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Systematization of pedagogical experiences in the EFL  
teaching training program

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## **Dedicatoria**

I want to dedicate this work to my family and God, for all their support and for encourage me to continue my studies and advances as person.

Grace

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I want to thank to all my teacher from UTPL University, who dedicate to me all the time that I need to fulfil my activities and learning, who shared with me all their knowledge and helped me to build the person that I am today.

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## Resumen

El presente estudio, Sistematización de las experiencias pedagógicas en el programa de maestros en entrenamiento en las clases de inglés como idioma extranjero, fue conducido con el propósito de describir y hacer reflexiones sobre las experiencias como profesor en entrenamiento. Los participantes fueron estudiantes y profesores de inglés como lengua extranjera de 15 clases de básica, y 15 de bachillerato de escuelas y colegios de Quito, Ecuador. Ahí fue utilizado un método cualitativo con enfoques descriptivos y reflexivos. Los instrumentos utilizados para coleccionar los datos fueron 10 observaciones de clases de inglés, 10 clases de inglés hechas como auxiliar de profesor y 10 clases de inglés hechas como profesor principal en entrenamiento, 5 de los 10 de educación básica y 5 del nivel de bachillerato. Los datos coleccionados fueron descritos de 4 puntos de vista: planeación, aspectos lingüísticos, manejo del lenguaje y metodología utilizada durante las clases. Ahí fueron hechas reflexiones sobre todos estos 4 aspectos. Los resultados indican el entorno de las clases no es acorde a las expectativas actuales con métodos, técnicas, estrategias y recursos utilizados para dar a los estudiantes reales oportunidades para practicar el lenguaje oral dentro de las aulas.

**Palabras claves:** competencias comunicativas, el habla, habilidades, métodos.

### **Abstract**

The present study Systematization of pedagogical experiences in the English as a Foreign Language) EFL teaching training program, was conducted with the aim to describe and make reflexions about the experience as teacher in training. The participants were EFL students and teachers from 15 basic education system and 15 high school groups of classrooms from schools and high schools in Quito, Ecuador. There was used a qualitative method with mixed descriptive and reflective approaches. The instruments used to collect the data were 10 EFL class observations, 10 EFL classes did as auxiliary teacher in training, and 10 EFL classes as principal teacher in training, five from ten of them from basic education and five from high school level. Data collected was described from four points of view: planning, linguistic aspects, language management and methodology used during the classes. There were made reflections regarding all those four aspects. The findings indicate English environment is not according to nowadays expectations with modern methods, techniques, strategies, and resources used, for giving students the real opportunities to practice oral language into the EFL classroom.

**Keywords:** communication competence, speaking, skills, methods

## Introduction

Professional practice for teachers in training is the process of applying all the theoretical knowledge acquired, means to put in practice what was learned about teaching a language. Practice is the important part of preparing a teacher during the training. It is the way to be in contact with real life situations inside EFL classroom. Practice time also helps teachers in training to learn more about students' behaviours inside the classroom, relation between students with their peers and between students with their teachers, students' styles of learning, rhythm, and language needs.

The present work is based on descriptions and reflections of the classes did through the practice time during the teacher in training time. The work presents ten classes observed, ten classes did as auxiliary teacher and another ten classes did as main teacher. Classes were conducted with students from the basic education system and high school levels. This study also presents the systematization of the classes in order to focus the attention on EFL classes from different aspects of teaching such as planning, linguistics aspects, learning management and methodology used.

Researchers were investigating about teachers in training practice and systematization of their classes. Thus, Kohler (2015) investigated about the relationships between factors that affects student's proficiency in EFL classes and concluded that students' behaviours, their styles of learning, and the environment of learning influence students to learn or not the new language. In the same line, Yuan (2017) distinguished between experienced and non-experienced teachers' behaviours inside the EFL classes and demonstrated that being a teacher is a complex job, and sometimes young an unexperienced teacher feel insufficient comparing with experienced ones. Contrarily, Omid and Azam (2015) proved that young teachers are better prepared to teach through technology, fact that should be improved by the old teachers.

The present study is divided in three different chapters. The first chapter is related to the literature review. The information presented in this section is related to definitions made by investigators about the process of teaching, learning, as well as strategies, methods, techniques, and additional materials investigated by researchers and demonstrated to be useful in EFL classrooms. Besides, the second chapter is related to the method used to conduct this research. There is presented important information about the settings and participants and procedures used for fulfilling this work. Furthermore, the third chapter is related to the discussion, analysis, and interpretation of the teaching experience. This chapter is separated in three sections: the observation section in which are described and reflected the important aspects of teaching in ten classes observed, five from basic education system and five from high school level. The same procedure was followed to expose, analyse, and present reflections about ten classes did as auxiliary teacher and another ten classes did as main teacher.

This research work gives a better image about the EFL fields in the basic education system and high school system in Ecuadorian context. In this way, the university in which the teacher in training develop the study, has a better image about what aspects can improve during the training, as well as modifications that are necessary to do in the curriculum of the career.

Moreover, the present study helps all the people interested in the EFL investigation field, the teachers and students that were part of the process, the authorities of the schools and high school implicated in this study, as well as all the parents of the students.

## Chapter one: Literature review

This chapter presents information related to the main topic of the research, collected from the literature review to give a theoretical basis of the study.

### What is teaching?

Teaching is the process that involves a teacher and a learner; the teacher transmits knowledge to the learner to help him/her to develop specific skills (Watzke, 2007). In class education, teaching is the process in which a professional prepares learners in a specific area (Akbari, 2015). Additionally, Poopon (2017) remarks that teaching means help learners to develop abilities and increase knowledge to accomplish projects. Teaching also means that someone prepared himself professionally for offering ways, strategies, knowledge, and tips to other, about how to grow in different aspects of life and education (Ayers, 2015). In the same way, Cakici (2015) states that teaching a language means developing candidate's abilities to take responsibility, operate independently and apply language futures to fulfil the goal of understand and being understood by others. Teaching also is the action taken as the response of students' demonstrated needs; teaching English as foreign language means instruct students to a success comprehension of language futures (Baldovi-Harling, K., & Mahan-Taylor, R., 2003).

### What is learning?

Learning is the process which promotes the development of a learners from the intellectual and social points of view. In EFL learning classroom, this is the process in which students take and participate actively to acquire language knowledge and skills, under the supervision of a teacher (Kettanun, 2015). Besides, Bobkina and Stefanova (2016) define learning as the process of foreign language acquisition in which the teacher offers students opportunities to explore, interpret, and understand language with the goal of a correct communication. In the same way, Sato and Ballinger (2016) argue that learning language means students actions to interact and collaborate in EFL classes with the aid of assess the necessary knowledge to be able to use successfully the language. The authors also claim that this process includes different activities with the finality to acquire all the language skills (reading, writing, listening, and speaking). In addition, Tosun (2015) affirms that learning is the achievement of all the skills, attitudes, aptitudes, and knowledge needed for fulfil a goal.

### Modern Methodologies, strategies, techniques, materials.

Language environment is the key factor in EFL teaching and learning process, and it is builds from textbooks, teaching and learning models, methods, strategies, techniques, materials, as well as education policies (Ma, 2015). EFL teachers use various methods depending on the skill that they want to develop on students (Nguyen, Fehring & Waren, 2015). Methodology in EFL teaching and learning classrooms has to do with methods, techniques, and procedures to develop all the language skills: listening, speaking, reading, writing, as well as pronunciation, vocabulary, and grammar (Nunan, 2017). The methods

mentioned by the author are Grammar Translation method, Audiolingual method, and Communication Language Teaching (CLT). Nunan also states that Grammar Translation method is based on translation from the mother tongue to the target language. Besides, it focuses on teaching grammar rules and written language rather than the spoken one; it is still popular in EFL classrooms around the world. The second method exposed by the author, Audiolingual method, is based on teaching through habits established by repetition of patterns learned and transferred to new situations. Communicative Language Teaching method is also used as a tool for communication, and it is based in Task-Based Language Teaching (TBLT). Concerning TBLT, Sauro and Sundmark (2016) highlight that it is a language teaching framework focusing on tasks and goal-based activities reflecting both pedagogical and work-related goals.

While traditional methods are teacher-centered, which means the teacher gives instructions, explains the new knowledge, gives examples and students follow them, modern methods are student-centered, the students are the core, they are actively participating in learning, more responsible for their learning, more autonomous, self-confidence and self-awareness; the teacher only leads the ways learning (Nguyen, Fehring & Waren, 2015). Modern methods in teaching and learning process in EFL classes are using technology with pedagogical purposes. A successful EFL educational process depends on a competent and adequate combination of both traditional and modern methodologies of teaching (Shishkovskaya, Bakalo and Grigoriev, 2015).

With the integration of Information and Communication Technologies (ICT) in EFL classrooms, internet technologies are an integrative part in the teaching and learning, giving a new way to the process (Shishkovskaya, Bakalo and Grigoriev, 2015). One of the modern methods studied by researchers is Flipped learning, in which the students are involved in learning English language inside and outside the classroom; the process is made through technology, and students are responsible of their learning advances (Demirel, 2016).

Furthermore, Nurudtinova et al. (2016) point out some alternative teaching methods such as The Silent Way, Total Physical Response Method (TPR), Computer Assisted Language Learning (CALL), Consciousness – Raising Approach Consciously, and Neuro-Linguistic Programming. The Silent Way also named the method of silent training. The initiative of developing classes comes from students, teachers speak as less as possible during the class time. It promotes students' mental activities, concentration, critical thinking, and stimulates students' independence of learning through the aids that they chose. Total Physical Response (TPR) Method is based on physical activities designed on "structural linguistics, behaviorism, and humanistic orientation in education, as well as the attitude of the psychology of speech, coordination, and physical activities that accompany it" (p.3813). Computer Assisted Language Learning is a method of teaching and learning through

computer programs. It gives students opportunities to develop computers knowledge programs and linguistics. Consciousness – Raising Approach Consciously is oriented to master grammar in a conscious and comparative process of thinking in all the languages known by learner in the same time. Besides, Neuro-Linguistic Programming – is based on improving leadership skills in EFL learning process by immersion of students in a native foreign language speaking environment. Therefore, Susanti and Tarmiji (2016) mention that Mobile Assisted Language Learning (MALL) is a method to teach and learn English towards mobile technology; it motivates students to learn in a world that they know and like.

Another important point of teaching and learning language in EFL classroom is taken by strategies used for. Language learning strategies are defined by Shi (2017) as behaviour chosen deliberately by learners and teachers to store, retain and use the new language knowledge to enhance students to communicate in the target language in EFL classes. The goal of learning strategies is to make student's learning process "easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p.23).

As well as the methods are chosen in relation to the skills that teachers want to develop on students, strategies and techniques are chosen by teachers to develop specific language purposes. Researchers describe strategies such as social (social interaction with native or foreign speakers of the target language), memory (memorizing words, expressions and meaning), cognitive, meta-cognitive and determination strategies (learner search the way to understand or learn a word without asking anyone about, generally starts by search the meaning from the context) .(Radadi, 2016). Questioning is another strategy used by teacher to enhance students to participate in speaking activities as questions and answers in EFL classroom; teachers are creating a dialogue through which students develop listening and speaking skills (Fitriati, Isfara & Trisanti, 2017). Another strategy, the flipped classroom, is purposed by Al-Harbi and Alshumaimeri (2016); it transforms the view of the students regarding the EFL classroom from the station to learn, into a station to assess what was learnt. The teacher gives general information about the new knowledge, can be through a video, or simple exposition, pictures, and so on, and students should search information and learn on their own in their home. Then, in class they share what they were learned.

Apart from the methods and strategies, teacher uses materials to enhance students to learn in EFL classroom. Investigations in the field of materials used in EFL classes highlights authentic material that should be used by teachers. There can be found several definitions of authenticity of teaching materials or authentic materials. In this regard, Belaid and Muray (2015) define authenticity as something that came from the native language, in term of expressions and language use. Authentic materials are presented as the materials used by native teachers in the countries in which English is the first language. In addition,

Huda (2017) list some advantages of using authentic materials in EFL teaching such as providing authentic cultural information about the English language, exposing students to real English language with dialects and accents, supporting creativity in learning, and giving real-life environment for student's learning.

Modern materials such as newspapers, magazines, TV, video, radio, literature, and the internet, are used by teachers with pedagogical purposes in order to motivate students and improve their communication competence (Omid & Azam, 2015). Kilic and Ilter (2015) add to the list other modern materials such as films, videos, magazines, TV series, short stories, realia, songs and video clips, teenage magazines, and Power Point Presentation. This last technological tool is presented by Merc (2015) as being one of the most popular technological aid used in EFL classrooms in schools. Through PowerPoint Presentation students link their new knowledge with old one through colorful pictures, facilitation in this way their engagement in class content and developing critical thinking.

Nowadays, students are connected to the internet and learn through visual aids. England (2017) points out that Padlet can be used as authentic material for sharing ideas, videos, web-based text, among others. Besides, teachers can use it to post project information, mind-mapping, or to display supplementary materials for students in order to make them participate in activities outside the classroom. Besides, the blog or weblog (Kuimova & Zvekov, 2016) is another modern online tool used by EFL teachers to develop reading and writing skills on students inside and outside the classrooms. Through blogs, students can share language knowledge, can share ideas and experiences, essays, creative works, notes, reports, news, links of different topics and can consult doubt. Also, teachers can use them as additional platforms to share lesson contents, courses, resources for learn or research activities.

Further, Facebook is the most popular network used by EFL teachers as an additional technological resource to involve students in reading, writing (through chats) but also in listening and speaking through the voice messages Espinosa (2015). It is also a way for students to be in contact with a real-life environment for learning, to communicate with their classmates, teachers, and friends, but also with native speakers and different dialects and accent of English language. In the same way, Damanik (2019) presents WhatsApp as another technological tool to share information, groups of chats between teachers and students, question and answer session and discussion. Students can express their own ideas, experiences or knowledge related with EFL courses.

### **Communicative competence.**

The term communication competence appeared many decades ago, when Hymes (1972) stated that communication is basically the mental combination of grammar rules and words. The author stated that communication includes the interaction between linguistic and extra-linguistic competencies; interaction which is based on grammar structures used in a socio-cultural context. In this regard, Hymes highlighted that communication competence is the process in which it is transferred the mental reality in social action of interacting with others. Communication competence is also defined by Iman (2017) as the ability of the students of a foreign language to mix linguistic competence (language' knowledge) and linguistic performance (practice of oral and written language) with the end of a success communication. In the same way, Mei and Nathalang (2010) state that communication competence includes main areas of competence: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Moreover, Rubin and Henzl (2009) describe communication competence as a combination of language knowledge and verbal and written abilities of the students.

