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EXTRANJEROS**

**Systematization of Pedagogical Experiences in the EFL
Teaching Training Program**

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QUITO

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Dedication

I dedicate this project to the people I love the most in this world, my parents, Wilmer Tupiza and Susana Gramal, who have been the inexhaustible source of my inspiration and constant motivation to improve myself every day. Thanks to their unconditional love and unwavering support, I have found the strength to face challenges and fight tirelessly for a better future.

I dedicate this project with deep gratitude to my grandfather, Roberto Gramal, an admirable man, a fighter and devoted to his family. His example of total devotion to my loved ones has been my beacon, providing me with inspiration and strength throughout the execution of this thesis. Every day, his legacy is reflected in my determination to succeed and pursue my goals, dreams, and aspirations.

To my grandmother, Rosita Cando, who is now an angel in my life, I dedicate this work with gratitude and eternal love. Although her physical presence is no longer with us, her spirit remains a constant guide. I feel blessed to have had such an extraordinary grandmother whose advice and example of honesty, dedication to family, and leadership have been fundamental to my growth and development. This academic achievement is a reflection of the life lessons you taught me, and today I honor You with this thesis.

To my sister, Abigail Tupiza, and my entire family, I dedicate this academic achievement with the hope that you will find it a source of inspiration. May it serve as a reminder that through continuous study and a vision of success, we can overcome any challenge and achieve our goals. Your love and constant support have been essential pillars in my journey.

With love and gratitude,

Darwin Fernando

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To my family, I am deeply grateful for being my pillar and source of unconditional love. I thank God for blessing me with His constant presence through them.

Darwin Fernando

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Abstract

This abstract deals with the Systematisation of Pedagogical Experiences in the EFL Teaching Training Program, with the aim of reflecting on the positive and negative aspects of pre-professional practices. A qualitative method was used to evaluate the practices observed and implemented in primary and secondary education, highlighting the importance of language immersion and adapting teaching to students' needs. The research was based on direct observation and teaching, using observation sheets and narrative reflections to analyse six classes, three of observation and three of main teaching, evaluating planning, linguistic aspects, learning management and methodology. In the teaching of English at primary and secondary school levels, careful planning, linguistic adaptation, dynamic learning management and a varied methodology are key to educational success, facilitating meaningful and lasting learning through connecting content to students' reality, linguistic immersion and contextualisation, supported by teacher confidence and clarity. The use of strategies such as Total Physical Response and Gamification complements the communicative approach, maximising participation and understanding. In short, these integrated and updated pedagogical practices are essential for creating an enriching learning environment.

Keywords: EFL, pedagogical aspects, systematization, teaching training

Resumen

Este abstract aborda la Sistematización de Experiencias Pedagógicas en el Programa de Formación Docente EFL, con el propósito de reflexionar sobre los aspectos positivos y negativos de las prácticas preprofesionales. Empleando un enfoque cualitativo, se evaluaron las prácticas observadas y ejecutadas en Educación Básica y Bachillerato, destacando la importancia de la inmersión lingüística y la adaptación de la enseñanza a las necesidades de los estudiantes. La investigación se basó en la observación y docencia directa, utilizando hojas de observación y reflexiones narrativas para analizar seis clases, tres de observación y tres de docencia principal, evaluando la planificación, aspectos lingüísticos, gestión del aprendizaje y metodología. En la enseñanza del inglés en niveles básicos y de bachillerato, la planificación meticulosa, la adaptación lingüística, la conducción dinámica del aprendizaje y una metodología diversa son clave para el éxito educativo, facilitando un aprendizaje significativo y duradero a través de la conexión de los contenidos con la realidad del alumno, la inmersión lingüística y la contextualización, respaldadas por la confianza y claridad del profesor. La aplicación de estrategias como la Respuesta Física Total y la Gamificación complementa el enfoque comunicativo, maximizando la participación y comprensión. En resumen, estas prácticas pedagógicas integradas y actualizadas resultan esenciales para crear un entorno de aprendizaje enriquecedor.

Palabras clave: Aspectos pedagógicos, EFL, Formación docente, Sistematización

Introduction

The lack of systematization in pre-service practice in English language teaching is a recurring challenge that affects the training of future teachers. The lack of a structured framework limits pre-service teachers' capacity for critical reflection and hinders the development of essential competencies. The systematization of these practices emerges as a key to professional development, allowing deep reflection, identifying strengths and areas for improvement, and contributing to the dissemination of replicable experiences (Caicedo, 2019).

The purpose of the Systematization of Pedagogical Experiences in EFL Teaching Training Program is to reflect and analyze the positive and negative pedagogical aspects of pre-professional practices as an EFL teacher, focusing on the practicums. These offered the opportunity to observe and teach in elementary and high school contexts, allowing the comparison of pedagogical practices at different levels and educational contexts. Systematization from a pedagogical perspective develops a critical vision, a deep understanding of learning and the ability to adapt methodologies, contributing to the development of reflective and analytical skills for effective English language teaching.

Three relevant studies address this issue from different methodological perspectives and research goals. First, Peña (2022) conducted a study at Fantasías del Saber school in Tuluá, Colombia, to enhance the English learning process for preschoolers using digital tools. The qualitative research involved teachers and students, revealing improved language skills, values, and commitment. The second study, conducted by Patiño et al. (2016), sought to identify and systematize significant English teaching experiences in Risaralda, Colombia. Through an exploratory and descriptive qualitative approach, it concluded that systematizing experiences is valuable for sharing successful pedagogical practices and continuously improving EFL teaching. The third study, by Orozco and Montes (2015), aimed to systematize the experiences of the English teaching-learning process for the development of intercultural competence. Through a qualitative analysis of interviews, they highlighted that the systematization of pedagogical practices contributes to the recognition and validation of

students' experiences, generating pedagogical reflections that benefit language teaching in Colombia.

This work consists of an introduction that contextualizes the study, followed by Chapter 1 with a bibliographic review, Chapter 2 that details the research methodology, and Chapter 3 that presents and discusses the results. The conclusions, recommendations and annexes complete the structure, offering a complete and well-founded view of the topic addressed.

The significant contribution of systematization extends to the field of education, benefiting a variety of actors, from pre-service teachers to students, educational researchers and institutions. In the context of teacher education, systematization offers significant opportunities for professional development by allowing reflection on practice, identification of strengths and areas for improvement, and adaptation of pedagogical strategies. Students of English as a foreign language (EFL) benefit from more effective teaching based on systematized experiences. At the educational level, systematization contributes to the pedagogical decision-making process, curriculum reform, and improvement of teaching methods. At the EFL level, it excels in documenting and analyzing pedagogical experiences, facilitating the sharing of successful strategies, and promoting evidence-based practice. In terms of research, systematization provides valuable data for studying the effectiveness of teaching approaches, understanding the influence of cultural contexts on EFL learning, and exploring the dynamics of language classrooms, thus inspiring new lines of research and educational theories.

In the systematization of pedagogical experiences for teaching English as a foreign language, it is important to establish clear limitations on the methods employed. This reinforces the validity of the findings and contributes positively to future research and teaching practices in the field of EFL. The absence of limitations in this study enables further generalization of the results, promoting a strong foundation for future research and pedagogical approaches in English language teaching.

Chapter one

Literature Review

This chapter presents a literature review that explores key aspects of language teaching, including definitions of teaching and learning, modern methodologies, communicative competence, teacher roles, motivation, teaching experience, and the relationship between experience and teaching. Additionally, five studies on the systematization of teaching practices are analyzed to shed light on current trends in the field.

What is teaching?

The Dictionary of Educational Sciences (2018) mentions that teaching comes from the Latin "insigno," which means to point out, distinguish, show, or present something to someone. Similarly, according to Concannon-Gibney (2019), teaching is an act in which the teacher reveals objects of knowledge to the learner for understanding. It involves the transmission of knowledge, techniques, rules, etc. through a series of techniques and instructions with the aim of promoting effective learning.

Therefore, teaching is a practice that constitutes the way of speaking and acting of the teacher who is constantly confronted with unprecedented situations in which the unpredictable often appears. This requires reflection, deliberation to resolve challenges, and the selection of strategies to facilitate student learning (Brown, 1981).

Teaching is deliberate, intentional, and organized. According to Belmonte and Vidiella (2014), the intentionality of teaching arises from the teacher, who seeks to transmit cultural, social, ethical, and valid knowledge or practice.

Based on the concept of knowledge transfer, Fenstermacher et al. (2015) define teaching as a deliberate act between two or more individuals who establish a relationship to transfer knowledge or skills. This process requires a commitment to knowledge on the part of both the teacher and the learner.

What is learning?

Learning a new language can be a stimulating and rewarding journey that offers numerous benefits to individuals seeking personal growth and global engagement. It involves more than just acquiring words and grammar; it can open up a world of opportunities, broaden perspectives, and enhance cultural understanding (Pimsleur, 2013).

When psychologists discuss learning, they are referring to the processes by which our behavior changes over time in response to changes in the environment. Learning is the primary process of human adaptation and is becoming an increasingly important occupation for all individuals (De Houwer et al., 2013).

Learning is a capacity that all animal species possess to a greater or lesser extent, serving as a fundamental mechanism of environmental adaptation. However, the types of learning of which a species is capable can range from very elementary to enormously complex processes. For instance, humans can learn foreign languages. (Hmelo-Silver, 2004).

In the context of human learning, technology has also played a significant role in the way we acquire knowledge and skills. The digital age has introduced a plethora of learning platforms, tools and resources that facilitate the learning process and make education more accessible than ever before. Online courses, educational applications, and virtual classrooms have redefined the traditional learning environment, enabling personalized learning experiences tailored to individual learning styles and needs (Means, Toyama, Murphy, Bakia, & Jones, 2010).

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

Over the years, English language schools around the world have developed various techniques and methods to achieve the most effective way to learn English. For a long time, experts insisted that the right thing to do was to study grammar meticulously, to the point of doing it mechanically. Many others advocated the immersion method: surround yourself with English and make it a necessity. Today, there are many academies, theories and studies,

each based on a specific method. The following are the most commonly used methods for learning English.

Direct Method

The direct method of teaching English, also known as the natural method, is used not only for English, but also for several different languages. The main idea of this method is to use only the target language that the students are trying to learn. This means that the teacher avoids using the student's native language and focuses on providing total immersion in the target language (Pica, 2000).

De Valette (1915) further explains that the direct method emerged as an antithesis to the grammar-translation method. When the shortcomings of the grammar-translation method became apparent, the direct method explicitly addressed those skills that its predecessor had barely touched.

