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Systematization of Pedagogical Experiences developed in the practice of the EFL teaching training program

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To God and savior, because he has been my support during this process, and the strength and wisdom to accomplish this goal. I also want to dedicate this work to my husband and family for their unconditional support and encouragement through my life.

Patricia.

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ABSTRACT

Teaching practice is one of the key components in an EFL training program. During this stage, novice teachers have the challenge to put into practice the knowledge in real teaching context. This work, entitled Systematization of Pedagogical Experiences, presents teaching practice experience as a pre-service teacher through the English training program at UTPL. It focuses on the deep analysis of experiences acquired during the development of different courses of practicum, in order to know how the learning practice helps to consolidate the student teacher's pedagogical practices. In addition, this work analyzes the teaching competencies, the quality of teaching pertaining to self-confidence and the knowledge needed to strengthen the skills required to teach English. The teaching practice was carried out in the city of Loja in elementary and high schools. In order to achieve this goal, the information was gathered through teaching observations, analysis of lesson plans, and English classes performed in the role of assistant and teacher-student in public elementary and high schools. The work concludes that success in teaching depends on how pre-teaching experiences help novice teachers to develop their teaching skills in a real teaching context.

Key words: Systematization*,* teaching practice, novice teachers, EFL teaching,

RESUMEN

La práctica docente es uno de los componentes clave en un programa de capacitación de EFL. Durante esta etapa, los aspirantes a profesores tienen el reto de poner en práctica los conocimientos en el contexto de la enseñanza real. Este trabajo, titulado Sistematización de experiencias pedagógicas, presenta la experiencia de la práctica docente como profesor de formación previa a través del programa de capacitación de inglés en la UTPL. Se enfoca en el análisis profundo de las experiencias adquiridas durante el desarrollo de diferentes prácticas, a fin de saber cómo la aplicación del aprendizaje ayuda a consolidar las prácticas pedagógicas de los futuros docentes. Además, este trabajo analiza las competencias de enseñanza, la calidad de la enseñanza relacionada con la autoconfianza y los conocimientos necesarios para fortalecer las habilidades necesarias en la enseñanza del idioma. La práctica docente se llevó a cabo en la ciudad de Loja en escuelas primarias y secundarias. Para lograr este objetivo, la información se recopiló a través de observaciones a profesores con experiencia enseñando el idioma inglés como lengua extranjera y el análisis de planes de lecciones; se realizaron clases de inglés en el rol de profesor-alumno en escuelas primarias y secundarias públicas. El trabajo concluye que el éxito en la enseñanza depende de cómo las experiencias previas en la práctica ayudan a los futuros maestros a desarrollar sus habilidades de enseñanza en un contexto real.

Palabras clave: Sistematización, práctica docente, docentes novatos, enseñanza de EFL.

INTRODUCTION

To become an English teacher requires not only knowledge of the language and pedagogical aspects, but also of how teaching is managed in the classroom. Brown (2001) stated that teaching English as a foreign language demands expertise and specific skills from teachers as well. That is why before becoming an English teacher, it is necessary for pre-service, student or novice teachers to be involved in guided teaching practice in order to familiarize themselves with the context where they will perform professionally. Zhao and Zhang (2017) highlighted that pre-service teachers considered different aspects of the contents and characteristics of the teaching work such as communication with students, creativity in teaching, and class management.

Teaching practice is an important stage for new EFL teachers because they learn, from experienced teachers; how to control the classroom, design a lesson plan, manage classes and time, select appropriate materials, develop the learners' proficiency level, create a friendly learning environment, and apply adequate teaching styles. Even though teaching environments are different in elementary schools and high schools, Ünal and Ünal (2012), presented in a study of 286 elementary school teachers that they, as teachers, became more experienced through the practice and grew into behavioral and institutional management since them.

Regarding pedagogical experiences developed throughout the EFL teaching program, it is important to highlight how useful it is to help future teachers to get involved in a real teaching environment. This experience enables them to gain knowledge of how to work with children and adolescents in order to create a well-maintained and organized classroom to enhance English language acquisition and to learn to minimize problems that may appear in the EFL classroom.

Therefore, the purpose of this work is to deeply analyze the organization of pedagogical experiences in order to understand the importance of the teaching practice before starting to teach professionally. The variables considered in this Systematization on

the teaching practice were: Pedagogical experiences, teaching environment, teaching practice experience, teachers' proficiency level, teaching practice skills and strategies developed through the pedagogical experiences which included observation of classes, teaching assistant and teaching English in elementary and high school. The information is presented in three sections: the first one includes the literature review, the second one covers method, and the last one presents the results and discussion based on the conclusion and recommendation that were drawn. There were no limitations during the development of this study.

Undoubtedly, this work will assist new English teachers and students since they can find significant information concerning the connection between theoretical approaches and personal experiences from relevant conditions, situations or difficulties in the educational field practice. Much of this information will prove valuable for improving their applied performance in the field. Kazemi and Soleimani (2016) considered that teacher practices need to be examined because the teacher may know their own classroom management approaches and teaching styles.

CHAPTER I: LITERATURE REVIEW

Novice and Experienced EFL Teachers.

To become an effective EFL teacher implies an endless process that goes alongside the teaching training program and even during the whole future professional life. It involves different dimensions of practice like teaching practice, reflective analysis of teaching practices, and examination of values and principles. Generally speaking, teaching is the act of helping others to acquire knowledge and facilitate student learning. For effective teaching to occur, teachers required certain characteristics such as respect for the students, enthusiasm, high expectations for all students, deep knowledge, skillful leadership, and professionalism in all areas. Mastery of the subject and the methodologies is also required. Cruz et al. (2014) claim that understanding students' diversity in race, ethnicity, and culture, and applying that understanding to work as educators helps meet many learning styles, communication patterns, and cultural subtexts.

Success in teaching depends upon the teacher's abilities to synthesize, integrate, and apply this knowledge in different situations by considering diverse conditions in order to create effective classroom environments and motivate learning. Therefore, it is necessary to mention the use of appropriate teaching methodologies, designing and selecting pertinent resources according to the students' cultural, learning, and social backgrounds.

General speaking, to teach means to transmit information to students. Teachers have a direct impact on their students and their principal role is to help students to understand and grasp theories and contents through classroom instruction and presentations. Thus the teachers' role must go beyond that for learners to achieve not only a formal education but an integral education which could guarantee lifelong learning and social commitment. Teachers should always remember that the classroom is the place where children and teenagers start formal learning (Ryan, 2013).

Raba and Herzallah (2015) claimed that the kind of teachers who have high expectations of students also have clear expectations about their own achievements as teachers, since teaching is a complex ability that requires a high degree of quality to

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empower students to meet the desired outcomes. That is why teaching demands skill, so training a teacher during their teaching practice begins to develop educational skills that are compatible with the local needs. Teacher trainers seek ways to expand what novice teachers accept as official knowledge by opening up the scope of the syllabus to include culturally relevant course materials and employing alternative activities and real-world experiences (Cruz et al, 2014).

Richards and Farrell (2005) state some goals that can help novice teachers: learning how to use effective strategies to open a lesson, adapting the textbook according to the class necessities, learning how to use group activities in a lesson, using effective questioning techniques, and applying strategies for giving learners feedback on performance.

Involving novice teachers in the teaching practice experiences allow them to develop different skills to use proper teaching methodologies. Regarding expert and novice teachers, Borg (2015) has also highlighted differences in their cognitions; experienced teachers have more fully developed schemes of teaching on which to base their instructional decisions, also, effective experienced teachers collect significant information about how their students learn. In the same way, experienced teachers expect what will happen during the lesson and respond to it. In other words, experienced teachers have a more integrated knowledge and controlled unexpected situations more easily. Pinter (2017) mentions that experienced teachers are aware of the learning capacity of children and adolescents, and their cognitive, social, and emotional development in a holistic way.

Regarding teaching, and especially English as a Foreign Language (EFL), both novice and experienced teachers require training because teaching a second language in a context where the language is not spoken is challenging. For this reason, novice and experienced teachers are required not only to know the language but also to know how to awaken students' interest. Turkan and Celik (2007) mentioned that students' interest in learning a second language is maintained and cultivated by using teaching materials such as textbooks and classroom practices, which activate students' intellectual competence to comprehend the target language and culture.

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The role of the teaching practice in teaching training.

Teaching practice is an important part of teacher training because it allows a pre-service teacher to put into practice the theoretical knowledge acquired to strengthen the teaching skills needed to become effective teachers. It refers to the practice in which an experienced teacher supervises how the novice teacher develops the pre-teaching.

Within this context in EFL teaching training programs, the Practicum is a course in which students get involved in field experiences. It allows them to observe and document how experienced teachers perform their classes. Also, novice teachers take part, to a limited extent, performing tasks as assistant teachers. Experienced teachers who work in an educational institution supervise the novice teachers' development and behavior. Alfahadi (2012) argued that mentoring, observation of veteran teachers, practical training courses, workshops, and orientation are some induction strategies that benefit new teachers. All of these practices provide tangible experiences in a real teaching and learning environment. Moreover, future teachers put into practice all the knowledge and skills that they have acquired during their college education.

In fact, the role of the teaching practice is to equip and prepare novice teachers not only in a theoretical framework but also in social and emotional development because the development and use of abilities to cope with work as an English teacher is mandatory. During the training process, novice teachers face many challenges in learning how to solve problems, preparing for unexpected situations, answering students' questions, and assimilating knowledge through experience.

Teaching practice allows teachers to cope effectively with students' difficulties related to the curriculum. Furthermore, after the teaching practice process, novice teachers may expect unplanned situations; they may have prepared a contingency plan to deal with the curriculum situation. Additionally, practice allows novice teachers to take into account all aspects in class, like distribution, size, and level, to design lesson plans (Akcan, 2016).

Pre-service teachers figure out the goals that they want to achieve through the lesson and connect the goals and materials using methods, strategies and teaching skills during the

lesson. Grasha (1994) classifies the teaching styles into five groups as expert, formal authority, personal model, facilitator, and delegator. Through experience, teachers can apply teaching strategies that promote students' conceptual understanding.

A study performed by Akcan (2016) found that novice teachers admit that teaching experience gave them the opportunity to test their knowledge and skills at different levels. It required them to deal with different students and environments. The study, carried out in Turkey, included 55 novice EFL teachers at public and private primary schools. Akcan (2016) concluded that novice teachers improve their lesson plan objectives, strategies, and resources after practice. The experience helped novice teachers to develop effective ways to use their skills and expand their understanding of education.

