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Pre-service English teachers' experiences in teaching practice
Experiencia de futuros docentes de inglés en la práctica docente

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ABSTRACT

This qualitative and descriptive study aimed to describe pre-service English teachers' experiences in teaching practice from the seventh and eighth semesters. Data was collected by an interview recorded to twelve pre-service English teachers from the seventh and eighth "A"- "B" semesters of the Pedagogy of National and Foreign Language at the Technical University of Cotopaxi. The results showed that the students had strengths and faced challenges in their teaching practice. The practitioners revealed strengths in methodology, presentation, practice and production (PPP) framework, technological resources, and self-confidence. This study also found that the pre-service English teachers showed their challenges in learning values, tutoring, curricular adaptation, and classroom management.

Descriptors: Pre-professional training; English; teaching practice; teaching guides; classroom management. (UNESCO Thesaurus).

RESUMEN

Este estudio cualitativo y descriptivo tuvo como objetivo describir las experiencias de los futuros docentes de inglés del séptimo y octavo semestre en la práctica. Los datos fueron recolectados a través de una entrevista grabada, en la cual participaron doce futuros docentes de inglés de séptimo y octavo semestre "A" - "B" de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Universidad Técnica de Cotopaxi. Los resultados muestran que los futuros docentes de inglés tenían fortalezas y enfrentaban desafíos en su práctica docente. Los practicantes revelaron fortalezas en el área de la metodología, presentación, práctica y producción (PPP), recursos tecnológicos y la confianza en sí mismos. Además, los futuros docentes de inglés muestran desafíos en el aprendizaje de valores, tutoría, adaptación curricular y el manejo del aula.

Descriptores: Formación pre- profesional; inglés; práctica docente; guía de enseñanza; gestión del aula. (Tesoro UNESCO).

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INTRODUCTION

Teaching practice allows pre-service English teachers to acquire experience and assume the responsibility to guide the learning process of a group of learners in a classroom (Emerole as cited in Koross, 2016). Since, teaching experience improves to apply pedagogical practices with an increased focus on learners-centered instruction. Moreover, "teaching practice course enables pre-service teachers to practice in teaching processes in real school settings under the supervision of a mentor teacher to prepare for the teaching profession" (Ozdas, 2018, p. 89). Pre-service English teachers are engaged in making decisions associated with the learning process from their point of view on what can favor the teaching situation (Castañeda & Aguirre, 2018). Hence, "there always have been critiques of teachers and of teacher training programs according to the place they are educated" (Cochran & Smith as cited in Ozdemir, 2008, p. 1). Teaching practices allow the pre-service English teacher to develop different methodologies, techniques, or strategies for teaching, therefore, it allows him/her to fulfill purposes in the classroom.

Similarly, "teaching practicum constitutes an opportunity for pre-service teachers to be in contact with real context and to enrich it with social and cultural aspects, they might incorporate into their teaching process" (Pinzón & Guerrero as cited in Ariza et al., 2022, p. 194). The teaching practice has more strengths than challenges, as it provides experiences of working in English in the teaching-learning environment, making them understand how teaching works in the real world. In the same way, it can be inferred that raising students' self-confidence and motivation, reducing students' nervousness, raising students' responsibility in learning, and making the students easier to learn are the strengths of the pre-service English teachers. Several studies at the international level report about the experience of pre-service teachers during teaching practices, since positive experiences through teaching practice largely depend on human interactions, effective lesson preparation, attitudes, offering and accepting feedback, valuable freedom teaching, establishing a welcoming environment, and the control of negative behaviors

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(Heeralal & Bayaga, 2011; Koross, 2016; Ozdas, 2018; Rauduvaite, Lasauskiene & Barkauskaite, 2015). However, at the Latin American level, there is little research (Castellanos, 2012). Therefore, the purpose of this research was to describe pre-service English teachers' experiences from the seventh and eighth semesters in teaching practices.

So, English teachers need to know methods, strategies and the linguistic content to teach and make learners communicate clearly using the English language to increase learners' knowledge. This kind of knowledge, pre-service English teachers learn not only at university but also in the institutions as a real practice. Hence, "through constant monitoring and guidance from the educators, these student-teachers will learn how to handle and manage not just their daily lessons but the students and their classroom as well" (Ulla, 2016, p. 236). The process of the teaching practice needs to incorporate class observations, preparation of the lesson plan, creating teaching materials, discussions with the supervisors, and appropriate documentation of the teaching experience. Furthermore, the most important challenges that create the teaching practice are anxiety, lack of motivation, a mixture of anticipation, shyness at the moment of speaking, and apprehension in the student teachers as they commence their teaching practice, which means, challenges need much time for preparation before implementation. This may be caused by the lack of information about what teaching practices are, which is an influential factor in pre-service English teachers training.