This method emphasizes oral skills and uses repetitive exercises to reinforce language learning. By repeating phrases and structures, students internalize the language and become fluent in its use. It also avoids the use of translation and encourages direct thinking in the target language. Grammar is taught inductively, which means that students must deduce the rules from the teacher's oral explanations. Through examples and practical exercises, students develop an intuitive understanding of grammatical structures (Brown, 2007).

Grammar Translation Method

As its name suggests, the grammar-translation method is a didactic approach to language teaching that emphasizes grammatical rules and translation. Historically, it has been used in the teaching of English and other languages; however, it has also been subject to criticism and is not as widely used in modern language teaching (Mart, 2013).

Similarly, Chang (2011) states that the grammatical translation method is a method of learning any foreign language by translating or converting sentences from the native language to the target language or vice versa. This approach assumes that the translation

and comparison of grammatical structures and vocabulary between the two languages will lead to greater understanding and proficiency in the new language.

In the same vein, Richards and Schmidt (2013) have defined the grammar translation method as second or foreign language instruction that uses translation and grammar study as the main teaching and learning activities. According to these authors, this approach focuses on the explicit teaching of grammar through the presentation of grammar rules and the performance of translation exercises.

This traditional or "classical" way of learning a language is still widely used in the study of some languages. Some countries prefer this style of teaching, and the main idea of this method is that students learn all the grammatical rules necessary to translate different sentences.

Content and Language Integrated Learning (CLIL)

It is a methodology based on learning foreign languages through the teaching of common subjects, known as Content and Language Integrated Learning (CLIL). CLIL is an approach to education that combines language learning with the acquisition of subject knowledge. The main objective is for students to simultaneously develop their language skills and acquire a global understanding of different academic disciplines (Marsh, 2010).

Similarly, Nikula et al. (2013) state that CLIL is a teaching-learning methodology based on learning foreign languages through the teaching of common subjects. It consists of explaining and teaching English, for example, through subjects such as mathematics, biology, or history.

CLIL methodology promotes the integration of language and content in the classroom, exposing students to second language learning while academic subjects are being taught. This integration creates a rich linguistic environment in which students can develop their language skills in meaningful and authentic contexts (Bruton, 2013).

In summary, CLIL methodology offers a powerful approach to language learning by integrating language and content instruction. By exposing students to a second language in the context of academic subjects, CLIL creates an immersive and engaging learning

environment. Students develop language skills, subject knowledge, critical thinking skills, and intercultural competence, providing a solid foundation for future academic and professional success.

Communicative Language Teaching

Communicative language teaching is an approach to second or foreign-language teaching that emphasizes learner interaction, either as a means or as an end in learning a target language. Interaction is an activity in which two or more parties influence each other. CLT is also known as the communicative approach to second or foreign language teaching (Littlewood, 2015).

Similarly, Nunan (1987) mentions that communicative language teaching (CLT) is also known as the communicative approach, language teaching through communication. This approach frames communication as the goal and method for English learners whose first language is not English.

Savignon and Wang (2003) explain that the communicative method is a general didactic approach, not a method with concrete classroom practices. The foreign language being learned serves as a vehicle for communication in class, not just the subject being studied, so the native language is used residually.

The communicative approach to language learning develops learners' communication skills, increases motivation for language learning, develops social skills, improves self-esteem, and strengthens group cohesion by encouraging teamwork to promote learning. It also allows learners to use the second language in a real communicative environment.

Communicative Competence

Human beings are born able to express and convey ideas and feelings through language. As learners develop their language and comprehension skills, they acquire effective communication skills such as grammar, vocabulary, and contextual understanding. This enables them to express themselves accurately and appropriately, and to know when and how to articulate their thoughts effectively.

Communicative competence is a concept that originates in linguistics, but over time, it has become the object of study of several disciplines, which have approached it from different perspectives. They have even collaborated to carry out integrative analyses of the concept (Pilleux, 2001).

Communicative competence is now seen as a compendium of knowledge, skills, abilities, or dispositions involved in producing coexistence and interpersonal and intergroup relations. Human coexistence requires effective communication. Canale (2014) explains that communication is an essential tool in managing the social fabric, which constantly explores new forms of sustainability.

According to Politzer and McGroarty (1985), communicative competence refers to the skills that enable individuals to communicate effectively and appropriately within their sociocultural community. It encompasses different aspects of language and communication, such as linguistic, sociolinguistic, discursive, and strategic competencies. These skills enable individuals to understand and express themselves clearly, accurately, and appropriately in different contexts.

De Arriba García and Serena (2004) explain the different types of communicative competence, including linguistic competence, which is the central pillar of communication involving the acquisition, development, and mastery of language. They also highlight proxemic competence, involving the management of distances with others, and paralinguistic competence, which encompasses additional elements that complement language, distinguishing between oral and written resources. Kinesthetic competence, described as non-verbal communication through postures, gestures, and looks, can complement, emphasize, or contradict words and constitutes up to 80% of communication. Pragmatic competence is defined as the ability to convince and persuade others, influencing their knowledge, opinions, and attitudes. Textual competence, involving the comprehension and production of texts, requires the use of three other competences. Finally, cognitive competence is based on the formal categories of thought to create arguments (De Arriba García & Serena, 2004).

In teacher education, communicative competence is becoming increasingly important to transfer knowledge, skills, and attitudes. This ensures that future professionals can solve problems through intelligent dialogue and accurate writing, aspects that require technical knowledge, skills, and procedures (Makhmutova et al., 2018).

Similarly, education recognizes that these skills are learned. It is advisable to cultivate them from an early age to be applied naturally and facilitate better adaptation to the environment. For this reason, it is essential to include the development of communication skills in teaching. Good communication is crucial for personal development and, later, more complex learning. It gives individuals autonomy, resolution, and satisfaction, facilitates better understanding, and enables effective self-expression.

Teachers' Role

Societal changes have changed the role of teachers and the functions of schools. They advocate a change in the quality of teaching while trying to rekindle teachers' passion for their work. Despite schools' constant demands and needs, teachers are encouraged to maintain their enthusiasm for teaching.

According to Epstein and Van Voorhis (2001), professional performance refers to the teacher's ability to guide, direct, monitor, and evaluate the educational process and intellectual production. This implies that teachers demonstrate mastery of the tasks and functions associated with their role in various performance contexts during their teacher education.

Tudor (1993) explains that professional performance is evaluated based on the nature and quality of the teaching task and practice, using certain criteria and guidelines as indicators of good performance within established standards.

Similarly, Conley and Woosley (2000) define professional performance in teaching as the ability to competently carry out the functions inherent to the development of educational activities, particularly the practice of teaching. This requires not only theoretical knowledge about pedagogy and teaching methodologies, but also the effective application of that knowledge in the classroom.

Webb (2009) also mentions that the teaching function can be understood as developing professional skills, competencies, and abilities along with personal disposition and social responsibility. This is intended to foster meaningful relationships among the social agents involved in educational training.

Teachers depend on their training and mastery of specific and complex knowledge, known as pedagogical knowledge. This knowledge involves making decisions with varying degrees of autonomy regarding content, methods, and techniques. It also includes the formulation of teaching strategies adapted to the heterogeneity of students, the organization of learning contexts and the intervention in different ways to support the construction of knowledge and to meet the needs of each student.

Motivation and Its Roles in Language Teaching

Motivation is a critical factor in individual performance, guiding goals based on effort to satisfy goals aligned with personal interests. Similarly, motivation is essential for achieving societal goals in various domains, facilitating individual performance and collective goal attainment. Motivation plays a key role in academia because individuals need incentives to achieve goals, especially in the context of children's education.

The motivational climate that teachers cultivate in the classroom is critical. It creates an interactive environment where teachers are constantly engaged with students and knowledge, fostering a willingness to learn, act, or create new knowledge. Therefore, teachers must be creative and innovative in their pedagogical approaches (Dornyei & Ushioda, 2013).

Skinner and Belmont (1993) state that motivation is a constitutive part of an individual's well-being, satisfaction, and self-efficacy. Consequently, teachers with low self-efficacy may struggle with challenging tasks and make minimal effort to exceed their abilities. In contrast, teachers who are satisfied with their performance and effective in their practice contribute to their professional development and personal improvement (Christophel, 1990).

Effective and efficient teachers incorporate interpersonal and intrapersonal knowledge into their work and strive to perform their duties optimally and ethically. They see themselves as professionals who continuously improve their skills to meet changing educational demands (Skaalvik & Skaalvik, 2011).

Teacher motivation is a key element in the educational teaching process. Butler (2007) suggests that teacher motivation is paramount in long-term educational processes, and the success and performance of any educational system depends on it.

Examining the educational context from the teacher's perspective, teacher motivation can be classified as extrinsic, when teaching is an end in itself, and motivation is derived from the fulfillment of the teaching day or intrinsic, when the teacher engages in teaching for the satisfaction it provides (Dembo & Gibson, 1985).

Eyal and Roth (2011) note that teachers' motivation is based more on intrinsic elements of the job, such as intellectual challenge, autonomy, freedom to try new ideas, development of professional competence, and opportunities for personal growth. Teachers feel that they contribute to society by influencing the education of children and young people and fostering creativity.

Teaching experience (an acquired skill)

Current social changes have transformed the teacher's role and the school's functions. They aim to change the quality of teaching and, at the same time, to rekindle teachers' passion for their work and to maintain their enthusiasm despite all the demands and needs that constantly arise in schools.

In times of educational change, teacher competencies are increasingly the subject of study and critical analysis. According to Tabacnick and Zeichner (1984), professional competence is the ability to apply knowledge, while professional development is seen as a process of expanding that knowledge and improving skills.

Wolters and Daugherty (2007) assert that successful professional development experiences have a tangible impact on teachers' work inside and outside the classroom. It

catalyzes growth and improvement, leading to better teaching practices, increased job satisfaction, and improved student outcomes.

Professional performance refers to the role of the teacher, expressing the dialectical interrelationship of professional pedagogical competencies to guide, monitor, and evaluate the educational process and the intellectual production of the teacher in training. It demonstrates mastery of the tasks and functions designed for this role in different performance contexts (Friedrichsen et al., 2009).

Teachers depend on their training and mastery of specific and complex knowledge (pedagogical knowledge). This knowledge involves processes and decisions with autonomy regarding content, methods, and techniques. Teachers develop teaching strategies according to the heterogeneity of students, organize learning contexts, and intervene in different ways to promote the construction of knowledge and the needs of each student.

