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Systematization of pedagogical experiences

**TRABAJO DE TITULACIÓN**

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2019

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## **DEDICATION**

I dedicate this work in a special way to God, for giving me the strength to complete these studies, to my parents Alex and Gisella, for their unconditional support during these years in the course of my career that with their words of encouragement did not let me fall to continue and always be persistent and also fight and fulfil my ideals. To my brothers Gabriela, Joshua and Belén for giving me their support and wisdom throughout the career, for being with me and always giving me words of encouragement when I felt I could not do it anymore. And to my colleagues, whom I met during these years of university.

**Gisella Alejandra Vallejo Chávez**

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First of all, I thank God, who during these years has given me the wisdom and strength to fulfil the stated objectives and to be in the last part of my career.

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## **ABSTRACT**

The present work entitled the Systematization of the activities developed in the teaching and learning process in the teaching practices of the IPAC Educational Unit Abdón Calderón, Samborondón Particular Institute of the province of Guayas - Ecuador, of the 2016-2017 school year, whose objective is to evaluate the results obtained during the teaching practice, the activities and the resources employed as the substantial elements of the teacher's class plan and in this way reorient, ground and innovate the professional performance of the teacher in practice. The techniques used in this research work for the collection and analysis of information were bibliographic research through reading and summary or paraphrasing to present an original text, and field research technique through observation. It is concluded that some of the elements and characteristics of the class plans used in the teaching practice are respected and are consistent with the corresponding structure. It is recommended to organize the activities of the process stages with their respective didactic resource and mental operation required.

**KEY WORDS:** Didactic Process, teaching Practice, teaching-learning, systematization instruments.



## RESUMEN

El presente trabajo titulado la Sistematización de las actividades desarrolladas en el proceso de enseñanza y aprendizaje en las prácticas docentes de la Unidad Educativa IPAC Instituto Particular Abdón Calderón, Samborondón de la provincia del Guayas - Ecuador, del período lectivo 2016 - 2017, cuyo objetivo es el evaluar los resultados obtenidos durante la práctica docente, las actividades y los recursos empleados como los elementos sustanciales del plan de clase del docente y de esta manera reorientar, fundamentar e innovar el desempeño profesional del docente en práctica. Las técnicas utilizadas en este trabajo de investigación para la recolección y análisis de información fueron la investigación bibliográfica mediante la lectura y el resumen o paráfrasis para presentar un texto original, y la técnica de investigación de campo por medio de la observación. Se concluye que algunos de los elementos y características de los planes de clase empleados en la práctica docente se respetan y va acorde a la estructura correspondiente. Se recomienda organizar las actividades de las etapas de proceso con su respectivo recurso didáctico y operación mental requerida.

**PALABRAS CLAVES:** Proceso didáctico, práctica docente, enseñanza-aprendizaje, instrumentos de sistematización.

## INTRODUCTION

The present work has as general objective to evaluate the results of the teaching practice based on the analysis of the didactic process stages, activities and resources as elements of the class plan to reorient, base and innovate their professional performance; the specific objectives are to organize the activities and resources according to the stages of the teaching-learning process contemplated in the didactic plans of the teaching practices; characterize the stages, activities and resources in the planning of the teaching-learning process; identify the strengths and weaknesses in the planning of the teaching-learning process from the stages, activities, resources and innovations in the teaching practice.

The research project was carried out in the Bilingual Individual Education Unit Abdón Calderón where I made the experiences both in school and in High School. Having the experience of practicing English classes with students gives me the possibility of knowing mistakes, faults that can be improved during the course of the race.

In chapter I, I describe the main aspects of teaching and learning, modern methodologies, strategies, techniques, materials. It is analysed the communicative competence by definitions given by Canale and Swain. The teacher's roles, the motivation and its roles in language teaching are examined to be able to contribute to the students' success.

Chapter II represents the methodological section where the contextual framework of the population is presented, the methods and techniques used that facilitated the research. At the same time, the design used and the resources that were necessary for the realization of the project as materials and involved are manifested.

Chapter III describes the results, analysis and discussion of the present systematization work. The organization of the learning activities developed in the teaching practice is presented, where the textual details of the activities with their respective didactic

resources that were made during the planning of the teaching practice are presented. There is the discussion of the results obtained, stages of the didactic process and the didactic resources.

The purpose of this investigation is to involve the students and teacher in real life settings where both participants can be familiarized with the different aspects of teaching. I have the opportunity to apply my knowledge I had acquired and help me to get familiarized with the educational system in Ecuador.

**CHAPTER I**  
**LITERATURE REVIEW**

### *What is teaching?*

According to the Oxford, English (Oxford University Press, 2018), dictionary definition, teaching is a profession, occupation or work as a teacher. Teaching is the moment when people make interventions to help another people to learn things. It is known as a process of attending people's needs, feelings, and experiences and make interventions to help them. Nowadays the word "teaching" is wrapped up with the schools but not always the word teaching and school are coming together.

Harrison, (2007). *Discover the story of English*. Retrieved from <http://www.oed.com/view/Entry/198345?rskey=veP5NC&result=1&isAdvanced=false#eid>

We can say that we are all teachers in some way at some time, for example, if I have a son and I want to teach him drive a car, I am a teacher in that moment.

When we talk about education, it is a matter that is known as the concerted sharing of knowledge that is organized with provision of stimulus to the psychological and intellectual growth of people by another people. Some people see the teaching as an instructor-centred activity in which knowledge is transmitted by someone or something who has that knowledge. It is a transmission the art and science of making easier student's construction of meaning and understanding. (Bantjes, 1994)

We must distinguish teaching from other activities, but how? We must remember that teaching is more than everything said before:

Holding the hand of a kid and tell him that everything is going to be fine, this case shows that a teacher acknowledges every student, while grading papers entering grades, giving makeup test, helping a student with a particularly difficult math problem. At this point we are allowed to say that teaching makes you able to listen caring parents and consequently, they gave you thanks for the tireless work and receiving gift cards at the end of the year from students which provide joy to the teachers. Teaching is to care about how explain the subject deeply and make it easily accessible to everyone. Teachers always are educating even if they are

not in the school and their work does not never stop. In addition of teaching subjects, they teach values and love. They do not only worry about the students learn the subject, they care about life failures and successes of many individual students. Teaching is art. (Viera, 2008).

Some people confuse teacher with “instructor”. On one hand, the instructor gives instructions in the performance of a task. They give specific directions in algorithmic like sequences to people who have to learn a procedure. On the other hand, in the educational matter, it should be dedicated to teach people on how to think and how to do things automatically that would support their success in thinking. (Bransford, 2006)

Measured in terms, the world’s oldest profession is teaching, there were three million teachers throughout the world estimated in the late 20th century. From country to country, the teacher’s roles and functions vary. (British council, 2012)

### *What is learning?*

According to the Oxford English dictionary (Oxford University Press, 2018): Learning is the knowledge obtained by careful study in any field of scholarly work. General speaking, is the process of acquiring knowledge, skills, values, preferences. Humans, animals, some machines and plants have the ability to learn. Interactions between person and environment is the consequence of learning which starts before birth until death. Habituation, classical conditioning, operant conditioning there are ways of learning which can may occur consciously or without conscious awareness.

Learning is an activity associated to daily life, for example, how a baby learns to walk, talk, and other functions. Learning is a continuous process that begins from the moment of birth to death. People learn randomly throughout life, people live experiences, people learn gaining information or experiences: watching the news, reading a book, going to the museum, going to the zoo, for instance. (Cambridge University, 2018)

There are a lot of theories that explain the way how people learn, the whole personality as senses, intuition, beliefs, feelings, and values involve learning. Learning is easier when linked to previous knowledge is.

Teaching in higher education is used routinely the Word learning. When we talk about learning, it is important to clarify what we are referring: Learning is more profound than information recall and memorization because it involves relating ideas, understanding and making between prior and new knowledge.

When people make detection and correction of an error they are learning, it is measurable and relatively permanent change in behaviour through experience. To learn, it is not necessary a specific age, people of all ages can learn to improve their lives. On the other way, learning can be defined as changes in the behaviour from experiences in the life or an effect of experience on behaviour.

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

*“A thousand teachers, a thousand methods” – Chinese proverb*

The methodologies can vary from school to school, from teacher to teacher. Nowadays, we know a lot of new technologies that teachers can apply. Methodology means a body of methods, working concepts for solving a problem. A teacher can use a lot of methods using a lot of techniques. The difference between traditional and modern methodologies is that in the second one, the teacher’s main role is involving students in what is going on; by giving definitions, an example of traditional methodology, students are not able to interact with the knowledge. In this case, the student is motivated by practice more than an explanation, they use their five senses and discover what their skills are. The teacher’s role is to encourage the student to explore. (Meegan, 2014)

*“The constructivist approach, that sees learning as a processing of constructing of knowledge through prior knowledge and experience of participants and which sees teaching as an aid in this process of construction, made its presence felt in the pedagogical orientations of reforms and in teacher training processes. Nevertheless, such a focus requires prepared teachers in order to stimulate the reasoning abilities of their students – a task for which many of our teachers are not trained because neither in their school experience nor in their teacher training were they subject to a similar pedagogical practice”.*  
*(Maria Amelia Palácios, op.cit., p.6)*

When the teacher has a personal style in the procedure of teaching is called technique, but when the teacher takes decisions to achieve an objective, that is a strategy.

Total physical response is a method used by teachers in classroom and generally used with young children who have a limited English knowledge. Teachers use it to introduce vocabulary at almost any level. The students respond by drawing, putting pictures in order or any other physical response that encourages active involvement. (Herrel, 2016)

Realia strategies are used to connect language acquisition to the real world. Students build on their learning using all their senses. With realia strategy, the students can see, feel and smell the object. There are many categories of realia, for example: household items, food, clothing, literacy, farm, plants, animals, flashcards. Students introduce real objects and that motivate students. There is no confusion over the size, texture or weight. (Herrel, 2016, p.46)

Nowadays, the technology has increased for a better experience in classroom. Today almost all classrooms have computers, speakers, infocus, smartboards in it. Teachers cannot think that traditional methods are still the best solutions to learning. And there is current trend that teacher must include in their strategies. There are softwares that can help users create interactive presentations. (Meegan, 2014)

It is not easy to choose a good technology in the classroom because we do not know what the students will catch and what will not. There a lot of platforms available with their innovation and practicality to enter the classroom. It is very important to recognize that technologies change the way students and teachers learn permanently. Technologies motivate students to study.

