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Systematization of pedagogical experiences in the EFL  
teaching training program

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### **Dedication**

I dedicate this systematization work mainly to God, for being the inspirer and giving me strength to continue in this process of obtaining one of the most longed-for wishes.

Angélica

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I would like to acknowledge my sincere gratitude to all the teachers who guided my career, my friends and relatives who gave me advice and help, my wholehearted appreciation to all of them. I am also very grateful to the UTPL and its at-distance studies system.

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### **Abstract**

This systematization work was carried out with the purpose of analyzing and reflecting on the teaching experiences obtained during the teaching of the English language as part of the EFL teacher training program. To fulfill this purpose, observation and teaching practice were applied as a teacher's assistant and main teacher. The technique used to carry out the systematization work was observation; the class observation cards were implemented as a method of collecting information in the General Basic Education and Senior high school classrooms of a private Educational Institution. While the practical experience as a main teacher was carried out in the public Educational Institution in primary and secondary schools. In the observation phase and in the teaching practices, four aspects were considered. They were planning, linguistic aspects, conduction of learning and methodology. The analysis of the teaching experience focused on 30 classes that allowed improving professional skills by applying the knowledge acquired during training as an educator.

**Key words:** systematization, pre-professional practices, teacher

## Resumen

El presente trabajo de sistematización se realizó con el propósito de analizar y reflexionar sobre las experiencias docentes obtenidas durante la enseñanza del idioma inglés como parte del programa de formación docente de EFL. Para cumplir con este propósito se aplicó como metodología la observación y la práctica docente como asistente del profesor y docente principal. La técnica empleada para realizar el trabajo de sistematización fue la observación, se implementó como método de recolección de información las fichas de observación de clase en las aulas de Educación General Básica y Bachillerato de una Unidad Educativa particular. En tanto que la experiencia práctica como docente principal se llevó a cabo en una Unidad Educativa fiscal en primaria y secundaria. En la fase de observación y en las prácticas de profesora se consideraron cuatro aspectos que son: planificación, aspectos lingüísticos, conducción del aprendizaje y metodología. El análisis de la experiencia docente se enfocó en 30 clases, lo que permitió mejorar las destrezas como profesional al aplicar los conocimientos adquiridos durante la formación como educadora.

**Palabras clave:** sistematización, prácticas pre-profesionales, profesor

## Introduction

Teacher training constitutes the set of formal academic processes aimed at the education of teachers, professors or educators. While pre-professional practice is the final phase of teacher training where the student carries out a pedagogical intervention project, an aspect that is important in the role of teaching, since practice is an opportunity for practitioners to apply knowledge, skills and improve professional dexterity in the context of a real classroom (Chavez, 2008).

Despite the importance of pre-professional practices for adequate teacher training, there is very little scientific evidence and literature on the subject which is why the development of this project called systematization of pedagogical experiences is considered relevant. In addition, it is considered necessary to investigate the processes that guide the actions of English teachers in their classroom. Thus, the results obtained from this systematization work serve to improve professional performance adapted to the real environment of language teaching.

Various studies revealed a lack of agreement among academic and internship trainers on which activities constitute practical experience. The results denote dissatisfaction with the increased number of hours of practice, the internship trainers expressed concern that there was a growing discrepancy between the types of professional experiences offered during training as an educator and the competencies sought by the faculty and staff of the internships. This tension was further complicated by the fact that the various types of internship sites differed significantly in their expectations of internship applicants and by the finding that the goodness of fit between the applicant's goals and internship opportunities was very important (Thorn, 2005).

On the other hand, D'Ely & Gil's (2005) study aimed at determining the impact of an English language teaching methodology course on teacher-learner's actual practices and their beliefs concerning teaching. The analysis revealed that the methodology course was a potential source of raising the teacher-learners' awareness of their own beliefs concerning

teaching; provided some changes in their pedagogical practices at least verbal changes; and was perceived as a meaningful experience.

In contrast, Olivero's (2015) study reveals that novice teachers have difficulty in using their pedagogical knowledge, which partly results from a heavy focus on theory offered in teacher training programs. As a result, she proposes a technique in which student teachers can be engaged in situated learning tasks using a third language, with the purpose of having them reflect on their own practices and increase their pedagogical knowledge.

Under this context, this research constitutes the systematization of pre-professional practices in the area of educational sciences, mention in English which were developed in two phases that are observation and experience as a teacher. The work was developed under the qualitative approach methodology where the bibliographic technique was used to search for secondary information, as well as the observation technique through the application of observation cards, which were applied to a sample of 30 classes, distributed in three parts 10 observation, 10 teacher assistant classes and 10 main teacher classes, in the primary and secondary section in two different educational institutions both in the private and public modality.

The observation practices were carried out in two educational institutions, the first 5 classes were developed in primary and the other part in secondary like unit of study. The systematization was carried out on four components that are planning, linguistic aspects, learning management and methodology, this with the purpose of applying the skills acquired during the university training process in educational sciences. On the other hand, the practices as assistant and main teacher were carried out in two public institutions, one of Basic General Education and the other of Unified General Baccalaureate. In this part the same aspects as in the observation classes were analyzed.

With this, this work has been organized into three different chapters, which contain the following information, firstly the presentation of the theoretical framework or literature review. The presentation of the bibliographic review supports the conceptualization of teaching, learning, methodologies in language teaching, communicative competence, the

role of the teacher, motivation in language teaching, and the teaching experience. All this helped in the systematization of pre-professional practices.

Chapter 2 constitutes the methodological framework, where the study scenarios and participants are described, as well as the procedure to carry out the systematization of teaching experiences. Finally, chapter 3 refers to the analysis, reflection and application of experiences, which is divided into the following sections observation, teacher assistant and experience as an English teacher.

According to Furlong (2015) English teaching should develop strong links between theory and practice, in a way that helps students understand and explore the interconnectedness of educational theories and classroom practices; establish strong links between initial teacher training and continuing professional development of teachers in schools.

In this sense, the development of this systematization work is important at an academic and social level, because the findings will allow to have a better knowledge about the execution of pre-professional practices in the field of teaching English, thereby improving skills in the practical field based on the real needs of the students.

## Chapter one

### Literature review

This section shows the review of the literature about the aspects related to the teaching and learning of English as a second language, emphasizing the teaching experience in teaching languages in order to identify the theoretical bases on the systematization of pedagogical experiences in the program of EFL teacher training.

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

In general, teaching is the process by which special or general knowledge about a subject is communicated or transmitted. Its purpose is the integral formation of the person, it is limited to transmitting by various means, certain knowledge. Furthermore, education includes teaching itself (Edel, 2016).

The teaching of foreign languages, particularly the English language, as a social phenomenon is not outside the various transformations that have taken place worldwide in recent years; therefore, educational systems have undergone changes, innovations, transformations, improvements and improvements, directly involving the curricular projects, their contents and the teaching-learning process of this discipline (Conrada, Llanio & Arenas, 2016).

The teaching of English as a foreign language monopolized the national curricular space at the basic and secondary education levels, being compulsory from the fifth basic year. When speaking English as a foreign language, reference is made to learning a language different from that of the mother tongue and which is also not the one used in the student's daily life and the environment in which they carry out their activities (Beltrán, 2017).

According to Chávez, Saltos & Saltos (2017) teaching English anywhere in the world is currently seen as a necessity and an urgency. No matter what continent you are in or how old you are, the fact is that it is essential for anyone to have the respective knowledge of the English language.

For his part, Cremin (2015) refers that teaching English means teaching creatively; that is, teachers need to adopt a more creative approach to teaching English, mainly in primary school.

Teaching and learning English are, at their richest, energizing, purposeful and imaginatively vital experiences for all involved, developing youngsters' competence, confidence and creativity, as well as building positive attitudes to learning. At its poorest, English teaching and learning can be dry, didactic experiences, focused on the instruction of assessable skills and paying little attention to children's affective or creative development as language learners and language users. (Cremin, 2015, p. 1)

### **What is learning?**

This concept is part of the structure of education, which comprises the learning system. In this sense, learning in general is the action of learning and the time that such action takes. Also, it is the process by which a person is trained to give a solution to situations, such mechanism goes from the acquisition of data to the most complex way of collecting and organizing information (Edel, 2016).

On the other hand, Yasma (2016) defines learning as the behavior of learning; that is, it represents the acquisition, processing, understanding and subsequent application of the information taught. Therefore, it reflects the change in behavior according to the knowledge and skills acquired.

According to Beltrán (2017) learning a new language has the main objective of being able to put it into practice within a real context of communication, that is, having the ability to interact in a series of different situations that allow you to make use of the language learned.

Learning is a priority from the primary levels of teaching, reaching the highest point of higher education, where their knowledge and qualities in the different aspects of hearing, expression and interpretation must be high (Chávez, Saltos, & Saltos, 2017).

Learning a second language is essential in modern society, since it helps students to develop a global cultural identity, which is important for living in a society that is constantly establishing relationships with other cultures. In addition, it is highlighted that this learning

contributes positively to people through benefits such as the expansion of the field of knowledge, improving the personal development of each student (Sanz, 2017).

### **Modern methodologies**

According to Ramos & Toloza (2018) in the 17th and 18th centuries, languages were considered essential to improve the intelligence of researchers, therefore, their teaching was essential and the main method was grammar, syntax and memorization of the vocabulary with the goal of promoting academics focused on reading and writing.

Currently, language teaching is important, English being one of the essential elements of learning from primary education, for which, several methods and strategies have been developed with the aim of facilitating the acquisition of a second language. Some of the investigated methodologies are presented below.

#### ***Methodologies***

"Method" is defined as a way of teaching a language, which is based on systematized principles and procedures that in turn represent the conception of how a language is taught and learned." He also maintains that the methods differ in their conception of the nature of language and its learning, in the purposes and objectives of teaching and in the techniques, procedures and role assigned to the teacher. On the other hand, the teaching of English as a second language has been highly questioned lately because the use of inappropriate methodologies causes the student's demotivation and, consequently, the loss of interest in acquiring the language (Ballesteros, 2014).

The methodology of teaching the English language is constantly changing according to the needs of society and the demands regarding the mastery of this important language. With the continuous advancement of new forms of communication, the need arises to train students with the ability to communicate effectively in English. Therefore, in Ecuador in order to achieve this purpose, the English language teaching curriculum in the Unified General Baccalaureate of Ecuador focuses on the development of communication skills to achieve level B1, in accordance with the Common Framework Reference European (2018).

According to Martínez, Fierro & Román (2019) the methods that are socialized in the academic communities for teaching and learning the foreign language are the following direct method. It presents a didactic for oral communication and attention to the needs of the students, emphasizes the connection between vocabulary and situations in dialogues. It favors the oral expression and the memorization of vocabulary (Martínez, Fierro, & Román, 2019).

Audio-oral method or structural method, it focuses on phonetic repetition and fixing grammatical structures through written exercises. Using repetition of spoken language is very important for this method after hearing processes. Situational method it is considered as a behavioral method focused on imitation and reinforcement, grammar is very important, demanding maximum correction from the student. The grammatical contents are taught gradually and with an inductive procedure, with the students having to deduce the rule and depending on the context where the situation occurs (Martínez et ál., 2019).

Total physical response is a natural method –based on constructivism, Piaget; considers that the learning of a foreign language is similar to that of a mother tongue. Listening is a priority, but considers the meaning very important, attaches great importance to the grammar that is taught inductively (Martínez et ál., 2019).

Natural focus, the foundations of this method were elaborated by Krashen (1982) who distinguished between acquisition and learning. Exposure and immersion in the target language are more important than the written production of the students. This theory of language acquisition minimizes grammar, so much so that there are no grammatical explanations in the classroom, no repetition of structures, no exercises; grammar practice is done outside of class (Martínez et ál., 2019).

