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

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Loja, 10 de julio de 2022.

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### **Dedication**

I would like to dedicate this work first to God, for guiding my path of studies and giving me that spiritual support to achieve these goals that I have set out to accomplish in my life.

Then, I would like to dedicate my achievement to my mother Juanita for her advice and for being the cause of my motivation to continue with my studies, to my brothers Natalia and Tobith who have been a model of motivation throughout my career and emotional support for me. and to my niece Marcelita who is the cause of my happiness.

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## Contents

Cover .....	I
Aprobación del Director del Trabajo de Titulación.....	II
Declaración de Autoría y Cesión de Derechos .....	III
Dedication .....	V
Acknowledgment .....	VI
Contents .....	VII
Abstract .....	1
Resumen.....	2
Introduction.....	3
Chapter One .....	5
1. Literature Review .....	5
1.1. What is Teaching? .....	5
1.2. What is Learning?.....	6
1.3. Modern Methodologies, Strategies, Techniques, Material (current trends).....	8
1.4. Communicative Competence .....	12
1.5. Teacher’s Roles.....	13
1.6. Teacher’s Role in virtual Learning During Pandemic .....	14
1.7. Motivation and its Roles in Language Teaching .....	16
1.8. Teaching Experience (acquired skill) .....	17
1.9. Links Between Experience and Teaching .....	18
1.10.Related Studies to the Systematization of English Practices: .....	19

<b>Chapter Two .....</b>	<b>23</b>
<b>2. Method .....</b>	<b>23</b>
<b>2.1. Setting and Participants .....</b>	<b>23</b>
<b>2.2. Procedure .....</b>	<b>24</b>
<b>Chapter three.....</b>	<b>26</b>
<b>3. Discussion, Analysis, and interpretation of the Teaching Experience .....</b>	<b>26</b>
<b>3.1. Observation: Description and Reflection of the experience in Basic Education.....</b>	<b>26</b>
<b>3.1.1. Classes .....</b>	<b>26</b>
<b>3.1.1.1. Planning .....</b>	<b>26</b>
<b>3.1.1.2. Linguistic Aspects.....</b>	<b>28</b>
<b>3.1.1.3. Learning Management.....</b>	<b>30</b>
<b>3.1.1.4. Methodology.....</b>	<b>32</b>
<b>3.1.2.Lesson Plannings .....</b>	<b>34</b>
<b>3.1.2.1 Objectives .....</b>	<b>34</b>
<b>3.1.2.2 Methodology- Learning Activities .....</b>	<b>36</b>
<b>3.1.2.3 Assessment.....</b>	<b>37</b>
<b>3.1.2.4 Time management .....</b>	<b>39</b>
<b>3.2. Observation: Description and Reflection of the experience in High school .....</b>	<b>41</b>
<b>3.2.1. Classes .....</b>	<b>42</b>
<b>3.2.1.1 Planning .....</b>	<b>42</b>
<b>3.2.1.2 Linguistic Aspects.....</b>	<b>44</b>

3.2.1.3 Learning Management .....	46
3.2.1.4 Methodology.....	48
<b>3.2.2. Lesson Plannings .....</b>	<b>50</b>
3.2.2.1 Objectives .....	50
3.2.2.2 Methodology.....	52
3.2.2.3 Assessment.....	57
3.2.2.4 Time Management.....	59
<b>3.3. Experience as an English teacher: Description and reflection of the experience in Basic Education .....</b>	<b>61</b>
<b>3.3.1 Planning.....</b>	<b>61</b>
<b>3.3.2 Linguistic Aspects .....</b>	<b>64</b>
<b>3.3.3 Learning Management .....</b>	<b>67</b>
<b>3.3.4 Methodology.....</b>	<b>70</b>
<b>3.4. Experience as an English teacher: Description and reflection of the experience in High school .....</b>	<b>74</b>
<b>3.4.1 Planning.....</b>	<b>74</b>
<b>3.4.2 Linguistic Aspects .....</b>	<b>77</b>
<b>3.4.3 Learning Management .....</b>	<b>79</b>
<b>3.4.4 Methodology.....</b>	<b>82</b>
<b>Conclusions .....</b>	<b>87</b>
<b>Recommendations.....</b>	<b>89</b>

<b>References .....</b>	<b>91</b>
<b>Appendix.....</b>	<b>99</b>
<b>Appendix A. Observation sheet of Prácticum Académico 1.....</b>	<b>99</b>
<b>Appendix B. Pasantías preprofesionales 1 y 2: Lesson plan format .....</b>	<b>101</b>

### **Abstract**

This project focuses on the systematization of pedagogical experiences in the EFL teacher training program where pre-service teachers are involved within the educational in pre-professional practices developed at different levels. This project aims to guide students to practice, experiences, observe and deliver of classes. This work was carried out in two phases. The first as an observer student of five classes and plans prepared by teachers within the school and high school section. The second phase was the execution of classes as the main teacher, with the elaboration of plans for the school and high school section. The descriptive method contributed to the analysis, description and reflection of the practices carried out with the use of digital resources and tools that facilitated the learning of a foreign language. Developing the use of methods, strategies, and techniques in accordance with new teaching trends. All of this pre-professional practice took place virtually and in established settings by the UTPL due to the pandemic caused by COVID-19. The general conclusion focuses on preparation, collaborative work and the environment are foundations for responsive teaching.

**Key words:** Foreign language, pre-service teachers, systematization.

## Resumen

Este proyecto se enfoca en sistematización de experiencias pedagógicas en el programa de formación docente de inglés como lengua extranjera donde los futuros docentes se involucran dentro de las prácticas educativas preprofesionales desarrolladas en diferentes niveles. Este proyecto tiene como objetivo guiar a los estudiantes a practicar, experimentar, observar y dictar clases. Este trabajo se llevó a cabo en dos fases. Primero como observador de cinco clases y planes elaborados por docentes dentro de escuela y colegio. Segundo, la ejecución de clases como docente principal, en la elaboración de planes para escuela y colegio. El método descriptivo contribuyó al análisis, descripción y reflexión de las prácticas realizadas con el uso de recursos y herramientas digitales que facilitaron el aprendizaje de una lengua extranjera. Desarrollando el uso de métodos, estrategias y técnicas de acuerdo con las nuevas tendencias de enseñanza. Toda esta práctica preprofesional fue virtual y en escenarios establecidos por la UTPL, debido a la pandemia causada por el COVID-19. La conclusión general se centra en la preparación, el trabajo colaborativo y el ambiente son bases para una enseñanza receptiva.

**Palabras claves:** experiencias pedagógicas, futuros docentes, sistematización.

## Introduction

At present, systematization is an important aspect that must be considered within the pedagogical experience is the pre-professional practice, since in this it is possible to establish, know and reflect on those general and specific aspects that the pre-service teacher can perceive, to emphasizing more clearly the practice arises from the introspection of those positive and negative factors that are analyzed during the use of methodologies and strategies that apply at different academic levels (Renzulli et al., 2018).

Based on this premise, it should be noted that many pre-service teachers to be future teachers are unaware of the level of experience they must have for the execution of a planning or class, so some authors point out that there is a lack of knowledge to differentiate the practice and pedagogical experience. Focusing, that the practice in simple terms is an application of those curricular concepts acquired during the training to be a teacher. On the other hand, the pedagogical experience focuses on a more reflective framework of the actions carried out by the teacher in each class. These actions help improve and strengthen the teaching-learning process (Berger et al., 2018).

The systematization, it tries to ensure that pre-service teachers through practice acquire the necessary tools not only to educate students, but also to analyze the strengths and weaknesses that develop during teaching practice. Within a systematization study prepared by several authors, where the main objective of this research is to educate and prepare teachers to face intercultural and educational challenges, whose purpose is to obtain the application of a methodological teaching based on meaningful learning for students. That is why this study concludes in the idea of constant education, training, and systematization of experiences in all English teachers to acquire a general vision within the meaningful learning oriented to the application of new teaching methods (Patiño et al., 2017).

Other studies indicate that teachers acquire good practices, within the experience and preparation with the aim of motivating the learning of the English language through linguistic

aspects focused on fluency and communicative competence of the language. Concluding that the teacher's methodology should be focused on the use of linguistic and communicative skills because it allows for full learning in students and favors the sequential teaching of the target language (Samifanni, 2020). Based on this premise, another study aims to systematize students' knowledge regarding the feedback that teachers apply during their classes, to learn about the use of methods, strategies, and techniques in teaching a foreign language. In conclusion, this study affirms that effective feedback is necessary to correct those errors that are inadvertently made by both students and teachers, and to better process the information within this process, because this feedback technique motivates self-development and improves language skills (Vattøy & Smith, 2019).

In this work, the first chapter is related to the review of the literature, where certain variables related to teaching, learning, techniques, pedagogical experiences, among others related to systematization, are focused, and conceptualized. The second chapter indicates the participants and how this research was carried out, detailing the systematization procedure and finally, the third chapter is the development of the analysis and discussion, where each specific aspect of the pedagogical practice is described with a sustained reflection, after the conclusions and recommendations.

This research study that the university proposes helps the educational society to know the importance of analysis, reflection and introspection of the pedagogical practice and the acquisition of experiences that improve the teaching-learning process in the educational framework to train students capable of developing the pedagogical skills.

## Chapter One

### 1. Literature Review

In this first chapter, based on a review of the literature, some variables that represent certain aspects of the theoretical framework are conceptualized to understand from a general perspective those aspects that are fundamental in the teaching-learning process of a foreign language, these different variables are also focused on the development of Systematization of pedagogical experiences in the EFL teacher training program.

#### 1.1. What is Teaching?

The definition of teaching within a universal framework that has different concepts is associated with knowledge related to knowledge where it focuses on the development and transmission of ideologies towards a receiving source. There are different types of authors and concepts that conceptualize teaching as follows:

According to Smith (2018), teaching focuses on a cyclical structure that serves to visualize and transmit ideas about certain elements such as experiences and needs that the person needs to master, that is, it focuses on the erudition of knowledge and or imparting notions through the experiences, where the role of the teacher is the one who distributes this information, and the student is the one to whom the construction of knowledge is attributed.

Like Heick (2021), teaching in its different meanings concludes that it is a work of interaction that allows the transfer of different intellectual contents from person to person with the aim of evolving the knowledge acquired to a better development of concepts. Within the educational framework, teaching is that deductive and inductive improvement whose approach allows guiding and directing during the learning process.

Within the different premises on teaching there are differences and similarities within their universal concepts. However, teaching is conceptualized as a process of survival and vital

growth for the human being because experiences ensure teaching. Within a concept beyond education, teaching is related to the communication of skills, feelings, and emotions of a person within their environment considered as informal teaching. On the other hand, formal teaching adapts to that method where the teacher imparts the experience, and the student receives the information that turns it into learning (Brown, 2020).

In the same way, teaching in a social concept must be inclusive for everyone with the goal of general integration being the epicenter for the development of a society. Teaching and inclusion, respectively, allow access to education for all, becoming tools for progress based on the experiences and good ideologies that are transmitted during this process (Palla & Vallberg, 2020).

On the other hand, teaching in general is for all people regardless of their geolocation and age. The teaching of another language and respectively in the English language at a global level is considered as a basic part of the learning process, not only for the educational aspects but for the management of experiences and communication skills that are part of the survival of the human being (Chávez et al., 2017).

## **1.2. What is Learning?**

Learning in a more specific concept is the result obtained from teaching, it can be oriented in different positive or negative aspects, since it depends on the type of teaching that the learner receives. Learning also has an active development where there must be different variables to obtain optimal results within it, such as motivation, concentration and interest, taking into account these variables that learners acquire within a significant learning that derive from Piaget's learning process with the first step of constructivism applied to the previous knowledge that the apprentice possesses based on lived experiences; assimilation is the process where information is integrated into the individual and finally accommodation, which is the change of pre-existing ideas for the entry of new ideas (Pinter, 2017).

Some researchers emphasize that learning is conceptualized as a progressive action where the learner acquires new concepts and experiences that satisfy personal development, all this happens from past actions to the continuous progress of learning new concepts, which provide and retain information based on the environment the learner is exposed (Wiewiora et al., 2020).

Likewise, it is important to recognize those aspects that develop and contribute an important role in the learning process: motivation and rest times within an educational framework stimulate the full attention and interest of learners; the use of support material and teaching resources provide greater understanding and construction of ideas; the environment is necessary for the development of activities in a suitable environment; the learning contents must have a direct interaction with the learner; Participation, no matter how minimal, is of vital importance in each learner. It is related to the development of the acquired learning and the opinion that each student provides (Pinter, 2017).

On the other hand, learning in different theories is the acquisition and execution of ideas and knowledge; Like learning a foreign language, this result is attributed to a process of observation, practice, and experimentation. From the advancement of knowledge, behaviorism points out that the result of learning is the product of behavior and observation, relating constructivism with knowledge already understood. In addition, learning has a direct link with teaching. Teachers must not only have the ability to master knowledge in teaching but also the way to know how to impart it (strategies) so that each student acquires knowledge not only gradually but also in the development of their multiple intelligences (Pritchard, 2017).

Finally, within learning it is said that it is the derivation of something that is constantly being done, within education there must be that state of awareness of how to transfer knowledge information to others. There are different students who learn according to different types of teaching, different methods to develop their different cognitive abilities, because

learning needs are requirements for all students who have designs oriented to a certain learning (Fantini, 2018).

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

Within foreign language instruction certain elements are considered necessary as a bridge between teaching and learning. The use of methodologies, the application of strategies, teaching techniques, including the material that is implemented within the classroom, are tools that allow optimization and potentiation of linguistic abilities, with spaces and moments that allow the development of creativity and critical thinking of the student (Chilingaryan & Zvereva, 2017).

In addition, traditional teaching whose approach was systematic and gradual, the basis was the application of traditional methods such as: the correct use of grammar, syntax, and memorization of vocabulary because languages helped improve intelligence and was oriented towards development. reading and writing ability (Ramos & Toloza, 2018). In contrast, currently, a study by the Ljubljana School of Business (2020) shows that technologies play a very important role in meaningful student learning; On the other hand, it provides teachers with progressive self-preparation and application of different modern methods for a better presentation of the curriculum execution using the resources (tools) that allow achieving the objectives set by developing all linguistic skills (listening, speaking, writing and reading) that are required to learn a foreign language.

The use of methodologies in English class today is constantly changing and of different application due to the use, need and importance that an educational society gives it. It is established that the pre-service teacher should have the ability to master their communication skills and the role of the teacher to apply the different methodologies to achieve their objectives. Methodologies such as: content and language learning (CLIL) is a methodology that has currently been implemented for the purpose of specifically address the content of the subject

and the use of another language. The objective is to deal with the contents of a specific subject in a language other than the mother tongue, being a very visionary methodology, teaching material should be created so that students receive information effectively and the correct development of this educational method (Luanganggoon, 2020).

The communicative approach is a method that is associated with practicality with behaviorism in the communication of own ideas and student interaction for the application and stimulation of their communication skills and in constructivism, especially in how they respond to this type of interaction in the learning process building a verbal language in real situations, where teachers must create different interactions through resources and didactic activities that stimulate the participation of each learner (Lobachova, 2019).

On the other hand, there is the total physical response method, which, unlike the communicative approach, is a method that stimulates and projects listening comprehension that is related to constructivism, similar to learning that originates when a mother tongue is learned, this method helps to reduce stress for students so as to use phrases and sentences that are used in everyday life, for continuous progress in the formation of more complex commands (Uthaya & Sandaran, 2018).

Another method that optimizes the learning of a foreign language is Suggestopedia, it is a method that consists of freeing the student from the stress of learning a language and focuses on the content it offers for the development of oral skills and speech, With practical examples that the student uses in life, this approach is based on the suggestion of the learning contents, the dynamic and kinesthetic activities culminate in the development of linguistic skills for the learner's learning (Rashtchi, 2018).