In addition, Koubci and Bouhacida (2016) mention that classroom observation is one possible way to form a clear idea about novice and experienced teachers in their teaching methods, and consequently to determine the similarities and differences between them. Ferris (2005) highlights that teachers will also improve their teaching effectiveness by reflecting on what works well and what does not work so successfully with students in their classes.

Students' learning.

Learning is a conscious process, which occurs in people's minds due to changes in the cognitive structure. Amineh and Asl (2015) state that learning is an active process which the learner engages in as much as the teacher. During the leaning process, as the students gain levels in proficiency, it is demonstrated that students take less time to perform activities that in the beginning were difficult.

Moreover, Kolb (2014) mentions that during the learning process the students gain experience in order to develop a clear understanding of activities. It is also mentioned that learning is not only the way to gain more information; learning is the ability to adapt proactively to the physical and social environment. Piaget, the author of the Cognitive Development theory, states that learning is not only the understanding of how the environment works, but also the relationships that the learner develops while moving into

that environment.

Formal learning happens in a classroom environment where there are many influential factors, such as physical elements including posters, banners, models, and the placement of desks or resources (Ryan, 2013). These elements develop the students' interest in taking part in the learning process. Likewise, during this learning process, as the teachers and students interact, they feel increasing self-confidence and take a progressively more conscious, active role in the learning process (Subramani, 2016).

Teaching planning

Planning is an important part of teaching. The design of the lesson plan includes detailed steps, built around a list of parameters like students' level, age, and environment, time, available materials, and methodologies. Koubci and Bouhacida (2016) state that a lesson plan is a detailed guide for teaching a lesson. It has been written step by step, encompassing the teacher's objectives, goals, activities, and the description of resources used during the lesson. In addition, the lesson plan combines participants, contents, materials, activities and time, in order to set up the objectives. Mustikawati, Rasid, and Haryanto (2017) state that a good lesson plan fulfills the stated class objectives. Therefore, to guide teachers in the organizing of materials, assessing, analyzing and considering the best in resources, strategies, and styles, it is necessary to fix clear objectives in the lesson.

Ferris (2005) claims that the lesson objectives identify and highlight what knowledge and skills students are going to acquire and be tested for at the end of the lesson. Sykes (2016) adds that good lesson plan design helps teachers to provide clear purposes in order to aid students' learning. Similarly, planning helps teachers to identify individual lesson purposes, mapping backward from learning goals. Zhang (2017) writes that teachers planning decisions contain many elements correlated with a corresponding teaching action in the classroom. Ferris (2005) also states that teachers will be most effective when they justify lesson planning choices with direct reference to the course objectives. It is important that the teacher considers the institution and individual students' goals at the time of planning, as this allows the teacher to analyze the effectiveness of the lesson by reflecting

on what works well, what does not work, and what needs improvement.

Teaching English as a foreign language (EFL)

Curriculum designed for monolingual or bilingual learners aims to support general education in different areas such as motivation and solidarity by developing thinking, social and creative skills in the context of language learning ("English as a Foreign Language", 2016). In Ecuador, for the purpose of teaching a foreign language, it is mandatory for teachers to display proficiency with two main skills: an advanced level of language fluency and the ability to carry out methodologies according to the necessities of the class.

The core strategy for teaching EFL in Ecuador is the Communicative Language Approach, which is primarily concerned with interaction and communication. The content and integrated learning techniques which covers the language with the culture and the cognitive aspects that language requires. It is a learner-centered approach, Larsen-Freeman and Anderson (2001) mention that solving social problems in small and large group activities helps students to socialize and develop their ideas.

Additionally, Sadeghi (2008) lists a few types of participatory approaches to internalize knowledge, which are passive participation, participation in information giving, participation by consultation, functional participation, interactive participation, and self-mobilization. These types use two elements: group work for discussion and public speaking.

Methodologies, Strategies, Techniques, and Materials.

The success of the teachers relies on how well the educator is using their teaching methods, strategies, techniques, and materials. Mixing methods improves teaching; educators are not limited to use of a single method. By combining methods according to the needs of the class, the teacher can effectively develop infinite teaching techniques and strategies.

It is important to highlight that the use of modern methodologies is vital because it provides teachers with improving principles, rules or procedures to teach different student levels and behaviors for any subject. Herrell and Jordan (2012) claim that it is mandatory for teachers to stay up to date on all the ways in which various methodologies can be applied or

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adapted in the classroom because they play a vital role in teaching.

In the same way, it is necessary to mention that modern electronic resources provide innovative and adaptive methods designed to cover the students' needs, such as time or distance. As a result, accessibility options change. Modern technology can help teachers easily stay in contact with students where it was previously difficult. As the limitations of space and time are deleted by technology, teachers can conduct students through the use of new technologies, such as classroom chat boards or forums and video recording, which allows teachers to guide students' learning and behavior with much greater effectiveness without worrying about time and distance. One good example for teachers is the Wiki, a kind of website which permits students to build and edit a webpage's information. "Wikis are powerful in the classroom because students can create and edit their work, and then published instantaneously to their chosen audience" (Herrell & Jordan, 2012, p .287). It is necessary to mention relevant aspects of the most used methodologies as of publishing. They are:

Grammar translation method (GTM).

The Grammar Method highlights that the use of mother language (L1) and is recurrent in teaching. Through this method, students learn and memorize the grammar rules from the target language (L2), but communicative fluency is not usually developed (Abdrado, 2014). The literal translation of literary passages is always used to teach vocabulary and meaning. Activities like word list translation, memorization of grammar and vocabulary, the use of the vocabulary in sentences are some of the activities that are used to teach L2.

Direct method (DM).

Interaction between teachers and students is highly involved in this method. The four major skills; writing, reading, listening, and speaking are developed through activities. Learners are engaged in the second language through the use of visual materials and grammar demonstration of the target language. By the use of examples, the teacher explains the grammar rules without seeking help from the native language (Abdrado, 2014). Activities like the use of literary passages according to students' level, the recognition of the

grammar construction, paragraph writing in which students are asked to write are included to teach L2.

Audio-lingual method (ALM).

In this method, the teacher drills students in the use of grammatical sentence patterns by repetition, inflection, replacement, and restatement. The language is taught through the use of language models such as tapes or videos to encourage students to imitate the target language as quickly and accurately as possible. In addition, new vocabulary and structural patterns are taught through the use of examples in dialogue (Abdrado, 2014). The teacher uses some activities like dialogue memorization, in which the students use mimicry and applied role-playing to learn through imitation. Students are involved in repetition drills, following models as quickly and accurately as possible. Chain and transformation drills are also used where the teacher provides a sentence the student must change into something else. For example, a statement which should be turned into a question.

Silent-way method (SW).

According to Abdrado (2014), in this method, students are responsible for their own learning. Students learn autonomously, independent from the teacher. Language learners develop their own inner criteria for correctness and selecting linguistic choices. Grammar rues are introduced in activities as word charts, where students talk more than the teacher and students are encouraged to correct their own mistakes. To apply this method, it is mandatory to use meaningful context for each exercise and provide resources for the appropriate interpretation.

Communicative Method (CM).

In this method, students have the opportunity to build cooperative relationships with each other. This makes language negotiation more meaningful, and students are engaged in lots of activities to expose their ideas (Abdrado, 2014). Identifying differences is one of the activities that teacher may use. Students describe different versions of an image that has been slightly altered. In addition, teachers can use games such as disagreement, where

students provide different answers to the same question. Another activity is a three-words game where students use three words as verbs in a sentence.

The communicative approach is one of the most used new methods in recent years for teaching language. However, with new and emerging technology, there are new trends with regards to teaching, which include the combination of different approaches supported by technological tools. One of those trends is the flipped classroom, which will be described below.

Flipped classroom (FC)

This method promotes attendance and keeps students and teachers engaged and focused. Students learn about a new topic online, and then in class, they hold a discussion. Tolks et al. (2016) mention that the goal of the Inverted Classroom Model is a shift from passive learning to a more involved learning model in the classroom phase in order to accelerate the acquisition of more demanding competencies such as analysis, synthesis, and evaluation. The activities developed in this method can be short lecture recordings, which are created in-house educational clips. Other forms of content display are also possible online, e.g., scripts, books, and text extracts. Learners with different learning styles can benefit from different methods using the same material. Gardner (2006), as cited in Manning and Bucher (2012), writes that curricular decisions should be first based on the standards of the community and their cognitive development represented by multiple intelligences, which are: linguistic, logical-mathematical, body-kinesthetic, interpersonal, intrapersonal, musical, naturalistic, and spatial.

Focusing on learners, Oxford (2003) writes that teachers, as well as students, use learning strategies and techniques to enhance students' second language learning. Additionally, some conditions are required in relation to the strategy concerning the second language assignment at hand: the strategy appropriate for the particular student, teacher strategies and links that construct an enjoyable learning environment.

Finally, teaching resources play a significant role as the use and design of materials like flashcards, posters, course books, videos, songs, role-plays, and games lets teachers

present the lesson, support their classes and reinforce students' independent work. Abdrado (2014) highlights the necessity to integrate the four skills (listening, reading, speaking and writing) because most learning comes from day to day experience and the use of a set of activities which integrate one skill with another. Cruz and Vera (2016) mention that good teachers learn how to integrate teaching resources and their use according to the learner's needs.

Teachers and student´s motivation.

The motivation for teaching and learning plays an important role in the classroom environment. Students have specific purposes for learning. The approach that they will be motivated toward is one that will help them see progress towards their goal, and the teachers' role is to determine how those goals are set. Students feel motivated when the teacher reminds them how each activity helps students to move through the goals. Satya (2008) mentions that students will be motivated in the sense of progress by scheduled evaluations the teacher uses to register results about students' progress. However, the important factor to maintain and increase is the students' motivation in developing different activities like social interactions which help students to enjoy learning in real situations. Santrock (2011) claims that motivation involves the processes that energize, direct, and sustain behavior; they are placed in four groups: behavioral, humanistic, cognitive, and social. Behavioral perspective emphasizes external rewards as key in determining a student's motivation. Humanistic motivation in education promote students' interests in the class and enhance good teacher-student and student-student relationships (López, 2007). Cognitive motivation helps students replace their negative, self-defeating thoughts with healthier, more self-fulfilling ways of thinking (Henscheid, 2015). Abdullah and Al-Mofti (2017) in their study evaluating 60 students from the English departments of two different universities, found that students' motivation had a significant correlation between the social factor and students' goals, because they wish to appear competent in society and especially in business. These goals are connected with their intentions to learn English.