Communicative approach, this method enhances language learning from communication. Teaching focuses on the student and their needs and must promote real communication, in real situations. The displayed grammar must meet functional criteria, useful for students. Social interactionism it adopts the communicative approach in the framework of social interaction as a theory of acquisition and the interactionist partner

constructivism as a theory of language. It considers that people learn and give meaning to the world around them through the meaningful interactions in which they participate (Martínez et ál., 2019).

By virtue of the changes originated in the teaching and learning of the English language, new methodologies emerge that give greater emphasis to communicative teaching, from which methodologies such as the one based on tasks, the project approach, etc. are manifested. The communicative method responds to the development of the ability to interact in any situation present in the daily life of the students. Promote communication skills with the use of the foreign language through the application of activities that simulate reality in the classroom (Beltrán, 2017).

### ***Strategies***

Learning strategies refer to behaviors assumed by students when learning a language, which contribute directly or indirectly to learning, helping them to control and regulate their own learning. In this sense, it can be said that they are actions that students of a new language take to facilitate their learning and develop communicative competence. Aspect that helps to achieve a better learning of a language, since not only the actions taken by teachers to teach the target language are taken into account, but also the attitudes assumed by stakeholders to try to learn effectively (Padrón, 2010).

Peralta (2016) indicates a set of strategies for the process of learning a foreign language. These are 1) classification and verification; 2) prediction, inductive inference; 3) deductive reasoning; 4) practice; 5) memorization and 6) monitoring (Peralta, 2016).

In this regard, in a study carried out by Intriago, Villafuerte, Bello & Cevallos (2019) it is determined that, despite the existence of various methods and strategies for teaching English as a foreign language, Ecuador's public education is based on the method of grammar and translation. In this sense, teachers focus on teaching grammar, although the application of the communication method is essential as part of the measures established by the Ministry of Education and Culture of Ecuador. Consequently, the classes taught in

English classrooms consist of the presentation of grammatical structures, however students show a poor level of command of the foreign language.

In Ecuador the teaching of English as a foreign language has been implemented from the first levels of education to university studies, being characterized as one of the most difficult subjects by students due to the level of difficulty they encounter when acquiring the different skills that they are reading, listening, speaking and writing. It is identified that there is limited knowledge of the components of the grammatical structures in a sentence at the time of writing since it is unlikely that the majority of students will feel attracted to study the grammatical form (Burbano, 2018).

### **Communicative competence**

In response to the grammar translation method and the audio-lingual method, Communicative language teaching (CLT) was developed in 1960 as a dominant language teaching approach. It was originally designed for the ESL context, focused on English-speaking countries where English teachers supported a discovery-oriented, skills-based approach to education. Subsequently, various CLT-based resources in second language learning (L2) were introduced with an emphasis on improving students' communicative competence to provide students with opportunities to learn and use the language in the L2 context. Aspect that shifted the focus on language teaching from simulation-based language activities to communicative activities to provide a natural growth of language ability (Farooq, 2015).

In this regard, Savignon (2002) maintains that communicative competence is the main theoretical concept in CLT. The term was introduced by Hymes into foreign / foreign language education in the early 1970s. Competence means expression, interpretation and negotiation of meaning. It also considers the psycholinguistic and sociocultural perspectives in the ESL / EFL environment.

Valdés et ál., (2015) suggest for the development of the ability to speak, the carrying out of different types of activities such as conversations, role play, group work and other exchange activities and personal expositions, and the most favorable moments of the study

unit to carry them out. It is a productive ability that favors evaluating others such as listening or reading. On the other hand, for vocabulary management it is recommended to include a glossary by units and exercises to practice them with idiomatic or verbal phrases. The treatment of vocabulary depends largely on the ability of students to memorize; this proposal takes into account that the context can provide signs for a better understanding and production.

For this, there are strategies to develop vocabulary such as 1) repetition strategies (they do not suppose any degree of elaboration on the part of the apprentice. They simply consist of thinking, saying aloud or writing the same word several times in order to memorize it); 2) sensory strategies (they are based on the idea that vocabulary will be better retained if it is processed through different sensory channels and motor experiences. These strategies are a step forward compared to the previous ones, since they require a response from the apprentice, although not necessarily personal elaboration (Castellano, 2015).

3) Semantic strategies (they are based on the semantic processing of the new vocabulary, on its analysis and recognition of the "natural" associations it has with the rest of the lexicon, and on the enhancement of these relationships to improve memorization. Examples of semantic strategies are the analysis of the structure and form of the word, the image, contextualization, grouping and association); 4) mnemonic strategies (consist of the establishment of "artificial" relationships, associations created on purpose with the aim of improving memorization. The value of mnemonics lies in the fact that it makes the student carry out an analysis of the word; the mental activity of creating images or "scenarios" contributes to the formation of connections that improve memory) (Castellano, 2015).

From the perspective of classroom communicative competence, Losada, Insuasty & Osorio (2017) defend that "students should be provided with ample opportunities to use the language for both meaning and form focused instruction. Also, students should have opportunities for language use in formal and informal conversations within a context that is meaningful and realistic" (p. 90).

## **Teacher's roles**

The teaching and learning process of the English language has as its fundamental components the teacher and student, who play the essential role with a common goal that is communication.

A teacher's role in the classroom is of utmost importance. They should be a model for correct speech and writing and help produce plenty of error free sentences. Also, they should create an environment where students feel comfortable working in a group or pair, rather than relying on the teacher for a model. A teacher's role is of a facilitator, guide and co-learner (Asmari, 2015).

According to Beltrán (2018), English language learning requires trained teachers in relation to the appropriate methodology for the development of a timely language teaching process that has the ability to recognize different learning styles. It is important for the teacher to consider the following points

### ***Planning***

Plan the procedures that require the use of the second language, according to the level of the students. The professional competence of a teacher is associated with the planning process of teaching and learning in the context in which it works. From this perspective, the teacher must consider what content students will be able to learn, the appropriate methodology and procedures for them to develop certain competencies and the types of activities that should be planned and implemented. For this reason, the classroom planning process forms the basis of the teaching and learning process, through it teachers articulate their various constituents, such as objectives, content, resources and evaluation, in addition to the roles exercised by students and educators (Díaz, Ruíz, Tagle, & Alarcón, 2016).

At the beginning of the class, it is necessary to make a planning regarding the methodology, objectives, contents, evaluation criteria and activities to be carried out with the students of the different groups during the school year. Planning that allows analyzing the possible strategies that must be applied in the teaching-learning process, as well as the type

of measures to be used to attend to the diversity of the students, since in each group where the class is taught, there are students and students with different abilities, attitudes, aptitudes, interests, level of motivation, etc., (Molina, 2009). According to Quintanilla & Salcedo (2019) class planning refers to the process of specifying the sequence of activities planned for a limited period of time, through which the teaching objectives set in the overall planning for a course are intended to be achieved.

There are certain practical considerations that the teacher must take into account when planning. Regarding the pace of the class, the duration and variety of activities should be evaluated, for example, in terms of their logical progression and complexity for students. In addition, in the case of evidencing learning difficulties in students, the teacher should have clarity regarding the delivery of instructions and the activation of prior knowledge. Time is presented as an essential element to carry out the activities in an organized way, respecting each stage of the class. In terms of the balance between monitoring work with the student and the teacher's discourse, it should be prioritized that class time generates spaces for teacher-student interaction (Alarcón & Díaz, 2018).

### ***Expression and use of terms***

In most contexts, language teaching is still largely based on monolingual instructional assumptions that view languages as separate and autonomous. Optimal instructional practice is frequently characterized as exclusive use of the target language with minimal or no reference to students' home or dominant language. In contrast to these common assumptions, there is overwhelming research evidence that languages interact in dynamic ways in the learning process and that literacy related skills transfer across languages as learning progresses (Cummins, 2017).

Express themselves clearly and simply, visually reinforce explanations and corrections, making use of gestures, drawings, objects, the board, etc. Teaching and applying generic terms improve communication skills (Beltrán, 2018).

### ***Use of expressions***

Promote students' ability to infer meaning by logical means such as context and associations (Beltrán, 2018).

Teacher responsibility is, in short, a key aspect for achieving good classroom management. In addition, it is important to highlight the role of the student in the process of teaching and learning the English language, since once this process is completed, it is the students who verify the learning results, in other words, the degree of communicative competence achieved at the end of the course (Beltrán, 2018).

Idiomatic expressions are part of every language; as Thyab (2016) argues

Non-native speakers of English are found in different parts of the world. The usage of Idiomatic expressions by those speakers is considered as an important issue and is regarded as an essential part of the English Language competence. It is a necessity that all speakers of the English Language become aware and proficient in using English idiomatic expressions. (p. 106)

The ultimate goal of teaching and learning a new language is communicative competence which aims at creating meaningful texts both written and spoken. Indeed, formulaic expressions are very important for EFL students to be sound natural and fluent in speaking (Neno & Agustien, 2016).

In fact, according to Fatin (2016) the use of idiom is so widespread that an understanding of these expressions is essential to successful communication, whether in listening, speaking, reading or writing.

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

Following the planning activity, it is necessary to indicate, according to the criteria of Piñeiro & Navarro (2014) the importance of the opening activities in the class, which must be duly planned. In them, the teacher must involve routine and motivational dynamics such as greeting, roll call, introduction to the topic, etc.; the objective is to start the teaching and learning process. Once the opening activity is over, the motivators are developed in order to

“break the ice” awakening the interest of the students in the theme, for example guessing games, songs, tongue twisters, stories, stories, poems, among others.

In the motivation and progress of the students, a fundamental piece is the praise, the warm, natural and appropriate expressions of recognition for the level of development of the students. Some examples are described below.

1. Verbal praise private: Quiet word: “John, that’s excellent”.
2. Verbal praise public: Teacher and class applaud individual.
3. Public display of positive behaviors: Star/points chart – cumulative points gets postcard to parents.
4. Classroom awards: Certificates, badges or superstar of the day/week award.
5. Contact home (either for accumulated star/points or exceptional good behavior): Notes/cards/phone call.
6. Special privileges: Helping around school, attending an event.
7. Tangible rewards: Book token, sweets, pens (Sánchez, 2017).

Motivation is an important contributor to language achievement in terms of linguistic outcomes, which embrace the knowledge structure of the language, i.e. vocabulary, grammar and pronunciation and the four basic skills of the language including listening, understanding, reading and writing (Xu, 2008).

In this context, according to Anjomshoa & Sadighi (2015) the issue of motivation, particularly in EFL settings is so important that other considerations about teaching methodology seem to pale in comparison. It is important to think about motivation as the essence of language teaching because of the stark realities of learning English for most of our students.

A study carried out by Liu (2015) maintains that among the many learner variables that may influence language learning, autonomy is a very unique one because it involves learners being responsible for their own learning. The results of this study revealed that motivation effectively contributed to predicting autonomy, accounting for a relatively high amount (50%) of variance in the dependent variable.

In summary, motivation is a very important and effective factor in the field of learning language. Thus, the language teachers and lecturers should discover, realize and pay attention to the personality of their students. Moreover, they should be aware of motivation, its high importance and its types (Mahadi & Jafari, 2012).

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

Teachers of foreign languages have not always had adequate initial training, particularly in the pedagogical aspect. In recent years, the incorporation of new teachers, who have more up-to-date training, has been seen as a threat factor. In addition, it should be borne in mind that the current methodology of language teaching continues to be focused on the acquisition of tools such as grammar or vocabulary, which in the development of skills, particularly communication skills, aiming at a low acquisition of skills linguistics in foreign languages. For this reason, training of teachers stands out as a key element to achieve an adequate experience in teaching English (Arias, 2016).

For effective management and organization of their teaching, the teacher must consider a multiplicity of factors, such as the management of space, time, activities, materials, social relationships and student behavior. In this way, a friendly environment is created that facilitates fluid relationships between students and each and every one of them with the teacher (Sánchez, 2017).