Social networking is sometimes not acceptable by parents but for teacher it can be useful in classrooms in the view of the fact that it allows teachers and students to communicate, be connected with each other and discuss classwork and lectures.

There are other ways to use social media in classrooms, for example, using videos, because students retain more information, understand concepts faster. By using videos teachers can:



Provide a common experience for students to discuss, reach children with a variety of learning styles, especially visual learners, begin to dismantle social stereotypes, engage students in problem –solving and investigate activities, for teaching and learning a video can provide a wonderful resource.

Using videos is an authentic way to teach because is motivating. They can provide information outside the classroom an open a window into other people´s lives and cultures. Students can figure it out the meaning of the videos in English even if they don't understand everything the video contains because of pictures, graphics, etc.

There are many activities that a teacher can apply using videos: Guess the dialogue, say what you see,shadow-Reading,soundtracks.

Technologies provide a new meaning to the learning context by increasing access to various forms of information and establishing new connections between people. It is important that teachers learn to safely and responsibly use technology, however, more knowledge and support will be needed of effective pedagogical strategies for the use of information, communication and technologies in schools.

### *Communicative competence.*

Communicative competence is the ability to use language to communicate favourably. This gives us the opportunity to go beyond repetition and memorization. Communicative competence is the central concept of the communicative approach to language teaching. There are four areas which are defined by Canale and Swain (1980):

Grammatical. - ability to create grammatically correct utterances.

Sociolinguistic. - ability to produce sociolinguistically appropriate utterances.

Discourse. - ability to produce coherent and cohesive utterances.

Strategic. - ability to solve communication problems as they arise. (Mayer, 2001)

Reacting against the perceived inadequacy of Noam Chomsky´s distinction between linguistic competence and performance, Dell Hymes coined the term communicative competence. Communicative form and function in integral relation to each other is included

in communicative competence. The most controversial term in the field is “competence”, this term has been fraternized with Chomsky (Wikipedia, 2018), but in 1972, it was defined not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations. (Bilash, 2009)

There is a distinction between competence and capacity that was made by Widdowson in 1983. Capacity as the ability to create meaning in language and competence in terms of the knowledge of linguistic and sociolinguistic conventions. (IGI GLOBAL, 2018)

Another term for communicative competence was introduced by Canale and Swain as a synthesis of knowledge and skill needed for communication.

The main goal in as a language’s learner must be to be able to communicate in that language and provide the skills for effective communication that means, a language course should not only have “linguistic competence” as its goal, but “communicative competence” in general. As Hymes said before, a child acquires knowledge of speaking, in the moment when they hear another people speaking. It is necessary to use an appropriately and correctly language but it does not means learning the grammatical rules of a language are not necessary. (Jack C, 2012)

Teaching involves developing language proficiency through interactions embedded in meaningful contexts. Communicative competence is a central concept of communicative approach that the learner’s ability to understand and use language appropriately to communicate. There are some areas that contribute to communicative competence (Hymes, 1972):

Strategic. - the ability to recognise and repair communication breakdowns before, during, or after they occur.

Sociolinguistic. – the knowledge of sociocultural rules of use, knowing how to use and respond to language appropriately.

Discourse. – the knowledge of how to produce and comprehend oral or written texts in the modes of speaking/writing and listening/reading respectively.

Linguistic. - the knowledge of the language code, its grammar and vocabulary, and also of the conventions of its written representation (script and orthography). (Cherry, 2018)

The tacit knowledge of a language and the ability to use it effectively refers to the term communicative competence. If we want to understand this term, *communicative competence*, we need to check another term that is widely used: *linguistic competence*. But what is the difference between the two? If we think of how languages were taught they were often approached through the grammar. Mastery of the language was placed on studying sentences and the grammatical rules of a language and that aspect of language knowledge is really what linguistic competence refers to. Linguistic competences refer to the ability we have to create accurate sentences in the language so the sentence is the target when we talk about linguistic competence. If we check grammar books, the sort of books the students study reference books, they typically show how sentences are organized with the correct grammar structure. It is an important part of a language learning ability but, what is also important is knowing how those sentences are used in communication and that what communicative competence really refers to. It is how we use our knowledge of language. (McClelland, 1961)

#### *Teacher's roles.*

*A teacher's role has many facets but one purpose: "lifelong learning".*

A wide range of roles to support school and students' success are assumed by teachers. Teachers can lead in a variety of ways. There are many teacher's roles that can contribute to their schools 'success:

- Professional values and personal commitments:
- Effectiveness in the classroom
- Critical self-evaluation and development
- Collaborate and share ideas
- Ethical and social values, duty of care
- Knowledge and understanding
- Curriculum –evaluator and planner

- Understanding about teaching and learning
- Pedagogy
- Produces study guides and develop material
- Education and social context
- Personal attributes
- Effective Communicator, motivating
- Focused, determined, patient, persistent, curious
- Optimistic, enthusiastic, well-organised
- Resourceful, creative and imaginative
- Curriculum specialist:

Teachers must know how to use the curriculum in lesson plans and they must develop shared assessments. (Bernaus, 1988)

*Instructional specialist*

Marzano & Pickering (2001) state: “An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based classroom strategies”.

*Resource provider*

They must share instructional resources like web sites and instructional materials as: planning, teaching, and assessing. Teachers must promote the general progress, providing guidance, advice and making records of and report. Teachers have to communicate and consult. It is very important to participate in meetings. We have a lot of aspects that help us to understand the teacher’s roles:

- Staff
- Development
- Training
- Reviews

- Advising
- Participating

Teachers must not forget that they are an example for the ones watching them and they must motivate to students to do their best in whatever they do. Furthermore, they are able to realize personal growth in self and in others. (Morales, 2014)

If a student sees his or her teacher humiliating a person outside of the classroom, young students may feel it is acceptable to treat others that way as well. It is also important to consider the potential for running into parents or students in public when choosing clothing to go out; but a good role model would think of the impression that his or her personal outfits will make on students about what is appropriate and what is not. (Psychon, 2013)

One of the greatest challenges for the 21st century teacher is the expectation by parents, students, and policy makers that technology can be integrated in the schools in ways that have pedagogically sound. Working with technology indicates that there will be an increase of the tasks to fulfil the face to face teaching. Teachers will work towards long-range goals related to helping students build a capacity in technology for their adult life in this ever-changing world. (Queen´s University, 2018)

### ***Motivation and its roles in language teaching.***

According to psychologist motivation is an internal state that arouses, directs, and maintains behaviour” (Woolfolk, Winne, Perry, 2012, p.337)

Gardner and Lambert in 1972 defined motivation as a desire to achieve a goal combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course this in turn leads to the question who a motivated student is being a motivated student does not mean you are always excited to complete your studies but it does mean you will complete the task

set for you even when assignments or practices are difficult. There are many types of motivation: Positive motivation and negative motivation. (Question everything, 2014)

It is important to think about motivation as the essence of language teaching. In the classroom, several approaches are identified:

- Behaviourist (extrinsic) it is when we give the student trophies, titles or stars, so that students feel motivated to stay involved and be always in constant development.

- Human intrinsic: This focuses on the student's character and personality and how to raise their self-esteem, so they can be able to improve great success.

A good way to be a better teacher is trying to teach them in a way they understand us, at least let them try to explore; we should prepare ourselves, we should engage what we teach is the thing what they learn. We should teach them to smile, we should make them interactive. It is not hard to be the best teacher. Teach with heart, inspire the students.

There are some factors that influence motivation:

- Students goals
- Believes about whether they have the ability to succeed
- The value or importance of their goals
- Their attributions for success and failure

There also ways to support student motivation, they are divided into two groups. The first group which is focused on how the instructor communicates with students. These are relatively easy to use strategies that do not involve seeing the significant changes in one's teaching group. The second group's strategies have implications for instruction that may require you to revise the silent or rethink the ways you evaluate and give feedback to students. (Skills you need, 2014)

Teacher must demonstrate enthusiasm and passion for the subject. Teacher's enthusiasm makes a difference to students. When it is obvious that the teacher is excited and cares about the subject it is easier for students to care about it or at least to be open to the subject; talkative students will say that the teacher does not care about the subject, it has a deadening effect on their interest. (Thirteen ed online, 2006)

Teacher can increase student's motivation by using motivational material, for example, building lectures and class activities around authentic issues, problems and questions for which the course content provides answers. It is easy for students to lose sight of the big picture and to view courses as just a lot of material to assimilate. Teachers may increase their interest in the subject by creating contexts in which the material answers a significant question problem or issue. This involves problematizing the material starting with authentic questions and then using the course content to answer them in other words. The material is not just stuff to learn for a test but consist of solutions answers and ways of thinking about meaningful issues.

Teachers must demonstrate the importance of the subject. Students often complain that they have to take certain classes that are irrelevant to them. If a teacher wants the students to know how the class can be relevant and important to their current and future goals, teachers must involve learners with activities related to their daily life.

Clarify expectations to fortify student's sense of effectiveness by explaining the course goals that would help them to understand what they need to accomplish and what they should know and be able to do by the end of the course. Instructors often do this by listing course objectives in their syllabus and discussing these with students. Teachers need to clarify expectations throughout a course, for example, many instructors tell students that a main goal of their course is to develop critical thinking skills. (Palmer, 2015)

#### *Teaching experience (gift or acquired skill)*

Jeremy Harmer in his book "How to teach English" described:

*"Most people can look back at their own schooldays and identify teachers they thought were good. But generally, they find it quite hard to say why certain teachers struck them as special. Perhaps it was because of their personality. Possibly it was because they had interesting things to say. Maybe the reason was that they looked as if they loved their job, or perhaps their interest in their students' progress was compelling. Sometimes, it seems, it was just because the teacher was a fascinating person". (Harmer, 2007, p.23)*

There are people who always wanted to be in education. Teacher experience is favourable when the student gain knowledge throughout a teacher's career. As teachers gain experience, their students not only learn more, as measured by standardized tests, they are also more likely to do better on other measures of success. Teachers' experience, as well as their colleagues', support the student learning and it means a beneficial aspect for their progress. (University of Illinois, 2018)

Teachers' experience is different in every grade level of education and every educational institution. It will also depend on what kind of program, teachers are in and what the requirements are for them to obtain their degree. Teachers must do some different practicums and observations. During the first week of school teachers discover the joy of simple things, probably teachers' nightmares, the month before starting teaching. It is probable that some of those nightmares will become a reality, but each mistake is another iteration closer to success. Teachers learn to hold their worst for hours until the end. "If this were an Olympic sport, teachers would be gold medallist". Teachers have amazing lessons. (Bagarié, 2007)

Teaching is a very complex activity. It involves planning, organizing materials, prioritizing ideas, associate with students, learning to "monitor and change", "differentiate instruction", for students of different capacities, and learning how to achieve intentions that sometimes seem to be commonly restrictive, all while keeping "control" of a classroom and meeting aspirations of parents, administrators, and peers. Real world protocol in any of these abilities is favourable to future teachers. Work in education, particularly, includes more than observation, is specifically beneficial: experienced teachers make it look easier than it is. And future observations are more worthwhile at the back of a student has had some experience. (Bernaus, 1988)

*"Teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some lessons and students can be difficult and stressful at times, but it is also*



*worth remembering that at its best teaching can also be extremely enjoyable". (How to teach English Page 23)*

*Links between experience and teaching.*

Teachers know that teaching is wealth to prepare students for college or work by focusing on tools like discovery, inquiry, project-based learning, collaboration, differentiation and technology. These tools are so important. (Sequeira, 2014)

If every teacher is completely transparent and accountable for what they teach and how they teach it, every teacher can quickly move to spending time in the classroom focusing on the tools mentioned that teachers believe are so critical for students to be successful in college or the workplace.

