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DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

RESEARCH REPORT

PRE-SERVICE ENGLISH TEACHERS' CHALLENGES IN TEACHING YOUNG LEARNERS

Research report before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major

Authors:
Naranjo Sánchez Mayra Jackeline
Velasco Cayo Andrea Vanesa

Tutor:
Castro Bungacho Sonia Jimena, Mcs
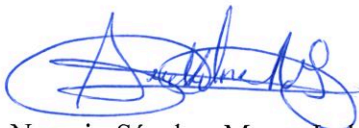
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Mayra Jackeline Naranjo Sánchez and Andrea Vanesa Velasco Cayo, with citizenship card No. 2200061543 and 0550165971 we declare to be the authors of this **RESEARCH PROJECT: "PRE-SERVICE ENGLISH TEACHERS' CHALLENGES IN TEACHING YOUNG LEARNERS"** being Castro Bungacho Sonia Jimena, Msc Tutor of this work; and, we expressly exempt the Technical University of Cotopaxi and its legal representatives from possible claims or legal actions.

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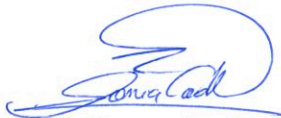
Naranjo Sánchez Mayra Jackeline
I.D: 2200061543

Velasco Cayo Andrea Vanesa
I.D: 0550165971

ENDORSEMENT BY THE RESEARCH PROJECT TUTOR

As Tutor of the Research Project on the title:

"PRE-SERVICE ENGLISH TEACHERS' CHALLENGES IN TEACHING YOUNG LEARNERS" by Naranjo Sánchez Mayra Jackeline; Velasco Cayo Andrea Vanesa, of the Pedagogy of National and Foreign Languages career, we consider that this research report is worthy of the endorsement of approval by meeting the technical standards, translation and formats provided, as well as we have incorporated the observations and recommendations proposed in the pre-defense.

Pujilí, March 2024

Castro Bungacho Sonia Jimena, Mcs
ID: 0501974729
TUTOR

ENDORSEMENT OF THE DEGREE COURT

As a Court of Readers, approve this Research Report in accordance with the regulations issued by the Technical University of Cotopaxi, and by the Pujilí Extension, because the applicant: Naranjo Sánchez Mayra Jackeline and Velasco Cayo Andrea Vanesa, with the title of the Research Project **"PRE-SERVICE ENGLISH TEACHERS' CHALLENGES IN TEACHING YOUNG LEARNERS"**, has considered the recommendations issued in due course and meets the sufficient merits to be submitted to the act of support of the degree work.
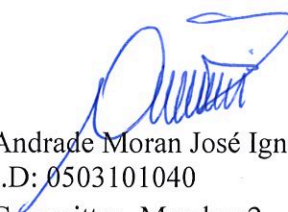
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As proof, they sign:

Rosero Menéndez Jorge Luis, Msc
ID: 0500862727
Committee president

Andrade Moran José Ignacio, Mg
I.D: 0503101040
Committee, Member 2

Mena Vargas Nelly Patricia, Msc
I.D: 0501574297
Committee, Member 3

GRATEFULNESS

First of all, to the Technical University of Cotopaxi, its authorities, and its professors for the support provided throughout my career, as well as to my tutor for her support during the development of this research; Thank you all and I hope I always have your support.

Naranjo Sánchez Mayra Jackeline

GRATEFULNESS

I want to express my deepest gratitude to God for being my constant guide and giving me the necessary strength to reach this important achievement in my life. To my dear family, especially my mother and my sister, I thank them for their unconditional support, love and sacrifice that have allowed me to get this far. To my thesis partner and myself, I thank you for your dedication and patience throughout this academic journey. I am infinitely grateful for having you in my life and for all you have done for me. Finally, thanks to my loved ones, may they rest in peace, who from heaven support me, take care of me and guide me in every step I take.

Velasco Cayo Andrea Vanesa

DEDICATORY

First of all, I dedicate this work to my parents Jorge Naranjo and Alba Sanchez, and to my little sister Estefania for always giving me moral support when I needed it most and for all their sacrifices and trust in giving me the study, to God for giving me the strength to move forward in the most difficult moments of my life, to my grandparents and deceased sister, who have taken care of me from heaven, giving me their blessings and affection; Finally, thanks for all the support also to my professors, since they have guided and advised me in the best way to never give up and to become a good professional.

Naranjo Sánchez Mayra Jackeline

DEDICATORY

With deep gratitude and humility, I would like to dedicate this thesis first of all to God and to the universe, which has given me the necessary strength and guided me on the right path to reach this important achievement. To my family, but especially to my exceptional mother Norma and my grandfather Jose, may he rest in peace, and to my sister Estefany, who has supported me in every stage of my life, whose unconditional love and constant support have been my greatest motivation in this road full of challenges that have made me stronger every day.

To my friends, classmates, and future colleagues Melany and Mayra who have accompanied me on this journey, as well as to each of my professors at the Technical University of Cotopaxi for imparting me with significant knowledge that helped me develop as a person. This is for you.

Velasco Cayo Andrea Vanesa

UNIVERSIDAD TÉCNICA DE COTOPAXI

EXTENSIÓN PUJILÍ

TITULO: "DESAFÍOS DE LOS PROFESORES DE INGLÉS EN FORMACIÓN EN LA ENSEÑANZA DE JÓVENES ESTUDIANTES"

Autoras:

Naranjo Sánchez Mayra Jackeline

Velasco Cayo Andrea Vanesa

RESUMEN

Este proyecto de investigación tuvo como objetivo identificar los desafíos en la práctica docente de los futuros docentes de la Universidad Técnica de Cotopaxi en jóvenes estudiantes, por ello, el estudio se centró en la problemática de cuáles son los desafíos más comunes que se encuentran en la práctica docente con énfasis en los resultados/datos obtenidos de estudiantes que ya superaron su proceso de prácticas. Además, se aplicó una metodología basada en el enfoque cualitativo a través del método descriptivo con ayuda de un diálogo virtual entre entrevistador y entrevistado. La muestra estuvo compuesta específicamente por ocho estudiantes de la Universidad Técnica de Cotopaxi que ya concluyeron sus prácticas preprofesionales. La herramienta utilizada para la recopilación de resultados fue la entrevista semiestructurada junto con el análisis de la información recopilada y almacenada en dispositivos multimedia. El resultado de este estudio indicó que los futuros docentes cuentan con los recursos necesarios para crear una práctica docente sólida. Sin embargo, los futuros docentes enfrentan numerosos desafíos, como la correcta aplicación de sus conocimientos en el aula y la imposibilidad de gestionar un grupo de más de treinta estudiantes, confianza, motivación, presiones de tiempo y recursos. Aunque, con base en su experiencia de aprendizaje, cuentan con muchas estrategias para resolver los impedimentos, en cuanto al desarrollo de actividades de entretenimiento y la disponibilidad de recursos tecnológicos.

Palabras claves: Enseñanza, jóvenes aprendices, profesores en formación, retos.

TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ EXTENSION

THEME: "PRE-SERVICE ENGLISH TEACHERS' CHALLENGES IN TEACHING YOUNG LEARNERS"

Authors:

Naranjo Sánchez Mayra Jackeline

Velasco Cayo Andrea Vanesa

ABSTRACT

This research project aimed to identify the challenges in the teaching experience by pre-service teachers from the Technical University of Cotopaxi in young students, therefore, the study focused on the problem of what are the most common challenges encountered in teaching practice with emphasis on the results/data obtained from students who have already passed their internship process. In addition, a methodology based on the qualitative approach was applied through the descriptive method with the help of a virtual dialogue between the interviewer and interviewee. The sample consisted specifically of eight students from the Technical University of Cotopaxi who completed their pre-professional internships. The technique used was the semi-structured interview and the analysis of the information collected and stored in multimedia devices. The result of this study indicated that pre-service teachers have the necessary resources to create a solid teaching practice. However, pre-service English teachers face numerous challenges, such as the correct application of their knowledge in the classroom and the impossibility of managing a group of more than thirty students, confidence, motivation, time, and resource pressures. Although, based on their learning experience, they have many strategies to resolve impediments.