The process of teaching and learning a foreign language emphasizes the mastery of communication competence on students, EFL "learners cannot become proficient unless they use language communicatively" (Fatemi & Choi, 2016, p.155). Considering that in a same classroom, students do not have the same level of English language, they do not have the same style of learning or the same time to learn, it is obvious to found, at the end of the school year, that students present differences in communication competence. Besides, there are students who take advantage of every opportunity to communicate in the target language, while others maintain their silent. The authors mention that it is important that teachers use different communication competence strategies, techniques, and methods to enhance all students in classes. Accordingly, Vo (2017) suggests teachers to improve their methods of teaching using variety of learning and teaching activities integrating technology and additional materials to enhance students to communicate in the target language in EFL classrooms. Further, EFL instructors may motivate students to communicate inside and outside the classroom, encourage them to use all the facilities that technology offers (Mei & Nathalang 2010).

### **Teacher's roles.**

In the EFL teaching and language process teachers should take different roles to provide the adequate environment for student's learning. Tacus (2015) divides the roles in inventor from the point of view of creating materials and mixing methods to teach, knowledge of the language and how to share that knowledge, affectionate from the point of view of caring students and their learning needs, and inspiring from point of inspiring students to use their learning in their daily lives, according to their personal values and goals.

With the integration of ICT in EFL classrooms, the role of the teachers changed dramatically. Teachers change their role as dispenser of information into one of facilitator of information and the ways that students can choose for making easier the learning process (Merc, 2015). Further, Fitriati, Isfara and Trisanti (2017) point the roles as questioner, controller, and manager of the classroom. The authors state that teachers should always ask questions to enhance students in the content of the classes. The role as questioner helps teacher to be aware about the difficulties of the students regarding new knowledge and the challenges that they face in their learning. It also solves the problem of the students' passiveness in classroom. As controller and manager, the EFL teacher dominates the process inside the classroom, demonstrates authority, gives order to the turns of collaboration of the students, and control the topic. As a good manager of the class, teachers should set the appropriate tone to gain students' respect, participation in class, and their image as effective teachers (Rahimi & Karkami, 2015).

Another role of the teacher was investigated by Kubanyiova (2015). The author observes that nowadays students need teacher in the role of self guides. Students need to know how to improve their language skills outside the classroom. In this way, Liando (2015) indicates teacher's role as motivator in EFL classroom. Students need to be motivated to learn, and EFL teachers can motivate them through additional materials, an appropriate curriculum, and an enjoyable environment for learning. Besides, teacher should correct students mistake, so there is their role as corrector in EFL classrooms (Bayyaurt & Sifakis, 2015). The authors also mention that an appropriate correction also motivate students to learn and gives them less anxiety in EFL speaking classes.

There is also found by researchers the role of teachers as mediators inside the EFL classroom. Kohler (2015) defines the term mediation as a common activity that teachers do in classrooms from the point of view of applied linguistics (related to cross-cultural mediation), which means that teachers have the role to mediate transmitting their knowledge from a language to another. Besides, from the sociocultural point of view, the role of teachers as mediators refers to the actions that they take to enhance students in real-life situations of language use. Therefore, the author highlights the role as mediator from the point of view of resolution of conflicts inside the EFL classrooms.

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

Teaching and learning English as a foreign language is a challenging process for both students and teachers. There are many problems faced by teacher in EFL classrooms and lack of motivation to learn is the most common, and it affect students in a negative way. Motivated students are easier to handle but there are teachers who think it is difficult to motivate them (Nadera, 2015). Alizadeh (2016) refers to motivation as the learner's desire to obtain a goal, summing to the learner's attitudes towards language learning. In the same

way, Liu (2015) states that motivation is the action that a learner takes considering the attitude and affective dimension of learning process. There are many definitions for motivation. In addition, Huang, Yang, Chiang, and Su (2016) affirm that motivation is a cluster of stimuli and situations that enhance students to develop a positive attitude towards learning in EFL classrooms. Besides, Salikin, Bin-Tahir, and Kusumaningputri (2017) define motivation as the main driver which move students to be successfully in the EFL learning process, while Peters (2015) describes motivation as a combination of philosophical and psychological factors that determine human behaviours.

Moreover, Hosseini, Nasri and Algari (2017) conclude that motivation is an internal force of the students that activates, guides and maintain their desire to fulfil the goals of learning in EFL classes. On the other hand, Hong, Huang, Hsu and Shen (2016) describe motivation as a critical element that attract and maintain students' attention and engagement in EFL learning classrooms. It was demonstrated that when learners are motivated, they present positive feelings and attitudes toward learning, as well as self-initiative to learn and continue learning, obtaining high quality of learning (Rahmanpanah & Mohseni, 2017). The authors divided motivation in external and internal motivation, mentioning that internal motivation in the personal interest of the students, their positive feeling, initiative to learn, desire to continue learning and achieving a high level of language. The extrinsic motivation is presented as the external factors that influence on students to learn or not. Motivation also includes the act of students' acknowledgement of what they want to learn, why they want to learn, who they can become through learning and an estimation about what it is required for learning (Eriz & Kulmetov, 2016).

Motivation has a key role in the process of teaching and learning a foreign language; it is the learner's aim and indicate them the way of the success (Alizadeh, 2016).

Accordingly, Eriz and Kulmetov (2016) state that lack of motivation negatively affects the acquisition of language, while high motivation indicates a high rate of success among students. It has also a determinant role in students' involvement in the process of learning foreign language (Liu, 2015). Further, Koran (2015) gives it the role of primary variables of students' high performance. Besides, the author states that it is important not only students' motivation, but teachers' motivation is also very important. Motivated teachers are more enthusiastic, stimulated, inspired, and challenged, and provide a better environment for learning, with adequate materials and ways of teaching. Accordingly, Bravo et al. (2017) affirm that intrinsic motivation has a determinant role in students to make them enjoy learning, and produce positive results on student's learning, while extrinsic motivation persuade learners from the external rewards, and generally is related to negative results.

In the same way, Banisaeid and Huang (2015) point the important role of the motivation in achieving goals in EFL classrooms. They highlight motivation from the role that

it has in self-determined and self-regulated students, which refers to thoughts, feeling, plans, and ways that students search to attain a personal goal in learning. Although, Gbollie and Keamu (2017) believes that motivated learners are good monitors of their learning and practices of language increasing in that way their self-efficacy.

### **Teaching experience.**

Teachers' experience in EFL teaching and learning process influences in their elections of methods, techniques and strategies that chose for classes (Yusuf, Natsir, & Hanum, 2015). Experience in teaching also influences on teacher's practices and beliefs about how to teach; old teachers are usually reluctant to improve their teaching, while young teachers, or teacher with less experience are open to change their way of teaching, improving modern methods and strategies, for helping students to learn (Zhang, 2017). Once teachers acquired a vast experience in teaching with methods that use mother tongue in classroom, such as Grammar Translation method, they lose the interest and desire to change their style of teaching (Karimian & Mohamadi, 2015).

Experience in teaching and learning is a complex process in which teachers master in sharing what they know about language through techniques, materials, and methods; teacher develop knowledge rather than consume it (Hosseini, Nasri & Algari, 2015, p.184). In fact, experience is the best teacher for teachers; they master their competence (knowledge about language and teaching) and their performance in teaching (the way they express and share their knowledge). Besides, experienced teachers not only accumulate knowledge and experience over years, experience also results in motivated teachers with their own point of view about EFL teaching and learning process.

In the same line, Shi (2017) concluded that an experienced teacher developed self-regulation in EFL teaching and develop a high ability to search and chose efficient and useful activities and materials for EFL classroom. Besides, in countries in which English is taught as a foreign language, teachers face many challenges related to students' motivation in learning process. Principally those challenges are related to schools' environments, lack of facilities and technology in schools. In this way, teachers develop through years abilities to motivate students despite difficulties (Alibakhshi & Dehviri, 2015). The authors also state that experience over years have a big impact in teachers' effectiveness and success in EFL teaching process.

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

Experience in teaching starts with theoretical preparation and practices as auxiliary teachers (teachers in training), in order to be in contact with the context of education, with teachers and students behaviours, styles of learning, relationships and all the factors that influence teaching as a process and language teaching and learning environment in general. Experience in teaching come through the years, and it means putting in practice all the

theoretical knowledge that teachers acquired, in order to prepare the best environment that they can, for giving students the real opportunities to learn language in EFL classrooms, taking into account their daily life reality (Kohler, 2015). When teachers start to teach as principal teachers, in their first years of teaching they face several challenges principally related to class content delivery, student's behaviours, class managing behaviours, unmotivated students and students with learning problems (Akcan, 2016). To judge or distinguish between experienced and non-experienced teacher is a complex and controversial job, as Yazdamehr and Akbari (2015) state. In general terms experience came from years as working in the field, or but experience should be measured in the success of learner in their learning process rather than through comparison between old teachers and young teachers (Ozturk, 2016). This kind of comparison makes sometimes that young teachers to feel insufficient, in terms of teaching and skills to teach in front of experienced teachers (Yuan, 2017). Therefore, young, and old teachers should collaborate and learn from each other.

Furthermore, teachers' experience in teaching is reflected in their beliefs about how and what they should teach in EFL classrooms, because they acquire knowledge and experience about students' styles of learning, combinations of styles and consequently combinations of methods, techniques, materials and strategies that teachers should use for preparing a better environment in EFL classrooms (Alghanmi & Shukri, 2016). Accordingly, Sammaknejad and Marzban (2016) state that teachers' experiences have meaning in terms of personal, historical constructions of beliefs and values in relation to the process of EFL teaching and learning. The authors also highlight that experience alone is insufficient to ensure the success in teaching. Teacher may have experience in practicing how to transmit effectively their knowledge and reflecting it in the students' learning success. On the other hand, nowadays trends of teaching and learning in EFL classrooms are forcing teachers with several years of experiences to change their beliefs and ways of teaching. Teachers trained before the introduction of technology are teaching through traditional methods and this fact influence negatively on students. Teaching students without technology means preparing them for a world that does not exist. Considering this aspect, old teachers ask for training to improve their methods and strategies and replace the traditional with modern ones (Omid & Azam, 2015).

## **Chapter two: Method**

This chapter presents the information related to the settings and participants, a brief description of the institutions in which the experience of teachers in training was acquired, as well as demographical characteristics of the participants in this research. In addition, it is presented information related to each stage of training: observation classes, auxiliary teacher, and main teacher.

### **Settings and participants**

The present study was made basis on the teacher in training experience made in Quito, Ecuador. There were different institutions implied: a public high school, a fiscomisional and two private basic education schools. The number of the students of each institution ranged between 500 and 1000 students. Furthermore, the participants in the study were students from 15 EFL groups of students from different levels of high school education system and 15 EFL classrooms of basic education system, as well as their EFL teachers. The ages of the students were ranged between 6 and 18 years old and their level of English ranged from beginners to intermediate. The EFL teachers implied in this study have ages ranged between 28 and 56 years old. Some of them have obtained a university degree in education, and others were still teachers in training.

### **Procedures**

This research presents 5 class observations of basic education system and other class observations did with students from high school level. Besides, there were other 10 classes, conducted as auxiliary teacher in both levels basic education system and high school level. Therefore, others 10 classes were made as main teacher, 5 with students from basic education system and 5 with students from high school level.

The method used for this investigation was qualitative, with descriptive and reflective approaches. The data was collected through resumes did in class observations, training experience as auxiliary teacher and main teacher. The data collected through each stage of the practice, was described, analyzed, and contrasted with information of literature review. The collected data were analyzed from four points of view: planning, linguistics aspects, language management and methodology used. The planning aspect includes information of how teachers describe or not the topic and objectives of the classes, if they informed students about these aspects, if presented the class contents in an organized and clear way, if there was respected the students' reality and English level. The linguistic aspects describe the use of the English language into the classroom, if vocabulary and grammar structures used were according to students' level, and if teachers produced oral language that

permitted students to understand class contents. Considering the learning management aspect there were indicated if there was created an adequate environment for learning language, if teachers are able to manage students' groups and solve any problem that can appear, if the students' s level was respected and they were involved in participating during the classes, and evaluation of learning assessment. The last aspect is methodology. It includes information about methods, techniques, strategies, and activities used during the EFL classes. Further there was exposed information about the use of modern techniques as communication competence inside the classrooms and materials and resources used by teachers. Each one of those aspects was described, analyzed and supported and contrasted with previous results published by researchers in literature review.

### **Chapter three**

#### **Discussion, analysis, and interpretation of the teaching experience**

The present chapter presents aspects after class observations and experiences during the teaching practices as auxiliary teacher and main teacher in basic and high school education system. These classes are described, analyzed, interpreted, and supported by previous findings published by researchers in the field. There are four points of pedagogical factors that are analyzed such as planning, linguistic aspects, learning management and methodology used. After each analysis there is made a general reflection regarding each factor.

#### **Observations: Description and reflection of the experience in Basic Education**

##### **Planning.**

##### ***Description.***

The first class observed started with the anticipatory set. The teacher did not present students the topic and the goals of the class. The lesson content was described, exposed, written on the board, and translated into the target language. There was an organization of the class, the teacher followed the lesson by the book. Further, the language content was according to the level of the students and the teacher showed to master the subject presented. In the same line, the second class observed started with the warmup activity and the teacher did not present the topic and the goal. She let students to discover it. The teacher wrote the new vocabulary, translated it, and presented the class content following the organization given by the book. The content was also according to students' level of English and age. Besides, the third class started involving students in an anticipatory set, and the teacher did not present the topic and the goal of the class. The teacher presented the new knowledge and the meaning considering the English level of the students. The class content and organization of the presentation was according to the curricula given by the teacher's and student's book. Following the same line, the fourth class started with the anticipatory set. The teachers did not present the topic and the goals of the class, but she followed the book, the organization and sequences by it, and the class content was according to the curriculum and plans of the book. Besides, the class content was the adequate for the students' level of English. Furthermore, in the fifth class observed the teacher did not present the goals of the class, but she presented the topic of the lesson. This class did not follow the order of the students and teachers' books and there was no organization of the instructions.

### **Reflection.**

It was observed that teachers did not pay attention to present the topic and goals of the classes. In the first instance I thought that it is a negative aspect of a class, because students need to know what teachers expect for them at the end of the class, as well as objectives that they should follow to fulfil the goals. Students feel demotivated when they do not know what they should do or what is expected for them. This aspect of the classes called my attention, because in the theoretical training all methodologies are centered in those aspects as very important. Some students were showing a confuse attitude during the anticipatory set or warm up activities. In a classroom, not all of the students understood the message transmitted through those activities, and they felt demotivated without a clear message about what they will do in class. Do not presenting the topic and the goal, in my opinion is a good point to involve students in class content when their English level is high, and students have developed a high sense of critical thinking. I certainly think that it was not a good idea to do it with a beginner level of the students.