According to Kraft and Papay (2014), professional performance refers to the character and quality of the teaching task and practice according to certain criteria and guidelines that are evaluated as good performance within certain standards.

Teachers' professional development is part of their professional practice, involves them directly in change processes, and encourages them to reflect on their educational practice. Professional development is closely related to the confidence gained through self-correction and improved decision-making in the field. This confidence is largely the result of reflection on one's practice and experience (Prosser, 2020).

Teachers require tools to gain awareness of the entire learning process and move towards a culture of reflection that facilitates the consolidation of their identity as educators. These tools may include self-evaluation strategies, such as analyzing pedagogical practices, reviewing materials and resources used in the classroom, and collecting feedback from students and colleagues (Feldon et al., 2011).

Links between experience and Teaching

Sandgren et al. (1999) report that teaching experience is positively associated with student achievement throughout a teacher's career. Improvements in teaching effectiveness

associated with experience are most pronounced in the early years of teaching but remain significant as teachers enter the second and often the third decade of their careers.

Similarly, Ramsden (2003) asserts that teachers with repeated experience teaching the same grade or subject improve faster than those with experience in multiple grades or subjects. As teachers gain experience, their students not only learn more according to standardized tests but are also more likely to perform better on other measures of success, such as attendance, according to Steel and Hudson (2001), who claim that more experienced teachers promote greater learning for their colleagues, the school as a whole, and their students.

Similarly, Tal (2011) states that experienced teachers play an important role in supporting student learning, not only for their students but also for their colleagues and the school. Their skills, knowledge, and mentoring contribute to a positive educational environment and overall improvement in teaching and learning outcomes.

Previous studies

This study was conducted by Peña (2022) to systematize the pedagogical experiences of the project 'Use of digital tools for teaching English language in early childhood' with the aim of improving the learning process of preschool children at the Fantasías del Saber school in Tuluá, Valle del Cauca, Colombia. The research questions that guided this project aimed to identify limitations in traditional pedagogical processes and explore the positive impact of implementing digital tools on students' integral development. The research followed a qualitative approach, involving preschool teachers and students. Data collection involved various instruments, such as surveys and performance analysis. The study examined various perspectives, including planning, linguistic aspects, language management, and classroom methodology. The research findings indicated a positive impact on the development of fundamental English language skills, as well as the promotion of values and students' commitment to the teaching-learning process.

The study conducted by Bonilla et al. (2021) aimed to systematized pedagogical experiences on the usefulness of developing educational resources focused on improving the communicative aspect of teaching English to primary, secondary, and pre-university students in various schools in the province of Santiago de Cuba. The method used in this study was experience systematization. The results indicate that teaching frequently used vocabulary through interesting methods such as songs, poems, dramatizations, and games, as well as incorporating activities outside the classroom such as visits to museums, galleries, and institutions, can be highly effective in promoting and strengthening students' communicative competence and innovating English classes.

The study conducted by Patiño, Sánchez, Cárdenas, and González (2016) aimed to systematize significant experiences in teaching English at the Technological University of Pereira, Colombia. Its objective was to identify, systematize, and accompany these experiences to promote meaningful learning. The research question investigated the five experiences applied by secondary school teachers in Risaralda that contribute to new reflections and improvements in the level of English. The study employed a qualitative approach to visualize the process of enhancing the communicative competence of the target population. Ten public school teachers participated in the study, and interviews, questionnaires, and working papers were used as data collection instruments. The results revealed the factors that influence teachers' participation in these calls, as well as the characteristics they consider significant teaching experiences.

This study was carried out by Chaves-Carballo et al. (2016). The objective was to systematize the experience in the accreditation process of the Bachelor's Degree in English Teaching (BEI), developed at the National University of Costa Rica. The problem is based on the following question: What has been the impact of the accreditation process on the components that make up this program between 2010 and 2014? As a methodology, the progress reports prepared during the established period were reviewed, and the most recent information reported in the Operational Plan was compiled. This information was divided into the following topics: curricular, academic, and student, describing the objectives achieved

and the aspects to be improved. Fifteen students took part in the study. The scientific research tool used was statistics. The researchers concluded that accreditation results from a rigorous evaluation and self-evaluation process.

This study was carried out by Orozco and Montes (2015). The purpose was to systematize the experience "The teaching-learning process of the English language as a means for the development of intercultural competence," developed at the Catholic University of Manizales. The research question was: What elements should be considered to facilitate the teaching-learning of a foreign language that promotes intercultural competence? The research method used in this study was the interview. The institution's principal, two English department coordinators, two teachers, six students, and two mothers participated. The researchers concluded that the implementation of the project was positive; in addition, it allowed them to recover, make visible, and validate the experiences of the students of this educational community. In addition, based on their findings, they generated pedagogical reflections on language teaching in Colombia.

Chapter two

Method

Setting and participants

The present study is based on systematizing the information obtained through the final reports corresponding to Practicum 1 and Practicum 2. In Practicum 1, the evaluation of the General Basic Education (EGB) and the General Unified Baccalaureate (BGU) was addressed through an online methodology. An online observation activity was conducted where 20 videos of classes were analyzed, 10 from BGU and 10 from EGB. An observation sheet was filled out to evaluate the teacher's methodology, content, and management of learning. In addition, a summary was written, highlighting positive and negative aspects and offering relevant suggestions.

On the other hand, Practicum 2 focused on guiding the students to become familiar with the work environment by working as teachers in different educational institutions. The pre-professional internships were conducted face-to-face at the USA Academy. In the case of EGB, the role of lead teacher was assumed for groups of 8 to 10 students per classroom, ranging in age from 6 to 14 years old. For the BGU students, teaching was done for groups of 4 to 8 students per classroom, with ages ranging from 15 to 18 years old. For each class, a plan was designed that focused on the level of English, objectives, methods, strategies, and didactic materials/technological tools, detailing the step-by-step execution of each session.

Procedure

This section details the method of systematization, the theoretical research conducted, the collection of information, the research tools used, and the process of systematization, emphasizing the importance of the connection between theory and practice.

The theoretical foundation was built through extensive research in recognized academic sources. Texts, scientific articles, specialized journals, and authorized web pages in the field of education were consulted, and each finding was supported with scientific bibliographic citations. Research topics included basic concepts such as teaching, learning,

modern methods, strategies, techniques, materials (current trends), communicative competence, teacher roles, motivation and its role in English language teaching, teaching experience, and the relationship between experience and teaching. Five previous studies on systematizing pedagogical experiences in teaching English as a foreign language were reviewed. These studies, found in virtual university libraries, addressed different aspects, from teaching methods to accreditation processes and the development of intercultural competence.

The qualitative method allowed for an in-depth exploration of pre-professional internship experiences. This methodological choice sought to capture the richness of pedagogical interactions and the complexities of teaching English.

The key information for systematization came from the final reports of practicum 1 and 2. For practicum 1, which focused on observation, 20 observation sheets were collected (10 for EGB and 10 for BGU). In practicum 2, where the role of lead teacher was assumed, 20 lesson plans were developed (10 for each level). The research instruments used were observation sheets and narrative reflections. A total of six classes were selected for analysis, equally divided between observation (3 EGB and 3 BGU classes) and main teaching (3 EGB and 3 BGU classes).

The information was organized into two main sections: observation and main lesson. Each section was subdivided into two educational contexts (elementary and high school) and systematized, considering four key aspects: planning, linguistic aspects, learning management, and methodology.

The systematization was divided into two sections for a detailed comparative analysis between observation and lead teacher experience. Each section addressed the two educational contexts, highlighting similarities and differences.

For each key aspect, three classes per context were described and analyzed. Detailed reflections were then written that linked the experience to relevant scientific theory. This process was repeated for both observations and core lessons. Theoretical references and quotations from experts in education and language supported each reflection. This

support strengthened the validity of the reflections by providing a grounded and critical perspective.

Finally, the systematization process made it possible to identify strengths and areas for improvement in each pedagogical aspect analyzed. Conclusions and recommendations were formulated based on a critical analysis supported by scientific theory.

Chapter three

Discussion, Analysis, and Interpretation of Results

Description, analysis and systematization of the teaching experience.

This project deals with the systematization of teaching practices, focusing on the delimitation, analysis and systematization of the educational experience in primary education. Specifically, it focuses on closely observing three lesson plans, evaluating planning, linguistic aspects, and learning management. The resulting reflection identifies strengths and areas for improvement, providing valuable insights for improving the educational experience in this context.

Observation: description and reflection of the teaching experience in basic education and bachillerato

Basic education

This project deals with the systematization of teaching practices, focusing on the delimitation, analysis and systematization of the educational experience in primary education. Specifically, it focuses on closely observing three lesson plans, evaluating planning, linguistic aspects, and learning management. The resulting reflection identifies strengths and areas for improvement, providing valuable insights for improving the educational experience in this context.

Planning

The observation of the first class, entitled "Colors Orange and Green," was characterized by a clear introduction, focusing on colors as the main topic, thus generating an initial interest among the students. However, a significant deficiency was noted in terms of the teacher's lack of detail regarding the objectives, which could hurt the educational process. Regarding the presentation of the content, excellent organization and clarity were observed, reflecting pedagogical skills that facilitate the assimilation of information. The content's appropriateness to the students' level is perceived as positive, ensuring effective teaching. In addition, the connection of the content to the reality of the students, through everyday elements, contributes to strengthening the relevance and understanding of the

concepts. The teacher's mastery of the subject was evident during the lesson and proved to be a fundamental factor in guiding learning effectively.

The observation of the second lesson on action verbs is clear and effective, capturing the student's attention from the beginning. Although the teacher did not specify the objectives in detail, she approached the topic in an accessible way that facilitated the students' understanding. The excellent organization of the content is evidenced by the use of didactic material and an interactive video, demonstrating the teacher's ability to structure the lesson effectively. The adaptation to the level of the students and the connection to reality through the use of technological material are positive aspects that enrich the learning experience. The teacher's excellent mastery of the subject matter is reflected in her execution in the classroom, helping to establish an authority essential for an effective learning environment.

The observation of class three, which focuses on the theme of "The Colors" in Basic Education, addresses several aspects of planning. The teacher effectively introduces the topic using visual resources such as colored pencils to provide a practical and visually attractive lesson. Although the lesson's objectives are not clearly stated, the organization of the content is developed sequentially through practical activities with the aforementioned colored pencils. The content is appropriate to the level of the students, as the teacher adapts the activities to their abilities and emphasizes the connection between the content and the students' reality through everyday objects. Likewise, the teacher demonstrates a solid command of the subject by explaining the colors in Spanish and English and effectively guiding the students through the activities.