Then, two research questions guided this research:

- a) What are the pre-service teachers' strengths in the teaching practice?
- b) What are the pre-service teachers' challenges in teaching practice?

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METHODOLOGY

This qualitative and descriptive study focused on analyzing, describing, and interpreting the data to facilitate comprehension from a factual language of the research phenomenon (Colorafi & Evans, 2016). In this way, pre-service English teachers' experiences in the teaching practice was studied to understand the phenomena of teaching. The investigation was applied in an Ecuadorian public university which is the Technical University of Cotopaxi - Pujilí Campus, especially, in Pedagogy of National and Foreign Language (PINE). The participants for this research were twelve pre-service English teachers who did their teaching practice in rural and urban institutions (3 participants per each level were selected). This study used a focus group to select a group sampling to collect valuable information on the experience of pre-service English teachers (Nyumba et al., 2018). Purposive sampling was used because researchers determined the population with certain considerations such as being good students, punctual and responsible (Wibowo & Juhara, 2021).

Table 1.
 Pre-service teachers' information.

Code	Meaning	Public or private school	School location	Context in which the Teacher works
LEB	Pre-service English teacher 1	Public school	Rural	Basic General Education
CMA	Pre-service English teacher2	Public school	Urban	Unified General Baccalaureate
SKA	Pre-service English teacher 3	Public school	Rural	Basic General Education

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SDA	Pre-service English teacher 4	Public school	Rural	Basic General Education and Unified General Baccalaureate
QEA	Pre-service English teacher 5	Public school	Urbana	Basic General Education
GSA	Pre-service English teacher 6	Public school	Urban	Basic General Education
GNA	Pre-service English teacher 7	Public school	Urban	Basic General Education
HLB	Pre-service English teacher 8	Public school	Urban	Basic General Education
TMB	Pre-service English teacher 9	Public school	Rural	Basic General Education
NKB	Pre-service English teacher 10	Public school	Urban	Basic General Education
VYB	Pre-service English teacher 11	Public school	Urban	Basic General Education and Unified General Baccalaureate
GAB	Pre-service English teacher 12	Public school	Urban	Basic General Education

Sources: The authors.

Data collection

For data collection, a recorded virtual semi-structured interview was used with 22 questions in Spanish to get ample information. The items referred to methodology, lesson plan, frameworks, classroom management, resources, tutoring, values, and curriculum adaptations. For data analysis, researchers used thematic analysis. We transcribed the answers of the pre-service English teachers. Then, we did the codes by using the 6 steps

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established by (Maguire & Delahunt, 2017). Each participant has a code design according to the initial of one last name, initial of one name, and the level of each semester. (See table 1). After that, the researchers selected excerpts to identify the categories in a table by reading. Next, we analyzed to select keywords that define the subcategories according to the questions. Then, we reviewed the themes. It allowed us to be sure about the categories and subcategories to have a coherent relationship in each one. After that, we reworded the final categories to clarify the results of the analysis. Finally, we started writing the results in each category to do the analysis and interpretation and obtain results.

RESULTS

The main objective of this research was to analyze pre-service English teachers' experiences in the teaching practice. The results showed that there were strengths and challenges in the teaching practice and this contributed to their professional training. The category of strengths focused on: methodology, presentation, practice, and production Framework (PPP), technological resources, and self-confidence. The challenges were based on: tutoring, curricular adaptation, values, and classroom management. The main excerpts were presented to show the results and the discussion about the teaching practice. The participants' answers are written in Spanish and translated into English to avoid misinterpretation.

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Table 2.
Categories and subcategories.

Categories	Subcategories
Strengths	Methodology Presentation, Practice, and Production Framework (PPP) Technological Resources Self- confidence
Challenges	Tutoring Curricular adaptation Values Classroom management

Source: The authors.

Category A. Excerpts from the students' strengths

Subcategory A. 1. Methodology

En la práctica hemos enfrentado diferentes tipos de aprendizaje en los niños, entonces uno desarrolla estrategias adecuadas para que los estudiantes adquieran el idioma inglés. [In practice, we have faced children's different types of learning, so we develop appropriate strategies for students to acquire the English language.] (SKA3).