It is important to mention that all the classes observed did not have lesson plans. Doing a lesson plan helps teachers to prepare lessons following a stablished order and sequences to not confuse students the new knowledge (Okada & Sakamoto, 2015). Besides, when teachers plan a lesson, they prepare goals for the lesson according to the topic, level of the students, their learning styles, and needs (Taheri & Mirarab, 2015). Further, lack of lesson plans made the teacher of the fifth class to not have a correct sequence of the activities to complete, and there were observed some occasions in which students feel a little demotivation to participate in classes.

### **Linguistic aspects.**

#### ***Description.***

The first class was focused on teaching new vocabulary, its pronunciation and language production using these words. Grammar was also focused, because students should respect the structure of a sentence when produced language with new vocabulary. The teacher used both languages during the class, with explanations, instructions, and presentations in the target language, translated into the mother tongue. There were used simple grammar structures to give students the opportunity to understand the class content and. In the same line, the second class was focused in vocabulary, grammar, pronunciation, and intonation were other linguistics aspects presented in this class. The teacher used English as a classroom language for presenting the new knowledge with little translations when was necessary. The teacher used simple grammar structures and vocabulary to explain the topic. Besides, the third class was focused only on grammar. Vocabulary related to daily routines was presented in this class, as a form to direct students to a topic of doing

sentences. Further, the fourth class observed presented vocabulary related to animals of the zoo. Apart from vocabulary, another linguistic factor presented in this class was pronunciation, intonation, and oral language production such as short sentences. Listening skill was improved through audios, and communication competence was conducted through questions and answers. Therefore, in the fifth class observed, the teacher focused her attention in teaching grammar rules related to simple past tense of regular verbs. Students were also enhanced in listening through a song previously prepared by the teacher.

### **Reflection.**

It could be observed that the linguistic aspects presented in these classes were grammar, vocabulary, pronunciation, intonation, and language productions such as short sentences. Considering that the level of the students is beginners, it is understandable that these can be the aspects in which teachers focus their attention inside the classroom. In my opinion, this is a good aspect in class, but the speaking classes should be focused on speaking, without paying attention to the grammar rules. In this case, considering the low level of grammar and vocabulary, students should improve their vocabulary through conversations, sharing their ideas and learning from the ideas shared by their peers. There were poor opportunities for students to improve speaking. In my opinion, not letting students to share ideas, and directing them to always follow the teachers' model is not a good idea to improve speaking. Students should do their own productions, and they can learn from each other. Besides, the teaching was limited to write new words on the board, to complete exercises from the student's book, a video, and a song. The target language was not used in all the class time, there were classes in which teachers were using more the mother tongue than the target language. Using the mother tongue, in my opinion, is not beneficial for students, considering that the classroom is the only place for practicing language. In this context, and considering the basic English level of the students, vocabulary and English expressions are almost taught and learned in EFL classroom (Siyanova & Webb, 2016). Besides, in some classes, the instructions, examples, and explanations were given in both languages. Some students showed that they did not understand the meanings about what teacher said. In this case the teacher identified the need to translate into the mother tongue. This can be considered a positive aspect. Some students feel motivated to learn when they relate the new knowledge with previous knowledge of their mother tongue, and there is identified a positive language transfer. At the same time, this related knowledge can be not a positive, but a negative language transfers and it can result in giving more doubts to the students, demotivating them to learn or speak inside the classroom. There is a need to improve language aspects through involvement of the students into the real English language world, to develop all the language aspects from the beginning, considering the four

skills of language: reading, writing, listening, and speaking. Teaching and learning are not an easy process to accomplish, most when English is presented as a foreign language and there are little opportunities to practice the target language (Rezanejad, Lari & Mosalli, 2015).

### **Learning management.**

#### ***Description.***

From the point of view of learning management, the first class had an adequate environment for involving students in class content. The class management was selected through rows sittings for students, with group work and individual work, enhancing in this way all the students in activities. The teacher managed the group accordingly to their styles and rhythm of learning, being able to solve problems such as distraction during the class. Correct feedback and continuous evaluation of students' learning was also done. In the same way, in the second class was observed that the teacher did not promote an environment according to the students' group. There were observed situations in which students did not understand the instructions and were bored. The teacher tried to control them, and in the beginning could do it, but there was a moment in which students started conversations with their peers, and the class was a chaos. In that situation could be observed the frustration of the teacher. She could not continue with the class for a while. After minutes, she controlled the group again, and determined students to participate in class. Besides, the third class observed had an environment based on little motivators for students. There were presented oral instructions, some of them in a written form. Students were participating in class following the teacher model of sentences, working in individual work class management. The teacher took into account student's level of English, but it cannot be said that there was a class according to students' styles of learning, because the class was conducted in one way, the same for all the students. Besides, there was observed that the teacher was walking for all the classroom in order to respond students doubts, and to help them complete the tasks. She also gave additional explanations and repeated information when students need it. There was made feedback and assessment of the new knowledge. Further, in the fourth class observed the teacher promote an environment for students, separating them in groups. There was a good management of the group made by the teacher. She controlled students, involve whole the group to participate in class considering their rhythm of completing activities. The teacher gave clear answers for the students' doubts related to the class. There was not also any evaluation of the knowledge. The last class observed had not the proper environment for teaching and learning according the students' group. Activities prepared by the teacher were not according to the student's level of English and needs. Some students did not understand instructions and their activities were out of the lesson

topic. Besides, the teacher let students to participate if they wanted. Students from the back of the classroom were not asked to participate. Students who did not understand meaning and instructions asked teacher for repetition, but the teacher respond with the same vocabulary and grammar structures and students still not understood what the teacher wanted.

### **Reflection.**

Learning management in EFL classroom has to do with the students' styles of learning, their own English level and the way and time in which they achieve knowledge. Learning management is not focused on the manage of the classroom from the point of view of the distribution of the students for doing tasks, but also has to do with managing the advances of the students during a period. I think that here is a positive aspect to consider in those classes observed. Teachers managed classrooms dividing students to work in groups, independently or in pair, depending of the activities, in order to involve all of them into the class activities. On the other hand, in my opinion there was a negative part; learning management is not based on doing a folder, or having a notebook, or whatever can help teacher to take into account the advance of each student. When the evaluation is made for groups of work, it can be possible that not all the students of that group collaborate or learn all the content. Another important aspect is motivation into the classroom. The most difficult task for teacher is to motivate students to learn. There is a real need of more opportunities for students and an improvement of the environment in EFL classroom. According to Aliakbari and Bozorgmanesh (2015) a teacher who know how to manage students' learning is a good organizer, teaching manager, strategies manager and named them as assertive teachers. Contrarily to this, there are teacher who do not manage well student's learning, and there is an improper environment for students' learning, because in this case teacher fail in giving instructions, fact which results in confusing students.

### **Methodology.**

#### ***Description.***

The first lesson observed was conducted mixing Grammar Translation Method (in the section of the class in which the teacher wrote on the board the new vocabulary and translated it for better understanding of the meaning), Audio Lingual Method (the students listened an audio and do activities based on it) and Task Based Method (the section of the class in which students do activities from the book). the activities prepared for the teacher helped students to achieve the new vocabulary and the goals of the class were fulfilled. Students recognized the words and did short sentences using them. The main teaching input was made using materials like pictures, the student's book, and the whiteboard. The class

management was selected through rows sittings for students, with techniques based on group work and individual work. As strategies for assessing the new knowledge the teacher used questioning to verify the acquired knowledge. Drilling was also used to improve pronunciation on students. For feedback, students did exercises from their workbook.

The second class observed was focusing on teaching and learning vocabulary related to restaurants. The class starts with the anticipatory set, which was an exercise that students did in their workbook; they cut some pictures related to restaurant vocabulary and put them in the right place filling the blank of the book. Besides, class management was based on rows, and the strategy used by the teacher was solo work. The main teaching input started with the presentation of the new vocabulary. The teacher wrote on the board the words, then read them and gave students the meaning of them in the mother tongue, section in which the method used was Grammar Translation. The students practiced the new vocabulary through flash cards that were previously prepared by the teacher, part of the class in which teacher used Task Based Learning. There were pictures and word related to them, and students should put the right word corresponding to each picture. Repetition was the technique used by the teacher to assess pronunciation among students. All new words were repeated by the students in group, and one by one. Feedback was made through questions and answers, activity which highlighted that students fulfilled the goals of the class and learned the new knowledge.

The third class observed was based on students' conjugations of regular verbs in the simple present tense, and short sentences using those verbs. The introductory set was doing through questions and answers related to daily routines of the students. The methods used were Grammar Translation Method, PPP Method, and TBL Method. The teacher wrote on the board sentences and expressions related to daily routines, using the verb in simple present tense. Furthermore, the teacher translated them into the mother tongue for a better understanding of the meaning. The teacher also wrote the general structure of an affirmative sentence using the simple present tense. Modelling was the technique used to practice the knowledge when students did their own examples following the model of the teacher. As independent work, students did five affirmative sentences using daily routines in present tense. They share their language productions with their classmates and received feedback when was necessary. As assessment activity students did an activity in their workbook related to the topic.

The fourth class observed the teacher used a sitting arrangement in groups of four students. To introduce the topic, students were watching a video and answered some questions related to the video. With this activity the teacher wanted to know the previous knowledge that students had about the topic. The main teaching input was based in activities related to learning vocabulary. Using the Natural Method teacher wrote the name of the

animals on the board, but she did not translate the meaning. She preferred to use mimics and sounds to demonstrate the meaning of the words. Drilling was also used to improve pronunciation. For practicing the new vocabulary, through TBL Method, the teacher asked students to do exercises in their book. The students achieved the new knowledge during the class time.

In the fifth class observed, the class started with instructions that were not related to the topic. Continuing, through Audio Lingual Method students were listening a song previously prepared by the teacher. Besides, another listening exercise was related to questions and multiple-choice answers, and students should choose the right answer. The teacher repeated the audio several times to help all students to complete the task, using in this case TBL method. The teacher used only the target language for this class, focusing in this way in the Direct Method. Using only the target language, without considering the students English level, the result was that some students did not understand the instructions, so they needed additional explanations that were made through mimics, body movements and sounds. It was observed that the goals of the class were not achieved, because not all the students accomplished the tasks.

### **Reflection.**

I do not like classes without the use of technology. I really think that teachers should improve EFL environment in order to adapt it to students' nowadays reality. Technology is part of their daily lives and they need to be in contact with it in all the areas of their learning, including English classes. It was proved that classes in which teachers used computers, internet, phones or any resources downloaded from internet, those classes were enjoyed by students and their participation is optimal. On the other hand, classes in which the teaching and learning process is based on books, CD that is part of the listening and speaking classes as basic material, students showed to feel bored during the class, and their participation is asked by the teacher, not volunteer.

Modern methods of teaching are using technology in order to involve students in learning a foreign language, aspect which determined teachers to search new techniques, strategies and methods; nowadays students are considered as digital-native users, and classes without technology demotivate them and lose interest for learning (Ekmekci , 2016). There was observed little use of technology in classes. Another aspect to mention is the poor use of additional didactic material. Teachers tended to use more the basic material that they have such as student's book, student's workbook, board, and notebooks. There were some classes in which teachers prepared videos or songs to support their teaching. Abkari and Razavi (2016) demonstrated that authentic materials prepared by teachers in foreign language classes enhance students in language content, increase their critical thinking and

help them to relate the new knowledge with old one. On the other hand, planning the class gives teacher the confidence and security to do the right in their work, which is reflected in motivation of the students to learn and participate in class activities (Maeng & Lee, 2015).

### **Observations: Description and reflection of the experience in High School**

#### **Planning.**

##### ***Description.***

The first class observed was specially prepared by the teacher for increasing pronunciation on students. The teacher agreed with the students that one class each month will be dedicated to learning a song in English. The teacher was very clear when giving instruction. Students had the letter of the song and they will repeat the song to learn the letter. The content of the song was according to students' English level and age. Regarding the second class observed, the topic and goals of the lesson were not presented by the teacher. She wrote the title on the board and passed to the warmup activity. The teacher demonstrated to master the class content and the lesson was conducted clearly respecting the students' level of English and styles of learning. As concerns the planning aspect of the third class observed, it can be mention that the topic and the goal of the class was not presented by the teacher. There was not any introductory set about the topic. The teacher got to explain the content of the class, following the order given by the book; she mastered the class content, and it was according to students' level. In the same line, in the fourth class the teacher present' the topic of the class, but she never mentioned anything about the goals of it. Presented the contents, explanations, and instructions of activities regarding the topic, demonstrating a good master of the lesson's topic. Therefore, in the fifth class observed the teacher wrote the topic of the lesson but did not explain or present the goals of it. Further, the class content was ordered and presented according to student's level and age.

##### **Reflection.**

Planning is one of the most important stages of a lesson. In this section, teachers should have the adequate knowledge to plan a class according to students' needs, respecting the right order of activities for a clear explanation of the content, considering the students' English level (Zein, 2017). After description of classes, it can be observed that teachers did not focus their attention on presenting the goals of the classes, and in some cases even they did not present the topic. When teachers present students the goals of a lesson, orient their learning objectives, to achieve goals orientation and help students to correctly assess the new knowledge and give more joy to the class environment (Jahedizadeh, Ghanizadeh & Ghonsooly, 2016). It is important to mention the goals of the classes were fulfilled but students did not know if they did a good job or not. In my opinion, part of the planning is to give students enough external motivation to continue learning. Avoiding telling them if they

achieved the purposed knowledge or not is a negative aspect of planning a class. This is a factor that teachers should take into account when teach. There is a right of the students to know what they should do, and what they achieved during a class. As positive aspects can be mention that teacher finished classes fulfilling the goals. The new knowledge was learned by students and their task demonstrated that they did it.

### **Linguistic aspects.**

#### ***Description.***

Considering the linguistic factors, it can be mentioned that in the first class observed the teacher used only the target language into the classroom. The instruction was given using simple grammar structures and vocabulary known by students. This permitted students to understand and satisfactory fulfill the activities. Besides, in the second class it was observed that the teacher used both languages. She gave the indications and instructions in the target language, but then she translate when students did not understand the meanings. In the same way was prepared the third class, in which it was observed that the teacher used English language to explain the new topic, but when students gave signs that they did not understand, the teacher prefer to translate in their mother tongue. Further, the fourth class was observed, and it was viewed that the teacher did not use the mother tongue. When students did not understand the meaning or instruction, the teacher preferred to change vocabulary using synonyms, and if students still not understand. She used mimics or body movements for explanations. Similarly, the teacher of the fifth class observed used all the time the target language, did not translate when students have problems to understand, she used different vocabulary and expressions, according to students' previous knowledge.