Usually when learning a foreign language there is that anxiety of making mistakes for all students. The strategies play a very important role in this teaching-learning process, they are

the succession of activities that facilitate the learner's retention of information during the class, the change of adaptability within the learning environment (traditional to virtual classes), these actions do not only facilitate the student's input, but also significantly contributes the teacher's experience in inopportune situations, developing their communication skills and critical thinking. Focusing on global teaching to make learning more optimal and admissible (Ghemawat, 2017). Among the different strategies that a teacher applies are:

Motivation: within this strategy, the state of predisposition and learning commitment of the individual (teacher-students) stands out, it depends a lot on applying this strategy since it will allow the teacher to guide, comply and teach the contents well while the student focuses on learning. and not on external factors (problems) (Zainuddin, 2018).

Cooperation: this is a learning strategy of collaborative work and mutual interaction, different studies show that the purpose of this strategy is to include the participation of all those present and better development of the contents during the development of the class (Tutaeva et al., 2018).

Practice: this strategy allows the student to put into action the learning acquired during the class, to check the results that the student is acquiring systematically (Barandsen & Hense, 2019).

Feedback: it is a strategy that allows analyzing when the scope of the results obtained from each student through the evaluation has been, this strategy allows a general or specific setback of certain topics that are not entirely clear to the students (Cogliano et al., 2020).

In the same way as strategies, teaching techniques are applied in delimited or specific areas of a study plan, they are applied in the form of activities and didactic resources to develop a specific topic, in the teaching of English as foreign language different techniques are applied that they allow to develop the different linguistic abilities of the students (Gosh et al., 2019).

Brainstorming: this technique in EFL is very important for the development of ideas, writing and reading, it allows the student to offer their personal and own ideas on a developed topic, stimulating participation and knowledge of new vocabulary, it can be worked collaboratively or individual (Murugesan, 2019).

Role play: this is a technique that allows the student to practice their communication skills of listening and speaking, with the focus of choosing characters or roles according to their own tastes (Novaes et al., 2021).

Mental Maps: They are schemes that are used as teaching-learning techniques, as a means to develop different linguistic and critical thinking skills of the learner, associating the ideas of each one on a theme developed in a compiled illustration (Murugesan, 2019).

Those elements and didactic resources that not only facilitate the development of a topic in the classroom, but also help a better learning entry for students. They are elements of vital contribution to the teacher. The use of different materials in the classroom for both teachers and students contribute significantly to the construction of ideas, development of knowledge and academic performance. The different materials used by teachers in the teaching of a foreign language are: Flashcards or illustrations: These are images or graphic materials that allow the acquisition of notions and abstract ideas on a subject, providing the student with an understandable input message; posters also used by the teacher to capture the attention of the learner, written messages or illustrations can be transmitted, it has the purpose of making the student be observant and analytical to process the ideas that he is going to learn (Ajoke, 2017). Currently, the use of digital tools, these resources are currently the most used, they have different types of multimedia that help the teacher to expose in a didactic and universal way a variety of topics and activities in the same resource within reach of a click (Amhag et al., 2019).

#### **1.4. Communicative Competence**

Communicative competence is considered as a skill that the person, student, or teacher possesses, respectively, of communicative and oral skills. This meaning encompasses the communicative control that a person has towards the understanding, comprehension, and cohesion of the language of another language. Using all the grammatical, lexical, semantic, and phonetic terms, with the aim of produce a communicative capacity together with the correct use of those linguistic elements that provide the person with a significant practice within a society for successful communication (Béresova, 2019).

According to Fantini (2018), there are different elements within the arc of communicative competence. The speech being a communicative skill that is expressed orally, written, statements, allows sociocultural development and continuous communication between people.

In contrast to the different authors, during several studies it has been shown that the development of communicative competences encompasses all linguistic schemes, not only those that were believed to be important such as grammar and vocabulary, but also understanding and assimilating messages within contexts. specific, considering that communicative competence is an educational teaching model that allows the learning of a foreign language through more linguistic elements such as vocabulary and pronunciation. In addition, exposing learners to be part of this model through the interaction of their communication skills with real life situations (Torres et al., 2020).

From another point of view, communicative competence is not only developed within the classroom or through a course, but also in situations of daily life and it depends on the person how to develop them, when there are difficulties in communicating there are two alternatives: interrupt the communication or maintain it with skills that are even easier to understand, so it is very important that the teacher provides all the necessary linguistic elements so that a learner

can express himself in everyday situations in the target language he is learning (Bhaskara, 2019).

As a final point, communicative competence is a method that not only people with linguistic skills possess, but that is also being formed in students with collaborative and interactive work, it also helps interaction with native speakers, being the communication bridge between both sides. It is important to prepare the teacher in communication skills and stimulate the development of intercultural communication skills with the student, reducing the stress of learning the target language and correcting mistakes (Eken, 2019).

### **1.5. Teacher's Roles**

In the first place, it should be noted that the role of the teacher in teaching is to be the bridge and facilitator in the construction of knowledge, according to Luchaninoca (2019) There are several concepts that defend the essential role of the teacher. Therefore, the teacher is a facilitator of knowledge when he applies innovative learning methodologies for the academic and personal development of the apprentices; teachers are coaches when they guide students to stay on track and teamwork; teachers are mentors when they motivate, share that knowledge, and prepare students for the demands of society.

In addition, for another author, the role assumed by the teacher within education is to provide ideas and concepts in the class, based on the experiences acquired, to train independent students with the ability to make their own decisions. In addition, he affirms that the pedagogical instructors are guides of the pedagogical process, they are the ones who evaluate the knowledge of the students, being them the main mediators of the teaching (Keiler, 2018).

On the other hand, in contrast to other authors, it is indicated that the teacher is not only a facilitator of knowledge, but also assumes a close link (third parents) with the student, with the

aim of providing additional help in problems and external factors that the student needs, correcting mistakes and highlighting strengths (Makovec, 2018).

However, some studies and researchers highlight more than one role that the teacher plays, the most prominent are based on a teaching of moral and ethical values, they are: the role of the mentor teacher focused on the academic and philosophical development of the students, the role of the teacher facilitator is the one who develops the knowledge and knowledge with interaction and joint participation and the role of the teacher counselor is oriented towards the well-being, motivation and erudition of each student with the purpose of integrating him/her into society (Saharuddin et al., 2020).

Last but not least, within the educational framework, the roles assumed by teachers evolve and change markedly, towards a new political and cultural environment with the goal of providing the adaptability that the student should assume. Highlighting the role of the defending teacher towards the teaching of the defense of rights and values for students within the society that educates them (Cox, 2020).

### **1.6. Teacher's Role in virtual Learning During Pandemic**

One of the main challenges that teachers face during their professional career is adaptability, facing different situations that life proposes to the teacher is a job that requires effort and preparation. During the Covid-19 pandemic, different perspectives were proposed for continuous teaching and pointing out that virtual education has already existed due to different social reasons, virtual learning environments had to be created to strengthen the teaching-learning process, not only assuming a role of professional and digital autonomy for the teacher but creating different pedagogical strategies that adapt to the needs of the students (González et al., 2020).

Similarly, world organizations considered that the health crisis caused risks in certain educational structures, especially public ones, because some institutions do not have the tools, strategies, and preparation for this type of crisis. However, the option of innovating and changing some traditional aspects was considered, where the teacher is the facilitator and guide throughout the teaching-learning process, for joint and digital work (United Nations Educational Scientific and Cultural Organization, 2020).

Additionally, a second challenge stands out during the pandemic for the teacher, the use of technological resources was the greatest tool and bridge to enhance the skills of teachers and students. However, there was this impact of adaptability that the teacher had to face allowing them to interact with the technology for the creation of more innovative, didactic, and informative classes. The role that teachers acquire is to potentiate their own creative abilities, leadership among others, causing impact and development in knowledge for apprentices (Schleider, 2020).

Therefore, the teacher acquires an innovative role due to the constant preparation and creation that he must have in the face of each situation that arises. Pointing out that during all this time of health crisis there were also different setbacks that delayed this process where teachers had to assimilate connectivity problems, student attitude among others, giving the teacher the duty to establish optimal solutions to these variables, such as the creation of virtual activities that complement and improve teaching (Zamora et al., 2021).

Currently, several researchers say that the educational system and all those who make it up, live in situations of constant change. So that the teacher is constantly trained and applies different strategies and methodologies that improve the performance as a whole (teachers - students) it is so, technologies contribute significantly to this improvement of learning skills where they facilitate teacher-student interaction, with an easy access to content on topics to

address, creation of asynchronous and synchronous activities among others, being the key point for the role of an effective teacher (Richardson et al., 2020).

### **1.7. Motivation and its Roles in Language Teaching**

Today, motivation has been considered as one of the main factors in the development of teaching-learning. Motivation from a general point of view is that work where the person is involved in reaching their anticipated goals and feats; on the other hand, within the educational framework, specifically detailing in the teaching-learning of a foreign language, motivation is considered one of the most important guidelines within classes that not only the student must possess but the teacher should develop and transmit with the stimulation effect on basic learning skills and development of language skills (Zhang et al., 2020).

Likewise, motivation acquires a very important role in the teaching of a foreign language, motivation as a learning strategy, gives students and teachers the strength to not only learn something academically, but also provides the ability to overcome those inconveniences that happen inside and outside the educational environment, with the reduction of anxiety and stress when learning a foreign language L2 (Saito et al., 2018).

On the other hand, it is worth highlighting the different types of motivation that exist within the general arc of stimulation: intrinsic, extrinsic, instrumental, and integrative motivation. Within a study carried out by researchers they highlight that intrinsic motivation, despite being a personal and independent stimulus of the person for the study of English as a foreign language, has a lot to do with the tools that are used, currently technologies provide that adaptability, which motivates the student to create their own goal towards learning another language (Sun & Gao, 2020).

Therefore, it is established that motivation is a vital learning strategy within the classroom, resulting in an improvement in the educational achievement of each student and

progress in the skills required for learning a foreign language (Utkir et al., 2020). In opposition to this argument, it is also highlighted that the types of motivation also have objectives in different directions such as instrumental motivation, which is one that focuses on a specific goal, unlike integrative motivation, which is oriented to personal benefit for learn a language (Eltoft, 2018).

Motivation is and will continue to be one of the strategic elements for teaching a foreign language; It has already been established that on different occasions learning a language can become difficult, but with good motivation it can cause a great feeling in students to develop their linguistic and communication skills. For a better development of skills, emphasis should be placed on reading motivation, because, in students, it originates and stimulates imagination, reading comprehension and, most importantly, the critical thinking of the learner (Ahmadi, 2017).

### **1.8. Teaching Experience (acquired skill)**

Education is designed for constant and possible future changes that exist in it, teachers are the other variable that adapt to this change, they train, train, and educate themselves to be part of this educational system that acquires new trends with the step weather. Teacher training allows them to apply new strategies and techniques that give easy access to knowledge, depending on the circumstance or change that exists in the educational system. This training and experience allow the teacher to adapt, meet the teaching needs and learning problems of the student, to respond effectively to these characteristics (Rivers, 2018).

Currently, different schools have adapted to various changes from the cultural and linguistic point of view, teachers have the obligation to adapt to this system of interculturality, to work on adaptability between cultures and in themselves, the ability to understand and develop skills (Podolsky et al., 2019). However, for some researchers they establish that the teacher's experience is the main arc for adaptability, innovation, and optimization because it helps to focus on the development of the achievements acquired by the student, due to this the teachers

acquire that experience in the development of their own faculties to deploy different teaching styles and focus on the interests of students (Powel & Bodur, 2019).

However, for some researchers they establish that the teacher's experience is the starting and main point for adaptability, innovation, and optimization because it helps to focus on the development of the achievements acquired by the student, due to this the teachers acquire that experience in the development of their own faculties to deploy different teaching styles and focus on the interests of students (Kyriacou, 2018).

On the contrary, there are teachers with experience, they are those teachers who have developed the practice according to their work, making them the most effective, they have formed intellectual foundations based on their pedagogical experiences, adaptability to different cultural changes and elements of the education. This experience that the teacher has makes him a mentor teacher, who is attributed with qualities that inspire and support the apprentice to strengthen learning (Coenders & Verhoef, 2019).

### **1.9. Links Between Experience and Teaching**

One of the great developments that occurs during the experience as a teacher, is the practice, this practice that arises during the teaching periods that the teacher continuously performs, despite these years of teaching do not define the pedagogical practice but are the pedagogical experiences that help make a retrospect on the negative and positive factors of the class and an introspection of the teacher on the use of methodologies and strategies in the different academic levels (Renzulli et al., 2018).

In the same way, some authors establish a contrast between practice (teaching) and experience, practice is a clear example of the interaction of curricular aspects, the execution of achievements, planning and objectives. Unlike the pedagogical experience whose focus is to analyze the different events that have developed to transform them into an educational change

(Berger et al., 2018). On the other hand, based on this premise, it is established that experience stimulates teachers to be better, because experienced teachers improve the academic and disciplinary performance of students (Irvine, 2018).

In addition, there is a strong relationship between teaching practice and pedagogical experience, both require a planning and preparation process to carry out the execution of set objectives and activities to be evaluated. In addition, the link that both have is characterized by stimulating teachers to develop high-quality educational activities, methodologies, strategies and thus improve academic performance in the classroom. These pedagogical elements directly influence the role that the teacher is acquiring and the academic results of the students (Felege et al., 2018).

Finally, it can be added that within the ideas of several authors they highlight that there is a small analogy between emotional experiences and experiences with the teacher. And it is concluded that a teacher with more years of practice in education uses his own professional style, unlike a teacher who is beginning his professional career. That is to say that emotions and behavior vary with experience, since as experience grows, the experienced teacher learns more in the educational environment than a new teacher who learned within a conceptual framework (Huang et al., 2020).

### **1.10. Related Studies to the Systematization of English Practices:**

Within this section, there is the description of 6 scientific articles carried out on the systematization of the teaching practices of a foreign language.

The first related study is developed and investigated by Ulum (2020), it should be taken into account that this research was developed due to the different cultural and pedagogical changes that occur within education to know and evaluate the level of experiences that new language teachers have to introduce them to the educational field. The main objective or

purpose of this study is to focus on the results of the experiences carried out by new teachers, according to an educational construct, based on individual experiences and identity; the method used in this study was the execution of a tentative questionnaire, for the collection of information that was obtained from 20 pre-service teachers, resulting in the main development of skills, abilities and strategies in a teacher is practice, since it plays a very important role due to the application of theories, techniques and methods that they develop to overcome setbacks. Finally, it is concluded that this study applies a Socratic method in the ideology of new teachers with introspection of the experiences to discard the negative aspects and take the positive ones within the teaching practice.

The second study is carried out by several researchers, this research is developed in the systematization of practices in educational environments of 12 municipalities of Risaralda together with the Secretary of Education and the Technology University of Pereira. Presenting a problem focused on the level of preparation of English teachers and the different intercultural changes, with a main objective of improving meaningful learning and preparation of English teachers through critical introversion, theoretical and methodological support. For the execution of this research, the method of collection, analysis, and selection of 2 proposals that were systematized and disclosed was used. This research was of a qualitative nature addressed to 10 English teachers from different institutions; the results obtained reflect variables such as the level of preparation of the teacher and the application of traditional methods in the classroom. Finally, this study concludes with the idea of providing greater training and education to English teachers for the use of new methods and systematizing the experiences of each English teacher so that they acquire a vision of meaningful learning (Patiño et al., 2017).

Another study, which was carried out by Capan and Bedir (2019) with the purpose of knowing the academic and practical perceptions of new English teachers about the systematization of the practices carried out since their beginnings as students in training to be

future teachers, carrying out a comparison between reciprocal peer tutoring and traditional tutoring trajectories. Within this research, quasi-experimental research was carried out, considered as an elementary research method for the social sciences with derivations of qualitative background, such as: interviews, reports, recordings, among others, aimed at 20 future English teachers. The result shows that reciprocal tutoring between peers is of vital contribution during the practice, consequently, it allows future teachers to learn from the observation and resolution of events that occurred during the practices. Finally, the great importance that should be given to the anticipated practices in students in training for teachers due to a better assimilation of the experiences acquired is concluded.