Cuando damos una clase aprendimos bastantes cosas entonces vamos mejorando la metodología que utilizamos para los niños y así adaptamos para los otros cursos que tenemos. [When we teach a class we learn a lot of things so we improve the methodology we use for the children and adapt it to the other courses we have.] (GAB12).

Me concentré en la pronunciación de los estudiantes y a su vez a la gramática con la ayuda de Audiolingual, grammar translation, enfocado en el constructivismo, también con el módulo que se nos dio para enseñar inglés y también usamos CLIL. [I focused on students' pronunciation and grammar with the help of Audio Lingual, grammar translation,

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focused on constructivism, and also with the module that was given to us to teach English and we also use CLIL.] (TMB9).

Considero que las prácticas pre-profesionales nos preparan como futuros docentes a experimentar y tener experiencias diferentes en distintos contextos académicos. [I believe that teaching practices prepare us as future teachers to experiment and have different experiences in different academic contexts.] (SDA4).

Al ya estar aplicando lo aprendido me pude dar cuenta que las metodologías que se pueden aplicar en las escuelas. [As I was already applying what I had learned, I was able to realize the methodologies that can be applied in schools.] (NKB10).

The trainees were able to select and apply the methodology according to the needs of the students and the teaching practice helped to reinforce the use of the methods in class. So, the methodology was strong because practitioners had learned methods during their academic performance and it helped them to be able to teach English language to children. Therefore, Chasipanta & Ortega (2022) state that adequate and effective methods allow students to acquire the content in a natural and dynamic way.

Subcategory A. 2. Presentation, Practice, and Production Framework (PPP)

Específicamente, con PPP ya que tuve una buena acogida, ya que en la presentación se realizaba un warm up activity en el que los estudiantes se relacionaban con el tema pero de una forma deductiva. [Specifically, with PPP since it was a good received since a warm up activity was carried out in the presentation in which the students related to the subject but in a deductive way.] (SDA4).

Para planificar el PPP y para presentar adecuadamente los temas dentro de la clase los elaboramos guiándonos con el módulo que existe en el ministerio de educación de acuerdo a cada curso y con la ayuda del profesor tutor que tenía libros adecuados para cada curso. [To plan the PPP, and to adequately present the topics in class, we elaborated them guided by the module that exists in the Ministry of Education according to each

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course and with the help of the tutor teacher who had adequate books for each course.] (SKA3).

Tomo mucho en cuenta el tiempo como objetivo de planificar y manejar el tiempo y una planificación, a nosotros como futuros docentes nos sirven para tener el control del tiempo de clase, entonces si tú planificas estando consciente que todas las actividades a realizar se van a cumplir, es por eso que a veces nos recomendaban al momento de revisar las planificaciones en la universidad o en la escuela con nuestro docente tutor que tengamos en cuenta las capacidades y habilidades que tienen los estudiantes para no poner muchas actividades, deben ser actividades acorde a los estudiantes. [I take time into account as an objective for planning and managing time and planning. They help us as future teachers to have control of class time, so if you plan, be aware that all the activities to be carried out will be fulfilled, that is why sometimes they recommended us to take into account the students' abilities and skills when reviewing the plans at the university or at the school with our tutor teacher in order to avoid the use of many activities; they must be activities according to the students.] (CMA2).

Utilicé un poco de tradicionalismo como: diccionario, folletos, videos en inglés para mis estudiantes, cómo eran pequeños se utilizó también un poquito de flashcards, cosas básicas que a ellos le ayudaban a que puedan mejorar su inglés porque definitivamente no estaban a nivel, pero lo lleve a cabo con PPP y a través de los días si se nota lo que aprenden. [I used a bit of traditionalism such as: a dictionary, brochures, and videos in English for my students, as they were children. Little flashcards were also used, basic things that helped them to improve their English because they were definitely not at the level, but I carried it out with PPP and over the course of the days, I did look at what they have learned. (TMB9).

The pre-service English teachers used the Presentation, Practice and Production (PPP) as a framework to plan their classes. This model helped them to apply different activities that are included in a lesson plan, such as: the objectives, activities to practice linguistic

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content and communication, way of evaluation, etc. It helped to have control on what to do in the classroom for teaching English. Therefore, the development of the lesson plan was successful, since pre-service English teachers contrasted the theories learned in academic performance to put them into practice in a classroom and adapt the lesson plans according to the student's learning progress, especially, using PPP. According to (Vystavelova as cited in Sofan, 2017), the development of the APP allows the teacher to prepare the class through activities and materials that facilitate students' learning.

