



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

**FACULTAD DE CIENCIAS SOCIALES EDUCACIÓN Y  
HUMANIDADES**

**CARRERA DE CIENCIAS DE LA EDUCACIÓN: MENCIÓN  
INGLÉS**

**Systematization of pedagogical experiences in the EFL  
teaching training program**

Trabajo de titulación previo a la obtención del título de:

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

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CENTRO REGIONAL QUITO

2022



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2022

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### **Dedication**

I'd like to dedicate my work first to God, my Father and Saviour, who has always taken care of my life and guided my steps along the way; to my beloved husband, who has always supported and encouraged me in any decision I made both professionally and personally; to my sons, Filip and Stefan, for being so patient and understanding throughout this entire journey, to my dear mother, who has always been a role model for me and to whom I owe the decision of starting a new career and becoming a teacher, and finally to my brothers, sisters in law and nephews for being always there for me, no matter what.

María José

### **Acknowledgment**

I would like to start by thanking all the people who have been part of this long path and that have helped me, motivated me, and pushed me to become a good teacher and to love this beautiful and gratifying career.

My most sincere thanks to all my UTPL teachers who have planted in me the knowledge needed to become an English instructor and who have always encouraged me to go far and beyond, installing the necessary skills of a researcher and self-trainer, and in that way, be able to transmit all the things that I have learn to my present and future students.

To my thesis director, Mgs. María Arias Córdova, and my tutor Mgs. Viviana Puglla for assisting and helping me finish this work in a successful way, and for all the feedback received that has served me to correct my mistakes and come up with a better outcome.

Finally, I would like to thank all my classmates who, unfortunately, I do not personally know but who have always been remotely present to clarify any doubts and assist as much as they could.

María José

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### **Abstract**

This study is about the Systematization of Pedagogical Experiences in the EFL teaching training program with the purpose of systematizing the experiences acquired during the pre-professional practices to contribute to practice and theory. Ten EFL teachers and eleven students participated in this study. The observation in the subjects of Practicum 1 and the given classes in Pre-Professional Internship 1 and 2 were carried out in Quito. The method used for this investigation was the systematization of experiences. This systematization was based on the observation of five classes in Educación General Básica and five lesson plans of Bachillerato as well as the experience as main instructor, teaching five classes to students of first year of EGB and designing five lesson plans for Bachillerato. The classes and the lesson plans were analysed using observation files. Due to the Covid-19 pandemic, the observation of the classes and lesson plans, and the classes performed as a main teacher were done online. The principal conclusion is that most of the teachers planned their lessons, but the lack of knowledge and experience of assessment was notorious.

Key words: experience as in-service teacher, experience as pre-service teacher, systematization of experiences.

## Resumen

Este estudio de sistematización de experiencias pedagógicas en el programa de enseñanza de inglés como Lengua Extranjera tiene como propósito sistematizar las experiencias adquiridas durante las prácticas preprofesionales y así contribuir a la teoría y a la práctica. En este estudio participaron diez docentes de inglés y once estudiantes. La observación realizada durante Practicum 1, y las clases impartidas en Pasantías Pre-Profesionales 1 y 2 se realizaron en Quito. La metodología utilizada para esta investigación fue la de sistematización de experiencias. Esta sistematización se basó en la observación de cinco clases de Educación General Básica y cinco planes de Bachillerato, además de cinco clases impartidas a estudiantes de primera de EGB y el diseño de cinco planes para Bachillerato, como docente titular. Tanto las clases como los planes fueron analizados utilizando fichas de observación. Debido a la pandemia de Covid-19, tanto la observación de clases y planes, así como las clases impartidas, fueron realizadas virtualmente. La conclusión principal es que la mayoría de los profesores planifican sus lecciones, pero es notoria la falta de conocimiento y experiencia en la evaluación.

*Palabras clave:* experiencia como asistente de docente, experiencia como docente titular, sistematización de experiencias.

## Introduction

The systematization of pedagogical experiences in the EFL teaching training program is based on the practical experience that pre-service teachers gained before completing their educational program and that are performed during the subjects of Practicum 1 and Pre-Professional Internship 1 and 2. In the words of Ochoa and Nesterenko (2015), the main objective of the systematization of pedagogical experiences is to improve the practice of EFL teachers and to contribute to theory and practice since it combines both, as well as to reflect, analyze and propose new ideas for the educational EFL teaching domain.

This practical experience is of vital importance since it is a key component of the education of future teachers which according to Ly and Tran (2019), helps to narrow down the gap between the theories students received from university and the real teaching environment, plus it assists them in conceiving their professional identity, motivation, and attitude towards teaching.

The systematization of this practical experience was chosen since all the encounters witnessed and lived as a pre-service, but also as main teacher, were extremely enriching and a reflection needed to be held in order to have a critical view of the reality, the success and the mistakes done during this apprenticeship experience for the purpose of self-improvement, to help other future teachers, and to have the possibility of coming up with new and innovative ideas.

Equally important are other studies that refer to the systematization of pedagogical experiences in the EFL training program from pre-service and in-service EFL teachers around the world. The first study is of Suaza Flores (2020) who refers to his work of systematizing the experience of pre-service and in-service teachers in rural contexts, its roles, challenges, and learnings. The purpose was to understand how English teachers could be influenced by the context in which their teaching takes place. The method used was systematization of experiences, and in addition he used qualitative research. As a result, he stated the need to analyze the processes of teaching and learning, the role of

emotions when learning and the lack of resources in rural schools hence in teacher's training.

The study of Rodriguez-Sosa et al. (2019) exposes the work called Systematization of a Training Experience for In-service Teachers through the Use of an Action Research Component, to critically interpret the experience of 21 in-service teachers to improve future practice. The method used was systematization of experiences which also included qualitative and quantitative analysis techniques. The results showed that the component used in the training program promoted teachers to question their beliefs and to reinforce their skills as well as emphasizing the need of creating spaces for reflection and discussion.

Lastly, Gomez Ramirez et al. (2019) presented their study of systematization of practices called Pre-Service English Teachers Experiences in Rural Context. The aim of this study was to contribute to the English teaching in rural areas and for pre-service teachers to reflect on their experiences. The methods used were systematization of experiences and qualitative research. The results pointed out that there is no reason why teaching English should be a strange thing in rural contexts and encourage pre-service teachers to be perseverant when facing unforeseen events.

Based on the foregoing, the following study has been divided into different chapters. In the first chapter, Literature Review, the theory regarding teaching, learning, current methodologies, strategies and techniques, the communicative competence, the teacher's role, the motivation and its role in language teaching, teaching experience, links between experience and teaching and five related studies are deeply described. In chapter number two, the method that includes the settings, participants, and procedure in which these practical experiences took place is analyzed. In chapter number three, the discussion, analysis, and interpretation of the teaching experience, in which a description and a reflection will take place, first on the observation of five classes and five lesson plans done as pre-service teachers and also on five classes and lesson plans given as an in-service teacher are explored. At the end, the conclusions and recommendations are considered.

Undoubtedly, this work will help the University, and the society in general to grasp the positive and negative sides of the classes and the lesson plans first observed and then designed by trainee teachers, to reflect on how these practices can improve and what needs to be done to create a better idea, thus form better teachers and in some way contribute to the EFL teaching domain with new and innovative suggestions.

Overall, this work will also aid other future teachers to see all the flaws and mistakes made by their future colleagues when teaching and when outlining plans so they can avoid those bad practices, but above all to learn all those good attitudes and techniques that they observe so they can implement them in their own practices.

## Chapter one

### Literature Review

This section intends to offer an overview of some of the most outstanding and scientific concepts of the practice development facilitation in the systematization of experience and education practices. Through the process of ordering and reconstructing the experiences, this training assists us to discover or explain the logic of the process, the different factors that influenced it, and how and why the elements of the intervention related to each other in a particular way.

#### 1.1 What is Teaching?

Various definitions of teaching can be found in dictionaries or encyclopaedias, mostly describing it as instructing someone to do something or present something; for instance, teaching is defined as “the occupation, profession, or work of a teacher” (Lexico.com, 2019) and to teach as “to give someone knowledge or to train someone; to instruct” (Cambridge University Press, 2019).

As part of teaching definitions, Smith (2018) notes that when teaching we must serve to someone's needs and feelings and in that way make them learn something in particular. He also observes that this term is associated with the word teacher which directly relates to school or schooling. This association made by Smith also connects with the studies of Aspeling (2020) when he advocates the view about teaching as a way of bonding, citing other authors such as Biesta and Stengel, 2016; Fenstermacher, 1986 since they define teaching as being the process where two or more people are connected and try to influence each other. Aspeling also remarks how the word learning has been gaining popularity during the last years while the terms teaching, and education have been toned down. A lot of people tend to separate the teacher and the student while talking about education, however these two entities can never be taken apart since one of them always depends on the other. As per Aspeling it is impossible to be taught or to teach in isolation. He speaks of teaching as a way of connecting because the teacher and students will always be attached, and they

need to turn to each other to create this bond or relationship. This is also supported by Biesta (2017) cited by Anderegg (2018) when he argues about the link between the teacher's address and the student's response.

Nevertheless, it is not just the relationship between teachers and students that have to be pointed out but also the reason of teaching, and on this matter Day (2019) wonders what teaching is about and states that it depends on different values, heritages, or, even jurisdictions and that it also floats among different interpretations, although he agrees that the purpose of the education lies on the quality of teaching, therefore, the quality of teachers. He calls the direct cause and effect of teacher's teaching and student's learning a myth, contrasting it with the notes of Aspeling, and how some people wrongly believe that a teacher with good qualifications is capable of having autonomy in the classroom and a good judgment of the curriculum.

On the other hand, Aspeling (2020) referring to Feldman 1997 analyses the perspectives of the teacher's knowledge and the teacher's reasoning considering that teachers can only teach what they know and reflect about how they teach, and based on these facts, teachers can achieve their goals and make decisions towards their achievements; which is also supported by Day's affirmations when he mentions the "good teachers" as professionals who provide opportunities to students to acquire knowledge and elicit a constant desire of learning through inquiries and reflections. Being a good teacher has also its challenges and difficulties, especially in a society where a lot of students are still taught by teachers that take their roles just as a mere job and not as the great responsibility that it implies.

Anderegg (2018) illustrates the thoughts of Biesta about teaching and that it can be seen as control, on account of always been identified as the transmission of knowledge, yet under that perspective also students are regarded just as objects. In that sense, Biesta (2017) cited by Anderegg (2018) proposes a different concept of teaching where teaching executes the student's freedom of signification, their freedom to learn, stating that teaching ought not to be conservative and limit the student's independency to acquire knowledge.

Alternatively, when we talk about teaching English as a second language, we have to take into consideration different aspects because there have been different theories that have tried to explain the best way of teaching English starting from ancient cultures like the Romans until the latest theories like the one of Stephen Krashen and his hypothesis for language acquisition. We also need to consider that teaching a second language not only encompasses the knowledge of its theories, but it has challenges too. The studies of the Indian linguistics Dasariya and Chauhan (2021) observe that English language instructors have to face a number of difficulties which start with the proficiency of language and their training as teachers followed by the understanding of a different culture. Gupta (2019) also points out that English teachers are held accountable if students do not approve standardized tests causing big stress on them. Martinez (2018) supports those findings when he states that being a TESOL teacher requires a big personal and emotional investment, and it is not limited to just knowing the subject and mastering the language, considering that a good teacher needs to be emotionally connected to their students to deliver a lesson that elicits motivation and enthusiasm.

## **1.2 What is learning?**

The definition of learning has had a lot of different descriptions and explanations by many researchers throughout the years. It is a process that starts way before school, lasts much longer after school and it also happens inside and outside the classroom. (Pritchard, 2017). We can also add that for most students and teachers, and according to Sehic (2020), it is the acquisition of information and skills which we do, although it also implies mental activities, positive change in behavior as well as all the abilities that are acquired with experience and the new information that we have received. It is also important to highlight that Sehic suggests that learning is not permanent and can change depending on the things we are doing at that time, but at some point, if we don't need them anymore, we may forget them. That is what Davies (2017) calls "the creation of memory", referring to a simple definition of learning. As per Davies, animals and plants learn too by encoding some of

their memory but what differs from humans is the levels of analysis we do when our neurons encode information.

However, when trying to define what learning, after all, is, the studies of Taie et al. (2021) do not seem as simple as for other authors since they refer to a lack of consensus when illustrating its concept. They took the definitions of some scholars and concluded that in order to define something so abstract such as learning, it is very important to abide by a theory of definition first, and they consider the Aristotelian definition rules which forbid the use of concepts that are too narrow, too broad, too vague or even ambiguous; but they also claim that the definition of learning should include two factors: nature and nurture since some things can be taught but others come in people's genes, for example when a kid learns to crawl and then walk which is a process that is nurtured but some children are born with stunted movements and will not follow the same development.

Lastly, there are many fields that contribute to creating a definition of learning and that is why the need for a subject called Learning Sciences which is "an interdisciplinary field that studies teaching and learning" and it includes "cognitive science, educational psychology, computer science, anthropology, sociology, information sciences, neurosciences, education, design studies, instructional design, and other fields" (Sawyer, 2008 cited by Taie, et al. 2021, pg. 14).

Not only the definition should be addressed when talking about learning but also its approaches because students have different ways of learning, and they also use different processes and strategies to assimilate the new information. Those learning approaches can be influenced by several factors such as the internal ones like the characteristics or personality of the students, and external ones such as their learning environment or the educational context. (Gustin et al., 2018)

### **1.3 Modern Methodologies, Strategies, Techniques, Materials (current trends)**

Many linguists have dedicated their lives to searching for the best methodologies, strategies, and techniques to teach English as a second or as a foreign language and that is when some theories started to appear. Setiyadi (2020) gives us a fast view of some of these

theories which started when Romans studied Greek as a second language, followed by some theories and methodologists like the grammar-translation method, listening techniques, the natural method, and the introduction of physical activity by Francois Gouin in 1880. He mentions the introduction of the Direct Method at the beginning of the twentieth century and how this one has had different approaches in several countries.

In this new era, we have had the boost of the Audio-Lingual Method, one of the most developed methods. The USA government fostered its spread with a help of a project in North American colleges and universities in 1960. This method was followed by others such as the Silent Way, the Community Language Learning, the Total Physical Response, Suggestopedia and Communicative Language Teaching (Setidayi, 2020, p.5).

Some other theories and perspectives have been analysed too, for instance Lightbown and Spada (2018) talk about the innatist perspective and refer of other linguists that have supported the implication of Universal Grammar in language acquisition in both first and second language which explains how learners can know more than what they have been exposed to. When we name all these theories, we must also highlight one that has brought plenty of debates and is currently used by many educators, this is the language acquisition theory by Stephen Krashen. Raju and Joshith (2018) acknowledge the work of Krashen introduced in 1980 and they name the five hypotheses that this theory entitles. They also point out that Krashen was the first one separating the terms “acquisition and learning”, since he focused on the idea that a person can acquire a second language in the same way that they acquire their mother tongue. Krashen’s hypothesis which are: acquisition / learning, monitor, natural order, comprehensible input and affective filter are also analyzed by Lightbown and Spada (2018) on their effectiveness contrasted with the thoughts of other researchers who think that testing those hypotheses in empirical research is impossible.

Within the classroom, there are many strategies and techniques that teachers can adopt to enhance students’ learning. In the words of Shi (2017), the active use of language strategies can help learners to get more independent and autonomous in their learning by

increasing their motivation and confidence when they own and take control of the way they learn. Shi also claims that these strategies can be both behavioral and mental and that they are used by educators or pupils at some point in the process of language acquisition.

There are hundreds of strategies that teachers can use to help students with their learning process, like predictable routines, role-plays, storytelling, close reading, scaffolding visual and writing, graphic organizers, guided reading, KWL charts, GIST, cooperative learning, collaborative reading, attribute charting, culture studies, just to mention some (Herrell & Jordan, 2016).

As Isanova et al. (2019) mentions, nowadays it will be very difficult to master the communication in a foreign language without the use of proper, high-tech but yet affordable teaching aids which includes traditional media and of course internet applications. Information and Communication technologies (ICT) provide opportunities to intensify the educational process as well as preserve and develop the students' personal qualities but also master the ability to acquire new knowledge in an independent way (Muratova and Abraimova, 2020). Those studies are also supported by Akhmedov and Shuhkrat's (2021) findings that confirm how the use of technology has many advantages including the access of current and up-to-date data, the storage of big amounts of information enabling students to communicate, arrange and edit the new content in a faster and more dynamic way. The use of ICT helps teachers to transmit their knowledge to more students and create awareness in them on the impact of technology in education and how beneficial this can be especially when we have learners that were born in a digital era.

#### **1.4 Communicative Competence**

As we were able to testify, there have been numerous theories and approaches for teaching English as a foreign language. At present, there is one which is the dominant approach worldwide and this is the Communicative Competence or Communicative Language Teaching.

In this regard, Sauvignon's (2017) studies give us an insight of how linguistics came to this competence. In the early 40s linguists of the University of Michigan tried to develop

other materials for international students seeing that the grammar-translation method used at that moment was not efficient anymore. At that time, also, soldiers going to fight World War II were in need of learning how to speak other languages rather than just writing them. In 1959 the Soviet Union gave funds to improve the education of foreign languages by teaching students to understand and speak; later on, that became the audio-lingual method which included the four skills of English based on drills and repetitions. It was not until 1972 that the sociolinguist Hymes used the term of communicative competence to refer to a broader use of language based on Chomsky's ideas of language development.

In regard to the communicative competence, Sarimsakova (2019), Tas and Khan (2020) and Mart (2017) mention the studies of Canale and Swain, and Van Ek who developed a model which included four sub-competences: the grammatical competence, the sociolinguistic competence, the strategic competence and the discourse competence.

The grammatical competence also known as linguistic competence, refers to the knowledge of lexical items and rules of morphology, syntax, sentence, grammar, semantics, sounds, letters, phonology and so on. Savignon (2018) highlights the importance of grammar, especially when it relates to the communicative needs and experiences of students that will allow them to express themselves accurately.

The sociolinguistic competence involves the use of sociocultural rules that are not limited to linguistic schemes but that also draw in other extralinguistic factors, and that are accepted and appropriate in a certain socio-cultural context (Tas & Khan, 2020; Sarimsakova, 2019).

The strategic competence deals with verbal and nonverbal communication strategies used by learners when interactional breakdowns happen, therefore students are obliged to resort other ways of expressing such as clarification, rephrasing, simplification among others (Sarimsakova, 2019).

Finally, the discourse competence pertains to putting together language structures and utterances (sentences, questions and so on) in cohesive and coherence texts (Mart, 2017).

Communicative Language Teaching as stated by Alamri (2018), not only helps learners to acquire the knowledge of the language but also the ability to use it which shifts from traditional approaches that focus on mere form to the focus on communication. To support this, Dos Santos (2020) refers to the words of Krashen (1982) when he claims that the process of language learning does not only represent training and language skills but also concentrating on the capability to communicate which means that the communicative approach is the core of the process of communication therefore the process of teaching. This view is also abided by Holubova (2021) who proposes that the communicative approach integrates both linguistic and non-linguistic aids to communicate in an everyday situation and that includes several abilities such as the ability to use the proper means in the language, to give convincing arguments, to establish and maintain contact with the interlocutor and being able to experience a personal responsibility for their inherent communicative conduct.

Dos Santos (2020) also acknowledges that this approach has advantages and disadvantages. As advantages we have, first, that it is a student-centered and situation-oriented teaching practice unlike the grammar-translation method for instance. Also, the “CLT approach allows language learners to express themselves and their views through collaborative activities undertaken during classes.” (Alamri, 2018, pg. 132), being the relationship among teachers, students, and peers, our second advantage. As per Dos Santos, thirdly, this approach increases the interest in students because they participate in real life activities and stories.

To name some disadvantages, the author points out first the low level of English proficiency in some teachers as well as the lack of some material to be used in classes. To continue, another detriment can be the unwillingness of some students to accept this method due to their cultural background or roots using traditional methods. Another deprivation to use this approach are the standardized English tests which focus more on the grammar part of the language rather than just on communication. The CLT is also not so efficient in some parts of the world like some Asian countries, where students are more passive, and they do

not participate or communicate much in the classroom. The number of students in the class also plays a negative role in communication since not all the students are able to participate, provoking poor performances. Lastly, in some situations the systematic and progressive order of teaching grammar is not necessarily considered by the teacher when using this competence.

Alibekova and Urinboeva (2020) suggest some methods to apply communicative competence in the English classroom. As per them, in speaking, the situations used can be real or imaginary, but they need to be provided according to the students' age since their speech is a reflection of them, their own judgement and attitude; those discussions held in the classroom are real communications. They also suggest the use of dramatization, improvisation and role plays. Although grammar is not taught explicitly, but in context, it is the foundation for conveying and expressing meaning and students should be aware that grammar nuances are essential to perform a communicative task.

### **1.5 The Teacher's Role**

In spite of the methodology or strategies used in class, the teacher will always play an important role, and this role has not a solely definition or characteristics, there are many factors which influence the teacher's attitudes such as culture, environment and context. These factors that alter the teacher's role can be both internal and external. The internal factors refer to the educator's self-consciousness or perception of his or her role as teacher and includes beliefs and expectations. Among the external factors are the expectations and points of views of the other members of the educational domain, like parents, other teachers, students, school authorities, the government, and the society. (Makovec, 2018).