In this sense, strategies are presented below to optimize classroom management and effectively conduct the teaching-learning process: 1) cognitive or information-focused elements: feedback, instructions, non-verbal communication; 2) social or group-centered elements: grouping or gathering of students, class control; 3) affective or context-focused aspects: the physical environment, student-teacher relationship, atmosphere created by the teacher (Sánchez, 2017).

Teaching experience is essential to achieve the goal of learning the target language. For this, Navas et ál. (2015) propose the validation of a didactic strategy that is based on four phases: diagnosis, planning, execution of activities, control and evaluation. The strategy proposes two components, one cognitive which allows the teacher and student to develop

skills both at the level of use of technologies and research. Another intervention in which the teacher develops skills in the pedagogical use of technologies, as well as in the course content which facilitates the creation of learning strategies.

The study of a foreign language, like that of most other basic disciplines, is both a progressive experience and a progressive acquisition of a skill. At no point can the experience be considered complete, or the skill perfect. The study of a foreign language, skillfully taught under proper conditions, provides a new experience, progressively enlarging the pupil's horizon through the introduction to a new medium of communication and a new culture pattern. This experience involves: the acquisition of a set of skills, which can become real mastery for professional use when practiced long enough (Rivers, 2018).

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

The experience understood from the common sense as what is done in practice, as a set of actions that are lived concretely, would not account for understanding the experience as an event that enables teaching in terms of knowledge. On the other hand, from the field of didactics, the experience could be that space where they are put into practice, a series of steps that would be the most appropriate for certain purposes. This possibility of thinking about experience allows establishing a relationship with a theory of teaching centered on knowledge. It is perhaps in the moments in which the experience occurs where teaching becomes possible in professional practice (Rettich, 2015).

According to Irvine (2018) teachers with more experience are better teachers; in this sense, effective teachers were classified as expert teachers. Although no evidence was found to support a relationship between teaching experience and student achievement, expert teachers were found to have very significant impacts. There are five dimensions that distinguish expert teachers; such as: identifying essential representations of their subject, guiding learning through interactions in the classroom, monitoring learning and providing feedback, attending to the affective attributes of the student and influencing student results.

English teaching should develop strong links between theory and practice, in a way that helps students understand and explore the interconnectedness of educational theories

and classroom practices; establish strong links between initial teacher training and the continuous professional development of teachers in schools (Furlong, 2015).

The teaching and learning processes face a knowledge-based society and from the perspective of educators, it is the learning society, where the leading role is for innovation, education, experience based on tacit knowledge and creativity of individuals, in which Information and Communication Technologies (ICT) are necessary (Navas, Real, Pacheco, & Mayorga, 2015).

For his part, Carabajo (2018) considers that in the field of pedagogy, the essential meaning of the daily experiences lived by educators in their relationship with the children, adolescents or young people whom they educate is studied. The pedagogical relationship includes forms of relationship with minors that are concrete, unique and different at the same time, all constitute expressions of the same original experience: pedagogy.

## **Chapter two**

### **Methodology**

#### **Settings and participants**

This research constitutes the systematization of pre-professional practices in the area of educational sciences, mentioned in English, which were developed in two phases that are observation and experience as a teacher. The work was developed under the qualitative approach methodology, where the bibliographic technique was used to search for secondary information, as well as the observation technique through the application of observation cards, which were applied to a sample of 30 classes, distributed in three parts: 10 observation, 10 teacher assistant classes and 10 main teacher classes, in the primary and secondary section in two different educational institutions both in the private and public modality.

The observation practices were carried out in two educational institutions, the first 5 classes were developed in primary and the other part in secondary like unit of study. The systematization was carried out on four components that are: planning, linguistic aspects, learning management and methodology, this with the purpose of applying the skills acquired during the university training process in educational sciences. On the other hand, the practices as assistant and main teacher were carried out in two public institutions, one of Basic General Education and the other of Unified General Senior high school. In this part the same aspects as in the observation classes were analyzed.

Practicum and internship, one was carried out in two different educational institutions. First of all, the practicum was held in a private institution which has a primary and secondary section, located in Santo Domingo de los Tsáchilas. The educational institution maintains the level of inclusion because in each grade there is at least one student with a disability.

The educational institution where the preprofessional practices were carried out, has a modern teaching system, characterized by computer tools such as: computers, projectors and virtual platforms that allow teachers to teach interactively using information technologies and communication.

The participants were kids and teenagers between five to sixteen years old. According to the grades, the levels of English of the students were as follows: from second to fourth was elementary level, from fifth to ninth it was medium, and from tenth to third of high school, it was advanced. Regarding the number of students in a class, each grade had a minimum of 25 and a maximum of 30 students.

Pre-professional internships 1 were carried out in a public education institution. Each teacher is in charge of each grade, the same one that dictates all the subjects. The number of students in each classroom is around 40 to 45 students. On the other hand, the pre-professional practices 2 were carried out at a public institution located in the rural area of the province of Santo Domingo de Los Tsáchilas. This has EGB and BGU. Each classroom has about 20 to 30 students per grade and specialty; classes are given in the morning mode.

### **Procedure**

In order to carry out this systematization work it was necessary to follow the following steps. The first step was to do an in-depth investigation of the theoretical framework's themes related to teaching, learning, motivation for teaching, the relationship between experiences and teaching, among others. The literature used was physical and digital books, and journals from scientific magazines.

As a second step, the activities carried out during practicum one, pre-professional internships one and pre-professional internships two were analyzed and described. To carry out this part of the project, the digital works delivered to the institution were used as evidence of the activities carried out during the practices. This section was divided into three parts, and in each of the parts, ten classes were analyzed five for school and five for college. In the first is to the analysis of the observations in which aspects such as: planning, linguistic aspects, learning management are analyzed.

Each of these aspects is given the respective description and analysis. In the second part of the analysis corresponds to the 10 classes as assistant to the main teacher, aspects such as planning, learning management, methodology are described in the same way that they are described and analyzed.

In the third part, the analysis corresponding to the practices as the main teacher is carried out in this section and the planning aspects, linguistic aspects, learning management and methodology are reflected. The experience gained during all internships helps cultivate and foster a vocation for the art of teaching. Finally, there are the conclusions and recommendations related to all the analyzed parts of the practicum and pre-professional internships.

## Chapter three

### Discussion, analysis and interpretation of the teaching experiences

The present systematization work was carried out in institutions at the levels of Basic General Education and Senior high school with the purpose of carrying out the pre-professional teaching practices that are required as part of the pedagogical training. According to Guarnizo (2018) to have a good job performance there are several determinants, in the first place, there is academic training, since the acquisition of knowledge obtained at the university is of the utmost importance, also another determinant is the development of skills both techniques such as transversal and these are not only developed in the university, but are also promoted and / or acquired, in the context of practices.

In the field of teaching English as a foreign language, pedagogy plays a key role in the teaching-learning process. The experience in the classrooms as an English teacher shows that many teachers use traditional methodologies in their classes, which causes a lack of interest in learning in students. The knowledge on which teachers base their practice is experiential, therefore, it is interesting to study the type of work that is developed in the pre-professional practices of students in the last semesters in the language career (Chávez & Ortiz, 2016).

In a study carried out by Tarquín (2006) it was reported that the majority of language students attended the internship sites for 1 to 2 days per week, 54.3% of the practitioners worked only with the primary grades, while 17.4% worked with high school grades. Only 28% did their internships in primary and secondary school. Most of the students reported that the practical experience at school was helpful and positive.

In this sense, it is imperative to highlight the fundamental role of the practicum in the practical execution of knowledge and theories towards practice in the classroom through direct work with students both at the levels of Basic General Education (EGB), as well as in high school.

**Observation: Description and reflection of the experience in basic Education and Senior high school.**

***Planning***

**Description.**

In the first observation in basic education, the topic was “shapes and colors”, in this part the teacher presented the topic through the warm-up activity and it was assessed as good. This activity aimed to demonstrate specific skills in the use of shapes and colors; in this regard, it was observed that the teacher presented the objectives to the class, as well as the contents in an organized way. Another element that was identified was that during the development of the classes, there was a great mastery and capacity of the teacher to clear up any concerns that arise about the subject of the class.

Then, in the second observation, the topic “toys” was worked on, in this classroom the teacher presented the topic through the warm-up activity, showed various cuttings of different toys, through this modality, the students they became familiar with the topic and began to develop it. However, it is important to report that the objectives were not well defined, since according to the observation the teacher does not present a clear specification of them, which is why in the observation record it was classified as fair. On the other hand, in relation to the contents, they were presented in a dynamic and interactive way, so that the acquisition of the language is benefited according to the level of knowledge that the students have. During the development of the class, the teacher performed in the best way showing a total mastery of the subject.

In relation to the third class observed, it was identified that the teacher exposes the subject through the reproduction of a video called “The family”. Although, a negative aspect that was found was that the objectives are not specified in the course of the class. However, the proposed contents are in accordance with the level of knowledge of the students, so that the good performance and application of the contents corresponding to the subject matter was verified. Likewise, the teacher's good command stands out because he knows how to answer all the students' questions.

Next, in the fourth observation, the topic of the class was "vocabulary", where it was identified that the teacher did not specify the objectives of the class, however, the contents were detailed in a dynamic and interactive way. Furthermore, the teacher showed total mastery of the subject, so he was willing to respond to each of the students' concerns. Likewise, all content was presented in a clear and understandable manner for better performance and student engagement.

Later, in class number 5 the topic was "means of transport and prepositions". At the beginning of the class the objectives were not specified; however, the content is displayed according to the sequence of the student's book and is developed according to the level of knowledge of the students, since the topic developed was easy to master and understand.

Consecutively, the subject of the fifth observation was "vehicles and prepositions"; in this class, it was identified that the teacher started the class by presenting the topic on the blackboard, through a brief introduction on the topic. However, it was observed that the teacher did not explain the objectives dynamically, causing the students to not fully understand the purpose of the class. Subsequently, the class was developed according to the contents of the student's book, which were consistent with the students' knowledge. It should be noted that according to the observation made, the teacher takes the book as a guide to achieve effective learning. In addition, it is highlighted that all the contents and activities were focused on the reality of the vast majority of the students in collaboration with the excellent mastery and performance of the teacher.

Then, in the sixth observation, the topic was "conditional" (first conditional "will"), the teacher introduced the topic through a warm-up activity, counting on the opinion of the participating students, differentiating concepts. In developing content, the teacher used basic materials such as: blackboard and markers. Indeed, in this class it was identified that the teacher had confidence and firmness in the domain of the subject.

On the other hand, the seventh observation was developed with the topic "modal verbs", the teacher presented the topic through the interaction of the students answering the question posed by the teacher. Next, he established the objectives to be achieved with the

development of the class, an aspect that encouraged the students to carry out the proposed activities. In addition, the teacher demonstrated a total mastery of the subject during the explanation, considering the level of knowledge of the students and the appropriate environment for the development of the content of the class.

On the other hand, the eighth observation was carried out in the tenth grade of basic education; the topic of "adverbs" was developed, where the extraordinary motivation of the teacher was identified at the beginning of class, who introduced the subject through a power point presentation. Then, the contents were proposed according to the reality of the students, taking into account the didactic material that all students have, such as: notepad, pens, checkered sheets, among others. Finally, it was observed that the teacher was subtle and confident in mastering the subject.

Subsequently, the ninth observation was made in the first year of high school, where the topic "active and passive voice" was worked on, which was presented by the teacher by reading a text and identifying unknown words. In this regard, it was identified that as in previous classes, the objectives were not specified at the beginning of the class, an aspect that generated uncertainty in the students, because they did not know the objective to be achieved in the class. On the other hand, it was observed that the teacher did not show dominance and performance in the development of the class. Another aspect evidenced is that the contents developed were not specified in order, which generated disorganization during the class.