According to a survey published by the OECD's teaching and Learning International (TALIS) in 2008, there are some problems that novice teachers have to face when they start teaching, one of those, is expressed in terms of self-efficacy to manage the time, it means that teachers perceive that their time devoted for teaching is less than they expect, the reason is that they have a lack of strategies to keep the order in the class so they struggle with this problem the most of time during classes in contrast with their experienced colleagues whose teaching labour is most effective in terms of time teaching. Moreover, to this point in question, examination and feedback have a greater influence in new teachers than in trained teachers, this does not mean that trained teachers have not coincided about the significance of feedback but beginner teachers are more affected admitting this kind of help for the reason that it is of more considerable aid for them to get better their representation in classes. (Psychon, 2013)

Making a short analysis of the section above, it is clear that experience affects teaching and the results can be observable with students' performance.

Finally, a lot of studies preserve a connection enclosed by teachers verbal activity and students' prospering. What is considerable here is to identify that verbal ability does not include only segmental characteristics of the language such as grammar and vocabulary, but more than that suprasegmentally features such as pronunciation stress and intonation in order to contribute comprehensible input for students.

A learning experience intentional processes that are extended over time, which allows to systematically deepen and address an expected learning for which it was planned, does not fragment the times going from one activity to another that are not linked together, but, on the contrary, it articulates in a continuous and articulated way the learning process. Vargas, M. (2010). *Qué es una experiencia de aprendizaje*. Retrieved from <https://es.slideshare.net/miguel.vargas.vargas/qu-es-una-experiencia-de-aprendizaje>

**CHAPTER 2.**

**METHOD**

### *Setting and participants*

This work was carried out through the observation and pre-professional internship at “Unidad Educativa Abdón Calderón” located in Guayaquil- Guayas. This institution is considered bilingual because students take English classes 4 hours per day. For this reason, I could observe students of higher level. Moreover, this school and high school foment education based on constructivism. Students discover their own learning. IPAC put into effect the next initials I.D.E.A (Investigar, Descubrir, Experimentar, Aprender) in Spanish.

Unidad Educativa Instituto Particular Abdón Calderón has many sections: Head start, kindergarden, elementary school, Junior High School and High School. On the other hand, according to the number of students in all sections, there are 20 English teachers who work in the teaching/learning in the institution. There are 6 groups per school grade and there is one teacher per group. Each school grade has twenty-five students learning with an adequate physical space, furniture and materials necessary for learning achievement.

IPAC was the institution where my internship was carried out formally, but I considered important to get additional observations and practices in another particular primary school located in Guayaquil, this is called “Unidad educativa Ecomundo”. This institution has morning and evening schedule. The first one is bilingual and has elementary and High School. The second one has elementary until Junio High School and I did my practices in 5th, 6th, 7th, E.G.B. It is important to mention that Vespertino Ecomundo is not a bilingual institution like IPAC institution, they have only three hours per day as the Education ministry ordered. There are twenty-five students per grade.

### *Procedures*

I have checked for necessary information in primary sources such as books and on-line books. Moreover, secondary sources like encyclopedias and summaries within other texts were helpful to find information. Last, the process of report writing had to be carried out taking into consideration some aspects like: punctuation, spelling and grammar structure.

I employed the procedure in both institutions. In IPAC institution, it was easier to achieve the necessary permission. I used to be a grade teacher in primary school, I was not an English teacher at first. The director was very considerate and gave the necessary permissions. All the activities planned during the internship such as taking photographs, recording videos and taking notes were performed. Following, Unidad Educativa Ecomundo was pleased to collaborate with me; and I did not have any problem. I had to talk to the English teachers, they were very comprehensive and flexible with me with me and helped me with my activities during the classes and the roles that I had to perform during my period as assistant teacher. As a part of my student-teaching internship. I had to be teaching assistant in 7 different groups in elementary school and being a main teacher in 7 more groups in high school. This was part of the course component called "Pasantías preprofesionales 1". It was necessary to collect observational data with journals to keep everything that happened during my experience as a teaching assistant and as a main teacher.

All of the classes followed near to each other development structure in both educative institutions. What really changed was the time of English classes, but materials implemented such as flash cards, worksheets, Word cards, videos, were much the same as well as the strategies like time work, group Word, individual work and so forth.

The students knew the reason for my visit because teachers introduced me to the students in all classes. Meanwhile I was into the class as an observer, I saw all the activities

teacher did and I tried to learn about methodologies. I tried to avoid distracting students with my presence there. I was very respectful with the main teacher's procedures. Therefore, I filled up an observational worksheet where I evaluated all the classes. In my own judgement, I sum up positive and negative comments.

Otherwise, the role of main teacher demands more responsibilities. The main teacher gave me the topics and the books and I designed the work planning according to the university which consisted of setting objectives where I write and describe goals depending on what I want the students to be able to succeed after the lesson is completed. The main teachers were very kind with me and explained what I must ask myself when I want to define the objective. Furthermore, in the lesson plan were included warm-up, activities, techniques, materials and introductory settings. Students must have a general idea of what the topic of the classroom is going to be. Setting routines are extremely important. The main teachers were very strict using the elements for successful language learning. The teacher showed the three elements which can occur in different moments during the class. Teacher must "hook". Students must feel engaged emotionally, curious, passionate or involved with what was going on because things are learnt much better if both of our minds and our hearts are brought into service. When students are "hooked" in the class that is named engage. Teacher used many materials which students were engaged with, such as music, discussions, dialogs, games, dramatic stories, videos, famous people biography, and pictures and so on. These activities were depending on the age. This element is extremely decisive in class seeing that when students are hooked, their preoccupation is more noticeable in consequence the advantage will be noted. Then, at the moment the teacher focuses on the construction of the class, the purpose of Study is to cover the actual teaching of the lesson and to check understanding of that material. The study phase had two parts, the first phase of the study is to cover teaching component in what is known as the board work and what they students try to do in the board work phase is to elicit to gain information from the students about the teaching point. This is very

different to the normal didactic way of teaching where someone stands in the front of class and explains the information in view of teachers who try to draw the information out from the students in this process. Finally, activate phase, the purpose of this stage is put the teaching material into a realistic context, in brief, the typical activities that students did in this phase were role-plays where students took on the role of someone. Teachers have tons of procedures that students are going to learn. Students must have a procedure for everything. Teachers were clear that is important to set expectations in the classrooms and the specific procedure. Practices routines establish a sense of knowing what is expected and how to do it correctly. Teachers cannot expect their students to know at first time how to do it, practicing gives them the opportunity to make sure they get it right and they do it right. And it shows them that teachers are serious about that specific procedure or routine. In addition, designing the didactic material according to the planning was not easy. I had to evaluate student. I received my feedback from the main teacher and I had to analyze them after my practice. Besides, I had to write on an instrument about a subjective description of the activities carried out as main teacher during each class. Finally, there was a space for personal reflection about the strengths and weakness of my practice as a main teacher.

Furthermore, considering the class atmosphere, grammar, vocabulary and class participation, teachers must have an appropriate way to manage the students´ behavior.

In all this information we can examine meticulously to consider to write a wary report which served as base to carry out my own practices as a main teacher, to promote this systematization process that comprise my teaching experience.

**CHAPTER 3.**  
**ANALYSIS, REFLEXION AND APPLICATION OF EXPERIENCES**



*Description of a real teaching experience.*

When doing school practice as a main teacher we develop skills and abilities that help us learn how to manage a class in a real environment. A rookie teacher that gets himself involved into school teaching practices, will be able to see first-hand how effective are the different techniques and methods of learning that he has learnt and allows him not only to know but also enhance his career as Teacher. It is a worldwide truth that not every classroom is the same. Each class is unique in its own way. A teacher will never find a classroom that behave and conduct themselves in the same way as others. But there are patterns, attitudes and behaviors that are common to be found in every room. The teacher must know those common patterns of behavior and attitudes to manage a class effectively. When a person does teaching practices he or she will easily learn to identify those very ones, apply the suggestions given for the circumstance in study and see what might work and might not work for him or her. By the time came to me to acquire teaching practices, I performed them in **INSTITUTO PARTICULAR ABDÓN CALDERON**. It was a thrilling experience. I would be able to actually teach a class just using what I had learnt in the University. I found in it the opportunity I was looking for. To see what it means to be a teacher. I was assigned to work with teenagers. Every class lasted 40 minutes per block. In total I made 10 blocks, and a total of over 10 hours of teaching. The books covered different topics such as Simple present, Daily routines, use of modals, vocabulary, Actions verbs, Research Vocabulary, Simple past, Wh-questions and so on. I had prepared myself well to teach all the classes before going to the school by using lesson planning format given by the college. I learnt a lot out from that experience. Continuing, **PASANTÍAS PRE-PROFESIONALES Y DE VINCULACIÓN CON LA COLECTIVIDAD 1** was applied at **INSTITUTO PARTICULAR ABDÓN CALDERÓN**. I spent about 10 hours assisting main teachers from eighth grade until baccalaureate second in English School classes from three different English teachers.

Starting the first class, my experience was with ninth grade "A". I understood that I had to make a change of my mind and become a 14 years old teen in order to understand them. The topic was Action verbs in simple present so the activities with physical materials were puppets of a famous TV show for that activity; I made many actions verbs with it. Students reacted in a good way with the puppet.