We have analysed before some of the methodologies and theories that have been applied and some others that are now popular among English teachers; therefore, the role of the teacher will also change depending on the approach that they have decided to take. Huang (2017) explains that in traditional classrooms teachers are normally taken as an authority because they are the ones in charge of providing all the knowledge and the correct answers for every student. Emaliana (2017) agrees with those comments and calls this

practice a teacher-centered learning where teachers are most of the time oriented in grammar and focus on particular textbooks which make students more individualist and competitive, after all, they do not have time to interact or think aloud.

On the other hand, in a CLT class teachers are normally more democratic or at least expected to be, and not just information deliveries, since it is awaited for students to be responsible for their own learning. "In CLT courses, teachers are more of a facilitator and fellow learner alongside the students" (Jacobs & Farrell, 2003 cited by Huang, 2017 pg. 63).

As per Emailiana (2017), with the shifts of paradigms in the teaching methodologies of learning English as a foreign language, classes are now student-centered which give the chance to students of being more analytical and problem solvers as well as deep thinkers and long-life learners.

Those points of view are also upheld by Archana and Usha Rani (2017) who remark the importance of the teacher who is the one attracting the student's attention by constructing interest. As per the authors, the teacher has various roles including the ones of Learner, Facilitator, Assessor, Manager and Evaluator. Learner because learning is a continuous and endless process in which the educator needs to be part of; and also, he or she needs to grasp the students' perspective in order to plan a class that allows students' interaction. Facilitator, when directing and supporting learners as they become self-explorers and owners of their learnings. Assessor, when he applies a continuous assessment and gives the correspondent feedback to help students' improvement. Manager, because a teacher should know which strategies and techniques to apply and how to handle the time appropriately within the classroom; and finally, as evaluator while appraising students in their English skills.

Another important role and yet not so discussed is the one of the teacher's competences and attitudes when dealing with inclusive education. Piten Cate et al. (2018) findings establish that nowadays teachers are expected to arrange a large number of heterogeneous students in the class, and they sometimes show apprehension towards students with special needs due to the lack of willingness and ability to sustain those

students' necessities which is directly affected by the teacher's competences and attitudes. When talking about competences, these are the skills and the knowledge of pedagogical content that a teacher carries which affects students' outcomes in a direct way; however, these competences are not limited to those cognitive aspects but also include the teacher's beliefs about learning, self-regulation and motivation. Furthermore, attitudes are the druthers or predispositions shown to respond to a group of people. These attitudes can enclose components that can be cognitive, affective and behavioural, and they can be implicit when the evaluation comes into mind automatically and explicit when they are deliberately reflected towards the other person.

### ***1.5.1 Teacher's Role in Virtual Learning during Pandemic***

Several authors have agreed that the COVID-19 Pandemic has caused a big impact in education in different ways. Due to all the traumatic events lived during lockdown, schools and universities were unable to carry out their normal duties and were obliged to pass from a face-to-face to a remote teaching in a forced, quickly, and unexpected way, generating a fast adaptation in all levels and accelerating the use of technologies which became a serious challenge for the whole global educational community. (Carrillo & Flores, 2020; Shamir-Inbal & Blau, 2021; Torres Martin et al., 2020).

Shamir-Inbal and Blau (2020) explain that a temporary shift Emergency Remote Teaching (ERT) was introduced as an alternative to continue with education and the learning process. Their research also mentions the challenges that teachers had to face in ERT because they base their teaching on the skills and methods, they learned priory but unfortunately most of them were not offered an opportunity to teach online before the pandemics. This was especially challenging to teachers that used the traditional methodology of just transferring information. Another problem was the lack of appropriate infrastructure since not all teachers possessed a computer and access to the internet.

The findings of Torres Martin et al. (2020) contrast that when mentioning that the perception teachers had during the pandemics and the use of ICT are positive since it stimulated the use of tools that were active, motivational, and enhanced the interactive

learning respecting the individual rhythm of students. On the other hand, the perception that students have is a bit different because they believe that teachers are missing appropriate knowledge regarding the use of several features such as image and video editors, synchronous response systems, computer graphics editors, anti-plagiarism tools as well as, social forums and networks.

As mentioned before, during the pandemics everybody needed to adapt quickly, and teachers are not the exception. According to Carrillo and Flores (2020), teachers need to make choices, decisions and adaptations not only to create a learning environment for students but also to meet the requirements of their educational institutions by self-training in school platforms and applications.

Teachers applying CLT approach know the importance of interaction in the classroom which a lot of times include pair or group work, hence, it became a concern for teachers on how to use online synchronous activities that facilitate those interactions, especially when using online platforms that at the beginning seemed to restrict the comments, clarifications and complimentary remarks; however, with time those interactive learning experiences were getting closer to physical learning environments with the mastering of some platforms, like Zoom or Teams, by teachers all over the world (Hong, 2020). Komninou (2018) complements this position by pointing out the role of the instructors and moderators when they act as facilitators and animators providing an example for learners and different stimuli and activities that will result in the reinforcement of collaboration among peers.

Due to all this latest changes in education and the implementation of online and distance teaching and learning, Konovalenco et al. (2021) advocate the view that creating a variety of courses in this modality can improve the quality of teaching in a lot of disciplines but this need to go hand in hand with the improvement of methodological trainings of teachers which will boost their professional competences and open a door for using of distance learning in the professional learning of future teachers.

## 1.6 Motivation and its Roles in Language Teaching

When studying and trying to master English as a foreign language, there are some factors influencing this process and determining its success, one of them is the learner's attitudes toward the language and the other one is motivation. (Lightbown & Spada, 2018; Sengkey & Galag, 2018).

But what is motivation? Mahfouz and Farrah (2021) cite Dornyei (1998) who defines motivation as a key factor in energizing someone's behaviour and giving it direction and also Gardner (1985) who sees the definition of motivation as the degree to which an individual can work and seek to learn a language because of the desire this person has to do so, and the satisfaction encountered in this activity. Another definition of motivation by Purmama et al. (2019) states that it is the direction a person takes to behave or the motive that a person finds when wanting to repeat a behaviour.

Rehman et al. (2014) and Othman and Shugair (2013) cited by Sengkey and Galag (2018) describe motivation as an important factor and a primary force that influences the second language learning process. In the same way, Purmama et al. (2019) argue in favour of these descriptions when emphasizing that in the learning process, motivation is one of the most significant things and without it the purposes of learning are difficult to achieve.

Lightbown and Spada (2018), Purmama et al. (2019) and Holubova (2021) suggest different types of motivations such as integrative motivation, in which, learners are motivated to learn for personal growth because they want to learn a culture and get to know people that speak that language; instrumental motivation, which occurs for immediate and practical goals when a learner wants to involve in a social interchange of a group; intrinsic motivation, that happens when a learner gets involved in an activity that makes him feel better and it is directly related to personal dispositions such as needs, inclinations, desires and so on; and, extrinsic motivation, where learners get their motivation by external factors, conditions or circumstances, for instance, looking for a job or taking a test.

The researchers Mahfouz and Farrah (2021) observe that a lot of EFL classes have the face the issue of having unmotivated students with lack of interest and they admit that

among some of the reasons behind this problem are the strategies, activities and materials used by teachers which sometimes tend to be boring for students. And, as Holubova (2021) comments, students with negative learning motivation are inclined to avoid classes, skip long work, do not achieve goals and are sometimes even depressed.

For these reasons, it is important for teachers to acknowledge the role of motivation in the classroom and its importance so they can enhance students' motivation. Lightbown and Spada (2018) suggest 25 motivational practices that can be used by teachers to build up motivation in the EFL classroom, for instance, the teacher discourse arising curiosity or attention, group work and pair work, competitions, intellectual challenges, effective praise, among others.

### **1.7 Teaching Experience (acquired skill)**

In the field of teaching English, there are several factors that need to be considered that are exclusive for a second language acquisition class, such as the methodology used, the mastering of the language, codeswitching and so on. Some of these factors are influenced by the experience of teachers and others not.

The competences and knowledge acquired by teachers in teaching and assessing throughout the years, is considered the teacher experience. Susan et al. (2019) illustrate that in the field of teaching and learning English, a teacher experience indicates the familiarity of the teacher with the different approaches he or she uses in the classroom. The researchers took the international English examinations in primary schools to measure the influence of teacher experience in the performance of students taking those examinations, concluding that experience significantly influenced their achievement and that this influence is also moderated by age and work environment.

Furthermore, the work of Jansen (2021) et al. talks about the standardized English test that EFL students have to write in order to prove their proficiency in the language or to measure their level, and how some studies have endorsed that teacher's qualifications which include training, degree, and of course experience in the field have demonstrate to make an important contribution in students' results. Mehrpour and Moghaddam (2018) also found

that although experienced teachers are not up to date with the latest methodologies and approaches to language testing, they are very familiar with designing language tests due to their years of practice and they always try to evaluate their students on their classroom performance.

In addition to this, teachers with high qualifications have demonstrated more levels of professional knowledge. In contrast to these studies, Jansen et al. also had different findings in their research work which conclude that experienced teachers tend to assess EFL argumentative essays in a stricter but less accurate way and they suggest three possible reasons for that. First, that the judgment methods and formalisms are implanted in the teacher's minds. Second, the motivation in teachers affects their way they judge and with time this motivation starts to decrease for sometimes due to negative experiences with students consequently they take a harder posture in their evaluations. Lastly, experienced teachers see texts differently than new teachers do, therefore they see more errors.

In the EFL classroom there are some aspects that are different from other subjects, and one of them is codeswitching which refers to the alternation of languages in the teacher's discourse between the L1 and L2. This can occur in the middle of sentences or when teachers want to explain some content. Wua et al. (2020) show some studies and refers to different authors, some in favor of using it like Critchley, Schweers, Tang, 2002 and Greggio and Gil but others ones like Haugen, Macaro and Cook who argue that the use of L1 in the class interferes with second language acquisition. The findings of Wua et al. (2020) demonstrated that experienced teachers use codeswitching in classroom more than novice teachers, but they do it to explain certain when they are trying to explain language points.

Among some of the methods used to teach English as a foreign language we have the task-based language teaching (TBLT) which is part of the communicative approach and it has become popular in the last two decades because it promotes real communication due to the meaningfulness of the language used and the activities that need to be set to carry it out as well as giving the learner more opportunities to use real language when the exposure

they have is normally very limited (Firoozkahi & Nushi, 2021). As explained previously, communicative language teaching (CLT) is used worldwide, and it is one that has been supported the most by many teachers. Based on this, Firoozkahi and Nushi did a research to clarify if teaching experience plays an important role in the knowledge of TBLT, nevertheless, the results showed that a lot of experienced teachers that were trained in CLT are still use some audio-lingual methods in class and regardless of the method of expertise they have, it is still difficult for them to grasp the understandings of TBLT and they suggest that more training should be done.

Additionally, it is very important for ESL instructors to take part of self-assessment in order to be aware of their abilities and inabilities in language teaching and how to improve their job. Some literature (Berliner, 1987; Ferry & Ross-Gordon, 1998 cited by Hakimeh et al, 2018) show that the years of teaching are not the only barometer to measure the expertise of teachers and how a person uses experience is a bigger factor in self-improvement. Hakimeh et al., also claims that as EFL teachers gain more experience, the perception they have of their own differs from the one that student have of them, and that experience is also a determining factor in self-assessment.

### **1.8 Links Between Experience and Teaching**

There is an important connection between the experience of a teacher and the teaching itself. On this matter, Tini and Podolsky (2016) tried to prove if the effectiveness of teachers increased as they gained more experience and they found that if teacher worked in the same school, grade or level, their effectiveness raised, but they also found that teaching experience affects students' achievement in a positive way. Teachers continue improving throughout their careers but not at the same speed as they did when they just started.

Irvine (2019) was another researcher looking for connections between effectiveness and years of experience in teachers. His results differ from the ones of Tini and Podolsky as he mentioned that there is a distinctness in experienced teachers and expert teachers and that when measuring the quality of challenging tasks, checking students' problems or

evaluating the learners' understanding, there was no direct relation with teachers' experience.

On the other hand, Makovec (2018) points out that teachers with some years of experience are self-confident and feel more qualified when they have to execute their duties including planning, teaching and disciplinary behavior. This point of view also concurs with Mehrpour and Moghaddam (2018) since they agree that as part of the teacher's role is there one of decision making and an experienced teacher is more autonomous when making decisions as they feel more secure when talking about rules, curriculum guidelines, so it gets easier for them to choose the appropriate method, activities, and evaluations that they are going to use in the classroom. Experienced teachers are also more flexible when using the textbook and are able to adapt and adjust the activities based on the students' characteristics and what was done during the lesson. According to Mehrpour and Moghaddam, experienced teachers have also shown a better development in some areas of expertise such as assessment, knowledge, and pedagogical content knowledge.

Graham et al. (2020) disputes those ideas after the result of their research shown that after observing 80 primary school teachers in Queensland, Australia; there was no evidence that novice teachers were less competent than others with more years of experience, however, novice teachers demonstrated lower scores in the domain of classroom organization.

### **1.8.1 Five related studies regarding systematization of teaching experience**

In this section, five previous studies about systematization of experience and education practices are going to be considered. The first one is a study carried out by Judy Yin (2019), who investigated aspects of connecting theory and practice in teacher education: English-as-a-foreign-language pre-service teachers' perceptions of practicum experience. The purpose was to explore the perceptions of pre-service teachers regarding their experiences in the university teacher-training course during the practicum. In particular, the study focuses on how the pre-service teachers perceived the effects of the university course, as they tried to connect theory and practice during the practicum.

In this study, 15 undergraduate Korean students participated. They were majoring in English Education and attended Practicum from weeks 6 to 10. Students were allocated to a school in groups of two or three and one mentor teacher oversaw the coordination. Most of the pre-service teachers agreed that the course gave them a whole view of what a speaking class should have such as lesson plans and feedback. They also mentioned they were able to get a good knowledge of the speaking skill. They had no preconceptions of how to teach speaking and were able to reflect on important factors concerning this skill. As conclusion, pre-service teachers or teaching students were able to reflect on the current teaching practices in their country instead of being just taught what to do.

The second study was completed by Enrique Cerezo Herrero (2018). His research focused on the systematization of competences in language B teaching for translation studies in the EHEA (European Higher Education Area) with the purpose of giving an appropriate model in the translation and interpreting degrees, since at present, the modules of foreign language have not received attention and official documents have also been very vague and they have not taken into consideration the training and professional needs of students.

Taking as reference the Translation Competence Model, the method used in this study was the systematization of competences which aimed to help explain the fundamental subdiscipline in translation pedagogy. As main conclusion, the researcher stated that competence planning for the teaching of foreign languages in the training of translators and interpreters requires immediate attention and research, therefore he suggested the creation of a network of teachers which permits the correct and adequate implementation of the teaching approach that complies with the European education guidelines.

The third study done by Ricardo Suaza Florez (2020) addressed the roles, challenges and learning of pre-service and in-service English teachers in rural context. The intention of this investigation was to figure out how pre-service and in-service English language teachers could be affected and influenced by the context in which their teaching

takes places, and to analyse these implications in future English teachers in hope that this will help them to improve the needed skills and knowledge to teach in a rural context.

The method used for this academic work was systematization of experiences with data collection taken from the author, two researchers, four preservice, and four pre-service, and four in-service English teachers in rural context. In addition, the author followed qualitative research in trying to understand the circumstances and experiences of a group of people during the practicum process in the rural context. As a result, the investigator concluded that there is a need to scrutinize teaching and learning processes to promote meaningful learning, and that emotions play an important factor in the learning process. Additionally, teachers' roles can be of guides; counsellors, mediators, and models to follow. Nevertheless, there is a lack of resources, a deficit on rural schoolteachers, a poor access to the context and unexpected events that new teachers need to face.

The research number four carried out by Rodríguez-Sosa et al. (2019), analyzed training experiences for in-service teachers using an action research component by using systematization as a process of relevant experience to identify the factors of its development and to connect them with the experience. The study also used qualitative and quantitative analysis techniques.

The objective of this work was to systematize the training of 21 in-service teachers to interpret the experience critically, to learn from it and improve future practice. Its conclusions reflects that an action-research training component used to train in-service teachers as part of a comprehensive program advocated teachers to question their teaching beliefs and to strengthen their teaching problematization skills. The results also suggest that such changes occur if the training includes spaces for reflection and discussion on beliefs and practices. At last, it was proven that the field of in-service teacher training has not enough evidence of the methodologies or organizational formats to continue with it.

The fifth study was held by Gomez Ramirez et al. (2019), who researched the pre-service English teacher experiences in rural contexts. This investigation was aimed to make a positive contribution in rural areas by teaching English with the help of pre-service

teachers by sharing strategies and methods to get students' attention with dynamic activities. Another purpose was for pre-service teachers to reflect on their experiences in the rural context and finally to contribute to the teachers' curriculum in Colombia.

The method used for this work was the systematization of experiences focused on describing the encounters of pre-service English teachers during their participation in the practicum in rural schools by assuming the challenges and learnings. Qualitative research was also done in this work when collecting the experiences of pre-service teachers.

As results and conclusions, the authors pointed out that English teaching does not have to be strange in the rural context. Furthermore, pre-service teachers needed to be perseverant when facing challenges such as lack of resources, becoming an opportunity to learn and improve; but they also had favourable experiences when they were taught by the school pupils on how to perform activities other than teaching.

## Chapter two

### Method

#### 2.1 Setting and Participants

The pre-professional practices were carried out by observing five classes of Basic Education and analyzing five lesson plans of Bachillerato during the subject of Practicum one. In addition, five classes to first year of Basic Education were given as main teacher and five lesson plans for Primero de Bachillerato were designed during the subjects of Pre-Professional Internship 1 and 2.

The participants in the observation part of this study were ten UTPL pre-service teachers who were majoring in EFL Education. These trainee teachers taught primary students and outlined plans for Bachillerato. Furthermore, the subjects in the experience as in-service teacher were six children of ages between 5 and 6 years old.

Due to the pandemics of Covid-19 which obliged everyone to enter in a lockdown, the classes observed and experienced were held from home.

#### 2.2 Procedure

To accomplish the Systematization of Pedagogical Experiences in the EFL teaching training program, the first step was to gather the scientific information for the Literature Review from books, articles, scientific papers, magazines, Internet, and Web pages. In addition, to compile all the information gathered during the subjects of Practicum 1, Pre-Professional Internship 1 and Pre-Professional internship 2. This research was carried out into two phases, as an observer, and as the main teacher in Educación General Básica and Bachillerato.

As part of the subject of Practicum 1, the first phase was to observe five classes given by other trainee teachers and addressed to Basic Education, plus lesson plans designed for Bachillerato. The classes were given and recorded from the UTPL trainee teacher's houses considering that by that time the lockdown of Covid just started.

For the purpose of analysing both, the classes and the lesson plans, observation sheets were used which included several aspects such as content, learning process,

methodology, reflections, and suggestions. Based on that information summaries, reflections and a memoir were completed.

In the second phase as main teacher and as part of the subject of Pre-Professional Internship 1, we were requested to create lesson plans for one grade of elementary school of our choice and to record 5 virtual classes of 30 minutes each with those children. Equally important, descriptions and reflections of all the five classes were drawn, considering aspects such as planning, linguistic aspects, methodology and time management. The material used to plan and teach these classes was a book called *Everybody Up Started*, designed especially for first graders.

Additionally, in the subject of Pre-Professional Internship 2, five lesson plans for Bachillerato were outlined and later, described, analyzed and reflected on, in a journal report. These plans were designed in a lesson plan format provided by the tutor which included informative data, TEFL objectives, methodology and strategies, anticipatory set, main teaching input, modelling, guided practice, independent practice, assessment, closing review and follow-up, and annexes. The material used to create those plans was the book from the Ecuadorian Ministry of Education and any extra material that we could consider necessary for the correct development of the class.

## Chapter three

### Discussion, Analysis, and Interpretation of the Teaching Experience

The pre-professional internship is of a great importance for preservice teachers since it prepares them for their upcoming career by observing classes and lesson plans and by teaching real classes too; provided that this practice helps future teachers to acquire knowledge and have an idea of what teaching means, get acquainted with teaching methods, get to know the reality of the educational environment and class management. Furthermore, it helps them reinforcing and enhancing their teaching abilities.

It is especially significant to mention that normally students doing the pre-professional internship are asked to go to school and witness a real class but since we were living a new reality with the pandemic of COVID-19 and having limited access to face-to-face classes, students were asked to observe videos and lesson plans as well as teach virtual lessons in different contexts.

Considering the points mentioned above, it is crucial to emphasize on the importance of the pre-professional experience where pre-service teachers will have the chance to put into practice all the methodology, pedagogy and techniques learned during the past semesters, thus they must do it in a virtual way trying to overcome all the challenges that this kind of education carries.

#### **3.1 Observation: Description and reflection of the experience in Basic Education and Bachillerato**

In the first part of this discussion, five videos of classes of Educación General Básica are described, analyzed, and reflected on, taking into account different features such as planning, linguistic aspects, learning management and methodology. The classes were given by other pre-service teachers. The study was done during the subject of Practicum 1.

##### **3.1.1 Planning**

**3.1.1.1 Description.** In this particular section, some conditions of planning for the five classes were revised: the presentation of the topic and objectives of the class, the delivery of

content in a clear and organized way, adequate content for the student's level, the correct knowledge of the topic and the aspects the teacher considered when planning the class.

In the first class the teacher worked with a very young girl of approximately 6 or 7 years old; she presented the topic of this class which was numbers 6 to 10 in a clear way; however, the objective of the class was not introduced to the student. The class started with the teacher reviewing the topic of the last class and then she introduced the new topic with the help of a warm-up song and by using her fingers and counting them. Considering that the content checked in this class was extremely easy, the teacher knew it by heart. Specifically, she based all the material she prepared on the kid's age and maybe on some similar exercises that she does in Mathematics but that are not suitable for English classes.