Finally, in the last class observed in the eighth year of basic education of the high school, the topic "present continuous" was discussed. To begin with the class, the teacher wrote the topic on the board and interacted with the students who asked for their opinions on it. During the course of the class, it was observed that the teacher mastered the subject very well, since he clarified all the doubts presented by the students who expressed their concerns on the subject. The development of the contents was carried out according to the reality and needs of the students. Likewise, it was identified that the teacher always kept the teaching pace appropriate to the level of knowledge of the students.

**Reflection.**

Regarding the observation carried out in General Basic Education and Senior high school classrooms, some positive and negative aspects related to the planning phase are reflected. First, the majority of teachers incorporated the subject in an appropriate way in the classes, in response the students showed interest in the class, in addition the teachers had a good command of the subjects, they incorporated complementary materials to improve the learning process. However, it was observed, particularly in the first and second class, the lack of organized and dynamic participation of all students, as well as a lack of motivation of the learners. Another aspect observed was that in one of the courses, due to the large number of students, the teacher did not capture the attention of all the students, making it difficult the learning process.

Regarding planning, Guerriero (2013) argues that it is a fundamental task in the teacher's work, since it allows uniting a given pedagogical theory with practice is what makes possible the coherent sequence of learning that must be achieved with students. On the other hand, it also involves making decisions prior to practice about what will be learned, why it will be done and how it can be achieved in the best way, always taking into account the most appropriate way of working with students, thinking about activities that they could turn knowledge into something close and interesting for a group.

***Linguistics aspects*****Description.**

In relation to the observation of linguistic aspects, the following findings were identified in the first class corresponding to basic education: first, the teacher and students spoke in English almost all the time, when students did not want to speak in English, the teacher encouraged them to produce the language. Then, it was observed that the grammatical structures and language used by the teacher were easy to understand and produce. Results that allow to deduce that the linguistic management in this class is carried out in an adequate way.

Later, in the second class, it was evidenced that the teacher spoke fluently and easy to understand, also used grammatical structures dominated by the students, thus facilitating the understanding and assimilation of the language. Another important point is that the language was quite familiar to the students because they practiced it together on a daily basis. They generally pronounced words and phrases that are used on a daily basis, relating everyday life to the reality of learning and practicing a foreign language.

During the third class, the teacher introduced the subject speaking in English, for the students it was easy to understand because the teacher did it through a video presentation. In the event that a student does not understand, the teacher allowed them to ask questions in Spanish and together with her they ask the question in English, then they answer them in English and Spanish. In this way she motivated and familiarized the students with the language. Considering that the level of speech is high, this facilitated the advancement of learning English as a foreign language.

Regarding the fourth observation, the teacher spoke fluently and clearly during the class explanation. In this way, he promoted a better pronunciation of the vocabulary words learned in class. Likewise, it was identified that the teacher was willing to correct the pronunciation and grammatical structure if necessary and, together with the learners, repeat as many times as possible, all with the intention that the students achieve an effective learning of the language.

Later, in the fifth class observed the teacher had fluency and clarity when speaking, explaining the correct way to do it. Both the pronunciation and the grammatical structures used were adequate and in accordance with the level of knowledge of the students, who found it easy to understand the teacher's speech. Additionally, it was found that most of the time in class the teacher spoke English, thus facilitating the oral language of the students and at the same time encouraging them to practice it together with him.

Then, in the sixth observation, the teacher explained the topic speaking fluently and clearly, however, it was found that the students were not very motivated to learn and practice the language, so it is an obstacle for the teacher to understand it and practice.

On the other hand, in the class where the seventh observation was made, it was identified that the teacher spoke English all the time in a fluent and understandable way for the students. In addition, it motivated them to speak and understand the language; this participation allowed joint learning and maintaining the same level of speech. In this way, the progress of language learning reached excellent levels.

Later, in the eighth observation, the use of appropriate grammatical structures and fluency when speaking and explaining the topic by the teacher was evidenced in the class. Thus, for the students it was quite understandable because the teacher spoke according to the level of knowledge and understanding of the students. Also, in class, the teacher spoke Spanish and English at the same time so that there is no doubt about the explanation.

In contrast, in the ninth observation, it was evidenced that the teacher did not speak fluently, although it was identified that the grammatical structures were correct and appropriate to the level of knowledge of the students. Because the teacher was not fluent, the class explanation was done in Spanish. It is noted that a large number of students had fluent and understandable pronunciation, along with effective language teaching.

Finally, in the last observation, the teacher combined English and Spanish to speak using the grammatical structures correctly. However, it was found that the students spoke Spanish all the time because the levels of knowledge and mastery of the language were very low. On the part of the teacher, it was not a priority to require the students to speak the second language.

### **Reflection.**

By way of reflection, it was observed in the professional practices that the teachers maintained an adequate use of the English language as a foreign language, an essential aspect was that the teachers communicated with the students making them understand the message by incorporating oral language accompanied by signs, so that the younger students were able to understand the teacher. In addition, the teachers showed an excellent command of grammar and vocabulary, adapting to the level of each classroom.

In this regard, Gutiérrez (2005) states that interaction activities promote oral fluency skills, which helps to reduce anxiety among students when learning a second language. Likewise, Brown (2003) argues that oral fluency is productive when participants are able to speak extensively with few pauses. As well as the ability to express messages in a coherent, reasoned and "semantically dense" way. Finally, consider that a fluent speaker must know what to say in different contexts, using creativity and imagination in his speech.

### ***Learning management***

#### **Description.**

In the first observation in basic education, the teacher created a suitable environment to carry out the class. The students kept all the materials that do not correspond to the English area so that it is not a source of distraction that impedes the learning of the language. As this is a comprehensive and practical class, the students did not need to have anything on the student's table. At the time of the explanation, the teacher did it using audiovisual material considering the different learning styles of the students. Indeed, an interactive class was identified that allowed the participation of all students, in case it was not successful, the teacher motivated students who are easily distracted to participate, facilitating equitable learning. Furthermore, if the students did not ask questions, the teacher asked them to verify or discard knowledge acquired in the class. Before the end of the class, the learners repeated with the teacher each color explained and practiced in class.

In the second observation, about learning management, it was evidenced that the teacher distributed the students' seats in a semicircle with a view to the front. In addition, he projected different slides to explain the topic "toys". When questions arise through explanation, he immediately limited himself to answering all the concerns and doubts of the trainees. Considering that each student has a different learning style, the teacher tried to match the content and development of the topic with a single learning style. Thus, it allowed the participation of all students to ask or suggest aspects within the class. After the

exposition and joint practice, the teacher asked each student at random to verify the knowledge acquired and give the feedback required by each student.

In the third observation, the teacher began by singing a motivational song for the class, in addition to requesting the maximum attention and participation of all the students, she distributed the seats leaving a distance between each seat to avoid distractions in the classroom. The teacher exposed the pronunciation and writing of the family members through audiovisual material with creative and entertaining content. It was evident that the teacher was always willing to answer all the doubts and concerns of the students. Finally, before the end of the class, the teacher did a brief review of both pronunciation and writing, repeating each member of the family studied in class.

In the fourth observation, the teacher indicated the topic to be learned in class and explained that it will be a vocabulary practice class for listening comprehension and speaking. He asked the students for attention and concentration so that the class develops successfully and benefits the learning of the language. Through the use of an audio and video song, they listen and practice vocabulary. In the case of not understanding the pronunciation of a word, the students ask questions and the teacher together with them clarify all the doubts that arise in class. All students had the opportunity to participate and put into practice the skills and abilities in learning the language. To end the class, the teacher asked one by one the correct pronunciation of each vocabulary word learned in class.

In the fifth observation, the teacher arranged the seats in the shape of a semicircle and placed herself in the center to develop the class. Each student worked in class with the book, while the teacher, through explanatory videos, strengthened their knowledge of the subject of prepositions. All questions were clarified with examples posed by the teacher and the students. Despite this, it was noted that the teacher did not achieve total control of the students because it was an extensive course and they tend to get distracted among their classmates and lose the concentration of the class and therefore the effective learning of the language. At the end of the class, the teacher made a brief practical demonstration of the subject, for example, she placed objects in different parts of the classroom and the students

had to say the correct preposition. In this way she evaluated the knowledge acquired in the development of the class.

Later, in the sixth observation, the teacher began the class with a song of greeting to motivate the students. He then requested the necessary attention to explain the subject's conditionals. While doing the explanation, he gave space to the questions and concerns of the students, to clear all doubts, complementing with examples such as the vocabulary of daily use to facilitate the understanding of the language. The proposed activities allowed the participation of all students since each student individually completed the sentences referring to conditionals. At the end of the class, each student came to the front to write an example explaining the respective conditional, in this way the teacher evaluated the knowledge acquired in the development of the class.

Then, in the seventh observation, the teacher organized work groups to develop the modal verbs of the topic. Each group worked with a modal verb and made the respective presentation. In this part of the groups the teacher did not have control and order since the groups were numerous and not all the members work, only one part managed to do so. Indeed, the lack of participation of all students in the class was found. Considering as an important aspect that the majority of students mastered the language very well. Each group made the respective exposition of the modal verb with their respective examples; this allowed the teacher to verify the learning and mastery of the topic developed in class.

Regarding the eighth observation, the teacher began the class with the following question: what is the grammatical structure of adverbs? Subsequently, the students participated in a random way. Then the teacher explained the grammatical structure and proposed activities related to the topic. By keeping them busy doing their own adverb examples, the teacher was able to maintain order and control of the classroom. Before the end of class, each student had to turn in their homework. The first 10 students to do so achieved a grade of 10 points, being a motivating factor.

Next, in the ninth observation, the teacher encouraged the students to read comprehensively and identify the topic, active and passive voice. For this, the teacher

distributed different short texts for them to read and underline the grammatical structure of the topic to be discussed in class. At this point, it was identified that the teacher had the attention and order in the classroom, it allowed the participation of all the students since being a course with few students it is easier to achieve it. At the end of the class, each student delivered the worksheet made in class for the respective grade and feedback.

To end this section, in the tenth and last observation, the teacher started the class with a small motivational dynamic. The students were distributed in rows and columns with their respective seats. Being a long course, it is a bit difficult to maintain order and control of the classroom, and it is not possible to allow the participation of all students. Therefore, the teacher explained the grammatical structure of the present continuous and proposed the activities to be carried out for a better understanding of the subject. At the end of the class, the teacher asked the students questions that had to be answered clearly, because during the class all the concerns presented in the session were already cleared and resolved.

### **Reflection.**

Once the results of the observation on the conduct of learning have been obtained, it is reflected that teachers maintain an adequate environment for learning, mainly in primary grades organized with playful and audiovisual material. Teachers have the ability to manage groups of students; however, a negative aspect was that in some of the classes some teachers had difficulty responding to unforeseen situations. Of all the items observed, it stands out that the teachers were integrity in continuously evaluating and providing the appropriate feedback to the students.

Regarding the appropriate climate for learning a second language, Buckingham (2013) states that the key idea here is that technology has advantages that it makes some things possible, but prevents other things. However, what happens to technology also depends on people's intentions and social context, and sometimes technology is used and adapted in unexpected ways. Also, the importance of language teachers approaching digital technology from a critical perspective is that it articulates both the technical characteristics of digital technologies and the social and political uses associated with their uses when people

engage in digitally mediated practices. This perspective explains a more nuanced social view of how people appropriate and shape different technologies when they participate in digitally mediated activities.

### ***Methodology***

#### **Description.**

In the first class observed in basic education, the teacher started the class with a very positive attitude, presented the subject through a brief introduction in which she exposes different figures and relates the colors, an aspect that was carried out in Spanish and English, then the students spoke only in English. Later, the teacher represented on the blackboard several figures with the respective color, for example, she draws a sun and asks the students what color it is. The students repeat the color yellow in chorus. This methodology was used to practice various figures and represent them with different colors. Listening and speaking skills are put into practice during class. In addition, the class used common materials such as the blackboard, markers of different colors and a video related to the topic. Also, resources such as: computer, projector. This class is considered strategic for teaching a subject like colors because it focused more on practice than language theory. To end the class, the teacher played a video with the colors of the title, the students sing several times and memorize it.