Then, I had students work in a worksheet as planned where they had to see and understand what is going on on each picture and describe the actions. Furthermore, they worked in pairs, one student mimed an action and another student had to guess the used verb. As the main teacher, I was checking that every student was working. For homework, students had to draw the action of 10 verbs on their notebook. I used flash cards and slides in power point software where they visualized and memorized the verbs.

I could perform the lesson plan well enough, I could use the physical materials and we had time for doing other activities as sharing videos, singing trendy songs. In my opinion the planning was well chosen according to the student's age and English level. Other Positive aspect to mention is that they were very smart students who demonstrated interest on the topic and manifested that they had learnt the topic. On the other hand, a negative aspect to remark is that they are not in the level where I could speak English all the time or freely, I needed to speak Spanish several times because they did not understand many instructions so, I tried to make movements with my hands. By the way, the negative aspect became from me because I should not have spoken Spanish in that quantity. Furthermore, the second class had another different experience. In this class my experience was with Second Baccalaureate (High School) group "C". They are older and they don't have the necessity to be motivated with physical warm ups as Elementary School do. It was a pleasant class because students demonstrate that they could achieve the skill planned due to the confidence we already made in the first term. They answered the questions taught and they knew how to follow the instructions. The topic to teach was the negative form in present perfect tense including irregular verbs; I performed the activities with physical

materials such as a piece of paper, cardboards and flashcards. The main topic activity was done with highlighter in order to select verbs in that specific tense. After that, I had the students work in a worksheet where they had to recognize the pictures and write the actions. They also worked in groups where they shared information and made simple conversations. They shared a lot of information with their partners and made conclusions also. That was a positive aspect to rephrase. In my opinion, the planning was a little subjective, I wasn't sure as the main teacher if this group already learnt how to use affirmative sentences but we were learning negative statements. On the other hand, a negative aspect was that the High School had a variation of students who had different levels of English' knowledge in the same classroom. It is a problem because they don't understand many things that are necessary to understand further information such as grammar and vocabulary. New students need other programs to develop the skills and it was my fault because I did not expect to face that problem and I was not ready to deal with it.

During the third class, was with Eight Grade group "A". These are another kind of students; I made different things according to the presentation. Although, I had to be more severe with some students in order to maintain their behaviour. Students have other kind of thinking, they aren't young kids but mature either. Students from eight grades don't see the teacher as a parent as a fourth or fifth grade student does. Students from eight grades sometimes demonstrate rejection toward the teacher, they are interested in their friends and the things they like to do. To me, eight grade was the hardest, but it doesn't mean it was misfortune. I learned a lot from them and I think they learned too much from me.

I was more severe than the other courses because they needed it. They need someone who teaches the correct way and the correct manner of behaviour. The topic of the class was Wh-questions. The planning was correctly selected to recall how to grammatically form questions using Wh-words. We could finish activities on time what we needed to do. They worked in groups and I saw it was different when I worked in groups with fourth grade in the first term. Students may despise to each other. When I realized

these situations, I separated them in order to avoid conflicts during the class. A positive aspect to recall is that they are very smart students, they can work in groups, they perform and deliver task as well. By the way I saw that there were too many students in a classroom. I think it is a disadvantage for them because they have to sit down at the back of the class and maybe those students cannot hear me very well or even they get distracted so it is hard to control the behavior in that way. That is a factor to have in mind. In my opinion I think 25 students per classroom is acceptable. If a classroom has more than that, it would be a disadvantage for both teacher and students.

Moreover, in the fourth class my experience was with First Baccaureate ( High School) "A". Students are different from the others. As I said before about Eight Grade (Junior High School), Baccaureate(High School) students do not need the teacher to be behind them telling what they have to, in addition, they know how to behave. The topic was Usage of Modals and target vocabulary; the activities with physical materials were flash cards and instant drawings in order to recognize each modal and its specific use. Students recognized and learnt the vocabulary; they made a relation according to their routines expressing and describing how their relatives are. We worked with PPT about the Simpsons Show. I chose this cartoon because learners are familiarized with it and almost everybody likes the Simpsons, so they were learning the vocabulary and enjoyed recalling cartoons characters. Students used a Web page called "Duolingo" and they were very excited with it. I could perform the lesson plan very well but in my opinion Family Members Vocabulary is not exactly recommended for that student`s age. It`s too easy for them. I mean it is acceptable for third grade or even fourth but not for Baccaureate Level based on my experience. I could use the physical and virtual materials. Many Positive aspects can be rescued. Learners had the disposition to learn and the motivation to do other things in the class. It was hard to motivate students, nevertheless we did great.

Students shared with their partners, joined and worked with a team bringing all materials to class. Nonetheless, a negative aspect was the same problem I had with fifth

grade. There were too many students in a single classroom. The noise was too heavy, it was warm and smelly.

Finally, at the fifth class to share, was with First Baccalaureate group “B”(High School). It was a grateful team, I think this group knows a little bit more English than the group “A”. Maybe there are better manners and behaviour of students in “B” than “A”. In this group I didn’t have a lot of necessity to speak in Spanish as in the other courses. Almost everybody understood me at the very moment and they answered immediately when I asked any question. The topic was Simple past; the activities with physical materials were flash cards (each verb was written in each flash card). It was the same level grade but another group. They recognized, learnt the vocabulary and they made a relation between past and present. We worked with sentences and songs due to their rapid respond. We read a story which was in past tense and they had to answer several based on the reading.

Then, I worked with the learners the Web page called “Duolingo” like in the previous group and these students quickly got the idea how to use the App.

Recalling Positive aspects is just that class participants had the disposition to learn even the teacher was interested in the Duolingo App Web how to use it and share. Some Negative aspects to remark was that in the classroom at the moment to show the App Web, we had problems with the computer because It didn’t work, it got frozen for several minutes and I was not prepared to do other activities in case of emergency, so we were able to continue with the planned activities.

Having said that, according to my experience as Main Teacher in each class and adding in my academic document, the purpose in education is to help people to use their minds in order to become a better critical thinker, recognize what is true and what is not true so qualify what is ethical and what is not. School is a place where once we become literate, we acquire various tools that people have developed over the years based on several academic disciplines.

To reflect on the experience I had between the work environments, (Elementary school, junior high school and high school) as well as with kids and teenagers, I was able to perceive the pedagogical difference that the teacher must have for the different ages. While it is true, not all teachers have vocation to work with learners of all ages, there are teachers who work very well with kids (Elementary School) because they have the charisma and the aptitude for children, however, there are teachers who have good mood with teenagers because they inspire authority and excellent group management. In my opinion, not all teachers have the same vocations and that is fine.

Performing the internships with many work groups allow me to get an idea about how I should manage and work the group according to their age. Making good use of the resources that are available. It is very evident that not all institutions have the same material resources, whether audiovisual, technological or specific. The teacher must solve this threat and look for the best way to teach well.

To add, all students are different in each group. There are courses in which students have different levels of knowledge, different cultures and we can not leave aside students with special educational needs. All these factors I could observe within my experience and I think it is a detail that a teacher can not avoid.

According to the work I did in each class, there were some common patterns to remark. Regarding content, classroom management, and methodology, it was noticeable that:

- The contents were appropriate for each of the classes, considering the level, interests and ages of the apprentices.
- The assistant is highly required if special learning students are present during the class.
- Methodology was applied effectively due to teacher's planning and classroom dynamics.

- Class Planning is carefully prepared for students, avoiding the lost of time and content.

It is well-known that every group reacts to the methodology in different ways according to the age, location, culture and period of time. It's highly recommended as assistant to consider how to handle each group and specially how to handle each student. It's remarkable to say that, there are students in difficult academic learning who need and require a specific methodology and strategy to reach the goals and objectives. Teachers must consider the objectives of the activities that can be categorized by age, skills and capacity. In order to select the best activity to perform, students' characteristics should be contemplated.

First of all, I entered to the classroom and I sat down at the back of the classroom. I had already known that group previously. The distribution of the chairs was different from the other classes. It was an orderly rows classroom. The teacher had a clear view of the entire group of students and all the students could see the teacher.

With this experience I was able to internalize the learning about the importance of classroom seating arrangements since to establish an adequate communication and improve the teaching-learning processes in the classroom. A correct distribution of seating arrangements in the classroom allows students learn how to use and perceive the environment.

Cardoso, J. H. (2009). *La distribución de los pupitres en el aula de clase*.

Retrieved from <https://pedagoviva.wordpress.com/2009/08/03/la-distribucion-de-los-pupitres-en-el-aula-de-clase-javier-herrera-cardozo-bogota-mayo-2009/>

I turned on the computer and put a video, it was very nice and appropriate for the teenagers. The video was about a little song (Our Father) and specific values for learners in the class. The students seemed very glad with the song and they were very hooked. The teacher had me write the journal in the board. I did the entire audio-visual activities connecting the equipment, projector, computer and displaying correctly each material.

Learners wrote the prayer in their notebooks repeated the prayer and tried to memorize the meaning of each word.

The reason why there was shown this type of video was not only for the practice of listening and speaking but also to promote the mission of the institution to instill Christian values as a Catholic institution in order to integrate the student into society.

Certainly, the formation of values is sharing responsibility of society as a whole, the family and the school; that is, it is not the exclusive task of the institution, but it is necessary to recognize that the influence of the school in this field is very important and that it is possible to radically improve it if the teachers have the indispensable tools to intervene explicitly in the ethical formation of students, not only when these issues or topics are specifically addressed, but, above all, during the teaching process itself, in the daily relationships with their students and colleagues, that is, at all times of school life and in relationships with the families of the students.

Furthermore, when the lesson prayer finalized, the teacher asked the kids to open up the books and start the class. When I was looking on the class, I saw a boy who was asking the teacher because he had a question about the book, the teacher listened to him and she worked out with the problem. I realized the learner felt comfortable. It is important to contemplate and resolve the problem in the moment it appears, otherwise the problem will become bigger so I would do the same as main teacher.

From the main teacher I could see that it is extremely necessary to give the students the time and importance that each one deserves. As I said before, no student is equal to another and the teacher must be aware of the diversification in the classroom and solve it with the best vocation. A good teacher must practice the EDUCATIONAL INCLUSION.

Educational Inclusion is seen as the process of identifying and responding to the diversity of the needs of all students through greater participation in learning, cultures and communities, and reducing exclusion in education. It involves changes and modifications in contents, approaches, structures and strategies, with a common vision that includes all



children of the appropriate age range and the conviction that it is the responsibility of the regular system, to educate all children. It is based on the principle that each child has different characteristics, interests, abilities and learning needs and that the educational systems must be designed, and the educational programs put in place, taking into account the wide diversity of these characteristics and needs. It deals with providing relevant answers to the full range of educational needs in educational and extracurricular pedagogical contexts.