Reflection

Classroom observations reveal critical elements of effective teaching. In "Colors Orange and Green," Graves (2000) highlights the clear introduction to the topic and the content's prominent organization, demonstrating pedagogical skills. However, Scrivener (2012) argues that the lack of detail in the objectives can affect the teaching process, highlighting the importance of setting clear objectives in teaching. In "Action Verbs," despite

the lack of a detailed specification of objectives, the teacher captures the students' attention and shows mastery of the topic. In the lesson on "The Colors," Scrivener (2011) points out that the effective introduction of the topic with visual resources and the adaptation to the level of the students through practical activities are crucial. However, the lack of clear objectives is an aspect to be considered.

Linguistic Aspects

Observation of the first lesson on the colors orange and green reveals a well-structured and clear instructional experience. The consistent use of English throughout the lesson promotes the students' linguistic immersion. The vocabulary and grammatical structures chosen are appropriate for the elementary level, ensuring adequate comprehension. In addition, the teacher's oral language is characterized by clarity and articulation, which facilitates understanding the instructions and questions asked during the lesson. This practice contributes to developing students' language skills and creates an environment conducive to learning English.

The observation of the second class on "Action Verbs" in basic education reveals significant linguistic aspects. Although the use of English is not observed, the teacher uses vocabulary and grammatical structures appropriate to the level of the students, thus facilitating their understanding of the material, which is considered a success. Even though the teacher succeeds in producing comprehensible oral language, a weakness is noted in the proportion of time devoted to explanation since the lesson seems to depend too much on verbalization, to the point of losing the students' interest.

Observation of the third class of the colors at the elementary level reveals an enriching educational experience in which various linguistic guidelines are used to ensure effective communication with the students. The teacher consistently uses English as the primary medium of instruction, demonstrating a committed approach to language immersion. The vocabulary used is appropriate to the level of the students, characterized by the use of simple terms and the avoidance of jargon or technical terminology that could confuse the children. In addition, the teacher's oral expression is characterized by clarity and articulation,

using appropriate intonation and rhythm to hold the students' attention, which greatly facilitates the understanding of instructions and explanations given in class.

Reflection

Lessons on "The Colors Orange and Green," "Action Verbs," and "The Colors" emphasize the importance of language immersion for effective teaching. The first lesson emphasizes structured and coherent planning that promotes language immersion. Vygotsky (1978) asserts that the appropriate choice of vocabulary and grammatical structures for the elementary level is crucial and emphasizes the importance of interaction in learning. In the second grade, despite the lack of immersion, the teacher can facilitate comprehension through appropriate vocabulary management. Tomlinson (2014) affirms the need to balance verbalization with various didactic methods to maintain student interest. The final session reinforces the importance of immersion and oral language adaptation. Celce-Murcia (1995) advocates the practical use of language for contextualized and natural learning.

Learning Management

The observation of the first lesson entitled "Colors Orange and Green" shows that the teacher has a solid command of the subject and presents the content in an organized manner. Although the creation of the learning environment is evaluated as regular, using colors to maintain the students' interest stands out. The group management is effective and skillfully handles unforeseen situations, such as student fatigue. The pace and learning styles of the students are considered, and activities are adapted to their abilities and preferences. In addition, the teacher responds clearly to student concerns, fostering confidence in the classroom.

The observation of the second lesson which focused on "action verbs," showed that the teacher assessed the learning process with a clear focus. She demonstrated a precise mastery of the subject and related it effectively to the reality of the students. A conducive climate was created by starting the session with a greeting and asking about the students' feelings, thus creating a positive atmosphere. Group management was effective as the teacher maintained interest by using interactive materials and overcoming unforeseen

situations, such as games with balloons. The pace of learning was taken into account by gradually presenting information and encouraging active student participation. The teacher responded clearly and accurately to concerns and encouraged open communication. Ongoing assessment was provided through written activities and interactive games, with clear and timely feedback.

Observation of the third class, which focused on "The Colors," provides valuable insight into the teaching experience and highlights specific aspects of facilitating learning. The teacher begins the class with a friendly greeting, establishing a positive connection and a solid foundation for learning. Her key skill in managing the group is evident in her handling unforeseen situations and maintaining an environment focused on learning. Consideration of pace and learning styles is a strength, adapting activities to ensure effective participation. Her ability to stimulate and maintain student interest, fundamental to effective learning, is outstanding. Although she provides clear explanations, question management was not effective. However, the teacher encourages the participation of all students, demonstrating valuable inclusiveness and the ability to overcome unforeseen situations.

Reflection

Close observation of classroom instruction reveals practices consistent with key guidelines. The teacher excels in creating an environment conducive to learning through visual resources. Effective group management demonstrates adaptability and resilience; Fullan (2007) argues that these are key aspects in the educational context. Individualized attention to learning rhythms and styles reflects the importance of multiple intelligences; Gardner (1993) asserts that these are central to the diversity of learning styles. Responding clearly to students' concerns highlights the importance of effective communication; Hattie (2009) argues that this communication is crucial in the educational process. Active participation and diversity in the classroom contribute to enriched learning; Tomlinson (2003) emphasizes that diversity contributes to enriched learning. Continuous assessment and timely feedback are key practices to maximize learning (Black & William, 1998).

Methodology

The lesson is notable for its effective approach, using various methods such as visual images, interactive questions, and hands-on activities focused on teaching the colors orange and green. Careful alignment of these activities to the lesson objectives promotes meaningful learning. Active student participation is encouraged through the use of concrete objects, which contributes to a deep understanding of colors. Communicative competence is evident in verbal interaction and expression of learning at the end of the lesson. The teacher uses visual materials, paints, and crayons to facilitate practical and visual understanding of the content. The methods include pictures, questions, stretching exercises, and flash cards. The teacher incorporates code-switching by using both Spanish and English to explain and communicate with the students. Word repetition and emphasis on correct pronunciation are integrated into the classroom, using the direct method and grammatical translation technique. The use of "realia" with colored pencils involves the use of both languages, reinforcing the bilingual approach in the classroom.

When observing the lesson on "Action Verbs in English Language Teaching," several aspects related to the methodology used by the teacher stand out. She used various methods, such as the initial interaction through an interactive video, the introduction of didactic material on the blackboard and written exercises, and the use of balloon games to apply concepts playfully. From the initial presentation to the balloon game, each activity encouraged active student participation through auditory repetition, written exercises, and gamification. These practices align with current trends and promote communicative competence and practical application of language. The teacher used different resources, such as instructional videos, didactic material on the blackboard, written exercises and balloon games, also incorporating technological material to enrich learning. Several methods and techniques were identified, such as bilingual teaching, the use of flashcards, didactic videos, the direct method, explaining the structure of sentences in English, the use of realia, mnemonics with flashcards, and the gamification demonstrated in the balloon exercise.

During the observation of the class "The Colors," I evaluated several aspects related to the methodology used by the teacher. She demonstrated a solid management of pedagogical methods and techniques using the direct method, alternating between Spanish and English to facilitate the students' understanding. In addition, she used techniques such as categorization and gamification to reinforce the learning of colors playfully. Each proposed activity was closely linked to the central objective of the lesson, ensuring that the students learned about colors in English. Everything contributed significantly to achieving this goal, from the introduction of colors to the hands-on categorization and coloring activities. The designed activities provided superficial information and allowed students to learn meaningfully by associating colors with real objects, thus facilitating retention of the concepts. The teacher clearly adapted to current trends by focusing on communicative competence, encouraging verbal interaction, and using didactic games to strengthen communicative skills in English. In addition, the varied use of materials, from colored pencils to videos and tangible objects, enriched the learning experience. Using methods such as categorization, gamification, and Total Physical Response (TPR) through physical movements, together with positive reinforcement such as offering chocolates as a reward, demonstrated the successful application of the Positive Reinforcement Methodology.

Reflection

An effective approach to teaching English uses various methods such as visuals and hands-on activities. It focuses on specific objectives and facilitates active and meaningful learning. Richards et al. (2001) state that integrating different pedagogical techniques is essential to promote a deep understanding of concepts. Likewise, Brown (2007) states that using visual materials, paints, crayons, instructional videos, and didactic games enriches the learning experience and contributes to the retention of information. It also promotes communicative competence through verbal interaction and expression of learning. It effectively uses code-switching and methods such as direct and bilingual instruction (Larsen-Freeman, 2000). Adapting to trends such as Total Physical Response and using positive reinforcement, such as offering chocolates, reflects a diverse and effective methodology.

Bachillerato

This project focuses on the systematization of teaching experience in secondary education, with special attention to the detailed observation of three English lesson plans. Setting specific objectives for a comprehensive understanding of educational goals is emphasized. While recognizing the effective use of English and creating a conducive environment, avoiding monotony and encouraging interaction is suggested. The methodology aligns activities with objectives, although the need for greater pedagogical confidence is emphasized. This project aims to identify areas for improvement and highlight positive aspects to promote continuous improvement of teaching practices at the baccalaureate level.

Planning

Observation of the first lesson on "Present Perfect / Simple Present" revealed careful planning and strategy on the part of the teacher. The introduction of the topic was powerful and effective, using an extra point as an incentive to stimulate student participation from the beginning, thus establishing an initial link between the content and their interest. Although the teacher did not specify the specific objectives, the content presentation was clear and organized, facilitating the assimilation of the concepts and contributing to the effectiveness of the teaching-learning process. The adaptation to the level of the students was evident in the explanation of the content, balancing the complexity to make it accessible to high school students and ensuring an appropriate level of challenge. The connection between the content and the students' reality was a strength, contextualizing the verb tenses in everyday situations and providing a practical anchor for learning. Despite some hesitations, the teacher demonstrated a solid mastery of the subject, revealing a deep knowledge of theoretical explanation and practical application; despite some perceived mistrust, her mastery of the content is evident in the effective transfer of knowledge.

The observation of the second class revealed an effective presentation by the teacher on past simple and present perfect, beginning with the salient difference between these verb tenses to provide students with a clear understanding of the lesson's focus.

Although the presentation lacked an explicit statement of specific objectives, the teacher demonstrated strong pedagogical skills by organizing the content clearly and logically, using visual presentations and interactive activities that contributed to overall comprehension. By adapting the language and explanations to the level of the students, she achieved active participation and effective absorption of the information. Despite introducing hands-on activities, these were not meaningful or applicable to the students' daily lives. The teacher demonstrated a solid command of the subject matter by expressing herself clearly, providing accurate grammatical structures, and answering questions knowledgeably, which gave the students confidence in her ability to lead the class.