The second class was taught to a kid of approximately 8 to 9 years old. The class started with a review activity that took a long time followed by the presentation of the topic of the class which was the introduction of two new phonemes TW and SW. Although the objective of the class was implied, she never mentioned it. Without delay, she presented the content using cards and it was done in an easy but clear way. The phonemes introduced in this class were suited for the student's age. The teacher showed a good knowledge of phonology and how to make the student pronounce it correctly. She based all the activities on the class's topic and on the student's age since all of them were simple tasks and with a great variety, and the constant repetition of the phonemes helped the student internalize them.

Afterwards, there was class number three, which took place in a study room or office inside a house. The teacher started the classes remembering that unit 3 was finished and that they were starting with unit 4 today and that it was about food, so it was clear that the topic was mentioned unlike the objective that was not. The class had very defined and clear warm-up and closing activities, and also other activities in between that were planned according to the student's level. The teacher showed a good knowledge of English and the vocabulary that was introduced alongside the terms "me too" and "me neither" which were also explained during the class. For the purpose of planning the class, the teacher

considered the resources she had in hand such as a whiteboard, a computer and flashcards. She equally considered that the student probably knew some food vocabulary and she worked on her tastes as well.

Class number four was given to a boy that was approximately 10 years old. The topic of the class was food, and it was mentioned in a clear way, whereas the objective was never stated. The teacher planned a lot of activities for this class but not all of them were based on the student's age, for instance, some activities focused on painting rather than eliciting knowledge. The vocabulary presented was taught according to the student's age and level, but the activities were too repetitive since they used a limited vocabulary. Because the topic was just focused on vocabulary, the teacher showed a good knowledge of it but she also had some pronunciation problems which the student did not realize. The outline of this class was focused on designing a big number of activities, some of them according to the student's age but some of them not so much, yet it was also based on the material the teacher could use considering she was at home.

The fifth class was taught in a virtual setting and the student attending it, contrary to the ones in the previous examples, knew some English. At the beginning of the class, the teacher said the topic and the objectives of the class directly and in a clear way. This class had all the contents and activities well organized, it had proper warm-up and closing activities, as well as presentation and performance activities, where the student was able to identify and practice the vocabulary that was going to be used in the listening activity. The teacher showed a good command of the topic and the vocabulary. The activities were well planned and were directed to the use of virtual tools considering that the class was taught online.

**3.1.1.2 Reflection.** This section is intended to show a reflection of the planning of classes described above and to mention both the positive and negative aspects they convey.

In class one, the topic was planned according to the child's age, yet it missed activities that could help the student acquire the knowledge. Taking into account the simplicity of the topic, the teacher did not know how to make her student practice and

interiorize it in a more efficient way. It was noticeable that this teacher was lacking experience, since there was no familiarity with the different approaches used in the EFL classroom (Susan et al., 2019), and also did not show self-confidence and felt more qualified when executing her duties which included planning and teaching (Makovec, 2018).

Regarding class two, on the one hand, it had a lot of positive aspects referring to planning because it was very evident the teacher spent a great time planning all the activities, she performed during the class including one that used a computer, which in the words of Muratova and Abraimova (2020), the Information and Communication technologies gives opportunities to boost the educational process. On the other hand, although the topic was chosen according to the child's age, the class was based just on that; it was not a content-based class and some of the exercises like the review activity were way too long and not all the activities were too active.

It is important to point out that class three was planned in a favourable way, owing to the fact that it had good activities designed according to the student's level and using all the resources that the teacher had at home. The use of appropriate warm-up and closing activities, also showed a good planification, and as Mukarromah (2019) claimed, the use of warm-up activities in the EFL classroom helps students develop metacognitive knowledge, which is why they have a significant role in the language learning process.

In class four, the teacher planned a lot of activities for this class which can be considered a positive aspect, however, not all of these tasks were helping the students to acquire the language since they were meant for younger students. With this in mind, we can mention that the teacher here focused mostly on the number of activities instead of preparing significant activities that are the ones that matter in the learning process; but at the same time having a great variety of activities led to the constant participation of the student, allowing him to be active in class and as Shi (2017) suggests the active participation increases the motivation hence students learn to be more independent and to take control of how they learn.

In the light of the planification used for class five, we can call attention to the importance of proper teaching aids which include traditional media and internet applications to master communication in a foreign language (Isnova et.al, 2019).

### **3.1.2 Linguistic Aspects**

**3.1.2.1 Description.** In the following paragraphs the linguistic aspects of the five observed classes are described acknowledging features such as the use of English during the class, the use of appropriate vocabulary and grammar structures according to the student's level and how well the teachers express themselves orally in order to allow a good understanding.

In the first class, the teacher used more Spanish than English in the class. She did that considering that her student was very young and did not know the language. There was no evidence of the use of the proper structures in the foreign language since most of the class was held in the L1, therefore the oral understanding and explanations used in class could not be measured since they were not in English.

In the second class of phonemes, the teacher used English all the time and she also used the proper register since she spoke slowly and used simple grammar structures and vocabulary that were according to the student's level. When giving instructions she did it in a clear and understandable way so that the student did not need to have a high level in order to comprehend them.

In the third class, the teacher used exclusively English with her student to talk about food which was the main topic. She used appropriate grammar structures and vocabulary, which facilitated the understanding of the class, however she didn't let the student use the language as much as she did.

In the fourth class, the teacher used English most of the time and Spanish just as a support in a couple of specific situations. The topic of the class was food vocabulary, and the teacher had an acceptable knowledge of the language. Notwithstanding her knowledge, the teacher showed some pronunciation problems and confusion with some words, for instance, she said "needles" when showing the word "noodles" and also called an activity

“memoration game” instead of “memory game”. In spite of those slips, the teacher used basic grammar structure which made the activities understandable for the student.

The fifth class, the teacher used English all the time. The language and the activities she used were a bit more elaborate than in the previous classes because the teacher was aware that her student had an intermediate level of English. When giving instructions for the activities she was very clear, which created a good flow during the class and the opportunity to carry out many activities. Overall, the teacher showed during the class a very good knowledge of the language.

**3.1.2.2 Reflection.** Here we are going to discuss some of the reflections regarding the linguistic aspects mentioned in the five described lessons.

The use of Spanish in the first class did not help the student learn the topic that was introduced which was very simple. It is very noticeable in this class the studies of Wu et al. (2020), when he stated based on the findings of different linguists that the use of L1 in the class interferes with the acquisition of the new language. This is due to the fact that the student does need to make an effort in understanding the new language because everything is given in his or her mother tongue.

In class two, we can note how crucial it is for a teacher, especially when dealing with small kids, to use the appropriate register and intonation so the students can understand what the class is about, and as Jing and Jing (2018) suggest that teacher’s talk must be of high quality so that an effective classroom atmosphere is created which enhance the teacher-student interaction.

Based on class three and considering the lack of opportunities that the student had to talk, we can agree with Donoso’s (2020) studies referring to Kieu’s findings, when they mentioned that it is vital to expose learners to L2 since it is demonstrated that this can be learned in the same way as the L1, but at the same time we can allude to Harmer (2017) who mentioned that the overuse of Teacher Talking Time is not convenient, considering that it does not allow students to practice speaking. Unfortunately, we were able to witness that in this class because the teacher was doing most of the talking.

In class four, we can highlight the effort that the teacher made when trying to keep a class just in English, considering that she had some difficulties with pronunciation. With this in mind, it is also important to point out the necessity of a teacher to have a good level of language proficiency since teaching is the transmission of knowledge, as per Biesta (2017). Moreover, Harmer (2017) emphasizes that teachers need to master the subject they are teaching, in this case English, which includes the pronunciation features like sounds, stress and intonation. He also mentioned that students are entitled to expect English teachers to be able to help them and show them how to pronounce words in a correct way and with the proper intonation.

Class five was a very good class and it seemed to be entertaining for the student. First of all, it was evident that the teacher had a good knowledge of English and that made her student feel comfortable with the instructions. To put it in another way and referring to Aspeling (2020), a teacher can only teach what he or she knows.

### **3.1.3 Learning Management**

**3.1.3.1 Description.** Next, we are going to illustrate and describe the learning management of the five classes observed, bearing in mind different aspects such as the appropriate learning environment, the group handling, and the ability to overcome unexpected situations, the recognizing of the rhythm and learning styles of students, the answering of questions in a correct and precise manner, the participation of all the students and finally the assessment and correspondent feedback.

Class one was held in the bedroom of what it seemed to be the student's house because it was given during the quarantine period. It is noticeable that the student feels comfortable with the teacher, hence, it is possible that they are related to each other, which makes it difficult to observe if the teacher can handle a group of students. Despite the consideration that the teacher had regarding the student's age, the rhythm for this class was way too slow and the teacher answered the questions or gave instructions just in Spanish making it hard to judge the understanding of the student. Furthermore, the evaluation was briefly done while the student was colouring the numbers and the teacher was asking

random questions about numbers. The next activity was impossible to rate since all the questions and answers were in Spanish. A continuous assessment was done in the next activity where the teacher asked the student to remember the names of the numbers and very quick feedback was given.

The second class took place in a room that looked like a classroom with a desk and a whiteboard, it was very appropriate for a class. The teacher had just one student and she showed a good response and attitude when working with him since it was not evident any unexpected or uncomfortable situation. Equally important, the teacher had her only student participate in all the different activities that she had planned for the class. Finally, a formative assessment was held during the class when the teacher was asking about the phonemes and some words after every activity, being the phonemes SW and TW the topic of the class, followed by the respective feedback from the teacher.

Class three developed in an office or study room where the teacher had a small whiteboard that she placed on a chair for the student to see. The teacher was working with only one student; therefore, the group management was not applicable. The learning style and rhythm were considered but not totally since it looked like the student could have been going a bit faster and given more complex activities. There were no questions on the student's side. The topic of the class was food vocabulary and the terms "me too" and "me neither", and it was assessed a couple of times during the class and the appropriate feedback was given.

The fourth class was held in a room with a table which seemed like a dining room and as in all the previous lessons, it was a private class with just one student. The child had a very basic knowledge of English; hence he had a slow rhythm, and the teacher took that into account when preparing the class. The student never asked any questions and there were no unpredictable scenarios, nevertheless in some of the activities specially the ones with flashcard the teacher was looking at the wall instead of seeing the student and that made it difficult for the child to see the teacher's mouth which is important when learning vocabulary and pronunciation. The teacher had an evaluation done in the closing activity,

but no feedback was needed because the topic was easy, and the student was able to identify all the words given.

Class number five was a virtual class, and it was also a one-on-one lesson. It was given to an intermediate level student, and it was evident that the teacher took that into consideration for the tasks. In addition, the educator also contemplated the rhythm of the student by repeating the listening activity a couple of times. The teacher assessed the understanding of the vocabulary concerning personal traits with the help of an activity of zodiac signs and the proper feedback was given. Feedback was also delivered after the listening activity which was an accurate thing to do.

**3.1.3.2 Reflection.** The following paragraphs carry a reflection and the point of view of the learning management in all five classes described formerly, as well as a comparison with what the theory says about it.

It was difficult to consider the learning management during the first class because most of the exercises were done in Spanish, preventing the acquisition of the targeted language, in this case English. In relation to this, Harmer (2017) believes that when a teacher and a student share the same L1, it would be absurd to deny its existence and value as it can be used as an enabling tool, however, this does not mean that we should disregard the creation of an English environment. Not to mention, that the physical space where they worked was not the most appropriate one since they were in a bedroom sitting on a bed, they did have a desk but being on a bed is somewhat uncomfortable for both the teacher and the student. Other than that, a solo work means that the teacher respects the speed of the student, but that does not suggest that the class has to be slow and boring with minimal assessment.

The second class had good learning management. The teacher created an appropriate environment for the class and considered the pace of the student, having him actively participating in all of the activities and constantly assessing the acquiring of the phonemes and vocabulary. As Archana and Usha Rani (2017) declared, the teacher has several roles including the ones of Assessor, when assessing continuously and giving the

correspondent feedback, and Manager when the teacher knows which strategies and techniques to apply and also how to manage the time in class.

The space where class number three was held was pertinent since it was what seemed to be an office. As we mentioned before, when we have a solo class, it is hard to measure some aspects of learning management, since we have seen the teacher and student interaction just once and as an observer it was noticeable that the student could have had more active and more challenging tasks rather than just learning a few words related to food. On the positive side, the teacher evaluated the student a couple of times to reassure that the class was being understood and feedback was done on time. This practice is supported by Bachman and Dambock (2017) who think of language assessment as a process to measure students' language ability and to confirm how much they have learned leading to make formative decisions which include providing feedback.

The fourth class also took place in a suitable physical space and by being taught in English, it created a good learning environment. The activities created by the teacher had a great variation and at some point, they were going to meet the learning style of the student which as per Lightbown and Spada (2018) are the natural, elected and habitual ways that a person has to process and retain new information. Another key point was the awareness of the student in the class, which was not done at all times, especially when the teacher was looking at the board instead of the student, and as Harmer (2017) admits, it is very difficult and sometimes impossible to guide students to learn a language without making eye contact with them.

The fifth class was a virtual class, and it was given just in the focused language and the ease that the teacher had together with the activities created an adequate learning environment for the student. The variety of activities which included more than one skill, since she had a listening activity, reading and speaking offered a good consideration of learning styles and rhythm. The post listening activity chose by the teacher, a multiple-choice questionnaire, allowed an evaluation and feedback in real time; and as Cheng and Fox (2017) assert it is important to consider the feasibility in the assessment practices, for

instance multiple-choice are probably harder to design than essay questions but they are easier to mark hence simpler to provide feedback.

### **3.1.4 Methodology**

**3.1.4.1 Description.** This portion is addressed to describe the methodology used by the teachers in the five observed classes. In order to do that, several items are being reviewed: the management of methods, techniques, strategies, time and activities used in teaching a foreign language and how these activities let the students learn the language in a meaningful way, the alignment of these activities and strategies to the current tendencies of teaching English and subsequently the materials and resources used in class.

The first class did not have a well-defined methodology, most of the time the teacher used the Grammar Translation Method since she was explaining almost everything in Spanish. The PPP method was also used but partially since there was Presentation and Practice but not Performance. The activities done in the lesson were a song as a warm-up activity, for the presentation of the topic, the teacher used her fingers and flashcards of fruits, followed by some worksheets to color numbers, complete numbers and connecting dots to discover the image which are not tasks that help the student acquiring the language in any way, as a matter of fact they can be used in any subject, especially Maths. There was no performance, closing activity or feedback. Some of this work took a long time to be completed, the teacher had to assist her student so she could finish the painting and at some point, both of them needed to do a stretch because they were tired. Moreover, the use of content-based classes, technological aids and the communicative approach were lacking. As materials and resources, she used a song, flashcards and worksheets.

In class number two, the teacher started the class remembering the previous lesson about phonemes with the use of a crossword, but he took longer than expected (approximately 10 minutes). After that the teacher introduced the topic of the class which were two phonemes TW and SW. The teacher presented the two phonemes using flashcards and repetitions, followed by exercises using flashcards and posters, then they read some words that were in a booklet and a poem. After that the student had to recognize

the phonemes in a worksheet with words, play a multiple-choice game on a computer and check the vocabulary one more time. In the closing activities, they had to pop-out some balloons that had questions inside and repeat the words. The teacher was using the Audio-lingual method most of the time which consisted of constant reinforcement. The PPP method was also used with well-structured and separated phases of Presentation and Practice but not a well-defined Performance. The Communicative Approach and content-based activities were missing.

The third class started with a game on a computer about guessing the name of the food. Then, the teacher wrote the words on a board (difficult to see due to lack of cleanliness of the board) and the student had to turn her thumbs up or down depending on her likes. The teacher presented “me too” and “me neither” using some cardboards and oral explanation, followed by some examples from the teacher and a couple of questions to the student regarding the difference between the concepts. After that the student was asked to write on the board some examples of food she knew and to categorize them in likes and dislikes. At the end of the class the teacher showed the students the cardboards one more time and the uses of the terms were remembered. The teacher used the Direct Method when teaching this class since it used only the target language and it was mostly focused on oral exercises. It was also content based because it was directed to likes and dislikes regarding food and in that way the food vocabulary can be introduced. As mentioned above the materials used were a computer and a whiteboard.

In class number four, the first activity was for the student to recognize some food vocabulary on a worksheet which was not suitable as a warm-up activity. After that the vocabulary was presented with the help of flashcards. Then the teacher and the student practiced the words again on the computer. The next exercises were about drawing the favorite food and coloring some food items and a memory game with flashcards where the student needed to memorize the words and then guess them. With the same card, in the next task, the student played “Tingo Tango” which is a game where the student needed to run touching each card and once the teacher stopped singing, he needed to say the name of

the card where he stopped. As a closing activity, the teacher rolled a big dice that she had with the food items and the student had to say the name of the items facing up. The teacher was using some methods in this class, some of the times she was using the Direct Method when using just the focus language and Audio Lingual by making the student repeat after her. She also used PPP with different activities for each stage besides Total Physical Response when the student had to run and play the game of Tingo Tango. There was no evidence of Communicative Language Teaching.

In the fifth class, the teacher started the class with a warm-up activity where the student had to say the characteristics of a famous person and the teacher had to guess who she was talking about. After that, the teacher presented some of the vocabulary with the help of slides. The following activity involved a worksheet with characteristics of some zodiac signs and the student needed to say which adjective belonged to the trait. They had a listening part to verify if the task was correct. The next activity was also a listening activity where a paparazzi described some celebrities. The student had to check the correct answers in a virtual worksheet and then she also had another multiple-choice exercise with the same listening. The last activity was a game in Kahoot with the vocabulary learned in class. Some methods taught in this class were Presentation Practice Performance (PPP) since the teacher gave the presentation of the words, then they practiced with the listening activity and at the end they had the performance with the game. It was also a content-based class since they focused just on celebrities and zodiac signs to learn personality traits.

**3.1.4.2 Reflection.** In the following lines, we will read a reflection on the methodology and the activities used in the classes described priorly.

As we already discussed in the previous reflections of this class, the constant use of Spanish has been a limitation in our analysis. The use of the Grammar-Translation method which was the prominent methodology of this class has been proven to be useless in language acquisition which is supported by the findings of Harmer (2017) that a total concentration in this method block students from getting the natural input they need to acquire language and also neglect to give them chances to stimulate and activate their

knowledge of the language. Apart from that, the activities that the teacher chose for this particular class were not helping the student acquire the language, they just helped her improve her coloring skills. Another factor that had to be considered was the age of the student, with small children is recommendable to have dynamic tasks. Referring to this Bland (2019) cites Muñoz and Spada (2019) in how some researchers suggest the use of motivating activities when working with young students such as songs, interactive games, reading aloud, and storytelling. Most of the time, this class did not seem to be an English class. There was no evident process of learning because as Davies (2017) suggested, there should be a level of analysis in the information our neurons encode, however there was no signs of this analysis with the activities held by the teacher. Furthermore, those activities appeared to be boring for both subjects since the teacher was yawning by the end of the class, this contradicts some of Martinez' (2018) parameters of a good EFL teacher which includes delivering a lesson that elicits motivation and enthusiasm. The teacher could have used this opportunity to introduce questions as: How much? or What number is this? to let the student practice the L2 as much as she can.

In class two, on the one hand, the teacher showed a great variety of exercises and resources and an appropriate use of the classroom tools. Some tasks were interactive while others not so much, but the constant repetition of words helped the student to internalize the phonemes. On the other hand, we could identify that some of the exercises that she used were not too active and the review activity was way too long. Although the class was focused on pronunciation, it was missing a space for the student to perform the words autonomously without any kind of assistant thus it was also missing a part for communicative activities and content activities which is the base of the Ecuadorian Curriculum. As linguists Marashi and Mirghafari (2019) illustrate, Content-Based Instruction is now very popular and used around the world as part of the communicative approach as means of developing the learners' language abilities in the L2 since it embodies a broad range of topics being used in all stages of formal education.

There are some positive and negative points about the third class. On the positive side, this class had well-defined warm up and closing activities. On the negative side, the grammar was introduced just by using some flashcards and it should have been done in context and eliciting previous knowledge from the student. Another weak side of the class was that the teacher did most of the talking and nowadays the focus of classes should be the communicative approach which its basis is in letting the students do most of the talk and teaching them to communicate effectively, which agrees with the studies of Alamri (2018) who states that Communicative Language Teaching helps students to acquire the language and the ability to use it. The teacher also needed to pay more attention to the material she had because sentences written on the whiteboard were unreadable due to lack of cleanliness of previous words.

Class number four had some good activities and a great variation of them, although the vocabulary could have been taught in context too. Some of the activities were not appropriate for the student's age; he spent too much time drawing and coloring which are not meaningful tasks. The student could have used this time to develop his communicative skills and oral reproduction that could have helped him internalize some of the words. At the same time, the use of different kinds of methodologies such as PPP or Total Physical Response kept the student's attention since teaching vocabulary in English through this methodology helped students to learn faster and easier considering that children find support from the physical images and movement (Hounhanou, 2020). It is also important to highlight the different materials used for this lesson which went for ICT, in the case of the computer, to flashcards, games and a big dice made by the teacher.