Subcategory A. 3. Technological Resources

Nosotros contamos con el laboratorio de inglés; por ende, nos hemos enfocado en utilizar herramientas tecnológicas para utilizar un ambiente tecnológico para que puedan desarrollar sus habilidades de la mejor forma dentro del aula. [We have an English laboratory; therefore, we have focused on using technological tools to use a technological environment so that the students can develop their skills in the best way in the classroom.] (GSA6).

El material didáctico que uno realiza como tarjetas, carteles, imágenes y recursos tecnológicos como proyectores, computadoras se encuentran en el laboratorio de inglés. [The didactic material that someone makes, such as: cards, posters, images and technological resources, such as: projectors, computers are in the English laboratory.] (HLB8).

En lo tecnológico, hemos utilizado materiales como proyectores para aplicaciones. La E-training y tradicionales como: flashcards, diccionarios, etc. usamos ambos materiales de manera que es nuestra responsabilidad y lo usamos sin problema. [In technology, we have used materials such as: projectors for applications. E-training and traditional applications such as: flashcards, dictionaries, etc. are both used in a way that they are our responsibility and we use them without problem.] (VYB11).

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Pre-service English teachers used a variety of technological resources to increase the level of learning English as a foreign language. These technological resources helped to create different didactic materials, such as: cards, images and posters which allowed practitioners to develop the four English language skills for better student performance. Thus, the knowledge of technology contributed to developing didactic material for students and being able to teach English. It was strength because pre-service teachers had a subject called 'Technological Tools', so they were able to manage technology focused on teaching English. Therefore, (Liu as cited in Batane & Ngwako, 2017) expounds the assertion of some studies which considered that technology tutoring conveys positive results when teachers use technology to prepare teaching materials.

Subcategory A. 4. Self-confidence

A través de las clases no me convertí solo en docente-practicante sino una compañera más de algunos alumnos o alumnas con quien pude establecer un vínculo más cercano. [Through the classes I became not only a teacher-practitioner, but also a companion of some students with whom I was able to establish a closer bond.] (CMA2).

Las prácticas pre-profesionales me han dado más confianza en mí misma para poder trabajar de mejor manera y desenvolverme en el aula. [The pre-professional internship has given me more self-confidence to be able to work better and perform better in the classroom.] (GNA7).

The English teacher trainees were able to build self-confidence while teaching in the classroom and were able to gain the trust of the students to be a part of their lives. Thus, self-confidence was a strength because the English teacher trainees had established bonds of friendship and empathy during their teaching practice and this enabled them to work and help students easily in class to be in a position to learn. In the same way, the investigation of (Villalon, 2016, p. 438) concludes that “the increased self-confidence of

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pre-service teachers from practicing lesson study may also contribute to improving student achievement”.

Category B. Excerpts from the students' challenges

Subcategory B. 1. Tutoring

No del todo, debido a que mi docente tutora a veces estaba presente y no me daba la libertad de dar la clase yo sola. [Not entirely because my tutor teacher was sometimes present and did not give me the freedom to teach the class by myself.] (SDA4).

No me permite tener mucha libertad en cuanto a las actividades, ya que a veces trato de hacer actividades innovadoras, pero él se mantiene aún en las tradicionalistas y hay ese choque entonces como él es el docente tutor yo me acoplo a lo que él menciona. [My tutor He does not allow me to have much freedom in terms of activities, since sometimes I try to do innovative activities, but he still keeps to the traditionalist ones and there is that clash, so since he is the tutor teacher, I adapt to what he mentions.] (NKB10).

No, porque mi tutora pasa conmigo en la clase, pero a veces me deja sola cuando tiene reuniones o cuando se va a inspección, pero toda la jornada sola nunca me ha dejado. [No, because my tutor spends time with me in class, but sometimes, she leaves me alone when she has meetings or when she goes for inspection, but she has never left me alone the whole day.] (GNA7).