Keywords: Challenges, pre-service teachers, teaching, young learners.

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AVAL DE TRADUCCIÓN

En calidad de Docente de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi; en forma legal **CERTIFICO** que:

La traducción del resumen al idioma español del proyecto de investigación cuyo título versa: **"PRE-SERVICE ENGLISH TEACHERS' CHALLENGES IN TEACHING YOUNG LEARNERS"** presentado por: Mayra Jackeline Naranjo Sánchez y Andrea Vanesa Velasco Cayo, egresadas de la Carrera de: **Pedagogía De Los Idiomas Nacionales Y Extranjeros**, perteneciente a la **Extensión Pujilí** lo realizaron bajo mi supervisión y cumple con una correcta estructura gramatical del Idioma.

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Pujilí, Marzo del 2024

Atentamente,

Castro Bungacho Sonia Jimena, Msc
ID: 0501974729
TUTORA

INDEX

1. GENERAL INFORMATION

Theme:

Pre-Service English Teachers' Challenges in Teaching Young Learners

Starting Date:

October 2023

Ending Date:

March 2024

Place of Research:

Technical University of Cotopaxi

Sponsoring Faculty:

Pujilí Extension

Sponsoring career:

National and Foreign Language Pedagogy English

Macro project of the career:

Information process in the teaching and learning of the English language in Educative Institutions.

Research Group:

Mayra Jackeline Naranjo Sanchez and Velasco Cayo Andrea Vanesa

Knowledge area:

Education

Research line:

Education, communication, and design for human and social development.

The research line of the career:

Education, Literature, and Culture.

Research sub-line:

Teacher professional development, school management, and learning communities and communities of learning.

2. PROBLEM STATEMENT

When they begin teaching life, they have to keep in mind that they have to prepare themselves very well in case they execute the profession. According to Megawati (2015), challenges are related to obstacles, difficulties, or problems that pre-service teachers have from experience. In addition, teaching internships for trainees can play a crucial role in significantly focusing the future professional career of the English teacher, as the student is directly introduced to a field of work in which they are regularly supervised. It should be noted that teacher training must be intensive to have optimal competence in teaching English. Megawati (2015) mentions that before the service teacher education contributes significantly to the future career of the teacher of English, whether professionalized or not. The prior knowledge they gained from their university became the foundation of his teaching. Both theory and practice must be balanced to build a proper belief on how to deliver knowledge to students in the right way.

Research on the development of challenges in a classroom is little known, and it is mostly a topic that is not very important and is not taken into account because it is a topic that takes into account students who are already in practice and do not have "enough time" to think about the subject, so it is not analyzed and investigated as it should. Therefore, it is known that the problem in this study is that little is known about pre-service English teachers' challenges in teaching young learners from the Technical University of Cotopaxi in the period 2023 - 2024. Certainly, there is a lack of recognition of the professional figure in terms of research in the Career of Pedagogy Of National And Foreign Languages. Concerning this, Megawati (2015) states that the language itself and its research must be taken into account since initial teacher training contributes significantly to the career of a future teacher.

Without an adequate knowledge base, the development of the research may be affected, in addition to the fact that there are no researchers focused on this particular topic. The lack of prior knowledge affects the progress of research because the researcher does not have the necessary basis to conduct an adequate study that meets the established standards to be considered truthful and effective.

As a consequence, due to the lack of research, there is no visualization or knowledge about what happens in the classroom during the pre-professional practices, therefore the few types of research that exist are not updated and the strategies that can be applied are mostly ambiguous. This can lead to the fact that the difficulties faced by teacher trainees can affect them, with

disastrous consequences for pre-service teachers, since they are at a point where they don't know how to react to different real situations that arise in the classroom. Such situations could help future teachers (trainees) to develop curiosity about the difficulties in the classroom and how to cope with them through the use of appropriate strategies and techniques, giving a future result that the English career could have feedback to improve the curriculum and thus guide and improve the proper use of techniques in case of difficulties in the classroom.

For this reason, this study aims to identify the challenges faced by pre-service teachers from the Technical University of Cotopaxi in teaching to young learners during pre-professional practices in the period 2023 - 2024. Camlibel-Acar (2016) "Prospective EFL teachers do not always have the opportunity to observe real young learner classrooms until their final year or graduation, which creates a big gap between theoretical considerations and the realities of the teaching practice". Following this part, we may be able to identify the most common challenges encountered in teaching practice by emphasizing the results/data obtained from students who have already passed their internship process. In contrast, (Camlibel-Acar, 2016, p. 324) also reveals in his study that "there is indeed a great demand for language teachers who are trained to teach children since teaching English to young learners requires a special ability, a combination of multiple competencies and a high level of motivation on the part of the teachers", that is why it is of the utmost importance to evaluate the skills and abilities of the students of the Technical University of Cotopaxi.

The research questions to be addressed in this study are as follows:

What are preservice English teachers' challenges in teaching English to young learners?

3. OBJECTIVES

General Objective

To identify the challenges in teaching experience by pre-service teachers from the Technical University of Cotopaxi in young students.

Specific Objectives

To analyze the teaching and learning process for young learners and the challenges that pre-service English teachers face when educating them.

To determine the challenges encountered by pre-service English teachers in teaching English to young learners.

To explain the most common challenges encountered by pre-service English teachers.

4. ACTIVITIES AND TASK SYSTEM CONCERNING THE OBJECTIVES PROPOSED.

Table 1: Descriptions of actions according to each specific objective

Specific Objective	Activities	Verification Means
To analyze the teaching and learning process for young learners and the challenges that pre-service English teachers face when educating them.	Look for information in papers, scientific magazines, and institutional websites	Theoretical Framework Journalist Papers Digital Books
To determine the challenges encountered by pre-service English teachers in teaching English to young learners.	Data collection, data analysis, and data interpretation Discussion of results.	Interview Records
To explain the most common challenges encountered by pre-service English teachers.	Interview applied	Analysis and discussion of results Conclusion Recommendations

5. JUSTIFICATION

Currently, learning a foreign language is a way to link countries and seek new horizons and opportunities in various social, work, or economic fields. In addition, it is essential in global communication. Therefore, to prioritize the learning of English, strategic, pedagogical, and didactic aspects are attributed. This research aims to determine the most common challenges faced by pre-service English teachers with young students in different educational units, which have been identified by English teachers in training at the Technical University of Cotopaxi in their pre-professional practices.

In this sense, the review of previous studies on the challenges during pre-professional practice constitutes a fundamental part of its analysis, revealing the problems that future English teachers generally have.

In consideration of this, Prihatin et al., (2021) concluded that the main difficulties encountered during the research were speaking, writing, and understanding the language (English), and also determined that young students have a low level of vocabulary in English and that some trainees don't have adequate knowledge of it as specific methods for teaching.

In this way, the research contributes to the development and personal improvement of future English teachers, based on the difficulties that they generally present and that they must overcome since the value of a foreign language is better perceived with correct teaching and management of methodologies, and teaching materials among others. It is a challenge that not only involves learning it but also overvaluing an optimal learning environment; which could be improved if the practicing teachers had a better development of techniques, teaching and learning strategies, and a correct personal development that gives them self-confidence during the moment of giving their classes, this making mention to the research of Prihatin et al.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Challenges In Teaching EFL for Pre-Service Young Learners Teachers

Megawati, (2015) was introduced in an English curriculum in elementary schools in Indonesia, due to a variety of factors that emerged as a competition. The fact that its main purpose is not to teach English, but to focus on EFL, regardless of whether English is taught as a compulsory or local subject, is the aim of this article to elucidate the possible difficulties that university students may encounter in the elementary school setting and to offer several solutions to help them perform better in their English teaching. Accordingly, a descriptive qualitative approach was used to collect the data, with an interview and a questionnaire as the main tools.