On the other hand, it is important to take into account teacher´s motivation. If teachers are not motivated to teach, the most probable outcome is that their students will become unmotivated to learn a second language. Bier (2014) claimed that the psychological characteristic required to analyze a teacher's motivation is co-adaptation, which is basically how the teacher adapts to a new classroom environment, and this kind of change may lead to transforming motivation for their students, as well. Similarly, vital importance is the teacher's cognition, referring to what teachers know, believe and think. Reid and Scott (2013) mention that teachers are also affected by emotions toward the teaching environment, students or textbooks, which play an important role in teaching motivation and class teaching management.

Previous studies about teaching practice.

EFL teachers are not all the same; they are different in many features. Teachers who have more years of experience are not the same as teachers who just entered the teaching career. Presented below are some related studies.

Koubci and Bouhacida (2016) mention the use of various research instruments to gather information, such as observations and teacher questionnaires handed to six teachers divided into two groups. The first group was composed of teachers with less than 3 years of experience and the second group was teachers with more than 3 years. The findings demonstrate that experienced teachers show a difference in their repertoire of knowledge compared to novice teachers who need time and experience to assemble the knowledge and use it in practice.

They concluded that novice and experienced teachers often face unpredictable situations where their work is analyzed and the teachers, themselves are judged and evaluated by more experienced teachers or directors. This is compounded by the reality of heavy assignments, difficulties with students and teaching as a profession. For that reason, Koubci and Bouhacida suggest that new teachers need practical and educational supported from more experienced teachers.

Another study conducted by Larenas, Hernandez and Navarrete (2015), focused on beliefs English teachers hold about teaching and learning English. In this study, the participants were sixteen secondary school English teachers. Their native language is Spanish and their ages range between 35 and 55. All of the participants were English teachers who have gone through at least five years of formal training at a university level. Teachers' proficiency level in English was at least upper intermediate or above at the time of the study, and their teaching experience varied from 12 to 32 years. They all worked in the urban public school sector in Chile. Researchers used a questionnaire with eight questions in a semi-structured interview, and administrated a survey with twenty-two questions. The survey covered teachers' views on their role as teachers, students' roles in the teaching and learning processes, and the selection and application of assessments, contents, materials, and resources. In addition, various categories were presented: use of English in EFL lessons, role of the teacher, role of the student, teaching components, materials and resources, EFL activities and learning aims; and the subcategories are: contents, teaching methodologies and assessment, the role of the teaching and learning context, role of the language curriculum, and the relationship between the language curriculum and the course book contents. The results of this study show that beliefs fixed in inexperienced teachers' semantic memory as cognitive and affective constructs hold different degrees of priority depending on the professional, academic or personal experiences that formed them.

A study, conducted by Roos (2015), was focused on teacher cognition, through a qualitative case study of teachers' cognitive development as experts through the process of gaining experience teaching English as a Second Language (ESL). Three forms of data gathering were used to capture and compare the flexibility of change over time: in-depth semi-structured interviews, classroom observations, and stimulated recall. There are three tentative conclusions. First, based on the characterizations of expertise, the teacher has developed into an expert teacher during the course of their teaching career because he or she demonstrates the characteristics of an expert outlined in prior research. Second, the author describes expertise as fluid, automatic, and instinctive. The "knowing how" and

"knowing that" of teaching are integrated into an innate and spontaneous system in which teachers respond to classroom events based on their "hunches" or "intuitions" and often struggle to describe in detail exactly why they made certain judgments in a given situation. Third, the researcher examined possible changes over an experienced teacher's career span based on the teacher's reflections about how their teaching has developed. The findings shows that the most salient and important development of a teacher is the change in attitude.

Alhamad (2018) conducted a study on 150 novice teachers who were surveyed and 5 teachers that were selected for semi-structured interviews. The goal was to examine the challenges that novice Saudi Arabian EFL teachers face as they transit into their first teaching jobs, and to determine the novice teachers' support from a formal induction process. Research findings reveal those novice teachers are confronted with many challenges that obstruct their development as new teachers. The most salient challenges deal with low English proficiency students and managing the negative attitudes of students toward learning English. Unfortunately, it was found that many novice teachers have left their pre-service training with very limited knowledge and skills for dealing with real teaching contexts. It is concluded that mentoring and observing veteran teachers is a favorable strategy, which helps novice teachers reduce the challenges they face in their first year, followed by other strategies, such as tracking attendance and intensive practical training courses, workshops, and orientation.

Chapter II: Method

Setting and participants.

The teaching practice was carried out in an elementary school and high school located in the city of Loja. The participants included the researcher, as a pre-service English teacher registered in the EFL training program, and the EFL teachers of the institutions where the teaching practice was performed. The elementary school and high schools were public institutions and the group of learners from the classes were teenagers under sixteen years old and children under nine years old. The researcher performed as an assistant teacher teaching English in classes of approximately 25 students in the elementary school and 40 students in the high school. The classes started at seven o'clock and ran for a period of 45 minutes. In some cases, at the high school, the class period was two running stages, meaning 90 minutes per class.

Procedure

The systematization of the teaching practice is analyzed considering three stages performed during the pedagogical experiences throughout the EFL teaching training program in the different practicum courses. In the first stage, I observed 10 English classes in the elementary school and 10 in the high school in order to learn from experienced teachers how English classes were performed. I used an observation sheet that contained items related to teacher development and effectiveness in teaching, which includes methodologies, techniques, management of contents, time, and rapport with students; these items were compared and contrasted between novice and experienced teachers. In the second stage, I participate as an assistant teacher with 5 different experienced English teachers. I helped in the classroom, sharing didactic materials, such as worksheets and posters, also making groups and collecting class activities. Finally, in the last stage, I designed lesson plans to teach as the primary teacher in the elementary and high school. To develop the lesson plan design, I applied the knowledge acquired from related methodologies and other areas. I set objectives, chose topics according to the students' level and age, and I prepared activities to measure the students' learning.

In order to gather information and to reflect on the teaching practice, it was necessary to collect data through observation and journals to keep track of the pedagogical experience as an assistant teacher and as a teacher. Additionally, to develop the lesson plans, it was necessary to analyze the contents and teaching theories learned in the classroom to set clear goals and develop activities and materials that were used during the lessons.

CHAPTER III: RESULTS AND DISCUSSION.

This section shows the analysis of teaching observations, lesson plans designed by novice teachers and the analysis of the skills acquired by the novice teacher through teaching practice, as well the reflection on pedagogical experience.

Observations of experienced EFL teachers.

Regarding teaching experiences as an observer and novice teacher, the following paragraphs detail the teaching development of ten experienced English teachers. Also are presented the teaching observations carried out in elementary and high schools.

The first teaching observation was carried out in the elementary public school. The teacher taught at the pre-school education level. 20 students attended this class, which started on time. At the beginning of the class, the teacher used the Audio-lingual method, adjusted to the students' level and age. During the activity, the students participated in choral repetition. Didactic materials like flash cards were adapted for students' level and age, also the teacher used visual objects to provide language support.

From my point of view, in the first observation, the teacher organized the lesson very well and all English lesson activities were linked during the class development. This first teaching experience was exciting as it allowed me to observe how the teacher performed the class and how it was managed. Ovando and Combs (2018) mention that language lessons engage students in social interactions and collaborative learning. The teacher interacted with all students and she had good rapport with them. An important aspect learned was that teachers must know the students' name in order to control the class. Throughout that class, it was evident that the teacher was an expert at managing the class, developing activities that caught the students' attention and controlled the students' discipline.

The second observation was developed in a class with 16 students of pre-school education. The teacher started the class on time. In the beginning, the teacher used a warm up exercise, a song called "Hello", which engaged the students' attention; the kids were excitedly singing. Moving through the lesson, the teacher used real objects in order to make the learning experience more memorable. The topic for the lesson was shapes and colors.

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After showing the didactic materials, the teacher used a work sheet with shapes for students to compare and contrast the similarities and differences of the shapes and their colors. Finally, it was perceived that the teacher spoke in a clear and well projected voice, maintained eye contact with the students, and called the students by their names to encourage participation. The use of real objects during the lesson enabled students to internalize the new information more easily. Moreover, the grammar translation method was used during the lesson because the teacher used real objects and gave instructions using the dominant language or L1.

From that teaching experience, it was learned that the real objects used when teaching helped the students to memorize and internalize a real experience with the language. As Piaget (1936) states, the students in a second stage assimilate information but do not understand the concrete logic and cannot manipulate all of the information that they receive. As a novice teacher, it is important to know how children learn and how they assimilate information in order to design and use appropriate didactic material.

Moving to the third teaching observation, the teacher started the English lesson by introducing the topic using a song, called "when the cows get up in the morning." Through that song, the students identified farm animal sounds. By using the song, the teacher caught the students' attention, inspired them to remember, repeat, and memorize the animals' names. Lastly, the teacher used didactic materials, such as flash cards and the whiteboard to draw some farm animals and their names.

The teacher knew the song very well and taught the students good pronunciation. On the other hand, the students were able to understand the new vocabulary; the meaning and the pronunciation of each word.

As an observer, my favorite part of the lesson was when the children sang, recognized, and memorized the new vocabulary. The methods that teacher used during the lesson were Communicative Approach and Audio-lingual method. The teacher used the target language during the whole class and encouraged students using choral repetition.

Finally, it is necessary to highlight a particular strength the teacher had incredible patience to control the unquiet students.

Regarding the fourth observation, the topic for this class was "how many in all". Before the class the teacher played the song "Head, shoulders, knees and toes." The teacher encouraged students to sing along as they acted out the song. In the beginning of the lesson, the teacher asked five students to come the front and had the rest of the class count them. On the other side of the classroom, the teacher asked two students to stand up. They joined the other students and the rest of the class counted them again. The teacher repeated the activity with different groups, then handed out the students' books. In the book activity, the students counted the number of fingers in a picture and wrote the number in a box. The method that the teacher used was Total Physical Response; the group activity engaged students' attention and the teacher encouraged students to participate in choral repetition. In addition, the teacher's behavior and enthusiasm were excellent and he had a positive tone of voice. As a novice teacher, I think that strength of speaking is important because students pay more attention, understand and learn how to pronounce the new vocabulary correctly. At the end of the lesson the students were grouped, group by group the teacher gave feedback. It was observed that at the end of the lesson the teacher motivated the children to sing the song "say goodbye", which most of the children remembered the lyrics to and sang. As an observer, it was a pleasure to share with the children during this English lesson. I also made a personal note to use most of the activities of this lesson for my own English lessons.