In the fifth and last class, the warm-up activity was properly used and was engaging for the student. She had fun talking about this character and describing him. The teacher used more than one skill, she used a listening activity, reading and speaking. In contrast to all that, we can mention that the teacher could have explained the slides a bit more instead of just reading them and could have had the student speak a little bit more to work on the student's fluency which is what medium-level students need most. Although the activities

were good, the teacher could have created other activities that elicit the knowledge and enhance the communication. The tools used in this virtual lesson were diverse and convenient for the different skills developed within the class considering that Information and Communication technologies (ICT) provide opportunities to boost the educational process and also grasp the competence of acquiring new knowledge in an independent way (Muratova & Abraimova, 2020).

This first part of the discussion allowed us to observe, describe and reflect on five classes given to Basic Education and in overall, this experience allowed us to compare what we have seen in the theory in the previous semester and witness how in-service and pre-service teachers apply or do not apply that. We can consider all the positive aspects to put them into practice when it is our turn to teach and to discard the ones that we were able to witness that are not so beneficial for students. It was our first grasp of what teaching entails.

As a continuation of the first part of the discussion, an analysis of five lesson plans corresponding to the General Baccalaureate is completed which is equally important to the interpretation of the five classes. For this examination several views are considered: the objectives, methodology, learning activities, assessment, and time management.

### **3.1.5 Objectives**

**3.1.5.1 Description.** In the following paragraphs the objectives of five lesson plans for Baccalaureate are going to be described considering factors in particular if these objectives are measurable and reachable and if there is a direct relationship between the topic, the objectives, the contents, the skills and the learning activities proposed by the pre-service teacher.

In lesson plan number one, the unit's topic was Travel and Adventure, the objectives were also mentioned in the first part and were supposed to be the objectives of the Ecuadorian Curriculum for Bachillerato but they are in fact Skills and Performance Descriptors for Basic Education. In the second part called Planning, we can see the Evaluation Criteria, but the ones mentioned there are "General EFL area objectives being

assessed". It seemed like the student had a bit of confusion with the Ecuadorian Curriculum. The first performance criteria that were stated in part one as Objectives belong to the Thread 2 of Oral Communication; and in section of "Skill and Performance Descriptors", they all belong to the Thread 3, Reading. There is no coherence between the topic, the objectives and the activities because we don't really know what the objectives and the focused thread are, therefore we cannot see if they are measurable or not.

The topic of the second lesson plan was Hobbies, Leisure and Entertainment. The objectives are mentioned, but there was no need to explain in brackets and in Spanish that they are the main goals. These objectives belong to the Ecuadorian Curriculum Thread 2: Oral Communication. It is important to mention that all the information taken from the Curriculum and used in this planification is the appropriate one and it is according to the level, the objectives, skills and evaluation criteria. The lesson plan had three general objectives, five skills and performance criteria and four evaluation criteria and as a matter of fact, it also states that the lesson plan is for one week, showing a lack of connection between all the information provided. The activities that are described in this plan have a connection with the objectives.

Lesson plan number three had as topic Pirate Picnic, the objectives mentioned was taken from the Ecuadorian Curriculum and it had two parts, the first one was not an objective but rather a skill and performance descriptor, but the second part was indeed an objective however it was missing the codification and was intent to enhance the speaking skill. Also, the evaluation criteria were not well taken from the Curriculum because the teacher took the Methodological orientation for evaluation criteria instead. Despite the objective being focused on oral communication, the performance descriptor and evaluation criteria focused on reading, the activities mentioned in the plan were focused on vocabulary, lacking a connection among them.

The fourth lesson plan's topic was The Creator and His Creation. The objectives, the Skills and Performances Descriptors and the Evaluation Criteria were all taken from the Ecuadorian Curriculum and targeted the reading thread. In addition, the general objective

mentioned “Directly access the main points and important details of updated texts in the English language” which is easily measurable and reachable. The activities enumerated in the plan were also designed to develop the reading skill.

The topic of lesson plan number five was Where I Live. Unlike the other plans mentioned above, the teacher that designed this plan used his own objectives rather than the ones in the Ecuadorian Curriculum. The plan also mentioned that the skill to be developed is listening, however the objectives, Skills and Performance Criteria and activities are not related to it.

**3.1.5.2 Reflection.** A reflection of the objectives of each plan and if they are related to the other parts of the lesson plan is going to be done in this section, alongside an analysis of feasibility and reachability of the goals.

The Objectives, Skills and Evaluation criteria in lesson plan number one were very confused and it is very difficult to find a relationship with them and with the activities proposed. Additionally, there was no defined thread or skill to be developed and as the Ecuadorian Curriculum proposes it is important that the threads and objectives interconnect to make language development and acquisition achievable. (Ministerio de Educación del Ecuador, 2016). These ideas agree with the ones of Harmer (2017) who stated that we need a lesson plan to have a notion of what the learning outcome of the lesson should be. It is also important to mention that all of the Objectives, Skills and Evaluation criteria for “Bachillerato” start with the number 5 and not with 2 as in this planning, being number two for Basic Education.

In lesson two, although the objectives are correct, are related to the thread and are part of the Ecuadorian Curriculum, two of them are hard to measure because they talk about the appreciation and value of English as an international language, and also about the creation of a sense of awareness when learners interact in English. As Macalister and Nation (2010) mention, there is a great value in using performance objectives to clear up goals for both teacher and learners, and to monitor progress which is easily assessed if the plan has clear performance objectives.

In the third lesson plan, the objective stated “Be able to interact” which is measurable and reachable being a speaking objective, but it does not have any relationship with the Skills and Performance Descriptor or the Evaluation criteria that are focused on reading. Even though the elements described above are focused on oral communication and reading, the activities described in the plan are meant for vocabulary and grammar, therefore there is no connection at all between them. According to the findings of Emiliasari and Jubaedah (2019) an ideal lesson plan needs to meet minimum elements for it to be achievable and effective in the teaching and learning process. We need to consider that as part of the elements is the cohesion among objectives, methods and activities.

Lesson plan four has very clear and measurable objectives which is the base of the plan which correspond of what Milkova (2020) stated about effective lesson planning suggesting that it is important to specify detailed objectives which will help establish the types of teaching and learning activities are going to be used in class that later are going to lead to checking whether the learning objectives have been accomplished.

The objectives in lesson plan five were not taken from the Ecuadorian Curriculum but were rather designed by the teacher which can be both negative and positive; negative because a lot of schools request the Ecuadorian Curriculum Objectives but positive because he is clear of what he wants to achieve. Another key point in this plan is that the Skills and Performance Criteria as well as the activities are not related to the objective therefore it is not possible to define if this objective is going to be reached at the end of the lesson. The studies of Macalister and Nation (2010) suggest that the setting of the objectives has to be moved in the direction of technique analysis and this has to be related with the product and the process to achieve that product which will help us wondering if this activity is resulting in any useful learning.

### **3.1.6 Methodology**

**3.1.6.1 Description.** In this area the methods and strategies used to design the five lesson plans are going to be described including the factors that the teacher considered

when choosing this methodology such as the group size, age, learning styles, previous knowledge and the English level of the students.

Lesson plan one lacked the description of activities and there was a very big confusion with the objectives and skills and performance descriptors, consequently it is not possible to define the existence of a methodology for this class or if other factors were considered.

According to the activities proposed in lesson plan two, the methodology and the strategies that are used are group work and the communicative approach since students are going to be working in groups and creating dialogues; as well as the Total Physical Response when students have to mime their hobbies. The number of students is not mentioned in the planification but taking into account the variety of activities, it is evident that the learning styles are considered. In the warm-up activity where students have to mime hobbies, therefore the previous knowledge is tested. Regardless of the validity of the activities, they are not appropriate for Baccalaureate students since they are way too simple.

In lesson plan number three the teacher stated that he is using the Presentation, Practice, Production method but he does not mention what are going to be the activities that he is going to apply in order to comply with this methodology. The group size is not defined and with just the warmup activity mentioned, it is difficult to assess if the teacher is deeming the learning styles.

In the fourth lesson plan, the Creator and His Creation, the only noticeable methodology used is Presentation Practice Production (PPP), because we have the presentation of the vocabulary at the beginning, then reading and answering of questions as the practice to finish with the writing of an introduction for the reading using the vocabulary learned. It is also important to mention that the teacher considered different activities for students with special needs which makes evident that different learning styles are considered.

In lesson plan number five, the teacher mentioned that he is going to use the Direct Method since it is the one that uses only English. He vaguely mentioned that he is going to

do some drilling of certain words, and even though it does not state what the drilling is about, this kind of activities are normally used in the Audio-Lingual Method. The previous knowledge will be tested in the warmup activity since students are going to play Simon Says. It is not clear if the teacher designed this plan for a big class and it is also unclear if he is considering the learning styles.

**3.1.6.2 Reflection.** A reflection on the methodology chosen by the teacher for these five lesson plans is going to be made alongside an analysis verifying if the group size, learning styles and previous knowledge were considered.

In lesson plan one was deprived of activities in the activities and methodology section since it had just general descriptions, nevertheless in the segment of adaptation for students with special needs there is a brief enumeration of some tasks which does not tell us anything about the methodology to be used. Owing to this we can no judge if the teacher considered any learning strategies, class size or even previous knowledge. As per Harmer (2017) a plan gives a lesson a scheme and general shape and helps teachers not only to show their students that they have devoted time to prepare the class, but they also need to have a destination of what they require their students to achieve and how to get there. Granted that there were no objectives and therefore no methodology, this lesson plan lacks horizon, knowledge and interest from the teacher's side.

The activities described in lesson plan two seemed to be very simple for students of Baccalaureate who are teenagers but most probably the teacher is considering the level of the students and based on that the tasks are not complicated. The teacher used different kinds of methodologies such as group work, Total Physical Response and the Communicative Language Teaching which encompass the different activities and in consequence is directed to different kinds of students with different learning styles. The use of this methods are correlated with the results of the study of Intarapanich (2013) which confirm that Communicative Language Teaching (CLT), Grammar Translation Method (GTM) and Total Physical Response (TPR) are the three major approaches used by teachers of English as Foreign Language.

The methodology used in lesson plan three is the Presentation Practice and Production (PPP) which as per Harmer (2017) is the modern version of the Audio-Lingualism and it is still used worldwide at lower levels since it is learning-based and does not consider the students' abilities to acquire the language. The activities are not detailed here, henceforth there is no other proof of any other method to be applied. The insufficient explanation of activities also limited the analysis of the teacher's attention to learning styles, group size or the eliciting of previous knowledge.

In class four, the teacher also chose the PPP method which according to what we learned before is used for basic levels. A positive aspect that we found in this lesson plan is that the teacher considered different activities for students with special needs, proving that he paid attention to the different students and learning styles. Harmer (2017) affirms that when deciding what activities, texts or methodologies are going to be used in the class, some aspects have to be considered such as students' age, level and cultural background as well as the different learning styles, that is why the teacher needs to wonder who exactly the students for this activity are.

In lesson plan five, the designer teacher mentioned that he is going to use the Direct Method which according to Intarapanich (2013) allows students to acquire meaning just from the focused language without any translation. When using drilling, it is obvious that the method applied is the Audio-lingual method which was not written by the teacher but was implied. Unlike the previous lesson plan, this one does not consider any learning styles or previous knowledge that Macalister and Nation (2010) called Need Analysis which is nothing but the examination of what the student knows already and what he or she needs to learn making sure that the activities set involve useful things and that the right questions are asked.

### **3.1.6.3 Learning Activities.**

**3.1.6.3.1 Description.** In the following paragraphs the learning activities will be described. The factors to be considered in the analysis are first the direct relationship between the objectives and the proposed learning activities, then if the activities and

strategies have been designed according to the current tendencies in language acquisition, and finally the material and resources used for the class.

Lesson plan number one is very confusing because it does not have objectives but instead it has Skills and Performance Descriptors, and the same happened where the activities are supposed to be written, as anticipatory set this teacher stated again Skills and Performance Descriptor. Then in the Main Teaching Input, it is written that students will make exercises focused on Travel and Adventure, however, no exercise is mentioned. In the adaptation area, the teacher described some activities very briefly, for instance: give information about Travel and Adventure and give examples, revise the vocabulary, answer questions, complete the exercise, feedback and follow-up activities. On the other hand, there are several materials enumerated that we do not know in which activities are going to be used. Those materials are worksheets, test timer, markers, board, flashcards, banners, newspaper, book and internet. Some pictures are attached at the end of the lesson plan, but they are not related to the topic of the class.

The second lesson plan has well defined activities, yet it is hard to know if they meet the objectives because there are too many objectives and Skills and Performance Descriptors in this planification. Regarding the activities, as warm up we can observe that students are going to work in groups and are going to choose three flashcards with hobbies to mime them for the other groups to guess. Following that, the teacher mentioned Construction which is the Main Teaching Input and in this part of the class, students are going to solve a puzzle and write the correct word, after that student will create a short dialogue about their favorite hobbies. As a consolidation activity, they will see a poster and will mention aloud the hobbies that they are watching on it. As resources we have flashcards, worksheets and a poster which are attached at the end as screenshots.

In lesson plan number three, the objective was to be able to interact in English using basic expressions and short phrases. As a warm-up activity we have the game of Simon Says, followed by the identification of pictures using flashcards, the introduction of new vocabulary and a song that contains the vocabulary learned. In this section we could also

read “presentation of the topic, practice, application, evaluation” with no description of them. The materials and resources written in this plan are teacher’s guide, students’ textbook, support documents, worksheets, assessments, TICS, internet search, material search, markers, whiteboard. Photos of the material to be used in the class is attached at the end of the lesson planner.

The objective of lesson plan four is to directly access the main points and important details of texts. As activities we can find that as an anticipatory set, the teacher is going to ask questions related to the knowledge they have about the creation of the best brand in cars and if they know who the creator is. As the main teaching input students need to read questions related to cars, car brands and famous people who have driven them and then answer some questions. Furthermore, they have to read a text about Henry Ford and then answer some questions. Then they will have to fill up some worksheets with the vocabulary learned. As a consolidation of facts, students need to create a short introductory paragraph for the text of Henry Ford that they read previously. Equally important is to mention the adapted activities for students with special needs in which we could read that they need to read a short biography and highlight the interesting facts, then map out the most important ideas and complete a KWL chart as well as create a visual presentation with these ideas. The resources and materials to be used are worksheets, test timer, markers, board, flashcards, banners, newspaper, book and internet, which are the same materials used in the lesson plan one. Screenshots of the material that is going to be used are attached as annexes.

In lesson plan five, the objectives are to identify and describe information about where students live, plus identifying household objects and describing locations and are clearly stated. On the contrary, the activities are vaguely described making it very hard to know what the teacher is going to do in the class. It states that the participation of students in class is going to be elicit, as well as drilling for correct practice of certain words that will be difficult for students to recognize and visual scaffolding of drawings and pictures. The

resources mentioned for this class are Think on English 4, Little traits 3, internet and Youtube. There are no attachments at the end of this planification.

**3.1.6.3.2 Reflection.** A reflection of the learning activities will be held in this part of work in which a relationship between the activities and the objective is going to take place together with an analysis of current methods used as well as the appropriate use of materials and resources.

In lesson plan one there are no activities proposed in the general plan, there are just a few listed very briefly in the part of the adaptation, and they are very ambiguous hence, it is hard to tell if those are the main activities for all the students or just for the ones of special needs. Furthermore, with such a general description of the activities, we do not know what students are going to do in the class consequently we cannot perceive if they meet the current trends in teaching English. According to Neisari and Heidari (2014) cited by Emilianasari and Jubaedah (2019) a lesson plan should describe in detail the learning process including the material, the method, time, place, and assessment. Unfortunately, we are not able to identify any of those factors in this plan.

On the positive side of lesson plan number two, we have defined and well explained activities which makes the planner easier to understand. The resources used are also directly associated with the tasks to be performed. On the negative side, it is tough to find a direct relationship with the goal of the plan and the activities because the number of Objectives as well as the Skills and Performance Descriptors is too numerous for one lesson. Regarding this, Harmer (2017) points out that prior to deciding which activity to use in the planification and regardless of if we like it or it seems appropriate for a particular day, we have to predict what the student will achieve with it, in other words what is going to be the learning outcome of that specific tasks.

Lesson plan three showed no accordance between the goal which is to interact in English using basic expression with the activities that are described being them to recognize vocabulary and sing a song. There is no clear activity that shows any interaction between the learner and the teacher or among peers. Milkova (2020) suggests that prior to designing

the activities, the objectives of the class should be put in order of importance for the teacher to accomplish first the most necessary ones, be that as it may, we cannot observe those suggestions in this lesson plan. Additionally, the activities and resources used are not going to help students acquiring the language because they are too plain for teenagers.

In lesson plan number four all the activities that the teacher developed throughout the plan besides the consolidation were focused on the reading skill and were connected to the main goal being this to directly access the main points and important details of texts. Although this plan has well-structured activities and even different tasks for students with special needs, it is lacking activities that enhance the communication since that is the current trade nowadays. The communicative approach helps students to get the knowledge and use it which represents not just the learning language skills but also the ability to communicate through it (Alamri, 2018 and Dos Santos, 2020).

The activities in lesson plan five are not explained thus it is hard to know if they are directed to achieve the goal of identifying and describing information. The lack of a detailed description of activities does not let us analyze if the current trends are applied or not. It is extremely important to have a precise plan, and as a matter of fact, as Harmer (2017) explains it is especially important for a teacher that is going to be observed to have a more elaborate plan than usual so that the person observing can have a better idea of the teacher's intentions.

### **3.1.7 Assessment**

In this part of the work, we can see a description followed by a reflection on the five lesson plans focused on the assessment which includes the activities that were used to evaluate the performance, the instruments used and if the evaluation took place during the class or at the end of it.

**3.1.7.1 Description.** In the first lesson plan in the Evaluation Area, we could see an indicator that states, "Learners can understand the main ideas in short simple spoken texts", and for students with special needs "Learners can Identify and apply a range of reading strategies". Nevertheless, in the section of Evaluation Techniques and Instruments it just

says rubric and follow-up sheets and in the area of students with special need, it is stated “scanning a text for the main characters and putting paragraphs in a text in the correct order” which is rather an activity, not an evaluation or an instrument.

The lesson plan two, the teacher mentioned the activity to be evaluated which is to find and circle the words in the puzzle and write the correct word, the technique mentioned for this activity is the jigsaw technique and pair work which are strategies for the classroom but not evaluation techniques, besides that, instrument is worksheet. Additionally, there is activity two where the students are going to create a short dialogue about their favourite hobbies and present it in front of the class. As per the teacher, the technique for this activity is the direct teaching approach which again is a methodology for the class but not for evaluation and the instrument is the teacher’s guidance. The third and final activity states that the students will watch a poster with some images, and they will mention the names of the hobbies aloud, and once again the technique mentioned here is not an evaluation technique but a learning strategy which is design thinking, the instrument being the poster.

The techniques and instruments of evaluation described in this lesson plan three are the following: the first technique is repetition, and its instrument is the teacher modelling the reading for the students, the next technique is cloze reading, and its instrument is worksheets then, the technique is questioning and its instrument is interactive questions in class, finally the technique is active reading and its instrument is using text to follow up. The first and the last techniques are not evaluation techniques but instead they are techniques or strategies to be used in the classroom. The second and third techniques which are cloze, and questionnaire are indeed considered an evaluation technique. None of the instruments mentioned is considered an evaluation instrument.

In lesson plan four, in the evaluation area, we can observe first the indicator which says that learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information. As techniques and instruments, it says rubric, follow-up sheet, answers to the questions, separate activities in pairs, however it is not specified which are techniques and which are instruments, but we

can allude to those items that they are instruments, and according to them, the evaluation is going to take place throughout the class.

In the fifth class, the teacher mentioned that the students have to identify places that are inside and outside the place where they live but it does not name how this is going to be done and with which instrument. It is also indicated that the knowledge about listening will be evaluated using worksheets. It can be implied that there is going to be a questionnaire, but it is not stated as that. In that case, the evaluation will take place at the end of the class, and it can be either formative or summative.

**3.1.7.2 Reflection.** Regarding the first planning, it is a little bit complicated to evaluate its assessment when there are no defined activities. A rubric and a follow up sheet are indeed instruments of evaluation; however, in this particular plan they are not linked to any task, consequently there is no way of measuring their validity. As per Cheng and Fox (2017) the tool we use to assess needs to match the type of learning that is being checked as well as what we want our students to learn. On the other hand, the indicators chosen for regular students and for students of special needs are easily assessed and are very appropriate. Another factor difficult to distinguish is if the assessment was summative or formative since there is no evidence of any kind.

In the second lesson plan, the teacher is clearly stating the activity, the technique and the tool that are going to be used in the evaluation; nevertheless, there is a confusion of what an evaluation technique and a classroom strategy is. Furthermore, the teacher is also confused about what a resource is and what an assessment tool means, since all the techniques that the teacher who designed this class mentioned are learning techniques and all the instruments are rather materials for the class. As per Dange (2017) an evaluation tool is a physical item that a teacher can use to measure the achievement of a goal, whereas the technique is the method we use to do it. According to some examples given by Cheng and Fox (2017) in regard to assessment methods and tools, we can say that in this class, the teacher could have used teacher-made tests which include matching items or multiple-choice items, information gap, cloze, diary, just to mention a few.

In the lesson plan three, the teacher had a better idea of what an evaluation technique is, although she confused a couple of them with teaching techniques; however, none of the tools that she used for evaluation are the appropriate ones, since they are instruments to measure goals to be reached and as per Cheng and Fox (2017), these tools should provide learners with a better idea of the important things that need to be learned and the expectations that a teacher has on a good task development. Although the techniques and instruments are not the appropriate ones, we can see that the teacher's intention is to evaluate during the course of class.

