizzes, group presentations and writing assignments. I finished the lessons giving feedback to students.

### **Reflection**

Thought this process, I have learned that a lesson plan is the most important tool in the education because it helps teachers in maintaining a standard teaching pattern and does not let the class deviate from the topic. Lesson plans play an important role in the teachers' lives. A good teacher with a good plan is more confident. A lesson plan helps teachers to be more effective in the classroom. A lesson plan has six key parts: lesson objectives, related requirements, lesson materials, lesson procedure, assessment method and lesson reflection. Each part plays an important role in the learning process of our students.

## Conclusions

During my internships, I realized that the lack of preparation from teachers affects the students' learning process. For example, many English teachers did not apply methodologies, strategies, and techniques to accomplish successful students' outcomes. Besides, some English classes were not meaningful to students because they lost interest, so the teaching-learning process was not very successful.

Another aspect was the absence of the English language in the classrooms. Many teachers did not employ the English language at all since they used their native language to teach the content and give instructions. Moreover, they did not use a strategy to help students understand the topic, so students did not have the opportunity to put into practice the target language.

Another important aspect noticed was that teachers did not establish a positive environment to catch students' attention. As a result, students were unpleasant and bored because they did not show much enthusiasm and interest. Besides, some teachers did not start the class with any warm-up activity to motivate them.

Many English teachers did not use a lesson plan. For this reason, some English classes did not have a good structure and organization. Students did not know the purpose of the lesson since teachers did not mention the objectives. In sum, the lack of planning gives rise to frustration for both the teacher and the students.

The last point was that teachers did not consider the level, interests, and needs of the students to perform the activities. On some occasions, teachers used difficult vocabulary and spoke faster, which did not allow students' comprehension. Additionally, in some English classes, teachers did not take into account the different learning styles, so students could not assimilate the contents in the best way.

## **Recommendations**

Regarding my English practices, I observed some mistakes during the lessons. For this reason; I recommend taking into account the following aspects:

Teachers must use modern methods, techniques, and strategies that allow students to develop skills and increase their knowledge. Furthermore, an appropriate teaching technique will help students internalize and assimilate the contents. Instead, teachers can use technology to reinforce the topics through videos, songs, and PowerPoint presentations.

As an English teacher, I suggest using the English language in classes as much as possible. Teachers can engage their students in real-life situations such as conversations, debates, greetings, and asking for information. Besides, students can practice everyday phrases or dialogues. With practice, students will become more confident and able to use the language independently. If a student has difficulty understanding a phrase, the teacher can use pictures, gestures, facial expressions, and rephrasing to get the message across.

At the beginning of the lessons, teachers must create a positive environment that promotes interaction and improved student behavior. There are a lot of manners to make the classroom a pleasant, friendly place through warm-up activities, seating arrangements, and games. Indeed, teachers can establish an adequate environment by adding learning centers or activity centers. For example, the teacher could have a corner of the room set up like a theatre where the students could act out scenes from various plays that they are reading.

Teachers must prepare their lessons in a structured and organized way. An effective lesson planning requires the teacher to determine three key components: objectives for student learning, teaching-learning activities, and strategies to check student understanding, so it is important that the teacher has mastery over the topic and consider the students' needs, background, learning styles, level, and interests to achieve the goals set.

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## Anex 1

## Appendix



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
La Universidad Católica de Loja

**ESCUELA DE CIENCIAS DE LA EDUCACIÓN**

**MENCIÓN INGLÉS**

**PRACTICUM ACADÉMICO 1**

**FICHA DE OBSERVACIÓN DE CLASE**

**1. DATOS INFORMATIVOS:**

Docente observador: ..... Docente observado: .....

Institución Educativa: .....

Año: ..... Básica ( ) Bachillerato ( ) Fecha: .....

Tema de la clase: .....

Objetivo: .....