In the second observation, the teacher was committed and very happy to enter the classroom to teach the language. Thus, the subject was introduced through a brief exhibition of cut-outs of toys of different types such as yoyos, balls, among others. He then provided each student with a clipping, saying their names in English. Then, the students repeat together with the teacher the pronunciation of the different toys. Later, the teacher proposes to make a collage on the board, then says balls and the students who have a cut ball go to the front to place and build a collage. This teaching-learning style was consistent with the level of knowledge of the students. Despite being a short class, the practice of the language was evident, in addition the progress was successful. The teacher used clippings and videos as teaching aids and a computer and projector to play the video. Before finishing the teacher

put a very emotional video with the title toys, encouraging them to sing, putting a little more of the learned topic into practice.

On the other hand, in the third observation, the teacher presented the topic through a video to make a brief review of the family members. Next, the teacher asked at random how each member of the family says in English. In case the student does not answer, the other classmates helped him to answer and practice the pronunciation of each member of the family together. Then the teacher explained the difference between saying father, dad and daddy. In this part, most of the students did not differentiate meanings and ended up even more confused than at the beginning. To compensate for this confusion, the teacher carried out an interactive dynamic that allowed the participation of all the students, also encouraged the correct pronunciation and identification of each of the family members. In this class, a computer and a projector were used as teaching resources and family video as audiovisual material. In this regard, it is considered that the contents and activities are in accordance with the level of knowledge of the students.

Then, in the fourth observation, the teacher presented the topic through a song in karaoke format. According to the song, the teacher copied the words to be learned as vocabulary in class on the board. Later, he explained that vocabulary is the basis for successful learning of the English language. That is why it motivated them to practice it and write it correctly. With the use of this methodology for teaching the language, the teacher allowed the attention and participation of all students. Even if this methodology is used consecutively, there is a possibility that students will end up getting bored and losing interest in learning the English language. As an educational resource, the teacher used a television screen and a computer, and the song in karaoke format as educational material. To end the class, all the students together with the teacher sang the song, being motivated and interested in practicing vocabulary.

In the fifth observation, the teacher made a brief introduction to prepositions asking questions to different students, and they try to remember the way of use and pronunciation in English. Then each student opened the book on the page corresponding to the

prepositions and carried out the activities established in the book. The teacher played the role of guide and provided support and feedback where necessary. Then he played a video showing the previously solved activities. Together with the teacher, the successes and errors were reviewed, and the necessary corrections were made. Finally, the teacher placed different objects in different places in the classroom and asked the students which preposition corresponds, all the students indicated the correct preposition for each object. In the development of this class, didactic materials were used such as: student's book, real objects, video. And the reality, the computer and the projector were used as an academic resource.

On the other hand, in the sixth observation, the teacher started the class with a motivational song about greetings. The students and teachers sang and were very motivated. To present the topic, the teacher requested different opinions on the conditionals, the students voluntarily participated, providing their own opinions and concepts, then the teacher explained the difference between them and if, for this, they wrote the grammatical structure and the mode of use. The teacher wrote on the board the activities to be carried out to put what they learned into practice. The activity consisted of completing sentences with the corresponding conditional. The teacher completed two sentences as a guide and directs them in a better way by defining them. With this activity, students achieved significant learning because they put into practice what they learned about the subject. In addition to completing the sentences, each student came to the front and orally presented an example using their own vocabulary. By using this methodology, the teacher ensured that the subject was fully understood. Although representative teaching materials or resources are not used, the level of learning achieved by the students was evidenced.

In relation to the seventh observation, the teacher presented the topic of modal verbs. This class differentiated the use of "should" and "ought to". The teacher organized two working groups, each group consulted the meaning and how to use a modal verb, and also provided examples using known vocabulary. While the groups were working, the teacher did a review of the grammatical structure of each of the modal verbs. Each group

presented concept and examples of each corresponding modal verb, in case there are doubts, the other group asks and contrasts the information together with the teacher. When it came to researching concepts and examples, the students did so through their cell phones with Internet access. All the information obtained from the investigation was delivered to the teacher for the respective degree. The contents were focused on the level of knowledge of the students, since it was appreciated that the students had a high level of mastery of the language. In the development of the class, basic and easily accessible materials were used for both the teacher and the students, such as; worksheets and cell phone with Internet access for research.

On the other hand, in the eighth observation, the teacher used the grammatical translation method, explained the grammatical structure to form adverbs using known vocabulary. Then the teacher asked the students to create their own examples using their own vocabulary, while they were doing the task the teacher asked random examples of adverbs with their respective translation. To grade the task the teacher used a very creative strategy that consists of giving the teacher the examples carried out, the first 10 students who present and have all the examples well done obtain a score of 10 points in class participation. This is a strategy that requires the student to motivate themselves by learning the language. The materials and resources used in this class were not the most significant, but the objective of the class was fully met. A large number of students were interested and participatory in the development of the class, this allowed to increase their knowledge of English as a foreign language.

In the ninth observation, the teacher used the micro-selection method for this, provided each student with small reading texts and the students read, analyzed and identified phrases referring to the active and passive voice, also underlining unknown words to consult the meaning in the dictionary. Then the teacher wrote on the board the grammatical structure of the active and passive voice, and indicated the difference between them with examples. They then copy the sentences from the text, placing them in two different columns to differentiate between one and the other. They add their own sentences

using their own vocabulary for a better understanding of the topic. At the end of the class, each student reads their examples, in case they are incorrect, the teacher and classmates made the respective corrections. On the other hand, in this class text clippings, worksheets and Spanish-English dictionary were used as teaching material.

In the last and tenth observation, the teacher at the beginning of the class used the total physical response method to perform a dynamic of the parts of the body. The activity consists of all the students standing up and the teacher quickly indicating the parts of the body, having to touch the corresponding part. Sometimes the teacher made a mistake on purpose and if the students do not concentrate and make mistakes, they must do penance which consists of going to the front and singing the song without making a mistake. At the end of the dynamic, the teacher asked what are the forms of the verb "to be" in the present, most of the students give their participation and the teacher writes on the board. Then he explained the grammatical structure of the present continuous and the conjugation of the verb "to be" to create examples with this grammatical tense. Finally, the students had to write 10 examples in the present continuous using their own vocabulary. They carry out this task on squared sheets and give the teacher the class participation note. In the development of the class, really representative materials were not used, but the contents and activities were in accordance with the level of knowledge of the students, which allowed progress in learning the language.

### **Reflection.**

According to the observation on the methodology applied by the teachers in the English classrooms, it was identified that in primary school there was a better use of the teaching methods, strategies and activities, since complementary materials were used to the basic ones supported by audiovisual tools and current techniques. In contrast, in the high school classrooms, the methods focused mainly on grammar and vocabulary using only the basic material. In this regard, Ballesteros (2014) argues that the use of inappropriate methodologies causes the demotivation of the student and, consequently, the loss of interest in acquiring this knowledge.

To conclude this section, it is necessary to indicate some aspects related to the importance of carrying out pre-professional practices, one of them being the development of the knowledge, skills, competencies and capacities acquired during training in the field of educational sciences, mention English. This aspect was achieved through the performance of various roles and activities performed within a real context of education, allowing evidence of the tools required in the professional field to guarantee an effective and efficient performance that enables the learning of a second language.

### **Assistant: Description and reflection of the experience in basic Education and Senior high school**

#### ***Planning.***

#### **Description.**

In the first class as an assistant, the teacher presents the topic, the objectives and the activities to be developed in class. The topic of this class is vocabulary. Each part of the content is explained through examples and developed with the assistance of the main teacher. The teacher shows mastery of the subject but the activities proposed are not in accordance with the knowledge of the students since they have a very low level of knowledge of the English language.

In the second class of basic education, the topic is presented through a personal presentation of the main teacher and me as her assistant. The teacher explains the objectives of the class, which are to know how to make a greeting and a personal presentation in English. This class is based more on the practice of the language for it is considered that the level of English of the students is not fluent when speaking as well as that they do not dominate many vocabulary words. The personal presentation made by the teacher is understandable and fluid, which allows students to understand and put into practice what they have learned and guided by the teacher.

In the third class as an assistant, the teacher begins the class by writing the topic on the blackboard. He does not clearly specify the objectives, he simply explains the topic, the

activities and the materials to be used. As it is a basic subject for learning the language, it is not difficult for students to understand. The teacher shows total mastery of the subject because he gives all the necessary explanations without causing confusion of any kind to the students. Each one of the activities and contents is according to the level of knowledge that the students know about the language.

In the fourth class, the teacher presents the class topic by asking a question, do you know the alphabet? Different students participate and mention the letters of the alphabet that they know. The teacher explains the objectives of spelling the letters fluently. Then she raises the activities and contents considering the level of knowledge that the students have. During the explanation and presentation of the subject, she is confident and highly motivated to do so. She is aware that the contents are directly related to reality and the form of language acquisition by the students.

In the fifth class, the teacher begins the class by presenting the topic together with the objectives. Colors is the theme of this class; the purpose is to learn primary colors through songs. The teacher presents the activities and contents in a certain order taking into account the level of mastery of the language by the students. She develops the subject with sufficient mastery and fluency as well as it can be noted that she has previously prepared organizing ideas and the activities so that the development of the class is not improvised and show all the security when presenting the subject. The previous planning allows to consider aspects such as: the academic level, the student reality and the objective to be reached in the learning of the English language.

In the sixth class as an assistant at school, the teacher begins by saying that in this class they would have a diagnostic evaluation, also explains that the objective of this evaluation is to verify previous knowledge of the language to take as a point of reference and plan possible future topics language learning. The evaluation is structured with questions of different types that specify the possible answers in a clear and organized way. The contents of the assessment are structured according to the level and reality of the students, because each student demonstrates their own knowledge about the language.

In the seventh class, the teacher presents the topic by constructing the grammatical structure of the present simple; subject + verb + complement. The teacher explains that the objective which consists of writing sentences with the correct grammatical rules using the present simple, also they must identify the pronouns he, she, it to use the grammar rule of this grammatical tense. The contents corresponding to this topic are clearly exposed and explained in order to achieve the same learning styles of the students. She is shown with sufficient security of command of the subject both in grammar and in language fluency.

In the eighth class, the teacher asks them to open the student's book to the page that corresponds to the topic of the present continuous. In this way, the teacher presents the topic and at the same time exposes the objectives of learning and identifying the grammatical structure of the present continuous. She then explains that they will work with the contents and activities outlined in the book. The students are motivated and capable of achieving it with the help and guidance of the teacher. The teacher makes the presentation and distribution of activities with total mastery of the subject. Each of the activities and contents are in accordance with the reality of the students since they allow achieving equitable learning.

In the ninth class, the teacher begins by writing the topic regular and irregular verbs on the board, and also sets out the objectives of investigating, writing and identifying the writing of verbs at different grammatical times. The contents and activities are designed according to the level and reality of the students. because students are motivated enough to investigate and learn in a meaningful way so that they are not easily forgotten and can advance in the acquisition of language. The teacher shows sufficient mastery of the subject because she knows how to answer the questions and give alternative ways of learning the subject.

In the tenth and last class as an assistant, the teacher presents the topic through a question of interaction and participation of the students. Then she explains that the objective of the class is to put into practice the grammatical structure of the present progressive with progressive tense through written examples. Then the teacher proposes the activities to be

carried out considering the learning style of the students. She assumes that the explanation of the grammatical structure is enough to get the students to create their own examples applying what the teacher explained. Finally, the teacher has the feeling of having managed to make herself understood and remains confident of achieving the stated objective for this class.

### **Reflection.**

With regard to planning in the experience as a teacher's assistant, certain shortcomings were detected in both primary and secondary school, since the main teachers did not take into account essential aspects to plan the class such as the designated time for the English subject, and they did not clearly indicate the objectives of each topic, so a lack of mastery was evident in this phase.