In lesson plan four we can find a connection with the activities that are addressed to analyze a reading about Henry Ford and the indicator of evaluation whose focus is that students engage in a variety of texts. The tools are mentioned and are accurate, nonetheless the activities that these instruments are measuring and the techniques in which they are based are not written, and it is crucial to have good understanding of the assessment because in the words of Baranovskaya and Shaforostova (2017) a well-designed evaluation can help students use the knowledge and the skills they have learnt during the class. Another key point in this lesson plan is that even though not everything is well explained, the intention of the teacher of having a continuous assessment is obvious.

In lesson plan five, the statement of the teacher that he wants students to identify places is an easy indicator, yet it is not set as an indicator but rather as a technique. There are no techniques or tools acknowledged in this planification and as per Cheng and Fox (2017), the assessment plays an important role in the learning process since it provides the information that is going to be used in the feedback which helps teachers to modify the teaching and learning activities if necessary.

### **3.1.8 Time Management**

**3.1.8.1 Description.** We are going to describe the time management of the five lesson plans considering the allotted time for each activity and if this is enough for students to develop and acquire knowledge.

In lesson plan one, the time designated for this class is thirty minutes, from 8:30 to 9:00. The activities are just detailed with no description of them, therefore there is no time for each of them and no possibility of knowing if there is going to be enough time for each of them. With this in mind and just by the look of the activities' names we can deduce that there is going to be enough time to develop them.

In the second lesson plan it is not stated the time of the entire class, yet we can assume that it is going to take 40 minutes because the teacher wrote the time in each task. For the warming up, which is a mime done in groups, the teacher will give 5 minutes to the students. After that, we have the main teaching input with two activities; in the first one the students have 15 minutes to solve a puzzle and in the second one they have another 15 minutes to create a short dialogue about their favorite hobbies. At the end, they will have 5 more minutes for the consolidation activity which is to name the hobbies they see on the poster.

In lesson plan three, it is mentioned that the class will last 40 minutes, from 8:00 until 8:40. The teacher did not clarify the time allotted to each activity, nevertheless there are just a few tasks described which are the game of Simon Says, the identification of pictures using flashcards, the introduction of new vocabulary and the singing of a song. All these activities together may take less than 40 minutes, the teacher will need to have some other activities as a backup in case his students perform them faster than expected.

The fourth lesson plan had half an hour for the whole class, from 8:30 until 9:00. The teacher set five minutes for the anticipatory set-in which students are going to ask questions regarding famous brands of cars. For the first activity of the main teaching input, students have to read a text and answer questions and for that they have 15 minutes. After that, they have to fill up gaps of a reading with words provided in a list, they have 10 minutes to complete that task. The next activity is to read again a biography of Ford for which they have 5 more minutes. As a consolidation activity they have to write an introductory paragraph for the text they just read, read that again and choose the correct expressions.

For this final task they have been allowed 5 minutes. All those activities add 40 minutes, but the teacher had just 30 minutes for the class.

Lesson plan five does not have a space dedicated for the time. Above all, the activities are not detailed or explained, it just mentioned that there is going to be a drilling activity and visual scaffolding. With that in mind, we are not able to determine the time set for each activity and if it is enough or not.

**3.1.8.2 Reflection.** An impression on the five lesson plans is going to take place in the following paragraphs followed by a personal opinion. The focus is going to be on time management.

In lesson plan one, just a few simple activities are mentioned but not thoroughly explained. For this reason, we cannot be sure of the time needed for their completion and if it is reachable or not. As Milkova (2020) suggests that teachers should be realistic with their time they allot because a lot of times this has to be adjusted and she also recommends writing the time that each activity will take. Unfortunately, these recommendations are not aligning with this plan.

For lesson plan two the teacher assigned an appropriate time for each activity, but it is also important to mention that a teacher needs to be flexible and cope with unpredictable events that may occur and must learn to adapt to the circumstances since a lesson plan is not fixed in stone (Harmer, 2017).

The activities stated in lesson plan three are very simple and based on that we can imply that the students are going to finish them faster than expected. As Harmer (2017) recommends, it is good to have some spare material with us in case the activities planned take too little time.

The teacher that designed lesson plan four, wrote the time next to each activity. Even though they add up to what a normal class takes which is 40 minutes, this teacher mentioned at the beginning that the class will last 30 minutes. Moreover, in the last activity, which is writing an introductory paragraph, the teacher allotted just 5 minutes to develop it and in reality, this will take much longer. Milkova (2020) proposes to leave a few minutes at

the end of the class for any question and to be flexible. Considering this suggestion, it will be better to assign this last task as homework since there is not going to be enough time for doing it.

The lack of explanation of the activities in lesson plan five, makes it difficult to see if the teacher allowed the proper time for the activities and if there will be enough time for all of them during the class. Emilianasari and Jubaedah (2019) refers to time allotment as one of the elements of a lesson plan which also includes indicators, materials, activities, main competence, media, among others.

To conclude with this part of the work and after analyzing the five lesson plans in detail, it was evident that there was a lot of confusion and lack of knowledge in the pre-service teachers on how to create a proper planification. It was extremely important for my training to grasp all the missing parts and what is the correct way of filling them up, but it also gave me an idea of the crucial elements that are needed when creating a good planner such as assessment tools, time management and the proper description of activities, as well as the correct objectives which are the base of our lesson scheme. As Harmer (2017) mentions, a good lesson should have coherence and variety because a student must see a logical pattern in his or her class without being bored.

### **3.2 Experience as an English teacher: Description and reflection in Basic Education and Bachillerato**

As the second part of the discussion section, we are going to portray and contemplate the experiences not as a pre-service teacher anymore but as an in-service teacher. In the first part of this analysis, five virtual classes given to students or basic education are going to be considered. Those classes were taught during the subject of Pre-Professional Internship 1. In addition, five lesson plans designed for Bacallaureate are going to be scrutinized. In contrast to the previous classes, these plans were prepared during the subject of Pre-Professional Internship 2.

The first elements to be examined will be the classes for Elementary School, considering factors such as planning, learning management and methodology. The classes

were given virtually due to the Covid-19 pandemics that have affected all of us for the last couple of years. The students were five kids of “Primera de Básica” or first year of elementary school, known before as kindergarten. All of them were five years old by the time of the internship. Some of them attended all the classes while others missed a couple.

### **3.2.1 Planning**

**3.2.1.1 Description.** The topic of the first class was school supplies and the objectives to learn vocabulary related to school supplies, to learn “I have” and to learn “What do you have?” In the light of keeping the interest of the students, the teacher decided to have a permanent assistant in all the classes who was a puppet called Johny. The textbook from which all the classes were planned is called Everybody Up Starters. This book was chosen due to the content that it has, being this specifically designed for young learners that are starting to acquire the language. The topic was introduced with the help of the puppet; however, the objectives were implicit and not told directly to the students taking into consideration that they are too small to understand. The class started with a warm-up activity, followed by the main teaching input, the guided and independent practice and a closing activity. The material and methodology chosen for this class was done based on the students’ age, thus there is a variety of material used for students not to get bored such as songs, realia and worksheets.

Class number two was taught to four of the five kids. The topic of this new class was “What is your name” and the objectives were to practice the vocabulary learned in the class before and to learn to ask for the name. The content was taken from the textbook Everybody Up Starters and the material used was selected first to create an opening routine for the kids by using the same song and the other song helped students to internalize the questions of how to ask and answer for names. Correspondingly, the topic was introduced with the help of audio from the textbook and using flashcards with the characters of the book. The content in all classes was presented in different ways yet with the same structure of anticipatory set, input, practice, and close-up.

In the third class the participation of 3 students was noticed, two of them could not be present due to lack of electricity in their house. The topic of the class was Toys and the objectives were to learn vocabulary regarding toys, to learn “It’s..” and “What is it”, and to review “I have”. It followed the structure of the previous classes. Furthermore, a video was used to introduce the topic, which was motivational for students, followed by repetition of the vocabulary using realia. Those materials were chosen because kids like to see and handle toys and they are also very attracted to videos too.

Class four had just 3 children, one of them was a new member. Three of the students from the previous classes were not able to attend due to personal reasons. The topic of this class was “Colors”, and the objective was “to identify colors and name them”. Once again, the content was chosen from the textbook and the aspects considered to plan and to choose the materials were the age of the students and the interest they show in videos, colorful flashcards and activities where they can draw and paint. Not to mention, that all the activities followed the sequence mentioned in the first examples.

Class number five was the last class given to this group of kids and three of them were present for this class. The topic of this class was “Numbers 1 to 5”. The objective of the class was to learn the numbers 1, 2, 3, 4 and 5 and to count until 5. The topic was chosen because the kids were still very small and they did not know how to write yet, so most of the classes had oral exercises, besides it is important to go slowly and learn just a little vocabulary but that will stick in the minds. With this in mind and considering also different types of material for each class, this lesson had a textbook, a video of a song called Five Little Monkeys, flashcards and of course the puppet Johnny.

**3.2.1.2 Reflection.** In class one, it was noticeable that the kids liked the participation of the puppet, they were excited to call it and they found it funny which was good because students do not want to have a boring class. Moreover, the material was sent to them in advance, so they were prepared for the class, and they knew what to expect. In regard to this, Mahfouz and Farrah (2021) agree that the strategies, activities and materials that teachers use in class can be boring for students or on the other hand can create a joyful

teaching atmosphere. The topic was introduced in a fun way considering the age of the students, but the objective was not stated because the students of this age do not have the knowledge to understand that. Following the structure of the class allowed the teacher to present the content in a clear and organized way.

The topic of class number two was chosen from the book called ,Everybody Up Starters, same as all the others topics, in the hope that the children will have a sequence, but while the class was taking place, the teacher realized that it was probably a topic that kids already knew since it was very easy; therefore, during the class she decided to also introduce “his name and her name”. As Harmer (2017) mentions, a good educator must be flexible enough to handle unforeseen events by adapting to the circumstances. On the other hand, the students enjoyed singing and learning a new song because they were clapping and singing. Although students were restless during the class having the teacher calling them by name and asking them to pay attention, at the end of the class the objectives were achieved.

In class three, students were participative, and they were excited to learn the vocabulary because they are very familiar with toys, and it is something that they like. In the words of Herrell and Jordan (2016), realia give students an opportunity to get immersed in their learning by using all their senses as they can see, hear, feel and even smell the item that they are exploring. The problem of using toys in class and asking them to bring their own caused too much distraction but after waiting with patience they completed the tasks and were able to recognize the toys to color them.

In class number four, on the positive side, we can say that students were feeling confident with the use of colors and naming them, which was the objective of the class, even though sometimes there was a lack of energy in this particular lesson. Another point in favor of the planning of this lesson is that like all the classes that preceded it, there was a fixed structure followed by the teacher. This accords with the words of Harmer (2017) when states that teachers need to provide a variety of activities and therefore different stages should be included in the lessons.

For the fifth-class students were very energetic with the song at the beginning of the class, then they were very receptive and interested in watching the video with the song of the Monkeys. They were also attentive and willing to repeat the numbers and they identified the numbers very well. As Lightbown and Spada (2018) remark, most young learners are eager to try to use the new language even if they are not proficient. Furthermore, the textbook suggested for this unit the introduction of these numbers and that is why the topic was chosen, however, it seemed to be too easy for them, they could have easily learned more numbers.

### **3.2.2 Learning Management**

**3.2.2.1 Description.** Here, the description of the learning management of the five classes takes place, thus this is based on the following perspectives: the adequate learning environment, group management, the rhythm and learning styles of the students, the participation of all the students, the assessment is done continuously, and the feedback is done.

Class number one was a virtual class, with five students. The teacher tried to make all the students participate and they were very responsive, paying attention and answering questions as much as they could during the class. Additionally, the five students participated equally since the in-service teacher was calling them and asking them to participate in turns. It is also imperative to mention that correction and feedback were done on the spot considering the retention time due to their age.

The second class was also a virtual class. There were four kinds attending this lesson. Children are very active by nature, and they like to play and cannot stay still for a long time. Consequently, the teacher had to plan different activities to accommodate the different personalities and learning styles. The students needed different activities and, in this class, particularly the song plus the participation of everyone played an important role. The assessment applied for this class was the observation because the teacher was all the time providing assistance to the students and reminding them about the questions and answers.

Class number three had 3 participants, at the beginning of the class and while they were painting it was easy to have them concentrate. The class had different activities such as the video, the showing of realia, questions and worksheets and this variation helped the children to stay focused. The class was also distributed in presentation, practice, and performance during the 31 minutes that it lasted. Equally important is that continuous and formative assessment was done throughout the class by the teacher asking questions and correcting them on the spot and also during the independent activity when she checked that they were circling correctly the items.

Online class number four was taught to three students. The children were taking a long time to develop some of the tasks given, especially the one of bringing items from home and the one of drawing things and coloring them. Students were also a bit distracted, they seemed to be tired and not as cooperative as they were in the previous classes. Assessment was done during the class when the teacher tested if they could recognize the colors and the proper feedback were done on the spot as well as feedback of pronunciation.

In the fifth class, students were behaving extremely well and were very receptive and attentive to all the activities performed. There was enough time in the class to perform different kinds of activities from a music video to repetitions, exercises in worksheets and even a game using an online platform at the end. Hence, different learning styles were contemplated. Students were focused most of the time and they did not have to be called repeatedly as before. As in all the previous classes, the assessment took place during the entire class, basically after every activity.

**3.2.2.2 Reflection.** As all the classes, class number one was a virtual one and everybody was feeling comfortable from their own houses because by this point, they have been experiencing virtuality for a while. It was a class with both positive and negative aspects. On the positive side, the students were engaged and willing to participate, they were very active and interested in the class. On the other hand, it was a little bit hard to always keep their attention because of their young age, therefore the class needed a variety of activities and movements. Even with the different activities the kids, because they are

kids, got distracted very easily and they did not always obey or pay attention as expected. Sometimes the lack of experience from the teacher made it hard to control the class all the time, as Makovec (2018) acknowledges, experienced teachers feel more comfortable and qualified in some areas, including disciplinary behavior. On the positive side, the constant assessment during the constant assessment and the feedback done on the spot help the children to acquire the language better.

In this second class, the children were extremely restless, and they were laughing and playing so it was hard to control them and keep them seated while the teacher was explaining, but after calling them by name and asking them to pay attention, the objectives were achieved. The kids were participating in almost the entire class besides the times that they got distracted and started to stand up and do other things, however, after calling their names they always came back. Equally important is that assessment was done continuously together with feedback and as Cheng and Fox (2017) suggest, the teacher's ongoing responses to their students' learning within the classroom is the backbone of teaching.

In class three, having less kids in the class gave the teacher the opportunity of controlling the students in a better way but at the same time the use of real toys from these kids provokes an unnecessary distraction, however, once they started doing the coloring activity in the worksheet, they gained focus again. A variety of activities were developed in this class. It is important to mention that a good teacher varies activities and topics since it is important to keep their freshness for them to be valuable, because students in general, not just children, can get bored easily when they do the same thing all the time, even if it is considered a great activity. (Harmer, 2017).

Students were particularly distracted in the fourth class, they seemed to be tired because they didn't show the energy that they had before, which is normal not only in kids but in any human being since we are not always in the same mood. The new student on the contrary was very active and eager to learn, he was the one always answering questions. It was a bit more challenging for the teacher to catch the attention of students, yet all the

different learning styles were considered which according to Carvalho da Silva et al. (2021), are the students' preferences in regard to the ways they prefer to learn which includes their perception, process and understanding of the subject.

Class five was easier to handle by the teacher because the children were behaving well, and they were cooperating a lot. It had a lot of positive aspects because the class went smoothly and there was time for executing different activities. Students were willing to answer and participate in the activities. The assessment during this class focused on pronunciation a lot which was a good thing and as Lightbown and Spada (2018) claim young children have innate capacities and abilities including the one of acquiring pronunciation patterns and vocabulary easier than adults.

### **3.2.3 Methodology**

**3.2.3.1 Description.** The subsequent paragraphs are going to attend the methodology used in the five classes given as an in-service teacher. Aspects such as the managing of methods, techniques, strategies, time activities used for language acquisition are going to be considered. Not only that but also if the activities let the student learn in a significant way and if these activities go according to the current trends. The materials and resources used are going to be analyzed too.

The time allotted for all these virtual classes was thirty minutes and the first class lasted for 33 minutes, the exceeding time was due to connection problems. The Direct Method was used most of the time being English the predominant language but not used hundred percent of the time because Spanish was required sometimes for students to completely understand what the teacher was asking. When the teacher showed the students the realia and when they were asked to bring and show certain items, they were using the Total Physical Response, since they needed to move and go around their houses looking for those items. In addition to these methods and by trying to motivate students and make them talk, the communicative approach was used during the entire class. In pursuit of achieving the goal through the methods mentioned above, some didactic materials were needed like the introductory song, the textbook, puppet, realia, and worksheets.

Class number two was within the time limit since it lasted for almost 29 minutes. The main approach used during this class was the Communicative Approach because it was a speaking class where students were all the time practicing how to ask for the name and how to answer that question. The Direct Method was also applied most of the time since the majority of the class was in English. On account of the correct execution of the class, different materials were used such as the textbook, the puppet, some posters with the characters of the book and a video and song using Youtube.

The third class lasted for 31 minutes. The technique used in this class was Presentation, Practice and Performance. First the topic was presented to the kids with the help of a song and video taken from Youtube and with realia brought by the teacher. After that there was the Practice part where students had to repeat the names of the toys using just English (Direct Method). In this stage of practice, the Total Physical response method was used when students had to go to their own rooms to bring a toy and then name it.

In the performance stage kids were asked about their toys by the puppet and they had to use "I have" to present their toys. The didactic materials included a video and song from the internet, realia and worksheets.

The fourth class exceeded 9 minutes the time that was assigned for it. The technique applied for this class was the PPP technique (Presentation, Practice, Performance) together with Direct Method and Total Physical Response. When the topic was introduced using a video and repeating the colors, the Presentation stage was in place. Subsequently students entered the Practice phase where they had to repeat the name of colors, bring items from home that had the color mentioned by the teacher (Total Physical Response) and then when they had to paint something with the color that the teacher announced. At the end they had a conversation with the puppet in which they said what they learned in the class, and this was part of the Performance phase as well as Communicative Language Teaching. The didactic materials used during this class were a video about colors, posters of colors made with Foamy, a blank piece of paper and colors.

Class five lasted 32 minutes which was within the time frame. In addition, the methodology used in this last class was the same as in the previous ones. Direct Method, Communicative Approach, Total Physical Response and Presentation, Practice Performance. By the same token, the didactic material used was a music video from Youtube of a song called "Five Little Monkeys", flashcards, the textbook and some realia. At the end of the class the students also had an online game through a website called Bamboozle where they had questions from this class and the previous class.

**3.2.3.2 Reflection.** In class one, it was important to use Total Physical Response to keep the students active and moving a little bit around because when they stay in their place for too long, they lose interest, and they get distracted. Although the teacher was very reluctant to use Spanish in class, she realized that if she did not do so, it was going to be harder for the students to understand the lesson hence they were going to fail. Furthermore, trying to use L2 most of the time and L1 as a support was also very important because students need to get used to listening to the foreign language regarding their age, and they also need to learn to communicate from early stages which is achievable by using activities based on Communicative Language Teaching. As Harmer (2017) suggests, L1 can be considered an enabling tool in the class, however English should be the prevailing language because the teacher is considered the one that transmits the most comprehensible input for their students.

Class number two had some activities, be that as it may, at some point the class was too repetitive, and it could have used other different activities and perhaps more variation, yet it is difficult to find a variety of online activities for kids that do not know how to read and specially for a teacher that has never worked with kids before. In this regard, Hong (2020) advocates the view of concerned teachers when having to face the application of CLT activities through online synchronous applications which at first seemed restrictive but that with time were able to master.

In class three, we were able to witness that children like a lot when they have to move from their seats and using the total physical response and making them bring toys

made the class a fun one although it was also a bit distracting. Not to mention that children also like videos and having a different video where they had to repeat the words was also interesting for them. Students enjoy learning with realia regardless of their age because they can touch, see, and sense the material used in class which gives them the feeling of using something real. To emphasize this, Herrell and Jordan (2016) illustrate that the use of total physical response assists students in gaining confidence to participate in the classroom plus the use of realia encourages students to acquire new vocabulary and pronunciation.

In class four, students enjoyed the video and they even asked why they could not finish watching it (it was a very long video and watching it complete was going to take a considerable number of minutes. It is always important to use visuals and audio because some kids respond better to images while others listen. As Herrell and Jordan (2016) explain, visual scaffolding makes language acquisition more understandable when they have drawings or photographs that they can connect to the spoken language. It is also important to make them move since small kids have a very short period of attention and by making them sing or go to look for things around their houses, keep them awake. One negative aspect was noticeable that when students have freedom to draw anything, they can take much longer than expected and that rests time for other activities.

Class five went pretty well since students were responding enthusiastically and were participating in class. It is good for students of young ages, especially the ones that don't know how to write, to have a lot of oral activities which enhance the communicative approach and make them feel comfortable speaking English and, in that way, avoid future inconveniences in classes where students have to face more advanced classes. With respect to this, Alibekova and Urinboyeva (2020) propose that when developing speaking in the class through the Communicative approach, the activities should be real or imaginary, but they have to be designed according to the students' age.

The whole experience of teaching kids was a new experience as an in-service teacher. In the previous subject there was just pure observation done which allowed the teacher to get an idea of the things that are done in the class and what should not be done,

therefore for these classes it was time to put all the knowledge in practice, not just the one learned during the observations but also the theory learned throughout the entire career. It was not an easy task because it needed a lot of preparation beforehand, even though the classes took only thirty minutes. Equally important, working with small children required a lot of energy and a constant change of activities for them not to get bored or distracted. To sum up, it was a very hard task yet very insightful and gratifying, especially seeing the students happy and motivated at the end of each class.