In the following study, this research establishes that the systematization of knowledge is the final stage of language learning with commitment focused through language skills. In this way, the purpose of this research is to motivate the learning of the English language through linguistic skills (writing, reading and grammar), since it allows to obtain fluency and clarity in the target language. The research methodology is qualitative and focused on the process of finding patterns and correlations in a set of data and information to determine the effects of the research (data mining). It stands out in the results that through the systematization of knowledge, the teaching-learning process of the teacher and student guides towards optimal pedagogical progress. Finally, it is concluded that teaching a foreign language through language skills favors teachers and optimizes student learning for the sequential acquisition of the target language (Samifanni, 2020).

Another study indicates that Ozdas (2018) guided research related to the evaluation of future teachers for the application of teaching practice. With the purpose of recognizing the perception of future teachers in relation to pre-professional practices. The method used by the researcher for the analysis based on the data collection is qualitative exploration. The group of participants is made up of 42 future teachers who were selected through an intentional sample.

For the development of this research, a semi-structured interview was used with the faculty to evaluate certain topics and aspects of the teachers. The result of the investigation was to verify that the pedagogical experiences are acquired in accordance with the pre-professional practices, this type of experience provides the teacher in training with the security and confidence for the correct development of activities within the classroom. Finally, it is concluded that communication between teacher and student is of vital importance, in addition to reinforcing the positive aspects and changing the negative, such as the restructuring of school administrations, among others.

Finally, this research was applied to 1,137 students of approximate ages between 13 and 16 years. With the purpose of systematizing the knowledge of the students on the feedback of the teachers starting from the teaching, methodologies, and the use of strategies of a foreign language. The method used was quantitative research and information gathering based on the insight of English students on the feedback of the different language skills, the technique used for this research is the survey, which will determine the result of the responses of variables. The result of this exploration demonstrates and proves that students process information better through effective feedback and meaningful learning from the teaching representation. Finally, it is concluded that feedback as a teaching technique helps to optimize language skills through error correction and self-development of students (Vattøy & Smith, 2019).

## Chapter Two

### 2. Method

#### 2.1. Setting and Participants

The systematization of pedagogical experiences in the English as a foreign language teacher training program was developed in virtual scenarios established by the Universidad Técnica Particular de Loja, where the systematization was carried out in two phases: first, the observation phase of five video classes for pre-service teachers and five class plans in fiscal establishments for basic education and high school; the second phase was the execution of five classes in the school section and five classes in the high school section as the main teacher.

In the observation phase, the participants were boys and girls, between 8 and 10 years of school and, on the other hand, there are young people between 12-15 years of age from high school of different educational institutions, carried out during the academic course Practicum Académico 1.

In the phase of teaching classes as the main teacher, the school population was made up of 7 children, more boys than girls aged between 8 to 10 years old, with a level of knowledge of the English language A1 beginner, the socioeconomic level of the participants is of middle level and all the school students belong to fiscal institutions of the country. On the other hand, the high school population was made up of five young students between 15 and 17 years of age, with the attendance of more male students than females, with an advanced beginner A2 level in the English language, the socioeconomic level of the participants is of middle level, and they belong to public institutions of the country, these practices were carried out during the courses of Pre-professional Practices 1 and 2.

This work was carried out in virtual spaces due to the pandemic caused by COVID-19, to take care of the physical integrity of each one of those involved in this project under the UTPL teachers tutoring.

## 2.2. Procedure

Within the development of this study, the first stage of execution was the collection of scientific information and the collection of ideas from different authors, for the literature review of the systematization of pedagogical experiences in the EFL teacher training program. In addition, to complete the systematization project, two phases were considered that were carried out as an observer teacher and as a main teacher in the execution of virtual classes.

Due to the events that occurred due to the pandemic caused by COVID-19, practices and internships were carried out virtually, to care for and protect the integrity and health of each person who participated in this project.

Within the first phase, five video classes prepared by pre-service teachers in the basic and high school section were observed, during the period of the first two months. For the second bimester, the observation of five class plans was developed where certain aspects of planning were analyzed, reflected, and considered, aspects such as objectives, methodology, feedback and learning management, considering a reflection for each aspect. Based on these activities to be developed, materials were used that served to collect and support the information, materials such as: Observation sheets, summaries, and reports. All this was developed in the course of Practicum Académico 1.

In the second phase, main teacher. Classes were given to students from different sections such as school and high school. The primary section classes (school) were carried out with the development of 5 virtual classes considering the following guidelines, such as: planning, linguistic aspects, learning management and methodology considering a reflection for each guideline, to execute everything in this process, 10 plans were prepared, of which 5 were selected for execution. All this took place in the academic course Pre-professional Practices 1. On the other hand, for the execution of high school classes, the same procedure was carried out considering the aforementioned guidelines and the execution structure. All this process was developed in the academic course Pre-professional Practices 2.

Regarding the planning, it was elaborated based on the guidelines and models established by the Ministry of Education of Ecuador.

Among the resources used, the use of the Zoom tool stands out for the execution of the activities among other digital resources that facilitated the progress and process of this systematization.

This systematization work ends with the contribution of six conclusions and recommendations.

## Chapter three

### 3. Discussion, Analysis, and interpretation of the Teaching Experience

#### 3.1. Observation: Description and Reflection of the experience in Basic Education

This section describes the virtual practices carried out in Practicum 1 in the observation of two video classes and three plans executed in basic education, where certain general and specific aspects that teachers implemented during the development of their classes are highlighted. In the classes section, aspects such as planning, linguistic aspects, learning management and methodology are described. In lesson plannings focused on guidelines such as objectives, methodology- learning activities, assessment, and time management.

##### 3.1.1. Classes

**3.1.1.1 Planning.** In class one, it was possible to observe the development of the theme with basic notions of the English language that includes general topics such as: greetings, days of the week and basic vocabulary for beginners. The topic and objectives of the class were not presented directly to the student. On the other hand, the development and presentation of the contents of the teacher to the students stands out, where certain constructs make the students understand each idea that the teacher transmits. The domain and development of the teacher make there is a participatory interaction of the students generating an advance of each content. The teacher positively approached effective teaching-learning methods with the support of resources that achieved evident results.

In class two, in short, it starts directly with student-teacher interaction activities. The topic and objectives of the class are not presented directly to the student; however, the teacher gradually develops the content with general questions for the entire class and specifics for each student. The method that she applies during the progress of the class is grammatical translation and suggestopedia. The contents present an adequate level for each student, but there are some variables that generate confusion in some students. The teacher dominates the subject,

nevertheless, feedback to students is a factor that should be considered more often. In addition, the application of the use of materials that the teacher has planned for visual learning and better reading comprehension.

### **Reflection.**

In the observation experience regarding the planning of the basic section. It can be noted that in all the classes observed there is a planning and sequence to develop the contents of the class, considering the mastery and preparation of the class. However, it should be noted that in class one and two, the topics and objectives are not directly addressed during the class. In my opinion it is important to present not only the contents but also the theme and the objectives that will be developed with the results that will be obtained in the execution of the classes, even more so with digital resources. According to Richardson et al. (2020) establish that the ability of a competent teacher is to present the classroom topics, because they allow the effective participation of students where an interactive environment is created for different sequential activities with the use of technological resources.

Regarding the level of the contents of all the classes, the teachers present topics that are clearly perceived as being suitable for the group of students, consequently the result is the participation of the students and the response that each learner presents during the development of class. In my opinion, I consider that it is important to know the linguistic level of the group of students, because it precedes an excellent preparation of the teacher and to anticipate possible unforeseen events, this does not mean that poor planning is carried out, but rather that within the preparation of the teacher there is the solution to the possible setbacks that exist. One of the characteristics of a teacher in education is the constant preparation and training that he exerts on himself, putting possible results, needs and learning problems that the student has and thus sustaining the pedagogical experience (Rivers, 2018).

**3.1.1.2 Linguistic Aspects.** This section describes linguistic aspects such as: the use of language and vocabulary, grammatical structures, and oral expression. In class one, the teacher makes a correct use of the L2 throughout the class, as the teacher's objective is for the students to become familiar with and adapt to the target language. The activities and the teacher's way of speaking allow the students to actively participate reducing the fear of the students to express themselves. The teacher presents expressions and vocabulary according to the level of the students for greater listening comprehension and at the same time responsiveness. The handling of expressions by the teacher allows for an oral and interactive communication of each student for the adaptation of more complex notions.

In the second class, the vast majority of the teacher uses the L1 language or mother tongue, which prevents the students from having a perception and familiarization with the L2 target language. She sometimes uses expressions of the English language so that students have a notion and meaning of some words. The vocabulary and grammatical structures are adequate for the level of understanding of the students because the teacher addresses grammatical activities to order expressions and that the students repeat correctly. The oral language transmitted by the teacher sometimes allows students to respond to some phrases they have learned during class.

### **Reflection.**

During the observation of linguistic aspects, in the basic section, the teachers demonstrate mastery of their communicative faculties to transmit ideas to their students through oral and written expressions and grammatical structures that facilitate the learning process of a foreign language. According to Fantini (2018), one of the main elements within the communicative competence that determines to capture the interest of students is speech, a linguistic ability that demonstrates oral and written performance between people. However, student participation is crucial in improving linguistic aspects because the teacher-student interaction must be focused on a communicative approach to know if there is progress in

learning. In some cases, the teacher makes involuntary errors within the participation of each learner. For Lobachova, (2019), a method that allows the development of communicative skills, student-teacher interaction and communication of own ideas is the communicative approach since it approves to improve the learning process in oral language.

In addition, within these observation practices in some classes the use of the L1 could be perceived, which prevents the development of linguistic skills of the target language. In my opinion, the use of the L1 is a complement within the learning of a foreign language for students with a beginner level to reduce the stress of certain notions that are not yet fully understood. However, it is crucial that students become familiar with and adapt to the new language they are learning. Luanganggoon (2020) states that the main objective to stimulate learning in a second L2 language is to develop content in a language other than the mother tongue, to encourage the development of linguistic aspects with the support of resources that facilitate this process.

In short, for the development of linguistic skills, the teacher must express situations in a real context so that the student is capable of creating linguistic constructions and values the importance of learning a foreign language. Create spaces for motivation and autonomous orientation where the student highlights their different abilities and aptitudes for each linguistic aspect. Taking the idea of a researcher where he points out that communicative competences are not only developed within the classroom, but also focus on contexts of daily life, that is why the teacher grants the necessary linguistic elements so that the student has an effective communication with other people (Bhaskara, 2019).

**3.1.1.3 Learning Management.** This section describes certain aspects that the teacher manages within the class, the learning environment, learning styles, evaluation, and feedback. In class one, the teacher begins the class with an integration and motivation activity for all students, creating a trustworthy environment and generating interest in learning, and indirectly presents the topic to be developed. The execution of the activities makes the students are involved in this process of building new concepts and at the same time the teacher can handle concepts that the students do not understand. The learning style that is developed in the class allows all students to collectively integrate to the knowledge of new ideas. The teacher evaluates the students from start to finish in random order with basic questions to affirm that the acquisition of knowledge is satisfactory.

In class two, it was observed that the learning environment is adequate, the students do not get stressed and have a good participation and interaction during the development of the class. The teacher begins the class with a dynamic of participation for the presentation of the topic, the students carry out the activity through gestures that build an idea about the greetings. The activities are successfully developed considering the learning style of each student, the teacher allows the participation of everyone in a group and individually to consolidate that the knowledge is acquired. There are certain types of mishaps due to the behavior of some students. All activities allow individual and group participation of learners. The teacher evaluates the learning throughout the progress of the class continuously and gives feedback on certain pronunciation errors that the students use individually and with group support.

### **Reflection.**

Regarding learning management, in the observed classes of the basic section it is established that in all classes the teachers do the best job of activities and contents to explain, the teachers generate a learning environment considering the styles, level of knowledge and adaptability. However, in my opinion, I consider that the interaction and the role that the student acquires in terms of the application of certain strategies such as motivation and practice should

be taken into account. In practice, the knowledge that the student acquires, allowing a space for participation where the motivated student can develop and put into practice what they have learned. Based on this idea, the authors Barandsen & Hense (2019) consider that it is necessary to put into practice the knowledge that the student is acquiring to check the learning results. In addition, motivation is a strategy that not only focuses on the environment of adaptability created by the teacher, although it is very important, but also, there should be the predisposition and commitment between teacher-student to meet the objectives that are intended to be achieved. (Zainuddin, 2018).

In summary, during this observation, it should be noted that the preparation of the teachers is conscious, and the pedagogical experience plays a very important role since they show that they follow a structure of planned content and not improvised. In addition, the clear importance of effective feedback in the classroom. From the point of view of authors such as Felege et al. (2018) establish that the teaching practice is demonstrated with the approach of objectives and activities to be evaluated, since they are pedagogical elements that improve the educational quality of the teacher and the level of knowledge acquired by the student.

**3.1.1.4 Methodology.** This section analyzes the fundamental methodological characteristics used in class during the observation of the basic section and school, these characteristics allow the central development at the time of executing a class. In class one, the teacher uses the direct method throughout the session, uses simple words for easy understanding of the instructions and expressions that he is teaching. There are different types of techniques and strategies that the educator executes, a very efficient technique is the individual participation of each student, asking simple and concise questions. One of the strategies that the teacher uses during the session is motivation. All activities are focused on the linguistic skills of listening and speaking, allowing the student to be the main recipient of knowledge. The teacher deals with different strategies that not only allow the understanding of the class, but also changes the traditional teaching system for a more updated one. Within the resources and materials, he uses those that he has at his disposal such as blackboard and images, facilitating the process of entering knowledge.

In the second class, the teacher uses a traditional method called grammatical translation throughout the class, to avoid stress due to the lack of understanding of the language, in addition, the use of suggestopedia, a method that is based on teaching through the suggestion of ideas, movements and exemplifications, these methods allowed the student to understand the ideas that the teacher wants to convey during the session. The group work technique makes it easier for all students to have confidence when participating, the strategies used were sharing their own and individual ideas and interspersed questions to affirm the knowledge acquired. The activities allowed the students to learn the greetings in a meaningful way. During the development of the class, learning was observed through oral expressions, visual supports, and written exercises, giving ease of understanding to the contents that the teacher developed. The use of flashcards, word cards and images are a support for the process of acquiring the knowledge that was evidenced, the students demonstrate what they have learned without difficulties.

**Reflection.**

In the observation of the basic section, it can be specified that the teachers use a variety of methods for the execution of their classes, some traditional methods as well as some current ones. It should be considered that the use of traditional methods is not completely ruled out in education such as the use of the grammatical translation method, however, there is an inconvenience in using it since it does not develop the linguistic and communicative skills of the target language in learning optimally as such, rather, it is based on deductive learning and memorization. According to Ramos & Toloza (2018), traditional learning was structured by methods that systematically focused on deductive learning where grammar, vocabulary memorization and syntax were oriented towards developing writing and reading skills, leaving communicative competence obsolete. However, to this argument, there is a study that demonstrates the important development of updated methods for the use and development of all language skills (reading, writing, speaking, and listening) improving the curriculum with the application of new educational methods for learning a foreign language (Ljubljana School of Business, 2020).

Of the resources and materials, in all the classes the teachers used resources that facilitated the process of entering the student's learning, and the development of the proposed activities, since they allowed a construction of ideas about what they are learning, for a better academic performance. However, it was observed that some teachers do not use technological resources that, in my opinion, help not only to optimize the execution time of the activity, but also to adapt to the digital trend of the use of technological tools in education. For different authors Amhag et al. (2019), the use of technological resources has the ability to transmit different types of multimedia for the didactic explanation of the content of a topic. Assign the teacher an innovative role, facilitating the solution of setbacks and the creation of activities that improve the teaching-learning process.

### **3.1.2 Lesson Plannings**

**3.1.2.1 Objectives.** Planning one, the theme that the teacher is going to develop is "Pirate Picnic", the planning is focused on the management and interpretation of reading comprehension, using simple and easy to understand terms in the target language, the teacher has created very dynamic and interactive activities for the group of students to develop reading and speaking skills. The objectives are feasible to interpret small notions and short expressions for the student's understanding. The activities are very dynamic and recreational, designed to consolidate the learning results.

Lesson plan number two, the teacher elaborates a very interesting topic called "where I live", as a warm-up activity the teacher tries to create an environment where learning is the most optimal using interaction activities, the general objective of class is considering the use of a foreign language as useful for situations of real context, among the specific objective is to recognize the general vocabulary of a home. In addition, it should be considered that the activities are focused on the development of reading and listening skills. The objectives are the most feasible for the group of students and the activities are focused on teacher-student interaction. The planning has been elaborated with the resources for the level, age, and knowledge of the students.