#### **Reflection.**

It was observed that most of the teachers were using the target language in the classroom. This is a positive aspect from my point of view. Students need to be in contact with the target language if possible, during a class time. it is known that not all the students have the opportunities to practice language outside the classroom, for this reason it is important to enhance them in speaking inside the classroom as much as the time and situations permitted it. Xhemaili (2013) concluded that in EFL context the use of the target language is very important, because classroom is the place in which students practice the new language and are in touch with. Besides, few of the teachers preferred to use the mother tongue when it was necessary to explain meaning that students did not understand. From the point of view of practicing language and exposure of the students to the target language it can be considered that this is a negative aspect. But considering the low level of English that students have, in my opinion is a good point to translate into the mother tongue. Students feel less insecure about their understanding and advances. According to this aspect, Paker and Karaagac (2015) stated that mother tongue is necessary in EFL classes

and teachers claim that it is inevitable to use it. They also highlighted mother tongue functions such as “rapport building purposes, making the topic/meaning clear (by giving examples, explaining, making extra explanations, or explaining difficult concepts or ideas” (p.111). In addition, Debrelı and Oyman (2016) concluded that students with low English level need teachers to include mother tongue in EFL classes; it gives them confidence and they feel support to advance in their learning.

### **Learning management.**

#### ***Description.***

In the first class it was observed that the teacher created an adequate environment in which students enjoy learning. All students were involved in the group work and all the students' doubts were clearly explained by teacher. The activity was repeated several times in order to help all students to learn, even those who did not have a high rhythm. Although, in the second class, the teacher prepared different activities and a game, which gave students an enjoying environment for studying. The teacher considered the different styles of students' learning and the atmosphere in the classroom was proper for acquiring the new knowledge. She effectively monitored the class, was walking around and respond students doubts about the lesson content and task to complete; students acquired the new vocabulary and grammar rules. On the other hand, the teacher of the third class explained students that the new topic to present will be part of the last exam of the year, and students felt worried about. It was observed that the environment of the classroom become stressful and students demonstrated anxiety when teacher asked to participate. Their felt fear for not fulfilling the knowledge and fail in the next exam. Despite, the teacher explained very well the class and the content was exposed through simple expressions and explanations in order to help all students to acquire the knowledge. All questions of students were precisely responded by the teacher. Contrarily to this class, the fourth one was very funny. The teacher preferred to use explanation through mimics and body movements which made students to enjoy the class. All students' questions related to the topic were answered by the teacher and she also motivate them to complete the tasks inside the classroom. Each time that students fulfilled a task she gave them a point for the general grade, motivating students to be active during the class time. On the other hand, the fifth class was ordinary. A class in which the students followed the line of the traditional classes, the order of the book, with examples and models for students to do their own sentences. She involved all the students in the class activities, respond correctly to students' questions but there was nothing out of a normal class. There were few opportunities for students to use language in class, they only follow teacher instructions and did tasks from book.

### **Reflection.**

EFL classroom environment is the most important place in which students start and continue learning the new language. Classroom environment for teaching and learning implies not only the activities that teachers purposed for classes, but the actions and management of the classroom and students' learning that teachers use during the classes. It was observed that there were classes in which teachers make students to feel scared about their capacity to face exams. In this case I clearly think that it was a negative aspect of class. The teachers should motivate students to learn and motivation, from my point of view, has nothing to do with fear to pass or not an exam. The positive point is that students achieved the knowledge, but I still think that there can be other ways of teaching and learning motivating students in a positive form, giving them strength and not fear to do it. Contrarily to this class, was the fifth one in which, despite of the low level of English that students presented, the teacher motivated them to participate and learn through enjoyable and fun activities using mimics and body movement. Students enjoyed learning, and in my opinion that was a positive aspect in that class. EFL classroom can be the only place in which students practice the target language. In this regard, Qutob (2018) stated that teacher should be very careful when build environment for learning, because is a main factor to motivate students and enhance them in class content. Building an adequate environment for a large group of students is one of the most challenging task for a teacher, because she/he should consider each students rhythm of learning, times, styles and level of English (Nguyen & Filipi, 2018).

### **Methodology.**

#### ***Description.***

The first class observed was centered on developing listening and speaking skills. The activities were focused on learning the letter of a song that the teacher prepared in advance. Through the Direct Method the teacher explained and gave all the instructions for the students and using the Audio-Lingual Method she directed the main teaching input of the class. The topic of this lesson was previously negotiated with students. They choose a song, the teacher prepared flash cards with the letter of the song and they listen the song several time, to listen the correct pronunciation. Then, students were divided in groups and play karaoke, in order to practice le vocabulary given by the teacher in the flash cards. Drilling was the technique used by teacher to promote pronunciation. Besides, repetition, recording, listening productions and feedback were other activities did by students and teacher to fulfil the goals of the class.

Following with the description of the second class, it could be observed that the teacher used Natural Approach. There were employed descriptions of a famous person chosen by the students, involving in this way the students in oral communication practices.

Students were working in groups of four, and apart from a brief description they should express what they love from the artist described. Students felt comfortable with the activity. The teacher presented the topic, wrote on the board relative pronouns and the structure of affirmative sentences using them. Through modelling the teacher conducted the activity in which students practiced and demonstrated the knowledge which was evidenced in the assessment. Another activity was a game in that the teacher prepared little adhesive papers. She shared them among students. Then she asked students to write in the paper the name of a movie, a famous person, a comic, a TV show, a book and so on. After that, the teacher collected the papers, mixed them, and returned them one to each student. Students were searching among their peers to find the peer who has the complement of what is written in the paper (ex: a song and its singer). Students were enjoying the class and the goals were fulfilled.

The next class observed had as a topic the indirect questions. The teacher arranged the students in rows, and as principal strategy she used solo work. Through the Grammar Translation Method, she described, wrote on the board the general structure of indirect questions, and then she translated the meaning and the explanations into the mother tongue. PPP method was used in the part of the class in which the teacher presented the new knowledge, and then students practiced, and followed the general structure constructing their own language productions. The teacher gave students some indirect questions in Spanish, and students translated them into the target language. This activity was made individual, and at the end of it, students share the questions with their classmates. The teacher provided feedback when it was necessary, correcting errors in the right moment. She also sent as homework ten indirect questions that students should present in the next class.

Although, the fourth class observed was focused on adverbs, centering students' attention on speculations and emotions. Students were divided in groups of five as a strategy for fulfilling the activities during the class. The teacher used Kinesthetic Method when she used body movements, gestures, and mimics to explain vocabulary. The method was mixed with the Direct Method. The teacher used the target language to explain the lesson, avoiding the mother tongue. There was a new vocabulary list, which was written on the board, explaining the meaning using words that students already knew. Through the technique of modelling, the teacher gave a model of affirmative sentences using adverbs and the students follow it, doing their own examples. Those examples were shared with their peers. To motivate students to speak, the teacher asked students to imagine that they were lost in China, and each one of them wrote five activities that they can do in the given situation. Next, the teacher collected all the papers and the students had to stand up. One student of each group was explaining to the others what the activities said, using body

movements and mimics, and the other guessed the right action. The group who guessed all the five actions won. The individual work was a homework sent by the teacher.

Las last class of this group of classes observed was focused on rules and laws, related to permissions, obligations, and prohibitions. Using the Direct Method, the teacher explained the topic. She drew on the board a person in a jail, questioning students what they thought and can explain about the picture. She conducted the activity through questions and answers for involving students to participate in oral communication. Students also did some activities from the book, independently and then share the answers with their peers. Teacher payed attention to students who had problems to respond and give feedback when was necessary. For practicing rules and regulation, students drew on a piece of paper the rules of traveling on a plane, on a bus, theatre, library, and so on. For this activity students worked in pairs. One of them drew the rules and the other one guessed them.

### **Reflection.**

It can be observed that classes were focused on different topics, and teacher used strategies and techniques accordingly. There were also used mixed methods in each class. In my opinion, using only one method is impossible to teach all students with their different styles of learning. I think that mixing different methods, strategies and techniques during a class is a positive aspect of teaching and learning a new language. In this way teachers help all students of a classroom to achieve the new knowledge. It is known that not all students learn in the same way. A strategy, technique or method can be useful for a student, but not beneficial for another. I also can mention as a negative aspect that teachers mixed more traditional methods than modern ones. In my opinion, there is a need of improvement of methods and strategies inside the EFL classes in order to build a modern environment for learning. A successful EFL educational process depends on a competent and adequate combination of both traditional and modern methodologies of teaching (Shishkovskaya, Bakalo and Grigoriev, 2015). Methods that teachers use into the EFL classroom depends on the activities that they wanted to develop, but principally are centered in the language skills that teacher wanted to increase on students (Nguyen, Fehring & Waren, 2015). It is also observed that there were poor technological tools used in these classes. Students live in a technological world, so teacher should prepare classes according to this world, preparing student for the future (Nguyen, Fehring & Waren, 2015). Strategies that teachers used are deliberately chosen by them to store, retain and use the new language knowledge to enhance students to communicate in the target language in EFL classes (Shi, 2017).

### **Auxiliar teacher: Description and reflection of the experience in Basic Education**

#### **Planning.**

##### ***Description.***

In the first class as auxiliary, the main teacher asked me to present the topic of the class through flash cards, but the goals did not were presented to the students. The class content was presented through variety of activities previously prepared by the main teacher, considering the age and their English language. Considering the topic and goals, in the second class, the main teacher wrote them on the board, and explained them to the students. She mastered the class very well, and activities chosen for the class were adequate to the students' level and styles of learning. As auxiliary teacher I collaborated with the introduction of the topic in the third class, and there were activities planned for the class in order to present students the content of the class. Contrarily to this class, in the fourth one the topic and the goals were not presented to students, and the class started directly with the activities that presented the content of the lesson, and the assessment of the new knowledge. In the same line, in the fifth class the main teacher did not present the title of the topic either the goals. Despite, the activities were according to students' age and English level.

### **Reflection.**

Related to the planning factor of my experience as auxiliary teacher, it can be mentioned that I did not participate to plan lessons, but I participated in activities that main teachers had prepared for students. As teacher in training it could be a positive aspect for me to be part of planning in order to achieve experience about how search and chose the right method, techniques, activities and didactic materials depending on the students level and age. Besides, there were classes in which I presented the topic and the goals, and other ones in which I presented only the topic without mentioning the goals of the lesson. In this context, as auxiliary teacher in training I followed the main teachers' instructions. In this regard, I followed main teachers' decisions regarding the presentation of the topics and goals of the classes. On the other hand, I agreed that giving students the final objective of a lesson is important because they need to know where they should achieve at the end of the class. In some classes I could give it, in other no. this was a point no so positive for me. I like to let students know what I am expecting for them at ending the class. And what is the exact knowledge that they should achieve. Knowing the goals of the class and fulfilling them is a big motivator for students to learn (Alizadeh, 2016).

Considering that teachers followed the student's and teacher's book for conducting the classes, there was a little discrepancy between the level that the books have and the students' level. In some sections, students did not understand the meanings, and there was necessary and additional explanation. Even in some cases there it was necessary to give the explanation first in the mother tongue, then in the target language. From my point of view, this was a negative aspect too, not because of translating, but because the level of grammar in the target

language was higher than the level of the mother tongue. I also think that students tend always to search similarities between both languages, and search beginning to their knowledge acquired in the mother tongue. In this case, there was necessary to plan lessons in order to prepare the class according to students' reality. The topics of the lesson were adequately explained considering the lesson of the student's book, but that knowledge was not according to the reality of the students inside the classroom. The role of teacher as facilitator of information makes easier the learning process (Merc, 2015), but students need to receive the adequate knowledge.

### **Linguistic aspects.**

#### ***Description.***

In the first class as auxiliary teacher, the main teacher used the target language all the time. When students gave signs to not understand the meaning of what she said or explained, the teacher decided to do it through body movements and mimics. Although, the teacher used proper vocabulary with simple words and expressions to help students to understand the topic. Contrarily, in the second class the teacher started using the target language, but when students had problems of understanding the language and expressions used by teacher, she translated into the mother tongue. This fact demonstrated that the teacher did not use the adequate vocabulary and oral language, considering the English level of the students. In the same line, in the third class, the main teacher chose to use both languages during the class trying in this way to help students understand the lesson, through grammar structures and vocabulary according to students' level and age. On the other hand, in the fourth class, the teacher used English during the class, avoiding the mother tongue. Even when students did not know to pronounce or to express something, they tried to say it in Spanish, but the teacher responded them and asked in English. All the time the grammar structures, expressions and words were simple and knew by students. Following the same line, the main teacher of the fifth class, avoided the mother tongue and preferred to use actions, expressions, synonyms and antonyms, and principally body movements and mimics, and I did the same when I gave instructions or did activities with students. All the vocabulary and grammar used was according to students needs.

#### **Reflection.**

As auxiliary teacher during these classes, I was able to help teacher to explain through body movements and mimics the meaning of language features that students could not understand. Considering the level of the students, that was beginners, this aspect can be positive and negative at the same time. It is positive when students understand the meaning through mimics and body movements, and negative when they still

misunderstanding it. In these classes, when teachers were doing the explanations, I was walking around the students to be sure that they were understanding. In cases in which students did not do it, I draw for them or I used objects or pictures from the classroom. It was a little hard for me from the beginning because I was not sure that students will achieve the goals of the class, but they did it and the use of the mother tongue was minimal. Trying to use more the target language and less the mother tongue into the classroom is a way for students to accommodate their hearing to the new language, and teacher should consider this language aspect (Vo, 2017). Further, using the proper oral language help students to understand what teachers wanted to say, without doubts (Mei & Nathalang, 2010). It is known that the process of teaching and learning a foreign language emphasizes a master of the teacher related to language aspects. In this way, there was used an adequate vocabulary and grammar structures related to the students' age and level of English language (Fatemi & Choi, 2016).

### **Learning management.**

#### ***Description.***

The students of the first class of the experience as auxiliary teacher had an intermediate English level, and the atmosphere in the class was peaceable. The activities purposed by the main teacher were useful and students were actively participating in all the activities. The class was fulfilled according to the main teacher's plan, students received the main and auxiliary support when they asked for, and they received the corrections in the moment of they did mistakes, for a better understanding. Further, the language management aspect of the second class demonstrated that the teacher promoted an adequate environment, with lesson's goals fulfilled, the situations that appeared were successfully solved, as well as the doubts of the students. Besides, the third class was made with little students, so the activities were specially prepared according to their age, with simple words for explanation. In the same line, the language management in the fourth was according to the level and age of the students, using activities centered in learning language vocabulary, simple words, simple language structures. In these classes the students participated in activities based on physical participation. In the same way language structures and words meanings were explained through body movements. On the other hand, the fifth class was made with students that knew read and write; thus, simple language structures were used through texts and activities in which reading and writing skills were involved.