In the second half of this part of the experience as in-service teachers, five lesson plans directed to students on high school level are going to be analyzed. In this case the plans were particularly designed for senior students of third year of Baccalaureate with a B1.2 level, they were planned for a 45-minute class and were based on the textbooks provided by the Ecuadorian Ministry of Education. It is important to mention that these plans were outlined during the subject of Pre-Professional Internship 2 and by the time of this subject the in-service teacher had gained a little bit of experience not only from the previous subjects but also in her recent job as educator. The elements to be examined in the following pages are the objectives, methodology, assessment, and time management.

### **3.2.4 Objectives**

**3.2.4.1 Description.** As part of this analysis, a description of the five lesson plans will be done focusing on aspects such as the objectives and if they are measurable and achievable, as well as the direct relationship between the objectives, the topic, the content, the skills, and the activities.

The theme of the first lesson plan is "It was Terrifying! (Movie Genres)". This plan has listening, speaking, and reading objectives where students have to identify and follow instructions as well as to familiarize with the topic that the teacher is explaining (movies), accurately name the new vocabulary words related to movie genres and talk about the movies, and finally recognize different adjectives to describe movies. For the purpose of achieving these goals, different kinds of activities are developed during the lesson plan like the use of an interactive board in the warm-up activity, followed by an explanation of

adjectives, guessing the genre when the teacher is describing it and at the end the assessment activity carried out with the help of the application Quizziz.

In lesson plan number two, the topic is "By the Time" which is taken from the unit 1 – lesson 2 of the textbook. This plan has listening, speaking, reading, and writing objectives. In essence, students need to identify and follow instructions, understand the text about Tim Burton, accurately say sentences referring to the timeline of Tim Burton's movies, and also their own timeline with movies they have watched before, work on their reading comprehension and recognize time expressions within the reading as well as construct their own sentences about the movies they have watched in the cinema using time expressions.

The topic of the lesson plan three is "Reading Between the Lines". This plan has listening, speaking, reading, and writing objectives in which students have to understand the audio describing the pictures, accurately make inferences about the reading of Rio and say them aloud. Students will be able to answer questions orally, read the text about Rio (the movie) and answer comprehension questions, also to learn to take notes while listening to an audio. Additionally, the activities include a warm-up in Bamboozle, a reading comprehension exercise of a movie review, making inferences with the use of an interactive board and an audio taken from the book.

In lesson plan four, the theme is "Personality Types". This topic belongs to unit 2 – lesson 1 of the textbook. In the same way, it has listening, speaking, reading, and writing objectives. These goals state for students to identify and follow instructions, to understand the audio and compare the results with what they wrote in the pre-listening activity, to name their own personality traits and give characteristics of those traits, to practice and read the sentences that they created in the group activity and to write sentences that describe their own personality traits. In hope that the objectives are met, the following activities are set: a warm-up activity that includes brainstorming, a listening task with a filling-the-gap exercise and cooperative learning for writing.

In lesson plan number five we could identify the topic "I'm interested in". The objectives of this plan are focused on listening, speaking, reading, and writing and what they

wanted to accomplish is for students to understand the audio and answer some post-listening questions, name some professions and answer questions about the listening, read and understand the sentences in the exercise in order to fill up the blanks and write sentences about themselves using the correct prepositions. With the intention of achieving these objectives, the teacher designed the following activities: a brainstorming with Menti as a warm-up, classification of professions, an audio from the textbook, a presentation of the verbs with the help of slides, and sentence completion.

**3.2.4.2 Reflection.** The objectives of lesson plan one includes identifying, recognizing, and naming vocabulary and grammar items which are easily measurable and reachable. By the same token, the activities proposed by the teacher were focused on the goals to be achieved. As per Macalister and Nation (2010), an important aspect is to analyze the needs of students to set the language goals which should be sensible and achievable.

In lesson plan two, the goals are based on the content of the unit. Thus, the activities are attributed to the objectives, being these ones a video about Tim Burton's movies, a reading about the same director, the recognition of time expressions, filling up a timeline and writing sentences in pairs. In the words of Milkova (2020) a successful lesson plan must meet three requirements: the objectives for the student to learn, the learning activities and the strategies to verify the understanding.

The activities on lesson plan three were designed so that the objectives can be reached creating a direct relationship between learning activities, the goals, the content and the skills, and as Harmer (2017) mentions it is crucial for teachers to have an idea of what the learning outcomes of the class should be and for that, teachers should wonder what they want to do and why. The goals which include understanding the audio, making inferences, answering questions and reading can be measured during the class after every activity, some of them just through observation and others by checking that the task is being done accordingly.

All the activities established in lesson plan four were thought according to the goals set before. As the Ecuadorian Curriculum claims that the input to which the student is exposed will assist him or her to understand the objectives hence to reach them. (Ministerio del Ecuador, 2016). Thus, the goals defined in this plan were easily achievable which aligns with the ideas of Bursali and Oz (2018) which confirm that the goals in the classroom have to be clear, motivating, and achievable.

As seen in the planners reflected above, in lesson plan five the activities were created by focusing first on the objectives to be achieved which means that they are all related to each other. They all answered the questions suggested by Milkova (2020) when the teacher is outlining the objectives, such as what the topic of the lesson is, what I want students to learn, understand and be able to accomplish by the end of the class.

### **3.2.5 Methodology**

Here, the methods and strategies that were used for designing the lesson plans are going to be described and later reflected on. Equally considered is going to be if the in-service teacher took into account the size of the group, the age, the different learning styles, the previous knowledge and the level of proficiency of the students.

**3.2.5.1 Description.** In lesson plan one as in all the plans that will follow, the main methodology used is Communicative Language Teaching since the main idea when teaching English is for students to learn to communicate in the foreign language. In addition, the teacher also used the Audio-Lingual method in which explanations of the grammar plus repetition and practice is observed. The strategies used were going to be brainstorming, conversation, a matching exercise, and a quiz. Furthermore, the activities were designed considering that all the students were supposed to be in B1.2 level and that they had some previous baggage of knowledge with them. In the anticipatory set when the teacher asked questions about movies, she was testing the previous knowledge. The teacher also considered that normally a class has between 30 and 40 students, therefore a lot of the activities were outlined for the whole class and just a few individually.

For the second lesson plan, the methodology used is Communicative Language Teaching when the teacher asks students about movies in general, movies about Tim Burton and about the video. Subsequently, the audio-Lingual Method is applied once the teacher taught students about time expressions and made them practice and repeat those expressions. Previous knowledge is tested when the teacher asks if they have watched some specific movies, and also when they were asked to underline time expressions before the explanation. The strategies used are timeline creation, pair work, note taking and sentence writing.

In lesson plan three one more time the prominent methodology used is Communicative Language Teaching all in all when students have to answer questions orally and when they are able to describe things. Another method used is the Audio-Lingual method when the teacher explains the meaning of inferences and asks for examples. The prior knowledge is checked when the teacher asks questions about the poster during the anticipatory set. What's more the strategies contemplated are gamification, reading comprehension, oral questions, making inferences, giving descriptions, note taking and listening comprehension.

For the fourth lesson plan, the methodology implemented is the Audiolingual method as the teacher explained the personality traits and asked for adjectives that described them. Similarly, the Communicative approach is used because the students need to talk about their own personality traits. With the intention of testing the familiarity with the language, the teacher asks the students to describe themselves at the beginning of the class, and also with the brainstorming activity in the warm-up. The strategies suggested for this class were brainstorming, listening comprehension and cooperative learning.

In lesson plan five, the teacher used Communicative Language Teaching when talking about careers and professions that the students knew and about the ones that they would like to pursue. In addition, the Audiolingual method is also enforced by explaining the use of prepositions with some verbs and adjectives. With this intention, the strategies

applied are brainstorming, cloze listening, listening comprehension and sentence writing. The previous knowledge as in all classes is verified in the anticipatory set.

**3.2.5.2 Reflection.** The activities and strategies suggested in lesson plan one and in the rest of the planners are focused on Communicative Language Teaching. Alamari (2018) emphasises that the dominant approach worldwide nowadays is CLT which its principal goal is to make students competent in communication; and as Savignon (2017) also acknowledges that this does not mean the metalinguistic awareness, or the learning of rules of syntax and discourse are excluded. It is also significant to value in this lesson plan, the appropriate test of previous knowledge as well as the consideration of age, size and proficiency of students when designing it.

In lesson plan two, the previous knowledge was checked and also the age and level were taken into account by following the textbook that was adequate for the students' age. CLT was the predominant methodology, nevertheless, the Audio-Lingual method was also set in this plan when teaching students expression and made them repeat those ones. Audio-lingualism refers to the learning as the result of habit-formation and this is done with the help of drilling exercises and repetitions in search of a reward (Harmer, 2017). And even though this method lost popularity, sometimes drills can help students acquire some language.

A variety of strategies were considered for lesson plan three, this variation encourages the teacher to see students as individuals with diverse learning styles, personalities and even interests, but also with different abilities and contrasting motivations (Nunan 1998 cited by Ministerio de Educación del Ecuador, 2016). The use of different methods CLT and Audio-lingual and the test of the previous knowledge suggest a plus too.

In lesson plan four, the methods used once again were the Audio-lingual method and the communicative approach. The checking of previous knowledge during the anticipatory set and the warm-up activity is very helpful for the class since Macalister and Nation (2010) point out most of the prior knowledge that students bring to the class come from their first languages and it is proven that this can help learners in different levels and with different

aspects of language, they also declare that the activities should help learners to make the most adequate use of past knowledge.

In the fifth planner, most of the activities and strategies are based on the CLT although one activity also uses the Audio-lingual method. As Holubova (2017) agrees the communicative approach integrates several aids linguistic and none so that students can communicate in everyday situations and that includes the development of several abilities and skills.

### **3.2.6 Learning Activities**

In the following paragraphs a brief analysis of the learning activities will be held and the relationship between activities and goals.

**3.2.6.1 Description.** The first lesson plan starts with the teacher asking students if they like movies and which movie genres they know. After that teacher does a matching exercise using an interactive board called Jamboard. Next, the teacher moves to the modelling activities where she gives examples of movie genres and explains them, followed by a presentation of some adjectives using PowerPoint. In the guided practice, the teacher gives examples of movie genres describing them just with the adjective and students need to guess the genre. Following that, the teacher starts with the independent practice where the teacher questions students randomly to name their favorite movies, the genre and adjectives that describe that genre. Finally, they will have a quiz in Quizziz as evaluation. The resources and materials used for this lesson plan are Jamboard, PowerPoint Slides and Quizziz.

In lesson plan two, the teacher asks if students are familiar with certain movies and then as a warm-up activity a video about some of Tim Burton's movies is shown. During the video students are requested to take notes of all the movies that they recognize. After that they read a text about Tim Burton where they need to underline the time expressions. Over the modelling activities, the teacher explains what the meaning of those time expressions are. In the Guided practice, students need to work in pairs completing the timeline from the textbook and create sentences with time expressions, hence they start to work on the

independent activities where they have to create their own timeline with the last five movies that they watched using also time expressions. For this lesson plan the teacher uses Youtube, the textbook from the Ministry of Education and a digital whiteboard.

Lesson plan three begins with students watching a poster and answering questions about the Movie Rio 2, followed by a game in Bamboozle where they have to answer questions regarding the same movie. In the Modelling activities, the teacher explains the meaning of inferences and asks for examples applying the Audiolingual method. As guided activities students are asked for comprehension questions applying inferences, after reading a text. The teacher offers the appropriate correction. In the independent practice, students need to describe some pictures, put them in order and correct the order after listening to the audio about the pictures. The resources belonging to this plan are a poster, Bamboozle, the textbook, the audio from the textbook and Jamboard.

The fourth lesson plan has the teacher describing herself and then students writing on an interactive board called Ziteboard as many adjectives as they can in a limited amount of time. After that, in the modelling section, and after eliciting the knowledge with the previous activity, the teacher writes some personality traits on the board and asks students to give characteristics of those traits. In the guided practice, they need to fill up a worksheet with those traits and listen to an audio to verify their answers. For the independent practice, students have a group work where they have to write about the personality traits of all the group members, write sentences and read them in front of the class. For this plan the materials and resources used are Ziteboard, the textbook, the audio from the textbook, a worksheet and somewhere to write (physical or digital).

The first activity of the lesson plan five is the description of a poster with professions and then a brainstorm of the names of the careers that students would like to pursue using Menti. In the modelling activities, students are asked to classify some professions by endings and the teacher also explains how some prepositions are always used with certain verbs and adjectives. In the guided practice, students listen to the audio, answer questions, and do the exercise in the textbook where they have to fill up the gaps. Following the guided

practice, the independent practice is where students need to work individually writing their own statements of “I am curious... / I want to apply... / I am not good ... / I am familiar ... “, using the appropriate preposition. In this lesson plan the resources used are a poster, Menti, PowerPoint, the textbook and the audio from the textbook, and a presentation in Canva.

**3.2.6.2 Reflection.** For the first lesson plan, the activity where the students describe their favorite movies and genres was set to achieve the speaking goal of accurately naming the vocabulary. Furthermore, the evaluation activity will help them recognize different adjectives, which was the reading objective. Additionally, it is evident the use of technological resources not only in this lesson plan but in all of them, since they were outlined to be used in a virtual class. The studies of Akhmedov and Shuhkrat’s (2021) observe that the use of Information and Communication technologies (ICT) help teachers to transmit knowledge in a faster and more dynamic way. Torres Martin et al. (2020) also argues in this favor and states that the pandemics of Covid-19 stimulated the use of ICT and online tools and that teachers need to adapt quickly to this.

In lesson plan two by reading the text of Tim Burton, students will be able to reach the goal of working on reading comprehension and recognizing time expressions. Similarly, reading sentences aloud was designed for students to accomplish the speaking objective of accurately saying sentences; and writing down their own timelines and sentences, help them enhance the writing goal of constructing their own sentences. We can observe here a direct relationship between activities and goals. According to the findings of Bursali and Oz (2018), the setting of goals is extremely important in educational settings, hence engaging students in activities on goal settings will assist those students to be more successful.

### **3.2.7 Assessment**

The assessment of the five lesson plans will be judged in the following lines as long as the activities that were used to evaluate the performance, the tools used in order to reach that and if the assessment took place throughout the class or at the end.

**3.2.7.1 Description.** In lesson plan one, during the class the teacher will do a continuous assessment, first when students guess the adjectives that describe movies, and also when they give examples of movies. As an evaluation at the end of the class, students will solve a quiz in Quizziz where they must fill up gaps with the adjectives studied before. The class will finish with a wrap up and quick review of movie genres.

For lesson plan two, the teacher will assess during the class by checking the timelines while the students create them, by listening to the sentences that the students will read aloud and will correct the proper tense, time expressions and pronunciation on the spot. As a final evaluation students have to write their own timeline and hand that to the teacher.

In the third lesson plan the teacher will use observation techniques while listening to students answers both after the reading and after the listening and corrections will be done accordingly, therefore she will be assessing continuously during the class. There will not be any final evaluation, however the class will conclude by reviewing the topic.

Lesson class four will have a formative and continuous assessment during the whole class by observing the answers of students especially after the reading and the listening exercises. At the end of the class the evaluation will be done by groups since they have to write the personality traits of all the members, using the vocabulary they learned during the class.

For the fifth lesson plan, the teacher will correct the comprehension questions of the listening on the spot after they are orally answered. She will also check the exercise on the textbooks and the final sentences written by the students to verify that the correct prepositions are used. In conclusion, there will be continuous and formative assessment done throughout the lesson.

**3.2.7.2 Reflection.** In the first lesson plan the assessment tools that are going to be used are: observation and a questionnaire in Quizziz which is an application that marks tests automatically, so the teacher does not need to check the results one by one. The assessment will be formative, rather than summative since formative assessment has the function of forming and shaping the lesson, thus it is used either by the teacher or the

students to make decisions about the direction that the teaching or learning should take (Macalister & Nation, 2010; Cheng & Fox, 2017). Furthermore, it is also continuous which as per Harmer (2017) it happens when the student's progress is determined as it is happening.

Lesson plan two the evaluation took place both throughout the class by correcting students on the spot, and also at the end when they have to hand up a timeline and their own sentences. During the class the teacher used observation as a tool to assess whereas for the last activity there is no specific tool mentioned that will measure the correctness of the task. Conversely, Cheng and Fox (2017) highlight the importance of having an assessment tool because it gives students the idea of what a good work means and what the teacher is expecting them to do.

The third lesson plan lacks final evaluation; however, it does not seem necessary because the teacher is already assessing the students after the reading activity and after the listening activity and the proper feedback will be given immediately. In regard to this, the studies of Macalister and Nation (2010) suggest that the learners need to get helpful feedback because that is going to enhance their language use and its quality.

For lesson plan number four the assessment will be formative which as per Cheng and Fox (2017) should not be associated with a score, and continuous which in the words of Bachman and Dambock (2017) it is an on-going process which endures teaching and learning. There are no assessment tools mentioned but we can guess that during the class and at the end of it, observation will take place.

In the last lesson plan, the same kind of assessment is witnessed and unfortunately the lack of tools too. It is recommendable that an instrument is always mentioned because as we already mentioned Cheng and Fox (2017) suggest the use of these instruments because they give a clear idea to our students of what is important and to reach their learning goals and also assist educators in checking if they are using the appropriate methods in class.

### **3.2.8 Time Management**

Time management is crucial because it allows the teacher to plan the activities that are not only going to make the most of students' abilities but are also going to be completed by the end of the class. In the next examples we are going to illustrate and think about the time management used in the lesson plans described above. The time planned for the class and the allowance for each activity will be considered.

**3.2.8.1 Description.** All the lesson plans were outlined for a 45-minute class, but none of them had any time allocated for each activity. For instance, in lesson plan number one, there is a warm-up activity, followed by a presentation of the vocabulary, a guided practice, an independent practice and evaluation. If we consider that the warm-up and the evaluation won't take more than five minutes each, then 35 minutes or even 30 for the other activities is more than enough to complete everything because most of the time students take longer than expected, especially during virtual classes when they need to access different applications.

For the second lesson plan, the teacher prepared an anticipatory set, warm-up activity with a video that lasts almost 4 minutes, a reading, a close analysis on the reading expressions, the explanation of the teacher, an exercise from the book, a pair work and the creation of a timeline with the students' own favorite movies. There are too many activities in this lesson and unless the teacher sends the last one as homework, it is very difficult that all of them will be completed on time and correctly.

In lesson plan number three, there is an anticipatory set followed by a warm-up activity that should not last long since it only has five questions. Subsequently there is the explanation of the teacher, a reading of a short text, questions, a game on an interactive board and an audio to confirm the last exercise. The development of the activities is going to be very tight but not impossible, nevertheless it will be recommendable to choose one activity that can be avoided in case there is not enough time to complete it.

For the fourth lesson plan, there are eight activities planned by the teacher which include the anticipatory set, the warm-up activity, the explanation, a mind map creation, a filling-the-gap exercise from the textbook, an audio, group work and the presentation of the

work. It is almost impossible to accomplish all the tasks set during the limited time of the class, maybe if there are just five or six students, but in reality, there are always more than thirty in a class, therefore either the activities won't be completed, or the students won't understand what they are doing.

For the fifth and last class, the planification of the teacher included an anticipatory set, warm-up activity with brainstorm, vocabulary presentation, a listening activity, questions, some grammar explanation, a reading, an exercise about the reading and evaluation. There are too many activities set for this class, the focus should be either on reading or on listening, it is very hard to do both, especially when there is listening involved, students want to listen to the audio more than once and depending on its length, that can delay the class.

**3.2.8.2 Reflection.** A general reflection on the five lesson plans is going to be done since all the teachers present similar difficulties regarding time management. Almost all of them have either an exact number of activities for the 45 minutes that the class will last, or too many of them, and besides, none of the plans stated the time allotted for each activity. It is clear that teachers must be flexible and respond in a creative way when something unexpected happens, but they also need to think beforehand and plan accordingly (Harmer, 2017). According to Milkova (2020), a teacher should be realistic with time when designing a lesson plan since it is very easy to run out of time and not be able to cover all the proposed activities. She suggests narrowing down the list of tasks if necessary. Harmer (2017) supports those thoughts when he mentions that a teacher should try to estimate the time that each exercise is going to take based on his or her experience.

This part of the teaching experience was extremely helpful because it is compulsory for every teacher to know how to create an appropriate lesson plan, not only when they are going to be observed but on a regular basis because in this way, they show students that they care about them and about the lesson they are teaching. At the beginning it was a bit hard understanding all the elements that these planners needed and at the end it was notorious the lack of experience from the in-service teacher especially when applying time management, however it was also very enriching because since all the planners needed to

be outlined for virtual classes, deep research on online applications and methods took place in order to provide a variety of activities and strategies.

## Conclusions

The topic of the class was presented in most classes and content was based of students' age, nevertheless, the objective was not mentioned in any of them and some of the activities were not designed according to the age and level. Moreover, the teachers put a great effort into providing a large variety of activities, instead of designing tasks that are relevant for the learner and that elicit knowledge.

In the light of linguistic aspects, especially during the observed classes, most of the teachers had problems with the language, some of them had pronunciation issues, others grammar slips while others made vocabulary mistakes. Moreover, there was a teacher who used Spanish in ninety per cent of the class, her production of English was very limited, consequently her student did not acquire the focused language.