At the same time, the findings revealed that Indonesian elementary school students thought that teaching English could encounter difficulties classified into different categories, such as; the English level of prospective teachers, self-confidence in teaching, and physical activities to

learn English. Furthermore, to overcome these difficulties, he validated different tactics to be used, focusing on three areas: media development, lots of fun activities, and a technology-savvy instructor. Simply put, as soon as it was practical, a tech-savvy teacher would work perfectly with elementary students.

Thus, the more enlightenment and English Language Teaching treatment elementary educators receive, the better equipped they will be. Therefore, this research would greatly contribute to our project of discussing the difficulties and development of professionalism in teaching English to young learners, especially among young university student teachers.

Challenges In Teaching English To Young Learners In Southern Thailand

During the development of the research, Prihatin et al., (2021) talked about difficulties encountered in their study in Southern Thailand aiming to analyze the challenges faced by pre-service teachers during their five-month teaching practice in Southern Thailand and how they handled the challenges. A questionnaire and interview were applied to 10 Indonesian pre-service teachers to find out what difficulties they encountered in their classrooms.

In this research, it was found that 6 of the 10 trainees needed to learn the proper methods and strategies to manage a classroom Teaching English Young Learners, and likewise, they needed teaching experience and therefore found it difficult to teach. Furthermore, obstacles arise from external sources such as curriculum/syllabus, school infrastructure, class size, and cultural differences. It was concluded that the main difficulties encountered during the research were speaking, writing, and understanding the language (English), and it was also determined that the young learners have a low level of English vocabulary and that some pre-service English teachers do not have adequate knowledge of methods and that to teach one must know the culture of each place.

This study will help to take into account the difficulties encountered during the pre-professional practices in a school in another country and compare them with those found in our research.

Issues and Challenges of English Language Teacher-Trainees' Teaching Practicum Performance: Looking Back and Going Forward

In her study, Deocampo (2020) from Assumption University of Thailand investigated the problems and challenges in a bilingual school, with the main objective of identifying the problems and challenges of English language teachers' performance in one of the bilingual schools in Bangkok. For data collection, a narrative approach of convenience was used, the author conducted semi-structured interviews and reflections with 15 trainees during their teaching practice where the reflections were made to have a real point of view of that moment of the school situation.

In this way, several results were found as a consequence of the development of the research, some examples of results are; teacher voice, classroom management, teaching strategies, learning strategies, communication barriers in English, vocabulary knowledge, lesson planning, teaching evaluation planning, teaching evaluation and motivation in the classroom. The conclusion is that problems and challenges are always present in a classroom, whether the teacher is experienced or not, and that a teacher should not rely on a single method, but should explore new ways of teaching. Finally, this research provides us with a real point of view, which will serve to contrast the experiences of future teachers in different parts of the world.

How teachers design and implement instructional materials to improve classroom practice

The study by (Palacios-Hidalgo et al., 2021) research that was carried out in Andalusia-Spain aims to investigate teachers' perspectives on the creation and use of teaching materials in class, with a focus on the effects of their production on professional development. Using a mixed methods research approach and the administration of a questionnaire. Two case studies were applied and a questionnaire was delivered to a sample of 864 teachers where interviews, observations, diary entries, and recordings with kindergarten teachers were evaluated. As a result, early childhood education schools make extensive use of textbooks. Manifesting that they have a significant impact on face-to-face training in the Andalusian Primary Education system.

Even when teachers try to supplement it with more creative materials, professionals place a high value on teacher-prepared content, although it is not only used for promotion but also for its role in fostering meaningful learning and advancing professional development. In addition, it is of the utmost importance to emphasize that regardless of the challenges and difficulties that are frequently involved, the findings also support the need for support from teachers.

Teaching English To Young Learners: Some Challenges Faced By Pre-Service Teachers

It is increasingly common to teach and learn a foreign language at an early age due to the demands of teaching young people, Camlibel-Acar (2016) this research was carried out in states of Turkey taking into account that English is a requirement for training education teachers is of the utmost importance and even more so for young students, but they often do not have the opportunity to see their actual classrooms until they are there. That is why Investigating the amount of English Foreign English before service is the main objective of this study. The third-year teachers were influenced by observing the young students in class.

Data were obtained from 110 junior-level students enrolled in the English Language Teaching department of the Turkish State University, using open-ended questions addressed at the beginning and end of the reflective essays that the students wrote throughout the semester. The analysis application was performed on quantitative data. Although the qualitative data was examined using a coding procedure, descriptive statistics were used to make a discovery and predetermined themes. Last but not least, the findings show the advantages and disadvantages that future teachers see. A connection between teaching English to young students and their experiences in the course and classes with younger students in which they participated.

6.2 Theoretical Framework

English as a foreign language

"Teaching English as a foreign language is a hard endeavor, with disagreements on when and what teachers should start" (Patiño & Bermeo, 2021). A language is considered foreign if it is learned primarily in the classroom and is not spoken in society. where teaching takes place. Studying another language allows the individual to communicate effectively and creatively and participate in real-life situations through the language of one's own authentic culture. Learning another language provides access to a perspective other than one's own, increases the ability to see connections between content areas, and promotes an interdisciplinary perspective while

gaining intercultural understanding. Language is the necessary vehicle for effective interactions between humans and produces a better understanding of one's language and culture.

Studying a language allows the student to obtain linguistic and social knowledge, as well as to understand when, how, and why to communicate what to whom (Standards for Foreign Language Learning, 1996). Language academics vary between the words 'acquisition' and 'learning': 'acquisition' refers to the natural process of acquiring first and second languages without formal teaching, whereas 'learning' refers to systematically studying second or foreign languages in the classroom. One frequently distinguishes between the comparatively simple process of second language acquisition by children and the more formal and complex second language acquisition by adults. Foreign language education is the teaching of a modern language that is not an official language or the mother tongue of a large portion of the population (Moeller & Catalano, 2015).

On the other hand, foreign language learning and teaching refers to the process of teaching or learning a non-native language outside of its native context. A difference is often made between the acquisition of a "foreign" language and a "second" language. A second language indicates that the student lives in an environment where the learned language is spoken.

 Second language acquisition is a broad concept in the study that refers to foreign fields, among others, and conducts academic research on non-native language acquisition, problems, and challenges for the teaching practice of English teachers. In training. However, research on innovations in learning and teaching has yielded new insights into effective language learning tactics and environments that aim to improve language performance and proficiency (Moeller and Catalano, 2015).

Teaching English to Young Learners

The correct teaching of a foreign language is necessary for the application of new teaching-learning strategies that help the cognitive development of young students. Thus, according to (Yuniar Diyanti, n/d), studying a new language helps the cognitive and academic progress of a bilingual student; helping them develop productive and receptive skills much better than a non-bilingual child.

Therefore, the process that an English language pre-service English teachers goes through when faced with the reality of English language teaching in schools has to ensure that it will best

guide children. Taking this into account (Yuniar Diyanti, n/d) mentions that, for a good class with young students, converting traditional classes to dynamic classes helps students use the accumulated energy in activities that improve their performance and, consequently, have adequate teaching that helps in their development.

Therefore, the use of various resources, whether audiovisual or didactic, they are crucial for teaching young students. When implementing this type of material, it is important to teach key vocabulary and discuss the main idea of the audiovisual material to be used, so a teacher should introduce a set of rules and standards in the classroom during the first lesson for each group of students. To establish specific and positive guidelines, taking into account the aforementioned, teachers must apply the appropriate resources according to the type of students they have to teach.

Finally, in this way, Prihatin et al., (2021) say that "Teaching young students is completely different and more challenging compared to teaching adult students. While adults are much more independent, mature, and of course, have more knowledge, children are simply children who like to play, have fun, and need special attention.

