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ENTORNO PROFESIONAL DE LOS DOCENTES DE INGLÉS: UN MIRADA A LAS TENDENCIAS PEDAGÓGICAS

**ENGLISH TEACHERS' ENVIRONMENT: AN OVERVIEW OF
PEDAGOGICAL TENDENCIES**

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Entorno Profesional de los Docentes de Inglés: Un Mirada a las Tendencias Pedagógicas

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RESUMEN

Las practicas pre profesionales son un componente fundamental en el desarrollo de la formación como docente de ingles. El objetivo de esta investigación es explorar el contexto de enseñanza del ingles, asi como tambien conocer las responsabilidades que tiene un profesor de Ingles en el aula. La presente investigación se baso en un diseño de investigación cualitativa con un enfoque descriptivo, desarrollado sobre la tecnica de observación de clases, buscando ampliar la visión sobre el contexto docente en la enseñanza del ingles. Los resultados de la investigación se basan en seis indicadores (class control, resources, use of language, feedback, curricular adaptations, task-based learning) que fueron evaluados según la frecuencia de los mismo durante el desarrollo de la clase. Estos resultados mostraron un adecuado manejo de la clase, asimismo uso frecuente de recursos adicionales para la enseñanza, constante retroalimentación, entre otras tecnicas que permitieron observar el desarrollo efectivo de todas las actividades de aprendizaje implementadas por el docente observado. Observar al docente de ingles en el ejercicio de su practica profesional permite ampliar al futuro docente obtener un vision mas amplia sobre el entorno del profesor de ingles como lengua extranjera, las tendencias metodologicas y las responsabilidades que asumen los docentes dentro del proceso de enseñaanza-aprendizaje del Ingles como lengua extranjera.

Palabras clave: contexto profesional, profesor de ingles, practicas preprofesionales

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English Teachers Environment: An Overview of Pedagogical Tendencies

ABSTRACT

Pre-professional internships are a fundamental component in the development of training as an English teacher. The aim of this research is to explore the context of English teaching, as well as to understand the responsibilities of an English teacher in the classroom. This research was based on a qualitative research design with a descriptive approach, developed through the technique of class observation, seeking to broaden the perspective on the teaching context in English education. The research results are based on six indicators (class control, resources, use of language, feedback, curricular adaptations, task-based learning) that were evaluated according to their frequency during the class. These results showed adequate class management, frequent use of additional teaching resources, constant feedback, among other techniques that allowed observing the effective development of all learning activities implemented by the observed teacher. Observing an English teacher in their professional practice allows future teachers to gain a broader view of the environment of an English teacher as a foreign language, methodological trends, and the responsibilities assumed by teachers within the process of teaching and learning English as a foreign language.

Keywords: professional context, english teacher, pre-professional practices

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INTRODUCCIÓN

Teaching English as a foreign language is demanding and requires for teachers with complex skills and capacities. In fact, Walker and Kettler (2022) explain that "high quality teaching involves deep content knowledge, understanding students and their learning processes, and complex skills of teaching and assessment." Understanding the teacher professional context is of high importance for recognizing the needs, challenges, and role that teachers must make students succeed, especially for future teachers.

Pre professional practices are essential, and a big part in the development of a future teacher. Guerra Ayala et al. (2023) describe these practices as the bridge between the university system and the working field. The pre professional practices are mandatory for every student and seek for introducing them to a first look of the field in which they are going to develop in the future. Moreover, at a public University in Loja City doing the practicum help the student to develop professional skills, learn more about the teaching environment and how it works (Universidad Nacional de Loja, 2021).

The pre-professional internships aim to introduce students to the field of teaching English as a foreign language, to familiarize them with their profession and get to know the work of a teacher. So, students, go to public or private schools, and observe the teacher's job, discovering the reality of working in this field, and the professional requirements needed for doing it successfully.

As researchers, we observe the development of these practices focusing on the professional context of the teacher in the teaching of English as a foreign language, expanding the vision of the same, identifying the profile, requirements and responsibilities that the teacher must fulfill. the observation is done through a qualitative research design with a descriptive approach. Finally, the main objective of the research is to observe and explore the English teaching environment while making the students familiar with the profession, so that they know the profile, requirements and responsibilities of a teacher in this field.