Inclusion-International. (2006). *Educación Inclusiva*. Retrieved from <http://www.inclusioneducativa.org/ise.php?id=1>

Continuing with the class, the teacher projected the book on the whiteboard and she started to ask students. She asked about a picture was projected. In the board was a little girl who was walking to school. Each teenager read on the board and they started made brainstorming about the pictures. From my point of view, brainstorming is a useful method to make students predict and infer. Most of the cases it's better for the students to achieve the answers by their own and when it happens I feel proud because it demonstrates that students are learning and in the future those learners could use English in their daily life. The brainstorming is the process whereby writers come up with ideas to write about. It helps learners find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. Pupils are able to think more freely and they can suggest many spontaneous new ideas as possible.

In my opinion, brainstorming is the most appropriate technique to use in Junior and high school. It helps students to be more critical and make their own decisions.

Teacher showed some pictures about school supplies and the teenagers answered what they were seeing not only describing the pictures but making sentences with the noun seen. That technique was very useful for me as a future teacher because I understood that in general flashcards are very well received by students, because they are attractive and attract attention, add variety and help to retain better what they have learned. On the other

hand, it reminds us of the need to present, orally, oral language to written form. In this way, teachers will reduce the interference of the sound-writing relationship of the mother tongue. Thus, one of the most interesting techniques to present the new vocabulary is through flashcards. With the drawing of the object and the pronunciation we can perform many activities until we consider that the new word is already understood. It is then when we introduce his spelling and complete the learning.

Finally, teacher asked to copy some homework on the agenda, learners had solving a puzzle about the parts of school. Learners had sentences, little descriptions and meaning and they must guess the noun. I think homeworks should be very creative and attractive for the kids in order to motivate the pupils to do it. Of course! Teachers must be aware that home works are a method to evaluate students' skills. Using puzzles has many benefits such as boost the vocabulary, they are great for improving the spelling and logic skills, help students learn with games –based learning, students use different forms of thinking , improves performance at work, are portable and are good for brain health.

Practice is so important to become a good professional and **PASANTÍAS PRE-PROFESIONALES Y DE VINCULACIÓN CON LA COLECTIVIDAD 2** is a subject that is designed for students aiming at getting a major in Humanities, Education and English language teaching. It is based not only on observation and assisting during classes which will be graded over certain specific parameters but also reaching the requirements to be a main teacher during the whole class.

A very important aspect when we observe and assist during any class is to try to make your own experience because you notice that we have to cover all the different aspects of teaching.

Furthermore, the purpose of this is to evaluate myself as a beginner instructor to students and getting results in rating from an experimented teacher. That is to say, I did a friendly assistance of others' classes. I think the purpose of this is to improve teaching skills and to engage a systematic professional development. Maybe, observations and assistance

can benefit both, the observed teacher and the teacher doing the duty. To rephrase it, this practice assistance must be carefully organized.

Teachers must be trained in the procedure and they should know as well how to give productive useful feedback to each other.

Each participation can allow teachers to see each other's teaching styles and reflect on their own practices, bring about positive changes in classroom learning for students and well done with professionalism, it can strengthen relationships among teachers in schools.

The process of filling an assistance journal was be very useful because practitioners can apply the various techniques learned along the career, and skills gained with every subject studied. In my case, my experience as teacher's assistant was in some moment very active. By contrast, in other classes my participation was briefly minor which was explained on the journal.

At the first class, I could notice that students had an advantage in learning because of the technology that the institution offers in order to give high-end English Classes. I appreciated how the main teacher introduced me to the class, not as an assistant, just as another teacher to listen and work with. The main teacher had me at any time moving around to display and prepare the materials. Many pictures were displayed by me on the board to show the content students will learn but there were no rules or explanation.

The teacher really had experience with the class management, he was very efficient in introducing the unit topic, new vocabulary avoiding grammatical rules or explanation, so I did the same; making mimics according to the action verb or making sentences using the new word without mentioning the definition I decide to repeat the same procedure because I decided to repeat the process of the teacher because , firstable, I am an apprentice and the teacher caught my attention because he used a very different strategy from the previous teachers.

The teacher did not give a theory explanation of what the "Present Simple" implies, nor did he teach his grammatical structure. He simply induced it by means of examples and interactions through daily conversations and routines.

To start the process I found it quite difficult because if you do not explain the grammars there is no chance to enter it, but through the development of the class I could observe that the students were understanding what was being explained and I even came to the conclusion that These strategies can often get even better input.

My teacher experience seemed useful for me because I understood when someone who really knows English, whether native or not, starts talking, not always thinking about the rules too much. And this is the case with all languages. People speak their mother tongue without having much idea of grammar.

Generally if someone stops thinking about where the subject is going or what kind of subordinate sentence have to say, it will take longer to say the sentence than if someone simply learn how to say it, how it is pronounced and how the sounds come together, and repeat it until it gets enough.

Moreover as the teacher's assistant, I had in charge to manage the group and to share the information, after that, the teacher got their attention turning the lights off; and that's a good idea to keep the students on their seats because they are teenagers and they get distracted very fast.

A couple of methods were used in the class based on my experience and the teacher's. I recognized that the direct method was always involved because the teacher used concepts and vocabulary through pantomiming and visual materials.

Guy Cook (2003) state that "The direct method established a concept of language learning very different from that implicit in grammar-translation" (p.34)

In this method, the meanings are connected directly with the target language without translation into the native language. The teacher used a concrete vocabulary through

demonstration, objects and pictures. As I said before, the teacher was teaching “the Present simple” so, he showed many flashcards about Daily routines, so the learners tried to make sentences with it. The students spoke at least 80% of the time during the lesson. The teacher encouraged students to participate in class, corrected their mistakes immediately and tried to get students to self-correct whenever possible. The students were very active, the students ‘own languages were banished under instruction. From my point of view it is important to make students accustom to the use of English.

Furthermore, the teacher asked me to introduce the new vocabulary to students; I did it in a very simple and easy to understand way, in order to reach the student’s minds, avoiding technical words which can confuse them. I showed them a video from Youtube of approximately 20 minutes named "English Gogo's Adventures with English". A British program that teaches English in a deedy way.

The video showed the character's daily routine. While Gogo was doing the actions, the students were asked how they could describe the action the character was doing. Each verb learned was deepened in the workbook so that the students memorize it and started using it in small sentences of their daily life. Students make use of all personal pronouns by remembering the grammatical changes that occur when the third person is used. Students learn an approximate of 20 most important verbs in English. They are the most important verbs because they are the most used. Most verbs are irregular, so it was necessary to emphasize each one with the conjugations.

In order to corroborate students' understanding, homework is granted. Homework is an essential task for students, because it helps to create a habit of work, order and improvement, stimulating learning in school and the mastery of skills, although they entail discipline and effort, but also allows them to exercise of responsibility, the fulfillment of tasks and the reinforcement of their reasoning and memory capacities.

As well as, the homework was that after having learned the verbs in class, the students had to do the repetition of it and reinforce it with a drawing that represents the verb.

Strategies in Language Learning, that when learning languages as adults the "conscious" repetition, can help you obtain better results.

For many language learners repetition is highly valued, whether it is repeating vocabulary, grammar conjugations, sounds or phrases. This practice is so ingrained in many people's thinking and practices that they find it hard to see language learning without this practice as a core part of it.

Finally, learners made a Vocabulary Role-Play, building Vocabulary through Dramatization. This strategy encouraged students to make connections among their past experiences, the content currently being studied and vocabulary that is new. I involved students in creating scenes using the new vocabulary. Teacher gave the group time to work on their scripts and practice performing their scenes. Moreover, discuss how the words were used after each scene is performed.

This strategy was appreciated by the main teacher as well because the students were paying attention and answering the questions correctly. The main teacher thought that students were motivated and wanted to participate every single time.

The main teacher told me that I correctly used flashcards and technology. That made me feel happy because I was conscious that I was doing a good work as a teacher. It is good to receive compliments from time to time but when that does not happen, suggestions are always welcomed.

Other method basically used was the PPT slides which was described in the planning. This is a positive aspect for the school and an assertive tool for learners because PPT through visual pictures make students able to use visual-spatial intelligence in order to remember action verbs, for example. PowerPoint and slide presentations capture and maintain student attention through the use of videos, graphics and music. Because today's

students are so technologically advanced, the tools that involve the use of technology such as slide shows increase the participation and interaction of students.

The PPT promotes the learning because allows multiple sources to be integrated into class presentations. For example, teachers can easily incorporate photographs of students' work, videos of an excursion, related content from news sources and the latest expert research in a single presentation. PPT enable teaching availability, for example, Instead of giving absent students' written notes of the missing class, teacher can replay the class or presentation with slides. Absent students will receive the same teaching as those present, so they will not be late. Nonetheless, PPT empower Cooperation and collaboration owing to Teachers can share lessons and presentations simply by using a file sharing system or flash memory. Teachers can also share the work of creating presentations. In addition, students who see presentations by several teachers are exposed to more than one point of view.

Overall, at the end of the class, there was a Modeled talk Practice. The practice was controlled by the teacher on the first stage, after that I was asked to manage the rest of the class. The teacher worked hard to maintain the group in order, changing the sentences and mimics constantly.

Modeled talk is the use of gestures, visuals and demonstrations as explanations are made (Echeverria, 2012). Gestures and modeling provide examples for learners to follow and it lowers learners 'anxiety since they know exactly what to do because they have seen the directions or content modeled. I considered this strategy useful because helps learners become accustomed to looking for this visual for support in remembering the sequence.

The teacher was demonstrating how to make four-corner books with their verbs learnt. Since students was making their books while teacher was holding the roleplay discussions, the teacher wanted to make sure that students know exactly what to do. Teacher displayed a poster that showed each of the steps in their assignment and then the

teacher gave a modeled talk demonstrating the steps in the process. The schoolmaster was always careful to use clear instructional illustration so that the English learners can easily access the information. As teacher demonstrated how to make a four-corner book, referred to the steps listed on the poster. The instructor used the frequency adverbs as First, second, then and finally. The main teacher gave me the opportunity to keep practicing and I was able to know how to work as a team. In a class where are two or more teachers around it is important that teachers maintain a good feeling between them in order to make the best environment in the class.

In my summary, Modeled Talk is helpful in lowering students' anxiety because they know and can respond to what is expected of them. It serves another important function when a teacher uses it consistently. English-speaking students often learn how to model talk and use it when explaining procedures and concepts to English language learners in the classroom. Students' use of modeled talk to other students increases the opportunities for English language learners to interact successfully with their peers and it builds feelings of community within the classroom.