The last observation analyzed in this section was developed at the elementary school. Before starting this class, the teacher prepared the teaching materials; firstly, pasting two pictures on the blackboard, one with fruits and the second one with vegetables. When the class started, he asked them questions about the products in those pictures using the L2. He used the questions "What are these?" and "What is it?" Most of the students did not understand the question, so the teacher repeated it several times. Some of the students answered the question using the L1. Then the teacher projected a cartoon video about fruits

and vegetables, which he played three times, twice at the beginning and once at the end of the class. The teacher paused the video in certain places and asked the students, "Is it an apple?" they watched and answered with "Yes, it is" or "No, it isn't". It was noticed that few of the students answered the questions during the class activity. Through the video the teacher resented the new vocabulary. The method that teacher used during that lesson was Audio-lingual, but as an observer, I noticed that the teacher was not at all familiarized with the lesson plan and some of the instructions were not clear. It was noted that the teacher only superficially knew the topic that he taught.

Regarding the classes observed in high schools, I have to say that during the first class observed, I felt really nervous because the students are different, they have a different behavior and more questions about the target language. In other words, the teaching environment is different, since adolescents are different from children, and thus teaching must be addressed differently.

The teacher started the class late, used a video to introduce the topic, which was called "too and enough". Most of the students were evidently not interested in the topic and some were even doing homework from other classes. The teacher asked few different questions, but the students answered them by using the L1. Then the teacher used a whiteboard and markers as didactic material. She used the board to draw some examples of the uses of "too" and "enough," also explaining that "too" and "enough" indicate the degree of quantity and modify adjectives, adverbs, and nouns.

The teacher knew the vocabulary and the grammar structures very well and her pronunciation was really good. Additionally, the students were engaged with the lesson because the teacher provided them a lot of examples. To encourage students' participation, she asked for extra examples, so the students provided them. At this time, the teacher corrected the student's mistakes and provided feedback. The students were too confused at the time to use "too" and "enough" successfully. During this class, it was observed that as the teacher was moving through the lesson, she presented the target language and the new vocabulary and then motivating the students to reciprocate using the target language.

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The most interesting part of the lesson was when teacher encourage students to presented more examples, she used the examples to give feedback. At this time, the students were engaged trying to provide correct sentences, they tried to use in correct way the learner grammar rules, which was a positive aspect of the class because the students were talking more than teacher, and the teacher was controlling them.

During the second class observed at the high school, the teacher wrote some sentences on the board using the present simple, then explained the grammar construction of the present simple verb tense. She explained the use of the verbs according to the subject pronoun and spelling, and explained the rules for third person singular.

An important point that caught my attention in that lesson occurred when the teacher motivated student's participation and production. She encouraged them to make sentences using the vocabulary that they already knew. Ovando and Combs (2018) mention that during the process of formal teaching of language according to the standards, the acquisition of the oral and written systems to ensure academic success in the second language must be included.

Regarding this observation, I noticed that the teacher presented the information in context and provided extra vocabulary. When providing feedback, the teacher grouped the students in order to evaluate their development. I was really pleased to see how the students were practicing and using the L2. It is important to mention that the teacher's development was really good. I must use the most of the activities that this teacher used in order to create a good class environment and a good teaching development.

In the third class observed at the high school, the teacher started 10 minutes late. The objective of the class was to teach vocabulary related to musical instruments. The teacher dictated vocabulary words including the names of musical instruments to the students. To begin the class, the teacher asked questions like: "Damaris, How do you say guitarra in English?" He received answers like, "It is a guitar." Throughout the lesson, the teacher used the student book in order to teach and reinforce the new vocabulary; the students read and labeled the musical instruments with their correct descriptions. Then, the

teacher explained meaning of those words by using flashcards and by writing examples on the board.

Finally, the teacher used a game called "the hangman", he described how many letters the word had and he wrote at the board only one letter of the word. Students had to guess one letter at a time to complete the whole word but if the letter was wrong, the teacher drew the hangman shape by shape. Concerning the teacher's behavior and expertise, he knew the vocabulary very well and spoke about the topic and taught it perfectly. Additionally, his loudly and clear voice created a good class environment. On the other hand, the student's learned and identified the names of the musical instruments. Most of the class was taught by using communicative approach.

In the fourth class observed, the teacher used didactic materials during the lesson, such as a whiteboard, markers, and video. The teacher started the class by presenting a cartoon about family members in order to introduce daily routines and the things that students' do every day. The objective of the class was to teach students to identify action verbs and daily actions. The class was taught by using the Grammar Translation Method to introduce the grammar structures of the lesson. As the teacher explained the use of the verb according to the subject pronoun in the sentence, she wrote two examples "My mom wakes up at 5 o'clock every day," and "My sister and my brother wake up at 7 o'clock every day." She emphasized the verb used in both sentences and she wrote more examples using different subject pronouns and other verbs.

During the last class observed in the high school, it was noticed that the teacher's behavior was good, she was very patient and comfortable with the students. She used a good tone of voice to explain the topic, and she performed the class clearly and understandably. The teacher's rapport with students was excellent because she called each student by his or her name. The objective for this lesson was that students learn action verbs. The teacher started the class using an activity called the alphabet brainstorm, in which she divided the class into groups to list the letters of the alphabet in a column in their note books. Then, she gave them five minutes total to write one word starting with each

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letter. At the end of the activity, the teacher asked what words they wrote. The students were excited and engaged during the activity. Next, the teacher introduced some action verbs and displayed some flashcards, as a success indicator students produced sentences by using action verbs. The teacher provided them a worksheet with some grammar exercises in order to assess students behaviuor. From this class observation, I noticed that it is necessary to provide as many examples as possible because students can learn the use of the target language. I think that it is really mandatory for students produce and practice all the vocabulary learned.

In conclusion, it was really worth observing EFL classes in both elementary and high schools. I learned a lot from the experienced EFL teachers. I became aware of situations that could happen, as uncertain situations inside the classroom occur frequently in a real teaching context. Students' behavior and discipline, and the class observations let me to understand that the knowledge of different methods and how to combine them enable skillful teachers to address students' necessities and to create enhancing learning environments.

Once I have described the classes observed will be compared in terms of how the content and time were managed, rapport, methodology, and speech.

The following observations are compared on three levels of quality. "Excellent" denotes the achievement of the skillful use or application of methodologies and skills considered effective and the full implementation of a high standard of education. "Good" indicates the adequate application of methodologies and skills considered effective; the teaching demands of the class were not fully met. "Needs Improvement" shows the teacher did not effectively apply most of the methodologies or techniques learned during the teaching development and considered effective. Any standard for education was effectively ignored through lack of attention or skill.
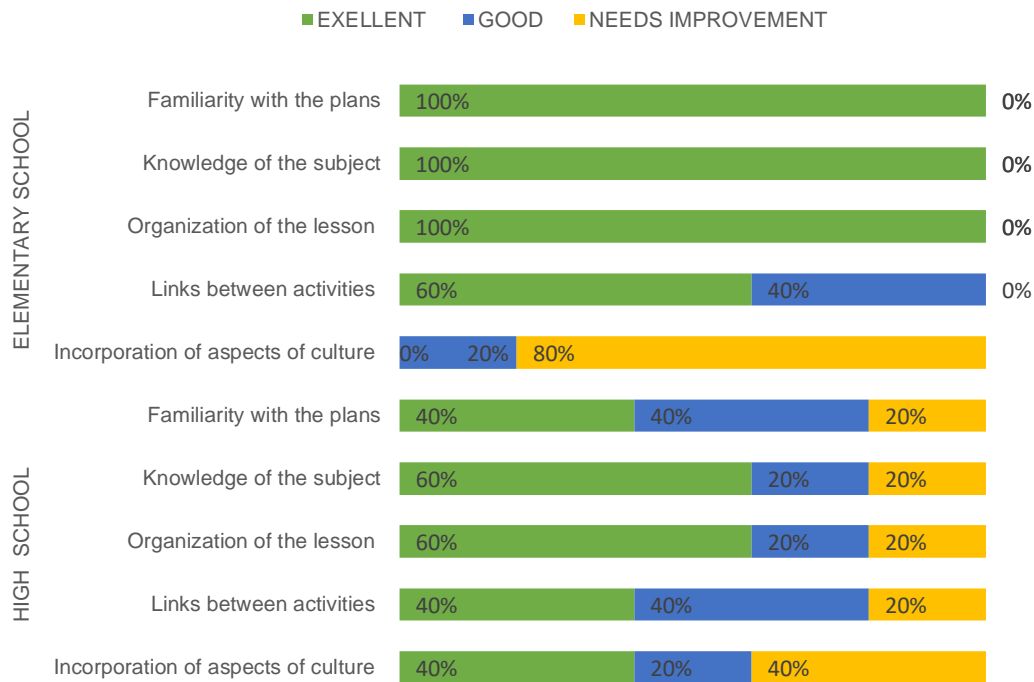
Graph 1. Subject management content.
Author: Silvia Patricia Arias
Source: Observation of experienced teachers

Graph 1 shows that all the experienced teachers observed in the elementary schools demonstrated excellent knowledge of the content and excellent organization of their English lesson. To be precise, the results show that 3 out of 5 teachers demonstrated excellent connection between the lesson activities. On the other hand, 2 of the 5 teachers demonstrated good planning and sequencing between activities, and 4 teachers needed to develop additional activities incorporating culture in their English lesson.

Concerning the way content was managed, all the experienced teachers were excellent, but they did not incorporate cultural aspects into their English lessons, which is very important when teaching a language.

Meanwhile, in the high school, 3 out of 5 teachers were excellent at organizing the lessons and planning the content of the subject. Likewise, only 2 out of 5 teachers were excellent at organizing the English lesson plan, linking the activities skillfully, and incorporating cultural features like holidays, celebrations, and customs. Turkan and Celik (2007) claim that the use of teaching materials is necessary in order to maintain and

cultivate students' awareness of the target language and culture. In addition, 2 out of 5 experienced teachers were good at linking the activities and were familiarized with the lesson plans. Only 1 teacher out of the 5 was good at incorporating cultural aspects, organizing the English lesson, and familiarized with the topic. Finally, it was found that in the incorporation and improvement of cultural aspects, the way teachers organize the lesson and link activities within the lesson, and the knowledge of the lesson subject need to be improved by numerous teachers.

With regards to the classes observed in high school, most of the experienced teachers need improvement in the management of the subject content: vocabulary, grammar structures and incorporation of aspects of the culture in the lesson planning. From the data collected, it was deducted that it is mandatory that teachers be familiar with subject and clearly determine the organization and activities that they will use in the English lesson.