According to Grossman (2011) an adequate teaching of the English language responds to how teachers plan and conduct the class. In planning instruction, teachers rely on their knowledge of what students already know and what they are likely to encounter in a given subject. Knowledge and beliefs about student understanding can inform curriculum planning and student expectations and assessments.

### ***Learning management.***

#### **Description.**

In the first class as an assistant, the class begins in an atmosphere of silence and with all the attention paid to the explanation of the teacher. Each student has the necessary material for the class. Despite being a basic education course, the teacher manages to keep them busy with the different activities proposed and avoids generating disorder and indiscipline in the classroom. At the time of clearing up doubts and concerns, she involves all the students to give their opinions and make an equitable contrast of knowledge and allow maintaining the same learning style about the language. To verify the performance of activities as well as the acquisition of knowledge, the teacher asks each vocabulary word learned and they in chorus respond correctly.

In the second basic education class, the teacher starts the class in a very emotional way, making her personal presentation, which motivates the students to do it as well. She organizes groups of 2 students to practice the dialogue and then present it in front of all the classmates. This organization of groups allows to facilitate the practice of speaking skills mainly. The dialogue proposed by the teacher is in accordance with the level of knowledge and mastery of the language of the students. All students participate in the practice and presentation of the personal presentation dialogue. the teacher is willing to guide in the pronunciation and organization of ideas. Finally, each group exposes their personal presentation dialogue, which is evaluated by the teacher to assign the respective qualification corresponding to performance in class.

In the third class as an assistant, the teacher starts the class with a bit of disorganization because he begins to explain the topic and the activities without first organizing the students and asking them to save all the materials that do not correspond to the English subject. Then the teacher addresses only the students who by their own motivation decide to pay attention and interest in learning the language. For this reason, it is impossible to achieve the participation of all students, the teacher is limited to answering the concerns of students who are really interested in learning. At the end of the class the teacher orally evaluates the numbers and colors learned in class. He qualifies the correct pronunciation and translation.

In the fourth class, the teacher organizes the students in their respective seats and requests the maximum attention from the class. It is a numerous course, the teacher manages to maintain order and discipline through the activities proposed, they interact and learn at the same time. Each student shows a different learning style but the teacher is in charge of finding a contrast between all the styles noticed in the students. At the time that questions are presented, the teacher kindly answers each one of them, the intention is to establish advances in the knowledge and learning of the language. Finally, the teacher evaluates the knowledge acquired through the development of the class, for this she asks to spell different letters of the alphabet fluently and safely.

In the fifth class, the students receive the class in a classroom equipped for the teaching of the English language. The teacher knows how to act in the event that the students begin to distract and diminish the concentration in the development of the class. She finds additional activities to keep them active and interacting in the class. The teacher manages to maintain order and discipline in the class, because she considers each learning style to advance or slows down a little to ensure that students acquire knowledge in an equitable way. Additionally, the teacher allows and allows space for the participation of all students when clearing up doubts and answering questions. Finally, the students put into practice the teacher's explanation for this, they make circles of various colors and repeat several times aloud. This allows the teacher to verify the level of language acquisition.

In the sixth class as an assistant at school, the teacher asks each student to sit in their respective seat and put away all the objects that are on the table and take out only a blue pen to complete the evaluation. Students are in charge of solving the evaluation in complete silence and with all the necessary concentration to avoid possible errors in it. During the evaluation, the teacher is vigilant that order and discipline are preserved in the classroom. All students take the diagnostic assessment demonstrating their knowledge of the language. The teacher is willing to clarify and answer questions about the evaluation questions that are not understandable to the student. To end the class, they exchange the evaluation sheet with classmates and carry out the respective review and qualification of it. The teacher gives the respective feedback of the answers and it is the role of the student to make the respective corrections for the benefit of the acquisition of language in a successful way.

In the seventh class, the teacher begins the class by receiving the homework from the previous class that corresponds to the topic of the current class. Each student organized in their respective seat participates by giving their participation in the explanation of the grammatical structure of the present simple. Each one of this content is related to the learning styles of students with basic knowledge of the language. For this, examples are presented using known vocabulary to gradually improve the practice and acquisition of the

language. The teacher is in charge of clearing up each of the doubts that arise in the course of the class, because it is essential for the students not to be left with doubts about the subject because in the future it will influence a lot in the practice of the language. It is important that the teacher evaluates knowledge through the oral presentation of sentences in the present simple. Each student presents their own example and writes it on the board.

In the eighth class, the teacher asks each student to sit in their respective seat and take out their English books and open the page corresponding to the present continuous. The teacher stands in front and explains in detail the grammatical structure, the activities, and the content on the subject. She manages to maintain the attention and concentration of the students, above all she maintains order and discipline at the time of giving way to participation, it is done in order of the list. In the same way, the teacher clearly responds to the students' concerns, allowing them to acquire the language correctly. During the explanation the teacher makes sure that the students are receiving it, asking questions or asking for examples on the subject.

In the ninth class, the teacher asks them to sit in their respective seats and take out only the English book and a checkered sheet. The teacher knows how to address herself in a more educated way, always maintaining the position of teacher, she manages to maintain order and discipline because she warns that the student who is the protagonist of disorder and discipline leaves the classroom and has a zero grade in class. The teacher allows herself to move forward when she sees the performance and dedication of the students, otherwise she stops with the explanation and asks questions to verify if the explanation was assimilated correctly. The teacher gives space for questions from the students and for her part she kindly answers and clears all the doubts presented.

In the tenth and last class as an assistant, the teacher enters the classroom and asks them to save all the materials that do not correspond to the English subject. Each student in their respective seat is willing to pay all the necessary attention to understand and put into practice what they have learned in class. The teacher gives space for questions and concerns and to answer them immediately, the purpose is to clear each of these doubts to

avoid confusion and generate erroneous definitions of language. The teacher evaluates the participation of all the students through the worksheet that they give to the teacher at the end of the class. After reviewing the tasks, the teacher is in charge of giving the respective feedback and possible alternatives for correct answers.

### **Reflection.**

The aspects identified as a teacher's assistant made it possible to show a contrast in the linguistic aspects taught in the different levels of education, thus there was a better mastery in the high school classrooms than in the primary grades. In accordance with the above, it is reflected that it is very important that students generate their autonomous knowledge, which allows them to participate in class, even to contradict the teacher in a certain subject.

Criterion that agrees with the study by Ariza (2008) which aimed to identify the understanding of the autonomy of students of English as a foreign language, evidenced through their learning inside and outside the educational environment. Students' conceptions of autonomy were linked to learning beyond the classroom and the constant dilemma between detachment and dependence on the teacher. This situation generated feelings of satisfaction, frustration and discomfort in the participants. Another central theme was the independence of the students when making decisions supported by continuous reflection.

### ***Methodology***

#### **Description.**

In the first class as an assistant, the teacher uses realia to explain the class. The topic of this class is vocabulary, for the explanation it uses different school supplies, for example the teacher shows a draft and asks what is this? Students observe and pronounce in English the object that the teacher is showing in front. Next, the teacher gives each student a photocopy which contains the question and the different school supplies studied, the activity consists of coloring the school supplies mentioned by the teacher in the indicated order. Finally, they review all the vocabulary learned for this purpose. Teacher asks what is

this? And the students pick up a pencil and in chorus they repeat It is a pencil. This methodology allows reinforcing the speaking ability.

In the second class of basic education, the teacher to present the subject is done with the help of me as her assistant, then she proposes that we carry out a personal presentation dialogue. In this class, the teacher applies the total physical response method because she asks them to join in pairs and practice a personal presentation. While the groups are forming, the teacher writes on the board the questions that will be used in the presentation dialogue, these are: Hello, how are you? What is your name? How old are you? Where do you from? As well as the answers: Fine thanks, my name is ....., I live in ....., I am ..... Finished the practice Each couple comes to the front and exposes the dialogue of personal presentation, making all the gestures and movements necessary to make it a real presentation. This strategy allows you to put your speaking skills into practice. In this class, no really significant materials or resources are used, but a fundamental skill for mastering the English language as a foreign language is worked on.

In the third class as an assistant, the topic of this class is presented orally and in writing by the teacher. He uses the translation method because he makes a list of colors and numbers so that the students can translate each one of them. Next, the students copy this activity in the workbook and must add 5 examples by themselves, each student must add 5 colors and numbers that have not been listed by the teacher. To complement the activity, the students must repeat 5 times to practice and become familiar with writing while practicing pronunciation. With the use of this methodology, students learn language in a significant way. The materials and resources used in class are not really relevant but the strategy is considered successful in the teaching-learning process.

In the fourth class, the teacher uses the repetition technique since the subject of the alphabet requires developing methodology. The activities and content are directly related to the class objective, these activities consist of spelling different letters and forming people's names. The teacher asks for the participation of student volunteers who spell different names of their classmates. In the case of not forming the correct name, they themselves are

in charge of correcting by spelling the corresponding letter correctly. This activity allows the student to learn in a meaningful way because by repeating the letters several times they become familiar with the pronunciation and writing of the alphabet. As this is a practical class, only the teacher makes use of basic materials and resources to develop the class, the role of the student is to put what they have learned into practice by applying their own motivation. Each student reinforces and applies knowledge in the advancement of learning the English language.

In the fifth class, the teacher begins the class with a warm-up activity which consists of singing a very emotional song of greetings. Then she introduces the topic by asking what colors do you know in English? Very excited students pronounce various colors. The teacher shows different cards of various colors allowing the students to identify and remember the correct way to pronounce the colors in English. As the next activity the teacher proposes that each student make circles and color in different colors practicing pronunciation at the same time. For this activity the teacher gives each student 3 different colored crayons and a sheet of bond paper. Once the activity is finished, they exchange the worksheet and expose the colors painted by the partner who exchanged the worksheet. This methodology allows students to practice speaking skills, allowing them to learn in a meaningful way. To complement the learning of this topic, the teacher plays an audio and video song with the title of the colors and the highly excited students sing and at the same time practice the pronunciation of each of the colors learned in class. Activities are designed according to their age and command of the language they possess. In this class the teacher uses audiovisual material and physical materials such as: colored crayons, different colored cards and sheets of bond paper. All these materials complement the teaching-learning process of the English language.

In the sixth class as a school assistant, the teacher explains that a diagnostic evaluation will be taken to verify the level of knowledge they have about the language. She gives each student the question sheet which is structured with questions of different types that will help develop all the necessary skills in language acquisition. After a certain time to

solve the evaluation, the teacher asks them to exchange the sheets with the winged partner. Then she writes the answers on the board with the help of the students who wish to participate and give their opinions. Each student grades and corrects her classmate's evaluation. the assigned grade is recorded by the teacher in the student's grade record. In this class, the evaluation sheet is used as teaching material.

In the seventh class, the teacher uses preview and review as a methodology to develop the topic of the present simple. She takes as a starting point the homework previously done to review it together with her and write the grammatical structure of this topic to be developed in class. It is easy for students to form the grammatical structure using the examples. They also create new examples by adding new vocabulary with the help of the teacher. The teacher asks them to make 5 sentences in the present simple, taking into account the grammar rules regarding this topic. While they do the task, the teacher reviews the new words that they can consider to create their sentences. Finally, the students present 2 of the 5 examples in front of them. It can be said that the achievement obtained is evident since the majority of the students carried out the examples correctly. This methodology has allowed a review and at the same time increase new knowledge on the subject for a successful language teaching-learning process.