In the final planning, the theme that the teacher presented is "Where I lived", the teacher demonstrates that the objectives are measurable and achievable for the group of students where the teacher guides the students so that they learn to describe and identify the spaces where the student lives. The teacher has developed activities that students apply to develop speaking, reading, and listening skills. There is a direct relationship with the topic mentioned in this planning. However, the planning is somewhat confusing because it is not well developed in certain parameters, such as the development of the contents that are out of order.

**Reflection.**

In relation to the development of the theme and the objectives set out in the basic section, the teachers demonstrate mastery, development and organization focused on the student's linguistic abilities, demonstrating experience and pedagogical practice in some cases. However, in other plans there are some drawbacks, regarding the focus on objectives and content development that are not developed within a curricular design or pedagogical applications, perhaps due to lack of pedagogical practice or experience. In my opinion, I consider that it is important to clarify and focus the objectives within a plan because they are the achievements that are required to obtain optimal results for students in learning, followed by a clear and punctual sequence of content development so as not to present setbacks. when executing a class, to develop good guidelines established within the teaching practice that differ from the pedagogical experience. According to the opinion of several authors such as Berger et al. (2018), affirm that the pedagogical practice follows a sequential system of objectives, execution of achievements, curricular aspects, and planning. In contrast, the pedagogical experience that is directed at the aspects that have been developed within the teaching practice.

In summary, the plans that the teachers have elaborated allow each activity to stimulate the linguistic skills of the learners. However, it should be considered that the teachers acquire a little more experience and monitoring in the correct elaboration of a plan. According to Irvine (2018), experience, practice and repair stimulate teachers to improve their professional performance, because teachers with more experience and knowledge are the connection of a good learning result for their students.

**3.1.2.2 Methodology- Learning Activities.** In the following planning number one, the teacher applies the direct method and the audio-linguistic method, with the real objective of improving the linguistic skills of listening and speaking. One of the strategies that is effective is the use of visual learning to focus on the vocabulary of the topic to be developed. This type of strategies and methods help the student to optimize the learning of the initial level in the English language. A positive mention of this planning is the methodological sequence it has for the application of activities and strategies by size, age and learning styles, including the use of audiovisuals that allow the construction of constructs on the subject they develop.

The second plan focuses on methods such as the direct method and the communicative method of teaching the language, so as to achieve adapt the student to a more didactic approach and to improve pronunciation. It is worth noting the effectiveness of the indicators that show the development of the topic within a real context for the student. The strategies that are developed within this planning are carried out by the teacher through activities of interaction, repetition and vocabulary reading. The use of techniques and strategies for the development of constructivist ideas that stimulate meaningful learning are very appropriate. Considering the size of the class, age and learning styles, the teacher achieves a consolidation of knowledge through dynamic and interactive activities for communication between student and teacher.

Finally, in planning three, the teacher uses audio-lingual methods and a communicative approach to develop both communicative and listening skills. The strategy that she uses focuses on the development of creativity and group participation of students, for the teacher the use of these methods and strategies are relevant for the students. Within each activity proposed in the class plan and with the support material, these provide the teacher the ability to develop educational and interactive games that will allow students to create constructive ideas regarding the topic that the teacher has elaborated, with the purpose of develop vocabulary through the audio-lingual method. The class plan was developed based on the group, age and learning styles for a consolidation of acquired knowledge.

**Reflection.**

In relation to the use of learning methods and activities in the basic section, each teacher prepares an execution of each activity with the purpose of working on different linguistic skills, to obtain results through communicative competence. All plans are focused on learning the target language through methods that expose the student to communicative learning with strategic activities that not only allow the learner to participate, but also the student learns significantly by interacting and participating in the different activities proposed by the teacher. As a point of reference, a researcher considers that communicative competence is a teaching method that is developed with encouragement, collaborative, and interactive work with students, for optimal interaction between student and teacher. Communicative competence is important in the preparation of the teacher to adequately transmit the contents, while in the students it allows the development of communication skills for a reduction of stress when learning a new language and correction of errors (Eken, 2019).

**3.1.2.3 Assessment.** In the first planning, the teacher has developed four evaluation activities that consist of evaluating the speech and reading of the students. Each activity proposed by the teacher evaluates the performance and participation of the apprentices, the evaluation will be individual and group. Among the evaluation activities are the first is the repetition and correct pronunciation in a reading, the second is the Cloze Reading, then answering questions and finally an active reading. Among the instruments that the teacher uses for the execution of each activity are interaction questions, worksheets, readings, and the teacher's exemplification. Each learning evaluation activity is punctuated for the development of the class by making an interaction class, so that the teacher provides the respective feedback.

In planning two, the teacher proposes different participation activities where students will be evaluated for their participation and the development of reading, listening comprehension and pronunciation skills. All the activities elaborated by the teacher evaluate the development of

each student, the evaluation will be individual and group. Among the evaluation activities is the first, which consists of listening to a song and following the instructions of the song. Then, a reading where the students will recognize vocabulary words and finally, the observation of flashcards and images, to answer questions that the teacher indicates. Among the instruments used by the teacher to carry out this evaluation are the suggestion of gestures, data collection and open questions. Each learning evaluation activity is carried out during the course of the class, making the evaluation activities interactive, the teacher provides the respective feedback on the errors made by the students.

Finally, in planning three, the teacher carries out interaction activities with the students to present content and reinforce previous knowledge. These activities are not evaluated but are part of the performance that each student possesses. Among the skills that the teacher evaluates are reading, listening, and speaking for correct pronunciation. All activities are interactive focused on communication. The instruments that the teacher uses for its development are the recognition of words presented in the vocabulary and the worksheets for the evaluation of listening. The evaluation of learning is carried out at the end of the class as a qualified activity to know the level of knowledge acquired during the class.

### **Reflection.**

In the learning evaluation parameters, each teacher uses different types of evaluation and instruments that allow measuring the level of knowledge acquired by the student during the class, some plans establish the evaluation of knowledge in a formative way throughout the class or others summative at the end of the class. Each planning uses activities that evaluate the linguistic abilities of each student, activities such as cloze reading, listening, among others, allow knowing the learning capacity of each one. That is to say that each student acquires knowledge progressively and that through the evaluation this knowledge is consolidated with the

purpose of using it in daily life to acquire new knowledge that serves as a personal development for the apprentice (Wiewiora et al., 2020).

Another aspect that is considered very important in teachers' planning during the evaluation process is feedback, this is a learning strategy that not only allows reviewing or reinforcing the learned content again, but also allows the student to correct mistakes, learn from them and reinforce again the knowledge you are acquiring, this process focuses on the strengths and weaknesses that the student has in class (Cogliano et al., 2020). Teachers address this strategy in a timely manner in each planning with the aim of not leaving empty learning spaces during the teaching period. In my opinion, this learning strategy is of vital importance to enhance skills and make learning more significant.

**3.1.2.4 Time management.** In the first lesson plan, the teacher sets a class duration of forty minutes. The class should have an exact duration and at the appointed time the class starts and ends as the teacher has planned. Planning does not have a space between each activity. In addition, the plan lesson does not show a development or order for each activity, nor the time allocated for each of these. The planning shows an incomplete structure on the time and order between each task or content development; therefore, it does not indicate an assigned time for students to carry out class activities, however, the activities assigned to each student are considered, allowing a development of different skills.

In the second planning, the teacher assigns a class duration time of a period that lasts around forty to forty-five minutes. The teacher has scheduled activities to start and end at the set time. This planning shows a development and organization between each activity. There are pauses and established times for the execution of each activity, the creation of ideas and for each student to carry out the proposed activities with the necessary time. One activity advance sequentially from the other from the opening and warm-up activities, the main activities focused on the development of the class topic and on the consolidation of knowledge focused on the

evaluation. Finally, the time allotted for each task allows students to focus and develop critical thinking and building ideas.

Finally, planning three, the teacher establishes a class development time of a period of forty minutes. The teacher has planned with the purpose of starting and ending at the set time. Planning focuses on different activities to be developed sequentially but does not have an assigned time for the execution of each activity. Each activity has a duration that has not been assigned, but it helps the students' knowledge development from the opening activity to the closing activity. On the other hand, the tasks assigned to the students focus on the development of their linguistic abilities to infer notions and build ideas.

### **Reflection.**

During the time management in the basic section that is used in each planning, the teachers address a duration time for the development of each class, however, some plannings do not show the development time between each activity, which prevents establishing limits between each task for a better use of time in the development of the class. In my opinion, it is important for the teacher to consider the development time between each activity and rest times because he optimizes the performance in the development of each task and solves every possible setback that may exist. Due to this premise, it is considered that rest times are very important in the teaching process because it stimulates the interest and attention of the learners, considering that each participation, no matter how minimal, is a significant contribution to the learning acquired (Pinter, 2017).

Another of the fundamental aspects that exist within some plans is the lack of structure and content development. Each teacher should consider the teaching practice as a self-learning tool, to complement and correct some involuntary errors that allow the teacher to acquire the necessary experience, to improve in this teaching-learning process. In the thinking of some authors, they highlight this difference between practice and teaching experience, where practice

focuses on the application of curricular aspects, planning, execution of achievements and objectives. While the pedagogical experience analyzes the different events that have occurred to turn them into educational contributions (Berger, Girardet, & Vudroz, 2018).

Finally, this process of pre-professional practices helped me personally to understand and reflect on the sequence, preparation, and application of methods during the development of a class. In addition, analyze certain positive aspects that I can apply in the future as a main teacher and the negative aspects that I must avoid for a correct development of the knowledge acquired during my practices. I have been able to notice that these practices not only helped me to carry out the different steps, application of methods and strategies to follow, but also depends on the preparation and practice of the knowledge that one acquires during the university career to have the confidence and preparation that it is required to train the students who are the ones who obtain the knowledge imparted by the teachers. In short, the objective of this pre-professional practice is to know and reflexively analyze the role that a teacher plays in education, incorporating all the theoretical and instrumental resources.

### **3.2 Observation: Description and Reflection of the experience in High school**

Within this section, the virtual practices carried out in Practicum 1 are described, in the reflective analysis of three video classes and two study plans designed for the high school section, where certain general and specific aspects of the execution of each one are highlighted. This section describes important sections guidelines developed in classes and the development of planning

### **3.2.2 Classes**

**3.2.1.1 Planning.** In class one, the presentation of the topic and objectives are clearly introduced from the beginning of the class to the students by the teacher. He presents the contents gradually for the execution of each activity. The application of the contents is not adequate for the students due to the difficulty in developing this type of topics and represses the participation and interaction between student-teacher. The teacher has excellent mastery of the language and applies the direct method throughout the class. However, the structure of the planning that the teacher uses must be recognized, since he progressively achieves the objectives set from the beginning of the class.

In class two, the class topic is oriented on modal verbs. The teacher gradually introduces the topic and objectives of the class to the students. In the development of the class, the activities carried out are punctual and systematized. The contents are gradually accurate to the level of knowledge of the language of the students where the teacher demonstrates how effective and satisfying the class is due to the interaction between teacher-student. The teacher demonstrates mastery of teaching, development and planning for the development of the topic. In the same way, the resources used by the teacher help the execution of each activity, demonstrating mastery of planning and organization.

In class three, the presentation of the topic by the teacher is visualized from the beginning of the class, the teacher presents the topic and the objectives to the students so that they have a notion of the topic to develop the class. The execution of the contents, these are presented through participation activities by each student. The topic is appropriate for the level and age of the students. The teacher demonstrates preparation of the topic and teaching due to the interaction that he manages with the students. The digital resources that the teacher uses allow the concrete development of each planned activity and the effective participation of the student in the classroom.

**Reflection.**

Regarding the planning of each class in the high school section, the teachers demonstrate mastery, preparation, and execution of activities in an organized and systematized manner, each teacher applies mastery of the contents in an organized and punctual manner where the students evidently give a positive response in each task proposed by the teacher. According to Pritchard (2017), he establishes that, for the acquisition of new knowledge or learning of a foreign language in students, teachers should not only have the ability to master the subject, but also the technique and strategy of knowing impart this knowledge with the purpose that learning is not only gradual but focused on the stimulation of multiple intelligences.

However, some teachers make unintentional mistakes about each student's participation. In my opinion, it is positive to consider that the teacher dominates the subject he is teaching, but the contribution, participation and performance of the student should be considered with greater emphasis, otherwise the result of the class would be a monologue made by the teacher. For Lobachova (2019), he points out that the communicative approach is a method that allows the development of the student's communication skills, associated with practicality with behaviorism in the application and communication of the learner's own ideas, since this approach allows the teacher to create spaces for interaction and direct participation with all the students through the different activities.

**3.2.1.2 Linguistic Aspects.** In the first class, the teacher shows an excellent command of the language using a direct method throughout the class, with notions and expressions that the students can understand. Sometimes the vocabulary and grammatical structures are easy for students to understand, however, sometimes there is a break in understanding by students. The teacher produces a punctual and concise language that is required for the scope of listening and oral comprehension, on the other hand, sometimes he does not establish a direct communicative competence with the students, because it prevents knowing if there is a communication and understanding of some expressions.

In class two, the teacher plays a communicative role not only of the language but also of the student-teacher interaction and response. The teacher uses the English language throughout the class so that students are focused on an environment of adaptability and communication. The use of vocabulary and grammatical structures are the most effective for the level of learners because it exposes students to interactive communication about events that can happen in real life such as a visit to the doctor. In addition, the teacher produces structures and expressions that allow not only the understanding of the topic, but also allows a communicative response of messages and transmission of ideas of each student.

In the last class it was observed that the teacher uses the mother tongue L1 and the target language L2, with suboptimal results because students focus on learning grammatical translation, which prevents them from becoming familiar with the language, where they do not know certain phonetic and phonological aspects. The vocabulary is very poorly developed and prevents knowing certain expressions that can be used frequently and in terms of grammatical structures they are correct for the level of the students. However, the presence of bilingualism means that students do not develop their communicative competence and focus on the target language. The teacher expresses oral language related to activities in a real context, which allows the transmission of ideas about hobbies.

**Reflection.**

Within this framework of linguistic aspects in high school, teachers demonstrate mastery and preparation, respectively, of communicative faculties, to transmit knowledge to students. In some cases, the use of the direct method and audio lingual, allow the student to become familiar with and associate ideas directly in the target language, in addition to the grammatical translation method that focuses on clarifying the idea of learning that the student processes. Teachers demonstrate an excellent level of dialogue of words, content, and transmission of knowledge, allowing significant learning and continuous feedback to each term that the student is learning. From this starting point, a study shows that feedback on the different language skills is a very effective strategy that not only promotes information processing and content development, but also the student acquires language skills of communicative competence by promoting a significant learning of qualities and warmth with the correction of errors and student performance (Vattøy & Smith, 2019).

On the other hand, one aspect to consider is the participation and interaction that the student should have in the learning process. From my point of view, it is a strength that the teacher has the necessary experience, the preparation to execute a class, but the intervention of the student should be considered even more to stimulate the self-development of communicative competence. According to Eken (2019), he points out that, for a better development and development of communicative competence, the learner should be exposed to collaborative and interactive work, with the purpose of a more main intervention developed by the student. Motivating the participation, skills, and abilities that the student is acquiring within this learning process, with a focus on obtain strength to overcome those inconveniences (Saito, Dewaele, Abe, & In'nami, 2018).

**3.2.1.3 Learning Management.** The first class, the teacher directly establishes the theme and the guidelines that are developed within the class, he uses expressions that allow the understanding of the activities to be developed, creates study groups so that the learning environment is reliable and transmit work ideas. team up. The development of some activities is achieved successfully, however, there are some activities that are not entirely clear, which causes certain types of setbacks during their management. The teacher addresses a somewhat complex topic that not all students understand, others do, and there is no interaction with all learners. Sometimes the teacher allows the participation of few students, which generates an involuntary monologue during the execution of the class. The learning style that the teacher uses in a certain way stimulates the group work that all the students carry out with annotations and individual contributions within their group. After a presentation of all the contents, the teacher asks a consolidation question, and the students manage to respond effectively. There is no feedback in this class.