The study carried out by Larenas, Hernandez and Navarrete (2015) adds that each individual EFL teacher has a teaching approach; each teacher acts out their own beliefs and involves the students in a change, as the language curriculum suggests innovations to improve teaching.

The results in the elementary school show that the experienced teachers are excellent in the management of the subject contents. One of the factors is the easy topics that are taught, and on the other hand, the topics to teach at the high school have a higher level of complexity. That is why teachers need to develop activities and strategies that help them to improve the quality of the subject management in the class.
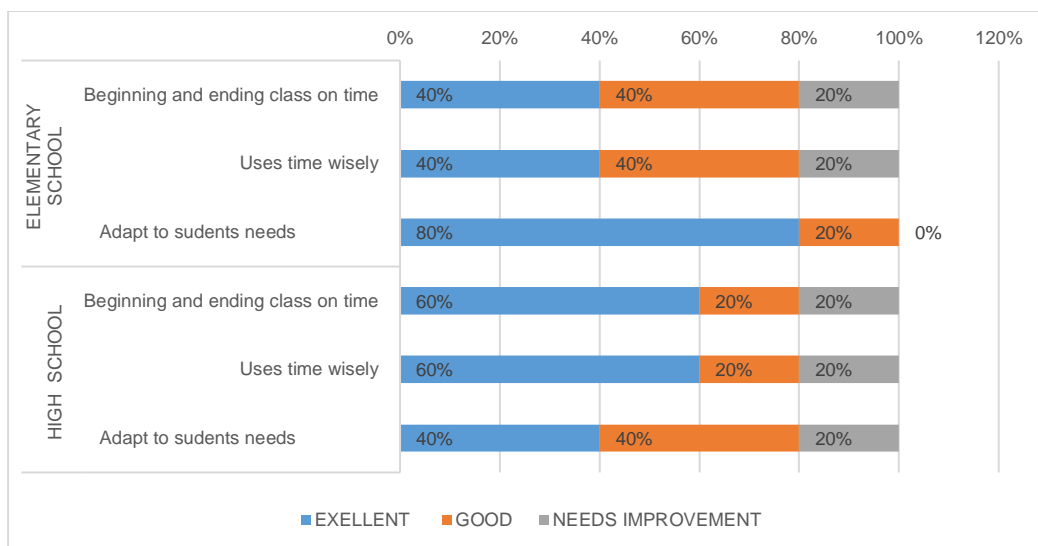
Graph 2. Time management.
Author: Silvia Patricia Arias
Source: Observation of experienced teachers

In regards to time management performed in class by experienced teachers in the elementary school, graph 2 shows that 80% were excellent in the adjustment of timing according to the students' needs, and 40% were excellent beginning and ending the class on time and using the time properly. On the other hand, 20% of the teachers showed the need to improve time management skills.
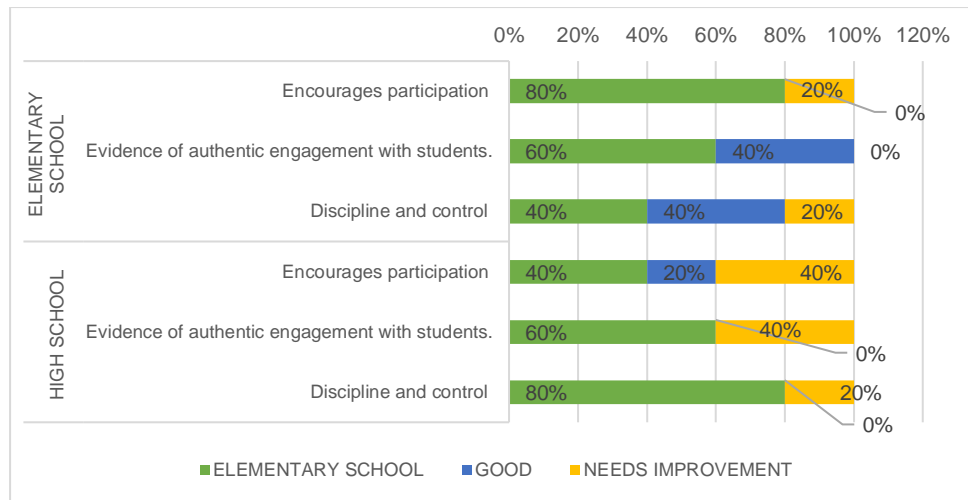
The experienced teachers at the elementary school were excellent in time

management skill, and the time for each activity was adjusted according to students' needs,

but a few of them need improvement in this area.

Concerning time management at the high school, graph 2 shows that 60% of the

teachers were excellent at beginning and ending the class on time and using the time

properly during the whole class, and 40% of the teachers adapted the time according to the

student needs. On the other hand, 20% of the teachers show the need to improve all

aspects of the time management skill.

The results collected show that most of the experienced teachers at the elementary

school and high school were excellent concerning time management skills but a few of them

need to improve in all areas.

Koubci and Bouhacida (2016), after completing 12 sessions of classroom

observations, concluded that experienced teachers and novice teachers did not deal with

some factors appropriately; they did not manage the time available for activities and either could not finish or begin important activities during the English lesson.

Graph 3. Rapport
Author: Silvia Patricia Arias
Source: Observation of experienced teachers

The results in graph 3 describe teacher rapport with students. The outcome reveals that at the elementary school, 4 out of 5 teachers were excellent at encouraging students to participate during the lesson, 3 teachers were excellent at engaging students during the class, and 2 teachers were excellent at controlling the discipline.

Regarding the teaching observation most of the teachers in the elementary school shared excellent rapport with students.

Concerning rapport at the high school, 3 teachers showed excellent skill at managing classes and controlling the class, 3 out of 5 teachers engaged well with students, and 2 out of 5 teachers were excellent encouraging students to participate during the lesson. On the other hand, some of the teachers need to improve their skills to create excellent rapport in class.

The results collected through the observations reveal that in elementary as in high school, it is mandatory that teachers develop rapport with students in order to facilitate the establishment of discipline.

Printer (2017) mentions that teachers help students to learn by offering good class environment. It is important that teachers engage students in a real social interaction to reinforce the bond between the theories learned and the environment that they face.

Graph 4. Methodology
Author: Silvia Patricia Arias
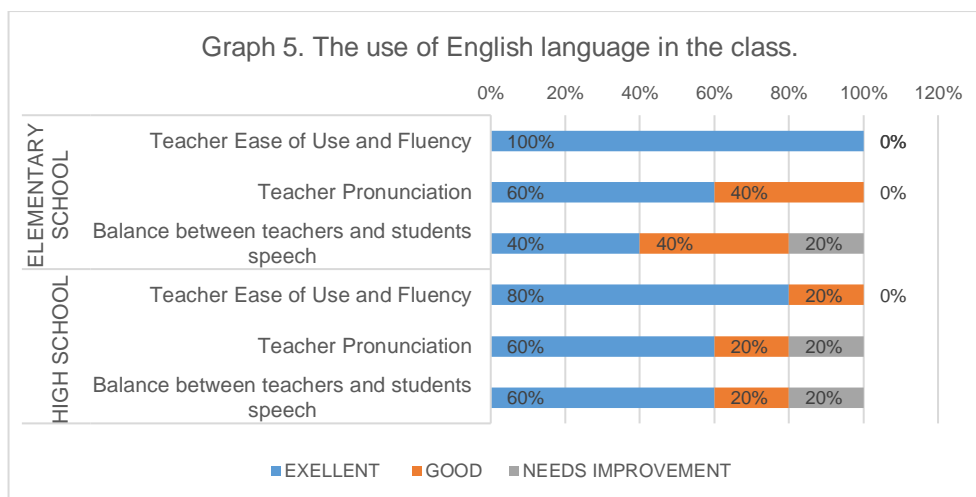Source: Observation of experienced teachers

Graph 4 shows that 100% teachers in the elementary school were excellent at designing didactic materials according to lesson objectives, 60% of the teachers were excellent at providing feedback during the activities, eliciting students' responses, using Standard English during the lesson, and maintaining eye contact with students. 40% of the teachers were excellent at using relevant teaching methods, using drills and activities, and their voice was loudly and clearly in the classroom, but only 20% teachers were excellent using correction strategies. To increase their learners' language interchangeability, teachers need to help students move between the native language and target language (Teba, 2017). On the other hand, 40% of the teachers need to improve in the use of Standard English

vocabulary respect to spelling grammar and pronunciation. 20% of the teachers need to improve in the use of teaching methods during the English lesson.

At the high school, 80% of the teachers were excellent at using Standard English related to spelling, grammar, and pronunciation, and they were effective at correcting spelling mistakes. Vázquez and Ellison (2018) state that teachers may modify their language in the Content and Language Integrated Learning class; they can modify their language by speaking more slowly, using synonyms or antonyms, or altering the length of pauses. 60% of the teachers were excellent at providing feedback in each activity, designing the teaching materials according to the lesson objectives, using appropriate examples in each activity, and using the teaching methods and activities in the lesson according to students' level. 40% of the teachers were excellent at eliciting answers and maintaining eye contact with students. Moving from this, 20% of teachers need to improve their skills in the use of methodologies, materials, activities, giving feedback and corrections during the English lesson.

From the teaching observations, it was evident that it is necessary to use the teaching methods, activities, resources as much as possible to teach a second language. Sultan (2013) claimed that sometimes more than one method is linked to bringing out practical language production and gaining the desired results in the EFL lesson. In addition, Richards and Farell (2005) mention that for novice teachers, it is important to incorporate new strategies in the classroom, supervising and monitoring student progress to get feedback of the effectiveness of the methodologies as much as possible.

Through the teaching observations, I learned that most of the techniques and methodologies used by experienced teachers were excellent, revealing the effectiveness of correcting students' mistakes.

Graph 5. *The use of English language in the class.*
Author: Silvia Patricia Arias
Source: Observation of experienced teachers

The results in graph 5 show that in the use of the target language during the lesson in the elementary school, 5 teachers, (100%) were excellent at using fluent and easy words during the English lesson, 3 out of 5 teachers, (60%) were excellent in the target language pronunciation, and 2 teachers, (40%) were only good. 2 teachers, (40%) developed an excellent balance between teachers and students speaking but 1 teacher (20%) needs to improve in that aspect.

Meanwhile, at the high school, 4 teachers, (80%) were excellent using the target language but 1 teacher, (20%) needs to improve in the use of the language during the lesson, 3 teachers, (30%) were excellent in the pronunciation; they maintained an excellent balance between teacher and students' speech, they used elicitation rather than explanation also giving feedback in groups or pairs, whereas 1 teacher, (20%) need to develop an excellent management use of the English language in the class.