#### **Reflection.**

Learning management is an important aspect of teaching and learning process. In this way, there is a positive aspect in which, as auxiliary teacher I could monitor students for

being aware that they achieved the knowledge. It was a positive experience considering that my little experience with students started with beginners. In this regard, it was less stressful for me, because I was able to help them, to answer to all their questions and to motivate them to continue their learning. As negative aspect I can mention that there was not a personal monitoring language achievement of students. The monitorization is given through activities, focusing on what they achieve on the moment. But I am sure that students feel more motivation if they can observe on their own their advances in language learning. I mean, students need folders, images, pictures, videos about their beginning and they stage on learning. In this way, teachers can produce an enjoying and real environment for students (Tacus, 2015). Another positive aspect was that as auxiliary teacher, it was easier for me because the main teachers supported the activities that I did. They know the level of the students, their rhythm of learning and know how to enhance them in class content. Controlling and managing the classroom teachers also gave me the opportunity to enhance students to participate in communication activities and to guide them to fulfill the goals (Fitriati, Isfara & Trisanti, 2017). Besides, it is positive to mention that the EFL teachers dominate the process inside the classroom, demonstrate authority, give order to the turns of collaboration of the students, and control the topic. As good managers of the classrooms, teachers settled the appropriate tone to gain students' respect, participation in class, and forced their image as effective teachers (Rahimi & Karkami, 2015).

### **Methodology.**

#### ***Description.***

The topic of this class was school supplies with students of the third grade of school. As strategy of class management, the main teacher decided to arrange students in rows. The class starts with the warmup activity made through songs. After it, I introduce the topic for them using the flash cards that I previously prepared. I had to show each flash card and said the name of each expression. They were also translated into the mother tongue, using in this way Grammar Translation Method. Repetition was the strategy used to improve pronunciation. After that, through a game, named *Symon said*, students practiced language using the new vocabulary. In this part of the lesson, were mixed Direct Method, in the part of the beginning in which the auxiliary teacher presented who it works the game, gave instructions and examples. Total Physical Response was the other method mixed, in the part in which students did not know how to express language, because of lack of vocabulary, but they use their body to do it. Later, using the independent work strategy, the main teacher proposed to do an exercise of the student's book. I monitored the class, walking around the students and helping them to fulfill the task. In this part of the class the method used was

TBL. The materials, activities and strategies were according to students' English level. They enjoyed the class and fulfilled the goals.

Furthermore, the topic of the class was Personal information for sixth grade of basic education school level. As class arrangement the teacher separated students in groups and asked me to work with a specific group of students. The topic and the goals of the lesson were written on the board. The class continued with the warmup activity, in which the teacher described an action with words, and the students did it through their body movement. Using realia strategy of explaining the topic of the lesson, the teacher gave students personal information about me, a little general description of me such as my name, age, where I was studying, why I was there and so on. She asked me for more personal information, and I answered. This activity was also used as a model for students. The same questions that the teacher asked me, were written on the board, and through the strategy of modeling, the students answered all the questions. They could use dictionaries and ask for more information and explanation, of for new expressions that they did not know. The worksheets with the students' s answers were collected by the teacher and evaluated for giving feedback in the next class.

Following, the third class was made with students from the first grade of basic education system. The topic of the class was Numbers. The main teacher asked me to prepare the numbers from 0 to 12, in flash cards, for using them as additional material during the class. It started with the warmup activity, that consisted in singing a song related to the topic; in this section of the class the method used was Audio Lingual Method. through the strategy of repetition, the teacher insisted several times with the song in order to help students to learn it. The next activity was introducing students in main teaching input stage of the class. The flash cards with the numbers, that I previously prepared, were presented to students, one by one. The number were presented, written on the board, and explained to students, doing the translation into the mother tongue. In this part of the class the method used was Grammar Translation. The strategy of drilling was used to improve pronunciation. For individual work to assess the content of the lesson, I wrote the numbers in the students' notebooks and they repeat the numbers, drawing figures corresponding to the quantity of each number. I monitored the class to help all students to finish the work. Students who did not finish, should do it in their homes, as homework.

Moreover, the fourth class was made with students from the first grade, and the topic was Weather. This was a large class with 40 students were forty students, for this reason the main teacher preferred to separate students in groups of five, using in this way the strategy for developing the class. I did the warmup activity through a song - The weather by Pinkfong. It was a whole class activity, in which all students were involved. Repetition was used in order to give chance to all students to learn the song. Students were learning in this lesson,

expressions and vocabulary related to the topic. Through Grammar Translation Method, the meaning was translated into the mother tongue. Their doubts were solving using simple language futures in the target language. independent work for assess the new knowledge was made through work sheets, in which student fill in the blank the new vocabulary according to the context of the sentences. For helping them to choose the right answer, there were pictures together with the text. The materials used were according to students age and level of language. the lesson's goals were accomplished.

The last class presented in this section was made with the fourth grade of basic education system, with a basic level of English language. The topic of this class was Body Parts. The sitting arrangement was in groups. In the warmup activity was made with whole class strategy and Audio-Lingual Method, using as material a song related to the topic. It needs to be mentioned that there were some problems with the internet connection, but we sang the song without internet. Through the strategy of repetition, the students sang the song several time in order to learn the new words related to the topic. The main teacher wrote on the board the new vocabulary, while students were singing. After that, the main teacher asked me to read the words for showing students the right pronunciation of them. Then, the vocabulary was translated into the mother tongue, using in this way Grammar Translation Method. Following my example students repeat the words for improving their pronunciation. There were shared worksheets with exercises for individual work. I monitored the class, and I helped students solving their doubts related to this activity. The goals were fulfilled. For homework, the main teacher sent students to do some exercises from the student's book.

### **Reflection.**

This experience demonstrated me that teachers search, choose, and apply methods, strategies, techniques, activities, and materials considering their own way of teaching rather than the way of students' learning. There were used various methods depending on the skill that teachers wanted to develop on students (Nguyen, Fehring & Waren, 2015). There was presented in some classes the Grammar Translation Method, which is usually used in teaching grammar and vocabulary, because it is focused in translation from the mother tongue to the target language (Nunan, 2017). In my opinion this method is not useful for improving communication competence in EFL classrooms. I think that giving the meanings and translation in the mother tongue is a negative aspect for speaking classes. In consequence, students were responding several times in their mother tongue language rather than on English language. for avoiding this aspect, teachers can establish rules for speaking classes. There can be used realia, objects, or movements for giving the reason and teacher can help students with the proper words, when they need it. I also think that

using this method all the time is that it is focused written language rather than the spoken one is a negative aspect in teaching and learning process.

Another method used by teachers with little students is the Audiolingual method, which is based on teaching through habits established by listening language futures and repeat them to learn the new knowledge. From my point of view, this is a good method to use for improving students listening and speaking skills. Listening target language helps students to improve their intonation and pronunciation. Further, Task-Based Language Teaching (TBLT) was used by teachers to focus on tasks and goal-based activities reflecting both pedagogical and work-related goal (Sauro & Sundmark, 2016). Besides another method presented is Total Physical Response (TPR) Method, described by Nurudtinova et al. (2016) as a group of activities based on activities designed on “structural linguistics, behaviorism, and humanistic orientation in education, as well as the attitude of the psychology of speech, coordination, and physical activities that accompany it” (p.3813). In this way, I think that teachers used an adequate combination of both traditional and modern methodologies of teaching (Shishkovskaya, Bakalo & Grigoriev, 2015). On the other hand, there were different strategies and materials used in classes (Shi, 2017), as well as techniques are chosen by teachers and in my opinion, these were improving the environment to develop specific language purposes (Radadi, 2016).

### **Auxiliar teacher: Description and reflection of the experience in High School**

#### **Planning.**

#### ***Description.***

Regarding the planning aspect, it is important to mention that in the first class the main teacher explained the topic and the goals of the class. The teacher did not prepare the class through a lesson plan, but the teacher’s book had general and specific goals divided for each unit of the book. The main teacher demonstrated to master the topic with an ordered content of the lesson following the book. Besides, the second class was conducted through a lesson plan did by the main teacher, with various activities purposed considering students age and English level. The topic and the goals of the class were written on the board in the beginning of the class, presented and explained to students. In the same line, the main teacher of the third class followed the instructions of the teacher’s book, and conducted a class according to the curricula, respecting students’ level. Contrarily to the previous class, the main teacher never presented the topic of the class and the goals of it to students. On the other hand, in the fourth class, the teacher presented the goals but did not mention the topic of. In this class, the teacher let students to discover the topic on their own. The teacher also mater the topic of the lesson and did a class according to students’ level and age. Furthermore, in the last class, the teacher presented the topic and the goal and wrote them on the board. For this class, the teacher did not work using a lesson plan, as well as other

teachers did the class through the book, according to the level that the curricula had for students, considering their high school level and age.

### **Reflection.**

In these classes that I did as auxiliary teacher, not all the main teachers decided to present students the topic and the goals of the class. In some classes they preferred to let students to discover the topic through the warmup activity or an introductory one. From my point of view this was a positive aspect because the level of the students permitted them to relate previous knowledge with new one, increase their critical thinking and are involved to develop mental maps. This kind of environment was named by Chen, Wen and Marek (2016) as a flexible one; teachers change the routine of the class to design an enjoyable atmosphere, in which students can have opportunities to develop more abilities at the same time.

On the other hand, some of the teachers prepared lesson plans for the classes, and others preferred to follow the plans that English curricula presents in teacher's and student's book. I observed that students of those classes felt a little bored. They followed the teachers' instructions and indication, but they did not show to enjoy classes. In this way, Yazdanmehr and Akbari (2015) stated that lesson plans help teachers to establish the right behaviors and activities during the class, balancing what is expected, what can be developed and what can be change. Besides, lesson plans prevent problems by providing students to tasks to be developed.

### **Linguistic aspects.**

#### ***Description.***

In the first class, the main teacher started the class asking me to do the warmup activity. In this part I used the target language. There was necessary to present students new vocabulary and I avoided the mother tongue by using flash cards with the words and their description in pictures. I used simple vocabulary and language structures for giving opportunities to all students to understand new meanings. Where it was not clear the meaning, I used mimics, body movements and sounds to describe the meaning. In the next class did as auxiliary teacher I helped the main teacher with the students that had more problems in the classroom, from the point of view that they had less level of English that their peers. Working with the I used the target language but the mother tongue too, to be sure that they understand the correct meaning. Continuing, in the third class the main teacher preferred to practice the previous knowledge given in the last class. Considering that students have the basis of the knowledge, the main teacher purposed to work only using the target language. Besides, the expressions, vocabulary and grammar structures used were simple. Following the same line, in the fourth class were used both languages, because in la large class, with forty students that came from different schools, ones in which English in not

part of the curricula, it was evident the use of the mother tongue translating instructions, meaning and language structures. In the same way translation was used in the fifth class. Students were considered as an intermediate level, but the real situation is that there were many levels of English in that classroom. For this reason, the teacher preferred to use translation, simple words, and expressions in English, for helping all students to learn.

### **Reflection.**

The experience in those classes showed me how hard can be working with large class size. This is a negative aspect of classrooms in EFL context. One teacher teaching sometimes even more than 40 students, trying to all of them achieve the knowledge 40 minutes is a challenge that EFL teachers face in public high schools. As auxiliary teacher I was witnessed of the difficulties that teachers have. It is impossible to have homogeny group, in which all the students have similar English level. With more than 40 students, teachers have no time to teach individually each group of students according to their level. Even there is a need to adapt classes, and teachers preferred to use a low level of English. In this way all the students achieved the knowledge. But the negative part of this aspect is that students who have a higher level of English, feel bored and demotivated to learn because they already were studying that level. My presence in those classes was a support for main teachers. They attended part of the students and I attended other groups, dividing in this way the teacher work according to students need.

Considering the large class size in public education system, there is a need to adapt English classes in order to give the proper instructions that can be understandable for all of the students at the same classroom (Asqalan, 2017). In fact, some teachers think that students learned more through instruction than through interaction, which I think is not true. In my opinion students learn more through their own interactions acquiring experiences of practicing language and learning from their peers. In the same line, I think that factors that influence linguistic aspects, and teacher should take into account, are demographic aspects of the students themselves such as age, motivation, anxiety, attitude, aptitude, strategies and styles of learning, as well as their English level. I also think that other factors are the use of the mother tongue into the classroom and instructional variables, such as teacher teachers' preferences to use or not the L1 in classes, the language futures used and grammar structures. In my opinion it is important for teachers to use simple structures and vocabulary, when they face with groups of students that have different English level, in order to help all students to learn (Chen, Wen and Marek, 2016).

### **Learning management.**

#### ***Description.***

Regarding this aspect, the first class had an environment prepared in advance for the main teacher and the auxiliary teacher together. Activities, rhythm, and materials prepared

for students were according to their level and style of learning. Their doubts were resolved in the moment, and class monitoring was useful for a personal attendance of students. In the same line, the second class was prepared with materials and activities based on the topic and the goals purposed. There were chosen groups for work to avoid problems that could be appear considering the large number of students in this group. Working in groups permitted all students to participate during the class. Besides, the third class was a continuation of the last one for that group, so students started the class with previous knowledge. In this regard the main teacher asked me to conduct some activities. there were guided and independent activities, monitoring the students advances into the tasks and answering their doubts and question in the moment, to avoid misunderstandings. Besides, the fourth class was made taking into account the lesson of the student's book, with some changings during the class. There were more repetition activities, drilling technique and exercises for adapting the class to al the students' levels in this group. Moreover, the fifth class was prepared to use a video, but the internet connection did not let the class to follow the plan. In this way, management of learning changed, and students followed instructions without technology use. The problems appeared during the class time were successfully solved by the teacher. The class plan was changed, and all students participated.

#### **Reflection.**

Learning management is another factor that influences students' learning in EFL classes. This is another factor of teaching and learning process which is strongly related to the class size. Yazdanmehr and Akbari (2015) stated that considering a large class size for preventing problems and misunderstanding during the class time, teachers monitor students' behaviors and learning styles, and adapt classes considering them. In this way, teachers determine the level of their language production when give instruction and explain the new knowledge. If the level of language that teachers use is very high, there is a risk that students do not understand meanings and in consequence, the new knowledge will not be the expected one. In the same line, Watanapokakul (2016) stated that large class are usually found in EFL context, and highlighted that teacher need to be able to manage students learning, using strategies as working in groups or peers, for involving all students to participate in classes. Monitoring class activities helped teachers to be close to students, and gave them little personal explanations, and this technique motivated students to participate in class content. In my experience in those classes I had the experience to share my knowledge with students and to learn from them and their main teachers. The difficulties of the large class let me to see the other reality of the EFL context, in which I will need to adjust and improve my theoretical knowledge to manage large groups. There is a need to prepare classes for those students, and to establish rules from the beginning. It means that students and teachers should support each other for benefit the process. Teachers also

separated students in groups according to their level and students with low level received more indications and support than the others. There is not an equal process. All students should receive the same attention and support from teachers. But the environment demonstrated that it is impossible to do it.