Some pre-service English teachers were not able to have autonomous control of the English class. Tutor teachers were always in the classroom when pre-service English teachers taught English. Also, the tutors interrupted the class to suggest changes or when they did not agree with innovative activities proposed by the pre-service teacher. It was a challenge to have autonomy in class because the teacher and the students considered that practitioners did not have the capacity to manage the classroom due to the various experiences tutor teachers have previously had. For this reason, the practitioners' classes were controlled. In some occasions, this allowed reinforcement of practitioner knowledge

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or in other occasions, it was a demotivation since the practitioner could not apply all the innovative things he had learned in his academic process to develop his classes due to the fact that the tutoring professors still followed the traditional model. According to (Cabugsa, 2022), the pre-service teachers are able to teach the class autonomously because they are prepared to teach English to students, so this implies pedagogical and instructional advantages.

Subcategory B. 2. Curricular adaptation

Uno como docente no puede dividir metodologías para enfocarse en ese niño con discapacidades motrices y metodologías para el resto de las clases; al mismo tiempo, para mí si ha sido muy complicado. [As a teacher, I cannot divide methodologies to focus on that child with motor disabilities and methodologies for the rest of the classes at the same time; for me, it has been very complicated.] (NKB10).

Es un gran reto crear adaptaciones curriculares porque hay que conocer al estudiante con esas necesidades educativas y tenemos que capacitarnos para poder realizar un buen material didáctico sobre todo para que puedan entender. [It is a great challenge to create curricular adaptations because you have to get to know the student with those educational needs and we have to train ourselves to be able to make good didactic material, especially, for them to understand it.] (LEB1).

Es un reto crear adaptaciones curriculares porque no conoces al 100% las necesidades de los estudiantes y cómo solventar estas necesidades si no sabes específicamente cuáles son. [It is a challenge to create curricular adaptations because you do not know 100% the needs of the students and how you solve these needs if you do not know specifically what they are.] (VYB11).

Es un poco controversial, ya que a veces siento que en vez de realizar una inclusión, estamos haciendo una exclusión porque no puedes enfocarte en dos grupos a la vez. Entonces ¿cómo le explico a un niño con capacidades diferentes y al otro grupo que les

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dejo haciendo otra actividad y empiezan a preguntar? Entonces no se puede hacer ni con el uno ni con el otro. [It is a bit controversial, since sometimes I feel that instead of making an inclusion, we are doing exclusion because you cannot focus on two groups at the same time. So, how can I explain activities that generate doubts to a child with different abilities and to the other group simultaneously? It can't be done with either one student or the other.] (VYB 11).

Pre-service English teachers were not able to make and apply curricular adaptation according to the necessities of the children with motor disabilities because it was difficult to make one plan for these children and another plan for the rest of the class. It was because practitioners never studied a specific subject of curricular adaptation to be able to manage this kind of situation in class. Therefore, it is necessary to guide trainee teachers in curriculum adaptation based on strategies and techniques that will enable them to work with students' varieties of disability by creating teaching plans and materials to enhance learning. This is because "there are only a limited number of studies on the degree of involvement of students with disabilities with the general education curriculum." (Soukup et al., 2007, p. 102).

Subcategory B. 3. Values

He aprendido a ser responsable, paciente y, a su vez, tener empatía con los estudiantes siendo que a futuro me ayudará a entender mejor a mis estudiantes y saber cómo llegar a ellos. [I have learned to be responsible, patient, and to have empathy with the students, which will help me to better understand my students and know how to reach them in the future.] (LEB1).

Ser responsable de esto es muy importante como futuro docente ya que es necesario ser constante en las actividades que se van a realizar y, de esta manera, incluso cambiar y no utilizar la misma en todas las clases. [Being responsible is very important as a future

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teacher, since it is necessary to be constant in the activities that are going to be carried out, and in this way, even change and avoid monotony in all classes.] (QEA5).

El respeto, la puntualidad, la responsabilidad y la honestidad, estos valores son muy importante porque se transmite a los estudiantes, ya que nosotros somos un modelos que ellos siguen y nos ayudará en la etapa profesional porque si tenemos estos valores, los demás lo van a adquirir y el trabajo se vuelve eficiente. [Respect, punctuality, responsibility and honesty, these values are very important because they are transmitted to the students, since we are models to follow and it will help us in the professional stage because if we develop these values, the others will acquire them and work will be effective.] (HLB8).