**2. ASPECTOS A OBSERVARSE:**

ASPECTOS	VALORACION				
	E	B	R	M	N/A
<b>CONTENIDOS:</b>					
Presenta el tema de la clase					
Presenta los objetivos de la clase					
Muestra dominio del tema					
Presenta los contenidos de manera clara y organizada					
Los contenidos son adecuados al nivel de los alumnos					
Los contenidos son relacionados con la realidad de los estudiantes					
<b>CONDUCCIÓN DEL APRENDIZAJE</b>					
Crea el clima adecuado para el aprendizaje					
Dirección del grupo					
Considera el ritmo de aprendizaje de los alumnos					
Usa vocabulario y estructuras gramaticales adecuadas y de acuerdo al nivel de los estudiantes					
Produce el lenguaje oral de tal manera que permite el entendimiento del mismo					
Considera los estilos de aprendizaje					
Despierta y mantiene el interés de los alumnos					
Responde a las inquietudes de los estudiantes de manera clara y precisa					
El docente integra más de una destreza en cada actividad propuesta					
Permite la participación de todos los alumnos					
Demuestra habilidad para superar situaciones imprevistas.					
Evalúa el aprendizaje de forma continua y con la debida retroalimentación					

**Class observation sheet class Practicum 1:**

ASPECTOS	VALORACION				
	E	B	R	M	N/A
Comprueba que los alumnos comprendan las explicaciones					
<b>METODOLOGÍA</b>					
Manejo de métodos, técnicas, estrategias y actividades de enseñanza					
Las actividades son adecuadas para el objetivo de la clase					
Las actividades permiten que el estudiante se apropie de los contenidos					
Maneja técnicas actividades y estrategias pertinentes y apropiadas					
Las actividades y estrategias son de acuerdo a las tendencias actuales: <i>communicative competence</i>					
Usa el material básico (libro, cd, pizarrón)					
Usa material complementario					

3. **NOTAS ADICIONALES:**

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4. **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

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Rector /Inspector  
(firma y sello)

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Docente Observado

**Class summary sheet first bimester Pasantias 1:****DEPARTAMENTO DE CIENCIAS DE LA EDUCACIÓN****TITULACIÓN DE INGLÉS****PASANTÍAS PRE-PROFESIONALES Y VINCULACIÓN CON LA SOCIEDAD 1****RESUMEN DE CLASES****(Utilice esta carátula para cada una de las clases)*****PRIMER BIMESTRE***

N. \_\_\_\_\_

**DATOS INFORMATIVOS:**

Nombre: \_\_\_\_\_

Institución Educativa: \_\_\_\_\_

Grado: \_\_\_\_\_

Paralelo: \_\_\_\_\_

Nivel de inglés de los estudiantes: \_\_\_\_\_

Texto básico: \_\_\_\_\_

Tema de la clase: \_\_\_\_\_

Objetivo: \_\_\_\_\_

Fecha: \_\_\_\_\_

Nombre del profesor de inglés: \_\_\_\_\_

**Class summary sheet secon bimester Pasantias 1:****APPENDIX 5****LESSON PLAN FORMAT**

Lesson Plan # \_\_\_\_\_

1. **Informative data:**  
Name of school: \_\_\_\_\_  
Theme: \_\_\_\_\_  
Date: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Duration of class: \_\_\_\_\_  
Proficiency Level: \_\_\_\_\_  
Lesson plan designer: \_\_\_\_\_
  
2. **TEFL Objectives**  
During this lesson, students will be able to:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  
3. **Methodology and strategies**
  - 3.1. Methodology:
  - 3.2. Strategies:
4. **Anticipatory set:**
5. **Main teaching input:**
6. **Modelling:**
7. **Guided practice:**
8. **Independent practice:**
9. **Assessment:**
10. **Closing review and follow-up:**

*Student's signature:* \_\_\_\_\_

## APPENDIX 5

### LESSON PLAN FORMAT

Lesson Plan # \_\_\_\_\_

1. **Informative data:**
  - Name of school: \_\_\_\_\_
  - Theme: \_\_\_\_\_
  - Date: \_\_\_\_\_
  - Grade: \_\_\_\_\_
  - Duration of class: \_\_\_\_\_
  - Proficiency Level: \_\_\_\_\_
  - Lesson plan designer: \_\_\_\_\_
  
2. **TEFL Objectives**

During this lesson, students will be able to:

  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  
3. **Methodology and strategies**
  - 3.1. Methodology:
  - 3.2. Strategies:
4. **Anticipatory set:**
5. **Main teaching input:**
6. **Modelling:**
7. **Guided practice:**
8. **Independent practice:**
9. **Assessment:**
10. **Closing review and follow-up:**

*Student's signature:* \_\_\_\_\_

CLASE 1

DESCRIPCIÓN

Experiencia como profesor auxiliar: