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EXTRANJEROS**

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

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2024

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Dedication

I extend my heartfelt gratitude to my mother, whose unwavering hard work has been the cornerstone allowing me to successfully complete my studies. Her sacrifice and unwavering support have been my greatest inspiration.

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Contents

<i>Cover</i>	I
<i>Aprobación del director del Trabajo de Integración Curricular 2023</i>	II
<i>Declaración de autoría y cesión de derechos</i>	III
<i>Dedication</i>	V
<i>Acknowledgement</i>	VI
<i>Contents</i>	VII
<i>Abstract</i>	1
<i>Resumen</i>	2
<i>Introduction</i>	3
<i>Chapter one</i>	6
<i>Literature Review</i>	6
What is teaching?.....	6
What is learning?.....	7
Modern methodologies, strategies, techniques, and materials (current trends).....	8
Communicative competence.....	10
Teacher’s roles	12
Motivation and its roles in language teaching.....	14
Teaching experience (gift or acquired skill)	15
Links between experience and teaching	17
Previous studies	¡Error! Marcador no definido.
<i>Chapter two</i>	22
<i>Method</i>	22
Setting and participants	22
Procedure.....	23
<i>Chapter three</i>	25
<i>Discussion, Analysis, and Interpretation of Results</i>	25
<i>Description, analysis and systematization of the teaching experience</i>	25
<i>Observation: description and reflection of the teaching experience in basic education and bachillerato</i>	25

<i>Experience as an English teacher: description and reflection of the experience in basic education and bachillerato</i>	45
<i>Conclusions</i>	70
<i>Recomendations</i>	72
<i>References</i>	74
<i>Annexes</i>	81
<i>Annex A. Observation sheet</i>	81
<i>Annex B. Lesson plan</i>	83

Abstract

This qualitative study explores the systematic analysis of pre-professional practices within an EFL teaching training program. The objective was to reflect upon and analyze both positive and negative pedagogical aspects encountered by aspiring EFL teachers. The methodology involved meticulous examination and systematization of data derived from previous Practicums, encompassing observations and primary teaching roles. Information from these roles was categorized into distinct educational contexts, namely basic education and bachillerato, focusing on four pedagogical aspects: planning, Linguistic Aspects, Learning Management, and Methodology. Detailed descriptions of classes within each context were analyzed carefully, followed by in-depth reflections grounded in theory. The findings highlighted notable strengths and areas for improvement. While the student-centered approach lacked clearly defined course objectives in school observations, hindering structured learning, the language immersion I used in my school classes significantly bolstered language comprehension and proficiency. Classroom management observed in bachillerato classes was generally effective, although certain teaching styles might have impacted student learning experiences. The methodology I used as bachillerato teacher emphasized Communicative Competence, employing diverse techniques to prioritize practical language skills and adapt to various learning needs.

Keywords: EFL, pedagogical aspects, systematization, teaching training

Resumen

Este estudio cualitativo examina el análisis sistemático de las prácticas preprofesionales en un programa de formación de profesores de inglés como lengua extranjera (EFL). El objetivo fue reflexionar y analizar los aspectos pedagógicos positivos y negativos encontrados por los futuros profesores de EFL. Se recopilaron datos de las prácticas, incluyendo observaciones y roles de enseñanza primarios. Los datos se categorizaron en contextos educativos, como educación básica y secundaria, y se exploraron cuatro aspectos pedagógicos: planificación, aspectos lingüísticos, gestión del aprendizaje y metodología. Se analizaron descripciones detalladas de las clases en cada contexto, seguidas de reflexiones basadas en teoría. Los hallazgos destacaron fortalezas y áreas de mejora, como la falta de objetivos de curso claros en las clases de escuela observadas y la importancia de la inmersión lingüística en las clases que di en escuela. La gestión del aula observada en bachillerato fue en general efectiva, pero los estilos de enseñanza pueden afectar la experiencia de aprendizaje de los estudiantes. La metodología que use en clases de bachillerato enfatizó la competencia comunicativa y se adaptó a las diversas necesidades de aprendizaje.

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

Introduction

There are significant obstacles in the way of foreign language teacher preparation. The gap that happens when aspiring teachers fail to appropriately systematize their pre-professional practices is one of the core problems noted. The theory learned during academic training and its application in actual teaching settings are far apart as a result of this disconnect. According to Vilema et al. (2023), students who want to teach English as a foreign language lack fundamental pedagogical skills as a result of the theory and practice not being integrated.

Because systematizing these techniques can narrow this training gap, it is important. Mera (2019) highlights how future educators can reconstruct, theorize, and reflect on their experiences in authentic learning environments thanks to the systematization of pedagogical experiences. They have a more comprehensive and useful awareness of the realities they would encounter in their professional endeavors as a result of this deep introspection.

Guerra (2023) emphasizes how systematizing pre-professional practices helps students strengthen their research skills while also bridging the theory-practice gap. Through process monitoring, experience reconstruction, feedback, and theorizing, this approach equips aspiring educators to assess their own performance critically and improve their teaching practices. As a result, a crucial component of teacher preparation is the systematization of pre-professional practices in the instruction of English as a foreign language. It bridges the knowledge gap between theory and practice, fortifies pedagogical competences, and encourages a thoughtful and useful analysis that enhances the training of future educators in this area.

The aim of the 'Systematization of Pedagogical Experiences in the EFL Teaching Training Program' is to reflect and analyze the positive and negative pedagogical aspects of pre-professional practices as an EFL teacher.

In both my role as the primary educator and as an observer, this systematization aims to summarize and synthesize the pedagogical journey that is

witnessed within the classrooms. It includes a thorough understanding of the educational strategies applied in many settings, including Bachillerato and Basic Education. The benefit of combining all of this data is to extract priceless lessons that advance knowledge of successful teaching strategies, promote development, and enhance the curriculum for future EFL teachers.

Three distinct studies undertaken by various researchers shed light on diverse aspects of educational methodologies and teacher training approaches in different contexts. The study conducted by Iswati and Rois (2023) aimed to explore the hurdles faced by kindergarten teachers while implementing the Paikem Gembrot model for introducing English to young learners, as well as the strategies employed to address these challenges. A narrative inquiry approach was employed. The findings revealed that while teachers generally held positive perceptions of the Paikem Gembrot model, they encountered obstacles such as a lack of conceptual understanding, insecurities, inadequate teaching tools, deficient classroom management skills, children's short attention spans, and the influence of young age.

Salas Alvarado (2021) conducted a study systematizing the experiences of both the teacher and students in the Drama for English as a Second Language course during the initial semester of 2020. The methodology incorporated virtual platforms, synchronous/asynchronous learning, digital resources, collaborative projects, individualized feedback, modified assessments, and effective communication. The findings revealed that students found the course beneficial and expressed satisfaction with the instructor's efforts and adaptations. Despite the virtual setting, they believed that learning was feasible and felt that all course objectives were achieved.

Finally, Rodríguez et al. (2019) conducted a study that aimed to address three key inquiries: Firstly, how did a reflective training approach offer opportunities for teachers to challenge their practices and underlying beliefs? Secondly, how did employing action-research methodologies contribute to enhancing teachers' problem-solving skills? Lastly, within this framework, what changes were observed in teaching

beliefs and the ability to critically assess practices? The study employed qualitative and quantitative analysis techniques. The findings indicated that this component facilitated teachers in scrutinizing their teaching beliefs and reinforcing their capacity to address teaching challenges.

For many stakeholders, the systematization of practices in the field of teaching English as a foreign language is an invaluable contribution. Teachers who use this systematization as a guide to improve their teaching techniques and strategies are among the direct beneficiaries. Students also gain by having access to a more methodical and efficient way of learning the language. The process of systematization aids in the ongoing enhancement of the educational process by making it easier to identify optimal practices and offering a strong foundation for subsequent investigations. Its influence goes beyond the classroom, benefiting the academic community by acting as a resource for the advancement of the field of teaching English as a foreign language and the creation of innovative pedagogical techniques.

Since there were no methodological restrictions associated with the systematization of pre-professional practices in teaching English as a foreign language, a complete collection of a wide range of techniques and strategies were used. A thorough depiction of experiences was ensured by this methodological freedom during the systematization process, which enhanced the analysis and offered a full picture of educational practices.

Chapter one

Literature Review

Education is a process that plays a crucial role in the development of individuals and society. Language teaching has gained significant attention in recent years due to its importance in global communication. This literature review aims to provide a comprehensive understanding of language teaching. It is hoped that this review will be a valuable resource for language teachers, students, researchers, and policymakers, contributing to the improvement of language teaching and learning Worldwide.

What is teaching?

Rajagopalan (2019) and Jeyaraj (2022) agree that teaching is a two-way communication process. Whether it is between a teacher and student, between students, or between students and resources, both authors stress the value of interaction. They understand that teaching entails the dissemination of ideas and morals and that everyone must be actively involved for learning to take place.

Padhi (2021) emphasizes the imaginative and creative parts of teaching and reaffirms this viewpoint. They contend that in addition to using scientific methods and techniques, effective teaching also calls for the teacher's unique personality traits, background, and skills. They emphasize the importance of teachers in developing interesting and worthwhile learning opportunities for students by emphasizing the creative component.

In order to advance the discussion, Buckley (2021) presents various viewpoints on how teaching and learning are related. These viewpoints range from the assumption that teaching is always accompanied by learning to the idea that teaching is always a part of learning. The complex interactions between the teaching and learning processes are better understood as a result of this sophisticated investigation.

By comparing and contrasting the contemporary and conventional approaches to teaching, Saha (2020) contrasts this with the traditional technique, which depends more on the teacher's supervision and the use of teaching aids, and contrasts this with Rajagopalan (2019) and Padhi (2021) emphasis on learner-centered and activity-based teaching

approaches. This distinction highlights how teaching methods are constantly changing and how teachers must modify their methods to fit the shifting demands of their students.

While teaching lays the groundwork, learning helps students to apply and integrate knowledge in their own unique situations, developing deeper comprehension and facilitating long-term retention.

What is learning?

According to the National Academies of Sciences, Engineering, and Medicine (2018), learning is an active process that people actively participate in. They stress how social, emotional, cognitive, and physical experiences that people have as a result of their interactions with their environment affect how they think and act. Similarly to this, Murray and Christison (2019) see learning as a sociocultural activity in which students actively develop and replicate societal beliefs, values, behaviors, and roles. This demonstrates the agency and transformative power of learners as they pursue knowledge and skill acquisition.

Padhi (2021) places even more emphasis on the collaborative idea of teaching and learning, in which a variety of factors, such as students, teachers, curriculum, instructional strategies, and the learning environment, all have a role in encouraging effective learning. Shared knowledge of the collaborative nature of the learning process is seen in this acknowledgment of the critical function of teaching and the active participation of both teachers and students.

The opinions of the authors vary, however, on the other side. Contrary to the active viewpoints put out by other authors, Plato's idea of learning as a passive process in which knowledge is already present within humans and learning is only a remembrance of innate knowledge. Gandhi and Mukherji (2022) also share Plato's perspective by arguing that instruction is essential to promoting intentional learning and that knowledge is innate in all people. This viewpoint emphasizes how instruction helps people access their innate knowledge.

Jeyaraj (2022) offers a change from the conventional notion that learning occurs from more mature personalities (teachers) to less mature personalities (students) with regard to

the role of students in the teaching-learning process. According to Jeyaraj (2022), students are the ones who create knowledge and play a crucial part in the teaching-learning process. This point of view questions the conventional hierarchical model of learning and places an emphasis on the involvement of students in the creation and acquisition of information.

Additionally, the National Academies of Sciences, Engineering, and Medicine (2018) explore the different learning modalities and processes, putting a focus on how different variables affect the learning process. They emphasize how both microscopic and macro elements, such as societal traits, cultural influences, and individual brain development, have an impact on learning. The writers emphasize the interdependence of learning and brain development, highlighting how learning alters the brain over the course of a person's lifetime while also influencing brain growth. This viewpoint sheds light on the intricate and dynamic nature of learning processes.

The introduction of modern techniques, which have redefined the educational environment and transformed traditional teaching practices, has revolutionized learning in the twenty-first century.

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

In the 21st century, teaching styles have shifted from being teacher-centric to student-centered, with both the teacher and the student given equal importance. Alessa and Hussein (2023) state that modern teaching techniques can cater to the demands of 21st-century skills. The value of activity-based learning has been emphasized by modern teaching approaches. Teachers now act as facilitators and coaches, helping students develop their ideas through critical thinking. Modern teaching and learning methods involve characteristics such as resource-based, interactive, integrative, and peer cooperation. The methodologies discussed above are all techniques that promote successful and enjoyable learning experiences for students (Saha, 2020).

Gamification is a modern teaching style that involves students in learning via the use of games. Teachers can use online platforms to conduct quizzes, riddles, and brain games and play an important part in devising age-appropriate gamified projects (Mondal and Roy,

2021). Gamification, according to Mee (2020), equips learners to be active participants in their own learning by developing creativity, critical thinking, and problem-solving abilities. It also piques learners' interest in language study and can assist alleviate learner anxiety. Pre-service instructors must look for materials and gamified activities that are relevant to the subjects they teach.

According to Rao (2019), Communicative Language Teaching (CLT) is a language teaching style that emphasizes conversation as both the methods and the ultimate aim of language learning. Students in CLT participate in communication-based learning environments where they can learn and practice the target language through interactions with peers and instructors. This method also makes use of actual texts written in the target language for reasons other than language acquisition. Ho (2020) underlines the pedagogical characteristics of CLT that address learners' communication demands in English. CLT encourages learner-centered, dynamic, and active learning by establishing a large language input/output learning environment. Learners of English can improve their communicative talents in the classroom by using realistic materials and engaging communicative exercises.

In Vinita and Ilankumaran's (2022) essay on content-based instruction (CBI), they describe it as an approach that uses cognitively difficult content materials and tasks to help English language learners attain Cognitive Academic Language Proficiency (CALP) and achieve academic success. CBI provides authentic, meaningful academic contexts that promote productive language skills and critical thought processes. The implementation of CBI requires positive interaction between teachers and students, and the selection of relevant subject material that is associated with communicating relevant issues. Larsen-Freeman and Anderson (2013) also highlight that the principles of CBI focus on teaching English as a second language by providing authentic content material to learn, which makes language-learning worthwhile and increases language learners' attention. Effective acquisition of language learning takes place when the interaction is added to the classroom activity.

The essay by Scrivener (2005) discusses Content and Language Integrated Learning (CLIL), an approach to teaching that involves teaching content in a language other than the learners' first language. CLIL has advantages over non-CLIL General English teaching, as it focuses on subject content relevant to students and has an integrated approach to language learning. CLIL can be implemented in various ways, and the English teacher plays a crucial role in facilitating its success. CLIL can be implemented in various ways, such as having subject teachers teach language or sharing responsibilities with language teachers. In fully integrated classrooms, there are no English lessons as such, only subject lessons, and the language teacher supports students with language problems. CLIL can also happen outside of school through short-term immersion projects. Coyle (2005) provides a framework for planning CLIL topics or projects, known as the 4Cs curriculum, which includes Content, Communication, Cognition, and Culture. CLIL lessons should enable learners to access language needed in defined contexts in different ways, emphasizing accessibility of language to support learning.

Collaborative learning is a modern teaching technique that involves forming groups of students to work together to discuss topics, solve problems and get solve their doubts about the class. Taylor (2022) suggests that collaborative learning is being developed as a solution to the problem of learners revising topics in isolation. This teaching method involves group work where students collaborate to achieve a common goal. Through group learning, students receive feedback, exchange ideas, and learn to accept constructive criticism (Mondal and Roy, 2021).

Modern educational techniques play a critical role in promoting communicative competence, providing students with the skills they need to engage and communicate effectively in a variety of settings.

Communicative competence

Abdumalikova (2022) defines communicative competence as the capacity to resolve communication issues that are pertinent to students' daily academic, professional, and cultural lives. It entails using speech and language to effectively accomplish communication

goals According to Vurdien (2019), communicative competence can be demonstrated orally, in writing, or nonverbally, enabling people to use language in real-world contexts for communication.

According to Turko et al. (2021), communication competence is a multidimensional phenomenon with a number of different elements. Values, motivations, attitudes, sociopsychological stereotypes, knowledge, skills, and abilities are some of these elements. They stress that communicative competence is the capacity to use linguistic knowledge in certain contexts and interact successfully with people and events, exhibiting abilities in cooperative group dynamics and assuming a range of social roles. Serdyukov (2017), in contrast, highlights the dynamic nature of education and advocates for innovation and a systematic strategy for teaching and learning. He emphasizes the necessity for educators and decision-makers to broaden conventional approaches while incorporating new ones in order to suit the needs of the younger generation.

Turko et al. (2021) argue that communication skills are crucial to a person's success in life. They emphasize how it affects students' performance levels, their capacity to adjust to new learning situations and their potential for future professional achievement. The authors emphasize the impact of communication proficiency on a student's capacity to engage in group activities successfully, form social bonds, and feel emotional wellbeing. To improve students' effectiveness and wellbeing in their future employment, they place a strong emphasis on the development of communication ability.

In order to create and improve communicative ability, teachers and students must work together (Klimova, 2019). She contends that communicative language instruction, which focuses on social contexts and conducts within a communicative group in addition to grammar rules and vocabulary, should be a fundamental component of higher education. Klimova emphasizes the necessity for English language instructors to promote multicultural communication skills in addition to linguistic skills.

Teachers play critical roles in the development of communicative competence as models, facilitators, and more for effective communication.

Teacher's roles

Murray and Christison (2019) and Naibaho (2019) both stress the importance of teachers in building effective learning environments and forming students' identities. Teachers must carefully consider whether they want their pupils to be passive consumers of knowledge or active creators of knowledge since their decisions about their responsibilities have broad-reaching effects. Effective instructors respect the viewpoints of their pupils, modify their responsibilities to fit the demands of the learning environment and foster inclusive and interesting learning environments. Naibaho (2019) emphasizes the need to successfully shift roles for aiding language learning and the fluidity of a language teacher's function. To better comprehend how instructors contribute to student empowerment and holistic growth, we shall examine the many facets of their responsibility in the parts that follow.

In their role as prompters, Wulandari (2021) places a focus on the teacher's responsibility for choosing and supplying instructional materials while also establishing rules for maintaining control of the classroom. Anwari (2021) talks about the teacher's responsibility for directing pupils throughout class activities, giving considerate directions, and fostering independence. Collectively, these authors stress the significance of the teacher's prompter function in establishing an efficient and encouraging learning environment.

As assessors, Wulandari (2021) stresses the teacher's function as a source of feedback, interacting with pupils via voice notes and providing further justifications or examples. Rindu and Ariyanti (2017) place a strong emphasis on the teacher's responsibility for assessing students' work, giving feedback, and talking about errors in order to promote learning and development. While Naibaho (2019) emphasizes the value of giving feedback, correcting errors, and assessing students to steer their language development, Anwari (2021) emphasizes the teacher's responsibilities in determining whether or not students have mastered the topic through supplying feedback, correction, and grading in a variety of

ways. Collectively, these authors emphasize the crucial part that teachers play as assessors in giving feedback and grading students.

The complexity of the teacher's position as a resource is emphasized by Anwari (2021) and Naibaho (2019). Anwari emphasizes that teachers play a variety of responsibilities to support learning. They serve as encouragers to rekindle students' passion, advocates for those who are having difficulty understanding the subject matter, and diversionaries to break up the boredom. To develop pupils' independence, teachers must strike a balance and refrain from spoon-feeding the class. In addition, a teacher's position as a resource is vital when students need help with writing, putting together presentations, or asking questions. According to Naibaho (2019), in these circumstances, students turn to the teacher as a source of information.

Observation is another significant role played by teachers. According to Wulandari (2021), it is crucial to pay attention to how students interact with the learning process, including their note-taking practices and technological usage. Naibaho (2019) emphasized the importance of objectivity and the need for providing input when needed while advising against interfering with students' actions during observation. Teachers can improve their feedback, their teaching methods, and ultimately the learning of their students by embracing the observer role.

In the classroom, teachers play a crucial role as controllers, supervising and controlling the learning environment and student conduct. Rindu and Ariyanti (2017) emphasize the teacher's duty to exercise control throughout teaching and learning activities in order to create a positive learning environment. Anwari (2021) stresses that the instructor assumes a position of authority during the teaching process, organizing resources, directing pupils, and demonstrating the characteristics of a teacher-fronted classroom. Naibaho (2019) emphasizes the teacher's accountability for all classroom activities, acting as a controller who gives directions, plans exercises, and provides examples of how to do something well. Teachers must balance their control with other responsibilities in order to

create a dynamic and engaging learning environment, even though this position can motivate pupils and support effective language learning.

Teachers play an important role in nurturing motivation in language education because they have the capacity to inspire and cultivate students' excitement for language learning.

Motivation and its roles in language teaching

In order for people to act and fulfill their potential, they need to be motivated (Schunk et al., 2021). Goals, methods, beliefs, and emotions all have an impact on them. It is inferred from behaviors and vocal expressions. Learning and motivation go hand in hand because they both stimulate people to participate in learning activities, foster interest and enjoyment, and support deep learning, academic success, wellbeing, and happiness (El Miedany, 2019).

According to Shrestha (2020), motivation is vital in the educational setting. By boosting students' motivation to participate and their enthusiasm for learning, it fosters a lively environment. Students that are motivated also have more energy and put more effort into their studies, which results in better attention and memory retention. On the other hand, Schunk et al. (2021) talk about the negative effects of low motivation, like pupils' inattentiveness and disorganization. However, since giving rewards can boost motivation and speed up job completion, motivation can have a substantial impact on performance. They recommend techniques including introducing novelty, ambiguity, and incongruity into instruction, maintaining ideal levels of student arousal, encouraging good emotions, expressing encouragement, and providing personalized support to boost motivation.

In their exploration of motivation, Filgona et al. (2020) dive deeper into the concept of motivation by exploring many sorts of motivation. They contend that intrinsic drive, which stems from personal enjoyment and curiosity, has a major impact on long-term engagement and effective learning. Extrinsic motivation, on the other hand, which is motivated by external rewards or demands, may have limited endurance and may not promote the same level of engagement and inner desire. Extending on this hypothesis, Kotera et al. (2021) discovered

a negative relationship between amotivation and engagement, while intrinsic and extrinsic motivation showed a favorable relationship. These findings highlight the need of encouraging learners' involvement and self-compassion to create intrinsic motivation. Internal aspects, according to Meşe and Sevilen (2021), include course content satisfaction, the need for engagement and communication, and the ability to self-regulate. External influences, on the other hand, include the engagement of teachers and classmates, organizational concerns, and situational challenges.

Motivation and its role in language education are inextricably tied to the teacher's experience, as they can effectively inspire and sustain students' motivation through their expertise and developed skills.

Teaching experience (gift or acquired skill)

The teaching process heavily relies on innate qualities. Hien (2020) highlights that while topic knowledge and teaching abilities are important, intrinsic personal qualities like being motivating and open-minded also help to foster a positive learning environment. These characteristics give teachers the flexibility to modify their instruction, offer simple explanations, and support students in becoming autonomous learners. Similar to this, Ma (2022) emphasizes the importance of intrinsic qualities in the teaching process, particularly self-efficacy, and inventiveness. The academic accomplishment of pupils is significantly impacted by teachers' self-efficacy, and using innovative teaching strategies improves learner outcomes. Tarajová & Metruk (2020) further support the importance of innate abilities, as perceived by both students and teachers. Effective teaching involves active participation, subject expertise, passion, adaptability, and the ability to explain the curriculum in an interesting and engaging manner. The paragraph also underscores the value of gaining teaching experience and exposure to native speakers during teacher training. Finally, Sujana (2023) emphasizes how students view the qualities of a successful EFL teacher. Students emphasize the importance of innate abilities like communication, empathy, subject knowledge, and organization in fostering a positive learning experience by identifying traits like rapport, delivery, fairness, knowledge and credibility, and organization and preparation

as key characteristics. Overall, for a better teaching experience and increased student engagement, it is essential to acknowledge and foster these underlying qualities.

On the other hand, education may also be seen as a skill that can be improved through hard work and dedication. Education professionals can learn and advance in their teaching careers through continuous professional development (CPD). The importance of CPD in teachers' professional development is highlighted by research by Vadivel et al. (2021), underscoring the necessity for institutional support and resources. Through ongoing learning processes, CPD aims to improve teaching approaches, knowledge, and abilities. Teachers can continuously advance their knowledge, change with the times, and give their students better learning opportunities by actively participating in CPD.

The value of practical experience is one of the key components of CPD. Teaching experience is an acquired ability that may be honed through CPD (Pegalajar-Palomino et al., 2021). It enables teachers to maintain their knowledge and advance their abilities and teaching strategies. Through teacher preparation programs and academic research, faculties of education make a significant contribution to sustainable development. To implement Education for Sustainable Development (ESD), there is a need to address the shortage of professional capabilities. The development of abilities, connections, and excellent ESD advice and support should be given top priority in the teacher education curriculum. To promote educational sustainability development and prepare students for their roles in sustainability, collaboration across various educational institutions is essential.

The experience of teaching is also significantly influenced by personal development and reflection. Azizah et al. (2018) stressed the importance of personal development and reflection in the teaching experience. Professionalism in teaching begins with reflective practice and extends to early educational experiences. Teachers use their prior knowledge and encounters to enhance their instruction. Critical thinking, an examination of student performance in the classroom, and finding connections to the subject matter are all necessary for reflection. This approach is aided by tools like peer conversations and video recording. More classroom experience helps pre-service teachers develop their reflective

skills. Teachers who regularly reflect on their practice might grow personally and significantly enhance their instruction.

In conclusion, while teaching experience is mostly an acquired skill, innate qualities can serve as a foundation. Teachers can become excellent instructors by combining formal education, real-world experience, ongoing professional development, and personal growth. Teaching experience serves as a bridge that connects theory and practice, highlighting the profound links between accumulated experience and effective teaching.

Links between experience and teaching

Numerous research has examined the connection between experience and teaching, providing light on various facets of this relationship. According to Kyttälä et al. (2021), pre-service special education instructors may not have assessment conceptions that are consistent with policy objectives because of their own assessment experiences. For special education teacher preparation programs looking to build assessment skills that enhance teaching and learning, this presents a difficulty. Positive assessment notions, on the other hand, were linked to deeper theoretical understanding. However, relying solely on theoretical understanding without any real-world application can result in unrealistic or uncritical assessments.

In order to improve teacher professionalism and improve classroom dynamics, teaching experience is also crucial. According to Torimtubun (2020), teaching experience has a significant impact on a teacher's professionalism. With greater experience, teachers become more competent educators and obtain worthwhile experiences that can improve both teaching and learning. Berger (2018) discovered that certain beliefs, including enhanced self-efficacy for classroom management and student engagement, are associated with teaching experience. Teachers who have more experience feel more confident in their skills and are more likely to use structuring and practices that enhance autonomy. Additionally, they have the propensity to favor constructivism over straight transmission as a method of instruction.

While there are undoubtedly positive aspects to teaching experience, it's important to acknowledge some of the drawbacks as well, as underlined by Işıklı (2021), Anitha and Kavitha (2021), and Jamaludin and You (2019), despite the benefits it provides to students, such as higher professionalism, improved classroom dynamics, and increased empathy. Teachers with more experience can find it difficult to adjust to online teaching approaches, which could make them appear stiffer and less supportive to pupils. Even among seasoned teachers, burnout and decreased teaching effectiveness have been noted. To help experienced teachers navigate technological advancements, prevent burnout, and maintain their effectiveness in the classroom, school authorities and administrators should offer targeted training programs, support systems, and professional development opportunities.

Finally, the analysis of five studies on the systematization of practices will be presented.

The study conducted by Iswati and Rois (2023) aimed to understand the challenges and efforts of kindergarten teachers regarding the Paikem Gembrot method in introducing English to young learners. The research questions were: What are the challenges for EFL teachers applying Paikem Gembrot in introducing English to young learners? and How do EFL Teachers overcome the challenges they face in applying Paikem Gembrot in introducing English to young learners? The study employed a narrative inquiry approach, using a narrative frame to gather data from 40 kindergarten teachers in East Java. The findings showed that those teachers have positive perceptions of the Paikem Gembrot method and believe it to be successful in promoting English language learning among young learners. However, they also identified some challenges such as a lack of understanding of the concept, insecurity, lack of appropriate learning tools and media, lack of teacher skills in managing the class, the low attention span of children, and the young age factor. The teachers have been involved in seminars, sharing experiences with other teachers, and learning from various media in order to learn to overcome challenges.

According to the article conducted by Khan (2019), a systematization of experiences from a course called 'Women, Gender, and Sexuality' in a bilingual education program at a

teachers' college in Bogotá, Colombia was presented. The study aimed to examine students' reflective journals throughout the implementation of the course. It emphasized the significance of incorporating gender and sexuality topics into English language teaching (ELT) curriculum and teacher education programs. The participants consisted of 9 students, 5 females and 4 males, aged between 20 and 27. The data was collected through reflective journals, field notes, and a group interview. This systematization of experiences highlights the importance of addressing these subjects in teacher education, particularly in the context of English teaching in Colombia. Despite the inherent tensions between theory and practice in designing and delivering such a teacher-training course, it is noteworthy that the students' reflections enabled them to challenge stereotypes, cultivate empathy, and shape their self-identity as future educators.

This study was carried out by Salas Alvarado (2021). This article systematizes the experience lived by the teacher and the students of the course Drama for English as a Second Language during the first semester of 2020. The participants of this course were 11 senior-year English Teaching Major students whose ages went from 21 to 31 years old. The methodology used for the Drama for English as a Second Language course during the COVID-19 pandemic involved a virtual modality with the adaptation of contents, activities, and instruction. The instruments used included virtual platforms, synchronous/asynchronous learning, digital resources, collaborative projects, individualized feedback, modified assessments, and effective communication. In conclusion, the results indicate that students found the Drama for English as a Second Language course useful and expressed satisfaction with the instructor's job and adaptations. Despite the virtual format, they believed that learning was possible and felt that all course objectives were accomplished.

Another study was carried out by Rodríguez et al. (2019). The systematized experience is the implementation of the action-research component by the School of Education (FAEDU) of the Universidad Peruana Cayetano Heredia as part of the training of in-service teachers participating in the Specialization Program in Tutoring and Pedagogical Accompaniment of the Ministry of Education of Peru (MINEDU). The objective was to

answer three questions: To what extent did a training that used spaces for reflection provide opportunities for teachers to question their own practices, including their underlying and supporting beliefs? To what extent did the use of the action-research methodology contribute to strengthening teachers' problematization abilities? And, within the framework of the experience, how and to what extent were the changes associated with the teaching beliefs and the abilities to problematize the practices? The study used qualitative and quantitative analysis techniques. The participants were 21 in-service teachers. The methodology encompasses a range of data collection methods, including recordings, observations, analysis of statements and texts, as well as evaluations of specific skills and competencies. The results suggest that the component favored teachers to question their own beliefs about teaching and strengthen their abilities to make teaching problematic. They also suggest that these changes occur in training events that include spaces for reflection and discussion about beliefs and practices.

Finally, the last study was carried out by Patiño et al. (2016). This paper reports on the identification, systematization, and collaboration of meaningful English teaching experiences from two proposals aimed at identifying and highlighting significant ways of teaching English in this region. The project was developed with the 12 non-certified municipalities of Risaralda. Together with the Departmental Department of Education, the Technological University of Pereira launched a call in 2015 in Risaralda to receive different proposals, out of which two were received. The main research question of this study was: What are the 5 significant experiences applied by secondary and high school teachers in the Department of Risaralda, in the English language area, that provide new insights and learning with implications for improving English levels of the target population and that could be implemented in other Colombian school institutions? The research was a qualitative case study involving 10 in-service English teachers from different schools in the participating regions and 4 researchers. Data were collected through interviews, researchers' journals, and document analysis. The data were analyzed using grounded theory with processes of coding, categorization, and conceptualization of the data. The results revealed that the lack

of time, teachers' level of preparation, and type of employment were key aspects that influenced teachers' application in the call. Additionally, teachers' participation was evidenced as an opportunity to reflect on their teaching practices and to grow professionally.

Chapter two

Method

Setting and participants

In the process of systematizing the information derived from the final reports of Practicum 1 and Practicum 2, the experience in four different educational contexts was thoroughly analyzed: Basic Education and Bachillerato in both Practicums. With their distinct features and varied participant counts, these settings offered a wide-ranging and profound understanding of the dynamics of teaching and learning.

Practicum 1 involved observing in-person classes in the context of Basic Education. However, due to the pandemic, the sessions originally scheduled for the morning had to be relocated from the school to the students' homes. In the first observed session, a female teacher taught a girl, followed by another session where the focus was on a boy as the student, with a female teacher. In the third video-observed session, there was once again interaction between a female teacher and a boy. The students' academic level could not be accurately determined due to limited visual information, but considering their young age, it is expected that their English proficiency would correspond to level A1.

In the context of Practicum 1 in Bachillerato, classes were taught by two teachers in a virtual setting via Zoom. Despite the lack of level information in the film, it is assumed that the pupils were at level A2. Two men and two women in their first year of Bachillerato were present for the first evening lesson. Given that an instructor and a female student attended the second session, it is likely that the pupils were nearing the end of their Bachillerato studies. This lesson corresponds to Lesson 2 of Unit 1. Two students, a man and a woman, took part in the third class, which was instructed by the same teacher as the first.

During Practicum 2, Basic Education classes took place in a physical school in the morning. Thirty-five students (20 men and 15 women), including one with special needs, attended the first and second classes in Eighth Grade EGB. Thirty pupils attended the third session in ninth grade EGB (16 men and 14 women).

In Practicum 2, the Bachillerato context took place in a public institution, with evening in-person classes at level A1 for all three groups. About 40 students attended the first class, which was held in the First Course BGU (Accounting). With about 45 students enrolled, the second session was held in the First Course BGU (Sciences). There were 26 students present for the last class, which was held in the First Course BGU (Informatics).

Procedure

A qualitative method was used to carefully systematize pre-professional methods in teaching English to speakers of other languages. The first step in this process was a thorough investigation of pertinent scientific theory. Numerous scholarly resources, including articles, books with particular topics, and scientific journals, were explored and gathered. The subjects of the investigation included teaching, learning, the roles of teachers, and motivation—all important facets of pedagogy. Prior research on systematizing pre-professional practices in teaching English as a foreign language was also given particular consideration in order to establish a robust contextual framework for subsequent reflections.

Information gathering was conducted rigorously. Practicum 1 observation sheets were used, which made it possible to record in great detail the dynamics and pertinent components of the classes that were observed. Furthermore, narrative reflections from Practicums 1 and 2 were utilized as instruments to promote in-depth self-reflection and contemplation on the educational encounters in the classrooms under observation. Twelve classes were analyzed as a result of this collection, which concentrated on three classes from each of the four educational contexts mentioned above.

The systematization procedure was divided into two main parts with meticulousness. The first step involved systematizing data from the classes that were observed in order to give a thorough and organized understanding of the educational dynamics that are seen in environments for basic education and high school. The systematization of classes where one person served as the primary teacher was next addressed. These sections each included a detailed analysis and description of four core components: learning management, methodology, linguistic aspects, and planning.

Three classes were thoroughly described for each aspect, taking into consideration the most pertinent and representative details of each educational context. To create links and differences between theory and practice, critical and in-depth reflections on the pedagogical process encountered in each class were subsequently conducted. These observations allowed for a more comprehensive and contextualized understanding of the observed and experienced educational dynamics because they were firmly grounded in scientific theory that had already been thoroughly investigated.

In the end, this systematization process made it possible to formulate solid conclusions and well-founded recommendations in addition to providing a thorough description and analysis of pre-professional practices. These conclusions and recommendations, derived from the integration of practice and theory, provide a robust foundation for future research and educational practices in the field of teaching English as a foreign language.

Chapter three

Discussion, Analysis, and Interpretation of Results

Description, analysis and systematization of the teaching experience.

This chapter offers an explanation of the data acquired during the teaching practice as well as a reflection on it. In order to carry out this practice, English classrooms were observed, with an emphasis on the primary teacher's role and consideration of planning, linguistic issues, management, and methodology. In addition, it is crucial to emphasize that the results and suggestions made in this reflection are supported by scientific literature.

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

Basic education

I will give thorough explanations of the observations made throughout a series of classroom experiences in the parts that follow. These observations were made in the midst of the COVID-19 pandemic, which called for an innovative method of instruction. YouTube footage of the classes under observation showed a different kind of learning environment. In every educational video, one teacher instructed one student, who was usually between the ages of five and seven. Unexpectedly, these lessons were taught in the student's house, giving the teacher access to technology—like a computer—which is not often used in traditional classroom environments. This unique educational structure, which has been impacted by the epidemic, has produced an engaging environment for our observations and provides insightful information about how education is changing.

Planning.

The instructor began the "Numbers in English" lesson with a quick exchange of words in English before giving directions in Spanish. The class description lacked specific objectives, but the content was presented in an orderly and understandable manner with an emphasis on teaching numbers one through five. With an English introduction and verbal instructions in Spanish for the student to repeat the numbers in English, the lesson was

organized logically. Learning was effectively reinforced using visual aids like number cards. The student, a girl who is probably 6 years old, had these activities appropriately modified for her level. Even though these figures might not seem immediately relevant to her day-to-day activities at the time, learning this topic is crucial to her growth in an increasingly interconnected world and will enhance her chances and experiences in the future. The teacher taught numbers in English with effectiveness, demonstrating a solid command of the material. Her confident delivery of the lesson, coupled with her well-defined focus, demonstrated her ability to teach this subject.

The second instructor informs the class that the lesson's focus will be on English vowels. She introduces the lesson by explaining the main goal, which is for the student to correctly understand and pronounce English vowels, in a clear and concise manner. Starting with the recognition and pronunciation of vowels, the course material is presented in an orderly and understandable way. These topics are contrasted with Spanish and reinforced with concrete exercises and visual examples, which help the students comprehend. The emphasis on vowels, the use of visual resources, and interactivity are appropriate for the student's age, who is about 7 years old. The course material is pertinent to the student because it lays the groundwork for the growth of English communication skills. The instructor demonstrates a thorough understanding of the subject of English vowels through precise responses to students' inquiries and the capacity to give understandable illustrations and comparisons between English and Spanish vowels. Her emphasis on using simple examples and onomatopoeia makes the subject matter understandable and interesting for the students.

Without offering a full explanation of the precise course objectives, the third English teacher in the class decided to start by giving an oral introduction to the subject of personal pronouns. Through frequent exchanges in both English and Spanish as well as written exercises, the class coordinated the study of material such as personal pronouns, English adjectives, verb conjugation, and vocabulary. As a result, the course information was presented in a coherent and organized manner. Given that the student is eight years old, the

course material is appropriate for their stage of development and English proficiency. For youngsters of that age, using visual aids and interactive activities is in line with a successful pedagogical strategy. The course material, which covers English vocabulary, personal pronouns, and adjectives, is relevant to an approximately 8-year-old student's life and gives them the basic skills they need for everyday conversation and emotional expression. Using excellent pedagogical techniques and adapting her instruction to the student's level, the instructor displayed a level of knowledge and abilities appropriate for instructing kids around 8 years old.

Reflection.

One of the most important components of any educational process is the adequacy of students' level. Taking into consideration the age and developmental stage of the students while designing activities and content is a great way to support the viewpoints of Rajagopalan (2019) and Padhi (2021). These authors stress the need for teachers to take into account not only the material they teach but also the unique abilities and personalities of the pupils they instruct. The observed classes exhibit a clear reflection of the instructors' excellent awareness of the requirements of their students, as they strive to convey the information in a way that is both appropriate and accessible for the students' developmental level. It takes careful consideration to adjust to students' levels, which calls for an accurate evaluation of the kids' maturity and skill levels. Educators must acknowledge the diversity of their students and their individuality, as both authors make clear. This sensitivity was shown in the observed classes by giving careful consideration to the age and developmental stage of the children. Learners' unique demands were taken into consideration when implementing particular pedagogical tactics, which resulted in more efficient and significant learning.

In the classrooms that were observed, a crucial element that was emphasized was the connection to the realities of the students. A long-term view of education, where instruction focuses on the development of abilities that are important to the students' future, is advocated by Rajagopalan (2019) and Padhi (2021). Even though some of the ideas might not be immediately practical in the lives of the students, it is understood that they are

important in a world that is becoming more interconnected and dynamic. This viewpoint was mirrored in the observed classes, which presented material that, while possibly not immediately applicable, set the stage for the development of students' skills. Education was seen to involve more than just dispensing knowledge; it also involved developing students' capacity for lifelong learning and adaptation. The curriculum placed a strong emphasis on critical thinking, problem-solving, and communication skills, which is in line with Rajagopalan's (2019) and Padhi's (2021) vision of education that equips students for difficulties in the future.

Linguistic Aspects.

During the lesson, the first teacher addressed the topic of numbers in English using Spanish as her primary language. Her bilingual strategy was centered on ensuring that the student comprehended English numerical concepts. The teacher consistently demonstrated concern for the students' development by providing spoken instructions in Spanish and repeating numerical instructions in English as crucial markers of understanding. Her teaching method proved to be successful in helping students grasp numbers in English. She also checked to see if the student had understood the material by posing questions and modifying her strategy in response to their answers. Her way of producing oral language allowed for clear understanding by the student.

In the second lesson, Spanish was the primary language used, serving as a benchmark for comparing Spanish and English vowels. Additionally, English is primarily used in educational videos that are entirely in English, as well as to introduce new vocabulary associated with English vowels. The student, who was around 7 years old, was taught using vocabulary and grammar appropriate for his level. The teacher also encourages the student to express himself by listening to his comments. Her communication style helps the student understand the material and facilitates effective communication, enabling him to effectively compare and contrast English and Spanish vowels. Moreover, she ensures to ask the student to verify his understanding and adjusts her approach based on his responses.

As an indication of a language immersion strategy, the third teacher conducted much of the lesson in English, including topic introductions, explanations, pronunciation exercises, and conversation activities. The majority of the class was taught in English, although there were some occasions when Spanish was used to clarify concepts. In addition, the vocabulary employed was suitable for the pupils. Throughout the activities, the teacher probed the students with questions; if they were unable to remember the answers, she reiterated the material. By assuring understanding and promoting active student participation, this approach shows that their growth and learning are valued. In conclusion, the observation presented indicates that the instructor used oral language in a way that permitted student comprehension.

Reflection.

The three classes that were under observation showed a strong dedication to the improvement of oral English communication abilities. It turned out that asking and responding to questions, along with going over the content again to make sure you understood it, were good strategies. This approach is consistent with the idea that students actively contribute to the creation and acquisition of knowledge (Jeyaraj, 2022). In order to create a productive learning environment, teachers and students must interact in both directions. Nonetheless, variations were noted in the three classes' speech production and exposure to the English language. It was evident that more English exposure was needed in the first class, where the primary language was spoken. While it is clear that utilizing Spanish can help ensure that numerical concepts presented in English are comprehended, it is crucial to find a balance that encourages verbal fluency.

On the other hand, the immersive focus on English language usage in the third session effectively encouraged speech output and language confidence. It's crucial to keep in mind, though, that some students could require extra help getting used to this teaching style. Taking into account each student's unique demands is necessary to ensure that they all gain from immersion in the English language. Regarding the use of the English language in the classroom, the perspective put forth holds that learning is an active process in which

students actively participate, and that understanding English concepts can be ensured by adapting to the use of English, even in situations where Spanish is used (National Academies of Sciences, Engineering, and Medicine, 2018). In order to establish a productive learning environment where students may maximize the development of their English communication abilities, a balanced approach between the two languages is necessary.

Learning Management.

The first teacher consistently demonstrated concern for the students' development by providing spoken instructions in Spanish and repeating numerical instructions in English as crucial markers of understanding. Her method of teaching proved to be successful in helping students grasp numbers in English. In addition to providing oral instructions, the teacher also included hands-on activities. She also checked to see if the student had understood the material by posing questions and modifying her strategy in response to their answers. The student's enthusiastic engagement and sporadic tendency to get sidetracked indicate that the teacher was flexible in meeting her needs and pace, showing consideration for her student's unique learning style. Furthermore, the teacher guided the conversation by posing questions and gauging the student's understanding because the student didn't initiate any inquiries of her own, and the student only answered without voicing any concerns. The teacher was able to concentrate on teaching the single student who was present in the class because there was no need to consider the participation of any other group of students. Using number cards, the teacher assessed the student's memory and comprehension to give formative feedback, with the goal of assisting her in effectively remembering and applying numbers in English.

In order to motivate the student, the second teacher establishes a positive learning environment by introducing the subject, outlining the learning goals, and assessing prior knowledge. Despite the student occasionally confusing numbers with vowels, the teacher corrects and reinforces the vowels with patience and skill, indicating an ability to address potential confusion and keep the focus on the subject of the lesson. Additionally, she was able to keep the student engaged in the lesson even when they were more interested in

studying math-related information. The student was able to concentrate because the teacher used lively examples, such as onomatopoeia and common expressions, to illustrate the sound of vowels appealing. A conducive communication environment was created where the student feels comfortable expressing his questions and concerns by the teacher's clear and concise responses to their concerns. Additionally, because there was only one student in the class, the teacher could concentrate on communicating with them effectively because participation is restricted to that one student. She also offered oral formative feedback from the teacher in order to direct the student's learning and identify areas that need improvement in a positive way.

The topic of personal pronouns was proficiently initiated to the class by the third educator, thereby initiating productive discourse and engagement on the subject matter. Additionally, she started studying the subject of adjectives and announced a review utilizing cards from the prior lesson. This introduction clarified the subject matter for pupils and established expectations, fostering a positive learning atmosphere. When the student had trouble recalling ideas or felt overloaded during the one-on-one session, the teacher demonstrated her ability to modify her instruction to meet those needs. This implies that instruction was tailored to each student's pace and specific learning requirements. The participation of other students did not apply because the lesson was a one-on-one teaching environment. Throughout the lesson, the teacher gave appropriate oral feedback, including compliments to highlight the students' accomplishments and suggestions for improvement to address mistakes. This strategy promotes learning that is student-centered.

Reflection.

All teachers employed formative feedback and continual evaluation in their classes. Most of the comments were constructive and encouraging, which was crucial for the advancement of the students. The feedback mostly focused on pointing out successes and making suggestions for enhancements. Overall, these three classes showed a useful method for providing feedback that is suited to the needs of younger pupils. The application of practical and visual tactics as well as positive reinforcement were emphasized. As noted

by Anwari (2021), the class would benefit from a wider variety of feedback mechanisms, though, since this would enable a more exact adaptation to each student's unique needs, promoting a more inclusive and productive learning environment. According to Wulandari (2021), the incorporation of visual and practical tactics enhances accessibility and comprehension of feedback. This facilitates students' assimilation and implementation of comments in their work. The growth and development of students may benefit from these combination strategies, which are backed by scholarly research.

The comprehension of the significance of taking into account the pace and learning preferences of the students in the three courses under observation is consistent with contemporary teaching practices, as emphasized by Saha (2020) and Ho (2020). Effective student-to-teacher adaptation is essential for fostering inclusive and meaningful learning, as indicated by the teachers' actions. It's crucial to acknowledge that several drawbacks of the adaptive technique were also noted, such as sudden changes in activities or instances where certain pupils became distracted. In conclusion, it is critical to keep improving adaptation techniques to guarantee that every student receives the most out of instruction, using ongoing feedback and reflection as useful instruments to raise teaching standards all around.

Methodology.

The teacher taught the student English using a range of techniques, such as having a brief conversation in the language, using visual aids like cards, having the student participate in practical exercises like counting objects and songs and using repetition to help the student learn the language. Combining these methods produced engaging and successful language instruction. The primary objective of teaching numbers in English was closely tied to the activities in the classroom, which gave the students real-world experience applying and practicing the subject. Overall, the activities promoted meaningful learning through hands-on and visual experiences that helped the students relate English numbers to actual objects and situations. They were also appropriately aligned with the class objective. Through deeper and more retained conceptual learning, these activities laid a strong basis for

acquiring English language skills and fostering "Communicative Competence." The addition of songs, number cards, and markers as visual aids made for an efficient and interesting learning process.

To teach English, the second teacher used a variety of techniques and approaches, such as cards, videos in the English language, comparisons with Spanish, lively examples, and an interactive video game. These methods make learning more engaging and effective for the student by incorporating tactile, auditory, and visual components. The activities in class are also explicitly created to achieve the goal of teaching English vowels; they are all meant to make it easier for the student to learn and use English vowels and are coordinated with the lesson's goal. These exercises employ a variety of strategies that actively involve the student in the process of learning English vowels, and they are created to support meaningful learning. Learning English vowels is essential for pronunciation and listening comprehension, both of which are necessary for effective communication in English. As a result, teaching English vowels can help student improve their communication skills. The instructor used a range of tools and resources, such as vowel cards and pronunciation, English-language videos, lively examples, and an interactive video game, to accomplish this. These components helped make learning more interesting and understandable for the student by providing tactile, auditory, and visual support for the instruction of English vowels.

In the third lesson, a variety of techniques were used, such as vocabulary cards, chats, mood cards, practice with pronunciation, and an emphasis on pronouns and agreement. The instructor uses interactive cards for formative evaluations and adopts a communicative approach. The exercises are created with the class's primary goal—teaching personal pronouns and adjectives in English and Spanish—in mind. The goal is to deliver thorough instruction that is individualized for each student. By exposing students to the actual use of pronouns and adjectives in authentic communication contexts, these exercises are intended to foster meaningful learning and aid in concept understanding and retention. Additionally, the methods employed in the class are in line with the current trend of "Communicative Competence," emphasizing effective communication, interaction in both

English and Spanish, and the practical understanding and use of pronouns and adjectives, which are crucial for fostering students' communicative competence. During the lessons, the instructor used a range of tools, such as vocabulary cards, emotion flashcards, pronoun and verb cards, a flip chart with sentences, a notebook for notes, evaluation sheets with emotion figures, and cards tying pronouns to professions. These resources made it possible to teach pronouns and adjectives in an efficient manner by making it easier to understand, apply, and evaluate the ideas. During the lessons, the instructor used a range of tools, such as vocabulary cards, emotion flashcards, pronoun and verb cards, a flip chart with sentences, a notebook for notes, evaluation sheets with emotion figures, and cards tying pronouns to professions. These resources made it possible to teach pronouns and adjectives in an efficient manner by making it easier to understand, apply, and evaluate the ideas.

Reflection.

Classes like the observed that use a range of techniques align with the suggestions made by Mondal and Roy (2021), who support teaching young children using a variety of methodologies. Support is provided for the use of cards and songs, demonstrating how well these tactics work to keep students' attention and accommodate a variety of learning preferences (Alessa & Hussein, 2023). Mee (2020) provides additional support for the use of interactive games by highlighting the significance of meaningful and engaging activities. When used in person at home, these strategies not only fit in with the latest trends but also address the need to modify for the house in order to offer a worthwhile educational experience.

Furthermore, Rao (2019), who highlights the significance of communication as the ultimate objective of language learning, supports the incorporation of communicative ability in sessions. The concepts of Mondal and Roy (2021) emphasizing the significance of contextualized and authentic activities lend credence to the inclusion of cards and songs as tools to promote engagement and practical language use. It has been demonstrated that, even when communicative competence was successfully addressed in the different classes, it may still be strengthened by adding exercises that mimic particular everyday scenarios for

young children. Tailoring these scenarios to the knowledge and experiences of the kids may help them even more in using the language in real-world contexts.

Bachillerato

Owing to the previously mentioned COVID-19 circumstances, the educators choose to use the Zoom platform for virtual education. Classes 1 and 3 were taught by the first teacher, and class 2 was taught by the second. PowerPoint presentations, which included exercises and theoretical material, were the main tool used in their online classes.

Planning.

Before getting into the main topic, the first instructor started with an activity in which students classified news in newspapers into different categories. This exercise, however, was not clearly tied to the major theme, the "Present Perfect Tense," and precise class objectives were not set. Nonetheless, the teacher coordinated the presentation of two crucial features throughout the lesson: the form of sentences in the "Present Perfect Tense" and the use of "already" and "yet.". Given the students' level and past knowledge of the "Present Perfect Tense," a review and reinforcement of these topics was necessary. Class activities and material were designed specifically for this purpose, helping students to successfully practice and apply grammatical concepts. The teacher used examples from news and newspaper stories to connect the topic to the students' lives. As a result, the material became more relevant and pertinent to their daily lives, promoting contextualized learning. By delivering a clear and organized explanation of the "Present Perfect Tense" and encouraging active student engagement in sentence creation, the instructor displayed a good grasp of the subject. In conclusion, despite the absence of a link between the two subjects at first, the session proved to be instructive and interactive.

The second teacher lectured on the subject of "Simple Past vs. Past Perfect." She began the class by discussing the distinction between these two verb tenses in English, which was supplemented with a graphic slide highlighting the emphasis of the session. Although the class objectives were not explicitly stated, her focus on the content was clear. The material of "Simple Past" and "Past Perfect" was well-structured and understandable.

The lecture was separated into two parts, with graphic slides used to support the grammatical explanation and usage of these verb tenses. She also offered clear examples that aided in content absorption. This systematic and graphic approach aided in the organization of the presentation. Concerning the suitability of the material for the students' level, given their age, the concepts of "Simple Past" and "Past Perfect" were appropriate because they are popular in secondary school English language education. Beyond theory, the lesson presented the actual application of these principles in sentences, giving significance to the learner by demonstrating how they are employed in real communication scenarios in English. While the instructor displayed strong topic knowledge by effectively describing concepts and their applications, her confidence in expressing herself might have been stronger. During the lecture, she occasionally utilized filler words. In overall, the class was effective in addressing the topic and material, although there is room for improvement in terms of confidence in expressing.

Using a visual aid, a slide projected, the third teacher successfully introduced the class topic, which included the present perfect and past perfect. These slides effectively represented the subject under study visually. The session was well-organized and informative, with a logical focus on the notions of the present perfect and past perfect. Despite the lack of explicit objectives, the class structure was well-organized. The topic was adequate for the students' level since no students reported difficulty, implying that the subject was delivered comprehensibly and suitably for their level. Furthermore, an assignment involving phrase selection from the newspaper was provided, and examples of discussions and words linked to everyday circumstances were utilized to reinforce the concept that the content was relevant to the students' lives. The instructor displayed a strong understanding of the subject by clearly presenting ideas and encouraging active student engagement, even challenging them to ask questions, demonstrating an ability to customize instruction to particular student needs. These factors indicate that the teacher was well-versed in the course material and knew how to effectively deliver it.

Reflection.

The careful adaptation of content to students' levels, as observed in the classes, reflects a pedagogical sensitivity to individual students' capabilities (Saha, 2020). This approach, involving the precise selection of appropriate grammatical topics and concepts, coupled with the implementation of effective strategies to ensure understanding, aligns with both the diversity present in the classroom and the need to provide students with meaningful yet manageable challenges. Regarding the variation in the organized presentation of content, it can be noted that the first and third classes exhibited a clearer and more logical structure in presenting topics compared to the second class. The importance of a coherent and logical structure in content presentation as a facilitator of student understanding has been highlighted by Alessa & Hussein (2023). Although the second class lacked explicit objectives, the authors suggest that this element could have enhanced students' perception of the structure, in line with current trends in education.

In line with contemporary trends and current educational strategies, it has been pointed out that gamification not only adds a playful element but can also be an effective tool for communicating objectives in a more engaging and participatory manner (Mondal & Roy, 2021). The integration of this strategy into lesson planning could have improved students' perception of objectives, providing a clear and motivating framework for learning. Ultimately, the inclusion of visual elements and gamification techniques not only expands content presentation but also serves as a potential solution to address the lack of explicit objectives in the second class, contributing to enhancing clarity and guidance in the educational process. In summary, these reflections underscore the ongoing importance of adapting content to students' levels and maintaining an organized and coherent presentation of topics, principles supported by the reviewed authors' commentaries and aligned with modern approaches and effective strategies to enrich students' learning experiences.

Linguistic Aspects.

The first teacher utilized English continuously throughout the lesson, making it the dominant mode of communication. She also used suitable terminology and grammatical structures to adjust to the students' level. She demonstrated care for the pupils'

comprehension by repeatedly asking them whether they had comprehended, which is vital for establishing a successful learning environment. The teacher skillfully used spoken language, helping pupils to understand the lesson material. She constantly added practical examples and encouraged student involvement. Her emphasis on comprehension was clear in her numerous questions about whether students had comprehended, which contributed to excellent comprehension of the Present Perfect Tense issue. In summary, the instructor displayed a successful approach to English education by preserving class cohesiveness and coherence.

Using just English for the duration of the lesson, the second teacher exemplified a consistent approach to language immersion—a technique that is widely acknowledged as being successful in teaching foreign languages. This choice gave language use important uniformity. Furthermore, the instructor provided the student with constant attention by inquiring as to whether or not the student had comprehended the ideas that had been covered. She used language and grammatical structures suitable for the student's level at the same time. These procedures were necessary to guarantee clear communication and a thorough comprehension of the material covered in class. The instructor led the lesson in English, segmenting the material into manageable chunks and asking the students several times if they understood. This confluence of elements improved student comprehension and created a productive learning environment. All things considered, the classroom was carefully structured, students' understanding was continuously monitored, and language use was consistent, which made for a favorable learning environment.

Throughout the class, the third instructor kept a continuous focus on utilizing the English language, which was obvious in the major lesson and interactions with the students, where communication was mostly in English. She also took care to verify for understanding by asking the pupils whether they had comprehended on multiple occasions. This displays her emphasis on tailoring the language to the pupils' abilities and her desire to clear up any confusion. The instructor used spoken language well, supporting student comprehension

and inviting questions, demonstrating excellent communication and a commitment to ensure that students understood the content.

Reflection.

While English was largely employed as the medium of teaching in the analyzed classes, authors have explained that it must be beyond simple topic explanations and create a language immersion atmosphere. This approach is based on studies such as Alessa and Hussein (2023), which highlights the necessity of ongoing communication in the target language during the educational process. Furthermore, given the students' ages, teachers must adjust and raise students' competency levels while adhering to current language teaching trends as mentioned by Saha (2020). This guarantees that the language utilized is both approachable and demanding, resulting in successful learning. It's worth noting that class 3 placed a stronger emphasis on oral language creation, giving students regular opportunity to talk and express themselves in English, perfectly fitting with the value of successful communication emphasized by writers such as Rao (2019).

These educational techniques highlight the vital relevance of creating a learning environment in which English is the dominant language. The goal in this context is to establish an educational environment in which the language precisely fits the students' linguistic competency level, ensuring that courses are hard yet achievable. This technique encourages not just a better comprehension of the language but also good speech output, allowing students to convey their thoughts and opinions fluently and confidently. These strategies are critical for enhancing 21st-century language instruction and optimizing student achievement in an increasingly globalized and interconnected society (Rao, 2019)

Learning Management.

The first instructor demonstrated effective learning management skills across various dimensions. By fostering a conducive learning atmosphere through English as the primary medium and emotionally engaging with children, she established an excellent environment. Notably, her adept group management skills were evident in maintaining a positive classroom atmosphere, overcoming unforeseen challenges, and ensuring collaboration.

Additionally, the instructor tailored her approach to accommodate diverse learning paces and styles, reflecting a keen awareness of individual needs. While actively encouraging participation from all students, she displayed a willingness to address any concerns, indicating clear and precise responsiveness. The continuous evaluation methods involved guided exercises, active engagement, and verbal feedback, contributing to a formative assessment approach aimed at enhancing student learning.

The second educator adeptly cultivated a positive educational environment through a multifaceted approach. Creating a supportive atmosphere was achieved by delivering instruction exclusively in English, implementing a well-structured class format, regularly assessing student comprehension, and incorporating examples and visual aids. Although the teacher encouraged questions, there was limited emphasis on fostering student expression. Effective class management and the absence of unforeseen disruptions indicated the teacher's adept handling of group dynamics, facilitating a smooth lesson progression and clear communication. Despite these strengths, the rigid adherence to the planned curriculum hindered the accommodation of individual learning rhythms and preferences. The teacher missed opportunities for flexibility to address unique student needs. The limited focus on student interactions within the predetermined framework hampered participation, even in the absence of specific questions requiring precise answers. Positive feedback predominated, often using terms like "good," revealing a need for more comprehensive feedback addressing both achievements and areas for improvement. Recognizing the importance of thorough feedback became apparent, as the existing feedback lacked the depth needed to reinforce and significantly enhance the learning process.

The third instructor showcased a strong commitment to cultivating an enriching learning environment by actively promoting student engagement, radiating positivity, and exuding energy. Incorporating participatory exercises and fostering an atmosphere open to questions and clarifications, she maintained a conducive learning setting. In terms of handling unforeseen events, the class experienced no unexpected obstacles, yet the instructor demonstrated an attentive and flexible approach, providing assistance and

adapting her teaching technique to address individual student needs effectively. Throughout the class, the teacher responded clearly and precisely to student inquiries, actively encouraging questions and clarification. The inclusive and supportive learning environment facilitated the active engagement of all students in the learning process. The lesson concluded with an evaluation where the teacher posed questions and students responded. The teacher's corrections and comments, based on student responses, constituted an effective formative and direct feedback method, reinforcing a constructive learning cycle.

Reflection.

Multiple aspects were discovered in the three investigated classrooms that significantly contributed to the formation of a highly effective learning environment. The instructor displayed extremely successful pedagogical approaches in the first class by developing an emotional connection with pupils from the start of the session. As Ho (2020) points out, this was demonstrated by her genuine interest in each student, the use of English as the major mode of communication, and the availability of visual assistance resources. This method made a significant contribution to the creation of a good and highly effective learning environment by promoting active student engagement. Furthermore, the teacher's active participation and continuous understanding assessment resulted in meaningful and successful learning.

However, despite establishing an appropriate learning atmosphere, there was a lack of immediate feedback in response to a student's inquiries in the second class. The lack of specific replies to her concerns might have harmed her level of engagement and comprehension. Although the lesson went well and group management was competent, there was a constraint in responding to the student's individual requirements. This area for improvement is connected to Coyle's (2005) proposal for more individualized help. As Turko et al. (2021) say, it is critical that teachers' replies to student inquiries focus on clarity and correspond with individual requirements, creating an enjoyable and highly successful learning experience.

Methodology.

To teach the Present Perfect Tense to the pupils, the instructor used several effective tactics, including English immersion, practical examples, interactive exercises, and oral feedback. These tactics were supplemented by activities that included sentence formulation, text completion, and listening comprehension, all of which were visually reinforced. This varied approach resulted in dynamic and effective topic teaching. The activities were well-designed in regard to the class purpose of learning the Present Perfect Tense. Students were able to immediately apply what they learned through practical exercises, resulting in a positive and productive way to attain the lesson's aim. These exercises, which included students in sentence creation, text completion, and listening comprehension, were meant to foster meaningful learning. This allowed them to apply and practice the Present Perfect Tense in a meaningful and appropriate manner, bridging the gap between theoretical knowledge and its application in everyday settings. The teacher employed a number of materials and resources, including visual information displayed on screen, drawings and illustrations for clear visual representation of concepts, practical exercises and activities, and an online film connected to the topic. These materials enhanced instruction by offering clear visual representations, practical tasks, and an extra source of topic-related knowledge. These materials, when combined, led to effective and engaging teaching.

In English, the second teacher used a communicative approach, splitting the lecture into organized portions. She utilized slides and visual examples to aid comprehension, which were reinforced by interactive activities and written tasks. These tactics encouraged orderly subject presentation and robust student interaction. The exercises in class were clearly structured to meet the main goal: to teach the ideas of "Simple Past" and "Past Perfect." Listening exercises, writing tasks to finish phrases, and sentence invention using these verb tenses were among the activities. Every exercise was precisely linked with the purpose of teaching and consolidating information, allowing the learner to put what she had learned into practice. Despite the activities emphasizing meaningful learning, the student's oral expression limitations prevented full adaptation to contemporary Communicative Competence trends. These trends stress efficient communication in actual settings and

meaningful language expression, which were not completely realized in this class due to a lack of oral expression chances. The teacher's materials and resources included a wide range of tools, such as presentations with explanations and visual examples, movies showing timelines, and written activities. These materials considerably improved the student's knowledge and helped to reinforce the principles presented, boosting the learning experience.

The third teacher used different methods to explain grammatical subjects such as the present perfect and past simple in this English session. Students engaged in practical tasks such as highlighting sentences in newspapers, doing vocabulary exercises, and listening to conversations. The teacher encouraged student teamwork by providing tasks in pairs. An evaluation was given at the end of the lesson to evaluate students' comprehension, allowing for adjustments and comments. These tasks were related to the primary theme, which is the study of the present perfect and past simple verb tenses. They concentrated on practicing these tenses, displaying excellent content and activity alignment. Furthermore, these exercises were designed to promote meaningful learning by connecting grammatical principles to real-world scenarios. Students were able to apply principles in a practical and relevant way because of the teacher's active participation and continuous feedback. These tactics were well-aligned with contemporary developments in English education, notably "Communicative Competence." They promoted active English conversation through contextual exercises and the use of technology, such as the Kahoot game, to make the learning process more dynamic and engaging. In her lessons, the instructor employed a range of tools, such as slide presentations, worksheets, word boxes, photographs, audio, a visual timeline, and the online game (Kahoot). This guaranteed that students received diversified and robust instruction in accordance with best practices in English teaching.

Reflection.

Classes 1 and 3 were notable for their emphasis on encouraging active student engagement through interactive exercises, visual examples, and spoken feedback. As stated by Alessa and Hussein (2023), these approaches are well aligned with contemporary trends

in language education, which stress student-centered learning and the use of visual and practical resources for more meaningful learning. Furthermore, gamification was introduced in Class 3 through games, which is congruent with the current trend of supporting entertaining methods to learning, as described by Mondal and Roy (2021). Teachers can use collaborative learning, as indicated by Taylor (2022), to allow students to collaborate on exercises and activities relating to the Present Perfect and Past Perfect, facilitating the interchange of ideas, problem-solving, and collaborative learning.

Despite these positives, there was a lack of emphasis on oral expression in several of the classrooms observed. Active oral communication is a critical component in building communicative competence in English, and its absence in some classrooms may be viewed as a constraint in light of current trends, according to Rao's (2019) Communicative Language Teaching (CLT) theory. As suggested by Abdumalikova (2022), there may have been greater integration of teaching social skills and fostering student autonomy in Class 2, both of which are key aspects for the development of communicative competence.

General Reflection

I had the good fortune to see directly during my practicum observation period the diverse roles that educators play in influencing both the learning settings and the academic paths of their students. Murray and Christison (2019) and Naibaho (2019) both eloquently underscore the critical role that educators play in shaping students' identities as well as the dissemination of knowledge. These observations resonated profoundly with me as I watched teachers carefully balance developing students who are active learners with those who are passive learners.

The observations that were provided about the difficulties and requirements that instructors dealing with a range of age groups encounter were especially instructive. Observing the difficulties young pupils face while trying to understand basic concepts like numbers opened my eyes to the special challenges and barriers younger students face when learning. Naibaho's focus on the flexibility of a language teacher's job struck a poignant note with me as I watched teachers deftly change their roles to support language

acquisition, highlighting the flexibility necessary for good instruction. The dynamics of the classroom served as another evidence of how crucial it is for teachers to act as observers and controllers. The importance of observation in comprehending student interactions and behaviors during the learning process was stressed by Wulandari (2021) and Naibaho (2019). This knowledge gained via observation is crucial for developing efficient teaching methods that are suited to the needs of the pupils.

It is imperative, therefore, to recognize the difficulties that Işıklı (2021), Anitha and Kavitha (2021), and Jamaludin and You (2019) have pointed out with regard to the process of experienced teachers adjusting to technological innovations. This resonated profoundly, particularly in light of the always changing face of education. Bringing pedagogical methods into the digital age presents formidable obstacles for experienced teachers, affecting their efficacy and possibly impeding online student assistance. My opinion of the value of flexibility and ongoing professional development in the teaching profession has been strengthened by thinking back on these diverse positions and the difficulties seasoned educators have embracing technology improvements. In addition to embracing the conventional roles of teachers as resources, controllers, assessors, and prompters, I'm determined to change with the times and adapt to the ever-evolving educational landscape. This involves utilizing technology to improve educational opportunities while preserving the priceless insights gained from watching instructors engage with students in a variety of learning settings.

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

Basic education

As a teaching candidate, I must emphasize that the English teacher put in a lot of work over the two years of the pandemic to make sure that her pupils continued to receive a solid education, even with the Zoom platform. As a result, when pursuing their studies, the kids did not show any notable gaps or serious problems. Despite their youth, they showed a strong A2 level of ability in English. It is remarkable that a kid with Down syndrome was able

to reach a level of competency comparable to that of their peers. It is important to note that I taught a variety of courses and that they were in-person sessions. After almost two years, this was the first time that students had assembled in person.

Planning.

I introduced the first-class lesson's subject, which covered language about nations, ethnicities, and soccer. I accomplished this by writing the lesson's goals and the topic on the whiteboard. Students were supposed to accomplish the following during the lesson: recognize items connected to football, remember nations and their nationalities, and create grammatically correct sentences using nationality-related adjectives. Clear and well-organized visual aids like flags and actual items were used in the content presentation to help the concepts become more relatable and simpler to comprehend. Due to the students' circumstances, this focus was modified for students who could have had gaps in their knowledge. Particularly after a lengthy time of virtual sessions, games, and group activities were useful in keeping many students interested and promoting active involvement. Given that soccer is a popular sport all over the world and that understanding the nations of teams and players is essential to enjoying the game, the information on nationalities and soccer was pertinent to the students. Furthermore, as teams and players in international soccer come from various nations, it is imperative to comprehend nationalities to interact and communicate. By using actual planning hands-on activities and utilizing effective teaching strategies for soccer vocabulary and nations, I think I showed an excellent knowledge of the material. In conclusion, my strategy demonstrated a thorough comprehension of the subject.

The subject I covered in my second class was "Identifying physical and personality traits in English." I gave a brief explanation of the lesson's goals at the outset and clearly marked the class topic and objectives on the board. The goals of the lesson were for the students to recognize traits of the body and the psyche, characterize people in the family, and correctly pronounce these adjectives. I concentrated on teaching language in English that was connected to features of the body and the personality. I taught this material in an orderly fashion, breaking the lesson down into manageable chunks and including

pronunciation drills, thorough explanations, and key word writing on the board. My students were able to absorb the material progressively because of this format. My ten-year-old students thought the activities and content were appropriate for their stage of language development. Their learning was aided by the accessible vocabulary I had chosen and the engaging, real-world activities I suggested. Students' understanding of the content gets connected to their experiences outside of the classroom when they are able to apply concepts learned in class—such as defining physical and personality features in English—to individuals and situations in their everyday lives. Depending on how well the students are able to connect this material to their personal experiences, the relevancy will change. Regarding my subject-matter expertise, I was able to create engaging exercises for my pupils, properly explain language, and present the material in an orderly manner. In addition, I effectively oversaw the inclusion of a student with special needs, demonstrating both my instructional expertise and thorough topic understanding. In conclusion, the lesson provided my students with an efficient learning environment by presenting a topic that was both clear and pertinent, had well-defined objectives and had content that was arranged logically.

In my third class the date, topic, and objectives were printed on the board and then repeated orally by the students, creating a clear and goal-oriented opening to the lecture. The objective of the lesson was to equip students with the ability to recognize and utilize comparable principles in an efficient manner. They were also designed to give pupils the tools they needed to employ comparatives in everyday situations. In my capacity as a teacher, I organized the comparison norms in English for comparing persons. I arranged the board into columns to make it easier to visualize the many principles, and I supplied real examples in comparative sentences. I also included physical exercises and a game to keep the children's attention and diversify the session. Students were able to apply what they had learned through group and individual activities, and group evaluation cemented their learning, eventually boosting material absorption. These materials are appropriate for the kids' level, having been designed for ninth-grade pupils with an A2 level. The session goes progressively, from a straightforward explanation of comparing concepts to more difficult

exercises, with pictures and physical activities used to make learning accessible and enjoyable. Furthermore, the lesson on comparing individuals is applicable to the students' daily life, with a focus on the usage of comparatives in everyday circumstances such as describing friends and relatives or discussing famous people. In conclusion, the lesson design, teaching tactics, and activities show a great comprehension of English comparative principles and how to successfully teach them. Adapting the lecture to a progressive immersion method and implementing interactive exercises demonstrate a thorough awareness of how to assist student learning, which contributes to a more effective and interesting learning environment.

Reflection.

In my first lesson, I used an excellent pedagogical approach that ties language learning to soccer and national identity. This approach is effective in boosting intrinsic drive in my pupils. I have connected language material to the specific interests and needs of my pupils, as suggested by Kotera et al. (2021), allowing them to discover meaning and value in what they are learning. In this situation, by utilizing soccer and nationality examples, I was able to assist my students in realizing how important language is in their lives since it helps them to investigate a topic they are interested in.

Furthermore, my approach includes developing lessons that are closely related to my students' daily lives, which is compatible with the concept of intrinsic motivation discussed by the authors. I demonstrate how the language can be a beneficial and important tool in their daily conversation by comparing people in English in the context of friends, family, and famous personalities. This increases the relevance and significance of the subject for my students. The inclusion of group activities and practical application of what they have learned provides an extra layer of intrinsic motivation since my students can understand how the language is applied in real-life circumstances. Furthermore, I display a thorough awareness of how to tailor instruction for different ability levels, which supports Shrestha's (2020) approach of linking language material to individual student requirements.

Linguistic Aspects.

As the instructor in the prior session, I placed an emphasis on using Spanish sparingly to give context and clarity where needed. My main objective was to adapt the instruction to the linguistic level of the pupils by using techniques like group projects and oral repetition exercises. These exercises had two purposes: they assessed several students at once and reinforced fundamental ideas, meeting the demands of both individual and group learners. I also took particular steps to make sure the pupils grasped the material. I asked them directly if they had comprehended each task at the end to gauge their level of understanding. This ongoing communication helped to establish a clear and mutually understanding learning environment by assessing immediate comprehension and dispelling any potential questions. I also made myself accessible to help struggling students whenever needed, in order to create a supportive environment in the classroom. I tried to communicate clearly and precisely when it came to oral production. To make the content accessible and enable all students to actively participate in the learning process, it was imperative that this guarantee be met for instructions and explanations.

I utilized English in the second classroom, mostly for vocabulary introduction and basic directions. To give students with different levels of English competence a more complete context and improve their comprehension, I also included explanations in Spanish and translated vocabulary. As the teacher, I made sure the pupils understood by using language and grammar structures that were acceptable for around 10-year-olds switching from online to in-person learning. As the instructor, I made sure to follow up with the students to make sure they understood the content covered in class. Through this practice, I was able to modify my instruction and offer assistance to any students who required more explanations or clarification. I also tried very hard to speak in a way that would help the pupils grasp what I was saying. This included speaking clearly, pronouncing words correctly, and giving understandable explanations especially when assisting students who were switching from online to face-to-face instruction. The intention was to encourage efficient learning.

English was utilized extensively in the third session I presented to explain comparable concepts and allow my pupils to exercise their comparison abilities. This was critical for encouraging language immersion and supporting successful practice. Furthermore, in this lesson, I concentrated on employing vocabulary and grammatical structures appropriate for the students' level. I also thought it was important to encourage engagement by asking students whether they understood, which exhibited excellent educational practice. This contact and comments were critical for guaranteeing a firm knowledge and adjusting my teaching to the requirements and comprehension levels of the students. In class, I made certain that my verbal communication was clear and understood by the pupils. This was accomplished through the use of explicit examples backed by visual activities, as well as the use of interactive tactics such as games and physical exercises. These combined tactics made my English accessible and understandable to the pupils, resulting in an excellent learning experience.

Reflection.

In terms of linguistics, I have maintained a significant emphasis in my three classes on the constant and consistent use of the English language, as advised by Abdumalikova's study (2022). This regularity in the usage of English was critical in acclimating my students to frequently listening to and speaking in English. I have effectively used English to create context, clarity, and communication with my students. I have built continual contact by directly asking students if they had comprehended the tasks at the end of each class, contributing to a clear and mutually understandable learning environment. This technique is consistent with Abdumalikova's suggestion and is essential for language immersion and the development of students' communicative ability.

As shown by Kotera et al.'s study (2021), I was able to employ English in relevant and meaningful settings in my three lessons. By teaching terminology and providing basic instructions in English, I have linked the usage of English to the needs and interests of my pupils. This has provided a fantastic learning context in which my students may relate their usage of English to real-world events. Furthermore, my regular monitoring and willingness to

provide additional English explanations are consistent with guidelines to achieve a thorough grasp. This method is consistent with Kotera et al.'s proposal to tie English usage to everyday life circumstances, which might help students stay motivated and involved in their studies.

Learning Management.

In my role as an educator, I fostered a positive learning atmosphere in my first class by putting mechanisms into place that allowed each student to understand the material on their own and promoted active engagement. I was able to adjust to the unique demands of pupils with very low English proficiency in my capacity as an instructor. I provide individualized support and skill-level adjustments in an efficient manner. Recognizing the rhythms and learning preferences of my students—particularly those with limited English proficiency—I modified my instruction to offer tailored assistance. In addition, I addressed the concerns of my students—especially the ones with limited English proficiency—in a clear and precise manner. Apart from providing personalized assistance, I also promoted collaborative work by means of group assignments and engaging educational settings. This method improved the educational experience of all students by fostering a feeling of community in the classroom and encouraging active participation in the learning process. In order to track my pupils' progress, I used formative assessments as part of a continuous approach to teaching. I gave direct edits and remarks in both the peer and instructor responses. Oral feedback was provided, which enhanced my pupils' learning at the time and encouraged active communication in the classroom.

In the second class, I used strategies in the classroom to establish a conducive learning atmosphere. In order to accomplish this, I made an effort to include a student with special needs, encouraged everyone to participate, and used interactive activities. The concept of an inclusive and interactive learning environment was reinforced by these methods. Nothing noteworthy or unexpected happened throughout the sessions. By concentrating on helping the student with special needs and making sure that every student participates fairly, I was able to manage the class. This tactic produced a controlled and

upbeat learning atmosphere. Major adjustments were not required because the majority of students in that classroom adjusted to the classes successfully. The student with Down syndrome, however, needed more specialized assistance. I gave them a personal copy of the information to work with, and since they were used to helping, their close group of peers was happy to assist. In addition, I addressed the students' worries in a precise and understandable manner, answering their queries and clarifying topics as needed. In addition, I used tactics like turn-taking, inclusive questioning, activity adaptation, and extra support to promote involvement from every student. I described an activity that involved pairs of pupils working together, followed by bigger groups. My goal was to inspire and boost pupils' self-esteem by giving them constructive criticism. In order to foster effective collaboration and conversation, the final evaluation also required students to identify opposite adjectives and discuss their responses in larger groups after working in pairs.

As a teacher, I fostered a conducive learning atmosphere in the third class by establishing a distraction-free classroom and encouraging polite conversation, allowing pupils to feel at ease and capable of accomplishing their educational objectives. At the same time, I have proven my group management ability by keeping a courteous and structured classroom climate that encourages student engagement. I have efficiently handled unforeseen events, such as unanticipated queries, guaranteeing the class's fruitful continuation. I included a number of different activities, such as visual examples, physical exercises, and games, to cater to different learning preferences and keep a dynamic pace throughout the session, taking into account the students' speed and learning styles. In addition, I have replied to students' concerns in a clear and factual manner, creating a climate in which they feel comfortable asking questions and seeking clarification. I enabled all students to participate, use tactics that actively engage kids, such as group activities and games, to ensure that everyone has the opportunity to contribute and express their views. Finally, I have regularly assessed learning and offered formative feedback through teacher feedback and peer feedback, stressing both good and negative parts of students' work, allowing for a balanced and constructive focus on the learning process.

Reflection.

In terms of learning management, all three courses demonstrate a successful teaching method for generating a good and inspiring learning environment, which is directly related to Shrestha's commentaries (2020) that highlight the importance of motivation in the educational context. I have exhibited the capacity to adjust to the individual requirements of my pupils in all of my classes. In the first class, I gave individuals with little English skills individualized attention. In the second class, I successfully changed to include a kid with special needs and encouraged all students to participate. In the third class, I encouraged my students' autonomy and answered to their queries effectively, establishing an environment in which they felt empowered.

Furthermore, in my three classes, I have addressed my students' concerns clearly and accurately, providing positive feedback and recognition of my students' achievements. These practices align with the idea that recognition and rewards can increase students' motivation (Schunk et al., 2021). In summary, my three classes reflect a consistent teaching approach to creating a motivating environment, attending to the individual needs of students, and promoting autonomy. These practices are supported by the provided authors' commentaries and have a positive impact on my students' motivation and engagement in the learning process.

Methodology.

In the first class, I employed techniques like the Direct Method and the Audiolingual Method in my English teaching class. I used a variety of techniques and exercises, such as individual, pair, and group work, the use of cards with soccer-related questions, the identification of soccer-related objects, group games, listening and response exercises, flag and nationality presentations, spelling with flags, the showing of videos about nationalities, group exercises, and group discussions. Students could practice subjects related to soccer, countries, and nationalities using these activities that were particularly created with the class objectives in mind. They can also effectively build sentences using adjectives connected to nationality. By letting students use what they had learned in class to solve real-world

problems—like identifying soccer objects and building sentences with adjectives related to their country of origin—the exercises encouraged students to acquire useful information. All of the exercises and methods were also in line with the most recent developments in English education, especially with regard to Communicative Competence, which focuses on helping students become proficient communicators in everyday contexts like talking about countries and soccer. I used a variety of materials and resources, including cards with soccer-related questions, actual soccer-related things, a vocabulary film for soccer, papers with national flags, worksheets, and activities, and a video about various countries. Students were able to engage with the material in an effective manner because of these materials, which enhanced teaching and learning.

For the second class, I employed a range of techniques and approaches when teaching English, such as the audiolingual method to improve pronunciation, group activities to promote cooperation, and direct instruction to present new ideas. To encourage active student participation, I also used formative assessments, graphic cards, and open-ended questions. These methods and resources were skillfully integrated to support an effective and engaging teaching process. The goal of every activity created for the class was to educate the students on how to recognize personality and physical characteristics in English. These exercises' main emphasis was on vocabulary and descriptions associated with this particular goal, giving students the opportunity to practice and apply the material in a way that was compatible with the lesson's goal. The way the activities were set up encouraged real learning. There were numerous opportunities to apply terminology and descriptions in real-world contexts, like reading a piece about Rosie's family, doing categorization activities, and using visual representations. This promoted more profound and durable learning. It is noteworthy that the tactics and exercises used in the English class adhered to the current "Communicative Competence" trend. As was previously indicated, students participated in group activities that encouraged English communication as well as active word pronunciation practice. By assisting students in connecting words with their meanings visually and using

them in communicative contexts, the distribution of cards including images pertaining to physical and personality attributes effectively facilitated communication. A reading passage, picture cards, a board for writing vocabulary, and writing supplies were among the additional tools and resources utilized in the lesson. These materials were quite helpful in helping students learn physical characteristics and personality qualities in English. They gave them written, visual, and contextual aids that improved their comprehension and application.

A comprehensive strategy combining numerous approaches is employed in the teaching of comparison rules in English for the third class. This includes the use of the Direct Method, which involves students in physical activities that represent comparisons, the Physical Response, which involves students in physical activities that represent comparisons, social interaction through group activities, individual tasks, and educational games like the Comparative Sentence Challenge. Furthermore, regular feedback, both from the teacher and from peers, is stressed. All activities are meticulously planned to ensure that they directly contribute to the lesson's particular learning objectives, maximizing classroom time and focusing on the development of critical skills and information. The exercises are designed to promote meaningful learning by allowing students to apply comparison frameworks in real-world settings and link new knowledge to what they currently know. Collaboration in group activities is encouraged in order to increase comprehension and ensure that students comprehend and implement the rules effectively. All activities and techniques are in line with Communicative Competence and aim to improve practical communication abilities in English. To diversify instructional tactics and expand students' learning experiences, tools such as whiteboards, multimedia materials, manipulative cards, reading materials, written activities, and internet resources are employed.

Reflection.

I have continually worked to incorporate a multidimensional strategy throughout all three classes, focusing on efficiency in creating a setting that encourages active student participation and produces a good learning environment. This methodological commitment is consistent with Mee's (2020) concept of gamification, in which educational aspects are

infused with game-like qualities to attract and immerse students in the learning process, similar to how they participate in gaming experiences. To successfully incorporate gamification into my teaching, I took great care to adapt and tailor my methods to the specific needs of students with varying levels of English proficiency, ensuring that they receive personalized support and that my instruction is finely tuned to their individual needs.

Furthermore, my educational method places a high emphasis on collaborative learning, as evidenced by the inclusion of group assignments and projects in the curriculum. By encouraging students to collaborate, I have not only fostered a sense of community in the classroom, as previously mentioned but also a spirit of active engagement in the learning process. This method is consistent with the findings of Mondal and Roy (2021), who believe that collaborative learning provides numerous benefits, including improved idea exchange, more complete feedback, and a greater receptivity to constructive criticism. The use of a diverse array of assessment methods, including formative and summative evaluations, as well as the provision of oral feedback, emphasizes the critical role of effective communication in the classroom, aligning with the overarching theme of interaction emphasized in the authors' commentaries. This all-encompassing philosophy, which includes the introduction of gamification aspects and the encouragement of collaborative learning, demonstrates my commitment to creating a dynamic and engaging learning environment. It not only supports the premise that education should go beyond merely transmitting information, but it also emphasizes the idea that students are active participants in their own learning journey, motivated by curiosity, collaboration, and effective communication.

Bachillerato

After two years, high school students had a difficult time transitioning to in-person classes. Students' exposure to the English language was restricted during this time because most of the training included working through activities using PDF files. As so, they were left with large gaps in their linguistic skills. Due to the prolonged duration of remote learning and

the lack of in-person language instruction, students experienced a sense of overwhelm when attempting to make up lost ground in their in-person lessons.

Planning.

In my capacity as a teacher, I successfully presented the subject of "Prepositions of Place." The goals of the lesson were to become proficient in the pronunciation and writing of frequent places, distinguish between the prepositions "in" and "at," and use prepositions to describe places' locations. I drew a map of a city with several sites and wrote the topic on the board to start the lesson. I then gave students a clear idea of what they would study at the beginning by verbally communicating the course objectives. The pronunciation and spelling of English place names, as well as the application of the prepositions "in" and "at" to express location, constituted the main topics of the lesson. In my lesson plan, I arranged these ideas rationally and included an introduction, objective explanations, concise examples, and a logical progression of prepositions. Students were able to successfully understand the instructional material because of its arrangement. Since my pupils were beginning English language learners, the lesson was created with their A1 level in mind. The lesson plan was adapted to their level, emphasizing the pronunciation of common places and the foundational ideas of place prepositions. To aid in their comprehension and useful implementation, I also gave precise explanations and examples. The lesson's subject matter, which included providing directions, talking about areas of interest, and describing one's surroundings, was also applicable to our kids' day-to-day lives. I showed that I understood the material well during the entire lesson by providing students with relevant examples and concise explanations, which helped them to understand and apply the principles.

Throughout my second lesson, I efficiently covered the subject of "There is/are." The topic and objectives were written on the blackboard. The goals of that class were to identify terminology related to school supplies, learn the rules of grammar for the word "there," observe whether or not objects were present in the classroom, and practice using "there" in real-world discussions. Students understood the lesson objectives better since they were

communicated in a clear and concise manner. The logical framework and orderly presentation of the material made it easy for pupils to follow along with the class's progress. The lesson plan made it easier for students to understand and absorb the material, and graphic schematics were included to emphasize the hierarchy. This improved the content's arrangement and clarity. In terms of the content's suitability for the students' level, I thought it was appropriate, even though some of the tasks proved difficult for certain students, which could have been resolved with more targeted modifications. I also tried to connect the material to the students' everyday lives by giving them real-world examples and scenarios. In my perspective, I displayed a thorough knowledge of the topic "There is/are." My ability to thoroughly explain concepts and respond to inquiries from students was good enough for the class. I think the class is useful and instructive overall, while I admit that some changes could make it more appropriate for students with varying skill levels.

In my third class about "There (Questions)," I decided to present the topic both verbally and visually by writing it on the blackboard and adding the date. This approach was designed to give pupils a firm knowledge of what we were going to cover in the class. The goals of this session were to name language related to school supplies, use "there" in yes/no questions, use "there" questions in everyday conversations, and indicate if an element was present or absent. I also communicated the class objectives vocally to ensure that students understood what was expected of them during the course. The subject of the course was creating inquiries with "there" and their application in everyday circumstances. This topic was presented in a sequential manner, beginning with concrete examples and progressing to a full explanation of the grammatical rule, more examples, and practical tasks. I carefully adjusted this information to the students' A1 level, assuring its compatibility to their English proficiency. The effective link with the students' experience was a highlight of the class. The examples and activities were based on common items and events, making the knowledge relatable and useful to their surroundings. This enhanced not just student motivation but also their grasp of the subject. In terms of my performance as a teacher, I feel I displayed a

decent degree of subject expertise by adhering to the planned plan and effectively teaching the material. However, as a new teacher, I know that there is space for improvement.

Reflection.

In these classes, effective content adaption to the students' level was critical in providing an ideal learning experience. The classes stood out for their clear and interesting presentation of the subject matter, as per Coyle's (2005) guidelines. This technique helped students understand the relevance and context of what they were studying and went a long way toward making the information more accessible to them. The classes offered students with a concrete and relatable context for their studies by including practical components such as sketching a city map and prominently displaying the topic on the board. This strategy followed Coyle's fundamental concept of embedding learning in real-life situations, making it more meaningful and remembered for students.

Furthermore, the classes were well aligned with Vinita and Ilankumaran's (2022) proposal to use task-based content to help students build cognitive abilities and critical thinking. The topic adaptation to the pupils' A1 competency was really remarkable. The classes ensured that students could effectively engage with the content by delivering concepts and exercises that were specifically geared to beginner-level English learners. This not only aided their language development but also laid the groundwork for cultivating cognitive ability and critical thinking. This technique paralleled Vinita and Ilankumaran's emphasis on altering content to enhance students' cognitive progress. In summary, these classes went above and beyond in adopting Coyle's (2005) and Vinita and Ilankumaran's (2022) content adaptation methodologies. The end result was an enhanced learning environment in which students not only grasped the topic but also gained vital cognitive skills and sharpened their critical thinking ability. This comprehensive approach to education promises to provide long-term benefits for students' language learning journeys.

Linguistic Aspects.

Due to my students' limited prior exposure to English, we mainly employed the Spanish language in the first class. Notwithstanding this constraint, I endeavored to integrate

English into the teaching, acknowledging the possible advantages of progressive immersion in their language growth. Considering my pupils' past restrictions, I made sure the language and grammatical structures used were acceptable for their level. To demonstrate my dedication to their understanding, I, for instance, chose students at random to participate in the activity and offered them the support they needed. These habits demonstrate my commitment to continuous improvement, even if there is always space for growth in this area. Throughout the lesson, I actively interacted with the students and used techniques to gauge their comprehension. I demonstrated my dedication to efficient lesson monitoring by periodically asking them if they understood the material. To aid in the kids' comprehension, I also tried to talk clearly and at a reasonable tempo throughout the lesson. The examples of terminology I used were simple and easy to understand. Even though I mostly corrected answers in my comments, these acts show how I tried to provide clear and efficient oral language training.

I employed the English language in the classroom as part of my second class's teaching strategy, although mostly in a restricted way. I switched to a more conventional teaching style. It's crucial to remember that most of the class was held in Spanish because of the students' proficiency level. Even though I intended to employ English, my teaching strategy used it less frequently than Spanish. As far as using vocabulary and grammatical structures appropriate for the students' level goes, I always made sure to check with my pupils to make sure they understood what I was teaching them. I was always available to help if they needed anything explained. Rather than just talking without considering the requirements of the students, my primary focus was on their understanding. Undoubtedly, my first objective was to guarantee that my pupils could comprehend the spoken language utilized in the classroom. I tried to talk intelligibly and at a tempo appropriate for the pupils' level to accomplish this. I tried not to talk too quickly or use a lot of words that would be difficult for them to understand. The accessible way in which explanations and examples were provided aided in creating a learning atmosphere that consistently encouraged

knowledge amongst participants. This emphasis on good communication produced a stimulating and productive learning environment.

I largely utilized Spanish as the language of instruction in the third class I taught. The class concentrated on discussing grammar and practicing structures in Spanish, the English was utilized sparingly in teaching this topic. However, I modified my method and teaching materials to ensure that they were appropriate for the students, which was A1 in this case. I gave vocabulary and grammar-related examples connected to daily things and events throughout the "Anticipatory Set" phase which consisted in creating questions, improving learning and application of the lesson topic. Furthermore, I tested students' comprehension after each task to verify that they were following the course and absorbing the content. I did it by randomly picking pupils to answer assignments. I also made certain that my spoken communication was clear and comprehensible. Throughout the lecture, I focused on my pronunciation and intonation, which are critical components for good student understanding.

Reflection.

In the observed classrooms, I displayed proficient use of the English language as the teacher. I used English correctly every time, taking into account the students' level of proficiency. This is critical for encouraging language immersion and promoting acquisition (Alessa & Hussein, 2023). I chose when to include English with caution, especially considering the kids' little prior exposure to the language. Although I taught the majority of the class in Spanish, I selectively used English in appropriate instances, such as when introducing vocabulary and grammatical structures. I also succeeded at ensuring that pupils understood the curriculum on a continuous basis. I questioned them frequently whether they were understanding and if they needed clarification. This technique displays my dedication to ensuring that students actually understand the material and my willingness to tailor my instruction to their specific requirements. This emphasis on student comprehension is consistent with the authors' findings, which emphasize the need of tailoring training to ensure that students grasp and apply the material effectively (Rao, 2019).

In terms of oral language creation, I made a concerted effort to speak clearly and understandably. I focused on my pronunciation and intonation because it improves the pupils' understanding of the language. The emphasis on good oral communication is critical for facilitating effective learning, and this approach coincides with the authors' emphasis on conveying knowledge in a clear and coherent manner (Turko et al., 2021). In general, as a teacher, I continuously looked for opportunities to use proper English, frequently enquired about the students' comprehension, and worked hard to communicate effectively. These behaviors are critical in promoting comprehension and enabling my students' learning experiences.

Learning Management.

In terms of my first-class learning management, I have focused on setting up my classroom to be the best possible place for teaching and learning. In the lead teacher's absence, I was able to maintain the kids' motivation and interest. I promoted active student participation and set clear examples, which helped to create a welcoming and productive learning atmosphere. In those circumstances, it was clear that I could lead the student group and deal with unforeseen circumstances. I kept the group under control and carried on teaching efficiently even though the instructor responsible was not there. I demonstrated my capacity to attend to the specific requirements of each student by offering those in need of assistance individualized support. These characteristics of my teaching stick out as strong points. I acknowledge that it has been difficult to modify my classes from level A2 to A1, help kids in need, and occasionally have subpar outcomes in the classroom. I do, however, see that there is much space for development, and I'm determined to work on it to address problem areas. I provide concise answers in response to the comments given, and I correct classmates' mistakes in class. However, besides this way of providing feedback, I wasn't able to deliver proper tailored guidance that is crucial to addressing each student's unique needs and fostering their individual development. In order to motivate all of my pupils to participate in my lessons, I have assigned tasks to students at random and promoted classroom engagement. I am conscious, though, that some pupils could be too hesitant or

uninterested to talk about their struggles. I intended to put extra tactics into practice to go beyond these barriers and make sure that every kid is at ease sharing their uncertainties; however, I understand that I could do it more efficiently.

I remained committed to providing clarity and being available to help in order to establish an environment that was conducive to learning for the pupils in my second class. Even though some students struggled with motivation, I was able to establish a pleasant and willing learning environment for them and keep their interest. Because I had less experience, I went with a more conventional teaching style, which shows that I can adjust to changing conditions and yet keep the class under control. I tried to talk clearly and at a reasonable pace, considering the pupils' learning preferences and pace. I do admit, though, that there is still an opportunity to go further into the specifics of each student's learning style and modify the teaching strategy to better suit their individual needs. I addressed issues raised by students by being accessible to respond to inquiries and help those in need, all of which helped to foster a productive learning atmosphere. I also tried to allow every student to participate, including choosing students at random to respond to questions. Despite the difficulties I encountered because of certain students' inattention and lack of motivation, I demonstrated a commitment to support each student's engagement in the class. In terms of the evaluation of learning, I mostly offered feedback by fixing mistakes made on tests and in class and by offering to clarify things again if needed. The spoken comments focused on both formative and remedial aspects of students' learning, emphasizing both their strengths and areas for development.

I worked hard in my third class to establish a welcoming learning atmosphere for my students. I wanted to engage pupils right away by starting with a sentence-building task. During the primary teaching period, I used an interactive technique that allowed students to discover grammatical rules and actively engage in question creation. This method was successful in encouraging active engagement and interest in the material, which I believe is essential for establishing an optimal learning environment. The student group was not exceptionally difficult or distracting, and the small class size also aided the administration.

This made class maintenance simple, and there were no major surprises. To match the student's learning speed and style, I implemented a method of checking understanding after each exercise, including randomly selecting students to solve the exercises and adjusting the teaching style to each student's needs in terms of understanding. I asked the students if they had understood after certain exercises. Although there were few questions from students throughout the session, I recognize that I might have done more to foster an environment in which students are encouraged to raise questions in the future. In terms of measuring learning and offering feedback, I provided input both orally and in writing. I was able to improve the students' performance by giving them assignments and having them react on the blackboard. I congratulated those who replied properly and corrected those who made mistakes, contributing to improving their performance.

Reflection.

I have stressed the value of feedback in my classes, depending on research-based approaches to teaching. Following Wulandari's (2021) suggestion, I have tried to embrace the teacher's critical position as an assessor and have used a range of ways to enrich the learning process. This has included using voice notes to provide oral feedback, as well as providing reasons and extra examples to explain and improve student comprehension. This approach reflects my strong grasp of how feedback may work as a catalyst for academic success by giving students useful information about their performance and suggestions for improvement. However, I found an area that may be improved: individualized and detailed comments. This type of communication is consistent with the value of tailored feedback in encouraging active student participation and resolving student concerns (National Academies of Sciences, Engineering, and Medicine, 2018). To boost feedback even further, I may consider introducing tactics that focus on each student's particular requirements, which would increase their interest and participation in the learning process.

Furthermore, I have observed pupils who are hesitant or uninterested in communicating their issues or doubts during the learning process. This highlights the critical need of creating a compelling and exciting learning environment for all children (Shrestha,

2020). To solve this issue, I believe it is important to investigate student-centered teaching practices and to encourage good communication (Murray & Christison, 2019). These tactics may include providing a safe place for students to express their concerns and actively participate in class discussions. Furthermore, encouraging peer input and changing the teaching approach to fit the particular requirements of students may be useful techniques to overcome some students' hesitation. As a teacher, I believe it is critical to address these issues in order to provide a more effective and enriching learning environment for all of my pupils.

Methodology.

Using a flipchart or other visual tool to help students grasp prepositions of place, I encouraged English communication in my first classroom and taught English using the direct method. For example, I utilized the flipchart to show pictures of objects inside various locations when teaching the preposition "in," and I invited students to explain what they observed in English. The exercises I created had a direct connection to the goal of the session, which was to introduce students to English place prepositions. For instance, in order to support the lesson's major goal, I encouraged students to use prepositions to indicate where various things are located in the classroom. The practical use of place prepositions in everyday contexts was the main focus of these exercises, which helped students learn in a meaningful way. They were better able to comprehend and apply these ideas in English as a result. The class's exercises and teaching methods adhered to the "Communicative Competence" movement that is now popular. They promoted using place-specific prepositions in everyday speech and encouraging active communication in English. To encourage good communication in everyday circumstances, I set up an exercise where students had to use prepositions to lead a colleague. The flipchart for visual aids, worksheets for hands-on practice, and the whiteboard for notes and solutions were among the tools and materials utilized. These materials were specially selected to aid in the comprehension and useful use of place-related prepositions in English.

In my second class, I used a typical teaching style in my English classes, emphasizing English explanations and concise examples to help pupils grasp the material. By choosing students at random to respond to questions, I promoted student participation and created an engaging learning environment. When students ran into problems, they received individualized help, guaranteeing a customized approach. The lesson's goal, which centered on language connected to school supplies and the "There is/are" structure, was in line with the activities I created. These exercises in vocal communication, the giving of examples, and the random selection of students to respond to questions allowed the students to apply the material to real-world scenarios. This encouraged meaningful learning by relating the subject matter to real-world situations. Nonetheless, I understand that in order to keep up with modern trends like Communicative Competence, there needs to be an increased focus on activities that promote oral communication and engagement in English. I used the whiteboard, real-world objects (realia), workbooks, picture cards, paper, and clipboard as materials and resources. These resources improved vocabulary and grammatical structure instruction while fostering a deeper comprehension of the subjects being taught.

In the third class, I blended many approaches, tactics, strategies, and activities for teaching English in my pedagogical approach. During the session, for example, I utilized both the Audiolingual and Direct techniques to teach students how to phrase queries using "there." I gave specific examples like "Is there a coffee machine in the office?" and "Are there any good movies on TV tonight?" This enabled pupils to comprehend the grammatical structure of queries. My activities were all closely tied to the class goals. After describing the construction of questions, for example, I invited students to turn supplied phrases into questions. This enabled them to apply what they had learned right away, establishing consistency across objectives and activities. The importance of significant learning was emphasized throughout the course. I promoted active student engagement by utilizing real-world examples, such as placing school supplies on students' desks. Then I inquired whether there were any goods on the roadway, such as "Is there a pen in the street?" This

allowed students to apply the knowledge to real-life circumstances and practice language. My educational style was consistent with contemporary developments in English education, particularly Communicative Competence. Using the questions they had studied, I mimicked interactions between two people throughout class. For example, I invited two students to have a discussion, with one asking a question and receiving a positive response and the other receiving a negative response. In terms of materials and resources, I varied my tools by using exercises, realistic examples, and the use of real items in the classroom. For example, I placed actual items on students' desks, allowing them to engage with real objects and practice questions in a real-world setting.

Reflection.

My ability to teach shows a clear awareness of current trends in education, especially in the third class. I maintained my focus on integrating Communicative Competence throughout the sessions, making a particular effort to emphasize real-life simulations in student interactions in the third class. I carefully matched the material with Communicative Competence in the first lesson, which focused on active communication in English, by using real-world examples and useful applications. My capacity to adjust was demonstrated in the second class, where I balanced the use of classic and current English teaching techniques. This analysis highlights how crucial my teaching background is in fostering motivation and implementing techniques that align with Communicative Competence. Hien (2020) emphasizes that fostering a positive learning environment for communication requires inherent traits like motivation and open-mindedness. The requirement to stay up to date on current trends and employ creative ways is supported by the applicability of modern pedagogical strategies, such as novelty and adjusting to students' optimal levels of arousal (Schunk et al., 2021)

In my classes, I emphasize coherence and effectiveness when it comes to activity design in connection to objectives. The first lesson explicitly introduced prepositions of place, reinforcing students' learning with visuals and real-world situations. The second lesson emphasized my goal of achieving meaningful learning by carefully matching exercises with

terminology about school supplies. The third session was notable for how closely activities and objectives were related, and how questions were constructed right away following a thorough explanation, which proved to be useful tools for reaching goals. According to Shrestha (2020) and El Miedany (2019), motivation is an essential component of the learning environment and is inherently linked to involvement, interest, and enjoyment in activities. This relationship is crucial for students' enjoyment, well-being, and academic achievement in the context of English education.

General Reflection

I have found my experience as an English teacher to be both enlightening and fulfilling. Creating lesson plans for students in elementary and high school has been an essential part of my academic growth. These plans were more than simply a requirement for my coursework; they were also a key roadmap and compass that helped me understand what will be expected of me as a teacher in the future. Creating these plans was a practical learning experience that will never fade from my education, it was more than simply a theoretical exercise. The format of these plans provided me with a solid basis for my lessons and made it clear to me how crucial it is to adapt education to meet the specific needs of each student.

This phase involves implementing these ideas and instructing real students in a real-world setting. It proved to be an invaluable educational experience as it provided me with a hands-on orientation to the academic world. I could now see the difficulties of overseeing a group of students, especially considering the impact of the COVID-19 pandemic on teaching methods. The return to traditional classroom environments and the emergence of online education highlighted the opportunities and challenges facing modern instructors. It became difficult to maintain students' interest, complete the lesson plan within the allocated time, and handle the various problems that arose after the pandemic. I was able to refine my teaching skills and broaden my knowledge of the complexities of the modern educational environment throughout this time. Having personal understanding of students' experiences and challenges has been essential to adjusting my approach and ensuring relevant instruction.

Numerous studies have shown that the teaching process depends on a blend of innate abilities and learned capabilities. Hien (2020) and Ma (2022) have emphasized the importance of intrinsic personal attributes, such as motivation, open-mindedness, and self-efficacy, in creating pleasant learning environments and improving student results. This really speaks to my experience, since I've come to understand how crucial these attributes are to modifying training and meeting the requirements of a wide range of students. Torimtubun (2020), Berger (2018), Kyttälä et al. (2021), and others have all written extensively about the impact of teaching experience on professionalism, competence, classroom management beliefs, student involvement, and instructional techniques. Their results support my own observations and show that experience not only improves pedagogical skills but also has a significant impact on an educator's approach, confidence, and flexibility. Azizah et al. (2018) also emphasize the critical role that introspection and personal growth play in teaching. Improvement is emphasized as requiring reflective practice, critical thinking, and connections to the subject matter; these abilities are developed through more exposure and experience in the classroom.

Conclusions

During the course of the observation of school classrooms, the planning phase showed a remarkable dedication to a student-centered methodology. However, a critical observation surfaced about the lack of clearly stated course objectives, which added a layer of uncertainty to the teaching environment. It could be difficult to effectively lead pupils through an organized learning journey with this lack of detail.

In order to suit different learning styles, the observed learning management throughout the school sessions was particularly effective. It combined formative feedback, positive reinforcement, and hands-on activities. On the other hand, irregularities in speech production and occasional interruptions were seen, which calls for improvement.

Every bachillerato class that was observed demonstrated good management practices that promoted engaging and encouraging settings. While teachers showed proficiency in keeping students' attention and encouraging their engagement, The second teacher's ability to adjust to each student's unique needs was found to be lacking. Even in a positive setting, their limited flexibility could have affected the learning experience of certain students.

The school students' language comprehension has improved as a result of my regular use of English as our primary language. This consistency has made it easier to go from fundamental to more complex ideas by fostering an atmosphere that encourages active uptake. Students' proficiency has increased as a result of language immersion, making English an invaluable tool in a variety of educational contexts.

The gradual integration of the English language to school students was handled considerately, taking into account their prior exposure to the language. An environment that was favorable to language development was created by emphasizing the use of basic vocabulary and pronunciation, which made it easier for students to understand.

Because of the individualized attention provided by learning management, bachillerato students' motivation and interest were maintained even when the primary teacher was not present. Notwithstanding these successes, difficulties in inspiring certain

students were noted, underscoring the necessity for extra tactics to guarantee regular involvement from every student. Furthermore, tasks assigned at random showed specific restrictions on reaching full inclusion.

Recomendations

Setting specific, quantifiable goals for every lesson is essential to improving the planning stage of the school educational process. These goals act as a framework for guidance, guaranteeing students' learning objectives are transparent and attainable. Enhancing subject specificity during the planning process is crucial to supporting a student-centered approach. Carefully outlining covered topics gives instructors and students a thorough road map. Furthermore, it is essential to match teaching strategies with predetermined goals to foster a coherent learning environment.

Balance individual learning preferences with a reduction in distractions to achieve successful learning. Put in place concentrated refocusing techniques and regimented procedures. To create an inclusive learning atmosphere, vary your feedback by including both constructive criticism and positive reinforcement.

A thorough and targeted feedback system should be put in place by the second teacher to enhance learning management. Students will benefit from specific comments that assist them in better understanding their strengths and limitations and enable a personalized process of progress. Personalized attention will also be provided by implementing formative feedback to modify the strategy in response to students' actual development in real-time.

Maintaining English as the primary language used in the classroom is essential to solidifying language immersion. By incorporating ordinary scenarios with roles that promote English-language interaction, including role-playing games and dialogues, language skills can be applied in relevant and practical circumstances.

Implementing extra tactics that balance obstacles without overwhelming children is recommended to improve gradual immersion in the English language. Studying particular techniques that improve listening comprehension and pronunciation and successfully incorporating them into classes will enhance language learning even further.

It is advised to use extra tactics to encourage involvement and break down barriers like shyness or apathy in order to improve learning management. Participation may be greatly increased with an inclusive, motivating educational approach such as collaborative

learning. It will help to create a dynamic and interesting learning environment for everyone if certain approaches to addressing motivation difficulties are investigated.

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Annexes

Annex A. Observation sheet

Observation sheet n° class



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 N.1

1. **DATOS INFORMATIVOS:**

Docente observador: Oyuki Veintimilla Duque. Docente observado: Diana Namicela.

Institución Educativa:

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

Tema de la clase: Los colores anaranjado y verde

Objetivo: Los estudiantes pueden identificar las nuevas palabras y pronunciar correctamente el nuevo vocabulario.

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

3. **NOTAS ADICIONALES:**

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

Aspectos Positivos: (fortalezas)

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:

a. _____

b. _____

c. _____

d. _____

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 / technological tools