### **Methodology.**

#### ***Description.***

The first class of this section started checking the list of students. In this class was students of 1st grade of high school, with an intermediate English level. The main teacher asked me before the class to collaborate with the warmup activity. For this, I prepared in advance a vocabulary game. I gave each student a flashcard with a word, and he/she gave the meaning of the word through mimic actions and body movements, and their peers were guessing the meaning. This section of the class was conducted through Total Physical Response Method. The class arrangement was in rows. The main teacher presented verbs and I repeat the verbs and I used the drilling strategy to show students pronunciation and improve it on them. I also translate each verb, and I wrote it on the board, in this part I used Grammar Translation Method. Besides, I wrote on the board the general form of a sentence using the verbs presented and I also I gave students a model. Through the strategy of modeling, the students practice language, doing their own examples following the model of the auxiliary teacher. The technique of independence practice was made through worksheets in which students complete some exercises and did some sentences. After that, students shared their responses and sentences with their peers. The goals of the class were fulfilled.

The next class as auxiliary teacher did with the second grade of high school level had as a topic Simple Past Tense of To Be, with students of the first grade, and an intermediate level of English language. Their English level is intermediate. This was a large class size, with 33 students. The teacher purposed to work in groups and asked me to help her with the group in which she put students who always gave problems during the class time. There were thirty-three students. Before the class, the teachers told me that I had to work with a specific group of students in the class. The teacher wrote the topic of the class and the objective of it. In the warmup activity the answers of what the main teacher said were made through movements. As auxiliary teacher I monitored this activity in which was used the Total Physical Response Method. Besides, the teacher showed students some posters with examples of sentences based on the pictures, using the past of the verb to be, and students had to guess the structure. The teacher wrote the general structure of affirmative sentences using the past of to be. Modelling structure was used to enhance students in exercises practicing the new knowledge. As auxiliary teacher I previously prepared work sheets for students for the independent practice of the class. Students fulfilled the activity; I monitored

the class during it, and I helped students with their doubts. At the end of the class, the teacher sent students to do some exercises from their book.

After that, I continued with the third class that I did my practice, the main teacher preferred to practice the previous knowledge given in the last class. Thus, in this class the students practiced the simple past tense of the verb to be. As strategy the main teacher chooses group work, considering that this is a large class size. The class started with a warmup activity based on a revision of the last class, made through the strategy of questions and answers. The main teacher conducted the activity and asked for answers the students sit back in the classroom and those who are shy. The simple past tense of the verb to be was written on the board, as well as the general form of affirmative sentences. In this section, the teacher used Direct Method, asking question in the target language, and asking for answers in the same language too. In addition, the teacher wrote the general form of questions with to be, explaining students how questions are made and how they should be answered. The main teacher asked me to write on the board an example of a question and its answer. In this part of the class was used the Grammar Translation Method. the information of the question was given in the target language and translated into the mother tongue, to avoid misunderstandings among students. For practicing the knowledge, I prepared a song, and I gave students the letter. They listened to the song two times, and through the techniques of skimming and scanning the lyrics of the song, they were searching in the text the sentences that contained the simple past tense of the verb to be, and the main sentence of the song. The sentences found were shared with the other students and teacher, and there was a feedback when students did mistakes.

The fourth class has as topic Vocabulary about natural disasters, for a group of the first level of high school, with an intermediate English level. The sitting arrangement was in rows; it was a large class with forty students. The new vocabulary was presented to students. The main teacher wrote the words and expressions on the board and asked me to read them for students and to translate them. In this part Grammar Translation Method was used. After that, through drilling technique, students repeat with me first in group, then one by one, each word, to improve pronunciation. There was a text for reading, in the student's book. The main teacher asked me to read the text and translate it to the students. Then, each student read a sentence of the text and translate it. There were also made exercises based on the text. For this, the teacher used solo work activity. The students complete the exercises and share their answers with their peers. I monitored the class I was walking around the students to help them to fulfill the task and I answered to their doubts.

The fifth class had as topic Preposition of place, with students of the second grade of high school education system, and an intermediate English level. The sitting arrangement was in groups; it was another large class size classroom. For the warmup activity the

teacher asked me to choose a song from the YouTube, but there were problems with the internet connection, and the activity ended. In this case, through Grammar Translation Method, I wrote on the board the prepositions of place, I translated them into the mother tongue, and I asked students to write them into their notebooks. Then, I read them and using drilling technique I asked students to repeat with me, to be sure that they pronounce them correctly. I also helped students who had problems with pronunciation. The teacher prepared worksheets in which the students have a little map. The independent work technique was used, and they did sentences using the preposition of place, using the map of the worksheet. I was monitoring the class, and I helped students to dissipate their doubts. After that, they share their sentences with their peers, and there was corrected the mistakes, when it was the case. The worksheets were collected by the teacher and she will grade them; the activity was part of their final grade.

### **Reflection.**

It is observed that in most of the classes the main teachers used Grammar Translation Method. This fact is a consequence of students' low English level because of large class size and different levels of English inside the classroom; forty students did not permit a personal interaction between teachers and students (Aslan, Hijazi & Al Natour, 2016). Teaching and learning the target language are focused on the meaning rather than the form. Teachers want to be sure that students understand the meaning and use the mother tongue to translate it. The use of this method has the purpose to teach reading and writing skills, while nowadays methods are focusing in communication competence (Durrani, 2016). It is also shown that teachers tried to focus on communication in classes, for this reason they use strategies such as groups work, Direct Method and Total Physical Response Method. Using body movements and mimics helped teachers to motivate students to communicate (Mei & Nathalang 2010). In my opinion, using mimics is enjoyable for students and at the same time teacher avoids the use of the mother tongue inside the classroom. In this way students enjoy learning and are more exposed to practice language.

Additional material prepared for students take lot of time to prepare it, and teachers should spend their own time for preparing it. The positive aspect in my experience there was that I helped to do this additional material, but my question is how a teacher can to do it for every day classes, when they have different groups of students in a day. Teachers explained to me that is the reason for what they have not additional materials into the classes. Besides, they explained that the additional material is not included in the classes, so the cost of them should be paid by them or by students. This aspect indicate that money can be a factor that influence the lack of diversity of additional didactic materials into the EFL classes.

### **Main teacher: Description and reflection of the experience in Basic Education**

#### **Planning.**

### ***Description.***

The first class was planned according to the topic given by the main teacher according to the age and English level of the students. I prepared the materials and activities, as well as the methods techniques and strategies to use for mastering the class and avoid problems. Besides, for the second class, I prepared a lesson plan considering the topic and drawing an adequate goal considering students needs, age and English level. Starting the third class I presented students the topic and the goal of the lesson. I prepared materials for them and I followed the plan. Sometimes the times dedicated for the activities were not the same as the planned ones, because of the times that students needed for develop activities. Besides, for the fourth class I followed the lesson plan that the main teacher gave me, and I considered the plan of the teacher's book, as well as in the fifth class.

### ***Reflection.***

With all the experience that I acquired during the class observations and my experience as auxiliary teacher, and considering my short experience in teaching, I decided to prepare classes in advance doing lessons plans. The decision was positive because it helped me to maintain the order during the class, to measure the times of the activities in order to fulfil the goals. The main teachers gave me the topics, the ages of the students, their English level to prepare classes. I considered all those aspects and I also considered to present the topic and the goals of the classes to all the students. Besides, there were teachers who wanted me to follow the activities of the books. They explained to me that students have a limited time to finish the book, and the time is short for doing those activities. In this way I considered the teachers activities to follow and the classes were according. I prepared the didactic materials, the activities, choosing the methods, strategies and techniques for teaching, in order to help students to fulfil the goals that I purposed for classes, to develop their language abilities and increase their language knowledge to accomplish projects (Poopon, 2017). These classes were prepared following the books lessons, and the level according to those books, but I also need to specify that the level of the books is not according to all students' level. The difference between students' English level is very high, I mean that there are students with a very low level of English, comparing to their classmates' level. In this way, classes prepared according to teachers' indications were not according to the rhythm and level of all students.

### ***Linguistic aspects.***

#### ***Description.***

The first class I used a song in English, which students were listening and then they repeat the letter of it. In order to avoid the mother tongue in this class I used flashcards with pictures that demonstrated the meaning of the new vocabulary. Students of this classroom

were little kids, that did not know very well to read and write, so I considered adequate the use of images. They translate into the mother tongue, when wanted to say the new words, and I told them the words in English language. Besides, for the second class the activities were a little different comparing with the first one, considering the age and the English level of the students. There were used questions in English in order to determine students to use the same language for answering. Similarly, to the first class, the third one was introduced through a song, that students were listening and then produce the same language. For avoiding the mother tongue there were used flashcards with pictures to present the meanings of the new vocabulary. The language used to give instruction was simple, with simple grammar structures, for a better understanding of the language knowledge presented. Further, for the fourth class there was avoided the mother tongue because of the use of activity such as games and task. Instructions were made through simple language productions to avoid misunderstandings among students. considering the little age of the students in the fifth class, the meanings and instructions were made in both languages. In this way the vocabulary used was basic, and explanations were made through paintings and flashcards.

### **Reflection.**

Linguistic aspects considered in those classes had as basis the English level of the students, but also their mother tongue level. There were students from the basic levels of education system, so those students did not know to read or to write. The language that I used was simple, with simple structures, based on developing and improvement of the vocabulary. In this way I was sure that all students will understand me. And the assessment section of the classes demonstrated it. Students answered correctly to my feedback questions and they participated actively in the classes. On the other hand, I focused my attention on developing and improving listening and speaking skills on students during these classes, for this reason I used visual and audio materials. Students felt attracted by these materials, and the environment inside the classroom was according to students age and needs. Further, images and sound helped students to associate new knowledge with what they already know from their daily lives and was exiting for them to imitate what they heard and saw. Besides, using more the target language and less mother tongue, helped me to involve students to develop their oral communication competencies and a better pronunciation. In this way, I considered students' needs and age when I chose to use only the target language for instructions and explanations. Misunderstandings were solved through mimics, body movements and sounds, actions which made students to enjoy classes and to feel teacher closer to them; they considered learning as part of their childish games. This environment resulted in a successfully comprehension of language futures (Baldovi-Harling, K., & Mahan-Tayler, R., 2003).

### **Learning management.**

#### ***Description.***

Considering the aspects of the learning management, in the first class the song helped students to learn the vocabulary, they participated in activities and enjoyed the class. Singing is placeable for students, and it helped me to manage the group without problems. Besides, in the second-class students have more age and activities could be based on reading and writing activities as well as listening and speaking. The group was managed very well, and they enjoyed the lesson. Following the learning management aspects, for the third class I chose song for presenting the topic. Once again, the students were little kids, and they enjoy an environment in which they can play, sing, and dance. In this way it was easier to control them during the class time. They were involved in activities and participated without any problem. Further, the fourth class was made through a game and flashcards to expose and explain the content of the class. Students were supported to learn, the class was monitored to be closer to them, to control their activities and task, and be sure that they understood the new knowledge. In the same way, little students for the fifth class were learning through game. In this way the environment was proper for the rhythm of the students, their level of English and age. Monitoring students' learning permitted to all of them to participate and be aware of the content.

#### **Reflection.**

The classes were managed through activities that students were enjoying. The positive aspect was that using songs and dancing with the music of those songs was a decision that helped me to manage students, independently of their number into the classroom. In other classes the management of the learning was made through games or flashcards for involving students in class content. Monitorization was also made through being close to students and being aware about their learning. I helped students when they needed support from their teacher.

In EFL learning classroom, the environment that the teacher gives to the students through activities and strategies, involving them to participate actively to acquire language knowledge and skills, under the supervision of a teacher (Kettanun, 2015). Managing learning students is the way for teachers to control the group, to be close to students are help them when is necessary, to repeat language futures if it is the case, in order to give the proper answers to students' doubts. Permitting and giving opportunities to all students to participate actively during the class time help learners to acquire the knowledge easily.

### **Methodology.**

#### ***Description.***

The first class that I made my practice as main teacher was with a group of 6 years old students from the 1<sup>st</sup> grade of basic education system. The topic of this class was

“Shapes” and the goal was that at the end of the class the students will be to recognize the common shapes orally. I started the class with a warmup activity by singing a song related with the topic. The name of the song is Shapes Song for Kids by Dream English Kids. I asked students to listen to the song and then, they repeated it. To make the activity easier while we were singing, I showed them some cards with each shape. In the part of main teaching input, I presented the topic, I stuck the same flash cards on the board asking students for the meaning in the mother tongue. I used drilling as technique to improve pronunciation. I pronounced each word and I asked students to repeat with me, first in group and then one by one. For the guided practice, kids had to work on their English book coloring some pictures. For the independent practice, I prepared two worksheets for each one where they had to paste some ice cream sticks depending the shape. To evaluate the new knowledge acquired during the class, I used the same flashcards asking each student the meaning of the picture presented in it. For the closing activity, students played a game called Symon Says. I collocated in four seats in from of the class some shapes, and I asked students to give me one different shape next the others. In this class I used the Direct Method and the Grammar Translation Method.

In the second class as main teacher I worked with 12 years old students from 7<sup>th</sup> grade of basic education system and a basic English level. The topic of this class was “Comparatives and superlatives”. The principal goal for students was to be able to recognize the differences and structures of comparatives and superlatives. As an introductory activity, I started asking students to tell me some adjectives that they already knew. Then, I asked one student to pass in front of the classroom and draw an animal on the board. Each student had to say one characteristic of the animal. Starting the main teaching input, I wrote on the board all the adjectives that students said. Besides, I asked two students to go in front of the class and their peers made comparisons between them. All the comparisons made by students were written on the board. After that, I presented the topic of the class using a poster and the goal of the class was explained and written on the board. I wrote the general forms of superlative and comparative adjectives, and I gave a model. Through modelling, students did their own language productions following the model. For the guided practice students worked in pairs. I prepared worksheets for each one and they had to complete with the correct form of the adjective. While they were doing the activity, I was monitoring the class. I paid attention to their activities and I helped them when they needed it. I also gave additional explanations when was necessary. For the independent activity I sent them some sentences to complete as homework. The method used was Direct Method and TBL method, focusing more in the target language rather than in the mother tongue.

For the third class I worked with 8 years old students from the fourth grade of basic education system. The topic of this class was “Opposites adjectives - antonyms”. The goal

for students was to be able to contrast common adjectives. As warmup activity all the students sang the song “The opposites action and dance song” by Dream English Kids. Students sang the song three times. Then, I proceed to explain the class topic and the purpose of the class using some flash cards with pictures and the name of each word. Concerning the main teaching input, I stock some pictures representing different faces on the board and I asked students to describe the feelings described through the pictures. I asked some students to pass in front of the classroom and they pointed a face, one by one while the rest of the class said the feeling that each picture pointed. At the same time, the students in front of the class made the same face as the picture. I wrote on the board the word corresponding to each picture and the antonym of it. For the modelling activity, I pronounced each word while I asked students to relate the word that I said with the picture that correspond. Students repeated each word, one by one, several time in order to improve pronunciation. The guided practice I asked students to copy the adjectives and their antonyms and to write one sentence of each one. The sentences were shared with their peers. For independent practice, students did exercises from their books. To assess the new knowledge, students repeated the adjective of the pictures and their opposites. In this class I used the Total Physical Response Method and the Direct Method.