In the observation of class two, the teacher creates an excellent learning environment for young people where the opinion of each one counts, she makes the presentation of the topic, and she provides instructions for the correct execution of the proposed activities. The teacher manages the group of students with total efficiency because she knows her apprentices by carrying out programmed activities and overcomes any unforeseen event in the classroom. In the application of learning styles, she completely dominates the activities that she executes towards the students so that they make opinions within a real context, working on the styles of each one. The teacher plays a creative and motivational role, which allows all students to generate self-learning and be interested in each task to be developed. The evaluation of learning is carried out throughout the class, allowing the teacher to provide feedback on pronunciation or grammar errors that occurred, the learning result in this class is optimal since it is possible to demonstrate the response and timely participation of the learners.

Finally, in class number three. The teacher conducts a systematic and organized class, where he formally explains the sequential development of activities, he begins the class with a motivational phrase focused on values, which creates an optimal and pleasant work environment for students. The management of each activity is organized, demonstrating the ability to avoid setbacks. The use of motivating phrases indicates the progress and construction of new concepts in the language, which facilitates teacher-student participation and interaction. The learning style is correctly adapted to the students, which allows an effective entry of knowledge, through the resources that the teacher uses for a better clarification of what has been learned. The learners are involved in this learning process by carrying out activities that assess their knowledge acquired during the class. The teacher announces the correction of their work and provides feedback on the vocabulary of the theme with choral repetition.

### **Reflection.**

In this section on learning management, each teacher considers the student's own teaching style and learning style. Since my analysis, the teachers have worked very hard creating didactic and participatory activities that create a suitable teaching environment for learning a foreign language. It is therefore, that it is affirmed that a suitable environment is necessary for the progress of ideas and learning, where it stimulates the impulse of abilities and emotions (Pinter, 2017).

In addition, another characteristic that the teachers show is their teaching experience, each teacher develops a very didactic and professional teaching capacity. There are teachers who evaluate and provide timely feedback to students with the respective sequence that is required, fulfilling the parameters of a lesson plan. In other words, the teaching experience is the result that is being acquired in reference to teaching practice, intending to overcome unforeseen situations. Different authors affirm that the teaching experience is a process of adaptability, optimization and innovation inclined to the results that the student acquires where

the teacher puts into practice the different styles and strategies focused on educational interests (Powel & Bodur, 2019).

**3.2.1.4 Methodology.** In class one, the teacher uses the direct method and the CLIL method, these methods stimulate the student to become familiar with the language and above all to develop their linguistic fluency skills through the contents that the teacher executes during the class. Use a grouping technique between students and teachers to share ideas and critical thoughts. One of the strategies that can be evidenced is the use of critical thinking regarding an experiment that the teacher manages to explain. The sequence of the activities is a bit confusing for the group, but the teacher manages to explain each activity in detail so that they get an idea based on the explanation and sequence. The activities developed during the session demonstrate a mastery of current teaching trends, however, the teacher is unable to interact with his students. The use of digital materials and resources, manage to facilitate the learning process of some ideas that the teacher transmits, on the other hand, the personal resources were the support teachers that stimulate the students to their active participation and exchange of ideas.

In the second class, the teacher uses the communicative approach method so that students apply their communication skills within a real, cultural, and expressive context, where the activities that I develop allow students to reduce their stress when learning a new language and a more effective learning. The technique used by the sample is drilling with the aim that students speak correctly to improve their language skills, followed by the strategies the teacher covers individual and group participation to create critical thoughts in a dynamic way. The activities are focused on creativity, participation and personal development for real situations or daily life, focused on communicative competence. The use of resources such as graphics, dialogues, and blackboard were a great support for the development, participation, and motivation for a positive interaction between teacher-student.

Last but not least, class three was observed, and the following is highlighted: the teacher manages a mastery of methods such as the grammatical translation method and the audio-lingual method, methods that helped the students to develop the activities successfully, to understand notions and expressions for a correct pronunciation. Among the techniques he uses are dictation and choral repetition, for a better understanding when listening to terms, the strategy that stands out is the individual participation of each student with the objective that they speak in the target language. All the activities and strategies stand out for the use of vocabulary associated with everyday context situations such as the hobbies of each student. The use of digital resources helped to visualize the vocabulary and the correct pronunciation of words that the students constantly repeated, among the physical materials such as images and worksheets helped to consolidate the knowledge acquired.

### **Reflection.**

About the methodology that teachers used in the high school section, they applied different methods and strategies, which allow students to learn significantly. The use of methods such as CLIL and the communicative approach demonstrate that teachers use methods that are focused on current teaching trends, which gradually increases the learning, motivation, and performance of the learners. It should be noted that education is oriented to constant and sudden changes today, where teachers are the main transmitter of knowledge, they train, self-educate, and adapt to these changes in the educational system that integrate new teaching trends. All these skills that the teachers acquired are linked to the teaching experience to self-train, adapt and apply them to the educational needs of the students (Rivers, 2018).

In relation to this, the teachers used didactic and technological resources that break paradigms of traditional teaching, for a more didactic teaching, it is consequently that it was possible to show that the use of resources is very important since these resources establish a connection between the teaching and the construction of ideas, the participation and teacher-

student interaction and the creation of an optimal learning environment in languages. Within this premise, it was considered that traditional teaching had a gradual and systematic structure, where learning was to know grammatical aspects, lexicon, and knowledge of meanings, which improved cognitive capacity in reading and writing skills. (Ramos & Toloza, 2018). However, at present, these educational paradigms have innovated education with the use of didactic and technological resources, which not only guarantee a more optimal learning, but also stimulate the learning progress of all linguistic skills (listening, speaking, writing, and reading) necessary to learn a foreign language (Ljubljana School of Business, 2020).

### **3.2.2 Lesson Plannings**

**3.2.2.1 Objectives.** Within this section, the objectives of two plans taken from the high school section, elaborated by teachers of fiscomisional high schools considering the guidelines of the Ministry of Education of Ecuador, are analyzed. In the first planning that was analyzed, the topic is called "Customs in Ecuadorian Regions", among the general objective that is raised by the curriculum of the Ministry of Education, it stands out that learning is based on the interculturality of expressions and ideas transmitted from one thoughtful and inquisitive manner. On the other hand, the specific achievable objectives were possible for the level of studies of the students where they will write sequences of sentences and expressions using the corresponding grammar. To achieve the objectives, the teacher described the materials that he will use for a consolidation of the theme. The contents are related to the linguistic skill for writing and the activities are appropriate for the level of the students.

In the second planning, the theme that the teacher is going to develop is "Hobbies, Leisure, and Entertainment", among the different objectives it is possible to conclude the assessment of the English language with respect to the thematic approach, develop creative thinking skills and create activities that are focused on developing student fluency. The Objectives are achievable for the group of students where speaking and listening skills will be

developed. The activities allow the group of students to participate effectively in the opinion of ideas and creation of their own answers. Consolidating the learning outcomes with activities that are appropriate for the level of knowledge of the learners.

### **Reflection.**

In relation to the development of the theme and the objectives set in the high school section, the teachers demonstrate mastery, development and organization focused on the student's linguistic skills, demonstrating experience and pedagogical practice in some cases. However, in other plans there are some drawbacks, in terms of the focus on objectives and content development that are not developed within a curricular design or pedagogical applications, perhaps due to lack of pedagogical practice or experience. In my opinion, I consider that it is important to clarify and focus the objectives within a planning because they are the achievements that are required to obtain optimal results for the students in learning, followed by a clear and punctual content development sequence so as not to present setbacks when executing a class, to develop good guidelines established within the teaching practice that differ from the pedagogical experience. According to the opinion of several authors such as Berger et al.(2018), affirm that the pedagogical practice follows a sequential system of objectives, execution of achievements, curricular aspects, and planning. Unlike, the pedagogical experience that is directed in the aspects that have been developed within the teaching practice.

In summary, the theme and the objectives that are developed within these plans are focused on the student's learning styles and more variables that facilitate the teaching process. Teachers use different types of content to manage linguistic skills associated with learning a foreign language. In the high school, they use topics that are relevant and proposed for development in a real context. However, in some plan lessons, the contents do not focus on direct development with the student. In my opinion, the direct development of the contents together with the students is a main marker, so as not to fall back on traditional teaching but with the goal of interacting and focusing on language teaching and learning through a more

interactive and communicative context. For the development of effective learning, planning must be top notch, taking the motivation that is given to the student, the development of activities, including the application of materials that create constructivist ideas and the contents that establish a direct interaction between teacher and student. Perpetuating that the most minimal participation of the student allows to know the perception of the knowledge that is acquiring (Pinter, 2017).

**3.2.2.2 Methodology.** In this phase, the methodological aspects that were used for the elaboration of the plans are described, the methods and strategies the teachers indicate to elaborate their classes, the learning styles and the level of proficiency are described. In lesson plan one, the teacher uses a method that motivates students to individual and autonomous participation, with a focus on guarantee communicative interaction and participation, through an activity guided by the teacher, the method is the language task-based learning. The strategies the teacher plans to use are those that will allow practice and technique in writing, jotting down ideas, and sharing opinions. From the class group and the other characteristic aspects, it is considered that the teacher uses a learning style according to the level of fluency and knowledge that the students have about the language.

In the second planning, the methods that the teacher uses are: audio-lingue, a method with which she intends to develop activities for fluency in pronunciation and practice of listening skills, the other is the communicative approach where the students develop their communication skills in terms of giving opinions, ideas in accordance with critical thinking. And the use of strategies such as individual participation stimulate the improvement of proficiency. Both in the use of methods and strategies are appropriate for the group of students as it encourages them to participate effectively. Within this planning, the most relevant activities such as dialogue, guessing and participation are considered, considering the learning style for the age of the students, and improving their communication skills.

### **Reflection.**

In respect, the observation made in the plan lessons regarding the use of methodology, strategies and learning styles in the high school section. It is highlighted that teachers know and develop the use of traditional methods as current methods within educational trends, they follow a common framework and pattern for the elaboration of ideas, content, and application of methods. For the most part, the methods they apply are audio-lingual and a communicative approach, directing the learning of another language within the development of communicative skills and real contexts, being the appropriate ones to improve proficiency in the L2 language. However, it should be established that teachers in preparation must be informed in the application of those current methods for a progressive performance of their students and guide them to a context of real use of the language. These bases and foundations are given in the practice and professional experience of the new language teachers. In a systematization study carried out by Ulum (2020) emphasizes that the progress of a teacher is the continuous and preparatory practice that contributes significantly to the application of new strategies, methods associated with new educational trends to overcome the new challenges that the educational system currently has. Based on learning through professional experiences where new teachers learn from both positive and negative aspects within the teaching practice.

In my opinion, another aspect to consider is that teachers in training and experienced teachers focus on teaching through multiple intelligences, developing not only language skills (writing, reading, listening, and speaking) but also communication skills (communicative competence) or the application of the same methods and strategies, there should also be an innovation on the part of the educator.

I think that based on these premises, learning styles will be applied more easily to work on a specific skill or all at once, improving the teacher's experience. That is, with these proposed statements, some researchers identify the teacher's practice as an enrichment factor for the different aspects to be perfected by the teacher, providing a main arc of adaptability,

management of new methodologies, focused on the different interests and learning styles. To obtain good results in the students, giving the teacher an innovative role (Powel & Bodur, 2019).

Finally, another point to highlight within this section is the use of strategies for a better learning environment for the student, considering the activities and materials for the execution of these strategies. In my opinion, it is important to consider the application of strategies that arouse the interest and motivation of students when learning another language. Because it should be noted that learning is not only knowing how to master knowledge in teaching but also knowing how to impart it with the use of effective strategies based on the development of multiple intelligences and the student not only learns gradually (Pritchard, 2017).

### **Learning Activities**

In the first planning, the teacher indicates activities that are related to the objectives outlined in the plan lesson. In addition, the activities and strategies are guided to the development of the skill of writing and oriented to the critical thinking of the students, where they will share their opinions respectively on the discrimination that exists in Ecuadorian minorities to talk about interculturality elevated a dialogue strategy on topics current and of interest to students. The use of resources is not presented in an orderly manner in the planning, the materials, and resources that the teacher will use are in another parameter of the planning, which does not demonstrate a good preparation of the lesson plan.

In class plan two, the teacher has developed development activities focused on the skills and objectives proposed in the planning, so as to achieve obtain effective results from the students, the teacher demonstrates a mastery of efficiency and preparation for the development of each activity to develop. However, it should be noted that the topic related to Hobbies, Leisure and Entertainment, the teacher externalizes evaluation activities where she will apply techniques and instruments for the correct execution where she uses current trends to strengthen the learning of a second language. Within the resources and materials, these are

well clarified in the planning parameters, considering that they will help the development of skills based on presentation, construction, and consolidation.

In the third planning, the teacher manages to consolidate a direct relationship of the objectives with the proposed activities based on the presentation of the topic and vocabulary, comprehension of expressions and participation of each student regarding the application of acquired knowledge. Regarding class activities and strategies, the teacher considers current trends and learning styles focused on the group of students. Activities such as interactive reading stimulate participation and improve pronunciation associated with the group's level of knowledge. Among the materials and resources, the teacher uses both physical and digital materials with the idea of stimulating effective participation.

In lesson plan four, the teacher establishes a direct relationship between the activities and the general objective of planning, focused on the participation and appreciation of the English language as a foreign language, each activity is focused on the anticipation of knowledge with warm-up actions. , regarding the construction of knowledge, the teacher focuses on the presentation of vocabulary and cognitive development of the students, and in the activities of consolidation of knowledge the teacher applies group and individual participation strategies, each of these activities focused on the present guidelines for teaching a second language L2. The materials and resources that the teacher uses in the elaboration of the planning such as flashcards, worksheets, and presentations, these try to provide significant support to the learning of the theme and vocabulary about "places in the home".

The last plan, the teacher has developed a plan that is directly related to the objectives and proposed activities, to develop listening skills. The goal is to make students familiar with the target language other than their mother tongue. The activities and strategies proposed by the teacher focus on the learning styles of the group of students linked to current trends in the teaching of a foreign language due to the fact that the activities use digital resources, and the focus is on a more interactive teaching with the activities. individual or group participation.

Among the materials and resources, the teacher points out physical resources that help facilitate the process of entering knowledge and building ideas regarding the subject of study and the use of digital and multimedia resources that work on listening skills.

### **Reflection.**

In relation to the learning activities, within the observation practices, several positive points can be highlighted that the teachers address in the planning, some teachers have a close relationship between the development of the activities with the proposed objectives for a better improvement of the skills, that each one proposes and consolidates these aspects of learning; the strategies, resources, and activities that most of the teachers present make a reference to current trends in language teaching, changing the traditional learning system for a more positive one. However, in other cases, some teachers make an incomplete description of both the activities that they are going to carry out in class and the resources or materials that they are going to use, with poorly carried out and incomplete planning. In my opinion, I consider that it is very important to note these important aspects since they demonstrate not only the organization of the teacher, but also the degree of preparation and practice that he has for teaching. The materials are the tools that provide significant ideas to the student and the development activities are tasks focused on the consolidation of the acquisition of new knowledge, discard them or not mention them, they limit learning. For authors such as Gosh et al. (2019), they state that one of the strategies that teaching has is the elaboration of an effective lesson plan, where important points are incorporated such as: the use of resources and the development of activities, to implement a topic in specifically focused on the language skills of students.

Regarding the preparation of the teacher, from my point of view I consider that both, future teachers, and experienced teachers receive constant training and updating of new teaching trends for a better execution of a study plan. Due to this deduction, it is not only intended to improve teachers in the educational field, but also to train innovative teachers who demonstrate quality teaching and learning. According to several studies, it maintains that

teachers who use traditional methods or do not have an adequate level of preparation do not obtain good results in the students' learning process, which is why it is concluded that instruments such as training and preparation of the body of English teachers is very relevant for the use of new methodologies, strategies and exchange of experiences between teachers to acquire a more significant learning based on teaching practice (Patiño et al., 2017).