According to the main teacher's commentary evaluating me, students receiving new information did better than expected because he knows how the classmates behave and it's a pretty hard class team to work with, especially if we are talking about grammar, vocabulary, structures and more.

On the other hand, the Class Planning was successfully performed involving several skills during the class and there were minimal changes from the original planning. A plan helps to remind teacher what they intended to do, especially if teachers get distracted or momentarily forget what they had proposed.

There is one particular situation in which planning is especially important and useful to follow for teachers because we have an idea of what the learning outcomes for the lesson should be( that is, what the students will have learnt by the end), but teachers only really know what those outcomes are once the lesson itself has finished. How closely lesson



plans are followed depends, in other words, on what happens when teachers try to put them to work.

At the beginning it was planned to make an outside activity but I couldn't perform it because the central field of the school was used by other students so I managed to use technology by giving the students iPads with the purpose of performing exercises of the actions verbs. A similar decision will have to make if the class suddenly encounter an unexpected situations in the middle of some planned sequence of activities. The teacher can bypass the problem and keep going, or they can realize that in the moment is an ideal time to deal with the issue, and amend the plan accordingly.

There were other unforeseen problems too: the internet suddenly did not work, so teachers must be flexible enough to cope with unforeseen events, and it is because teachers know that they may have to adapt to changing circumstance that instructors understand that a lesson plan is not fixed in stone.

For conclusion, the plans are proposals for action rather than the action itself. Teachers need to be receptive and flexible when unforeseen problems and magic moments turn up in a lesson.

A positive aspect in the class was the continuous participation of students because it's the way the teachers observe the students are learning and creating their own knowledge. There are some benefits of continuous and active student's participation because it is hard to maintain students' focus and attention when all they hear is the professor talking. It helps to hear another voice as well as an answer or another point of view. If the teacher makes a good question, it can pique their interest, make them wonder why, get them to think, and motivate them to make connections with the content. This benefit is magnified when teachers play a bit with the question, when they repeat it, write it on the board, and don't call on the first hand they see. It is also known that Participation provides the teacher feedback, for example, when students answer or try to explain, teachers can see the extent of their understanding. They can correct (or help the students correct) what

the students haven't got right or don't see quite clearly. Therefore, when teachers ask questions or otherwise seek student input over a topic, they are letting students know something about the importance of certain ideas and information. A good participation, can be used to promote preparation owing to If an instructor regularly calls on students and asks questions about assigned reading or what's in their notes from the previous class session, that can get students (at least some of them) coming to class prepared. Nevertheless, Participation can be used to control what's happening in class due to, if a student is dozing off, texting, quietly chatting, or otherwise not attending to what's happening, that student can be called on or the student next to the offender can be asked to respond. For me, the students that participate in class demonstrate they are enjoying the topic and want to learn more.

In addition, the content was well prepared and installed according to the planning class. On the other hand, the teacher should have used more individual correction techniques instead of doing it directly in class. But I was just the assistant; I was not pretty sure if it was correct or polite to comment any feedback to the main teacher. I think providing feedback is useful because it helps students to activate previous knowledge and connect it to the new one. The way I provide feedback is by using question and answer method. It is very likely that student's get confused with the contents learnt that is why I am there to help them and give them tips to how to improve English.

Continuing with the second class it was a class that I was expecting. I mean, students will be in silence because they did not know me at all. First, the objective of the class was not set. Teacher did not set the objective because she told me they were a low-leveled language group. I disagree with this positions because I think the objectives in a classwork are of the most importance since they determine the points or goals that are to be achieved, in such a way that they fulfill the function of giving direction to it. In the same sense, having clear objectives will allow us to achieve the purpose of the classwork without deviating, and also using the appropriate tools.

Harmer (2012) state that “We generally say what we hope to achieve; the more specific we are, the easier it will be for us-and anyone observing- to see whether or not we have achieved those aims” (p.160).

It is always important to introduce the objective of the class so the students understand what they will learn in the class since the beginning. Also according to Education Ministry this step cannot be set aside. It does not matter the level of students. Pupils should always know the objective and the skill they will achieve.

The teacher started the class with a warm- up activity that students already know. The structure of the simple past was not traditionally illustrated; instead of that, the teacher asked questions to the students of what happen at certain time or moment, while he was speaking.

A warmer is an activity at the start of the class to warm up the learners. They tend to be short, dynamic activities. Warmers can be compared to coolers, which are short activities to finish the class.

British Council. (2007). *Warmer*. Retrieved from <https://www.teachingenglish.org.uk/article/warmer>

After that, the teacher asked me to play a video that teens like the most. The music video had no connection with the content to learn. Nonetheless, that video was the students' favorite video song.

Due to this, students were looking at the board. Instantaneously, the teacher resumed the main content. It's a good motivation to start the class and I am going to put in practice that warm-up strategy. They have the confidence to sing, think in English and pay attention as well. By contrast, pupils will want more and more videos but the teacher managed those wishes from students and give them educative videos according to the topic class. Me, as assistant played the videos previously selected by the teacher. For further classes I think paying attention of the students' interests will make the class even more attractive so from my point of view that should be taken into account.

I was checking students' notebooks in case there was any pupil distracted. In this class my presence wasn't really active because the teacher had everything in his hands.

Students had no idea what was the class about until they realized the repeated words. As I explained previously, it is important for the students to know what the unit will be about because it is part of the procedure to understand the topic. Since the beginning the title of topic should be exposed. I think is not a correct technique because teachers must focus in the prior knowledge students. The prior knowledge and experiences influence their thinking. Each student might understand what we say in slightly different ways – attending to different aspects of the question, interpreting and responding differently to the learning environment, etc. – all of which significantly affects their abilities to solve the problems we present, to reason, and to acquire new knowledge. New learning is constructed on prior knowledge. The more we understand about what students already think, and the more we help them engage their prior understandings, the more likely they are to learn well – and the less likely they are to misinterpret the material in our courses. Since prior knowledge varies by student, we can be misled about what they understand when we rely on class discussion to hear their ideas. Usually, only a small proportion of the class will venture a comment in whole class discussions. Engaging all students requires different techniques. We present a few below along with some resources for student-active pedagogies.

The planning was pretty well organized because the activities were according to time and number of students planned. Also there were appropriate technology resources such as internet, speakers and multimedia projector.

The structure recognition was performed with an activity the teacher told me to use: "string grammar". This strategy maintains the attention and curiosity up and students are ready to receive the information by using a puzzle and make the class as game. The learning process should be conducted by starting the class with a warm up activity because students should be motivated physically and mentally in order to achieve the skill. As I said before, the warm up has many benefits because helps the students feel relaxed and also

sets positive mood for learning (Rushidi, 2013). ) Warm ups are different types of activities which help the students begin to think in English, review previously introduced materials and become interested in the lesson. So, a warm up activity is used to start a class with an interesting task to help the students be comfortable in classroom setting and to help them start thinking in English. A warm up might help a success class because help the teachers catch the students' attention. It has to be interesting so that students get motivated from the very beginning. It is usually a short activity as it is a preparatory stage of other stages of a lesson.

Warm up activity has to be related with the lesson topic so that in other stages students can get involved in different activities easily to develop their language skill. Following is the diagram that displays some of the principles of warm up activity taken from Velandia (2008).

Furthermore, I asked the students about verbs. By this time, the students were participating and answering every single question I asked.

For the aforementioned reasons, there is no doubt that this professional educator loves what she does, in my opinion, she wasn't comfortable with me watching her working but at that time we were colleagues. To sum up the foregoing, salient aspects that I appreciated of this particular class were the usage of the activity grammar string. The teacher is highly prepared. I could clearly have seen what was used when students had to form the grammar structures and use verb tenses. Some negative aspects were the time that each teen employed in the activity. The allotted time was only 5 minutes for this activity. Nevertheless, the time used was extended in class. I am definitively going to employ grammar string activities in my future classes because the one of duties of the teacher is to make the class enjoyable by transforming the class procedure into a game.

Regarding the third class I realized that the teacher had a similar method according to the previous one. The content of this class was not set as an objective. Students were distributed in orderly rows and to warm up the class. I think teenagers at this age might not

understand what an objective is. Unlikely the previous teacher, wanted me to handle the main part of the class in order to observe my experience or just to take a rest while I was there to help and assist. During the whole process of the class, kids where absolutely involved in the topic. Meanwhile making usage of the whiteboard, the main teacher asked me to manage the complete class. I told students to make sentences using simple and short structures having in mind they didn't know the objective yet. The teacher did not allow the students to say a word before I finished the introduction asking what students know about certain verbs. I agree with this teacher's decision because I think it is disrespectful for the students to interrupt the class while the teacher is speaking. Actually this is one of my methods because throughout the explanation it could be the answer that student might ask, also I might forget what I am speaking so I never allow students to make questions before I finish the explanation.

The direct method was the methodology employed by the previous teacher. As I said before it is important to use physical movements to transmit the knowledge. All the time in the class the students were using the target language. But I had to insist on their way of answering that should be in complete sentences about what they are watching on the screen.

The PPT cycle was also seen in the performance of this particular class. The practice was under control, selected students had to give a specific answer for each the questions.

That is a positive aspect in the Planning because the teacher should be able to control the students' behavior in order to allow students to understand the topic.

The class objective was reached and the students got to practice the pronunciation and order of the solar system complements.

Finally, I had the students recreate the solar system on their notebook making sure they memorized visually the complements and order of planets.

This strategy by drawing, save the visual information, once the image is memorized by the brain, this reproduces it as textually information located in the students' memory.

This and other techniques to interiorize the content is really successful at the moment to share the information directly to students at class time, I learnt that in my Practicum 1. By the way, a negative aspect was the organization at the moment of giving verbs because I was searching the words at the moment instead of having a previously selected specific list of verbs to present. It is not recommended to improvise in class. The lesson plan should be followed otherwise there would not be a reason to make lesson plans. This was negative because students can notice when a teacher is improvising. Evidence of a plan shows that the teacher has devoted time to thinking about the class. It strongly suggest a level of professionalism and commitment to the kind of research they might reasonably expect. Lack of a plan may suggest the opposite of these teacher attributes, even if such perception is unjustified. Good teachers are flexible and respond creatively to what happens in the classroom, but they also need to have a destination which they want their students to reach, and some idea of how they are going to get there.