The observation of the third lesson on "Past Modals" at the high school was notable for its clear and organized approach to teaching. The teacher introduced the topic precisely and laid the foundation for the students' understanding. Although she did not explicitly state the lesson's objectives, the lesson went smoothly. The organization of the content was excellent, with the teacher breaking down the concepts of "past modals" in a clear and structured way that facilitated the assimilation of information. The relevance of the content to the students' reality was emphasized by applying the concepts to everyday situations, thus improving comprehension and retention of the material. The teacher's clear mastery of the subject matter, expressed with confidence and depth of knowledge, contributed significantly to the overall effectiveness of the lesson and instilled confidence in the students in her leadership.

Reflection

Observation of the lesson reflected careful planning, highlighting the effective presentation of the topic through motivational strategies. Although specific objectives were omitted, the presentation demonstrated some pedagogical skills. In this regard, Hattie (2009) emphasizes that clarity of objectives is critical to educational success. Adapting to the level of the student's balanced complexity is positive for learning. In addition, Stronge (2018) emphasizes the importance of adapting the content to the level of the students to achieve meaningful learning. The connection between content and reality was evident, as Vygotsky

(1978) expresses that learning is more effective when related to practical experience and everyday life. Despite some hesitation, the teachers demonstrated a solid command of the subject matter; in fact, Tschannen-Moran and Woolfolk Hoy (2007) argue that teacher confidence directly influences student confidence in learning.

Linguistic Aspects

The observation of the first lesson, entitled "Present Perfect / Simple Present," highlighted the effectiveness with which the teacher implemented various linguistic aspects. Using an immersive approach, the teacher opted for the exclusive use of English in oral and written communication, thus creating an environment conducive to continuous exposure to the target language. The careful choice of vocabulary and grammatical structures was precisely adapted to the level of the high school students, facilitating a clear understanding of the topics covered. In addition, the teacher demonstrated remarkable skills in oral language production, ensuring clear and well-pronounced explanations, which facilitated classroom follow-up. The effective interaction during the activities demonstrated efficient communication and contributed to an environment conducive to language learning.

The observation of the second lesson, which dealt with Past Simple and Present Perfect from a linguistic point of view, highlighted the teacher's consistent use of English, which facilitated the students' immersion in the target language and contributed to an environment conducive to learning. Throughout the lesson, the teacher demonstrated an appropriate use of vocabulary and grammatical structures, adapting to the level of the students by presenting definitions and structures clearly and understandably, thus facilitating the understanding of the concepts of past simple and present perfect. Her oral expression was clear and accessible, facilitating students' comprehension, and her pronunciation and intonation contributed positively to the learning environment, ensuring students' active participation in the proposed activities.

Observing the third class on Past Modals at the high school level provided a detailed insight into how the teacher effectively addressed linguistic aspects. Fully committed to this approach, the teacher conducted the lesson exclusively in English from beginning to end,

fostering a total immersion that allowed students to improve their listening and speaking comprehension. The choice of vocabulary and grammatical structures was precise and adapted to the level of the students, demonstrating a solid understanding of their linguistic abilities by using challenging but accessible terms. This adaptation contributed to an effective understanding of the concepts presented. The teacher's oral expression was clear and articulate, facilitating student comprehension, and her pronunciation and intonation were key elements in ensuring that the information was effectively conveyed, consolidating an enriching learning experience.

Reflection

Observations of the English classes highlight the effective implementation of linguistic aspects. In an immersive approach, the teachers chose English as the medium of communication, thus creating an environment conducive to continuous exposure to the target language. The careful choice of vocabulary and grammatical structures was adapted to the level of the students, thus facilitating a clear understanding of the topics covered. Nation (2008) asserts that continuous exposure to the language is crucial for effective learning. In addition, the teachers' remarkable skills in oral language production ensured clear and well-pronounced explanations, contributing to an environment conducive to language learning. Lightbown and Spada (2013) state that clear pronunciation is crucial for content comprehension. Effective interaction during the activities demonstrated effective communication; Vygotsky (1978) states that interaction is essential for cognitive development.

Learning Management

In observing the first class, the teacher played a crucial role in creating an environment conducive to learning. From the beginning, she introduced the content in a motivating and clear manner, encouraging active participation from the students. Her ability to manage the group was outstanding, calmly overcoming unforeseen situations and allowing the class to run smoothly. The teacher demonstrated remarkable consideration for the pace and learning styles of the students, adapting the presentation of content to facilitate

understanding and foster an inclusive environment. In her interactions with students, she responded clearly to their concerns, ensured adequate understanding of the content, and maintained a continuous flow of active participation. In classroom dynamics, she focused on promoting equal participation of all students, demonstrating an inclusive environment. In the evaluation process, she continuously monitored learning and provided timely and direct feedback, which contributed significantly to the students' progress and consolidated the positive impact of the class.

Observing the second lesson on Simple Past and Present Perfect provides key elements to evaluate the learning management. The teacher created an environment conducive to learning by greeting all the students at the beginning of the class, establishing a positive and welcoming tone that favored the teaching-learning process. The group management was handled effectively, highlighting the teacher's ability to overcome unforeseen situations, indicating competent group management and adaptability. The observation shows that the teacher took into account the students' learning pace, adapting to their level and providing clear structures for more effective understanding. She demonstrated the ability to respond to students' concerns clearly and precisely, which was essential to ensure their understanding and promote an interactive learning environment. The participation of all students was encouraged, indicating the implementation of pedagogical strategies to involve the whole class in the proposed activities. The inclusion of technological tools for feedback suggests an effort to assess learning and provide feedback in real time continuously.

The detailed observation of the third lesson on "Past Modals" at the high school provides an in-depth assessment of the learning process. From the beginning, the teacher set a positive and active tone, creating a welcoming environment through her body language and enthusiasm. This attitude fostered an initial connection with the students, creating a conducive ground for effective learning. The teacher's ability to manage the group was evident in the fluency she led the class, maintaining the students' attention and skillfully adapting to unforeseen situations. In addition, she demonstrated a clear awareness of

students' pace and learning styles, adjusting the pace of instruction and varying activities to ensure effective comprehension. Interaction with students was characterized by clarity and accuracy in answering questions, using examples and analogies to deepen understanding. Active participation was encouraged through inclusive strategies, assigning specific roles, and facilitating group discussions. Ongoing assessment, through regular activities and immediate feedback, contributed to students' understanding and improvement, consolidating a dynamic and continuous learning environment.

Reflection

Reflection on classroom observations highlights the importance of the teacher's role in facilitating learning. The teacher demonstrated critical skills that promote an effective educational environment. In terms of creating a conducive environment, Hattie (2009) states that the ability to present content in a motivating and clear manner stimulates students' active participation. In addition, group management demonstrates the ability to overcome unforeseen situations, supporting the importance of adaptability. Consideration of pace and learning styles is reflected in the adaptation of content presentation. Darling Hammond (2017) asserts that a clear response to student concerns is consistent with the importance of effective communication. Similarly, Allport (1954) argues that encouraging the participation of all learners is supported by the importance of social inclusion. Finally, continuous assessment is supported by formative feedback (Black & Wiliam, 1998).

Methodology

During the classroom observation, the teacher demonstrated a solid command of English teaching methods and strategies. The introduction of the topic through a bonus point activity encouraged active participation from the beginning, while the effective use of flashcards facilitated visual understanding of the verbs. The proposed activities were aligned with the class objective on Present Perfect and Simple Present, including verb guessing, watching a video, and making sentences. These activities provided meaningful learning opportunities and promoted practical understanding and retention. The teacher effectively incorporated communicative competence by emphasizing oral expression, student

interaction, and practical application of knowledge, in line with contemporary trends in language teaching. The variety of materials, such as didactic cards, instructional video, and whiteboard, contributed to a complete learning experience. The methods used included participatory activities, multimedia, pair work and flashcards, ranging from direct method to grammatical translation.

The observation of the second lesson on Simple Past and Present Perfect provides an opportunity to analyze the methodology used by the teacher. A comprehensive approach was developed using different methods such as oral explanations, PowerPoint images, written exercises and the Kahoot platform for feedback. The didactic material, based on the book, was supplemented with visual and technological resources to enrich the learning experience. The activities, which included speaking, interpreting images, writing, and playing Kahoot, were aligned with the central objective of understanding verb tenses. These proposed activities addressed the use of verb tenses in practical situations and promoted meaningful learning by connecting concepts to concrete experiences. The use of Kahoot as an interactive platform reflected the integration of communicative competence by encouraging active participation and providing immediate feedback. Expository methods, visual techniques with images, and gamification through Kahoot were used to interactively explain, reinforce, and assess concepts. This strategic combination provided students with a complete and dynamic learning experience.

The "Past Modals" class at the high school provided a clear vision of the teaching methodology. A variety of methods were used, such as detailed explanations with pictures, practical activities of classification and sentence formation, linking each activity to the educational objective. Active learning was encouraged, allowing students to apply the concepts they had learned. The teacher incorporated communicative competence and multimodal resources to enrich the educational experience. The methodology followed a clear sequence from expository to participatory methods, using techniques such as the direct method and gamification. Flipped learning was also implemented for practical activities and problem solving, which was consolidated through homework assignments. The class was

not limited to passive repetition, but promoted meaningful learning. The teacher demonstrated an understanding of contemporary educational trends by encouraging student interaction and oral and written expression. The varied use of resources, from pictures to textbooks, broadened students' perspectives. Instruction was conducted exclusively in English, using flashcards, realia, and categorization to explain and illustrate concepts.

Reflection

The English lessons demonstrate a solid and varied pedagogical approach, emphasizing the effective use of strategies such as extra credit activities, flashcards, multimedia and interactive platforms. Methodology is carefully aligned with lesson objectives on verb tenses and modals, promoting practical understanding. Communicative competence is reflected in excellent oral expression and practical application of knowledge. The variety of materials, from flashcards to gamification, contributes to a complete educational experience that follows current trends in language teaching. Swain (1985) asserts that interaction is crucial for meaningful learning, supporting the importance of encouraging active learner participation. In this regard, Johnson and Johnson (1999) argue that pair work fosters a collaborative environment that facilitates mutual learning. On the other hand, Thornbury (2005) discusses the importance of clear oral explanation in language teaching, supporting the effectiveness of this strategy.