In the eighth class, the teacher uses the grammar translation method to explain the subject of the present continuous. To start the class, the teacher asks them to open the book on the page that corresponds to the topic. she makes a short explanation of the grammatical structure of the present simple. Then the teacher explains in detail the content and the activities to be carried out to put into practice what she has exposed. Then each student must make cards on cardboard. These must include sentences in the present simple but each card contains a part of the sentence. One card contains the subject, the other card contains the verb, and the last card contains the complement of the sentence. After the activity, each student goes to the front to expose their cards explaining each part of the sentence and the correct grammatical structure. To reinforce knowledge as homework, they should perform 10 sentences using the grammar structure studied in class. In the

development of the class, didactic materials such as flashcards and the student's book are used, these allow interaction and at the same time learn the language in a meaningful way.

In the ninth class, the teacher works with the student's book as a guide, she asks them to open the page corresponding to irregular and irregular verbs. This topic is presented through a list of verbs in the different grammatical times. The teacher explains the difference between regular and irregular verbs and how to identify them. She says that irregular verbs have a different way of writing in the present as in the past participle, as well as that the regular verbs simply increase "ed" at the end of the verb. Once the explanation is finished, it is time to propose the activities. The students must make a table of 3 columns, one to specify each grammar tense. They make a table for regular verbs and another for irregular verbs. Students then list 10 regular and 10 irregular verbs and research the past tense of each verb and the meaning of each verb. With the use of this methodology, it allows students to learn verbs in a meaningful way and learn to differentiate them with ease, either by writing or by meaning.

In the tenth and last class as an assistant, the teacher introduces the topic through a question you know about the present perfect with progressive tense. The students respond by giving some affirmative ideas some a little doubtful. The teacher asks for the participation of a student volunteer to write on the board the grammatical structure of this topic. Then she, together with the students, review and correct if necessary. Once the explanation is made as a basis for learning the subject, the teacher asks them to write examples using their own vocabulary. Next, the teacher asks each student to write an example on the blackboard and the rest of the class copies on the worksheet. At the end of the activity, the teacher removes the worksheet for the respective review and qualification of the same. The methodology used to teach grammar allows interaction and participation in the acquisition of the language

### **Reflection.**

By way of reflection, it is necessary to highlight the importance of the methodology used by teachers to guarantee the teaching of the English language in primary and secondary classrooms. According to Renau (2016) the choice of teaching method depends

on what suits the teacher, such as educational philosophy, classroom demographics, subject areas and the mission statement of the school. However, the proper incorporation of teaching styles into educational pedagogy such as direct instruction, inquiry-based learning, and cooperative learning allows teachers and instructors to significantly improve their students' understanding, better manage the classroom, and achieve better connection with students.

**Main Teacher: Description and Reflection of the Experience in Basic Education and Senior high school.**

***Planning***

**Description.**

In relation to teaching as the performance of pre-professional practices in the primary grades, it is imperative to make known the findings evidenced in the planning phase in each of the classrooms. In this sense, the first class given was to the 2nd grade of EGB at the primary section, in which the theme "boy and girl (he, she)" was worked on. The theme was presented with a brief introduction on both male and female genders, "She" for girls and "He" for boys, for which a warm-up dynamic was used to motivate the boys. Subsequently, the objectives of the class were presented, which were achieved during the development of the proposed topic, in the same way the contents were planned considering the level and reality of the students.

In the second class in the 5th grade of EGB the topic PI-Pr was worked on to learn to identify the letters and achieve an adequate pronunciation of the words. The class began with a reminder of the alphabet using materials such as the blackboard and markers.

In the third class addressed to 6th grade of EGB, the topic was: "what do you do in the library?", This class was planned according to the level of the students and began with a warm-up activity in which they interacted with students by way of remembering the types of books that are in the library showing the best command on the subject.

In the fourth class, the theme “sc and sk” planned for the 5th grade of EGB was carried out, the purpose of which was to improve the ability of students to hear and recognize the letters “sc and sk”. Based on the objective presented according to the students' learning level, the class began with an entertaining activity, for which a board was used to place the letters, later questions were asked to the students to work on the oral part. Finally, in the fifth class held in the 2nd grade of EGB, the topic “Aa - Bb” was planned considering that the content is appropriate for a basic level.

In the block of the next 5 classes as the main teacher of the school reflects the results of the planning in the high school classrooms. The planning was done according to the sequence of topics in the student's book. Therefore, the topic was exposed through warm-up activities, in which the proposed objectives for that class topic were also presented. The contents of the planning were based on those of the student's book so as not to lose the learning sequence. Furthermore, each of the contents was related to the reality of the students, in this case comprehensible activities using habitual vocabulary for a better understanding and dedication of the students.

For example, in the first class of high school, the topic “Reading and vocabulary” was worked on, to capture the attention of the students, they interacted with them about reading, then the topic was explained as an introduction to continue with the class.

The theme of the second class was “Vocabulary” and it was planned for the 2nd level of high school considering its reality and level of learning. In the same way, before presenting the subject to the students, they interacted with them, asking them about the news, with this, the objective was presented, considering the content and domain of the subject.

Class 3 was developed with the theme "reading and speaking (dialogues)" with the aim of having a dynamic class, reading activities were carried out in pairs; however, like the previous classes, the topic was introduced with small warm-up activities. In class 4 with the topic “adjectives” the development of questions related to adjectives was planned for an adequate identification of them. In the last class, the topic "question tag" planned for the 1st

level of high school was worked on, in which several activities were carried out as an introduction such as interaction with the students, questioning personal pronouns, use of the blackboard to write sentences and participation with students to analyze the correct sentences.

Class 4 as main teacher I present the topic through questions such as: are you happy? Or are you sad? Are you intelligent? are you adventurous? Then I explain the objectives these are; observe illustrations and describe adjectives, listen and pronounce the most common adjectives, express each adjective clearly and write correctly the adjectives taking into account the corresponding suffixes. The planning of the contents and activities for this class are based on the student's book since the level and reality of the students' learning styles is considered. The class developed it with prior preparation to avoid improvising and risking introducing the wrong content of the language.

class 5 as the main teacher in the school, this class started by presenting the question tag, besides that I present the objectives these are; Identify the grammatical structure of question tag a write sentences with question tag in different tense, use different auxiliary to create sentences and create question tag in positive and negative form. Then I present the contents and propose the activities to be carried out considering the reality and learning styles of the students. I am sure that the contents presented allow students to acquire the language in a suitable and entertaining way.

### **Reflection.**

Planning in the teaching of English is essential, since challenges may arise during class, such as a broad agenda to be given, the need for more material resources to carry out activities of various kinds and new groups of students with different needs. To meet these challenges with determination, it is important to plan well throughout the school year. This is how Díaz, Ruiz, Tagle & Alarcon (2016) argue when pointing out that the classroom planning process constitutes the basis of the teaching and learning process; through it, teachers articulate their various constituents, such as objectives, content, resources and evaluation, in addition to the roles played by students and the educator.

### ***Linguistic aspects***

#### **Description**

Regarding the management of linguistic aspects, it can be mentioned that when carrying out the teaching activity in all the classes taught, it was not possible to use the English language all the time, because the level of understanding of the students both in school and at school it is very low. Which is why it was decided to combine the two languages, native and foreign, to achieve a better understanding of the subjects. On the other hand, new vocabulary related to what the students know was presented, in this way in all the classes one of the main objectives it is considered that was reached was the expression with and precision, even the words that the students were repeated twice they could not understand.

#### **Reflection.**

The experiences lived during the teaching practice in the English classrooms allow us to reflect that in order to achieve effective learning, it is necessary to master grammar and implement new vocabulary words every day. All of this will allow fluent speech so important in mastering a foreign language. In this sense, Usma (2015) argues that interaction activities promote oral fluency and this in turn reduces anxiety in students, allowing a better command of linguistic aspects.

According to Piñeiro & Navarro (2014), the logical order of the development of linguistic skills (listening, speaking, reading and writing) are related to the natural method, which maintains that children learn the foreign language just as they learned their mother language. Therefore, the logical order represents a strength so that students can make use of all linguistic and communication skills.

### ***Learning management***

#### **Description.**

In the performance of the 10 classes as main teacher, it was possible to maintain the attention and interest of the students creating an atmosphere of attention and interaction of

the class. The group of students in each classroom was kept within normal scales to achieve the attention and participation of everyone throughout the class. For each activity proposed, the rhythm and learning styles were considered, because the reality of the students is not based on the immediate understanding of the subjects, since their knowledge of the language is not enough.

As the main teacher, students in all classrooms were always predisposed, whether in primary or secondary school, to clear up the students' doubts, in case they have problems understanding the English language, doubts in Spanish were cleared up involving all students in the development of each topic detailed earlier in the planning phase. In each class the respective evaluation was carried out, either orally or in writing, and together with the participation of all the students, the errors presented during the class were corrected.

### **Reflection.**

Regarding the learning management, some positive and negative aspects of the teaching of the English language can be highlighted, particularly in high school classrooms, teamwork was very advantageous for an adequate conduct of learning, since a better resolution of the doubts and inconveniences that the students present. To avoid disorder and indiscipline, students have been allowed to participate in all activities either by answering questions or giving suggestions on the topics covered in class. Interaction in class leads to effective and equitable learning, thus avoiding any act of disorder and indiscipline in class.

According to Beltrán (2017), the role of the teacher is essential in the conduct of learning, this requires that teachers be trained in the appropriate methodology to develop a correct process of teaching language learning, having the ability to recognize the different types of students, their ways of learning, their learning problems, etc.

### ***Methodology***

#### **Description.**

In the class 1as a main teacher in primary, I start with a dynamic using commands such as; "Stand down". "Sit down", "hands up", "hands down", to get the children to perform

the dynamics I did it first, then repeated several times with them and I got everyone to relax to start developing the class theme. Then I asked them to open the book on the page that corresponded to the topic to be carried out in this class hour. This topic has as an introduction a dialogue that consists in identifying "boy and girl" and it says "I am a boy", "I am a girl", for better understanding of the subject I have taken to class two dolls that represent a girl and a boy then I explain to them showing a doll and I say "she is a girl", so I show them a doll that represents a boy and I say "he is a boy". Then I ask them, showing the doll "Who is she? And they respond "she is a girl", in the same way I show the doll and ask "Who is he? And they say "he is a boy". To verify their knowledge during this class I show them a doll and ask "Who is she or he? And the children identify and say if it is "he or she". Finally, I choose a child and say Who is she or he? For them it is easy to identify and say "he is a boy", I also choose a girl and I ask the same question and they answer "she is a girl", for a certain time I choose different boys and girls and we carry out this practice. In this way I verify the knowledge acquired in this class.

In the class 2 the topic of 5th was "pl and pr". As an introduction to the theme we start by remembering the alphabet, for that I write on the board the letters of the alphabet, then I am pointing to each letter and they say each letter in English. First, I was pointing out the letters in order then I point out the letters without a specific order and they managed to exceed the expectations of this practice, because they correctly pronounced each of the letters of the alphabet. After this introduction I focus specifically on the letters to be studied in this class. Then I wrote on the board "pl - pr" and under each pair of letters I was asking the children words that started with those letters and writing them under each pair of letters. For example, words with "pl" children said play - plants - plum. Also, with "pr" present - Price - printer. After identifying the letters in the words, we practice the words together. Then I start saying and they repeat several times. Then we complete the activities proposed in the book. Activities such as: complete sentences with words that have the letters in studio. Also, complete words with the letters "pl or pr" as the picture indicates. On the other hand, they also completed an activity that they had to write the word according to the image it indicates.

Then I will ask them to consult in the dictionary all the words explained in the class and in the tasks carried out in the book. And so they will look for the meaning of each of the words that are in each of the tasks performed. And finally, to evaluate results the teacher will choose several students to come to the front and write on the board the word that the teacher pronounces. For example, the teacher says the word "press" and the chosen student must write correctly the word and meaning, in case she does not write correctly the teacher together with the other students will make the corresponding correction.