Planning is a fundamental task in the teaching practice, because it allows to unite a specific pedagogical theory with practice. It is what makes it possible to think coherently the sequence of learning that is to be achieved with the students. Otherwise, if a teacher does not previously think about what she/he want to do, it is possible that students perceive a series of isolated experiences, designed to assess the accumulation of learning rather than the achievement of a process.

In my opinion, at the moment when something that is speculated for a class can not be taught for intrinsic reasons such as the teacher's lack of preparation, who are losing are the students, not only their time, but a great part of their life that is difficult to recover it again.

To sum up, this action of seeking for verbs at the time during the class commits an outrage against the time-planning, not only wasting time but also leaving students with no attention of the teacher could be a misfortune because it might create a chaos inside the classroom.

Regarding the fourth class, I was surprised how the teacher controlled the group by singing the whole time-class, not giving the students the opportunity to get distracted at any time of the class. The teacher had a song list of the students' favorite artists. The songs were connected to the content planned; likewise, the song did not mention any rule or definition. The content was pretty clear. Having said that, students never knew the objective, learners just learned what the teacher showed. This kind of purposeless activity is beneficial for students learning because songs are great allies when it comes to dealing with pronunciation problems. The music excites people. Thanks to the lyrics of a song, people can get excited or improve the mood. Music therapy works a lot on this aspect. It's amazing how music can help channel emotions.

Besides, singing while learning facilitates social relationships between students. The laughter that occurs when students sing a song together helps them feel more united and have good times together. In many occasions, students have to work together a song, prepare the stanzas, and explain to each other how they can sing it. It helps them, in short, to create bonds of union between them, and in a very funny way.

I would select songs for the class always in English and selecting the time tense we would learning in that moment. This methodology is used to keep the student's attention as long as possible, it was a good lesson to me as assistant because it is difficult to me to work with their age, teenagers. Nevertheless, as I said previously, I think the students should know the objective of the class in order to make students conscious of what they are learning.

During that period I was an assistant and I learnt how to lead a class. I would use the same methods I saw from the main teacher such as playing songs during that class and make students to understand the meaning. This methods will definitely make the class more enjoyable and attractive.

There was a different song after any new information the teacher shared, in order to maintain the attention and control of the classroom. The way that the teacher handled the



learning aspects was full of success, optimism and professionalism as well. . In my case, my assistance was quite inactive. I should have been aware of helping immediately without waiting the teacher to tell me so because that is what assistants do. The way I could have helped would be to review what the students were working on, checking, checking the grammar and answering the questions several times learners asked the teacher. I would have checked if the students were practicing and pronouncing the words correctly. I noticed the main teacher was capable of maintain the class under control without scolding the students. He was just making the class enjoyable by allowing students to be the main characters of the education process.

At the end of the class the teacher gave me a time to handle the class as main teacher. I used the vocabulary known by students, avoiding technical comments even “nouns” (the topic of the class) that could make the information harder to understand.

Using simple or most common nouns with the young teens and separate them (nouns) in two groups at that moment, words for animals and nouns for people. I was told to close the topic and finalize the class.

Classroom management was developed in a positive atmosphere. The guidance through worksheet exercises was timely done. The overall management led the class to a successful outcome because the students seemed to be interested in the topic and were performing the activities without any problems. Pupils were able to achieve the goal of the class so they were excited and happy after the activities.

Above all, in my opinion, there is no advice or feedback I could mention, because the teacher was very professional and high quality prepared, despite this, the lack of materials from students was an aspect to improve and again I wasn't prepared to solve it, another negative aspect as assistant. That was not the first time that students have incomplete school supplies, so teacher should take the role with this problem. The learning cycle was conducted successfully, even though some students did not have the notebook or pencils to work. The teacher handled very well the situation caused due to the lack of

material with some students. From my part, I should have been prepared in case the teacher needs me or not.

The fifth class was performed by the same teacher from the first class few days before and again he showed a professional experience at teaching. The topic class was Phonics, dedicated to distinguish determined sounds. By that chance, he gave me a longer time conducting the class. The main teacher didn't want me as assistant, but he wanted me to handle class by my own and he took the assistant place. It took me by surprise, to be honest, but the experience was productive because the world of work related to my profession brings me closer. is the practical learning that can be had when facing the labor field.

It was the time for me to practice and become the main teacher. I followed the suggestions the teacher told me before. The objective was set at the beginning of the class as I consider to do from the previous classes. Moreover, in the introduction activity I had them talk about what they remembered from the previous lesson.

Another key to remember is that those students from ninth grade were not prepared to make full grammatical sentences, due to that the teacher gave me some flashcards added from the student's book and drawings to illustrate the content to the pupils. I spoke slowly and clearly to the children in order to understand the main words (or Phonics). This activity helped students to answer according to the mainstream class with my guidance.

The structure of the questions in simple present was not shown at all, as in traditional contexts. Students never realized they were learning basic grammar through phonics. As a matter of fact, I started by asking questions related to personal information. I was using the simple present tense. The students recognized the sounds when I was speaking while showing the respective picture of the word to make them relate each word with the sound and at the same time with the visual characteristics.

Once the students got the information, I gave the worksheets which the teacher prepared into the planning to reinforce what they have learnt.

Teacher knew that not every student got the information, so he told me to walk around the desks to verify if they are working or if they have any problem or confusion with the topic. This step is important so we were able to make students reach the objective satisfactorily.

In brief, the activities performed by the teacher and I, enriched the development of the class. Direct questions were made. I had a better communication with the main teacher at work time. The students had a lot of opportunities to practice the questions by listening while looking at the flashcards. A negative aspect to remark is the moment when I did not include determined student in the activities.

Furthermore, the main teacher had to remind that I must integrate every student. However, the student never collaborated with his partner or teacher. I assume the teacher adapted this attitude because he tried to discover the most accommodate strategy to work with this student. Further than that, it was a great experience to share with. The Planning was fully developed, involving every single skill for students.

To conclude, the salient goal in education is to help people to use their minds in order to become a better critical thinker, recognize what is true and what is not true so qualify; what is ethical and what is not. The school is a place where once we become literate we acquire various tools that people have developed over the years based on several academic disciplines.

According to the assistance I made in each class and concluding my academic memory document, there were some common patterns to remark. Regarding content, classroom management, and methodology, it was noted that:

The contents were appropriate for each of the classes, considering the level, interests and ages of the apprentices.

- The assistant is highly required if special learning students are present during the class.

- Methodology was applied effectively due to teacher's planning and classroom dynamics.

- Class Planning is methodological prepared for students, avoiding to lose time and content.

It's highly recommended as assistant to consider how to handle each group and specially how to handle each student. It is necessary to say that there are students in difficult academic learning who need and require a specific methodology and strategy to reach the goals and objectives. As assistant, I observed that some students need to be evaluated in different aspects and the assistant must be professionally prepared. Here we are talking about Education Inclusion which I explained before.

When applying and developing the different learning activities within the didactic process, the skills, knowledge, and skills necessary for the purpose of teaching-learning development are taken into account.

Gómez (2012) will be used as a reference to first define the concept of learning, which indicates how the action of "Changing behavior, modifying what one had because there is now a new knowledge that makes the difference." (P.68).

Taking as a reference this concept that indicates that it is being modified at each moment by new acquired knowledge and to obtain a good development of the new learning, It is where the application of the learning activities comes in, therefore taking into consideration Córdova S. (2013) describes them as "the result of student activity, so that teaching is effective when it supports the appropriate activities for the achievement of curricular objectives." (P.4) and at the same time Penzo (2010) states that they are: "actions and resources to acquire learning and not just means to prove it" (p.9).

It is important to recognize that the teaching practice is a very important point for the teacher in training to get involved in the environment where he will work in the future. The experience in as much as in school and school are very different. Teachers who work in school must have different skills and attitudes than those presented at school. The students

from school, who are still children, need and depend a lot on the teacher. The school teacher must understand that serving and taking children by the hand is a constant task. I could see in the school teachers that everyone had that attitude in front of the children, all the teachers were full of joy and dedication to teach even a little one. I helped the teachers a lot for the performance of the classes and I noticed that many times in a classroom of 2 or 3 EGB it is usually needed more than one teacher per classroom meanwhile, all the children need someone who is pushing them to perform their activities.

The teaching experience in the school is quite different, both, for teachers and for students. The teachers of the school have a different attitude because while students grow, much more responsibilities are attributed to them, the teacher is no longer behind the students, rather than the students who are the ones who maintain their own responsibilities in the activities they must carry out. Teachers continue with the same vocation to teach but are stricter when granting grades.

At school, several opportunities are given to present duties or to work, in the school the same regime is not followed. The students do not have several opportunities because I get the responsiveness that is appropriate to their age.

The practices carried out at the Abdón Calderón Private Institute were carried out both at school and at High school. A very important point when we observe class is to try to make your own because you could give notice that the focus on different aspects of teaching, we have to cover all the difference aspects of teaching.

The purpose for this is to evaluate results in a rating, I did a friendly observation of each other's classes. I think the purpose is to improve teaching practices and to engage in a system order for professional development. Maybe, observation can benefit both the observed teacher and the teacher doing the observation. It must be carefully organized.

Teachers must be trained in the observation procedure and in how to give productive useful feedback to each other such as question and answer method, worksheets, and reading exercises. A feedback is useful and productive when an observer's insight into how

their performance is progressing, as well as advice to solve any problems. When a teacher is well trained to give a useful productive feedback, they create safety, nonetheless, if the teacher receiving the feedback doesn't feel comfortable, this can cause the feedback to ultimately be unproductive.

Being positive is one of the characteristics of someone who gives positive feedback because it stimulates the reward centers in the brain, leaving the recipient open to taking new direction. Meanwhile, negative feedback indicates that an adjustment needs to be made and the threat response turns on and defensiveness sets in. Teachers need to avoid negative, or corrective, feedback altogether.

Teacher always must be specific due to People generally respond better to specific, positive direction.

Consequently, being immediate is a characteristic that cannot be ruled out, for instance, the adult brain learns best by being caught in action. If a teacher wait three months to tell someone that his or her performance is average, he or she usually can't grasp the changes needed in order to change direction. It's far too ambiguous and relies on memory, which can be faulty. Productive feedback requires giving it frequently. That way, performance reviews are just another collegial discussion.

To conclude, a good feedback must be tough, not mean. A teacher must start by asking his or her perspective on the situation. Resist saying how bad his or her actions were, even if they were. In order to be successful, peer observation also requires that administrators as guarantee confidentiality and provide teachers time to observations.