General Reflection

The observation phase of my pre-professional internship in language education was essential to my growth as a future professional. By observing elementary and high school classes, I identified areas for improvement and strengthened my pedagogical skills. I learned the importance of a clear introduction and detailed objectives, as well as the relevance of language immersion and adaptive learning management. This practical experience not only enhanced my theoretical understanding, but also gave me a deeper and more personal insight into the challenges and opportunities I will face as a language educator. Observing how teachers handle situations in real time has allowed me to internalize key concepts and has strengthened my confidence to face future challenges. The direct interaction with

students of different levels was enriching and the variety of pedagogical approaches inspired me to be innovative in my future teaching practice. This experience has not only been professionally formative, but has also consolidated my passion for facilitating language learning in an effective and meaningful way.

Experience as an English teacher: description and reflection of the experience in basic education and bachillerato

Basic education

I will describe about my experiences as a primary school English teacher. The focus will be on the pre-professional placements that I undertook as part of my training as a teacher of languages and foreign languages. These experiences were developed with groups of students between the ages of 6 and 14 and were essentially aimed at strengthening my pedagogical skills through specific practical activities. This detailed analysis offers an enriching vision of how these placements contributed to my training and provided me with the necessary tools to face the pedagogical challenges of my future teaching career.

Planning

The planning and execution of the class were carried out by the teacher in charge of class one with the objective of achieving a dynamic and effective educational experience for the students. To capture their attention, various school items were shown, creating an immediate and familiar context that sparked their interest. The main objectives, which involved the identification and description of school supplies in English, were communicated in a clear and direct manner. This initial presentation allowed the students to comprehend the purpose of the lesson and the expected outcomes. The structure of the lesson followed a sequential and logical approach. It began with a personal description of the school, establishing a starting point. Then, pictures and posters were presented in an organized manner to facilitate the progressive assimilation of information. Considering the students' level (A1 to B2), challenging but achievable activities were carefully selected to enable effective learning and prevent possible frustration. Everyday reality was integrated into the

lesson through the use of accessible materials and by encouraging students to share the items in their kits. This created a personal connection that enhanced the meaningfulness of the content and fostered active and enthusiastic participation. Throughout the lesson, a solid understanding of the subject matter was demonstrated by the teacher through clear descriptions and explanations of school objects in English.

The planning and execution of the plan in the second class were focused on ensuring effectiveness. The topic of “Domestic and Wild Animals” was introduced in a clear and concise manner, providing students with an initial context and setting the stage for exploration. Two specific objectives were clearly stated: the identification of different animals and the description of their characteristics through pictures. This provided students with a measurable guide and facilitated their understanding of expectations. The content was logically organized, beginning with an explanation of the difference between domestic and wild animals, which contributed to a clear and orderly presentation. The complexity of the content was adapted to the fifth-grade students’ level, evident in the choice of appropriate and challenging tasks, such as identifying animals and describing their characteristics. Furthermore, activities were included that directly related to the students’ reality, such as describing their own pets and researching the pets they have at home. This allowed for a more meaningful connection and a deeper understanding of the concepts. The presentation and explanation demonstrated a solid command of the topic by the teacher.

The teacher in charge of class three introduced the topic of numbers to the sixth-grade students in an engaging manner. A warm greeting and a brief introduction were used to generate interest in the content. The objectives, which focused on the pronunciation, recognition, and writing of English numbers, were clearly communicated, providing students with a clear understanding of what was expected of them. The content was presented in an organized manner, following a logical progression that facilitated the assimilation of concepts through a sequential process. The selection of content was based on the students’ level, ensuring a gradual increase in the complexity of pronunciation and number writing, allowing students to participate effectively at each stage of the lesson. To ensure relevance,

strategies were incorporated that connected English numbers to practical, everyday situations, facilitating comprehension and practical application. Throughout the lesson, the teacher demonstrated a clear mastery of the topic, evident in the ability to explain concepts clearly, pronounce them accurately, and confidently answer students' questions. This enhanced the teacher's authority and credibility in the classroom.

Reflection

In class one, initial contextualization with school items was key to capturing attention. Harmer (1983) states that initial contextualization is crucial in creating an environment conducive to learning. In class two, the clear introduction of domestic and wild animals. Brown (2007) argues that a clear introduction and specific objectives are critical to effective teaching about domestic and wild animals. Richards et al. (2001) emphasize that linking lessons to personal experiences increases relevance. In the third grade, Richards and Farrell (2005) advocate relating numerical content to everyday life, claiming that it facilitates understanding and practical application of numerical concepts. Demonstration of mastery of the topic strengthened instruction in all grades. Brown and Rodgers (2002) emphasize that teacher mastery of the subject matter is essential to enhance authority and credibility in the classroom.

Linguistic Aspects

The linguistic aspects were implemented in class one with a total English immersion approach. An environment was created where communication, instructions, and interactions were exclusively in English, fostering natural acclimation and strengthening students' confidence in using the language. Considering the range of proficiency levels (A1 to B2), challenging yet understandable vocabulary and grammatical structures were carefully selected, allowing for a logical progression of learning. The choice of words aligned with the theme of school articles, facilitating their assimilation. Clear articulation, appropriate speaking speed, and adjusted tone of voice were maintained to ensure comprehension. Concrete examples were used when describing the school articles, and repetition was

provided when necessary to ensure not only auditory exposure but also comprehension and successful reproduction by students.

In class two, the focus was on effective language communication. The entire lesson was conducted in English, ensuring constant immersion in the language. Vocabulary and grammatical structures appropriate for fifth-grade students (A1/A2) were selected to ensure comprehension and active participation. Clear and articulate oral expression was used when explaining the difference between domestic and wild animals, with accessible language and concrete examples. Personal examples, such as describing the teacher's own pet, contributed to a deeper and more contextualized understanding. During hands-on activities, students were encouraged to express themselves in English, ensuring active participation and oral expression during guided and independent practice.

In class three, complete language immersion was implemented, with all interactions conducted in English. Constant communication in English created an environment conducive to language practice and comprehension. Vocabulary and grammatical structures were adapted to the cognitive capacity of sixth-grade students, avoiding overly complex terms. Clear pronunciation was maintained, and numbers in English were repeated during the main activity to ensure easily understandable pronunciation. This approach allowed students to hear the language and develop familiarity with correct pronunciation.

Reflection

In class one, with full English immersion, adapt the language to different proficiency levels. Larsen-Freeman (2000) states that clarity in oral expression is essential for successful language comprehension and reproduction. In the second grade, I emphasized effective communication, using English throughout the class, and selecting appropriate vocabulary. Parrott (2000) emphasizes clear and articulate speaking for deeper comprehension. In the third grade, I adopted total language immersion, adapting language to students' cognitive abilities and focusing on clear pronunciation and repetition to facilitate comprehension. Celce-Murcia (1991) emphasizes that clear pronunciation and repetition during the main activities are essential to ensure students' easy comprehension.

Learning Management

In class one, the focus was on creating a positive and responsive learning environment. The approach included using visual and tangible resources to stimulate student interest and carefully selecting materials and classroom layout to facilitate learning. Effective group management was maintained, with flexibility in adapting to unforeseen situations and ensuring a fluid and adaptive learning environment. The pace of instruction was actively monitored and adjusted according to the needs of the students, taking into account diverse learning styles. An open environment was fostered, encouraging students to express their concerns and ask questions, which were answered clearly and accurately. Active participation of all students was promoted through direct questioning, group activities, and interactive games, allowing each student to contribute according to their preferences and strengths. Ongoing assessment was conducted, comprehensively evaluating participation in hands-on activities and vocabulary comprehension. Individualized feedback on successes and areas for improvement was provided at the end of the lesson, closing the learning cycle in a constructive manner.

In class two, the focus was on creating a conducive and effective learning environment. A positive and participatory atmosphere was established through the initial presentation of animal images, stimulating student interest and curiosity. Group and individual activities were included to promote collaboration and engagement, while effective group management ensured the active participation of all students. The pace of learning was accommodated through dynamic and varied activities, addressing different learning styles and ensuring understanding. Students' questions and doubts were addressed clearly and precisely, encouraging active participation through open-ended questions and detailed explanations. Each student's participation was encouraged, from presenting pictures to describing personal pets, ensuring that everyone contributed to the learning process. Continuous and participatory assessment was conducted, using direct observation during hands-on activities, providing immediate feedback on drawings, and explaining the differences between domestic and wild animals.

In class three, the focus was on creating a positive and conducive learning environment. A friendly greeting, clear presentation of the topic, and incorporation of playful strategies were used to stimulate active participation and interest from the students. Effective group management was evident throughout the lesson, maintaining interest and attention, particularly in adapting to unforeseen situations during the Simon Says activity. A variety of strategies were employed to ensure the participation of all students, considering their pace and learning styles. Students' concerns were addressed clearly and precisely, emphasizing interaction during the main activity involving numbers in English. Active participation of all students was actively encouraged, such as in the people counting activity, contributing to a collaborative and enriching environment. Continuous assessment was integrated into the class structure, using the final activity of drawing and counting people as a practical way to assess understanding. Direct and timely feedback was provided at the end of each activity, correcting possible mistakes and reinforcing successes.

Reflection

The teacher focused on creating a positive and responsive learning environment in all three classes. In the first class, visual resources were used to stimulate interest. Freeman (2014) asserts that visual strategies are effective for active learning. Additionally, Brookfield (2015) argues that flexibility and adaptability in group dynamics are essential for a fluid learning environment. During class two, the instructor established a favorable learning environment and promoted engagement through diverse activities. According to Wiggins (2012), formative assessment and prompt feedback are crucial. In class three, the instructor highlighted techniques such as friendly greetings, adaptability to unforeseen circumstances, and recognition of different learning styles. In all classes, the instructor encouraged participation and responded clearly and accurately to students' concerns. According to Ambrose et al. (2010), interaction and feedback are fundamental to active learning.

Methodology

In class one, a diverse methodology was implemented that included several methods, such as Total Physical Response, the Direct Method, and the Auditory Approach. These techniques were combined with activities like personal descriptions of objects, picture sorting, interactive games, group and individual work, and a homework assignment that connected learning to everyday life. Each activity was designed to align with the main goal of the class, which was to identify and describe school objects in English. From the visual introduction of the objects to the Simon Says game and the homework assignment, all activities directly contributed to the achievement of the lesson objectives. The choice of hands-on activities, such as realia manipulation and oral interaction, facilitated meaningful learning, enabling students to not only identify objects but also describe them and use vocabulary actively. The methodology employed was in line with current trends in language teaching, particularly the communicative competence approach, which encourages the constant use of English in practical situations to promote active communication and the development of practical language skills. Various materials, including realia, pictures, posters, and worksheets, were utilized to enhance visualization and understanding of the school articles. Furthermore, specific methods such as personal description, object manipulation, and auditory repetition were employed, along with techniques like picture sorting and the Simon Says game, to reinforce the identification and description of school items.