Pre-service English teachers could develop values, such as: empathy, responsibility, and punctuality during their teaching practice to increase autonomous confidence in classes. At the same time, it contributed to a better attitude when dealing with learners, authorities, parents, and English teachers. Values were a challenge because students needed to develop and put them into practice to have a good relationship in the educational community, so they had to develop some other values, such as: responsibility, punctuality and hard work to become a teacher that promotes a good environment in the institution. Since the students follow the teacher's example, the trainees acquire certain values that, in general, the trainee teachers had not developed prior to the internship. That is, teaching practice helped them acquire those valued personality attributes that are associated with an outstanding teacher, similarly, research by (Mergler et al., 2015, p.1) noted that "teacher trainees held similar ideas about the values teachers should have, and showed congruence between their own personal values and teaching values".

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Subcategory B. 4. Classroom Management

La indisciplina es uno de los retos con los que debemos enfrentarnos diario y a veces es bastante complicado solucionarlos, ya que existen alumnos con déficit de atención, con hiperactividad o alumnos que no saben comportarse y la solución muchas veces es sentarlo al frente o hablar con el tutor o inspector para que le den a entender que si siguen con ese comportamiento van a tener una sanción. [Indiscipline is one of the challenges that we must face daily and, sometimes, it is quite difficult to solve it, due to there are students with attention deficit, with hyperactivity disorder or students who do not know how to behave and the solution is often to sit them in front or talk to the tutor or inspector to make them understand that if they continue with this behavior, they will have a sanction.] (GAB12).

Como somos practicantes a veces existen estudiantes que solo nos ven como practicantes y no tenemos como la autoridad para corregir ciertas conductas. [Since we are practitioners, sometimes there are students who only see us as practitioners and we do not have the authority to correct certain behaviors.] (CMA2).

Hay bastantes cosas que son complicadas, pero sobre todo pensé que iba a hacer una bonita experiencia lo cual, si fue, pero jamás pensé toparme con un niño con necesidades especiales esto si fue una experiencia difícil para mí porque yo quería llegar al estudiante con la materia, pero jamás pude. [There are quite a few things that are complicated but above all I thought it was going to be a nice experience, which it was, but I never thought I would come across a child with special needs. This was a difficult experience for me because I wanted to reach the student with the subject but I never could.] (GNA7).

Pre-service English teacher did not have patience at the moment of indiscipline in the classroom, but the pre-service teacher always acted with respect to the students. Also, it was difficult for pre-service English teachers to manage children with affective or motor problems, since they did not receive a specific subject at the university that helps them understand and control the behavior of students with special needs. So, classroom

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management is important for students to be able to control discipline with all students. Students did not realize about the importance of this subject at university until they had to face challenges in students` behavior. Moreover, pre-service English teachers had to analyze and comprehend the behavior of each student to put into practice techniques or strategies that improve their behavior and try to solve these inconveniences in class with the help of the academic tutor. This is because "many critics of teacher education claim that the pre-service curriculum does not place sufficient emphasis on the concepts and skills needed to help future teachers prevent and deal with discipline problems seen in classrooms." (Doyle, 2016, p. 1).

CONCLUSION

The pre-service English teachers had many strengths and challenges during their teaching practice. These strengths and challenges helped them to develop their professional training. Methodology was a strong item during classes because practitioners had learned methods during their academic performance and it helped them to teach the English language, especially, to children. In the same way, (PPP) framework helped them to organize and apply different activities to practice linguistic content in communicative activities and types of assessment to materialize students' achievements. Furthermore, technological resources allowed the creation of different didactic materials, such as: cards, images and posters which allowed trainees to develop the four English language skills for good student learning. And, pre-service English teachers were able to create self-confidence while teaching in the classroom and were able to gain the trust of the learners to be part of their lives. On the other hand, pre-service English teachers had many challenges during the planning and development of classes. Pre-service teachers had difficulties in tutoring because the tutor teacher or learners considered that practitioners did not have the capacity to manage the classroom, so the tutor interrupted classes and didn't let them feel comfortable in teaching. Another challenge was the

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curricular adaptation for children with motor disabilities, the adequacy of planning and the creation of didactic material because teachers in training did not know much about how to teach these students to achieve the teaching-learning objective in the whole class. Similarly, values were difficult for pre-service English teachers because they needed to improve their values in their performance. And, classroom management in teaching practice was hard in the classroom because students have to deal with students' indiscipline, but with experience, it becomes strength to create a valuable learning process. Finally, this research had some limitations, such as: the number of students who participated in the interview, and the type of institution where they carried out the teaching practice and the type of tutor in the institution. Therefore, it is advisable to conduct further research on a comparison of teaching practice in rural and urban areas with teachers who are experts in teaching English.

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