Further, the fourth class was made with 12 years old students from the seventh grade of basic education system. The topic of this class was “Ordinal numbers”, and the principal goal was that students will be able to pronounce and write numbers. The warmup activity was made through a game, which consisted that students named the number that I showed. All the students participated in this activity. Besides, I presented students some flashcards mixing the ordinal numbers and their words. Students were putting together the numbers with their corresponded words. For the modeling activity, I gave them a list of number and a model of short sentence. Students did their own sentences following the model. I also pronounced the words of the numbers, students repeated with me, and then they repeated them, in order to improve pronunciation. For guided, the students had to work using a soup of letters that I gave them, where they had to find the numbers already learned. For the independent activity, they had to write some short sentences about their routine using ordinal numbers. To evaluate the knowledge acquired, students played a game using cups. On a table I put ten cups each one with one ordinal number where they had to guess where I put an object, indicating the position, using ordinal numbers. At the end of the class, students reviewed the numbers and wrote them in their notebooks. In this class I used the Direct Method, TBL and the Grammar Translation Method.

The fifth class was conducted with 7 years old students from the 3<sup>rd</sup> grade of basic education system. The topic of this class was “Spelling bee”, and the main goal of this lesson was to correctly spell words that start with “br” and “bl”. Also, the main teacher asked

me to help students to manage well their dictionaries as the important tool in the learning process. As warmup activity I prepared a game about telling one by one the letters of the Alphabet in the correct sequence, while I was writing them on the board. The students who lost had to pass in front and say a word that starts with a specific letter. Then, I wrote on the board some words and students repeated them. Through some flashcards with pictures I present them the topic of the class and the objectives that we had to meet during class time. For the modeling activity, I wrote some words that start with br and bl and I pronounced them. I did an oral exercise with the students. For the guided practice students used their dictionaries where they had to find the meaning in Spanish of some br and bl words. While they were searching on their dictionaries, I helped them checking if they were in the correct syllable. For the independent activity I gave students a word search puzzle with the words already learned. I considered the children's participation to evaluate how much they had learned in this lesson. As a closing review I showed them some pictures of the words that they learned, and they had to repeat the correct pronunciation of them. In this class I used the Direct Method and Grammar Translation Method.

### **Reflection.**

As a main teacher, it was necessary to focus on the methods, strategies, techniques, and didactic materials in order to produce an adequate environment for learners. Students need to associate learning with their own experiences, with real things or thoughts, with objects or actions that are part of their daily lives. All these aspects were considered for fulfilling the goals purposed for the lessons. One of the methods used was Direct Method through which the focus was made in oral communication in order to develop listening and speaking skills. I considered that students need more opportunities to communicate in the target language as well as listening it, for improving pronunciation and be in touch with the native language. Besides, Grammar Translation Method was used in those moments in which there was no manner to explain meaning or instructions, and it was necessary to translate into the mother tongue. In previous classes that I observed and participated as auxiliary teacher, I could note that students sometimes need more support in their mother tongue in relation to the meanings of some expressions that cannot be translated, or doing the translation they lose their real meaning. In this way was necessary to give students examples of expressions in their mother tongue that are closer to the real meaning. In the same line, I considered that students need to note the positive language transfer; students felt more secure when associate knowledge of the new language with knowledge that they already know, and positive language transfer is useful for them. TBL Method is also used in all the classes. For assessing knowledge, it is necessary to give students tasks and exercises to demonstrate what they learned. The activities prepared were in concordance to modern methodology for EFL teaching, promoting in this way the oral communication in

classrooms. Besides, strategies such as group work and peer work were used for helping students to acquire the new learning easier, faster and in an enjoyable way (Shi, 2017).

### **Main teacher: Description and reflection of the experience in High School**

#### **Planning.**

#### ***Description.***

The first class was conducted with 18 years old students from 3<sup>rd</sup> grade of high school level. The topic of this class was “Colloquial Expressions”, and the goal was to use colloquial expressions doing different sentences. The class started with the warmup activity, and students was invited to discover the topic and the goal of the class. The lesson plan was made considering the age and English level of the students. Language content was adequate to the lesson. In the same way, in the second-class students were involving in introductory set activity and should discover on their own the topic of the lesson. The goal of it was exposed to the students and they know what they should fulfil at the end of the class. The content of the class and the language content was according to the topic of the lesson. Further, the third class was about verbs, and the topic and the goal were presented to students through questions and answers about the importance of the verbs in language, in order to can express actions or feelings. Besides, in the fourth class, the topic and the goal were exposed to students through the warmup activity. The class content and language used was according to students and their English level. Moreover, the fifth class was about the present perfect, and the lesson plan was according to the instructions given by the principal teacher. The goal of the class and the topic were written on the board and explained to students.

#### **Reflection.**

It was very important for me as main teacher to have a lesson plan, because of my short experience in teaching. For doing them, teachers gave me a list of students’ needs and told me to pay attention on their age and level of English, factors that I took into account. Lesson plans were a real support for me during those classes as main teacher. They helped me to follow the correct sequence of classes, to fulfil all the activities purposed, and to be able to help students to acquire the new knowledge. I felt secure to do my work because I did not know the students, I did not know their preferences or their lacks in learning. In this way, preparing lessons plans was a factor that influenced positively in my experience. It made me to feel more relaxed during the classes and focus my attention on students rather than on what is following, or what I should do in the next step. It was also very important to me to let students know the topics and the goals of the lessons. In this way students know the way to do the activities for fulfilling the goal of the class. If the goal is not presented to students, they are not sure about what teachers want for them at the end of the class (Alrabi, 2016). On the other hand, there was a negative aspect on all these process regarding the

English level of the students inside the classrooms. Teachers gave me a general level, but this varied depending on the grades and ages. There was not a homogeneity level, and the differences are very remarkable. I mean, there are students with a very low level, and others with intermediate level. Not knowing the students and considering only the instructions of the students was a little embarrassed for me when I observed students who did not understand instructions or explanations. It was necessary in this case to change some activities of these students with low level, and improvise giving them simple sentences, or examples to follow.

### **Linguistic aspects.**

#### ***Description.***

The first class was made with student from the last level of high school. The target language was used mixed with the mother tongue in the sections of the class in which students needed it. The grammar structures and vocabulary used was according to the intermediate level of English that students of this classrooms had. In the same line, in the second class were mixed both languages in those parts in which the explanations were made. Some students did not have the same level as their mates and there was a little need of using the mother tongue. The language produced was according to students' level and age. Further, the third class was directed through questions and answers at the beginning. The structures used for them were simple, for being sure that all students understand the questions. There was used more the target language than the mother tongue, because of the desire of the teacher to involve students in oral communication during the class time. When students needed help, the mother tongue was avoided, and explanations were made through mimics and body movements. On the other hand, in the fourth class was necessary to translate the meaning on the beginning because the level of the students was not homogeneous in this group of students. The vocabulary and grammar structures used in this class were simple, for helping all students to understand the new knowledge. Moreover, the fifth class was conducted through conversations in the target language. There were some sections of the class in which was necessary to translate some instructions and explanations of language futures. Language structures, vocabulary and grammar used were simple, with explanations made through simple sentences.

#### **Reflection.**

The principal teachers gave me instruction about students' level of English of each class that I prepared. Besides, teachers gave me instructions to use both language during the main teaching input specially, because the level of English of students is not the same in all the group. Some students were more advanced than others. Their level of grammar structures and vocabulary used during the class time needed to be according to students' needs, and consequently to be aware that all students were acquiring the knowledge. For my point of view, this is a negative factor that can influence on students' motivation and their

advances in learning in EFL classes. Giving students a class of English in a lower level than they have, it is not good for them, and it is not right at the same time. I thought that students with low level enjoy their advances and the other students can feel frustrated because that knowledge they already knew it. In order to avoid a little this situation inside the classroom, I tried to enhance students with higher level on doing for example sentences not so short as the other ones, but larger, using a little more complex structures and vocabulary. This was a positive aspect that helped me to enhance all students in class activities and determined them to participate during them (Fitriati, Isfara & Trisanti, 2017). The reality of the classes showed me that students who are motivated to learn can adapt their learning to all situations. On the other hand, students who feel demotivated to learn did not want to do it whatever the situation is. These classes have not inconvenient with changing the instructions of the activities depending on the students' level. It was grateful for me to see such disposal from students. On the other hand, I could experience how to prepare classes when I know students' level and when I know their styles and rhythm of learning. I really understand that those three factors are very important when plan classes, for choosing the right activities for each group of students.

#### **Learning management.**

##### ***Description.***

The first class was conducted through activities that involved students to participate actively during the class time. The environment produced with games was enjoying for students and learn in a funny way the new knowledge. All the activities of this class were doing, as the lesson plan purposed for. Monitoring the class helped to be closer to students and help them with doubts. Besides, the second class was based in activities that were purposed considering the students age, style of learning and needs. The activities and tasks prepared for students were according to their styles of learning and their needs of language futures. Further, the third class was conducted through activities that involved students in class content. Their rhythms of learning and needs were taking into account. Monitoring their learning and class monitoring helped the teacher to be aware of students advances and help those students who needed to clarify meaning. Besides, the fourth class was following the same structures of the class, considering that not all the students have the same level, styles, and rhythm. All the activities were fulfilled, and the goal was accomplished. with students from 1st grade of high school level and an age of 16 years old. Moreover, the fifth class was according to student's level, and was conducting following the lesson of the students' book. In this way, the activities prepared were according to that level and style of learning. Students were monitored during their learning and they received support when they asked for.

##### **Reflection.**

Learning management describes different aspect of an EFL class. First, the environment prepared for students through activities needed to consider their level of target language, their rhythm, styles of learning and needs. As teacher in training there was not a deeper knowledge about all those aspects of the students. For this reason, I preferred to maintain a low level than a higher one, because in this way all students could understand and learn at the same time. When the level of language used by the teacher during the classroom is higher than students' level, they can feel frustrated because they cannot understand the instructions or meanings (Ekmerci, 2016). This is a difficult aspect to consider in all the classrooms that I gave classes. The gap between students' level is very high, which means that in some cases is very difficult to lead with. I would like to separate groups for levels and prepared activities according to this factor but considering that students are part from the same classroom, it is impossible to do it. I really think that this aspect should be considered when classes are prepared. This kind of experience give me the picture of what teachers face in daily classes, and how I can solve them during my future experience as English teacher. Students with low level can do supplementary English classes to have the same level as their mates. On the other hand, English classes should be made based on the English level of students, not on their age. Students of the same age have not the same English level. This is a negative aspect of English classes that I observed, and I really think that should be change.

### **Methodology.**

#### ***Description.***

The first class was conducted with 18 years old students from 3<sup>rd</sup> grade of high school level. The topic of this class was "Colloquial Expressions", and the goal was to use colloquial expressions doing different sentences. I started with the warmup activity. The class was divided in 4 different groups. One student from each group passed in front of the class, took a piece of paper that I previously prepared. Each one of those papers had one verb in English and the meaning of it; students had to do mimics and their peers of the group guessed the word. The group which guessed more verbs, won. The words were written on the board and translated into the mother tongue. In this part of the class was used Grammar Translation Method. Through the technique of drilling, students repeated after the teacher each word, several time, to improve pronunciation. Then, students had to repeat after me each word. For the guided practice, I gave students worksheets to match in groups, and I was monitoring the activity to help students with additional explanations when it was the case. For independent practice, students did two activities. The first activity was to search the vocabulary on a puzzle and the other one was filling the blank in given sentences. For assessing the knowledge there was checked students' answers in the independent practice exercises.

The next class was with 17 years old students from the 2<sup>nd</sup> grade of high school level. The topic of this class was “First and Second Conditional” with a principal goal that students to be able to recognize the differences and the structure of First and Second Conditional. As warmup activity, students were asked to guess sentences that I reproduced by mimics and body movements. The students who gave the answers did it first with mimics and body movements, and then with oral sentences. Starting the main teaching input grammar rules were explained using a poster. There were written on the board the general forms of the grammar rules using first and second conditional. There were given also examples of sentences. Using the technique of modeling students were doing their own language productions. They shared them with their classmates. This activity was monitored, and when it was necessary students receive additional explanation to avoid misunderstandings. There was also a guided practice activity, in which students received worksheets with exercises. The technique used for this activity was to work in pairs. In this way class monitoring was easier because of the large number of students in this class. For independent activity students completed a soup of letters. Assessment was done through answers and questions regarding the grammar rules and the use of the first and second conditional. As the assessment part I asked one student to pass in from of the class and told me one characteristic of each grammar point.

Further, the third class was with 16 years old students from the 1<sup>st</sup> grade of high school level. The topic of this class was “Verbs” with the goal for students to learn verbs ending in ed- and irregular verbs. Students were separated in groups. The warmup activity was conducted through questions and answers related to verbs such as definition of verbs, types of verbs, or why and what they are used. I proceed to explain the class topic. I wrote on the board a list of verbs, I translated them, and I explain students the meanings. In this part of the class there was used Grammar Translation Method. They repeat each word for improving pronunciation, through drilling technique. Besides, there was written on the board a general form of the affirmative sentences and questions using verbs, generally in the present tense. Through the technique of modelling, students did their own sentences and questions using verbs of the list on the board. They share their language productions with their peers. For independent work, students did exercises from the book. This activity was monitored, and students received support when they need it, almost additional explanations. For independent practice and assessment of the knowledge students completed a puzzle using verbs.

The fourth class was with students from 1st grade of high school level and an age of 16 years old. The topic of this class was present tense of regular verbs, and its goal was to determine students to be able to do sentences using this tense. As an opening activity of the class students play a game. For the warmup activity I asked students about their previous

knowledge related to the topic. I gave students some sentences in the mother tongue and students translated them into the target language. There was used Grammar Translation Method. The model of the sentence in the general form was written on the board. Though modelling students did sentences, but the instruction was that they should follow the topic of the first sentence, to build with all the sentences a little story. The story was written by all the students in their notebook. This activity was made using Direct Method. When students did not know a word, they could use their dictionaries to search. For individual work, students complete some exercises from their book. They also shared their answers with their peers.

Moreover, the fifth class was with 17 years old students from the second grade of high school level. The topic of this class was "Present Perfect", and the principal goal was that students will be able to recognize the tense of the verbs and to do sentences using verbs in this tense. An oral conversation with students was conducted as a warmup activity. Introductory set of the class was conducted through questions and answers. Students were working in pair. One of the asked and the other one answered using the verbs in the present tense. The teacher wrote on the board the general form of present perfect tense and give model of sentences about. Instructions and explanations were given into the target language. The method used was Direct Method. Through modelling students gave their own examples using different verbs. Those verbs were written on the board and were translated in the mother tongue. Students note in their notebooks the verbs and their meaning. In this part of the class Grammar Translation Method was used. For the guided practice I asked students to complete a worksheet that was previously prepared for them. Independent work was sent as homework, consisting in exercises from student's book.