**3.2.2.3 Assessment.** The first lesson plan, the teacher presents activities where the student will practice their writing through opinions and guided by the presentation of images, it is the only activity that the teacher presents for the evaluation of learning, although it is not entirely clear. Within the parameter of evaluation instruments and techniques, the teacher does not specify any activity, so it is difficult to know whether he will develop an evaluation or feedback, to know the level of student learning. The only activity that is presented to evaluate during the planning consists of the elaboration of sentences regarding the subject to be treated using punctuation, this activity apparently is carried out at the end of the class.

In lesson plan two, the teacher proposes three assessment activities consisting of writing and speaking development, with a visual approach to the execution of each activity. These activities turn out to be interactive. The first is about solving a puzzle, then creating a text, and finally choosing a favorite hobby. Among the instruments that the teacher makes available to the students for the evaluation of knowledge are worksheets, posters, and the instructions that the teacher performs, using different techniques for the development of each activity. The teacher proposes the development of each activity evaluated during the course of the entire class and with open questions at the end of the session.

### **Reflection.**

In the evaluation parameter, of observations of the planning of the high school section, there are several strengths and weaknesses. Within the strengths, some teachers consciously elaborate the process of evaluation and execution of activities with the purpose of obtaining a result on the progress of the knowledge acquired in each student; they present evaluation

activities with their respective instruments to carry out this evaluation of learning effectively; and finally, after evaluating, some teachers focus on the feedback of those students and points where there are learning problems. On the other hand, there is a plan where there is no evaluation plan or specific execution of activities; the planning structure is poorly developed in some parameters, especially in evaluation. In my opinion, the structure of a planning should be properly reviewed, taking into account the instruments that are going to be used, evaluation parameters that are going to be executed in a class. This would help not only the teacher to have an organized idea of the activities but also to obtain an enriching learning for the student. As several authors point out, the correct planning structure implies two vital points, achieving the objectives set and activities to be evaluated. With the development of these two points, the teacher will achieve success in planning, educational activities, methodologies, and quality strategies, improving academic performance in each class (Felege et al., 2018). Of the evaluation instruments and activities, it is established that the use of tools and materials not only facilitate the process of carrying out evaluation activities but also contribute significantly to the construction of ideas, development of knowledge and academic performance (Ajoke, 2017).

Another point that must be taken into account is the role that the teacher assumes within this process, because he/she is the person in charge of carrying out this learning evaluation process. In my opinion, the teacher should show a high mastery of preparation and organization in terms of preparing a plan and, if they have sufficient preparation, reinforce it with teaching practice, make notes on the points to improve and amplify solutions, since that the teacher is the main conductor of the knowledge that the student receives. The role that the teacher assumes within the education process is to provide ideas, concepts and evaluate knowledge based on the experiences acquired, to train students with the ability to make timely and independent decisions (Keiler, 2018).

**3.2.2.4 Time Management.** In lesson plan one, the teacher states that the class will be forty-five minutes long. As the teacher points out, the class must start and end at the assigned time and time. The planning is incomplete because the teacher does not show the development of activities or the duration time that is assigned for each activity. This planning does not have an adequate structure to develop the activities, however, the teacher's approach to an activity developed by the students has been taken into account, taking into account the development of writing skills.

In plan two, the teacher assigns a class duration time in a period of forty minutes. According to the teacher's organization, the class must start and end at the established time. Each activity is designed in intervals of different sections from the opening of the class, the development of activities and the consolidation of knowledge; the teacher establishes a pause between each activity with respect to guide, provide opportunity for participation and notes of ideas for later participation. Each activity has been designed to be carried out at established times and following sequences according to individual or group participation. The time given for each activity allows students to develop critical thinking based on ideas raised by the teacher.

### **Reflection.**

Regarding time management, in the plans of the high school section, some teachers show a great performance. Some plans present the timely execution of the time between one activity to the other, pauses for the development of each activity and above all an excellent progress and elaboration of the plans indicating a complete structure. However, in some cases, there is a plan where the time between each activity is not specifically detailed, that do not present a duration of how long the development of each activity will take, likewise, that plan do not show a complete scheme of anticipatory activities, development of main activities and consolidation of learning. In my opinion, when preparing these plans, it must show a well-organized structure not only of the activities to be carried out but also of the organized time that is used in each activity with the purpose of resolving it in the planned time in case of any

setback, it demonstrates the teacher's practice of reference to the teaching experience that is good at acquiring and improving these aspects for a planning elaboration. Indeed, the development of experience as a teacher unfolds according to practice. It is the teaching practice that arises during the teaching periods that the teacher performs, forming the pedagogical experience to achieve an introspection of positive and negative points to improve and change (Renzulli, Brevik, & Gunnulfsen, 2018).

Linked to this, the teacher should take into account very important aspects such as motivation and the time that must be used between each activity, this helps to better fulfill each task or content development that is proposed in the planning, with a relationship of times of breaks between each activity so that students give a timely response to the proposed assignment. According to Pinter (2017), it indicates that elements such as motivation and break time between each activity guarantee the interest and complete development of students within the class. Within this framework, these elements help reduce stress or anxiety about learning another language.

Finally, this process of pre-professional practices with high school referring to the execution and elaboration of a plan. It helped me personally to realize the structure, methodology, time management, and the use of certain elements that a lesson plan contains. The main objective of planning is to have a general and organized idea of the topic and activities that the teacher elaborates during the class. Planning is a didactic tool that allows the teacher to set the objectives that he / she wants to achieve, the application of methods and formulation of strategies, the execution of content activities and the evaluation of learning. I have been able to notice that the analysis of these practices has helped me to understand the structure of planning, to describe positive and negative points within the teaching practice and to reflect on those aspects that I can use when I become a teacher. In summary, all this planning and input provided by the teachers gave me prior knowledge to progress as a lead teacher.

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

Within this segment, the development of the practices carried out in the academic component Preprofessional Internships 1 is described, with the execution of five classes as the main teacher of English in basic education, these classes were developed virtually, where different general elements are appreciated such as the preparation of plans for the development of each class and specific ones such as the execution of the virtual class.

#### **3.3.2 Planning**

In class one, the teacher opens the class with an integration dynamic presenting the topic and objectives of the class. The theme that the teacher presents is "our five senses" with the aim of differentiating the sense organs from the senses. Each content presented by the teacher does so following an organization pattern where the teacher describes and provides instructions on each activity that they are going to develop. The topic was presented through different educational and interactive resources for students. The topic was appropriate for the level and age of the students. The group of students was made up of six boys and girls from the basic section. The teacher completely mastered the subject, and the class was able to develop normally. The teacher presents an organized structure on each activity and content with the support of virtual material that facilitates the teaching process.

In the second class, it is necessary to highlight that the teacher begins the class with a dynamic of participation that apparently presents problems in development, but the teacher manages to overcome it and move forward. After this presentation activity, the topic that the teacher presents is "at the world's table". The theme and the objectives on learning to differentiate the three meals of the day are clearly presented by the teacher. Then, the teacher presents the contents progressively with the continuous participation of the students. The topic and content are appropriate for the level and age of the students, but there are some setbacks during the course of the class that the teacher tries to overcome. The teacher shows an

intermediate command of the language; however, the teacher should correct the mistakes that the students make. The teacher has developed adequate material to capture the student's attention and present the contents in a more dynamic and fun way.

The third class, the teacher begins the presentation of the theme with a song and use of puppets for the opening of the class. The theme that the teacher presents is "Amazing People". The topic and the objectives related to the knowledge of the verb Be in the past tense are presented with slides. Sequentially, the teacher presents the contents of each activity with an organized and progressive scheme with the participation of the students. The contents are appropriate for the level and age of the students, consequently each student participates effectively. The teacher shows mastery and preparation of the topic in the course and development of each task. The teacher has used appropriate material for the development and presentation of the topic, facilitating the learning process and approach to content.

The fourth class, the teacher begins directly with the presentation of the topic entitled "Home" and the objectives to be able to know the location of things, with the activities and contents to be presented. Gradually, the teacher presents the content through slides creating interaction activities and students can understand. Therefore, the contents are appropriate for the level and age of the students because there is student participation and natural development of the topic. Likewise, the mastery that the teacher presents in the subject is good, therefore he does not present any setbacks when developing the class. The class presents a development and progress among all the participants due to the material that the teacher uses to facilitate the understanding and participation of the students and the planning between each task due to the execution time of each one.

In the fifth class, the teacher presents the theme called "A Legend" a theme focused on the reading of tales and stories. Also, in class the objectives of learning to recognize the characters in a story are presented. Additionally, this class presents the use of terms and expressions through vocabulary for a better understanding of each reading. The teacher

presents the contents sequentially on slides and asking easy-to-answer questions. Each activity and each reading within this class are appropriate for the level and age of the group of students because each one actively participates. The teacher plays a very good mastery role with respect to the subject, demonstrating good performance and ability to teach. It is for this reason that the class was very interactive, and it was possible to develop without any setback due to the use of resources that facilitated this teaching process and the prior planning of each activity to be carried out.

### **Reflection.**

Within this framework, in relation to the teacher's planning as the main teacher of English, the teacher demonstrates a positive development of the themes, objectives and contents. In this way, the students developed each activity in an orderly and interactive manner, with the appropriate motivation and communicative approach between teacher and student, optimal results can be obtained. But sometimes there may be setbacks during class, if the teacher has managed to develop good planning, these problems can be solved more easily. From this, I consider that the role of the main teacher is to select appropriate topics and content for the student with objectives that can be achieved. In addition, it generates an environment of participation, motivation, and communication among all those involved. For several authors, within this framework, they consider that motivation fulfills several roles within the teaching of a language. This is a very well used strategy by teachers towards apprentices with the ability to strengthen those qualities that the student possesses and gives the ability to overcome the inconveniences that arise during learning (Saito et al., 2018). Likewise, I consider it important that the topic, objectives, and content have a level of adaptability for the student. From this premise, an author thinks that it is necessary not only to have an adequate environment for the development of the activities, but also that the learning contents have a direct interaction with the learner, considering that the participation of the students is the most valuable within each session (Pinter, 2017).

On the other hand, in my opinion, I consider that all these classes were developed within an innovative and interactive framework, where the teacher assumes a creative role based on the situation caused by the pandemic. The teacher faces challenges that he manages to overcome with the use of technologies and strategies for an application of teaching in a more digital and reciprocal framework, where teacher and students participate together. This is how, several authors point out, that the innovative teacher is the one who should be in constant training for the use of digital tools, improving the performance of all the participants (teacher-apprentices), with the purpose of facilitating digital teaching, the creation of online activities and skill enhancement (Richardson, Hollis, Pritchard, & Novosel-Lingat, 2020).

### ***3.3.3 Linguistic Aspects***

In class one, the teacher uses direct communication between the students. Consequently, the teacher manages the English language in the class, but also speaks the L1 language so that the students understand certain instructions that the teacher indicates, this is due to the level of English that some students have. The use of vocabulary and grammatical structures that the teacher reproduces are appropriate for the level of understanding of the students, achieving understanding, participation, and development of each activity. The teacher focuses on the oral production of both him and the oral production of the students in each participation they make, to have a communicative interaction.

In the second class, the teacher uses interactive communication with the students. Carrying out warm-up activities where each student can give her opinion. The teacher uses L1 language so that the students can understand certain expressions and also uses the English language during class. The use of some terms that the teacher mentions allows us to understand some expressions that are related to the class topic, the vocabulary of new words and grammar is used by the teacher and the students in the development of each proposed task and at the level what they have. The teacher and the learners produce oral language through

the reading aloud of short sentences in terms that can be understood, in some cases the teacher has problems in some terms but manages to correct them.

In the third class, the teacher begins the class with an activity of integration and opening of the topic. This activity is a song that the teacher sings with the help of puppets in order for students to learn that speaking English is easy. The teacher uses simple expressions, terms and some basic notions in English so that the students can participate and learn. However, the teacher uses the L1 language for a better mastery of the subject in the students. The vocabulary that the teacher presents does so with the participation of each student through the spelling and vocalization of each letter. As for the grammatical structures referring to descriptions in the past, the teacher teaches it according to the level of the students. In summary, the teacher carries out activities and presentations so that the students participate in each class according to oral expression and they correctly pronounce some terms that are easy to understand.

In class four, the teacher reduces the use of the L1 language, and he constantly uses the English language in the class. Students seem to understand the explanations the teacher gives during the vocabulary and grammar presentation. On the other hand, the students do not ask any questions regarding the activities because the students fully understand the vocabulary and grammar presented, which means that they are appropriate for the level of knowledge of the students. In some cases, the teacher uses expressions in L1 to reinforce some concepts. In summary, the teacher produces a simple oral language in a way that allows students to understand each activity and consolidate the participation of each of them.

In the final class. The teacher focuses on student engagement through opening and engaging activities. The teacher uses the L1 language but more frequently the English language to facilitate the understanding of certain expressions. The vocabulary and grammatical expressions are the most relevant for the group of students because it is a topic according to the level and age. The teacher produces oral terms and expressions for greater understanding

and development of the proposed tasks but focuses on student participation through the reading aloud of short sentences and collaborative work among all participants.

### **Reflection.**

During the execution of all the classes, focused on the linguistic aspects, the teacher carries out interaction and participation activities where the students interact with the questions and opinions that the teacher makes, to obtain develop a communicative competence together (teacher and apprentices). Likewise, in this description the teacher focuses on the participation and opinion that each apprentice makes, each topic of the class is executed progressively, with some inconveniences that the teacher manages to solve. However, the teacher sometimes used fillers of expression during the development of the class, sometimes the fillers can distort the message that the teacher tries to convey. In my opinion, within the framework of teaching a second language, it is important to point out the student's participation to create an effective communication between student and teacher, which allows developing the learning performance in the learners, reducing the anxiety of speaking another language and obtaining a good development of communicative competence, moving from a teaching focused on the typical grammatical schemes to a communicative teaching. In addition, the teacher should have prior preparation of expression problems to avoid the constant use of fillers, this achievement is obtained from the teaching practice where the teacher in training learns from the pedagogical experiences learning from other teachers and improving the linguistic aspects.

From this, within the communicative competence in education Eken (2019) states that not only do people with linguistic proficiency have this ability, but it can also be developed, if they apply it as a teaching method for students with the Obviously of a communicative and collaborative work, for the mastery of this competence the teacher should have a constant preparation and training to transmit the intercultural learning of the target language through spaces of interaction between the students to reduce the stress and anxiety of speaking a new language. On the other hand, to avoid problems of expressions during the development of a

class, a study concludes that there is an important learning capacity of students in training related to the practices to become future teachers, since they acquire a better performance and assimilation from the experiences acquired (Capan & Bedir, 2019).

### **3.3.4 Learning Management**

In class one, the teacher creates an appropriate and interactive environment for students and facilitates learning, with activities to present the topic. During the development of the class, the teacher controls the group of students in an appropriate way, makes them participate during each activity and helps each student with any problem he/she has. The teacher has created an activity for the age group of students focusing on the pace and learning styles of the students. Within each question or doubt that the apprentices have, the teacher helps them, guides them, and answers each question. All students participate during the class, the teacher is focused on the participation of each one and evaluates the learning during each period of the class by asking them questions. In some cases, the teacher gives feedback to the students, repeating the expressions where they have made mistakes.

In the second class, the environment and communication are evidently witnessed by the students so that learning is satisfactory. The teacher has created interactive activities for the purpose of engaging students. However, in this class at the beginning of the activities there was an unforeseen event, the students do not know how to carry out the activity on a website that the teacher uses, but the teacher manages to overcome this setback to continue the class, managing to manage the group of students with effectiveness. The development of interactive and dynamic activities show that the teacher considers the rhythm and style of learning of his group of learners. When students have doubts about something, the teacher responds to the doubts and comments. The teacher takes into consideration the participation of all the students, and he calls them by the name of each one. In the evaluation of each activity, the teacher formatively evaluates each one by asking questions and the feedback is oriented on the pronunciation of certain expressions that the students make in the reading.

In class number three, at the beginning of the class the teacher begins with a dynamic activity where he and several puppets sing "good morning to all those present", this is to create an adequate environment with the students so that they lose the anxiety of speaking and to learn a new language. Throughout the class there was no unforeseen event where it is shown that the teacher handles the group properly. The activities and dynamics that the teacher carries out are designed for the level and age of the group of students, considering the style and pace of learning. The students do not ask questions during the class because they dominate the topic that is clearly evidenced with the participation of all during the session. The teacher has created formative assessment activities where all students participate and respond to the questions posed and in the feedback the teacher corrects certain terms that they cannot pronounce.