Pre-service Teacher

A teacher candidate who participates in a teaching program, such as a teacher certification program or a bachelor's degree in education, "is called a student teacher because, during the first semester, students prepare to apply teaching theory and the role of the instructor. (Pakpahan, 2023, p. 2). They gain fundamental teaching skills, such as lesson planning, classroom management, and lesson implementation tactics, over approximately three years. They are then encouraged to demonstrate their teaching talents in the classroom at the end of their program. A teaching practicum is a teacher training program that prepares future teachers.

Pakpahan (2023) states that teaching practice aims to allow future teachers to apply their theoretical knowledge in the classroom. Teaching practice helps future teachers hone their teaching skills. It allows the future teacher to gain teaching experience and assume the position and duty of a teacher for a specified period. Future teachers continue their education and training to become competent teachers during teaching practice. Additionally, this practice can help future teachers develop the necessary skills (p.2).

However, the transition from students to instructors makes it difficult for future teachers to pursue the goal of becoming professional teachers. "Since not all training instructors are capable of applying theoretical information during the learning process in the classroom" (Pakpahan, 2023, p. 2). That is why many future teachers express concern about their motivation, behavior, and future. Because future EFL teachers face several obstacles during their teaching practice (Pakpahan., 2023, p. 2).

Pre-service Teachers programs.

Scheeler et al. (2016) mention that: preparing effective preservice teachers who enter the field ready to meet the unique needs of their students is the ultimate goal of teacher education, influenced by a combination of coursework - including methods grounded in research - and fieldwork where students have the opportunity to gain experience using evidence-based practice.

In other words, teacher training programs need to ensure that teachers understand and apply research-backed techniques. It's essential to provide pre-service teachers, with the tools and hands-on experiences to enhance student performance. Preparing educators goes beyond providing a set of skills or resources; it involves grooming them to become well-informed professionals who recognize their strengths and consider how their environment influences their teaching choices.

However, it should be taken into account that not everything depends on the educational institution where the teacher is being trained, but that self-education should be applied in the same way, which consists of the future teacher informing him/herself about different topics that he/she does not fully understand; this is important because it shows an important difference between the future teachers themselves when applying the practices in schools or colleges, this because depending on the pre-service teacher, the student's learning and academic success will depend on them.

Finally, teacher training programs, if properly conducted and with the right content, have the potential to prepare future teachers to have a positive impact on students, not only in the academic setting but also beyond, bearing in mind that the success of the student depends on the teacher and the way he/she teaches. Furthermore, it should be taken into account that after a long period of distance learning, education has deteriorated somewhat due to the limitations of COVID-19, so much so that students and teachers are suffering the consequences of the loss

of learning and teaching, as students have almost completely lost their skills in reading, arithmetic, and English, and teachers do not know how to act in these situations, taking as a last alternative to continue with the same classes as before the pandemic.

Pre-service Teachers and teaching-learning Process

Ozdas (2018, p. 189), mentions that the fact that students are trained according to the aim of an education system depends on how teachers are in their teaching profession (Cydis, 2014). Therefore, reconstructive approaches in education assign new roles to teachers. Teachers are expected to develop good relationships with their students, colleagues, school administration, and parents, to constantly improve themselves in their profession. There are two dimensions, namely professional ethics and knowledge to train pre-service teachers in a professional sense. They are also required to be competent in content knowledge, pedagogical courses, and general cultural courses in their pre-service teacher training program to carry out their teaching practices professionally.

According whit this, the most important component in education is the teacher. In this way (Tajino et al., 2015) said that the instructors have a crucial role in education, regardless of training methods. As a result, teachers should be provided with ongoing opportunities to develop themselves through pre-service and in-service training programs. The curriculum is a significant resource for instructors during these activities. Planning a teaching process based on a curriculum is assumed to increase efficiency in education concerning quality (Tajino et al., 2015).

In the same way, the curriculum developed by the Ministry of National Education is known to be student-centered. In a student-centered approach, students actively participate in the lessons. On the other hand, a teaching-learning process in a teacher-centered approach generally focuses on conveying knowledge to students and this knowledge is memorized by students to be remembered in the exact way later. However, the process of resolving conflicts is not presented in the curriculum and therefore it is something that the teacher must learn to perform, whether they are group or single-student conflicts.

Additionally, it must be taken into account that with the new research on education in both children and young people, it is known that each one has a specific way of learning, that is, the characteristics of the student and their qualities help the teacher to identify the correct learning style, this without leaving aside that they can have the same age and educational level. But their

way of learning is different. Likewise, pre-service teachers must take these factors into account and add the technological issue, which is important to control the teaching-learning process with students of the technological era.

Consequently, pre-service teachers who apply technological tools will have a greater probability of success within the teaching-learning process; However, these tools should also be applied in the centers where future teachers are being trained, so that they are prepared for the institutions.

Teacher Training and pre-professional practice development

Professional development may take numerous forms, and each institution should choose the appropriate one depending on a variety of aspects, including environment, history, and requirements (Diaz-Maggioli, 2004). In general, all methods of professional development may be classified into two broad categories: "organizational partnership models" and "small group or individual models" (Villegas-Reimers, 2003, p. 70). The former presupposes some kind of institutional support and, in most cases, takes the shape of ongoing professional development that leads pre-service teachers throughout their careers. Furthermore, it typically includes collaborations between institutions and universities to assist with teacher education. The latter group comprises more individualized professional development methods such as classroom observation, teacher conferences, case studies, practices, and so on.

Thus, improving teaching practice involves much effort, patience, and perseverance. Aside from that, it requires an inner trigger capable of initiating change, which is reflection. According to several experts, reflection is a "vital factor" (Saylag, 2012, p. 3851) in teacher development processes as it helps the future teacher (pre-service English teacher) to be more reflective and thus to have a proper orientation to his or her position within the institution, taking control of different situations that occur within the institution, thus becoming a future autonomous teacher.

Considering these words, it is concluded that, according to reflection and good application of teaching methodologies, the student will be able to learn the topics taught inside the classroom; and in the same way, the pre-service teacher by observing and analyzing different events inside and outside the classroom, most of all in the institution as such; will be able to act in a better way, applying better classroom management and methods, thus having, in the end, a social and academic success on the part of his or her students.

Finally, the pre-service English teachers must maintain a correct motivation in their students so that they want to continue studying and at the same time comply with what is established in the curriculum.

Positive and negative aspects are found in the pre-professional practice.

Ozdas (2018, p. 188), mentions that the qualities of the teacher determine the efficiency of a teaching-learning process. The characteristics of each future teacher determine the kind of teacher they will be in the future, taking into account that both characteristics and qualities are part of the person and therefore determine their way of being with themselves or in this case, with their students. Results in education of good or poor quality since the actions of the teacher or the pre-service teacher are associated with how they could carry out curricular activities in the classroom and their possible results in both educational or training tasks.

In addition, it must be taken into account that, although these factors often affect the correct development of teaching, the teacher or pre-service teacher is in charge of applying a correct methodology for effective teaching, he has to motivate his students and make them able to relate socially and academically; however, in the teacher does not play his institutional role adequately, the results could be poor and therefore would not meet the objectives set by the government regarding the education and training of student.

For this reason, the experiences of pre-professional practices should be analyzed and acted upon respectfully, as expected of students; In others finish, act as you would like others to act as you develop the class. Finally, the practicums help future teachers to a great extent by showing a part of the reality that is lived in educational institutions, yes, but it is also necessary for the intern to act appropriately to do so; Firstly, to show respect for the institution, and secondly, because in this way teaching and learning will take place in a better way and therefore a good teacher will be formed, capable of facing different challenges inside and outside a classroom.

Models in teacher training

Educational techniques and models can vary based on the needs and expectations of learners in each educational situation. During teacher training, trainees get acquainted with certain approaches and models. Various tactics and approaches are presented to increase understanding

of how a lesson plan is produced and the sequence in which its activities are proposed (Aslan, 2016).

Moreover, language training programs frequently use a teaching model to ensure trainees understand the process. The models are meant to influence teaching practice. They train teachers and trainees, especially inexperienced ones (Aslan, 2016). An untrained teacher or learner might pick from a variety of activities when guided by a model. In this sense, models merely direct the order of activities in a session or course. They vary from techniques in that methods use a strict approach to selecting and presenting activities in a certain order.

Methods and Approaches to Teaching English

According to Ledesma (2019), the methods and approaches suitable for teaching children are the Total Physical Response (TPR) method and the communication method; the former is mostly applied to preschool children as it helps students to move and develop their learning through activities, the teacher gives an activity order and children learn by playing. On the other hand, in middle school children, TPR is combined with the communicative method which has some variations such as Content-Based Teaching, Task-based Instruction, and Content Language Integrated Learning (CLIL).

"The communicative method is defined as an approach related to interaction learning instead of memorization of rules" (Ledesma, 2019) according to the author, this method includes within its parameters, the use of motivational tools, since in this way the student actively participates in the planned activities; likewise, written and oral activities should be performed so that the knowledge imparted by pre-service English teacher is reinforced.

Thus, (Barnett, 2020) also mentions some methods like Grammar Translation: Students, in language classes typically study English grammar rules and practice translating between their language and English and vice versa. To do this successfully students are often required to commit lists and intricate grammatical structures to memory;

Audiolingualism: emphasizes exercises where teachers demonstrate new language patterns for learners to mimic in terms of intonation and pronunciation. Post-class activities often involve listening to recordings using headphones, in language labs following the pattern of repeating phrases spoken by the recorded voice;

Silent Way: emphasizes student learning rather than the teacher's teaching, students take an active role in the learning process and are encouraged to participate as much as possible.

Tosuncuoglu (2017) said that ECRIF is a framework system of a way of looking at how students learn a language. Using this framework system the teachers can understand how they do effective foreign language learning, the object of this method is to supply what to do or what not to do, and in which style students can learn better. Through ECRIF, teachers can notice to what extent the teaching is fruitful and they observe the approach of the students to the target language.

Finally, Barnett also said some approaches such as Communicative Language Teaching (CLT); The primary goal of CLT is for learners to develop *communicative competence* which involves linguistic competence, sociolinguistic competence, discourse competence, and strategic competence, thus, improving communication skills for use in the outside world, the teacher engages learners in the pragmatic and functional, since learning it's more, about understanding and being able to communicate than getting everything perfect. It's all about practicality, over theory;

Task-based Teaching (TBT); TBT tackles all these issues by providing teachers with a goal; ensuring that students finish a task. Teachers who are concerned, about their classes becoming disorganized due, to a lack of lesson structure now have defined steps that establish guidelines and boundaries – starting with a pre-task followed by the task itself and concluding with a post-task.

Teaching Strategies in English

The classroom setting might be monotonous at times while teaching and learning English. A teacher should inspire children to learn English and use effective ways to keep them engaged. As a result, the learning objectives can be met (Lestari et al., 2019). Teaching tactics include icebreakers such as singing and dancing with audio and movies to engage pupils and reduce boredom. Recalling Effective memory is crucial for pupils to retain previously learned information. This method helps students better grasp the content by connecting previous and upcoming topics. In this case, the teacher used a brainstorming method to promote student engagement.

"The teacher aims to assess students' comprehension through a conversation. If students do not comprehend the content, the teacher will provide further examples or explanations" (Lestari et al., 2019). Furthermore, the discussion technique encourages students to talk even if the main topic is not about speaking abilities. The teacher uses the game strategy to engage pupils in the learning process. Additionally, it might serve as a warm-up for the main material if done before delivery. It may also be used to verify pupils understand the key topic.

Finally, using strategies related to listening skills, along with reading skills, helps students to relate sound and writing, since listening to the word and reading it creates a relationship and therefore makes reading and learning easier. The teaching strategies used in the classroom will help increase student engagement and motivation.

Additionally, the University of San Diego (2022) mentions other strategies that are very important for teaching English, for example; Speaking slowly and patiently: this helps students who do not fully understand English to listen carefully and understand it, in the same way, it helps when the teacher asks a question and gives time for students to think and formulate the answer;

Prioritize productive language: although all skills are important to develop, the productive ones are more complex to generate and improve, so strategically it is important to focus on them;

Use visual aids: using technology or visual instruments helps students to relate words to images and learn in a better way; there are also students whose learning style is visual or audiovisual and therefore, these types of tools are good teaching strategies;

Pre-teaching vocabulary: helps them to anticipate the new topic to be taught and therefore, they can develop a better understanding;

Group work: It is a collective development strategy through which they develop tolerance, and empathy and work together.

Techniques in Teaching English

Teaching strategies are methods used by English teachers to teach their pupils to speak English while teaching and learning in the classroom. Techniques should address learners' diverse demands, including language-based accuracy and message-based engagement, meaning, and fluency.

1. Techniques should be intrinsically motivating.

2. Techniques should promote learning motivation.

3. Use real language in relevant circumstances.

 4. Offer relevant criticism and corrections.

5. Leverage the inherent connection between speaking and listening.

 6. Encourage the development of speaking techniques.

Teachers should incorporate a range of learning tactics into their lessons. For example, the technique should align with the students' true interests, be presented positively and passionately, and be simply understood. Understand the technique's objective. Teachers should consider whether their technique promotes self-discovery of principles or rules, as well as encouraging students to develop effective learning and communication strategies. Teachers can use various techniques to teach English to students, including role play, naive-speaker visitors answering questions on specific topics, pen friends (via mail or email), group presentations, and interclass debates (Noviyenty, n.d).

Collaboration between teachers-in-training and experienced professionals.

According to (Saiz Linares & Susinos Rada, 2017) "each student develops a personal inquiry that can be directed to the search for data, academic readings, observations, collection of information from their internship tutor, interviews with educational professionals, viewing of audiovisual material, among others". As mentioned by these authors, in the context of seminars to improve teacher training, students should inquire through the review of important studies or topics to gather information that will be beneficial for their professional development.
In the same way, they recommend interviewing educational professionals, who can provide pedagogical tools that can be used in the classroom with school students.

Likewise, these interviews are important because through them, professionals will advise on how to manage classrooms; and what strategies to use or not, since they have more experience in the educational field; this is very beneficial for a future teacher, as these conversations with tenured teachers will help them to find strategies and teaching methods more in line with their future students.

Challenges in English Education

The challenges faced by teachers are not solely based on policy or environment, but major issues related to the quality of English teachers in primary schools. Yuwono & Harboron (2010) mention that the majority of English teachers in primary schools do not have qualifications in English education; Secondly, English teachers who do have experience in English education were not trained as primary school English teachers.

Currently, teacher education programs only prepare training for English teachers in teaching at the middle and high school levels, and not in primary schools, since the national curriculum for English language education only focuses on students in middle school and high school. It means that the pre-service teachers have not been well prepared. Consequently, many primary schools may offer English programs without having the teachers or facilities necessary to support them (Muiroh et al., 2022).

Challenges in the teaching-learning process

(Sakkir, et.al., 2021). *"The purpose of teaching is to weave a conversation that unifies these different individuals around a shared core of learning."* Strategies are the various types or styles of plans used by teachers to achieve this purpose. The teacher should be able to select an acceptable technique for teaching children to speak. Likewise, Sakkir et al. (2021) allude to the fact that many challenges are triggered in teaching-learning and that influence students' teaching strategies. Proposing that one of the main challenges may be the use of the curriculum that is implemented during class, or other challenges such as: Attracting the attention of students so that they remain in the learning process, interest, and activity of the students (p. 2).

The challenge of teaching English during class is that it is difficult to attract all students, also due to lack of motivation to participate in learning, thus maintaining that most students are not able to meet their needs. Furthermore, students do not understand the material because it is not directly explained, thus creating feelings of stress and boredom towards students due to the different learning characteristics of students, especially in understanding the use of technological tools or when trying to create creativity and, an interesting learning system/learning material for students, Lack of monitoring and evaluation.

In addition, the same author mentions that there are many additional challenges to those already mentioned above that English teachers face in the teaching-learning process, such as: losing many opportunities and understanding related to the teaching material used in class during a class, and regaining enthusiasm and motivation. of students, the cognitive and pedagogical capacity of students, the process of adaptation of students to normal and generalized learning, lack of knowledge of students about English, characteristics of students, mastery of technology in the media creation of learning, improvement of the most interesting teaching strategies, repetition of teaching material and finally, time allocation.

In the same way, introducing the subject of English to schools with young students creates different challenges, since this subject is shown as compulsory and many times the methodology used by teachers is not adequate, often having teachers with no knowledge of English that, instead of promoting the English language, makes a setback and at the same time demotivates students with monotonous and meaningless teaching.

Additionally, it should be taken into account that these events appear more in rural schools, where teachers or pre-service teachers are faced with unmotivated students who are reluctant to learn English, having as a challenge, to motivate students and teach with a methodology appropriate to their level of knowledge.

Finally, the teaching-learning process is important to achieve correct learning from the students, and for this, we must take into account the current methodologies, appropriate strategies, and the level of knowledge, since at least in rural areas the level is low and cannot be taught as mentioned in the curriculum given by the government since they do not have the adequate level to continue with complex teaching topics since they must first learn the basics.

Challenges face by pre-service teachers

Teaching and learning a foreign language at an early age is increasingly common in the world. However, teachers are faced with several challenges when conducting a class. One of the reasons is that the English language is usually compulsory in primary education. However, in some countries, there is a serious lack of teachers trained to teach English to primary students Nunan (2003). Because of this, some teachers teach English classes without adequate preparation to teach young learners in particular. As (Copland et al., 2014) points out, one of

the most complex policy decisions affecting young people in learning classrooms concerns pedagogy. As shown above, teachers may find it difficult to introduce new approaches or methodologies due to a lack of knowledge.

In addition, Brining in his 2015 study made it clear that, teaching English to young learners presents unique challenges and demands compared to teaching adults. Addressing these challenges can be difficult without adequate knowledge of the growth and development of young learners, as well as the different stages they go through (p. 13).

Another potential challenge is large classes (Lungu, 2021). Generating the perception in educators that it is difficult or unfeasible to implement approaches linked to student learning, due to the impossibility of closely supervising students and verifying the application of the language or implementing team or partner work. In the long run, in various settings, especially in rural areas, children may face difficulties in trying to understand the importance of acquiring knowledge in English, since they lack incentives and motivation to do so.

Copland et al (2014), agree that teachers face challenges, partly due to a lack of training, and partly due to a lack of knowledge. At a global level, educators must recognize pedagogical skills as a specific challenge to which they must respond (p. 758). Considering these aspects, it is essential to provide support to teachers so that they can acquire the skills and knowledge, the disposition, and the independence necessary to build their didactic knowledge.

Children do have a less complicated view of the world than older children and adults, but this fact does not imply that teaching children is simple. On the contrary, the teacher of children needs to be highly skilled to reach into children's worlds and lead them to develop their understanding of more formal, more extensive, and differently organized concepts. Primary teachers need to understand how children make sense of the world and how they learn; they need skills in analyzing learning tasks and of using language to teach new ideas to groups and classes of children. Teaching languages to children needs all the skills of a good primary teacher in managing children and keeping them on task, plus a knowledge of the language, of language teaching, and language learning.

"It is because young learners have a quite short attention span and are easy to get bored (Cahyati et al., 2019)." According to this author, practicing teachers should take into account that having a Didactic class is very important, using the right tools so that young students do not get bored

so quickly in a class; it is important to take advantage of the attention span so that optimal and adequate learning is developed.

Specific Challenges in English Education

According to (Corradi, 2017) education presents different challenges for English teachers; but it is specifically focused on ensuring that the teacher in charge of teaching English classes does not simply do so with external knowledge and only achieves a basic knowledge of the use of the foreign language, but takes into account that all educators and educational centers must be governed by the educational policies of each country, which prioritize the student as a thinking being and who can be capable of being capable with society.

Likewise, Corradi mentions that, although the objective is to teach English, the teacher must be able to train a student in the use of the second language as a means to communicate and share knowledge with society. This is a bit complicated for the teacher since they must do two things at the same time; teach a second language and at the same time train a student with adequate knowledge for their encounter with society.

In the same way, (Safari & Rashidi, 2015) mentions that, when a teacher carries out his pre-professional internship, he learns through observation and application of traditional techniques, taught by experienced teachers. However, he also mentions that today future teachers are only recipients who will face the same problems as other teachers.

Thus, according to Hudson et al., (2008), some of the main challenges that professionals face is a lack of confidence in how to teach a second language, preparation, student participation, lack of materials, having students with different levels of knowledge, and theoretical knowledge. /practical connection, lack of articulation/expression, and time. Taking the above challenges, it is of utmost importance to note that these are not only challenges of the pre-service English teacher but also of the students to whom they taught English. Some of the challenges are:

Crowded classroom. (Songbatumis, n.d) reports that English instructors frequently face overcrowded courses, which can negatively impact teaching and learning (p. 6).

Lack of vocabulary. According to (Hasan & Shabdin, 2016), mastering vocabulary is among the most hard challenges for kids. EFL students sometimes fail to grasp information due to poor knowledge of the target language's grammar and vocabulary.

English exposure. Teaching English as a foreign language can be tough in areas where English is not widely spoken. According to (Mumary Songbatumis, 2017), pupils' low baseline knowledge of English might lead to a lack of motivation to practice and comprehend it.

Resource accessibility. Ajibola (2010) pointed out that "the inadequacy of resources also constitutes a trial to the English teaching and the larger number of students is a large number of sources is needed" (p. 97). On the other hand, To familiarize pupils with English and expose them to the target language, more learning tools are necessary.

Lack of basic and essential equipment. Insufficient facilities and equipment might impair instructors' ability to provide effective instruction. According to Pande (2013), language comprehension requires practice in all four skills: hearing, speaking, reading, and writing (p. 417).

Low proficiency in teaching approaches and practices. Effective teaching requires not just transferring language abilities, but also maintaining students' desire and passion for studying and practicing English (Ansari, 2012).

Students are bored. Teaching English may be challenging when kids take courses outside of school. Khajloo (2013) found that pupils with higher academic levels dislike repeating low-level information (p. 57).

A variety of instructional methods and approaches are used. Language education methods might vary greatly. According to Fatiloro (2015), while dealing with English teaching issues, instructors should employ a range of strategies. Methods for Teaching the English Language" (p. 29). Pande (2013) believes that using a variety of strategies and aligning them to the teaching subject may help teachers build excellent teaching practices

The students' levels match. To effectively manage a multilevel English class, it's important to consider factors such as students' educational background, personality, objectives, age, and

learning style, using a teacher's version to create tiered tasks is beneficial as it includes useful learning recommendations, tools, and worksheets. Pande (2013) suggests that teachers should be tolerant while educating students with varying abilities and strive to meet their level.

Classroom management. According to Milner & Tenore (2010), managing the classroom can help students understand English and gain exposure to target languages. This includes designing a classroom that values cultural diversity, seating arrangements that promote cooperative learning, and a classroom library with age-appropriate books at various reading levels (p. 19).

6   Methodology

Research Approach

For this study, the researchers employed a qualitative research approach, which is an interpretative kind of social inquiry, supported by evidence that is more oriented toward the in-depth description of the phenomenon (Sánchez Flores, 2019). This allowed us to identify the most common challenges faced in teaching practice, with a focus on the outcomes received from students who were pre-professional practices. Furthermore, this technique will help us to investigate and comprehend their perspectives, experiences, and attitudes concerning the usage of these tools in an educational context.