In class two, a variety of methods and strategies were employed to benefit the students and address different language skills. The class began with the use of Total Physical Response to introduce basic vocabulary, followed by the Direct Method when describing pets, encouraging active participation and oral comprehension. The activity of associating sounds with animals demonstrated the application of the Auditory-Lingual Method, strengthening the auditory connection and correct pronunciation. Each activity, from identifying animals through pictures to orally describing personal pets, was closely aligned with the stated objectives and contributed to the specific goals of the lesson. The activities

were designed to go beyond superficial memorization, allowing students to apply concepts practically through activities such as classifying animals, describing personal pets, and creating imaginary animals. This facilitated meaningful and contextualized learning. The methodology employed reflected communicative competence by emphasizing oral practice and interaction, promoting authentic language use throughout the activities. Materials and resources such as real pictures, posters, worksheets, and animal sounds enriched the learning experience, providing tangible stimuli and supporting the understanding of concepts. Various methods and techniques, such as visual presentation using realia, grouping animals, sound and name association using realia, and writing activities such as creating imaginary animals, were utilized. Continuous assessment was provided through review of drawings and verbal feedback.

In class three, the methodology was directed based on a combination of methods, techniques, and strategies to enrich the learning experience. The Total Physical Response, the Direct Method, and the Audiolingual approach were implemented, adapting them to different moments of the class to achieve a comprehensive understanding of numbers in English. Each activity was precisely designed to align with the main objective: for students to pronounce, recognize, and write numbers in English. From the first interaction to the final game of counting people, the sequence of activities followed a logical progression that facilitated the assimilation of concepts. To promote meaningful learning, the activities encouraged active student participation, such as the “Simon says” game and the creation of drawings to count people, thus applying numbers in real-life situations. Contemporary trends, such as communicative competence, were incorporated through activities that encouraged interaction in English, thus strengthening students’ communicative competence. The materials used, such as drawings, songs, games, videos, and realia, provided variety and stimulated different senses for multi-sensory learning. Specific techniques, such as Total Physical Response for associating actions with numbers, Direct Method for oral repetition, and Audiolingual for introducing new terms, were consciously applied, adapted to the needs of the class, and facilitated student comprehension.

Reflection

As a teacher, I used various methods such as Total Physical Response, Direct Method, and Auditory Approach. These were effectively integrated according to the development of communicative competence. Krashen (1982) states that the careful selection of activities, such as manipulating realia and promoting oral interaction, contributes significantly to the development of communicative competence. In the second class, the application of Total Physical Response, Direct Method and Audiolingual, Brown (2007) stresses the importance of authentic interaction, especially when accompanied by tangible materials. This link between theory and practice reflected a conscious attention to current trends in language teaching. Similarly, in the third class, the combination of Total Physical Response, Direct Method and Audiolingual was aligned with the communicative competence approach. Canale and Swain (1980) argue that this approach promotes interaction in English, thus enriching students' communicative competence. In addition, the careful selection of authentic materials such as realia and worksheets supported the authenticity of the learning process (Ur, 1996).

Bachillerato

This project is dedicated to systematizing pre-professional practices in the teaching of English at the high school level. The Unified General Baccalaureate (BGU) classrooms served as a backdrop, with groups of between 4 and 8 students, aged between 15 and 18 years. By analyzing and describing this face-to-face experience, we hope to gain valuable insights to improve teaching practices in this specific context. The diversity in the number of students and their ages provides fertile ground for reflection and continuous improvement in the teaching of English at the secondary level.

Planning

In the role of the teacher in charge of the Reported Speech and Present Continuous class, a rigorous approach to planning was implemented to ensure an effective learning experience. The introduction of the topic involved clear and concise communication to the students, informing them that the dynamics of both concepts would be explored, setting the

tone and expectations for the lesson. Clear objectives guided the lesson, focusing on the students' understanding of the differences between Reported Speech and Present Continuous in order to apply them effectively. The presentation of content was organized, with concise explanations and the use of the whiteboard to visualize structures, ensuring clarity and accessibility. The choice of content was adapted to the students' level, avoiding unnecessary complications and ensuring understanding and applicability of the concepts. By connecting the content to the students' reality through relevant examples, a meaningful connection was fostered, demonstrating the practical applicability of what was learned. Throughout the class, the teacher demonstrated a clear command of the topics, reflecting solid knowledge and thorough preparation through the explanation of concepts, presentation of examples, and effective responses to questions.

In the role of the teacher in charge of the Reported Speech class for the third year of high school, the approach focused on ensuring a coherent and effective presentation of the topic. The importance of Reported Speech was emphasized from the beginning through a clear and direct presentation that established a logical connection between the students' prior knowledge and the new content to be explored. Before the activities, the objectives of the lesson were clearly stated, ensuring that the students understood what was expected at the end of the lesson: to apply their knowledge through a diagnostic assessment focused on Reported Speech. The structure of the lesson was carefully designed, starting with a review of prior knowledge and a comprehensive assessment of language skills. Practical activities in writing, listening, and speaking were introduced in a logical progression. Consideration was given to the students' proficiency level when selecting and designing activities, adjusting the complexity to ensure achievable challenges. This provided an educational experience tailored to their level. To make the lesson more meaningful, content related to the students' reality was selected, addressing Reported Speech through everyday situations and practical contexts. Throughout the lesson, the teacher demonstrated a solid command of the subject matter, answering questions with confidence, providing clear explanations, and encouraging

active student participation, contributing to a safe learning environment supported by pedagogical authority.

In the role of the teacher in charge of class three, the topic of “Present Perfect Continuous” was introduced in a clear and concise manner. The introduction contextualized the relevance of the topic, sparking the students’ initial interest and laying the foundation for understanding the content. The objectives were explicitly stated at the beginning of the lesson, emphasizing that by the end of the lesson, students should be able to write, listen, and correctly apply the structure of the Present Perfect Continuous in their academic and personal environments. The organization of the class was structured and logical, proceeding with the review of previous knowledge and the presentation of the necessary structure to form sentences in the Present Perfect Continuous. Aware of the level of the first-year high school students, the content was adapted to their linguistic competence, selecting challenging but manageable examples and exercises to ensure effective learning. Integration of the students’ everyday experiences into the activities, such as writing about personal experiences like traveling and participating in a mock interrogation, allowed for a connection between the content and real-life situations, making the class more relevant. Throughout the class, the teacher demonstrated a clear command of the subject matter by answering questions with confidence, providing clear explanations, and guiding students in practical exercises, reflecting a strong knowledge base and ability to address various student inquiries.

Reflection

I took a rigorous approach to teaching, emphasizing clear communication, precise objectives, and an organized presentation that demonstrated clear mastery of the topics. Hattie (2009) confirms the importance of clarity in teaching, effective feedback, and high teacher expectations for student performance. In lesson two, a logical connection was made between prior knowledge and new content, with precise objectives to ensure understanding and application. Adaptability to the students’ level was achieved through content related to reality (Vygotsky, 1978). In class three, clarity and precision were prioritized from the

introduction, with explicit objectives and structured organization adapted to the students' level. Everyday experiences were integrated to connect the content to real-life situations. Wiggins and McTighe (2005) advocate challenging learning experiences to achieve deep and lasting learning. Likewise, Dewey (1916) affirms the importance of real-life connections in selecting relevant content.

Linguistic Aspects

In the Reported Speech and Present Continuous class, the focus was on ensuring effective and comprehensible communication in English through an immersive approach. Despite the students' first language being Spanish, their constant exposure to English facilitated their immersion throughout the lesson. The selection of vocabulary and grammatical structures was carefully adapted to the level of the second-year high school students, avoiding advanced terms and providing clear explanations. This approach ensured that new concepts were understood without overwhelming them. Clear and articulate explanations were given at an appropriate pace, using simple examples and analogies to illustrate key points. This strategy facilitated the effective transfer of information and improved student comprehension.

In the implementation of the Reported Speech class for the third year of high school, the focus was on the linguistic aspects to ensure effective and understandable communication. From the beginning, a predominantly English environment was maintained, with instruction, explanations, and interactions conducted in the target language. This linguistic immersion contributed to the development of English listening and comprehension skills. The selection of vocabulary and grammatical structures was based on the students' linguistic competence, adapting the language to be challenging yet accessible, allowing for knowledge expansion without overwhelming them. Clarification and examples were provided to facilitate understanding of concepts. During the lesson, efforts were made to articulate clearly, moderate speaking speed, and provide examples to ensure that students could understand and follow along. Active participation was encouraged, with students expressing themselves in English, and doubts were clarified in a manner that facilitated everyone's

understanding. When evaluating oral expression, the use of Reported Speech was promoted, and specific feedback was given on pronunciation, intonation, and grammatical structures. This direct interaction contributed to more effective learning and improved the ability to produce oral language in an understandable way.

From the very beginning of the class, exclusive communication in English was promoted, creating a linguistic immersion that eased the students' constant exposure to the target language. The use of English as the medium of instruction was consistently maintained throughout the session. In the pedagogical approach, careful selection of vocabulary and grammatical structures was made, adapting them to the level of the first-year high school students. Clear and accessible language was chosen, avoiding unnecessary complications. The introduction of the Present Perfect Continuous structure was done gradually to facilitate the assimilation of the new content. Special attention was given to pronunciation and intonation. Care was taken to speak clearly and slowly, ensuring that oral language was understandable to all students during explanations and interactions.

Reflection

As a classroom teacher, my meticulous approach to planning and execution ensured an effective learning experience. Scrivener (2011) states that clear and concise communication from the introduction of the topic sets the expectations and tone for the lesson. According to Thornbury (2005), structuring the lesson with clear objectives and an organized presentation, adapting the content to the level of the students, and avoiding unnecessary complications ensures that the students understand the complexity of the concepts. Meaningful connection was achieved through the application of Ausubel's theory (1963) of meaningful learning, which argues that linking content to students' reality through relevant examples is crucial. In addition, the adaptation of hands-on activities contributed to the applicability of the concepts (Willis & Willis, 2007). Throughout the class, my demonstration of mastery supported by solid preparation, according to Graesser et al. (2018), affirms the importance of pedagogical authority and creates a safe and participatory learning environment.

Learning Management

During the Reported Speech and Present Continuous class, the focus was on creating an environment conducive to learning, effectively managing the group, and adapting to individual student needs. From the beginning, a positive and participatory environment was fostered through warm greetings and a welcoming atmosphere that encouraged openness and a willingness to learn. The classroom layout and tone of interaction contributed to a dynamic that facilitated concentration and active participation. Group management was crucial in maintaining order and promoting participation, while also demonstrating flexibility in response to unforeseen circumstances. When presenting concepts, consideration was given to the group's learning pace, avoiding rushing and employing varied pedagogical strategies to accommodate different learning styles. An environment was cultivated where students felt comfortable expressing concerns, and questions were answered clearly to address any confusion immediately. This contributed to a supportive and encouraging environment. Active participation of all students was encouraged, ensuring an inclusive classroom. Ongoing assessment of progress was conducted, and direct feedback was provided at the end of the lesson to ensure clarity regarding student performance and areas for improvement.

During the Reported Speech class for the third year of high school, the focus was on creating a conducive learning environment. From the beginning, an emphasis was placed on creating a positive and participatory atmosphere through warm greetings. Activities and assessments were designed to foster collaboration and contribute to a nurturing environment. Effective group management was maintained, with flexibility in response to unexpected situations, such as unforeseen questions, demonstrating strong management skills. The pace and complexity of the lesson were adapted to the learning speed of the students, with careful observation to ensure understanding. An open space for questions was encouraged, with clear and accurate responses provided. Active participation was fostered through group work, individual practice, and assessment of oral expression. Ongoing assessment played a key role, with performance observed during tests and timely,

specific feedback provided to effectively guide the learning process. In summary, classroom management focused on creating a stimulating environment, adapting to the group's needs, and facilitating a comprehensive educational process.

From the beginning of the class, efforts were made to create a conducive learning environment through warm greetings and the encouragement of active participation using various resources. Effective group management was maintained, ensuring smooth transitions between activities and calmly adapting to unforeseen situations. The pace of the class was considered, with teaching adapted to different learning styles through the incorporation of written, visual, and hands-on activities. Questions from students were addressed clearly, and a safe space was created for expressing concerns. Active participation of all students was facilitated, encouraging oral responses and ensuring that each student contributed to the learning process. Continuous assessment was carried out through observation, and specific and constructive feedback was provided for both written and oral activities. At the end of the class, overall feedback was given, highlighting achievements and suggesting areas for improvement.

Reflection

During the Reported Speech and Present Continuous classes, I focused on creating an environment conducive to learning, effectively managing the group and adapting to the individual needs of students, facilitating concentration and active participation. According to Hattie (2012), the key is to manage the group, maintain order, and encourage participation by demonstrating flexibility in the face of unforeseen events. An adaptive pedagogical approach was adopted, considering the learning pace of the group. Different strategies were used to accommodate different learning styles. An environment conducive to the expression of concerns was created, encouraging clarity in responses to address immediate confusion. Active participation was encouraged and continuous assessment was ensured with direct feedback at the end of each lesson, providing students with clarity about their performance and areas for improvement.

Methodology

The Reported Speech and Present Continuous class were designed using a comprehensive methodology that combined the direct method and gamification. The activities, carefully designed, ranged from direct explanations to interactive games designed to help students understand and apply the concepts taught. The focus was on meaningful learning, from individual practice to final assessment, in line with current trends in communicative competence in English language teaching. Practical application was promoted through simulated conversations, supported by visual and technological materials to enhance comprehension.

The Reported Speech class for the third year of high school adopted an integrated approach using the Direct Method to assess speaking skills, followed by gamification for listening skills. Group and individual work strategies were implemented for guided practice of the indirect style. All activities were aligned with the goal of applying knowledge through diagnostic assessments, encouraging active participation and meaningful learning. Alignment with current trends was ensured by focusing on communicative competence and integrating assessment of the four language skills. The materials selected supported comprehensive assessment and used direct methods, gamification, and group and individual work strategies. The assessment of oral expression included direct and personalized feedback techniques to improve students' communicative competence in reported speech.

In the Present Perfect Continuous class, the Direct Method and gamification to encourage active participation and practical application. Question and answer techniques were used along with an interactive whiteboard presentation. Group and individual work strategies were used in written and oral activities to address different pedagogical approaches. Each activity was carefully designed to get students to write, hear, and use the Present Perfect Continuous correctly. Resources such as the whiteboard and specific teaching materials were used, and students were encouraged to explore online resources for further understanding. Direct methods clearly explained grammatical structure, while

gamification stimulated written and oral activities. Strategic management of group and individual work catered for different learning styles.

Reflection

In the English classes, the direct method and gamification were combined to teach Reported Speech and Present Perfect Continuous. The activities sought comprehension through individual practice and simulations, emphasizing communicative competence. In Reported Speech for the third year of high school, skills were assessed using the Direct Method and gamification, including group and individual strategies. In Present Perfect Continuous, both methods encouraged participation and adapted activities to learning styles. Visual and technological resources reinforced the grammatical presentation for interactive learning. The focus was on communicative competence and assessment of the four language skills. Richards and Rodgers (2001) state that the direct method is effective for direct teaching of grammatical structures, and in Thornbury (2005) argues that gamification improves motivation and participation in the classroom.

General Reflection

My journey as a lead teacher in the pre-professional practice of language pedagogy has been essential to my professional growth. In elementary and high school classrooms, meticulous planning and my adaptability to students' needs have been fundamental. From the initial contextualization to the selection of challenging activities, every step was focused on achieving meaningful learning. Immersing myself in the English language, adapting language to level and perfecting pronunciation strengthened language communication. Creating a positive environment, effective group management and constant evaluation reflect my commitment to the educational process. The variety of methods, from Total Physical Response to Gamification, shows a holistic approach to language teaching. This experience has not only strengthened my teaching skills, but also cemented my commitment to cultivating educational excellence with authenticity and passion.

Conclusions

The process of developing a lesson plan is an essential task and condition for education professionals. It is essential to dedicate the necessary time to this process, since the success or failure of the scientific management of the teaching-learning process will depend on it.

Linguistic aspects in the classroom are crucial for effectively developing English language skills. Clear and accurate communication is essential for learning and mutual understanding between teachers and students. The teaching of grammar, pronunciation, and vocabulary is fundamental to the language training of students.

Learning management that fosters a space for learning and coexistence means truly accompanying the other, understanding that teaching involves the ability to listen, to empathize, and above all, to empathize and connect with the other.

Teachers must design methodologies or strategies in a reflective manner, analyzing objectives, content, and the type of assistance they will provide to students. Above all, they must find ways to motivate their students to awaken their interest in learning.

Observation is essential for professional development and continuous improvement in teaching, whether in elementary or secondary education. It provides a deeper understanding of classroom dynamics, student needs, and effective pedagogical strategies. Educators who reflect on their observational experiences are better equipped to address the changing demands of the educational environment.

Working as an English teacher in elementary and high school requires solid pedagogical skills, adaptability, and a continuous commitment to the integral development of students. Constant reflection and a willingness to adjust educational approaches are essential to cultivate an effective learning environment and provide students with the necessary tools to face the challenges of a globalized world.

Recommendations

Lesson plans not only set the objectives, topics or materials, but it is recommended that the teacher set times for each activity, otherwise it will lead to fatigue and boredom, killing the student's interest in the class.

The teacher should incorporate activities that promote active practice of linguistic aspects and design interactive sessions that include structured conversations, guided pronunciation practice, and specific grammar and vocabulary exercises.

Creating a space for optimal learning is a fundamental role of the teacher, so it is recommended that he knows and remembers the names of each student. Calling students by their own name has an important emotional effect; there is no sound that sounds more pleasing to the human ear than our own name.

Waiting 15 seconds before asking someone to respond can generate interest in learning. A teacher should not answer his or her own question; it is better to let the students participate and respond. If no one offers after 30 seconds, it is recommended to rephrase the question or give hints for students to formulate their own answer.

The education system should implement professional development programs that encourage regular observation among educators. These programs should focus on sharing best practices, addressing common challenges, and providing updated resources. Additionally, promoting collaboration among teachers from different educational levels can enrich the pedagogical perspective and improve the quality of teaching in basic and high school education.

The teacher should exhibit effective pedagogical skills, flexibility, and a continuous dedication to the comprehensive growth of students. Possessing these qualities will not only enhance the educator's performance, but also significantly contribute to the progress and success of students throughout their academic journey.

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Annexes

Annex A. Observation sheet



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

PRACTICUM 1

FICHA DE OBSERVACIÓN DE CLASE

1. **DATOS INFORMATIVOS:**

Docente observador:

Docente observado:

Institución Educativa:

Año:

Básica ()

Bachillerato ()

Fecha:

Tema de la clase:

Objetivo:

Valoración:				
E: Excelente	B: Bueno	R: Regular	M: Malo	N/A: No aplica

2. **ASPECTOS A OBSERVARSE:**

ASPECTOS	VALORACION				
	E	B	R	M	N/A
<u>CONTENIDOS:</u>					
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					
<u>CONDUCCION DEL APRENDIZAJE</u>					
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.					

<i>Evalúa el aprendizaje de forma continua y con la debida retroalimentación</i>					
<i>Comprueba que los alumnos comprendan las explicaciones</i>					
METODOLOGIA					
<i>Manejo de métodos, técnicas, estrategias y actividades de enseñanza</i>					
<i>Las actividades son adecuadas para el objetivo de la clase</i>					
<i>Las actividades permiten que el estudiante se apropie de los contenidos</i>					
<i>Maneja técnicas actividades y estrategias pertinentes y apropiadas</i>					
<i>Las actividades y estrategias son de acuerdo a las tendencias actuales: communicative competence)</i>					
<i>Usa el material básico (libro, cd, pizarrón)</i>					
<i>Usa material complementario</i>					

3. NOTAS ADICIONALES:

4. REFLEXIÓN:

Aspectos Positivos: (fortalezas)

Aspectos negativos: (debilidades)

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

Estudiante de Prácticum

Annex B. Lesson plan**FORMATO DE PLAN DE CLASE****LESSON PLAN #****1. Informative data:****School's name:****Theme:****Date:****Grade:****Class length:****Proficiency Level:** A1 / A2 / B1 / B2**Lesson plan designer:****2. TEFL Objectives**

Throughout this lesson, students will be able to:

3. Methods, strategies, and didactic materials /technological tools.**3.1 Methods:****3.2 Strategies:****3.3. Didactic material / Technological tools:****4. Anticipatory set:****5. Main teaching input:****6. Guided practice:**

7. Independent practice:

8. Assessment:

9. Feedback:

Didactic Material