In class 3 the topic is What do you do in the library? To begin with, I asked them to remember the diversity of books we can find in the library. Then they were saying the names and I was writing on the board. For example, they said types of books such as: atlas, dictionaries, comic books, magazines, history books, science books, posters among others. Once the names were written on the board, I showed them a poster of each type of book and asked which book each poster belongs to. According to them they said the name to which each poster belongs and places them in front of each name. Then I gave them a sheet to carry out the activity corresponding to the topic discussed in class. In the sheet are described questions such as: write the name of each book as the image indicates. In the second question they must complete the missing letters to complete the name of the books studied in class. Finally perform the review together with the students and they correct in case of having the wrong answers. Through this activity verify the knowledge acquired during the class, and I can say that most students had excellent results in the activity.

In class 4 Sc and sk is the topic of 5th EGB. This class is developed using didactic material such as: cards with the letters to be studied, student's book, board, images of each pair of letters. I start by asking them to open their books on the page with the theme to be studied. Next, I paste the letters of letters on the board and I explain to them that they must guess the word I do with the gestures, and as appropriate I show image per image and place on the board. For example, with this activity I have achieved interactivity among children and the interest shown in learning English as a second language. Through this activity I have also managed to work with each and every one of the children although this grade has some

children with hyperactivity and sometimes it is very difficult to work with them at the same level as the other children but this time reaches the goal set for this class. Also, they will complete the tasks of their book. To finish the class, we will review each word learned together with the whole class. This is a good option to retain what they have learned. As lesson, they should also learn two new words for each pair of letters for the next class and repeat it in their notebook five times. This task must be presented along with its respective illustration so that it works as an example.

In the last class as a main teacher in primary the topic is Sc and sk in 5th EGB. This class is developed using didactic material such as: cards with the letters to be studied, student's book, board, images of each pair of letters. I start by asking them to open their books on the page with the theme to be studied. Next, I paste the letters of letters on the board and I explain to them that they must guess the word I do with the gestures, and as appropriate I show image per image and place on the board. For example, with this activity I have achieved interactivity among children and the interest shown in learning English as a second language. Through this activity I have also managed to work with each and every one of the children although this grade has some children with hyperactivity and sometimes it is very difficult to work with them at the same level as the other children but this time reaches the goal set for this class. Also, they will complete the tasks of their book. To finish the class, we will review each word learned together with the whole class. This is a good option to retain what they have learned. As lesson, they should also learn two new words for each pair of letters for the next class and repeat it in their notebook five times. This task must be presented along with its respective illustration so that it works as an example.

In class 1 as the main teacher at high school I use the method of Neurological Impress Technique and natural approach and free voluntary reading, individual work. To apply these methods and strategies, I ask students if they like to read and how fluent they are, and if they have at least an idea of how to quickly analyze a text. The students give their opinions and we discuss and contrast them at the same time. Then I give a brief explanation of the importance of reading and interpreting a text by using flashcards with small texts. I

give each student a flashcard to read aloud and correct pronunciation. To make this correction, I as a teacher read several times until they become familiar and try to achieve it. Then together we analyze and interpret each of the texts and each student presents a short summary of the text read. the complementary activity that the students carry out consists of transcribing the text to a sheet of squares and selecting the new words to consult the respective meaning in the dictionary. To end the class, each student fluently reads the text. This methodology allows the teacher to deepen the ability to read and correctly pronounce words.

In class 2 I apply the communicative approach and natural approach as well as strategies such as; Expository technique and individual work. The topic of this class is vocabulary for this, I ask if they like to watch, read or listen to news daily. They explain what kind of news they like and how often they are necessary. Then I write vocabulary as the central title on the board, then I explain that I will present several cards with small articles from newspapers and magazines. Then the students must identify which news session each article displayed in front belongs to. To carry out a group work between teacher and students, I write different news sessions on the board such as; sports, entertainment, national, international ... etc. I randomly choose students to give them the card with the article and ask them to place it under each section to which said article belongs. Next, the students copy the article on a sheet of ministerial paper and write a short notice about each article. They use all their creativity and organization of words to develop this activity. Finally, I ask that they present the news regarding the article chosen to carry out this activity. With this methodology, significant advances in language acquisition are achieved.

In class 3 I use methods such as; reading comprehension support, communicative method. As well as read-aloud plus and pair work strategies. To start I make a brief comment about my favorite news section so that you have a clear idea and take it as a model when carrying out the activity in class. Then I show flashcards with small dialogues between two people making a comment on a news item. As a teacher, I organize groups of 2 students and give a flashcard so that they can practice the dialogue in pairs. They read

several times and memorize the dialogue and then present it in front of their classmates and the teacher. There are some groups that cannot pronounce properly and as a teacher I am ready to practice together with the students the correct pronunciation of each of the dialogues. To finish, I read each of the dialogues out loud and say the respective translation of the dialog to better understand the dialog. Finally, each group goes to the front to present the dialogue, carrying it out with the correct tone and pronunciation, considering all the punctuation marks. In this way, the teacher evaluates the progress made in language acquisition.

In class 4 in this class I use the direct and natural approach, as well as visual scaffolding as a strategy. For the introduction I ask several questions such as; are you happy? Or are you sad? Are you intelligent? are you adventurous? On the other hand, I also explain the importance of using adjectives in our daily life. I begin to develop the class through a personal presentation using the maximum number of adjectives possible. Then I induce each student to do the same. After this emotional exhibition, I show different images of people with different moods and put them on the board, then I show flashcards with different adjectives each. Then with the participation of the students I will place the correct adjective under each image placed on the board. At the end of the activity, we review pronunciation and the students copy the different adjectives studied in class in the English notebook and add 5 examples of adjectives and carry out the respective translation for a better understanding of the topic

In the last class in school I used the methods of grammar translation and natural approach, considering as a strategy preview and review. I start the class remembering the personal pronouns, counting on the participation of all the students. Then I explain the grammatical structure of question tag using a chart. Subject + verb to be, auxiliary or modal verb + question mark. To make the class a bit dynamic, I write different examples on the board and ask the students to interact and identify the correct and incorrect ones and justify the answer. Students carefully review the explained grammatical structure and find mistakes and successes. Finally, each student stops to write their own example on the board while the

rest of the students copy each and every one of the examples written on the board on the worksheet and as part of the evaluation each student says an example orally. The methodology used has allowed the creation of essential pillars in the language acquisition process.

### **Reflection.**

According to Tajeddin & Aryaeian (2017), the method is the fundamental piece for language teaching, this refers to the coherent set of links between principles (thoughts) and techniques (actions), which covers the types of learning activities, procedures and techniques that teachers use when teaching, and the principles underlying the design of activities and exercises in their textbooks. and teaching resources. These procedures and principles relate to beliefs and theories about the nature of language and second language learning and the roles of teachers, students, and instructional materials, and as ideas about language and language learning have changed, so have the instructional practices associated with them.

Taking into account the expertise within the pre-professional pragmatics, it should be noted that teachers are aimed at delivering knowledge to new generations of society, in this case in the area of the English language, which is why it is important that teachers have both theoretical and practical knowledge, a situation that leads to professional preparation through pre-professional practice. In this sense, it can be inferred that the experience acquired through the development of practices in the educational reality helped in several aspects, mainly to strengthen the knowledge acquired; Thanks to the practical activity practicing teaching in the sciences of language education, experience was acquired for the management of different groups of students, from the smallest presented at the levels of basic general education, to the most conflictive at the baccalaureate levels , where one of the most difficult tasks in the entire teaching process was maintaining control in the largest groups of students.

## Conclusions

Systematization of teaching practices is the work in which the observations and experiences acquired during the internship as a pre-service teacher are described, analyzed and reflected. The pedagogical factors considered for this work are importance in EFL teaching and learning process.

The class plan allows the teacher to establish goals, methods, strategies, techniques. Considering the English level of the students, ages and learning styles. Additionally, it leads the teacher to prepare the necessary material, optimize time in the classroom and so that both the contents and the dynamics are the most effective, is essential for the teaching of languages; the students became more involved, being a motivating factor for learning.

Linguistics aspects indicate that EFL instructions are made in both languages. The target language is used to present the new language, but the meaning and explanations are given in the mother tongue to promote proper language acquisition and avoid misconceptions among students.

Learning management factor shows the ability of organization on the part of the teacher to manage groups of students and maintain order and discipline in the classroom. Likewise, it was evidenced that the change in the way of leading the traditional class to a more dynamic way, through songs, videos, implementation of playful materials, captures immediately student attention, therefore, effective learning is guaranteed.

In the methodology, Grammar Translation Method is mainly used in EFL classes mixed with other methods. Mixing methods help teachers to teach class contents to all students independently of their style of learning.

## Recommendations

Teachers should use L2 frequently; this will help students to be in contact with the language more frequently, while also becoming familiar with it.

Teachers should use didactic materials that facilitate the process of teaching and learning the second language. The experience with the use of playful and audiovisual materials in English classes, allow suggesting the incorporation of photos, posters, objects and videos to strengthen the information acquired, depending on the topic, objectives and content of each class that are adapted to the students.

Following this line of research, it is considered necessary for teachers to work as a team with students making posters containing material in English, such as strategies to encourage students to study hard, or phrases that students use in the classroom every day such as “can you repeat please?” Teamwork proved to be one of the appropriate tools that improve student understanding.

Finally I suggest that teachers should frequently switch from traditional to more modern methods. This constant change will allow students to stay focused and motivated to achieve effective learning. In this way, maintain the attention and concentration in the class avoiding acts of disorder and indiscipline.

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## Appendix

## Appendix A. Ficha de observación de clase

ANEXO 7



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

ESCUELA DE CIENCIAS DE LA EDUCACIÓN

MENCIÓN INGLÉS

PRACTICUM ACADÉMICO 1

FICHA DE OBSERVACIÓN DE CLASE

## 1. DATOS INFORMATIVOS:

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

Institución Educativa: .....

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

Tema de la clase: .....

Objetivo: .....

## 2. ASPECTOS A OBSERVARSE:

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

ASPECTOS	VALORACION				
	E	B	R	M	N/A
Comprueba que los alumnos comprendan las explicaciones					
<b>METODOLOGÍA</b>					
Manejo de métodos, técnicas, estrategias y actividades de enseñanza					
Las actividades son adecuadas para el objetivo de la clase					
Las actividades permiten que el estudiante se apropie de los contenidos					
Maneja técnicas actividades y estrategias pertinentes y apropiadas					
Las actividades y estrategias son de acuerdo a las tendencias actuales: comunicative 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 Prácticum

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Rector /Inspector  
(firma y sello)

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Docente Observado



DEPARTAMENTO DE CIENCIAS DE LA EDUCACIÓN

TITULACIÓN DE INGLÉS

PASANTÍAS PRE-PROFESIONALES Y VINCULACIÓN CON LA SOCIEDAD 1

RESUMEN DE CLASES

(Utilice esta carátula para cada una de las clases)

PRIMER BIMESTRE

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

**DATOS INFORMATIVOS:**

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

Institución Educativa: \_\_\_\_\_

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

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

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

Texto básico: \_\_\_\_\_

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

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

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

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

## CLASE 1

## DESCRIPCIÓN

Experiencia como profesor auxiliar:

*Actividades realizadas durante la clase:*

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## REFLEXIÓN

Experiencia como profesor auxiliar:

*Aspectos positivos y negativos:*

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*Contenido del plan de clase:*

*Aspectos positivos y negativos:*

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Conclusiones y recomendación:

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**APPENDIX 5****LESSON PLAN FORMAT**

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

**1. Informative data:**

Name of school: \_\_\_\_\_

Theme: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Duration of class: \_\_\_\_\_

Proficiency Level: \_\_\_\_\_

Lesson plan designer: \_\_\_\_\_

**2. TEFL Objectives**

During this lesson, students will be able to:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

**3. Methodology and strategies**

3.1. Methodology:

3.2. Strategies:

**4. Anticipatory set:****5. Main teaching input:****6. Modelling:****7. Guided practice:****8. Independent practice:****9. Assessment:****10. Closing review and follow-up:***Student's signature:* \_\_\_\_\_