This research is relevant and necessary for those who are preparing for being future teachers, showing them a realistic description of the field in which EFL teachers work, and establishing which are the professional requirements that an EFL teacher must have. Also, provides insightful information for future research since it presents the characteristics and skills that teachers need to have to impart English as a foreign language in a successful way, all information acquired through direct observation of an EFL teacher.



METODOLOGÍA

The present study was based on a qualitative design with a descriptive approach, directing towards the familiarization of the observer with the professional context of an English as a Foreign Language teacher. Busetto et al. (2020) explain the qualitative research as the study of phenomena that is usually written in words, and aims to describe the quality and its characteristics, as well as the context in which the phenomena occur, and the perspectives from which it is perceived. Also, Asmawi and Alam (2024) report that this research is used in a wide variety of disciplines, including education, and values the diverse aspects of the behavior of the human nature and culture. Furthermore, Tomaszewski et al. (2020) emphasize that qualitative research values the people's experiences, being subjective and taking account of the perspectives of the participants and the researcher, and assuring that conducted correctly, this type of research is consistent and helpful when answering questions about the participants. Additionally, Cresswell (2007) clarifies that the researchers of this specific type tend to be on the place where the participants experience the issue under study and collect data by directly talking or observing the participants, which was carried out by the observers of this research.

Therefore, the objective of this research is to explore the context of English teaching, as well as to understand the responsibilities of an English teacher in the classroom. For this, the researchers designed an activity plan which details three key phases that the researchers followed to develop this study. First, the theoretical stage, focused solely on the theoretical knowledge needed to determine what should be analyzed during the observational process; the practical stage, for developing the exploration of the context of English teaching and the investigative stage, for developing exploratory research founded on the final report. The instrument used for this research were field notes, which allowed to describe in detail what the teacher's actions were in class.

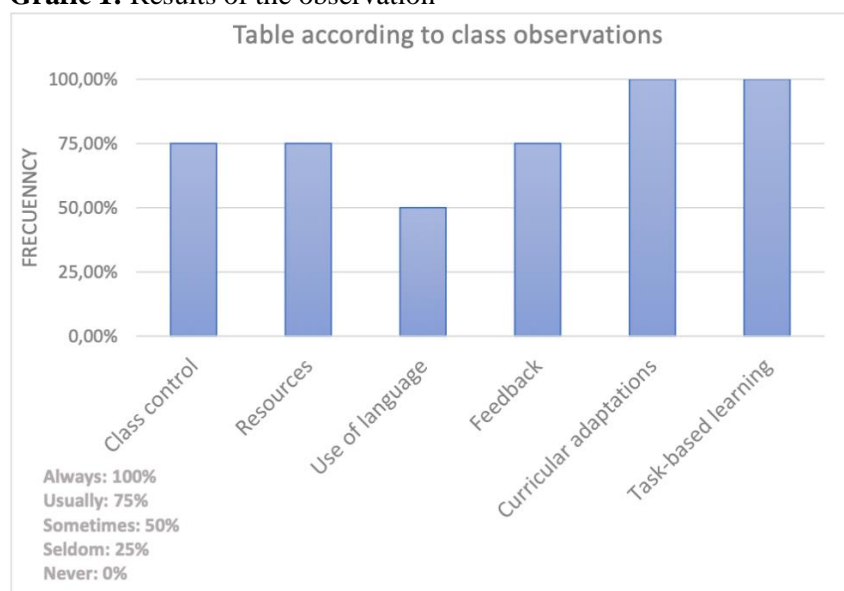
The participants of the research were observed teachers who were assigned by the principal of private school together with the monitoring of the students in their development of the pre-professional practices; the grades assigned to carry out the observation were those directed by the same teacher, being 2d EGB, 4th EGB, 5th EGB, 6th EGB, and 7th EGB. To sum up, for the carrying out this research, the process followed was an inquiry, examination, collection and systematization of data through the

instrument "field notes", allowing the research to have a clear point of view of the English teaching learning process development.