In class number four, the environment and the digital material are suitable for learning, the teacher uses resources that help students understand the topic he presents more practically. At times, the participation of the students is gradual due to internet connection problems, but regarding that, the teacher manages to overcome these unforeseen events and stimulate the performance of the group. The activities, videos and other resources are very educational and used by the students, considering their level, age, pace and learning style. The teacher focuses on the participation of all students by asking direct questions of each one. During the class, the students answer questions to consolidate their learning and the teacher evaluates them with a Cloze Reading activity, and the feedback given by the teacher is constant and according to the participation of the learners.

In class five. The teacher opens the class with activities focused on reading. This activity is done with a story through a video, where the students must listen, and the teacher will ask them, creating a suitable environment for them. Occasionally, some students have attention deficits related to reading, but the tutor manages to guide them again, other students collaborate with the teacher throughout the class, demonstrating proper group management. Each activity, story, theme presentation and even videos are considered by the teacher in

relation to the style and pace of the students focusing on group interaction. The teacher notices the students' learning problems (attention deficit), because of this he focuses on everyone participating in each activity. The teacher evaluates the performance and participation of each one of the students to verify the learning that they acquire, and feedback is given to the students in each mistake that they make.

### **Reflection.**

In the development of the school section classes in relation to learning management, it can be affirmed that the teacher tries to create an adequate and optimal environment for the students, which is important not only for a bond of attention with the teacher but also for learning is ideal. Among the positive aspects that can be highlighted is the participation that the teacher gives with the students to work together and achieve the learning results that are intended to be achieved in teaching. Therefore, it should be noted that the teacher encouraged the individual and independent participation of each learner with the aim of encouraging participation and expression of ideas in a second language. However, within some classes it was observed that some students have a very low level of knowledge of the language, as well as the attention deficit of some students, producing learning problems that the teacher would try to solve. Regarding the learning environment, I learned that this aspect is the key to keeping students engaged for effective learning and long-term memory retention. Also, allow students to actively participate, increase their knowledge and increase their language proficiency. Finally, I understood that feedback is essential in every lesson because it improves students' confidence and enthusiasm for learning. Within these premises, I consider that one of the strong points in teaching a language is the attention given to the individual or group participation of students to create an environment of trust and communication to improve fluency in In the classroom, on the other hand, we have the learning problems that some students present that effectively have a solution through the application of strategies that not only improve academic performance but also help to have an interest in learning another language. It is necessary to highlight that some

authors mention that learning is a process of continuous progression that the apprentice is hooked to the acquisition of new knowledge and experiences for personal progressive development, all this happens based on the environment that the apprentice is exposed to acquire learning. positive or negative (Wiewiora, Chang, & Smith, 2020). Meanwhile, within the role of the teacher in dealing with the learning problems that students have, a researcher affirms that the teacher not only fulfills the function of transmitter of knowledge, but also assumes a more developed role in the life of the apprentice with the purpose of helping to solve problems related to learning, correcting weaknesses, and highlighting strengths (Makovec, 2018).

Regarding the feedback framework, in my opinion it is a strategy that strengthens those weaknesses that students present in the learning process, that is why effective feedback should be a priority in teaching a second language. In a study carried out by two authors, they conclude and verify that learning becomes more efficient and processes information better from effective feedback encouraged by English teachers, helping students to recognize, correct and optimize language skills. for self-development within the learning of another language (Vattøy & Smith, 2019).

### **3.3.5 Methodology**

In class one, the teacher uses a grammatical translation method because the students did not have a level of knowledge of the language and another that he used is the suggestopedia method, a method that, through gestures and suggestions, stimulates the learning of students, among the techniques and strategies that the teacher uses with the students is group work, open questions, feedback, and motivation. The activities are didactic and interactive, which allows a significant and participatory learning for the apprentices. The teacher uses strategies that are currently designed for instruction focused on communication and development of oral skills. The teacher uses digital material, with the use of multimedia programs so that the teaching-learning process is more interactive and profitable for the student.

In the second class, the teacher uses a natural approach with the purpose that the student learns based on the learning experiences that the apprentice is acquiring, another method that he uses is the direct method for the development of his understanding skills and only on some occasions when the student does not understand, he uses the grammatical translation method. The use of techniques and strategies that the teacher applied is the visual and auditory learning technique, by the use of music videos, one of the strategies is dialogue through simple questions. Each activity proposed by the teacher allows significant learning not only because of the activities but also because of the digital and multimedia material that the teacher used. Some strategies based on the critical opinion of the student make it easier to acquire new knowledge. As for the resources and materials that the teacher used, they are digital resources that help the projection of the theme and the contents, the use of websites for a more interactive class allows consolidating the objectives that the teacher wants to achieve.

In class three, the teacher in this class uses the direct method for the presentation of the contents and activities of the class and the Audio-lingual method, in order for the students to become familiar with the target language through expressions. The teacher uses strategies such as spelling to improve each student's pronunciation, another technique he uses is learning through reading. Each activity transmitted by the teacher in slides or digital material allows the student to learn significantly. However, some students do not know how to handle some technologies. The activities and strategies are carried out in accordance with current teaching trends because the teacher has a communicative and participatory approach with the students. Among the resources already mentioned, he uses slides in the PowerPoint program, videos on the YouTube website, these resources allow the development and execution of each activity.

Class four, the teacher uses some methods such as realia and total physical response through the different activities, each student responds effectively with the use of these teaching methods, however, some students presented comprehension problems, therefore the teacher used L1. In each activity the teacher tries to have a more individual participation of the students

to verify that the learning is significant. Each activity is focused on current teaching with the individual participation of each one and the execution of constructivist ideas while they learn so that they use these terms or learning within a real context. Among the digital resources that the teacher uses, they allow the presentation of the contents, development of activities, evaluation, participation, and consolidation of learning.

Finally, class five, the teacher uses the direct method and communicative approach so that students understand the content and participate appropriately. The strategies and techniques that the teacher uses are focused on reading and individualized deductions. Each one of the activities allows the student to learn to differentiate a verb, noun, and adjective, to give their own and personal opinions and that they are attentive to the readings. The communicative approach that the teacher uses in the activity allows the student to learn and share their ideas without fear or anxiety to respond, the teacher uses current teaching trends without causing stress in the student but rather giving feedback for each mistake they make. Among the resources and materials that the teacher uses, these contribute significantly to the development of this class, allowing each student to participate and be evaluated in a timely manner.

### **Reflection.**

During the execution of the classes as the main teacher in the basic section with children, it can be highlighted that the teacher uses different teaching methods that help to give an effective development of learning in the students and that can be evidenced with the participation of the students. In each class, in addition to the use of strategies focused on student-teacher participation and communication. In my opinion, the development of a class should be sequential, methodical, and participatory, integrating the student throughout the teaching process so that he develops his skills, creativity, and self-repair in learning a second language, this is achieved with the instruments that the teacher uses to achieve them. For some authors, they affirm that in the imparting of knowledge of a second language, certain elements

that are necessary to obtain effective learning results must be channeled, where they point out that the use of methodologies, the application of some strategies, teaching techniques and resources that are part of the classroom are the main bridge to optimize and develop the language skills of learners, creating spaces that allow the student to develop creativity and critical thinking (Chilingaryan & Zvereva, 2017).

On the other hand, the teacher during all classes uses digital resources and tools that allow the class to adapt to the needs and learning styles of the students, during all classes the mastery of the teacher's technologies can be observed with the students doing that these are interactive, however, in some classes it was observed that students have difficulties using some digital tools that due to time the teacher could not explain, presenting itself as a challenge for this teaching-learning process. From my point of view, I consider that the teacher must be prepared to face each challenge that arises during this process, try to solve any setback as soon as possible, teach about the use of digital tools and choose some digital resources that are easy for students to manage, considering that the use of technological tools is the new means of learning to facilitate teaching in time and space. From the point of view of an author, he explains that during the pandemic caused by covid-19, the teacher and the students had to face a challenge regarding the new teaching-learning approach that they had to use. Digital resources facilitated this process of communication, teaching, among other elements, however, during all this time there were some setbacks of adaptability, where the teacher assumes a role focused on innovation and preparation, to provide adequate and simplified knowledge to students. students, thus managing to overcome these learning and adaptability challenges (Schleider, 2020).

Finally, these pre-professional practices, personally, were a stimulus for learning and developing skills acquired during my preparation as a pre-service teacher to be a future teacher. The role that I acquired as a main teacher in the basic section allowed me to acquire qualities, such as creativity, innovation, preparation and application of methods and strategies that

facilitated this teaching process to respond to the needs of students for learning a second language. Each class that I prepared helped me develop and strengthen myself in certain aspects that I was able to overcome and learn at the right time and moment. Pointing out that within the activities and learning of the students I was able to complete my learning even more to become a teacher. In summary, the purpose of this internship did help me achieve the objectives that allowed me to assume a role as a main teacher in the application of the knowledge acquired during my training as a student.

### **3.4 Experience as an English teacher: Description and reflection of the experience in High school**

Within this section, the development of the practices carried out in the academic component Pre-professional Internships 2 is described, with the execution of five classes as the main teacher of English in high school, these classes were developed virtually, where different general elements such as the elaboration of plans for the development of each class and specific ones such as the execution of the virtual class focused on high school students.

#### **3.4.2 Planning**

In class one, the teacher begins with an introduction of all the participants, this presentation dynamic allows students to enter an environment of trust for future participation. Then, the presentation of the topic, the objectives and vocabulary are presented in a timely manner for the execution of the class. The class is developed sequentially, however, some students have difficulty in carrying out some activities. The level of each student is adequate for the presentation and development of the content, but some students have participation problems because they cannot fully understand the language. The teacher presents complete mastery of the subject and creation of each activity that has been developed. In this class the teacher shows some very interactive and didactic activities which facilitates the presentation of the contents and participation in each task.

In class two, the teacher warmly welcomes the students. The theme is presented and called "Story time", the objectives are focused on attention, vocabulary comprehension, listening activities and grammar learning. Each activity that the teacher has developed is presented in an orderly manner, in addition, the contents are clearly addressed in the development of each task and question that the teacher asks. The subject and the contents are very interesting and appropriate for the level of the group of students since it allows them to comment and participate effectively. The teacher demonstrates mastery, preparation, and planning prior to performing this class. The material and resources that the teacher uses help the execution of an interactive class, the planning of time used in each activity allows the participation of all the participants.

In class three, the teacher starts by welcoming the students and quickly introduces the topic, the objectives, and the presentation of the contents in general. The purpose of the teacher is to make the students participate and give their opinion in each presentation, achieving the objectives set by the teacher. The contents, from the presentation of the vocabulary to the learning consolidation activities, the teacher carries out a sequence of time, organization, and presentation between each activity. Students demonstrate an adequate command of the language; therefore, the contents are appropriate for them. The teacher has carried out each activity and presentation of the topic, making known the mastery of the topic that he has elaborated. The use of digital and multimedia tools in this class show that they are important elements for teaching and facilitating the learning process in new content.

In class four, the teacher begins by presenting the content and objectives focused on pronunciation and reading. Each student participates effectively, with the teacher's guidance. The presentation of the contents is sequential and is developed within the time, organization and planning proposed by the teacher. Within the level of knowledge of the language, the students show an adequate command due to the participation of each activity, which is why the students obtain a satisfactory learning between vocabulary and grammar. The teacher shows

mastery, preparation, and planning in each activity. The resources and tasks that the teacher executes in the students allow to consolidate the knowledge acquired sequentially, each student demonstrates her knowledge in the participation of each activity.

In class five, the teacher presents the topic, objectives, and vocabulary, anticipating the communicative learning of each student, exposing their ideas and comments. Within the presentation of the contents, the teacher presents each topic and each activity sequentially so that each student understands and progressively responds to the development of the listening skill proposed by the teacher. The students demonstrate mastery and participation in the activities, concluding that they are appropriate for the level of knowledge of the students. In addition, the teacher highlights an effective participation with respect to the topic that he is teaching since he has elaborated each activity with creativity. The material that the teacher used in this class allows students to interact in each question that the teacher asks to consolidate the learning acquired and highlight the presentation of the topic through appropriate multimedia related to the topic.

### **Reflection.**

Within this section of planning in classes as a main teacher within the high school section, the preparation, presentation and creativity of the teacher regarding each topic, the interaction between students and teacher, the development of activities and participation of each class according to the level of the students and the presentation not only of the contents in an organized and sequential way, but also of the structure of each activity that the teacher develops to motivate the learning of a second language. In my opinion, it is important that teachers should show excellent preparation and presentation of content to encourage and engage students in learning a second language, this task depends on how the teacher performs in his role as an educator. Because if the teacher is motivated to teach, the educator will apply that same motivation to the learners. Within this context, a study shows that teacher preparation is very important when executing a class, because it should not only be focused on teaching

sequential content, but also on the application of methodology, reflective thinking, and support. theoretical, to change the typical traditional schemes of teaching a second language for new teaching concepts that provide more significant learning (Patiño, Sánchez, Cárdenas, & González, 2017). In relation to this, there are also the different roles that the teacher acquires in relation to learning experiences, the role of mentor, innovator, creative teacher, and facilitator demonstrate the perseverance and self-preparation that the teacher applies in the development of each class, for the purpose of prepare efficient students for the society (Luchaninoca, 2019).

### ***3.4.3 Linguistic Aspects***

In class one, the teacher throughout the class uses the English language with a pronunciation and vocalization that is understandable to the students. The vocabulary and grammar that the teacher addresses during each class allow the student's understanding and development, in short, these linguistic aspects are appropriate for the level of the group of learners. In this class, the teacher produces simple and easy to understand expressions for the group of students, facilitating understanding in some cases, however, it should be considered that the teacher constantly uses oral fillers.

In the second class, the teacher speaks the English language with ease, the activities and tools such as videos are also presented with English subtitles so that the student learns in an environment associated with the target language. The vocabulary, grammar and learning content show that they are adequate according to the level of the students because they answer and ask the doubts indicated during the class. The teacher uses simple expressions for the understanding of each activity and learning material, in addition, the teacher uses expressions of frequencies so that students can use them in a real context.

In class three, the use of the English language in materials, presentation and the teacher's development throughout the class is effective with simple and understandable structures for the age and knowledge of the group of students. Within the grammatical structures, vocabulary and use of simple expressions are the most precise during this teaching

process, which highlights that they are appropriate topics for the level of English shown by the group. The use of expressions to develop an activity or ask questions are well pronounced and vocalized so that the student can have a more significant learning about the language.

In the fourth class, the participants, both teachers and students, use the English language, opening a communication link between them. The vocabulary and grammar of the class are addressed with the purpose of developing the communication skills of the students, allowing space and time for the adequate and smooth participation of each one. The teacher produces expressions that the students also use repeatedly, in order to improve their communicative competence and oral learning.

In the final class, number five, students, and teacher develop a topic that is very interesting, which allows the use of the English language throughout the class. The communicative interaction between teacher and student is reinforced in the presentation of vocabulary and grammar, in order for the student to apply their speaking skills focused on communicative competence, in this way students are able to make comments and responses, using the grammar to respond to situations posed by the teacher. The teacher produces some expressions that allow the student to know simple phrases to be able to use them in a real context in such a way that it allows the understanding of the group of students.

### **Reflection.**

During the development of the classes and within the linguistic aspects, several points are pointed out that the teacher acquires as strengths within the class, the teacher focuses on the pronunciation of the students and on the correct use of the language, expressing opinions, ideas, and expressions. that students use within a real and daily context, in addition, the teacher focuses on the participation and communication that exists between the group of students, it should be noted that the group of students are people who already have a level of knowledge of the language, but they have not developed their communication skills, the teacher works on constant participation and interaction. However, there is the repeated use of some fillers, which

the teacher and student should reduce for better oral learning. From my point of view, I consider that focusing on learning related to communicative competence guarantees an improvement in oral production of the target language, with a communicative approach that allows interaction and excellent communication. Within this analysis, an author affirms that a great skill that a teacher or student can have, respectively, is communicative competence, which is acquired from good management through exposure to an environment related to the target language and the improvement of grammatical, lexical, semantic, and phonetic terms, with the goal of obtaining an expressive capacity accompanied by those linguistic elements that provide the learner with a successful communication capacity (Béresova, 2019). In addition to some errors that develop within the class, some authors point out that teaching practice improves the teaching-learning experience with the application of different pedagogical guidelines that lead to the success of a class. The teacher improves their skills and teaching methods to avoid common mistakes (Felege, Hunter, Hunter, & Felege, 2018).