The results reveal that most of the teachers at the elementary and high schools were aware of how much the teacher speaks in class; most of them created work groups and gave feedback in pairs, some used activities where interaction patterns were varied. In order to manage the use of target language during the lesson, teachers used their speaking skills to help students' pronunciation and participation.

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Teaching experience as a teacher assistant.

In this section, the teaching experience is presented as a teacher assistant in five different classrooms. All of the teachers had a considerable number of students, and there was a mixed population of boys and girls in each classroom. During my role as assistant, the main teacher of each class gave me instructions to perform some activities in order to help them during the lesson. In this stage, I had to assist with different activities such as taking attendance, handing out books, notebooks, and drawing and writing on the board for the teacher. In some of the cases, I was exposed to several teaching lessons at once.

During my first class as an assistant, I was really nervous. I wondered if the students would collaborate and pay attention or be distracted by my presence in their classroom. The teacher gave me a few minutes to introduce myself and tell them about my purpose in the class. I was not familiarized with the activities within the class period, but I helped the teacher giving out books for the students to complete some activities.

In the next class, when the teacher introduced me, she explained why I was helping her and how long I would stay and help. After that, I introduced myself, told the students my name, age, and where I come from, and then helped the teacher by organizing groups and controlling the discipline.

In the third class as assistant, I took attendance, to which most of the students responded by using the L1, but I encouraged them to answer by using the L2. During the practice as assistant, I distributed worksheets, provided instructions, and explained the meanings of new vocabulary words.

Developing the fourth class, I helped the teacher to write the grammar rules for the simple present on the board. I also drew a picture to represent where the simple present tense is placed. Lastly, I wrote a list of regular and irregular verbs.

For the last class, I helped the teacher with a warm up exercise to introduce the class, instructed the students to write vocabulary words about the holidays on the board, and then I explained the topic for that class to them. At the end of the class, I wrote the homework for the next class on the board.

Reflecting about my experience as an assistant, I learned how the teaching process is developed. I did not worry about students' behavior or giving homework. Instead, I focused on learning during my supervised time in classes with fewer responsibilities.

Teaching experience as a teacher.

Concerning my teaching experience in the elementary public school as a teacher, I will present the analysis and evaluation of five lesson plan designs to teach in the elementary and high school. First of all, during my teaching practices as a novice teacher, I had to design lesson plans in advance. The lesson plans were designed around one or more language skills which should develop in children and adolescents; according to the Ministerio de Educacion (2017), it is mandatory that we, as EFL teachers, take into account the five threads that support students learning in Ecuador, which are: communication and cultural awareness, oral communication, reading, writing, and language through the arts. This helped me to establish the contents of the class, clear the goals of the TEFL assessment, apply different methodologies, design didactic materials, choose appropriate strategies and techniques to give instructions, anticipate possible problems, and be organized in class.

My first teaching class was developed at the elementary school. The class had a total of 20 children ages 4 to 5, and I started this class with a game called "duck- duck- goose." I spent 15 minutes developing that activity, then I used some flash cards to teach about "The Toy Box." The vocabulary for this lesson was, teddy bear, ball, doll, car, robot, and dinosaur. The children participated in choral repetition, then they worked in their own student books, placing stickers according to the shape and color. I spent 10 minutes on this activity. Then, following the lesson plan, I presented the students with a song called "my fancy toy box." The children pointed in their books with their finger at the picture that they heard the word to and tried to sing along, but they were not able to pronounce the new vocabulary words correctly. I repeated the song three times. 10 minutes were used for this activity. Finally, as a success indicator, I asked student by student the name of one toy using the flash cards. The methods that I was using during this class were Grammar Translation and Communicative Approach.

At the second class that I taught in the elementary school, there were 19 children, the content taught was professions, and the new vocabulary included words like: doctor, mail carrier, dentist, vet, nurse, and firefighter. As an introductory class, I used a big book with a story, which was about people performing their professions. The children were really engaged looking at the big book. The new vocabulary was very difficult for some of them, and they got confused between the doctor and nurse because their clothes were so similar. After that, I asked about the main points of the story. During the English lesson, I did not take into account the student's discipline; in this class I had three unquiet students, who were not interested in the topic and who were talking and playing during the whole class while I was teaching. It was a kind of unexpected situation because this was my second class. From this lesson, I learned that it is necessary to prepare extra didactic material in order to work with that kind of unquiet students. I used Grammar Translation Method, because most of the students got confused when trying to identify the use of the infinite article "the," as in "the doctor" and "the nurse." I used the Communicative Approach because by using L1, I asked them about their parents' occupations. I made groups to give feedback using L2.

For the third teaching practice, done at the elementary school, there were 30 students from 6 to 7 years old. The topic for this class was clothes. As an introductory class, I asked them about their clothes. Then, I described what I was wearing: a white t-shirt, blue pants, and a blue jacket. Students began looking at their clothes, using the L1 to participate. During the grammar explanation I used flash cards of clothes. I said and wrote the name of each article of clothing and the students repeated each word using choral repetition. During the grammar practice, worksheets were used, in which the students needed to color the clothes and complete the missing letter in each word. During the third teaching practice, Total Physical Response was used; the students followed the stages provided and then used the same grammatical paths to produce the target language. I learned from this class that it is necessary to know the students behavior because the students in this class were learning to write; it was a situation that I was not aware of when I designed the lesson.

Developing my fourth teaching practice at the elementary school, the lesson was about games and there were 25 students, 8 to 9 years old. As an introduction, I used a big poster about animal playing games, like a board game, frisbee, hide and seek, hopscotch, and marbles. The grammar taught was the present continuous; I taught about actions that are happening now. The objective in this lesson was that students learn the names of some games, practice expressions to use in games, and review the present continuous to talk about what people are doing.

Moving through the lesson I noticed three unquiet students who were making noise. I think that they were not interested in the English class. With the rest of the class, I shared the name of some games, and they had to guess what action or game was performed by the animals on the poster. The students raised a card with the name of the game, and at the end of the activity, I corrected the students' mistakes, performed the action of each game, and the students guessed the name of the game.

Concerning the grammar, the presentation introduced some verbs like play, throw, chase, run, catch and touch. The grammatical construction of the present simple was described, along with the use of the subject + the verb to be + the verb + ing. Then, the students wrote the verbs in their notebooks and I provided them with a table of data divided into verbs, the present continuous of the verbs, and their meanings. I provided some examples using the same verbs, and then asked for more examples. I noticed that the three students that were making noise were drawing different things in their notebooks. I felt really angry and frustrated, because I put all my energy into teaching them.

For my fifth teaching experience, which was developed at the elementary school, there were 6 students of 4 to 5 years old, and the subject taught to them was colors. To introduce the topic, I used my computer to show them a video about colors, a cartoon with animals. The young students enjoyed that class, and moving through the lesson, I used six balloons, each with a different color. I gave the students the balloons, which they were so excited play with. I asked each student, "What color is your balloon?" They answered blue,

red, green, and yellow. At the end of the lesson, I gave them some worksheets, in which they had to color shapes according to the color of the balloon that they had.

In summary, during my first year of teaching practice, I was nervous, especially in the first teaching class, because I had never taught in an elementary school. During my first teaching practice as the main teacher, I learned that it is necessary to use lots of supporting materials such as audio, video, posters, pictures, and real objects, and that it is necessary to move quickly between one activity to the next one in order to maintain the students attention. During this teaching practice, I noticed that I was using a teacher-centered approach, in which the students are passive receivers (Garrett, 2008). Since I directed all classroom activities, on the other hand, was simpler to provide rules and routines. I used the Grammar translation method, Audio-lingual method, and Communicate Approach, and for all of these, it was necessary to project my voice when speaking. During some of my first classes, I did not project my voice correctly. Additionally, I realized that it is mandatory to remember the students' names because it helped me to control them; when I called all of them by their names, I was able to engage with them, involve them in the lesson, and ask them questions.

During my second year of teaching practice, I had the opportunity to develop my teaching practices at the high school. I would like to mention that I was very anxious and nervous, because I had to teach students at a different level of education and growth. In this case, there were teens, so I had to ensure I managed the class properly. Some of the students were tallest than me, and my age and height made me look like another teenager in the class. As a result, I thought that teaching them would be impossible for me. I was conscious that the students are able to perceive when somebody is nervous, especially the teacher.

In my first teaching class at the high school, I taught 13 students, 15 to 16 years old, and the grammar topic for this class was simple present. The activity for the class was story time and the objective for this class was that students would be able to recognize new vocabulary words related to fantasy, such as evil, brave, fair, and sword, and at the end of the class, they would be able to use the simple present in their sentences. Throughout this

lesson plan design, I anticipated problems because at this age, teenagers ask questions about how the target language is constructed and how to use the vocabulary words correctly. As a solution, I used as many examples as possible in order to enable the students to understand how to produce correct sentences and how to use the new vocabulary correctly. In this class, I applied CLT because y tried to present them as much as possible examples.

In this class, I learned that teens are curious, not only about the language, but also about me; they asked me why I was teaching English and how I can love the subject, because they hate it. For my part, it was a good opportunity to explain to them that a new language is not only grammar rules, it is also a new culture and a big stepping stone to other places around the world.

As a novice teacher, this experience allowed me to realize that to be a teacher is not only to know about the subject and how to perform the class, but that it is also about the teacher's rapport with the students, and how the teacher makes a creates a motivating environment that encourages students to learn a new language.

Through my second teaching practice, I learned a few different things. Because the students' behavior was intermediate level, teaching during this period was more relaxed than my first experience and for this class, I designed a lesson in order to teach them how to construct informative questions. The topic for this lesson was "make me say yes," and the objective of this lesson was that students apply their knowledge by making conversation about real situations. They were assessed using a class activity where students had to write a short imaginary story by using questions. In this class I anticipated a problem: that students may be shy at the time to read their stories for whole class. To my surprise, during the class development, a confident environment was created, and as a result, the students were very pleased to share with the whole class. During this class I felt more relaxed. Throughout this teaching period, the experienced teacher or main teacher was observing my teaching development and at the end of this class, she gave me some suggestions. She said that it is necessary to show a strong attitude at the begging of each class in order to gain

student respect and that it is necessary to develop some degree of authority for some unquiet students.