RESULTADOS Y DISCUSIÓN

This research with the aim exploring the context of English teaching, as well as to understand the responsibilities of an English teacher in the classroom, submitted important findings that help the researchers to understand and expand his idea on the teaching learning process. Taking advantage of the instrument used, in this case the field notes, the researchers could make the next graphic which allowed him to interpret and draw conclusion on the data, presenting the following findings:

Grafic 1: Results of the observation



Author: Researchers

In the graph, the total of indicators used was six. Each of them was isolated from the field notes after deeply exploring the context of English teaching, as well as to understand the responsibilities of an English teacher in the classroom.

Beginning from here, the data revealed that the observed teacher usually (75%) had full control of the class, making the students know their duties and explaining them the behavior they should have to a successful teaching process for all students. In the same way, the observed teacher usually (75%) used resources like worksheets or flashcards, so students were engaged and showed motivation thanks to the variety of resources to work on and vary the traditional classes. Regarding the use of language (English) in class, the teacher sometimes (50%) used it, especially for higher classes, because he believed it was

too complicated for students to understand a second language when they didn't even know their first language properly.

On the other hand, the observed teacher always (100%) was attentive to feedback from students, asking them always about previous themes, so he knows who and what to reinforce, with the purpose to not let voids in their learning process. Just as, he always (100%) implemented curricular adaptations to certain students with special needs, so they are successful academically, and gain the same knowledge as their classmates. Finally, task-based learning was always (100%) applied with the objective to involve, both students and their representatives in their learning process, seeking for reinforcement in the new themes. after analyzing the results of, it can be mentioned that the teacher always maintained class control, so students behave and learn morals and values. In fact, Kaspul et al, (2020) agree that managing the class is essential, so student know about how to behave morally and ethically as integral members of the society. The teacher also included some punishment for students, so they are incentivized to behave well, and Tagle et al. (2020) agree with the teacher's actions, explaining that adding these practices like punishment and rewards are essential for conditioning the student's behavior and crucial for teachers for maintaining control.

Second, the teacher tried to include in most classes the use resources like flashcards and worksheets, so students have an innovative and more visual learning process, and Velázquez (2021) concludes that, in fact these resources are great for capturing students' attention and getting the vocabulary words in a better way through the illustrations and recommends working both flashcards and worksheets together. On the other hand, the teacher had some doubts with the use of language and implementing L2 in the classes, because he believed that it was too complex for the students, especially for lower grades that don't have a high proficiency level. But contrary to what the general perception could be, Inal and Turhanli (2019) agree that using more L1 than L2 in lower proficiency level students facilitates the learning process, especially when teaching vocabulary, complex ideas, and grammar.

Furthermore, the feedback was almost mandatory for the teacher, so he knew the necessities and voids to fill in the learning process of the students, something that Putri et al. (2021) concurs with, and express that feedback is useful information for students, helping them to know in what aspects they need to improve, and teachers must deliver various types of feedback to even improve the self-regulated



learning. Additionally, curricular adaptations were important for the teacher, as it helped the students to learn in an appropriate way according to their needs, and Velásquez and Argudo (2023) agree with this as it says that ensuring inclusive and equitable educational is a necessity for students with specific requirements. Also, the teacher was well aware of the needs and abilities of the students, and in the same way, Sáez (2023) indicates that it is necessary to recognize the needs, requirements and distinct learning styles of the students.

Finally, Task-based learning was always applied by the teacher as he states that using tasks that involve students in their learning is the best way to solidify what was taught, and Sholeh (2020) agrees with this, exposing this method as a better way to learn than the traditional way. Also, Prasad Bhandari (2020), recognizes this method as useful because it recognizes the importance of students' engagement when they learn, and as the teacher observed in the research worked, Sholeh (2020) advice small groups of students for an effective learning.

CONCLUSIONES

Exploring the context of English teaching, as well as to understand the responsibilities of an English teacher in the classroom allowed the researchers to extend his point of view on the English as a Foreign Language Teacher environment, understanding the diverse complexities that a teacher must face to accomplish an effective teaching-learning environment. Thorough the observation classes the researcher noticed the different challenges like language or behavior that could be present while teaching. For that it is essential as a future EFL teachers to know strategies and solutions for the diverse possible situations which only could possible through exploring the context of English teaching.

On the other hand, the study exposed significant insights and valuable information about teachers should prioritize their training to overcome difficulties in areas like use of language according to the learners' proficiency, class control strategies, and concentrate on offering different types of feedback.

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