#### ***3.4.4 Learning Management***

In the first class, the teacher creates an appropriate and motivating environment for the student to participate effectively. The group of students participates adequately, the educator presents an ability to handle any unforeseen event during the class and to the learners. Each presentation and activity that the teacher presents within this class are considering the styles and pace of learning according to age and level of knowledge. The class develops normally considering the participation of each student. Within the activities of the evaluation of the apprentices, it is carried out throughout the class with the aim of providing feedback on any error or difficulty that the pupils have.

In the second class, the teacher begins with interaction activities for the attention and participation of the students, generating a learning environment conducive to the development of each activity that the teacher has developed. Throughout the class, the teacher demonstrates mastery and ability for the development of the apprentices and thus manage to handle

unforeseen situations during the session. Each activity, from the video story to the consolidation of learning, the teacher has developed activities considering the pace and learning style. The proposed activities allow answering the questions posed by the students, clearing up the doubts that arise in the development of the class, the teacher has elaborated and planned each task for the participation of all the students. The teacher within each development of the contents evaluates formatively through questions, using instruments such as the collection of criteria and specific questions of the topic, the feedback is part of the class.

In the third class, the teacher begins by opening the class with motivation and optimism, generating an environment of trust and interaction between student and student, asking questions about Ecuadorian traditions, addressing an issue of interculturality and critical thinking in each apprentice. In relation to group management, the teacher clearly teaches and works on different language skills, focused on communication. The educator uses didactic material that facilitates the learning of the contents addressed, showing mastery of rhythm and learning styles for the group of students. Within the concerns and participation of the participants, a moment and space are given for any questions that the apprentice may have. Throughout the class, the teacher formatively evaluates the performance of each one, from an open question about the traditions in Ecuador, to the evaluation of learning in a listening activity.

In the fourth class, students begin a reading activity with the vocabulary of the class, in order to become familiar with the language and develop the linguistic skills of reading. Between the evaluation questions, the readings and participation, the students have shown excellent behavior to overcome unforeseen events. The presentations in slides, readings and execution of the activities the teacher considers the pace and learning styles. There were some concerns that the teacher managed to solve, in time for any questions that the apprentices present. For the teacher, the interaction, participation and communication between the participants is considered important, which is why the educator allows a space and time for participation. The

evaluation of the learning was carried out throughout the class with open questions and during the consolidation of the learning with sentences using the learned grammar.

In the fifth class, the teacher presents the contents through multimedia related to the theme, so as to achieve create an interactive and didactic environment. The teacher presents activities where the students participate and they express their opinions related to the questions that the teacher asks, managing the group of students in each task. Activities such as crossword puzzles, presentation of grammar, vocabulary, and the listening activity show that the pace and learning styles are considered according to the level of the learners. The teacher asks questions about any concern that the students have in case of learning problems, the educator also focuses on the participation of each one of them, allowing space and time for their intervention. Within the evaluation, the teacher performs it throughout the class, evaluating them formatively and feedback is applied regarding the errors they make, correcting them and reinforcing learning with examples that students can use.

### **Reflection.**

Regarding learning management, it can be established that the teacher during the development of all classes, the students assimilate the information according to the presentation, dynamics, and interactions that the teacher establishes to create an adequate environment for the students. In short, the teacher not only addresses learning issues for the student, but also allows them to be acquired with creativity, motivation, and kindness. The teacher plays a very important role and is to motivate students to learn new knowledge in terms of professional practice by focusing on a unique learning style relating the topics with the material used. On the other hand, there are the students who, during all the classes, show a progressive participation and acquisition of knowledge, however, there are some details that should be improved in the participation of each one.

In my opinion, focusing on motivation as a learning strategy and on feedback are pedagogical elements that not only help create a correct learning environment, but also

stimulate the student's interest and progress. In addition to this, it is crucial to respond to the professional practice that the teacher acquires within the pedagogical experience. The teacher acquires the ability to be the transmitter of the knowledge regarding the learning that the apprentices acquire, giving them the capacity to receive the new concepts acquired. Linked to this, an author affirms that a fair learning is based on the experiences acquired by the student, ensuring teaching, that is, that communication and different characteristic elements of a person, provide the experience that is required to receive the information. acquired and convert it into learning (Brown, 2020). At the same time the use of strategies such as motivation and feedback. Because motivation is considered one of the development factors that a teacher can use in the classroom, involving the objectives and goals proposed in the educational framework, it is developed with the stimulation of all participants in the learning and development of language skills (Zhang, Dai, & Wang, 2020). Regarding feedback, it is a strategy that not only allows the retrogression and reinforcement of a general or specific topic, but also allows the reinforcement and strengthening of the knowledge that the learner is acquiring (Cogliano, Bernacki, & Kardash, 2020).

### ***3.4.5 Methodology***

In class one, the method that the teacher uses direct method for the development of each activity, setting students to the target language for direct use throughout the class. The use of strategies such as individual participation and teamwork are used in this class and the time is well structured in the participation of each student. The teacher has used strategies and has developed activities according to the current teaching trends in English, because the students adapt to the graphics and presentation that the teacher executes between each activity. The material that the teacher uses facilitates the participation of each student such as the virtual roulette that he applies so that each student participates in random order, the activities presented by slides allow the presentation of the contents and the evaluation of learning.

In class two, the teacher uses the audio-lingual method, so that through participation and expressions that the student hears, they respond to questions and comments. Among the techniques and strategies that the teacher uses, the participation of each student individually and the application of spelling for each vocabulary word stand out. The visual, listening and participation activities allow students to learn significantly, this is evidenced in the response they give to each activity with the educator's guide. Consequently, the activities and strategies that the teacher applies to the apprentices are focused on current trends since it allows direct participation and interaction with each of the students. The digital material and resources used by the teacher allow the teaching process to be more effective, such as the story of a mythology presented in a video, the projection of vocabulary and evaluation activities.

In class three, the methods that the teacher uses are, the direct method and total physical response, these methods were used by the teacher in each activity with the purpose that the apprentice acquires a learning of the language both by listening and by expressing himself orally. In each activity, the teacher develops interactive lessons where students must apply the knowledge acquired and verify each student's learning. Activities such as participation in the memory game and strategies such as embedded questions and grammar summaries are associated with new teaching trends where the role of the student is to become the main author of the class. Within the materials and resources that the teacher uses for the presentation of grammar and vocabulary, he does it in PowerPoint, the evaluation activities, the teacher does it with illustrations in a memory game and exemplification, these digital resources facilitate teaching and evaluation of learning.

In class four, the teacher uses the direct method throughout the class and the audio-lingual method to focus not only on the gradual development of content in the target language, but also to practice individual and group reading for each student. These activities that the teacher has developed allow optimal learning that allows and motivates the student to be more related to reading, providing the participation of each of the students. Strategies such as

motivation for reading, group work and interaction activities with the teacher are the appropriate ones regarding the new teaching trends so that they acquire knowledge in a meaningful way and in a real context. The teacher uses appropriate terms that guide them throughout the development of the class. In addition, the use of didactic resources, in this class, are efficient to complement the learning of each one, facilitating the execution of activities, the presentation of contents referring to active voice and passive voice and in the evaluation of learning.

Lastly, in class five. The teacher uses the direct method and suggestopedia throughout the class, the use of the direct method guides the students to familiarize themselves with and use the target language and, on the other hand, suggestopedia through the learning material, in order to learn through of the topic, they are addressing, this topic is very interactive and participatory. The activities have allowed the students to learn significantly, this is demonstrated in the development and response that the apprentices give in front of each task proposed in the class. Activities and strategies are focused on participation, interaction, and communication between teacher and student. Leaving aside traditional teaching for the use of new teaching trends focused on communication skills and competencies. The material and digital resources that the teacher uses, and masters are technological resources that not only facilitate teaching, but also evaluate and consolidate the learning acquired.

### **Reflection.**

In relation to the use of methodologies applied by the teacher during the execution of the five classes in the high school section, the teacher develops all the classes with the appropriate methodologies and communicative approaches for the development of the linguistic and communicative skills of the apprentices. In this way, the use of strategies and activities in each class focus on the development of skills, timely participation in each task and teacher-student interaction that are part of the teaching-learning process, all the strategies that the teacher applied during each class allowed the development in group and individual work applying innovative and current forms of teaching, which provide autonomy and harmony in the

apprentice. Then, the materials and resources are carried out by technologies, this type of digital tools that facilitate, collaborate, and increase the performance of all the participants in this educational process. In my opinion, it should be noted that current teaching trends not only allow meaningful learning, but also help the teacher and student to strengthen their deductive intelligence with the use of technologies, in addition, it accelerates the meaningful learning process. with the use of communicative methods and approaches that together obtain favorable results. In accordance with this premise, an author highlights that education is oriented towards constant progressive changes where the role of the teacher is to adapt and include the student within this process with the use of strategies and methodologies related to new educational trends. This requires efficient preparation by the teacher to solve possible inconveniences or learning problems that arise in the educational system with an appropriate response (Rivers, 2018).

However, from my point of view, within education, teaching should be related within a communicative approach and based on the experiences acquired, with the aim that students develop their communicative skills in the target language and obtain a learning that deserves the importance that other disciplines have. In addition, the participation of learners in activities that motivate their multiple intelligences for more meaningful learning should be highlighted. From this idea, it is highlighted that meaningful learning goes from the reception of knowledge to the perception of acquired experiences, pointing out that teaching goes hand in hand with learning, where teachers should not only focus on a gradual teaching of knowledge but also in meaningful learning with the development of multiple intelligences (Pritchard, 2017).

Finally, this pre-professional practice helped me personally to improve my performance as a main teacher, in the elaboration of a study plan, a design of strategies, a choice of appropriate topics for the apprentices and above all the experience of sharing knowledge with the students, who were my main motivation for the elaboration of each class. During this practice process, I managed to improve my fluency in the language and my development as a

tutor, in addition, I managed to learn new methods according to the new teaching trends and the optimal management of digital resources that not only favored the rapprochement between teacher and student, but also helped the development of each proposed task and activity. With the use of different resources that facilitated this process as a main teacher, they developed in me creative and innovative skills for my future as an English teacher. In summary, all the objectives that were set in this pre-professional practice were achieved, motivated, and achieved.

## Conclusions

Teachers show preparation of the subject at the time of executing a class with appropriate resources and methods, mastery and fluency in the target language applying aspects of pronunciation, vocalization, vocabulary, and grammatical structures, focusing on the development of the four linguistic skills that the student should learn. However, some teachers show certain limitations in terms of communicative competence, that is, teacher-student interaction, preventing the communicative interaction that is required for interactive learning focused on fluency and mastery of the language.

The concept of an adequate environment, motivation, collaborative work, and feedback are positive aspects that are considered within the conduction of learning, each teacher demonstrated an effort and dedication for the development and significant learning of the students. However, in some cases, some classes, the teachers do not allow direct interaction with the student, limiting the learning capacity of each one.

In relation to the methodology and strategies, some teachers consider the use of current methods for teaching a foreign language, focused on the interaction and communicative competence of students to improve learning, applying different strategies that allow a communicative approach between teachers and student, with the application of technological resources that facilitated this process. Therefore, there are teachers who apply traditional methods and do not use support resources for a dynamic and didactic class, limiting the development and performance capacity of the learners.

Regarding the elaboration of a class plan, some teachers demonstrate efficiency and order, making the objectives feasible within this process, they considered the curricular structure, applying methodologies and student learning styles, in addition to the use of resources and digital tools that allow the active participation of each student, teachers focus on dynamic and didactic learning to reduce the stress and anxiety of learning another language. But some teachers do not explain the objectives they want to achieve, they do not comply with

the planning structure and do not present activities that allow significant learning of quality and warmth.

In the evaluation of learning, all teachers evaluate students formatively, to recognize the level of knowledge acquisition, they use resources and instruments that facilitate the evaluation process, applying oral tests, scenarios, checklists, and exemplification to assimilate the progress of each apprentice.

In relation to the organization and distribution of time, the teachers considered a sufficient estimate of 30 to 40 minutes for each class. Where the teachers sequentially developed each activity with a timely response, considering some inconveniences during the execution. In addition, teachers paused between each activity for students to reflect, analyze, and develop their own responses, although, it is considered that the time is very limited to work more activities within the class.

## Recommendations

Teachers should have constant preparation and self-education and avoid limitations in their communication skills that involve teacher-student participation, this will help each teacher improve their fluency and mastery to eliminate certain negative linguistic aspects that generate confusion in teaching and help to focus on a shared interaction with the student.

Teachers should consider the continuous participation of students taking into account the skills that are required to work for each class, that is, the improvement and development of language skills should be focused on from teacher-student interaction, to reduce monologues educational.

Educational institutions should motivate, guide, and train their teachers in the use of digital tools and the application of methodologies and strategies according to new teaching trends, to achieve a development of communication skills of both the teacher, like the student.

Teachers should make a correct elaboration not only of the objectives or topics of the class, but also of the entire planning structure to demonstrate efficient performance as a teacher, which will motivate students to progress in each activity. It is suggested that teachers demonstrate a dedication and observation in the curricular structure of the planning of each class.

Teachers should apply different types of instruments to measure the level of knowledge acquisition of the apprentices, instruments such as: personal reflection, graphic cards, and contrast of ideas. These instruments can be used randomly according to the need of the teacher to know the level of knowledge of the students.

Teachers should consider and apply an estimated time for the development of each activity, taking into account the application of language skills by class. Despite the time

limitation, teachers could be seen in a space of time between each activity for a sequential development of each task and overcome unforeseen events in each class.

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## Appendix

### Appendix A. Observation sheet of Prácticum Académico 1



**DEPARTAMENTO CIENCIAS DE LA EDUCACIÓN**  
**MENCIÓN INGLÉS**  
**TEORÍAS DE LA PEDAGOGÍA DEL INGLÉS**  
**FICHA DE OBSERVACIÓN DE CLASE**

**1. DATOS INFORMATIVOS:**

Docente observador: ..... Docente observado: .....  
 Institución Educativa: .....  
 Año: ..... Básica ( ) Bachillerato ( ) Fecha: .....  
 Tema de la clase: .....  
 Objetivo: .....

**2. ASPECTOS A OBSERVARSE:**

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

<b><u>METODOLOGIA</u></b>					
Manejo de métodos, técnicas, estrategias y actividades de enseñanza					
Las actividades son adecuadas para el objetivo de la clase					
Las actividades permiten que el estudiante se apropie de los contenidos					
Maneja técnicas actividades y estrategias pertinentes y apropiadas					
Las actividades y estrategias son de acuerdo a las tendencias actuales: <i>communicative competence</i> )					
Usa el material básico (libro, cd, pizarrón)					
Usa material complementario					

**3. NOTAS ADICIONALES:**

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

Aspectos Positivos: (fortalezas)

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Aspectos negativos: (debilidades)

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

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*Firma del Estudiante*

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

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*Docente Observado*

**Appendix B. Pasantías preprofesionales 1 y 2: Lesson plan format.**



**FORMATO DE PLAN DE CLASE**

**LESSON PLAN #** \_\_\_\_\_

**1. Informative data:**

**School's name:** \_\_\_\_\_

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

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

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

**Class length:** \_\_\_\_\_

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

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

**2. TEFL Objectives**

**Throughout this lesson, students will be able to:**

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

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

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

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

**3. Methods, strategies, and didactic material.**

**3.1 Methods:**

**3.2 Strategies:**

**3.3. Didactic material:**

**4. Anticipatory set:**

**5. Main teaching input:**

**6. Guided practice:**

**7. Independent practice:**

**8. Assessment:**