In addition, learning management in private classes is hard to judge, but, on the other hand, when the classes were taught to a small group of very young children, it was visible the difficulty of controlling kids of that age, nonetheless, the variation of activities and the attitude shown in the class, helped the teacher not only creating a good environment but also allowing everybody to actively participate and not getting bored.

Considering the methodology, most of the observed classes as pre-service teachers were focused on the Grammar Translation and the Audio-Lingual Method rather than the Communicative Language Teaching. Comparatively the classes as an in-service teacher had most of their focus on the communicative approach and Total Physical Response.

All the teachers planned their classes efficiently, however, the formats used as main teacher were more structured and easier to understand since they were based on the trainee teacher's own objectives rather than the ones taken from the Ecuadorian Curriculum.

The inexperience and lack of knowledge in the use of assessment tools was also obvious in all the plans, some of them were missing that information, others confused assessment with activities and others did not fill out that part at all.

The inadequate use of time management was also distinctive in the majority of the lesson plans, since some of them had very few activities while others had way too many.

Just a couple of plans had an allotted time for each activity which gave a clear idea of the time the class will last. Sadly, most of them were missing that information..

## Recommendations

It is recommendable for future teachers to recognize the importance of stating not just the topic at the beginning of the class but also the objectives since students need to be clear what they need to achieve. Furthermore, teachers need to consider that when teaching there is a need for variety in activities, but also those activities need to be also meaningful.

All things considered, as English teachers we need to be aware that our first duty is to master the language that we are going to teach because if we do not speak correctly our students are not going to learn correctly either, and that means that we have to be well prepared with the language and keep ourselves in constant training.

It is critical for teachers to get adapted to unforeseen events during the class and adopt different roles such as controller, tutor, assessor and facilitator, to accommodate the different learning styles and personalities of our students, because sometimes we can find well-behaved students but sometimes not so much. Not to mention that children are generally active, and they need more control, thus, more dynamic activities.

The use of Communicate Language Teaching should be a must in English classes and as teachers we need to learn how to use it and implement it inside the classroom by assisting students to produce language both orally and written. It would be good to receive more training in regard to how this methodology is executed and what are the best strategies to be used.

Future teachers need to get acquainted with the Ecuadorian Curriculum from early stages since it is not only very broad but also very useful yet a bit complicated. Perhaps the subject of Curriculum and Materials should be taught at a more basic level, allowing students to learn how to use it before getting into real life experiences.

A greater training in assessment and assessment tools is required to avoid the confusion when designing a lesson plan. Perhaps a more detailed explanation and real examples are needed in the subject of Evaluation and Assessment.

Finally, we can say that time management is a very difficult thing to master, especially when starting our lives as teachers, since it requires a lot of practice. It is very

important to always note the time that each activity should take and stick to that plan, but also have some extra activities prepared in advance in case students finish everything faster than expected.

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## Annexes

## Annex A. Tools used in the observation of the five classes



**ESCUELA DE CIENCIAS DE LA EDUCACIÓN  
TITULACIÓN INGLÉS  
PRACTICUM ACADÉMICO 1  
FICHA DE OBSERVACIÓN DE CLASE**

1. **DATOS INFORMATIVOS:**

Docente observador: María José Galindo Medina    Docente observado: Yesy Capa  
Institución

Educativa:.....

Año: .....      Básica (X )      Bachillerato ( )      Fecha: 21 de noviembre del 2020

Tema de la clase: Numbers 6 to 10.

Objetivo: To learn the numbers

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

Maneja técnicas actividades y estrategias pertinentes y apropiadas			X		
Las actividades y estrategias son de acuerdo a las tendencias actuales: communicative competence)				X	
Usa el material básico (libro, cd, pizarrón)		X			
Usa material complementario		X			

**2. ASPECTOS A OBSERVARSE:**

**3. NOTAS ADICIONALES:**

*The teacher is not awakening any interest in the student. It does not seem like an English class. Teacher uses a lot of grammar translation method.*

**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)**

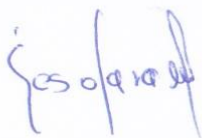
*The teacher helps the student with the activities and they participate together. The student feels comfortable with the teacher.*

**Aspectos negativos: (debilidades)**

*The teacher does not present the objectives. She uses a lot of Spanish. The activities are not dynamic. The topic was way to simple for 40 minutes, she could have introduced a couple of other words. In the closing activity the teacher yawns.*

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

*As a suggestion the teacher should speak more Spanish and should use activities that are more interactive so the student can practice and talk more. It didn't seem like an English class because the class was about writing the numbers instead of learning them. She could have used more questions like: How many...? What number is this? And so on..*




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*Estudiante de Prácticum*

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Rector /Inspector de la Institución educativa  
(firma y sello)

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Docente Observado



**ESCUELA DE CIENCIAS DE LA EDUCACIÓN**  
**TITULACIÓN INGLÉS**  
**PRACTICUM ACADÉMICO 1**  
**FICHA DE OBSERVACIÓN DE CLASE**

**5. DATOS INFORMATIVOS:**

Docente observador: María José Galindo Medina    Docente observado: Darina Cueva

Institución

Educativa:.....

Año: .....      Básica (X )      Bachillerato ( )

Fecha: 21 de noviembre del

2020

Tema de la clase: Phonemes SM, ST

Objetivo: To learn the correct pronunciation of the phonemes

**6. ASPECTOS A OBSERVARSE:**

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

<i>Las actividades y estrategias son de acuerdo a las tendencias actuales: communicative competence)</i>				X	
<i>Usa el material básico (libro, cd, pizarrón)</i>	X				
<i>Usa material complementario</i>	X				

**7. NOTAS ADICIONALES:**

*Teacher has a great variety of exercises but she has some grammar mistakes.*

8. **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)**

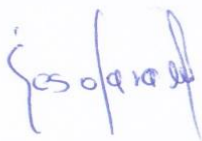
*Teacher was interacting with the student on the whiteboard. She had a great variety of exercises. She was speaking in English all the time. The used the proper register.*

**Aspectos negativos: (debilidades)**

*The class was not so active. The review activity was way too long, it could have been sent as a homework. There was no closing activity.*

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

*The flashcard should have pictures too, not just words. The topic should have been taught in context.*




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**FICHA DE OBSERVACIÓN DE CLASE**

**9. DATOS INFORMATIVOS:**

Docente observador: María José Galindo Medina    Docente observado: María Daniela Carrión Silva

Institución

Educativa:.....

Año: unknown    Básica ( )    Bachillerato ( )

Fecha: November 21st, 2020

Tema de la clase: Unit 4 – food vocabulary

Objetivo: To learn some vocabulary related to food.

**10. ASPECTOS A OBSERVARSE:**

ASPECTOS	VALORACION				
	E	B	R	M	N/A
<b><u>CONTENIDOS:</u></b>					
Presenta el tema de la clase		X			
Presenta los objetivos de la clase		X			
Muestra dominio del tema		X			
Presenta los contenidos de manera clara y organizada			X		
Lo contenidos son adecuados al nivel de los alumnos			X		
Los contenidos son relacionados con la realidad de los estudiantes			X		
<b><u>CONDUCCION DEL APRENDIZAJE</u></b>					
Crea el clima adecuado para el aprendizaje	X				
Dirección del grupo					X
Considera el ritmo de aprendizaje de los alumnos			X		
Usa vocabulario y estructuras gramaticales adecuadas y de acuerdo al nivel de los estudiantes			X		
Produce el lenguaje oral de tal manera que permite el entendimiento del mismo			X		
Considera los estilos de aprendizaje			X		
Despierta y mantiene el interés de los alumnos			X		
Responde a las inquietudes de los estudiantes de manera clara y precisa		X			
El docente integra más de una destreza en cada actividad propuesta				X	
Permite la participación de todos los alumnos					X
Demuestra habilidad para superar situaciones imprevistas.					X
Evalúa el aprendizaje de forma continua y con la debida retroalimentación		X			
Comprueba que los alumnos comprendan las explicaciones		X			
<b><u>METODOLOGIA</u></b>					
Manejo de métodos, técnicas, estrategias y actividades de enseñanza			X		
Las actividades son adecuadas para el objetivo de la clase		X			
Las actividades permiten que el estudiante se apropie de los contenidos			X		
Maneja técnicas actividades y estrategias pertinentes y apropiadas			X		
Las actividades y estrategias son de acuerdo a las tendencias actuales: communicative competence)				X	
Usa el material básico (libro, cd, pizarrón)	X				
Usa material complementario		X			

**11. NOTAS ADICIONALES:**

*There is an issue with the whiteboard because it seemed that somebody used a permanent marker before and it was not cleaned appropriately before the class and the sentences were getting confused.*

12. **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)**

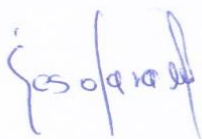
*Good handling of the language regarding pronunciation. She used Spanish just a little bit for some explanation. She had warm-up and closing activities.*

**Aspectos negativos: (debilidades)**

*The teacher spoke most of the time and did not let the student practice enough. The grammar was not well introduced and the teacher did some grammar mistakes while talking.*

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

*The teacher should let the student speak more. She should have more activities. Grammar should be introduced in a more simple and understandable way, like in context.*




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<i>Las actividades y estrategias son de acuerdo a las tendencias actuales: communicative competence)</i>				X	
<i>Usa el material básico (libro, cd, pizarrón)</i>		X			
<i>Usa material complementario</i>	X				

**15. NOTAS ADICIONALES:**

*Great variety of activities..*

16. **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)**

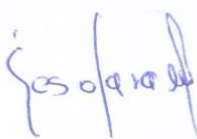
*Uses English most of the time and Spanish just as support. The teacher had a great variety of activities.*

**Aspectos negativos: (debilidades)**

*The warm-up activity was not catchy. When introducing the words, the teacher never turned around to see the student and had some problems with the pronunciation. The vocabulary was not taught in context.*

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

*The teacher could have taught the vocabulary in context and should create activities that allow the student to practice more.*




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**17. DATOS INFORMATIVOS:**

Docente observador: María José Galindo Medina    Docente observado: Daniela Mishell Armijos.

Institución

Educativa:.....

Año: otro.....      Básica ( )      Bachillerato ( )

Fecha: November 28th, 2020

Tema de la clase: Character and personality traits.

Objetivo: To talk about personality traits

**18. ASPECTOS A OBSERVARSE:**

ASPECTOS	VALORACION				
	E	B	R	M	N/A
<b><u>CONTENIDOS:</u></b>					
Presenta el tema de la clase	X				
Presenta los objetivos de la clase			X		
Muestra dominio del tema	X				
Presenta los contenidos de manera clara y organizada		X			
Los contenidos son adecuados al nivel de los alumnos		X			
Los contenidos son relacionados con la realidad de los estudiantes		X			
<b><u>CONDUCCION DEL APRENDIZAJE</u></b>					
Crea el clima adecuado para el aprendizaje	X				
Dirección del grupo					X
Considera el ritmo de aprendizaje de los alumnos			X		
Usa vocabulario y estructuras gramaticales adecuadas y de acuerdo al nivel de los estudiantes		X			
Produce el lenguaje oral de tal manera que permite el entendimiento del mismo	X				
Considera los estilos de aprendizaje		X			
Despierta y mantiene el interés de los alumnos		X			
Responde a las inquietudes de los estudiantes de manera clara y precisa					X
El docente integra más de una destreza en cada actividad propuesta		X			
Permite la participación de todos los alumnos					X
Demuestra habilidad para superar situaciones imprevistas.					X
Evalúa el aprendizaje de forma continua y con la debida retroalimentación			X		
Comprueba que los alumnos comprendan las explicaciones		X			
<b><u>METODOLOGIA</u></b>					
Manejo de métodos, técnicas, estrategias y actividades de enseñanza			X		
Las actividades son adecuadas para el objetivo de la clase	X				
Las actividades permiten que el estudiante se apropie de los contenidos		X			
Maneja técnicas actividades y estrategias pertinentes y apropiadas		X			
Las actividades y estrategias son de acuerdo a las tendencias actuales: communicative competence)			X		
Usa el material básico (libro, cd, pizarrón)	X				
Usa material complementario		X			

**19. NOTAS ADICIONALES:**

*It was a good class in general*

20. **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)**

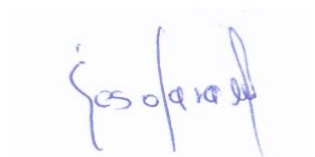
*The teacher was clear with the explanations. She used a listening activity and also questions. The warm-up activity was good.*

**Aspectos negativos: (debilidades)**

*The student didn't speak enough. In the slides the teacher just read them.*

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

*The teacher could have made the student participate more and create other activities that elicit the knowledge like asking to define other people that she knows with the traits that they have learned previously.*




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## Annex B. Observation Tools used for the Lesson Plans



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### ESCUELA DE CIENCIAS DE LA EDUCACIÓN TITULACIÓN INGLÉS PRACTICUM ACADÉMICO 1 FICHA DE OBSERVACIÓN DE CLASE

#### 21. DATOS INFORMATIVOS:

Docente observador: María José Galindo Medina. Docente observado: Carolina P

Institución Educativa: Unidad Educativa Eugenio de Santa Cruz

Año: 10mo. Básica (x) Bachillerato ( )

Fecha: 17/enero/2021

Tema de la clase: Travel and Adventure

Objetivo: EFL2.2.3. Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. (Example: vocabulary about self, family, friends and immediate surroundings at school and home, adjectives for color and size, etc.)

EFL.2.2.4. Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. (Example: letters of the alphabet, numbers, prices and times, days, dates and months, etc.)

#### 22. ASPECTOS A OBSERVARSE:

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

Maneja técnicas actividades y estrategias pertinentes y apropiadas			X		
Las actividades y estrategias son de acuerdo a las tendencias actuales: <i>communicative competence</i> )			X		
Usa el material básico (libro, cd, pizarrón)		X			
Usa material complementario		X			

23. **NOTAS ADICIONALES:**

Assess and appreciate English as an international language???? I don't understand what it means as anticipatory set

---

24. **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)

It shows knowledge of the Ecuadorian curriculum

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Aspectos negativos: (debilidades)

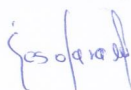
\_no warm up activity. Does not specify which activities are going to be held in the class. It shows lack knowledge of the Ecuadorian curriculum

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

The plan suggests a lot of resources but it does not mention the activities maybe write activities according the the resources or viceversa

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María José Galindo Medina

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Docente Observado



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**25. DATOS INFORMATIVOS:**

Docente observador: María José Galindo Medina Docente observado: Luz

Institución Educativa: Unidad Educativa La Inmaculada

Año: 10th Básica ( x ) Bachillerato ( )

Fecha: 17/enero/2021

Tema de la clase: Hobbies, Leisure and Entertainment.....

Objetivo: As stated in the Ecuadorian Curriculum for Oral Communication O.EFL 4.2, O.EFL 4.4, O.EFL 4.9

**26. ASPECTOS A OBSERVARSE:**

ASPECTOS	VALORACION				
	E	B	R	M	N/A
<b><u>CONTENIDOS:</u></b>					
Presenta el tema de la clase	X				
Presenta los objetivos de la clase		X			
Muestra dominio del tema		X			
Presenta los contenidos de manera clara y organizada		X			
Los contenidos son adecuados al nivel de los alumnos			X		
Los contenidos son relacionados con la realidad de los estudiantes		X			
<b><u>CONDUCCION DEL APRENDIZAJE</u></b>					
Crea el clima adecuado para el aprendizaje		X			
Dirección del grupo					X
Considera el ritmo de aprendizaje de los alumnos					X
Usa vocabulario y estructuras gramaticales adecuadas y de acuerdo al nivel de los estudiantes			X		
Produce el lenguaje oral de tal manera que permite el entendimiento del mismo		X			
Considera los estilos de aprendizaje			X		
Despierta y mantiene el interés de los alumnos					X
Responde a las inquietudes de los estudiantes de manera clara y precisa					X
El docente integra más de una destreza en cada actividad propuesta			X		
Permite la participación de todos los alumnos					X
Demuestra habilidad para superar situaciones imprevistas.					X
Evalúa el aprendizaje de forma continua y con la debida retroalimentación		X			
Comprueba que los alumnos comprendan las explicaciones					X
<b><u>METODOLOGIA</u></b>					
Manejo de métodos, técnicas, estrategias y actividades de enseñanza		X			
Las actividades son adecuadas para el objetivo de la clase		X			
Las actividades permiten que el estudiante se apropie de los contenidos		X			
Maneja técnicas actividades y estrategias pertinentes y apropiadas		X			
Las actividades y estrategias son de acuerdo a las tendencias actuales: communicative competence)			X		
Usa el material básico (libro, cd, pizarrón)		X			
Usa material complementario		X			

27. **NOTAS ADICIONALES:**

Good

activities

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28. **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)

Activities

according

to

Thread

2

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Aspectos negativos: (debilidades)

Lacking chances to let students develop their speaking

No adaptation for NEE students

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

Make

students

speak

more

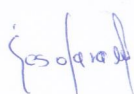
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María José Galindo Medina

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**29. DATOS INFORMATIVOS:**

Docente observador: María José Galindo Medina Docente observado: Valentin M.

Institución Educativa: Unidad Educativa Santa Mariana de Jesus.

Año: 2nd Básica (X ) Bachillerato ( )

Fecha: 17/enero/2021

Tema de la clase: Pirate Picnic

Objetivo: **EFL 2.3.1** Demonstrate basic reading comprehension skills by identifying the meaning of individual words, phrases, and sentences. Be able to interact in English in a simple way using basic expressions and short phrases in familiar contexts to satisfy needs of a concrete type, provided others talk slowly and clearly and are prepared to help.

**30. ASPECTOS A OBSERVARSE:**

ASPECTOS	VALORACION				
	E	B	R	M	N/A
<b><u>CONTENIDOS:</u></b>					
Presenta el tema de la clase		X			
Presenta los objetivos de la clase		X			
Muestra dominio del tema	x				
Presenta los contenidos de manera clara y organizada		X			
Lo contenidos son adecuados al nivel de los alumnos	x				
Los contenidos son relacionados con la realidad de los estudiantes		X			
<b><u>CONDUCCION DEL APRENDIZAJE</u></b>					
Crea el clima adecuado para el aprendizaje		X			
Dirección del grupo					X
Considera el ritmo de aprendizaje de los alumnos					X
Usa vocabulario y estructuras gramaticales adecuadas y de acuerdo al nivel de los estudiantes		X			
Produce el lenguaje oral de tal manera que permite el entendimiento del mismo		X			
Considera los estilos de aprendizaje		X			
Despierta y mantiene el interés de los alumnos		X			
Responde a las inquietudes de los estudiantes de manera clara y precisa					X
El docente integra más de una destreza en cada actividad propuesta			X		
Permite la participación de todos los alumnos					X
Demuestra habilidad para superar situaciones imprevistas.					X
Evalúa el aprendizaje de forma continua y con la debida retroalimentación		X			
Comprueba que los alumnos comprendan las explicaciones		X			
<b><u>METODOLOGIA</u></b>					
Manejo de métodos, técnicas, estrategias y actividades de enseñanza		X			
Las actividades son adecuadas para el objetivo de la clase	X				
Las actividades permiten que el estudiante se apropie de los contenidos	X				
Maneja técnicas actividades y estrategias pertinentes y apropiadas	X				
Las actividades y estrategias son de acuerdo a las tendencias actuales: communicative competence)	X				

Usa el material básico (libro, cd, pizarrón)	X				
Usa material complementario	X				

31. **NOTAS ADICIONALES:**

Good activities according to the attachments but are not specified

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32. **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)

Variety of activities

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Aspectos negativos: (debilidades)

Not all the activities are detailed in the planning and the instruments of evaluation are not the tools.

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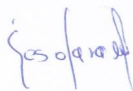
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Sugerencias: (luego de observar esta clase, ¿Qué sugeriría usted en vías de una mejora o cambio a la misma?)

Try to mention all the activities in the plan

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María José Galindo Medina

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**33. DATOS INFORMATIVOS:**

Docente observador: María José Galindo Medina Docente observado: Lening

Institución Educativa: Unidad Educativa Santa Mariana de Jesus

Año: 1° BGU Básica ( ) Bachillerato (x )

Fecha: 17/enero/2021

Tema de la clase: The Creator and His creations

Objetivo: **OG.EFL5.** Directly access the main points and important details of updated texts in the English language, such as those published on the web, for professional or general research, through the efficient use of ICT and reference tools when necessary.