### **Reflection.**

After reflecting on those classes, I can mention that there were used principally Grammar Translation Method in the section of the classes in which the instructions or explanations were given in the target language and translated into the mother tongue. I chose to do classes using translation in order to avoid misunderstandings among students. I preferred to not translate meaning but I could observe that students have the behaviour to receive the translation of all new knowledge into the mother tongue. I wanted to follow the same line as their principal teachers and to not change their behaviours. I also used the Direct Method (Nunan, 2017) in the sections of the classes in which I avoided the mother tongue and used only the target language. Using this method, I involved students in oral communication activities. When I observed that learners did not understand meanings or instructions, I mixed this method with mimics and body movements, for giving a little more joy to the class and for giving meanings without translation. Besides, LTB Method (Sauro & Sundmark, 2016) was used in all the stages of the classes in which students were completing task for assessing the new knowledge. I think that tasks are necessary to assess

new knowledge and to give feedback. On the other hand, strategies such as pair work, group work and solo work (Shi, 2017) were considered depending on the activities and the size of the classes for work. There are large class size and I considered necessary to divide students in groups, in order to separate them from the level that they have. In some cases, groups were with students from the same level considering that they did different activities, with less difficulty than their mates. Besides, other groups were mixed, with students from different English levels, to involve them to learn from each other. Questioning is another strategy used to enhance students to participate in speaking activities as questions and answers in EFL classroom; teachers are creating a dialogue through which students develop listening and speaking skills (Fitriati, Isfara & Trisanti, 2017). Modelling and drilling are techniques used to determine students to repeat a model given by the teacher or repeat vocabulary or expressions for improving pronunciation in the target language. Didactic material were books, board, notebooks, flashcards, and worksheets. It is obvious that there was no use of technology in these classes. It is important to mention that this high school in which classes were made did not put to teacher disposal any technological tool for English classes.

## Conclusions

Considering the planning factors investigated, the classes observed and did indicated that teachers did not pay attention to present students the themes and the objectives of the classes. Teachers did not prepare lesson plans, and not all the classes presented and adequate content according to students' reality, their English level, age or learning style.

It was observed that teachers use both the target language and the mother tongue during the class time. Students have less level of English that the books present, and teachers prefer to translate meaning in order to avoid misunderstanding when new knowledge is presented. Language vocabulary and grammar structures used inside the classroom is according to students with less level, considering that the classrooms groups are not homogeneous in English level.

There is a low level of practicing the target language during the class time. Communication competence is limited to questions and answers, following teachers' examples or to do tasks from the book. The large class size is a factor that influences on this aspect, as well as class time that is considered too short for giving each students the necessary time to speak inside the classroom.

Regarding learning management factor, it is important to mention that students need an adequate environment for learning a new language. In some cases, the environment of EFL classrooms was not according to modern learning requirements. Managing the class means also that teachers can manage the group of students, independently of the class size. Besides, monitoring students learning give teacher opportunities to find what students need for feedback, and answers to all the doubts that students can give during the class.

Another aspect is methodology. In this case study presented methods, strategies, techniques, and additional materials used by teachers into the EFL classrooms. There were mixed methods and strategies used by teachers depending on the skills that students need to develop during the class time. The techniques used for working are divided in group work, solo work and pairs work, depending on the size of the class and activities purposed to do for fulfilling the goals.

## Recommendations

Considering the planning factors investigated, teachers should prepare a lesson plan independently from the teacher's book annual plan, and independently of their experience in teaching. Teachers should present students the goals and the topics of the lesson in every class. In this way students know what teachers expect from them at the end of the class.

As concerns the linguistics aspects of the classes, teachers should change students' behaviors to translate all the meaning and explanations, as well as vocabulary. Teacher should use strategies to help students to understand the meanings of vocabulary and expressions in the target language, from the context and not for translations and correlations to the mother tongue. Considering that English is a foreign language, teacher should focus on oral communication inside the classroom and individual works outside of it.

There is a need for the schools and high schools authorities to verify and decide the number of the students to be part of an EFL classroom, in order to give all students the opportunities to practice language, and to receive an adequate and personal teaching and learning attention from teachers.

Regarding learning management factor, it is important to mention that teachers should propose different environment for students in order to motivate them to learn and participate. In this way, there is a need of using technology during the EFL classes, in order to enhance students in practice the target language through real life situations. Technology is a tool that helps teachers to involve students in activities using native language.

Another aspect is methodology. There is a need to adapt the EFL classrooms to modern methods for teaching and learning that are focusing more in students than in teachers. Teachers should accept their role as facilitators of knowledge rather than dispensers of knowledge. They should guide students to choose their own way of learning and focus on instruct students to practice language outside the classroom too.

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Annexes



# UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

*La Universidad Católica de Loja*

ESCUELA DE CIENCIAS DE LA EDUCACIÓN  
 MENCIÓN EN 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   | VALORACIÓN |   |   |   |     |
|--|------------|---|---|---|-----|
|  | E          | B | R | M | N/A |
| <b><u>CONTENIDOS:</u></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><u>CONDUCCIÓN DEL APRENDIZAJE</u></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 la habilidad para superar situaciones imprevistas  |                   |          |          |          |            |
| Evalúa el aprendizaje de forma continua y con la debida retroalimentación.                         |                   |          |          |          |            |
| <b>ASPECTOS</b>  | <b>VALORACION</b> |          |          |          |            |
|  | <b>E</b>          | <b>B</b> | <b>R</b> | <b>M</b> | <b>N/A</b> |
| <b><u>CONTENIDOS:</u></b>  |                   |          |          |          |            |
| Presenta el tema de la clase   |                   |          |          |          |            |
| Presenta los objetivos de la clase   |                   |          |          |          |            |
| <b>ASPECTOS</b>  | <b>VALORACION</b> |          |          |          |            |
|  | <b>E</b>          | <b>B</b> | <b>R</b> | <b>M</b> | <b>N/A</b> |
| Comprueba que los alumnos comprendan las explicaciones   |                   |          |          |          |            |
| <b><u>METODOLOGÍA</u></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: (communicative competence) |                   |          |          |          |            |
| 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 Practicum 1**

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**Rector / Inspector**

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**Docente Observado**



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

ESCUELA DE CIENCIAS DE LA EDUCACIÓN  
TITULACIÓN INGLÉS  
PRACTICUM ACADÉMICO I  
FICHA DE OBSERVACIÓN DE CLASE

DATOS INFORMATIVOS:

Docente observador: Gloria Mora Iago Docente observado: Lic. Nancy Diaz  
Institución Educativa: Escuela Leonardo Maldonado Pérez  
Año: ..... Básica ( ) Bachillerato (X) Fecha: 25-05-2018  
Tema de la clase: Passive vs ICE  
Objetivo: Re count the differences between active voice and passive

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>CONDUCCION 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                         | ✓          |   |   |   |     |
| Comprueba que los alumnos comprendan las explicaciones  | ✓          |   |   |   |     |
| <b>METODOLOGIA</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: communicative competence) | ✓          |   |   |   |     |
| Usa el material básico (libro, cd, pizarrón)  | ✓          |   |   |   |     |
| Usa material complementario   | ✓          |   |   |   |     |

NOTAS ADICIONALES:

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)

Buena actividad para introducir el tema

Aspectos negativos: (debilidades)

Ninguno

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

Ninguna

*Grace Mora*

Grace Mora Lapo

Rector /Inspector de la Institución educativa

(firma y sello)







# UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

*La Universidad Católica de Loja*

DEPARTAMENTO DE CIENCIAS DE LA EDUCACIÓN

TITULACIÓN DE INGLÉS

PASANTÍAS PRE-PROFESIONALES Y VINCULACIÓN CON LA SOCIEDAD 1

RESUMEN DE 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:*

## DESCRIPTION:

Experience as an assistant professor.

Activities during the class

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**Distribution of educational material:**

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**Support and reinforce teaching:**

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**Discipline control:**

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**REFLECTION**

**Experience as an assistant professor:**

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**Positive aspects:**

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**Negative aspects:**

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**Content of the class plan:**

**Positive aspects:**

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**Method:**

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**Teaching-learning strategy:**

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**Independent activity:**

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**Feedback:**

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**Negative aspects:**

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**Conclusions and recommendations:**

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**Photos:**



# UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

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TITULACIÓN DE INGLÉS

PASANTÍAS PRE-PROFESIONALES Y VINCULACIÓN CON LA SOCIEDAD 1

RESUMEN DE CLASES

PRIMER BIMESTRE

N. 2

## DATOS INFORMATIVOS:

**Nombre:** Grace Morelia Mora Lapo

**Institución Educativa:** Colegio Particular Bondone Di Giotto

**Grado:** Quinto de Basica

**Paralelo:** "A"

**Nivel de Inglés de los estudiantes:** Básico

**Texto Básico:** Book Story Central - Level 1 (McMillan - Education)

**Tema de la clase:** Verbos Auxiliares en Presente Simple

**Objetivo:** Distinguir el uso correcto de los verbos auxiliares dependiendo el pronombre

**Nombre del Profesor de Inglés:** Lic. Sonia Castro

## CLASE 5

### DESCRIPCION

#### **Experiencia como profesor auxiliar:**

#### **Actividades realizadas durante la clase:**

La clase empezó con una actividad que introdujo el tema de la clase, la cual consistía en dividir la clase en dos. Entonces los estudiantes tenían que hablar acerca de las rutinas diarias que realizan para esto los grupos contaban con una líder que era yo y en el otro grupo la profesora y una secretaria quien iba anotando las rutinas de cada uno de sus compañeros. Mi rol en esta actividad fue ayudarles a que puedan expresar en inglés la rutina que querían decir. Después cada estudiante pasaba al pizarrón y escribía su oración. Y los demás estudiantes tenían que analizar si la oración estaba bien estructurada. Si había algún error yo lo escribía en la pizarra. Mientras la profesora los encomiaba si realizaban un buen trabajo.

Después de esto, la profesora me pidió que borrara los ejemplos y solo dejara tres los cuales sirvieron de guía para introducir el uso de los verbos auxiliares. Por consiguiente, se realizó ejercicios en el cuaderno de la materia mientras la profesora me permitió monitorear la actividad. En especial me pido que le ayude encarecidamente a una estudiante que tenía capacidades especiales física y cierto grado de discapacidad especial por la cual la estudiante se distraía rápidamente.

Para finalizar la clase la docente les tomo una pequeña lección sobre lo aprendido. En la cual tuve que copiar las oraciones a completar en el pizarrón. Además, que mientras realizaban la prueba ayude a monitorear el desarrollo de la misma.

## **REFLEXION**

### **Experiencia como profesor auxiliar:**

#### **Aspectos positivos y negativos:**

Fue una gran experiencia el poder ayudar a una estudiante con capacidades especiales porque pude darme cuenta que no todos los estudiantes son iguales y además a poder desarrollar cualidades que me ayuden a ser mejor profesora.

Como aspecto negativo en la clase fue que al momento de realizar la primera actividad en clase tuve que utilizar el método gramática traducción por lo cual los estudiantes esperaban de mi para ayudarles con la traducción y utilizaban a menor grado el inglés.

#### **Contenido del plan de clase:**

#### **Aspectos positivos y negativos:**

En la planificación constaba la evaluación que se iba a tomar en la clase, la cual tenía en consideración a la estudiante con capacidades especiales entonces la profesora tenía planificado adaptar la prueba a las capacidades de la niña antes mencionada.

En la planificación negativamente fue que las actividades fueron monótonas y no se tuvo en cuenta a alto grado la práctica del habla en la lección.

#### **Conclusiones y recomendación:**

Como conclusión la forma en la que fue planificada la clase permitió la participación activa de los estudiantes, de esta manera los estudiantes fueron los protagonistas del tema en clase.

La recomendación que hago para esta clase es que se podría tomar en cuenta la variación de actividades en especial en los métodos o técnicas así se captara la atención de los estudiantes fácilmente y por una más larga duración.





# UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

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## LESSON PLAN FORMAT

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

### 1. Informative data:

School's name: \_\_\_\_\_  
 Theme: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Grade: \_\_\_\_\_  
 Class length: \_\_\_\_\_  
 Proficiency Level: \_\_\_\_\_  
 Lesson plan designer: \_\_\_\_\_

### 2. TEFL Objectives

During this lesson, students will be able to

- a) \_\_\_\_\_  
 b) \_\_\_\_\_  
 c) \_\_\_\_\_  
 d) \_\_\_\_\_

### 3. Methods and strategies

3.1 Methods:

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: \_\_\_\_\_



# UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

*La Universidad Católica de Loja*

## LESSON PLAN FORMAT

### Lesson Plan # 1

#### 1. Informative data:

**School's name:** Leonardo Maldonado School

**Theme:** Colloquial expressions

**Date:** June 5th, 2019 Grade: 3rd bachillerato

**Class length:** 40 minutes

**Proficiency level:** Intermediate

**Lesson plan designer:** Grace Mora

#### 2. TEFL Objectives

Throughout this lesson, students will be able to

- a) Be able to use in differences sentences colloquial expressions.
- b) Be able to pronounce colloquial expressions correctly.
- c) Use their body to show the meaning of each colloquial expressions.

#### 3. Methods:

3.1 Grammar Translation Method

3.2 Total Physical Response Method

#### 3. Strategies:

3.1 Solo work

3.2 Group work

#### **4. Anticipatory set:**

For this part of the class, students will play a game where one student will come in front of the class and he or she will take one piece of paper which will have one verb in English and the meaning, the student will do mimics in order that her or his team guess the word and if they do it, they will win one point

#### **5. Main teaching input:**

First of all, I will paste on the board the words used on the anticipatory set with the meaning. Then, I will explain the colloquial expressions using some posters which contains the vocabulary and the meaning of the words in English.

To do the process better, I will show to them some pictures that contains the feeling that the colloquial expression cause on a person. After that, I will say each word as this way students will know the correct pronunciation of each word. Later, they will say after me the words for two times. Finally, I will paste on the board a poster that contains an exercise where they have to match the meaning with the correct expression.

#### **6. Modelling:**

- Fill the sentences
- Match game
- Word search Puzzle

#### **7. Guided practice:**

The class will have divided into groups. Each group will have received some piece of papers which are mixed, and their job will be to organize them correctly. Later, they will have to create one sentence using one colloquial expression and write it on the board.

The group which finish first will win.

#### **8. Independent practice:**

As the first exercise students will search on a puzzle the expressions. Then, students will complete some sentences filling it with the correct colloquial expression.

**9. Assessment:**

As assessment part students will check the answers of the exercises done on the independent practice part.

**10. Closing review and follow up:**

I will summarize this class using the pictures where with the students' help, I will paste the pictures on the board, and I will complete with the correct meaning of each word.

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Student's signature