In my third teaching experience at the high school, I taught a class of 35 students, who were 14 to 16 years old. In this class I taught superlatives, and my objective at the end of the class was that students would be able to describe places using superlatives. I chose a few countries in order to teach superlatives like big, old, clean, long, interesting, famous, popular, and expensive. To introduce the new topic, I a big map was used. The students were asked to locate certain countries and use superlatives to compare the population, size, places for vacations, and other qualities. In this class, most of the students were interested, but only three students were fluent using superlatives. From this lesson, I learned that can be beneficial to make groups because they can share the workload and learn from one another in a cooperative learning environment. Moreover, it was easy to provide feedback group by group, because there were five groups of 7 students, instead of 35 individual assignments.

The fourth teaching practice class was aimed at teaching students to summarize key points in order for them to classify information in a graphic organizer. To introduce the topic, I used a PowerPoint presentation to demonstrate how to make the graphic organizers and how to classify the main ideas. I presenting a song, which I played twice for the students to get the main ideas while they listened, and in the meantime, I set up posters on the board. Each poster was numbered and included one of the main points of the song. The students worked in groups to organize each idea in the correct sequence.

In this teaching experience, I learned that when the students are exposed to the target language as much as possible, they are able to understand and copy the grammatical paths more easily. For this class, I used the Direct Method, which allows students to perceive meaning directly through the target language; translation was allowed because of the low level of knowledge of the students.

The last teaching practice that I performed during my teaching practices was in a class with 40 students from 14 to 16 years old. The topic for this class was cognates and the

goal for this lesson was that students identify the cognates and be able to use them correctly. As an introductory class, I had the students brainstorm ideas about words with similarities from English to Spanish, then I explained the definition of the cognates and provided a worksheet with the definitions and some examples of true cognates and false cognates, such as: map- mapa, crocodile – cocodrilo, and family – familia; and embarrassed –embarazada, carpet – carpeta, pan – pan, and dinner – dinero. Later, by using a computer, I used them a PowerPoint presentation with pictures of false and true cognates to enable the students to internalize the meanings of the new vocabulary words. From teaching this class, I learned that when the teacher provides the didactic material according to the necessities of the students, like pictures, audio, and posters, the students are able to understand the meaning of the vocabulary words quickly and easily.

Finally, by performing teaching practice at the high school, I learned a lot and strengthened my teaching skills. Before that, I was really insecure and nervous, but during the development of the teaching classes, I actively learned from each lesson how to design and develop future classes. I can say that at the end of my teaching practice at the high school, I was totally positive because I understood the real world application of what I had learned about teenagers' development and behavior. Being in contact with the students allowed me to develop a real teaching lesson and helped me affirm my decision to become an English teacher. Similarly, during my teaching practice, I was able to evaluate the quality and relevance of the teaching resources and didactic materials that I used during the lesson.

In general, after the teaching practice, I was able to realize what my own teaching style is and familiarize myself with the issues of education, and I learned how to perform the role of an English teacher properly. I also learned how to become a supporter, provider, authority, and most importantly, to be a friend for my students. In addition, during my teaching practices, I learned how to design activities in order to maintain the students' interest throughout the lesson and take into account the students' necessities. All the knowledge I acquired during the teaching practices helped me to understand the teaching and learning process. All of the theoretical knowledge I had learned was a great foundation

when trying to design the lesson but it was not enough. Thanks to the teaching practice, I was able to observe the theory in a practical, real world application. Practice and theory are two equally important factors to prepare lessons focused on developing students' reading, writing, listening and speaking skills. The use of activities to develop those skills was mandatory, and I used drilling activities, role-play, audios, videos, and reading for that purpose. On the other hand, I was aware of the resources and activities that I have to make routine; for the beginning of each lesson, I greeted the students, took attendance, and reviewed the rules of the English class with them.

After the practice, there are some things that I would change in my execution of each class. For example, the distribution of time, the tone of voice, rapport with students, statement of objectives the language objectives, and extra information I collect from different sources, such as web pages and books.

Finally, I used several different methods during my teaching practices, which were Grammar Translation, Total Physical Response, Communicative Language Teaching, and Audio-lingual. However, an important aspect that I learned was that the teacher should create situations where students may be motivated to practice the L2, provide website pages, applications, and cooperative learning opportunities by making groups where students may practice reading, listening, and writing.

Now that my teaching experience has been described in detail, I will analyze the lesson plans in terms of the lesson planning, goals, objectives, and teaching of the lesson.
Lesson plan.

A lesson plan is a guide for teachers during the class. Ferris (2005) mentions that the organization of the lesson plan may take any form; it depends on, the teacher's teaching style, and step by step chronology of classroom events. Additionally, lesson planning involves setting goals and developing activities and materials that will be used during the lesson. In the following paragraphs, lesson plans designed by novice teachers are discussed. The data analyzed is presented with a qualitative description.

The information about lesson plans gathered and presented in the next three graphs was assessed based on three levels of quality. "Proficient" describes a good design involving the application of learned methods and techniques. "Developing" indicates a plan troubled by occasional failures common to beginners, but showing clear signs of development due to practical experience. "Basic" refers to a design riddled with inconsistency and obfuscation, utilizing few or none of the skills supposedly learned from teacher training.
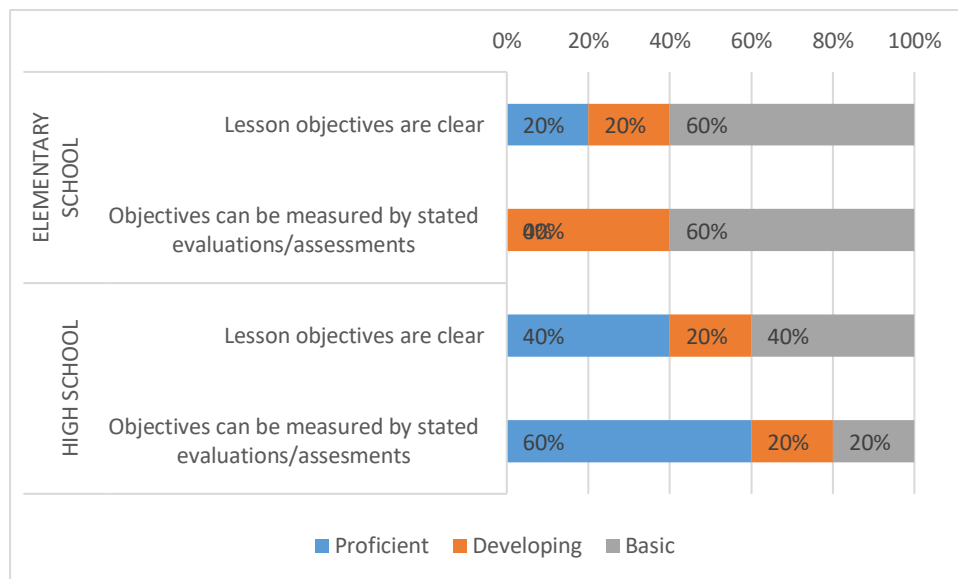
Graph 6. Lesson goals and objectives
Author: Silvia Patricia Arias
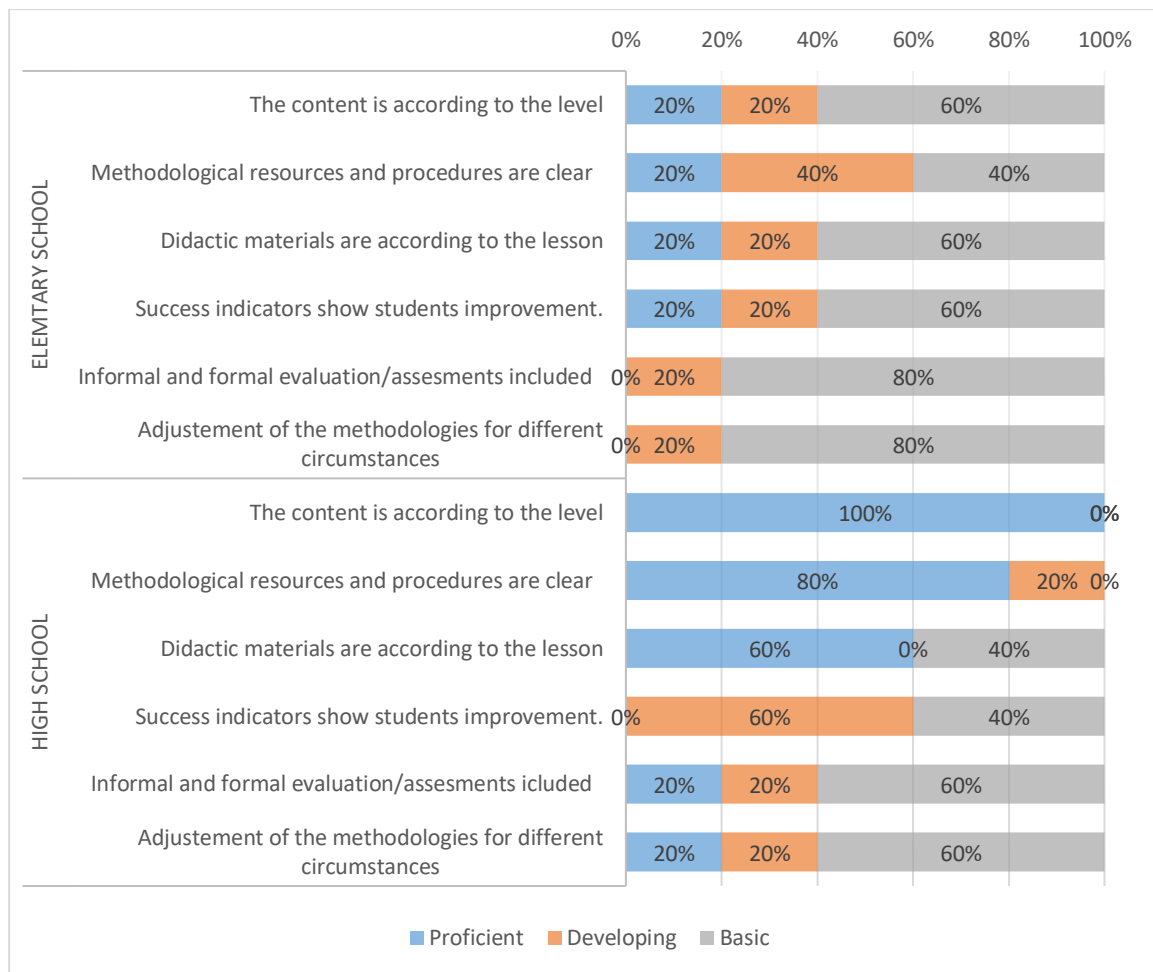Source: Novice teacher lesson plans

The results of the lesson planning analysis in graph 6 show that at the elementary school, 60%, equivalent to 3 lesson plans analyzed, were basic and simple because the assessments did not measure the objectives and the same percentage of lesson plans do not have clear lesson objectives, while the remaining 40%, a set of 2 lesson plans, show they were developing assessments to measure stated objectives. Only 20%, equal to one lesson plan, proficiently described the lesson objectives.