Research method

To collect information, a descriptive research with a qualitative method was used. "The objective of the descriptive research consists of getting to know the situations, customs, and predominant attitudes through the exact description of activities, objects, processes, and people"(Alban et al., 2020). Furthermore, this type of research was applied because the topic of study is not suitable for quantitative research since the results were obtained from the beneficiaries through a semi-structured interview.

Research context and participants

The research focused on the problems faced by interns in the eighth semester of teaching in the area of English at the Technical University of Cotopaxi, a public institution located in the province of Cotopaxi, Ecuador. The research was carried out by two researchers from the eighth semester of the National and Foreign Language Teaching Program, who focused on listening to the challenges that the interns encountered when teaching young students.

To select the participants, a survey was carried out that determined the number of eight pre-service English teacher who teach classes to young students. The interviewees were eight students from the 8th cycle of the Pedagogy in National and Foreign Languages English program, with the proper authorization of each one and finally each of the interviews were recorded.

Data collection

The technique used for data collection was an interview using an instrument with semi-structured questions. Through it, we were able to practice a personal dialogue with the future teachers, to investigate the challenges they encountered during the performance of their pre-professional practice. However, the information from this interview was stored on technological devices to keep intact the information about the experiences as teachers in training with young students in schools, thus giving a real point of view of the practices.

Data analysis

The data analysis we used was a systematic analysis to identify the most common challenges in preprofessional practice using audio recordings obtained from interviews to develop interpretations. Using a system of categories and subcategories that served as a guide for the analysis and discussion of results from the interpretation of the extracts; and in this way, develop the conclusions and recommendations later.

7 Analysis and Discussion of Results.

Table 2. The Description of Variables in the Semi-structured Interview

Category	Sub Categories	Question Number
Pre-service Teachers' Side	*Didactic Material*	3,8
	Development and planning of content	2,3
	Classroom Management	3,4
	Motivation	3,5
	Methods/Strategies	8,9
	Technology	3
Students' Side	*Use of the mother tongue*	2,4,5
	Second language production problems	4,5
	Lack of vocabulary	2-5
	Motivation	5
	Technology Management	2-5

To support the data shown in this research, a semi-structured interview was conducted with 8 university students who carried out their pre-professional internships with children to identify their opinions about the challenges encountered during their internships for both them and their students, some of the questions being adapted from Prihatin et al., (2021) and some other works read by the researchers. The questions and answers were done through WhatsApp voice notes to get detailed information and not leave out anything important. In the same way, and so that there is no distortion of the information, it was transcribed and translated into English.

Category 1: Pre-service Teachers' Side

Subcategories:

Didactic Material

[I did not have much knowledge of how to make teaching materials that were appropriate or suitable for the different ages of the students.]

[the creation of material. Because children are very visual, so honestly, I had to work on more material like flashcards, videos, and that type of teaching material for each class. Also, that is very complicated for me.]

[One of my challenges was to implement more teaching methodologies, such as using flashcards, using educational games, and using posters as part of the teaching material to activate the class at the beginning.]

This overview of preservice teachers' work environments contextualizes their viewpoints and helps us comprehend their situations. This review of teaching materials for future teachers assumes a clear link between the quality of the material and the teacher's professional use during lesson development (Navarro et al., 2014). That is, for beginning students, interactive material is extremely important to use as it helps them prepare and improve for their future performance as teachers. In other words, by making use of interactive materials and activities, students can successfully transfer their acquired skills to other circumstances.

The benefits of interactive teaching materials related to the class topic; students are more engaged in the activities. Nowadays, there are applications on the mobile phone or on the web that may assist and encourage students. They can activate skills amid the class to aid themselves or the members of their group to progress in class. To put it another way, students may raise the level of instruction in the classroom by answering properly in class, receiving a good score on a test, or just engaging in class.

Finally, it is essential that pre-service English teachers be able to use interactive content virtually every class hour to improve the effectiveness of their student's learning. Additionally, interactive content is essential for the development of students' critical thinking skills, as well

as spoken and written language. Additionally, creative and educational content promotes teaching and learning, but only if it is appropriate and used correctly.

Development and planning of content

[the preparation of plans, in this case, choosing the topics that were going to be taught in the courses since we already had a book and according to the topics of the book p, we planned each lesson plan]

Teachers throughout the world typically devote up to half of their work time to non-teaching tasks, with lesson planning accounting for a large portion of that time. Lesson planning is the process by which instructors integrate curricular objectives, pedagogy, and knowledge of their teaching settings. So, based on our findings, consider the benefits of lesson planning. It is feasible to claim that pre-service instructors propose working a week before class on themes from Ecuadorian government literature, taking into account the goals they hope to achieve. (Jan, n.d)

To underscore, excellent lesson planning may help teachers succeed and feel better about themselves. Teachers teach because they want to help their students, and efficient lesson preparation may help them feel satisfied when a lesson goes well or a student does well on an assessment. A well-planned class may also make teaching more pleasurable by enhancing teachers' self-confidence and allowing them to focus on student engagement rather than what is meant to happen next. Importantly, proper preparation may save time by eliminating last-minute attempts to acquire resources or produce materials for a day in the classroom.
The ultimate goal is to create good learning outcomes for children. Although well-designed lesson preparation takes time and effort, it is a worthwhile investment. To ensure student success, it is necessary to consider establishing age-appropriate lesson plans.

Classroom Management

[In Class Management, there were several difficulties but one of the most repetitive was discipline]

[The biggest challenge was controlling a certain group of students. Furthermore, the children's

distraction was always repetitive.]

[Class management, but only with distinguished class parallels, since the students lost respect for the teacher, in addition, they lost interest in the class at any time during its development. However, there were several parallels that had positive characteristics in terms of their behavior]

[It was the number of students in each classroom and the way to control everyone when teaching a class.]

"Effective classroom management begins with teachers planning and communicating expectations to students, and establishing standards of conduct, rules, and procedures" (Espinosa et al., 2020) to do so, teachers must consider what the expectations are for proper student behavior. Before developing specific rules and procedures, instructors must think about the qualities of their pupils and choose what sort of standards they feel are necessary for them. Teachers must establish rules and procedures based on their students' characteristics and set appropriate standards. They must also plan for potential indiscipline situations and implement appropriate intervention strategies. Teachers can anticipate and organize their responses to undesirable conduct by creating a list of usual replies.

"Teachers must be constantly aware of what is happening in their classrooms. Early detection of difficulties in class is crucial for effective intervention" (Espinosa et al., 2020). Ultimately, a pre-service teacher may be trained to solve various negative behaviors. In different cases, communication and good classroom management will be crucial to addressing behavioral problems. However, if pre-service teachers do not adjust their behavior and respect established boundaries, they must accept responsibility and face the consequences of their actions.

Motivation

[Lack of interest in students when learning a new language]

[The motivation because as a pre-service English teacher it was a little difficult when we explained the children did not speak much because they needed a little confidence, however, I

think that perhaps they did not have motivation when learning a second language].

[The lack of motivation in children from an early age since from first grade and third grade motivation should be sought as fun activities, songs, or games in which they practice the language without them feeling that it is something ugly or heavy]

When students are motivated, they increase their level of energy and activity, are eager to learn and work hard, set their own class goals, focus their attention on the activities to be developed, persevere when faced with challenges, and promote collaborative learning, all of which contribute to better class management.

While motivation is important in class, it should be utilized with caution to prevent students from studying just for the sake of a reward, rather than a genuine interest in learning. Intrinsic motivation is important in the classroom as it represents students' desire to learn a topic that they enjoy and think has significance in their lives. According to Espinosa et al. (2020), children who are intrinsically driven are more likely to do assignments on their own initiative, absorb knowledge meaningfully, and persevere in the face of adversities.

At length, motivation is essential for the development of language skills. Teachers can effectively motivate students to study a second or foreign language. Likewise, it is an essential aspect of learning a foreign language, which is affected by various factors. However, some pre-service teachers overlook this and encourage students to learn more. Therefore, as future English teachers, we must teach our students about motivation. Help students discover unexpected sources of motivation and explore their motivational processes to take advantage of them.