ASPECTOS	VALORACION				
	E	B	R	M	N/A
<b><u>CONTENIDOS:</u></b>					
Presenta el tema de la clase		X			
Presenta los objetivos de la clase			X		
Muestra dominio del tema		X			
Presenta los contenidos de manera clara y organizada		X			
Los contenidos son adecuados al nivel de los alumnos		X			
Los contenidos son relacionados con la realidad de los estudiantes			X		
<b><u>CONDUCCION DEL APRENDIZAJE</u></b>					
Crea el clima adecuado para el aprendizaje		X			
Dirección del grupo					X
Considera el ritmo de aprendizaje de los alumnos					X
Usa vocabulario y estructuras gramaticales adecuadas y de acuerdo al nivel de los estudiantes		X			
Produce el lenguaje oral de tal manera que permite el entendimiento del mismo		X			
Considera los estilos de aprendizaje			X		
Despierta y mantiene el interés de los alumnos					X
Responde a las inquietudes de los estudiantes de manera clara y precisa					X
El docente integra más de una destreza en cada actividad propuesta		X			
Permite la participación de todos los alumnos					X
Demuestra habilidad para superar situaciones imprevistas.					X
Evalúa el aprendizaje de forma continua y con la debida retroalimentación			X		
Comprueba que los alumnos comprendan las explicaciones					X
<b><u>METODOLOGIA</u></b>					
Manejo de métodos, técnicas, estrategias y actividades de enseñanza		X			
Las actividades son adecuadas para el objetivo de la clase		X			
Las actividades permiten que el estudiante se apropie de los contenidos			X		
Maneja técnicas actividades y estrategias pertinentes y apropiadas		X			
Las actividades y estrategias son de acuerdo a las tendencias actuales: communicative competence)		X			
Usa el material básico (libro, cd, pizarrón)		X			
Usa material complementario		X			

**34. NOTAS ADICIONALES:**

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35. **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)*

*All the activities are well explained and detailed*

---



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*Aspectos negativos: (debilidades)*

*It's no necessary to write introductions to all the activities because the planner is meant to be read bby the teacher.*

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

*Don't write introduction for the activities such as "We are driven by intellectual curiosity...."*

*Too many activities for 30 minutes*

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María José Galindo Medina

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*Estudiante de Prácticum*

---

*Rector /Inspector de la Institución educativa  
(firma y sello)*

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*Docente Observado*



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

**ESCUELA DE CIENCIAS DE LA EDUCACIÓN**  
**TITULACIÓN INGLÉS**  
**PRACTICUM ACADÉMICO 1**  
**FICHA DE OBSERVACIÓN DE CLASE**

**36. DATOS INFORMATIVOS:**

Docente observador: María José Galindo Medina Docente observado: Hugo.....

Año: 1° Básica (x) Bachillerato ( ) Fecha: 17/enero/2021

Tema de la clase: Where I live.

Objetivo: Identify and describe information about the place where the children live.

Identifying household objects Describing locations . Identifying geographic features

**37. SPECTOS A OBSERVARSE:**

ASPECTOS	VALORACION				
	E	B	R	M	N/A
<b><u>CONTENIDOS:</u></b>					
Presenta el tema de la clase		X			
Presenta los objetivos de la clase		X			
Muestra dominio del tema		X			
Presenta los contenidos de manera clara y organizada			X		
Lo contenidos son adecuados al nivel de los alumnos		X			
Los contenidos son relacionados con la realidad de los estudiantes		X			
<b><u>CONDUCCION DEL APRENDIZAJE</u></b>					
Crea el clima adecuado para el aprendizaje		X			
Dirección del grupo					X
Considera el ritmo de aprendizaje de los alumnos					X
Usa vocabulario y estructuras gramaticales adecuadas y de acuerdo al nivel de los estudiantes		X			
Produce el lenguaje oral de tal manera que permite el entendimiento del mismo					X
Considera los estilos de aprendizaje					X
Despierta y mantiene el interés de los alumnos			X		
Responde a las inquietudes de los estudiantes de manera clara y precisa					X
El docente integra más de una destreza en cada actividad propuesta			X		
Permite la participación de todos los alumnos					X
Demuestra habilidad para superar situaciones imprevistas.					X
Evalúa el aprendizaje de forma continua y con la debida retroalimentación				X	
Comprueba que los alumnos comprendan las explicaciones			X		
<b><u>METODOLOGIA</u></b>					
Manejo de métodos, técnicas, estrategias y actividades de enseñanza			X		
Las actividades son adecuadas para el objetivo de la clase			X		
Las actividades permiten que el estudiante se apropie de los contenidos			X		
Maneja técnicas actividades y estrategias pertinentes y apropiadas			X		
Las actividades y estrategias son de acuerdo a las tendencias actuales: communicative competence)			X		
Usa el material básico (libro, cd, pizarrón)		X			
Usa material complementario		X			

**38. NOTAS ADICIONALES:**

We don't know which activites are going to be done

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

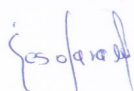
Aspectos Positivos: (fortalezas)

Teacher is clear about the objectives

Aspectos negativos: (debilidades)

He doesn't mention the activities and there are no didactic material attached

Sugerencias: (luego de observar esta clase, ¿Qué sugeriría usted en vías de una mejora o cambio a la misma?  
\_specify the materials and activities\_\_\_\_\_



María José Galindo Medina

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Estudiante de Prácticum

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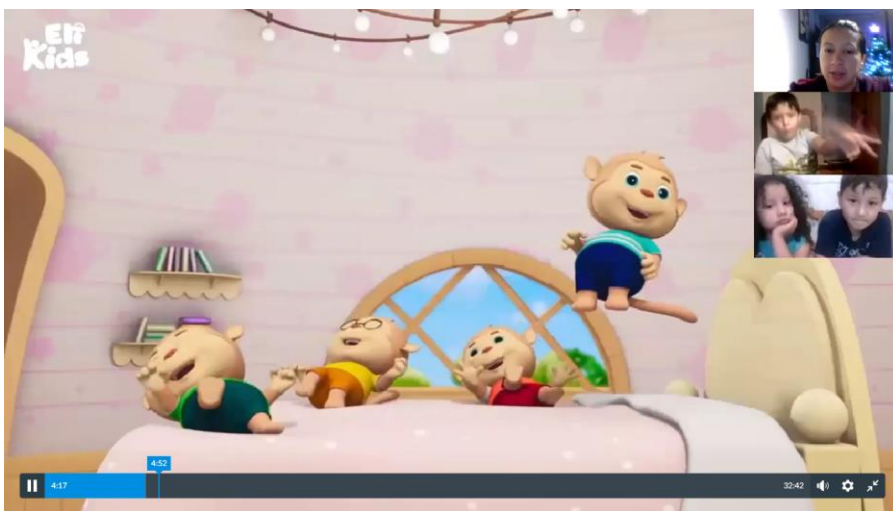
Rector /Inspector de la Institución educativa  
(firma y sello)

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Docente Observado

Annex C. Classes given as an in-service teacher





## Annex D. Lesson plans designed as in-service teacher

### PASANTIAS PREPROFESIONALES Y DE VINCULACION CON LA COLECTIVIDAD 2



### PASANTIAS PREPROFESIONALES Y DE VINCULACION CON LA COLECTIVIDAD 2

#### Lesson Plan # 1

#### 1. Informative data:

Name of school: It does not apply

Theme: It was Terrifying! (Movie Genres) (Unit 1 – Lesson 1)

Date: May 17<sup>th</sup>, 2021

Grade: 3<sup>rd</sup> year of high school (seniors)

Duration of class: 45 minutes

Proficiency Level: Intermediate (B1.2 CEFR)

Lesson plan designer: María José Galindo Medina

#### 2. TEFL Objectives

- Listening* 🎧 We will be able to identify and follow instructions as well as to familiarize with the topic that the teacher is explaining (movies).
- Speaking* 🗨️ We will be able to accurately name the new vocabulary words related to movie genres and talk about the movies.
- Reading* 📖 We will be able to recognize different adjectives to describe movies

#### 3. Methodology and strategies:

3.1 Methodology:

- Communicative Language Teaching
- Audio lingual

3.2 Strategies:

- Brainstorming, conversation (whole class)
- Matching exercise (whole class)
- Quiz - individual

#### 4. Anticipatory set:

The teacher asks Ss if they like movies, what their favorite movies are and if they

know different movies genres or types of movies, like horror, drama, comedy, and so on; fills up the mind map and completes it with the genres that students didn't know.

**5. Main teaching input:**

- Warm-up activity: Some pictures are shown to students and they participate in a match up activity using Jamboard.  
(<https://jamboard.google.com/d/1TplESLSe7n6Fac7hXu5RtX0EY9OWqc2Vrdag3l6ln14/edit?usp=sharing>)
- Teacher presents some adjectives used to describe movie genres and she does it with the help of Power Point Slides (Audio-lingual)
- Teacher gives a description of genre using the adjectives and students have to guess.
- Teacher asks Ss for examples of movies, genres and descriptions using the vocabulary learned. (Communicative Language teaching)
- Teacher sends a quiz through Quizziz to verify the students' understanding of the topic.

**6. Modelling:**

The examples teacher gives at the beginning of the class, the presentation in Power Point and the guesses of students will show them how to use the vocabulary in context.

**7. Guided practice:**

Teacher will give examples of movies and genres using adjective and students need to guess what she is talking about.

**8. Independent practice:**

Ss will be asked to describe their favorite movies using the adjectives and genres learned.

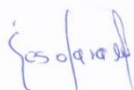
**9. Assessment:**

A quiz will be sent through Quizziz (<https://quizziz.com/admin/quiz/60b83ae83800f9001bd70c52>) where students have to fill blank spaces with the appropriate adjective that describes the genre.

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

The class will finish with a wrap up and quick review of movie genres.

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





## PASANTIAS PREPROFESIONALES Y DE VINCULACION CON LA COLECTIVIDAD 2

### Lesson Plan # 2

#### 11. Informative data:

Name of school: It does not apply

Theme: By the Time (Unit 1 – Lesson 2)

Date: May 18<sup>th</sup>, 2021

Grade: 3<sup>rd</sup> year of high school (seniors)

Duration of class: 45 minutes

Proficiency Level: Intermediate (B1.2 CEFR)

Lesson plan designer: María José Galindo Medina

#### 12. TEFL Objectives

- Listening* 🎧 Students will be able to identify and follow instructions. They will be able to understand the text about Tim Burton.
- Speaking* 🗨️ Students will be able to accurately say sentences referring to the timeline of Tim Burton's movies and also their own timeline with movies they have watched before.
- Reading* 📖 Students will be able to work on their reading comprehension and recognize time expressions within the reading.
- Writing* ✍️ Students will be able to construct their own sentences about the movies they have watched in the cinema using time expressions.

#### 13. Methodology and strategies:

3.1 Methodology:

- Communicative Language Teaching
- Audio Lingual

3.2 Strategies:

- Timeline creation (pair work)

- Note taking (whole class)
- Sentence writing (individual).

#### 14. Anticipatory set:

The teacher will ask students if they have watched some movies like: Batman, the Joker, Charlie and the Chocolate factory and she will ask them if they liked those movies.

#### 15. Main teaching input:

- Warm-up activity: A video will be shown to students (<https://www.youtube.com/watch?v=tmnKFymmElc>) and they need to take notes and identify as many movies as possible, then they will be asked for the name of the movies that were shown and also ask if they know what those movies have in common.
- Teacher uses the reading about Tim Burton from the textbook pg. 12 and read it to Ss.
- Teacher asks students to underline all the expressions that they think express time.
- Teacher explains, using a whiteboard in Zoom, the use and meaning of time expressions such as while, since, after, by the time, already and until. (Audio lingual)
- Ss work in pairs filling up the timeline from the textbook (pg.13) with the name of movies and the years where they were produced.
- Each pair needs to write sentences referring to the movies on the timeline and using the time expressions.
- Teacher corrects the sentences and the pronunciation while students are saying their sentences. Teacher will ask that randomly.
- Teacher asks students to write down their own timeline with the last 5 movies that they watched in the cinema and they need to write sentences using time expressions to hand them up.
- Teacher and Ss conclude the class by reviewing the topic briefly.

#### 16. Modelling:

Teacher will explain the meaning of time expressions.

After completing the timeline, students will give examples using the time expressions such as: Tim Burton directed Batman BEFORE he had directed Beetlejuice. BY THE TIME Tim Burton produced Corpse Bride, he had already finished making Charlie and the Chocolate Factory. Using the examples above will help students to understand the words used in context.

#### 17. Guided practice:

Students work in pairs completing the timeline with Tim Burton's movies and writing down sentences with time expressions, using the timeline as reference. Those sentences will be asked by the teacher and corrected on the spot.

#### 18. Independent practice:

Teacher will ask students to think about the last five movies that they went to watch in the cinema and then she will ask randomly some students to say what they have watched using time expressions and past perfect. Students work

individually in this task, and they need to hand the sentences up to the teacher for correction.

**19. Assessment:**

Teacher will listen to the sentences of students while they are saying them in class and will make corrections on the spot. Also, the sentences in the last activity will be handed up for correction.

**20. Closing review and follow-up:**

The class will be concluded by reviewing the topic briefly.



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



## PASANTIAS PREPROFESIONALES Y DE VINCULACION CON LA COLECTIVIDAD 2

### Lesson Plan # 3

#### 21. Informative data:

Name of school: It does not apply

Theme: Reading Between the Lines (Unit 1 – Lesson 3)

Date: May 19<sup>th</sup>, 2021

Grade: 3<sup>rd</sup> year of high school (seniors)

Duration of class: 45 minutes

Proficiency Level: Intermediate (B1.2 CEFR)

Lesson plan designer: María José Galindo Medina

#### 22. TEFL Objectives

- Listening* 🎧 Students will be able to understand the audio describing the pictures.
- Speaking* 🗨️ Students will be able to accurately make inferences about the reading of Rio and will say them aloud. Students will be able to answer questions orally.
- Reading* 📖 Students will be able to read the text about Rio (the movie) and will answer comprehension questions.
- Writing* ✍️ Students will learn to take notes while listening an audio.

#### 23. Methodology and strategies:

3.1 Methodology:

- Communicative Language Teaching
- Audio Lingual

3.2 Strategies:

- Game in Bamboozle (whole class)

- Reading comprehension (whole class)
- Oral questions (whole class)
- Making inferences and giving descriptions (whole class)
- Listening comprehension and Note taking (individual)

#### 24. Anticipatory set:

The teacher will show students a poster of the movie Rio and she will ask students questions like: do you recognize this movie? Who has seen it? What is it about? When did you watch it? (CLT)

#### 25. Main teaching input:

- Warm-up activity: Teacher will use Bamboozle (<https://www.baamboozle.com/quiz/519261>) to ask random questions about the movie Rio, such as: "What type of movie do you think it is? Blue Macaws are... Can Blue Macaws fly? Blue Macaws are from? Are Blue Macaws an endangered species?"
- Teacher explains the meaning of inferences to the students with a couple of examples: "I don't see Anne. She said she was tired, so she must have gone home to bed." "Sarah's been at the gym a lot; she must be trying to lose weight." I don't see it but I can infer that from the context. (Audiolingual)
- Teacher shows a text with movie review from the textbook pg.14 and request three students to help her reading it.
- Teacher asks questions to the whole class about the reading where they can recognize inferences. (CLT)
- Ss are shown different pictures using Jamboard ([https://jamboard.google.com/d/1lofIR9cwSTVbU3wrRX4JajAj8puS2lrH\\_gsBSex6JBE/edit?usp=sharing](https://jamboard.google.com/d/1lofIR9cwSTVbU3wrRX4JajAj8puS2lrH_gsBSex6JBE/edit?usp=sharing)) where they need to make inferences while describing them and as a whole class exercise, they need to put them in order. (CLT)
- Ss listen to an audio about the pictures where they confirm the correct order. They need to take notes while listening.
- Teacher and Ss conclude the class by reviewing the topic briefly.

#### 26. Modelling:

Teacher will explain the meaning of inferences by giving examples. After the reading, teacher will ask students questions orally to practice inferences.

#### 27. Guided practice:

Students will be asked comprehension questions about the reading using inferences to confirm understanding. The correction and feedback will be done on the spot.

#### 28. Independent practice:

Students are shown some pictures to describe them and they need to make inferences of what they see in them and also put them in order (whole class)

activity). After that they will have a listening exercise where they have to take notes.

**29. Assessment:**

Teacher will use observation techniques while listening to students answers both after the reading and after the listening. Corrections will be done accordingly.

**30. Closing review and follow-up:**

The class will be concluded by reviewing the topic briefly



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



## PASANTIAS PREPROFESIONALES Y DE VINCULACION CON LA COLECTIVIDAD 2

### Lesson Plan # 4

#### 31. Informative data:

Name of school: It does not apply

Theme: Personality Types (Unit 2 – Lesson 1)

Date: May 20<sup>th</sup>, 2021

Grade: 3<sup>rd</sup> year of high school (seniors)

Duration of class: 45 minutes

Proficiency Level: Intermediate (B1.2 CEFR)

Lesson plan designer: María José Galindo Medina

#### 32. TEFL Objectives

- Listening* 🎧 Students will be able to identify and follow instructions. They will understand the audio and compare the results with what they wrote in the pre-listening activity.
- Speaking* 🗨️ Students will be able to name their own personality traits and give characteristics of those traits.
- Reading* 📖 Students will be able to practice and read the sentences that they created in the group activity.
- Writing* ✍️ Students will learn to write sentences that describe their own personality traits.

#### 33. Methodology and strategies:

3.1 Methodology:

- Communicative Language Teaching
- Audio lingual

3.2 Strategies:

- Brainstorming / interactive board game (whole class)

- Filling the blank – listening (individual)
- Cooperative learning – writing their personality traits (group work)

#### 34. **Anticipatory set:**

The teacher will tell students how she describes herself. She will say: I consider myself a positive person, outgoing, I like to talk so I think I am talkative, I am very friendly and efficient. I think that is my personality.

#### 35. **Main teaching input:**

- Warm-up activity: use Ziteboard (<https://app.ziteboard.com/team/894d4091-26c1-44b3-b236-b79aeec9ec58>) so students can enter and write as many adjectives as possible in one minute.
- Teacher will write on the board the following traits: realistic, investigative, artistic, social and conventional.
- Teacher will ask students to name characteristics of the traits written on the board and will create list or mind map while students name the characteristics. (Audio lingual)
- Students will use the textbook pg.22 with the exercise with the fill in the blank activity and a word bank with characteristics. They need to guess and try to fill the blanks but using just a pencil so they can correct that later.
- Teacher will play an audio with the description of those traits and students need to check if they filled the blanks correctly.
- Ss work in groups of 4 or 5 and they need to write personality traits and their characteristics about the people in their group. (CLT)
- Then each group will need to read their traits aloud in front of the class.
- The topic will be briefly review at the end of the class.

#### 36. **Modelling:**

Teacher will elicit previous knowledge from students first with the warm-up activity on the interactive board where they have to write the adjectives that they remember and then by asking questions about the personality traits written on the board. If they don't know the meaning, teacher will explain it.

#### 37. **Guided practice:**

Students need to give the characteristics of the personality traits written by the teacher, then they will need to fill up the blank spaces with the word bank given in the worksheet and then compare the answers after the listening.

#### 38. **Independent practice:**

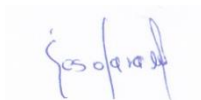
Students will work in groups writing one personality trait of each member and giving the appropriate description. Then they will need to read it in front of the class.

**39. Assessment:**

Teacher will check the worksheet and will hear and observe the descriptions read by the group members.

**40. Closing review and follow-up:**

The class will be concluded by reviewing the topic briefly by naming the personality traits that they have learned.



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



## PASANTIAS PREPROFESIONALES Y DE VINCULACION CON LA COLECTIVIDAD 2

### Lesson Plan # 5

#### 41. Informative data:

Name of school: It does not apply

Theme: I'm interested in (Unit 2 – Lesson 2)

Date: May 21<sup>st</sup>, 2021

Grade: 3<sup>rd</sup> year of high school (seniors)

Duration of class: 45 minutes

Proficiency Level: Intermediate (B1.2 CEFR)

Lesson plan designer: María José Galindo Medina

#### 42. TEFL Objectives

- Listening* 🎧 Students will be able to understand the audio and answer some post-listening questions.
- Speaking* 🗨️ Students will be able to name some professions and answer questions about the listening.
- Reading* 📖 Students will be able to read and understand the sentences in the exercise in order to fill up the blanks.
- Writing* ✍️ Students will be able to write sentences about themselves using the correct prepositions.

#### 43. Methodology and strategies:

3.1 Methodology:

- Communicative Language Teaching
- Audio lingual

3.2 Strategies:

- Brainstorming using menti (whole class)
- Filling the blank – listening (individual)

- Listening comprehension (whole class)
- Sentence writing (individual)

#### 44. **Anticipatory set:**

The teacher will show students a poster and will ask students what they see and what do they think these people do for living.

#### 45. **Main teaching input:**

- Warm-up activity: Teacher will ask student to use the link (<https://www.menti.com/wucqngcnb7>) to write the name of the profession they would like to pursue in the future.
- Teacher will show some names of professions without endings and students need to classify them into groups depending on their endings.
- Teacher will explain students that they are about to listen a dialogue between Paul and Ingrid where they talk about the careers they want to pursue.
- Teacher will play the audio and then she will ask questions randomly to the class: What is journalism? Who wants to study journalism? What is Paul not good at? (communicative approach)
- Teacher will explain with the help of Canva that some verbs and adjectives used different prepositions. (Audio lingual)
- Teacher will ask students to check the textbook on pg. 24 ex.3 where they need to fill up the blank spaces with prepositions, they must listen to the audio again.
- Students will need to fill up the following statements with their own information and hand them up to the teacher: I am curious..... / I want to apply.... / I am not good .... / I am familiar .....
- The topic will be briefly reviewed at the end of the class.

#### 46. **Modelling:**

Teacher will make students classify the professions by endings and will tell the proper endings. Also teacher will explain the preposition that goes with some verbs and adjectives.

#### 47. **Guided practice:**

Students listen to the audio, answer questions and do the exercise in the textbook where they have to fill up the blank spaces.

#### 48. **Independent practice:**

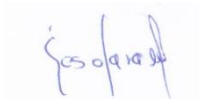
Students will need to work individually writing their own statements using the appropriate preposition.

#### 49. **Assessment:**

Teacher will check the sentences written and will verify that the correct prepositions are used.

#### 50. **Closing review and follow-up:**

The class will be concluded by reviewing the topic briefly and remembering the prepositions and the professions.

A small, square image showing a handwritten signature in blue ink. The signature is cursive and appears to read 'S. S. S. S. S.'.

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