According to the evidence obtained from the analysis of the lesson plans, one lesson plan has clear lesson objectives, while four of them were not clear, and in none of the lesson plans could the objectives be easily measured through the activities planned.

In addition, of the lesson plans designed at the high school, 60%, a figure that corresponds to 3 lesson plans, were proficiently designed because the objectives were

measured by stated evaluations, 20%, which describes one lesson plan design, was evaluated as just developing assessments that measure the objectives and 20% (one lesson plan) was rated basic; assessments and evaluations did not correlate with the objectives. In the same way, in 40%, corresponding to the analysis of three lesson plans, the objectives were clear and proficiently constructed, 20% (1 lesson plan) were developing clear and effective objectives and 20% (1 lesson plan) had very basic stated lesson objectives.

The results provided was evidenced that in most of the lesson plan designs, the objectives were not well detailed and did not measure the students' knowledge. Moreover, most of the lesson objectives were not clear. It was observed that this was because of failure to connect each step during the lesson plan development. From this, it is possible to deduce that the most difficult part of planning the lesson is setting the goals and objectives. Ferris (2005) mentions that the lesson objectives specified in a syllabus identify what knowledge and skills students will acquire by the end of the course.

Graph 7. Teaching the lesson
Author: Silvia Patricia Arias
Source: Novice teacher lesson plans

According to the results in graph 7, 100% of the high school lesson plans were designed with content based on the educational level of the students. 80% of the lesson plans proficiently described the methodological resources and procedures clearly, while the remaining 20% were developing. 60% of the lesson plans proficiently used didactic materials according to the lesson and 40% evidenced a very basic level of skill in that area. Similarly, 40% of the lesson plans indicated only basic skill using success indicators to show student improvement, but 60% show developing skill, with no proficient use reported. For inclusion of informal and formal evaluation/assessments and adjustment of the methodologies for different circumstances, 20% of the lesson plans demonstrated proficient use, 20% exhibited developing skill, and 60% of the plans showed only basic skill in their use.

Meanwhile, at the elementary school, 60% of the lesson plans examined demonstrated very basic skill and 20% each showed developing and proficient skill in ensuring the relevance of didactic materials, using success indicators to show student improvement, and designing content according to the students' level. Concerning the methodological resources and procedures, 40% of the lesson plans were basic, 40% developing, and only 20% demonstrated proficient skill. Lastly, 80% each of the lesson plans examined showed basic skill adjusting methodologies for different circumstances and the inclusion of formal and informal evaluations/assessments, while 20% each were developing, and none demonstrated proficient skill.

Ferris (2005) mentions that it is mandatory that teachers understand how to include materials, balance activities, manage time, and so on to help students meet course objectives. Through the lesson plan analysis, it was noticed that novice teachers do not detail step by step processes to achieve the goals set or specify what activities were used to show what students learned after the lesson. Moreover, there was little evidence of good methodological resources and procedures. The lessons should involve some degree of variety in terms of task type and international styles (Ferris, 2005).
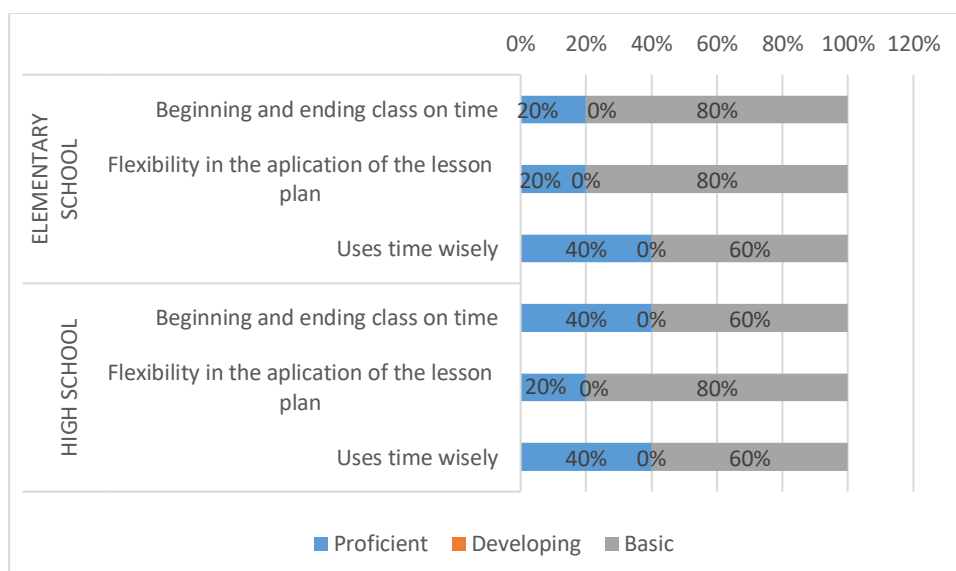
Graph 8. Time management
Author: Silvia Patricia Arias
Source: Novice teacher lesson plans

Graph 8 shows 80% (4 lesson plans) of the novice teachers were not flexible in the application of the lesson at the high school and 20%, which represents 1 novice teacher, demonstrated proficient flexibility in the application of the lesson plan. Similarly, 60% of the teachers only met the basic requirement for starting and ending the class on time, and 40%, 2 teachers, were proficient. Finally, 60% of the teachers, equivalent to 3, were rated basic because they failed to design and execute a lesson plan that distributed the time wisely, but 40%, 2 teachers, were proficient in the distribution of time for each activity.

At the elementary school, with 80% of the lesson plans, or 4 of the novice teachers, only met basic requirements for flexible application of their lesson plan and 20%, 1 novice teacher, and exhibited flexibility in the application of the lesson plan. Furthermore, 80%, representing 4 teachers, were rated basic for not starting and ending the lesson on time and 20%, one novice teacher, was proficient at beginning and ending class on time. Lastly, at the elementary school, 60% of the novice teachers were rated basic because they did not manage the time wisely, but the remaining 40%, 2 teachers, kept to the lesson plan, such that activities were engaged on time.

It was observed that in each class, the teacher has a lot of unforeseen situations; every day a teacher learns how to manage time for each activity. The teacher, as a main character in the classroom, develops the ability to create, improvise and adapt activities to create a good learning environment.

Finally, teachers must have a vast set of skills to succeed in their professional field. A good teacher might master content knowledge but a teacher who processes the knowledge and knows how to communicate it clearly is more effective. In addition, experience is an important element when teaching. Despite having less practical experience, it is possible a teacher who learns to master interacting with their students may more effectively communicate the emotional and intellectual material of the lesson than one with greater master of the subject itself and less communicative skill.

CONCLUSIONS

After having reflected in my own personal teaching experience through this systematization, I concluded that for novice teachers it is necessary to face the real teaching environment and to observe experience teachers in order to learn step by step how to become a teacher. By doing this teaching practice I could become aware of the different methodological and pedagogical issues to be considered when planning lessons and managing classes based on students' needs.

Success in teaching depends on how the English class is organized. Also the teaching practices helped me to be familiarized with the lesson plans and the activities. Facing as assistant, I learned that it is necessary to know how the English lesson is organized also I could become aware about the contents, time and how it is managed.

From the real English teaching environments, I confirmed and reinforce the fact that the use of teaching methodologies is mandatory, also the use of contents according to the students' behavior. In the same way, I could become aware about the use of didactic material, all material must be considered according to the topic and the student level. Finally, during the teaching experience I become aware of the need to familiarize with a specific teaching method or to link methods and strategies in order to deal with a different class environment, it helped me to adjust methodologies for different circumstances.

RECOMMENDATIONS

My first recommendation for novice teachers is to get involved during all observation process as taking notes or recording audio about everything in side of the class, also I recommended pay attention and take notes as much as possible about how the experienced teacher manage the students and how to use the teaching methods and strategies though the experience.

Another recommendation is that during the time as assistant the systematization process facilitated to enlist all stages where the novice teacher gained experience and reinforce the knowledge, it let the new teachers to analyze the circumstances in any given situation and how to deal with them in the future.

My last recommendation deals with the English environments. Begin an English teacher for that period of time, I learned the meaning to be coherent at the moment to set the objectives for each English lesson, the objectives must be the main ingredient of each teacher because the new teacher can measure stage by stage the students' behavior, also I during my teaching practice I was familiarized with the communicative teaching method because that method helped me to connect students with the target language, also they interacted one with another.

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ANNEXES

Data analysis of student teacher observations

1. Excellent
2. Good
3. Needs improvement

The data analysis takes account of the most significant points about how experienced teachers develop their EFL class.

	Teacher 1	Teacher2	Teacher 3	Teacher 4	Teacher 5
Subject management content	1	2	3	1	2
Familiarity with the plans					
Knowledge of the subject					
Organization of the lesson					
Links between activities					
Incorporation of aspects of culture					
Time management in class					
Beginning and ending class on time					
Uses time wisely					
Adapt to students needs					
Rapport					
Encourages participation					
Evidence of authentic engagement with students.					
Discipline and control					
Technique/ Methodology					
Maintains eye contact					
Clear voice/ voice projection					
Effective structure of drills/ activities					
Uses relevant teaching methods					
Standard English					
Elicitation of students responses					
Effectiveness of corrections					
Uses examples: simple, clear, precise, and appropriate.					
The material is focused on stated objectives					
Provides feedback					
The use of English language in class					
Teacher Ease of Use and Fluency					
Teacher Pronunciation					
Balance between teachers and students speech					

Data analysis from lessons plan

1. Proficiency
2. Developing
3. Basic

The data analysis takes a count the success or failures of lessons plan made by novice teachers.

NOVICE TEACHERS LESSON PLANING

	Lesson plan 1	Lesson plan 2	Lesson plan 3	Lesson plan 4	Lesson plan 5
Lesson goals and objectives					
Lesson objectives are clear					
Objectives can be measured by stated evaluations/assessments					
Teaching the lesson					
The content is according to the level					
Methodological resources and procedures are clear					
Didactic materials are according to the lesson					
Success indicators show students improvement.					
Informal and formal evaluation/assessments included					
Adjustment of the methodologies for different circumstances					
Time management					
Beginning and ending class on time					
Flexibility in the application of the lesson plan					
Uses time wisely					