Peer observations can allow teachers to see each other's teaching styles and reflect on their own practices, bring about positive changes in classroom learning for students. At the moment this is done with carefulness and professionalism, it can strengthen relationships among teachers in schools.

I think the teacher who is doing the observation sits quietly at the back of the class and take notes, the observer must not interrupt or interfere with the teaching of the class.

It is important to recognize that the teaching practice is a very essential point for the teacher in training to get involved in the environment where he will work in the future. The experience in as much as in school and school is very different. Teachers who work at elementary school might have different skills and attitudes than those presented at high school. I could see in elementary school that everyone had that attitude in front of the children, all the teachers were full of joy and dedication to teach even the little ones. I helped the teachers a lot for the development of the classes. Below I am going to describe who I carried out the classes.

In my first year of teaching, I used the teacher-centered approach, which according to Varatta (2017) is a method that considers students as passive receivers of information with the main goal of testing them. I really enjoy those first steps into the educational field because I felt too much cooperative. I did manage to get some great results with my students. The next year I will work at high school with a lot of grammar structures. Fortunately, I had a job in a bilingual School. They were looking for someone dynamic, open-minded and easy-to-talk in order to teach subjects in English. Working for this school was an amazing opportunity for me professionally to improve my speaking because they provided me an independent planning I was so eagerly looking for to work with my kids.

#### *Reflection of experience.*

After doing an evaluation of my experience, I can say it was completely assertive because I learnt different teaching methodologies such as Grammar-translation where teachers presented students with a short grammar rules and word lists and then translating exercises in which they had to make use of the same rules and words. Most learners translate in their heads at various stages anyway, and they can learn a lot about a foreign language by comparing parts of it with parts of our own mother tongue, for example, songs.

Furthermore, Audio-lingualism, which relied on behaviorist views of learning and thus involved a lot of drilling, that's means, teachers asks students to repeat phrases or whole sentences drilling the pronunciation and intonation.

The approach was theoretically underpinned by structural linguistics, a movement in linguistics that focused on the phonemic, morphological and syntactic systems underlying the grammar of a given language, rather than according to traditional categories of Latin grammar. As such, it was held that learning a language involved mastering the building blocks of the language and learning the rules by which these basic elements are combined from the level of sound to the level of sentence. The audiolingual approach was also based on the behaviourist theory of learning, which held that language, like other aspects of human activity, is a form of behaviour. Bowen,T. (2015). *Teaching approaches: what is audiolingualism?*. Retrieved from

<http://www.onestopenglish.com/methodology/methodology/teachingapproaches/teaching-approaches-what-is-audiolingualism/146488.article>

In the same way, Communicative Language Teaching when is known the language is not just patterns of grammar with vocabulary items slotted in, but also involves language functions such as inviting, agreeing and disagreeing, suggesting and others which students should learn how to perform using a variety of language exponents. In addition, students get enough exposure to language, and opportunities for language use. Activities as role-plays, interviews, group work, information gap, opinion sharing promote collaboration, fluency and comfort.

Working with students was the most amazing apprehension I could feel and I think that I affirmed my decision to become an English teacher. On the whole, on this experience I was able to effectuate what is my way of teaching and how to handle it.

My teaching experience was positive because I overcame varied situations which provided me certain clues for my practice. I believe that I managed to set up an appropriate



learning environment because, most of the time, I experienced positive outcomes from learners.

On the other hand, there may be other aspects that must remain unchanged for the sake of the students and teachers. For example, I would never forget my personality traits or family values when it comes to teaching nor I would change my sense of humor. I think that the teacher must be perceived as an intellectual authority before students at all the times but also as someone whom students can trust. To reach this level of confidence, it is vital to acquire inner motivation and my inner motivation comes from within.

In my view, systematization is very helpful since it provides certain clues on which to ground the practice, systematization helps with inner doubts about the very teaching practice. I think that reflecting on the teaching practice will always be right since it is good to prevent future mistakes, reflecting on experience is also good because it helps foster the things that were carried out rightly.

I would apply this experience in my teaching including the most important elements such as organization, coherence and learning objectives. All these elements must be embedded into a lesson plan. To achieve better outcomes, lesson planning must be aligned to students' needs.

I believe that teaching practices are the fundamental stacks for a teacher in training because he is living everything studied in the classroom. It is extremely necessary that a teacher before graduating passes through the rooms where he will perform his practice.

According to the results of the teaching practice I consider that the stages of the didactic process, both the activities and the resources were used as elements of the lesson plan with the purpose of reorienting, grounding and innovating the professional performance in the educational field.

Regarding the activities and resources according to the stages of the teaching-learning process, I believe that it is the central and fundamental part for the execution of the teaching practice, therefore, they must be in accordance with the skill to be developed and

in turn to fulfill the function of support for the realization of the classes, in this case, we observe the lack in the use of resources for each of the activities proposed based on the stages of the didactic process.

The stages, activities and resources in the realization of the lesson plans of the teaching practice, it is concluded that they should be structured with the objective of maintaining the relevance between the type of activity, the resources and the stages of the didactic process for the development of the Dexterity with performance criteria, using the motivation and sufficient resources for each activity.

The activities, resources and mental operations used for teaching practice must necessarily fulfill their objective of being mediators for the learning process using motivation and play, as this creates an environment of positive interest of the student and the teacher, furthermore causes the student to be an active participant during the development of the class.

Regarding systematization, it is considered important that the teacher does it, mainly to analyze their teacher training, to improve the weaknesses and also reinforce the strengths found in each execution of the daily planning within the educational institution, thus allowing a better teaching-learning process.

To conclude, identifying the teaching - learning process from the stages, activities, resources and invocations in the teaching practice concludes as the main point the importance of the process of systematizing the teaching experience, in order to reach the critical interpretation of the experiences lived during the process of the teaching practice to be analyzed by means of an investigation and by means of this to establish the adequate relation between the different stages of the didactic process.

### *Teaching environment*

The practices carried out at the Instituto Particular Abdon Calderón gave a very favorable environment for teaching English. It had all the necessary resources to facilitate the teaching-learning process, such as technological resources, the internet and good

teachers. The classrooms had a welcoming environment where the number of students was around 20-24 members. In addition, the time measured by hours taken per day corresponded to 4 hours a day, which was enough time to practice the four important skills in English.

As I said earlier, the experience was quite positive. The school where I worked cooperated a lot in the help of my training. It was an opportunity to learn the pedagogical differences between each of the teachers. The authorities were very interested in me doing this type of training because a teacher in training needs to live the experience, know the realities of the country in terms of education and be able to take the necessary measures for good student learning.

In addition, this experience influences the systematization process because it is a direct relationship between knowledge, experience and practice. In the experience I was able to apply my knowledge and the knowledge of the other teachers to be able to compare them with mine and thus look for the best way to teach. It was clear that the teacher does not use the same pedagogy and work strategy with all the classrooms because the students are different in each classroom. The teacher adapts to the needs of the classroom to provide an education with quality and warmth.

Conversely, I believe that religious beliefs are very important at the moment of teaching. The school where I did the internships is a Catholic school. My religion is Catholic and I felt very comfortable because I could talk openly about any topic and showed videos to students about any issue in values. For me, religion, or Christianity plays an important role in education because it lays the foundations of a mental structure that provides success and happiness in the person who learns them and applies them in their daily lives. I have always thought that the pedagogical action of Jesus is a proposal of education since it brought us the eternal principles of education with love.

In conclusion, the systematization has brought me advantages to continue with the educational process because I have made an analysis of how I have worked during this time and what I should improve for the future. I have understood the strategies that I must use, the treatment that I must give to the students and the teaching that I must teach.

In this process of systematization I understood that the socio-economic class of students influences their behavior. I can make this comparison because the school where I did the internships is from a fairly high social level. However, I have practiced in public schools. The students are different in terms of knowledge and education. I mean that students with money usually have very overprotective parents that hinder the natural development of students, that is, they are limited to certain activities, but not the other part.

## **CONCLUSIONS**

This experience helped me to prepare myself better professionally because it contributes to my integral formation facing real situations of teaching practice.

It comforted me to develop skills for problem solving, that is, the different cases that were presented with the varieties of students in the school.

The teaching experience facilitated me to reaffirm the social and ethical commitment with the profession and clarify my goals and have better approaches to the moment I work as a teacher.

Regarding the results of the teaching practice, it is concluded that the stages of the didactic process, both the activities and the resources were used as elements of the class plan with the function of reorienting, grounding and innovating the professional performance in the educational field.

It is determined that the elements that structure the basis of the teaching-learning process have different characteristics and functions concerning the stages of the didactic process, which are initiation, development and evaluation and the skill with performance criteria that we wish to develop.

Finally, I consider that the observations made throughout the course of the bonding project serve me favorably to put into practice everything learned by the teachers and students. The different methodologies, the different ways of handling the behavior of students. From what I have observed, I have taken what seems most relevant to me, linking it with my own ideas and ways of teaching. I think that no teacher with a vocation is better than another, a teacher is good when he manages to make students understand and love the subject, and the technique used is a secondary aspect.

## RECOMENDATIONS

During the teaching practices it has been possible to acquire skills and experience in the area of learning. As consequence, it is recommended that teachers are informed about the pertinence that should exist between the type of activities, resources and the stages of the didactic process, in order to avoid the errors that may arise when structuring the characteristics of each element of the class plan.

It is suggested that when teachers are planning the activities, resources and mental operations for the function of the stages of the didactic process, develop in a more emotional way, more animated, in order to motivate their learning and be able to achieve the dexterity with performance criteria to develop within the classroom.

Through meetings, it is advisable to discuss proposals that involve activities that promote educational creativity in the educational community. It is important, in addition, the participation of all the members of the educational centre with the objective of fortifying the relations between manager, teacher, parents and student. In relation to the previously proposed, it is not necessary to focus on a specific area, the relationship between subjects would be useful, for example, using the subjects of the Social Studies area, designing activities and purposes with the goal that the student will be able to develop in a social, cultural and moral environment and, is able to become aware of what surrounds him/her putting into practice the values learned in the face of decision making.

Regarding the organization of activities and resources according to the stages of the teaching-learning process, it is concluded that it is the central and fundamental part for the execution of the teaching practice, therefore, they must be in accordance with the skill to develop and in turn fulfill the function of support for the realization of the classes, in this case, we observe the scarce use of resources for each of the activities raised based on the stages of the didactic process.

As a last recommendation that I think is important to emphasize is in terms of educational inclusion. We must put more emphasis on students with special educational needs since they merit greater support in teaching and the teacher must be able to carry it out.

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## **ANEXES**