Methods/Strategies

[Because it is one thing to perhaps learn the theory, but another very different thing is to have to apply it in a real situation, so there are some traditional strategies that are better captured when developing the class.]

[the methodological strategies learned throughout the academic training were very helpful]

According to (Hayati et al., 2021), a teaching strategy is a plan or set of actions aimed at achieving a certain educational goal. Teaching techniques refer to how an instructor or a gadget, such as a computer, programmed text, or television set, facilitates learning. Teaching strategy refers to how teachers approach certain lessons and objectives. It's important to note that an approach that works well for one material may not be effective for another (Hayati et al., 2021). Teachers employ teaching strategies to achieve their learning goals by transferring information to students through various ways and procedures. A teaching strategy refers to a plan or sequence of arrangements made by a teacher to ensure the successful delivery of curriculum to students.

Pre-service teachers must have pedagogy, strategy, and method competence. Effective learning requires a well-thought-out plan to enhance students' engagement. In the beginning, teachers employed these tactics in EFL classes to encourage student participation and create a more relaxed learning environment while still achieving learning objectives. Teachers can use direct instruction, discussion, and small group strategies to help students understand and respect each other's opinions. Role play can also help students learn new vocabulary and practice speaking skills.

Finally, prospective English teachers face challenges in selecting effective teaching strategies due to limitations in facilities and supporting infrastructure. This may limit their ability to use innovative strategies, such as the use of projectors, which can also be used by other teachers, and the availability of electricity. Teaching strategy refers to the method that teachers, in this case future teachers, adopt for a single lesson and the specific objectives for that session. It should be noted that a method that is effective in one material may not be effective in another. The instructor plays a crucial role in ensuring that the learning process is successful. Teachers must master pedagogy, strategy and methodology.

Technology

[At school, there were no computers or projectors so I had to improvise the class, using my electronic devices. However, they were not enough for all students to reach.]

Effective use of technology in communicative and interactive activities can improve foreign

language learners' language skills, learning attitude, self-instruction tactics, and confidence. However, there are several drawbacks that pre-service English teacher encounter when using technology in the EFL classroom. Finding authentic resources takes time and effort, as teachers must continually learn and adapt to new technologies. EFL teachers must employ technology to effectively serve digital natives, despite its potential drawbacks (Solano et al., n.d).

The use of technology is indispensable to pre-service teachers can develop of a better way classes. Although, require training in educational technology to improve their confidence and competence. To integrate technology into the educational process, pre-service teachers must gain a deeper understanding of its application and management of technology. Otherwise, they will not be able to incorporate it into their everyday instructional practice.

Category 2: Students' Side

Subcategories

Use of the mother tongue

[There were students who had not yet mastered the mother tongue, Spanish, very well]

[...they did not understand you, so it was like by law you had to use Spanish…]

[The mother tongue affects them and there is confusion about how to write and how to pronounce it]

[The use of the mother tongue, because just during the English classes. As they say, they were confusing Spanish and English. So, they kind of mixed up the two languages and sometimes the words sounded different. Or they pronounced differently]

Timor (2012) states, "The process of foreign language acquisition involves cognitive, social, and emotional factors that are inseparable and equally related to the Mother Tongue (MT) and the Foreign Language (FL)." According to the author cited above, the MT is an essential part of students' development. When students engage in conversation using MT, they tend to be more confident in expressing their ideas and emotions.

Thus, the pre-service teachers interviewed mentioned that they had problems with the use of MT in the classroom because their students confused Spanish with English and pronounced words that were mostly inventions. However, it was also said that they had problems with the pronunciation of MT as well because their level of knowledge was low; all these problems meant that the teacher had to use the mother tongue (Spanish) during most of the lessons to have a better understanding.

In consequence, the use of the mother tongue is inevitable in a classroom, and even more so if the level of the students is low, for this reason, the pre-service English teacher needs to be attentive to the appropriate activities to ensure good teaching, the problems of writing and pronouncing words is given by the MT as it influences the process of acquisition and production of learning. Some students read in English just as they do in Spanish, and these are the challenges facing a preservice teacher.

Second language production problems

[were grammar and speaking...grammar, speaking and writing]

[Specifically in pronunciation because the students were taught to read the words or say them-pronounce them the same way you write]

[...they sometimes had difficulty with writing, pronunciation, sometimes they were also confused between writing and pronunciation...]

[the problem of producing a second language, the pronunciation that they had in the words, that was something that they faced a lot because they did it wrong...]

[the problems of production of a second language because as I said before, they were quite embarrassed to pronounce some words or some vocabulary in English]

García & Vaca Cárdenas (2022) said that learners cannot produce speaking skills because they are afraid of making mistakes in their oral experiences and they consider that English is difficult to pronounce and understand. Additionally, negative affective factors such as anxiety, pressure,

nervousness, and apprehension influenced directly their oral performance.

The teaching of a second language as a foreign language, in this case English, is necessary to expand the knowledge of school students in a world where practically this language dominates and manages most of the communications and information around the world, however it is taken into account that education, in this case Latin American, is considered one of the poorest and therefore the level of learning is below international standards, it is thus that problems can occur at the time of teaching, whether teaching in Spanish, or in this case; English.

According to García & Vaca, the fear of making mistakes in English is latent in students, so it is important to give them the confidence to express themselves. Furthermore, emotions should not be ignored as they affect how knowledge is acquired. Currently, there are different ways to help a student with learning problems, but it is necessary to analyze what problems exist in the production of a second language.

A disadvantage in the production of English is that even if students read and speak the second language, some will read the English words as they are written; the problem with this action is that they are not producing the language correctly, but doing it instinctively and therefore may learn incorrectly if it is not detected in time and corrected in the same way.

Finally, a teacher, or in this case a pre-service English teacher, must take into account that these factors of production of a second language as a foreign language can affect the correct development of the language when the student is not able to learn the language correctly, taking into account that the interference of the mother tongue affects the learning of reading skills. Writing, Speaking, and Listening.

Lack of vocabulary

[In the lack of vocabulary also, as I mentioned before, there were children with many special needs, so some of them could not read, others could not write in Spanish, so when I taught them English it was very complicated for me]

[they had a lack of vocabulary in Spanish as well as in English]

[development or improvement in pronunciation, specifically in vocabulary]

[they didn't understand some words, and they didn't have vocabulary knowledge, which was hindered within the class.]

[...in other words, you teach vocabulary, but some of them forget it quickly, others don't...]

[...they lacked a lot of vocabulary in English, so I had to, I can say prioritize the teaching of vocabulary so that they can understand...]

[The lack of vocabulary because within the books which The students may be using may not be they need to know for the age may be]

[I also found that they didn't have much basis in terms of vocabulary, grammar and it made it quite complicated for them in the listening part because they weren't used to listening to teachers in English]

[Some classes. And also, the lack of vocabulary that they had, as I mentioned before, they didn't have English teachers or before they didn't have English classes, so they were not used to this language]

[The lack of vocabulary in the children since many children had not had English since the first years of elementary school so they knew no vocabulary]

Vocabulary refers to the level of lexis a learner has to communicate adequately with different people; in the case of foreign language teaching, the level of vocabulary plays a fundamental role as it aims, together with grammar, to provide a correct language production, with which the learner will be able to convey his or her ideas to others. However, it should be taken into account that in the vast majority of cases, the level of English is not adequate according to the age, so that some problems arise in the classroom when producing the foreign language.

Taking this into account the following is mentioned: At the onset, it is essential to integrate vocabulary learning strategy instruction with a current curriculum that is being taught in [...] EFL institutions. The impact of different strategies will lead learners to know the meaning by themselves and its retention. In addition, there is also a need for testing the reliability of vocabulary instructional methodology and its effectiveness in EFL classrooms to develop the vocabulary learning process for language skills. Likewise, EFL instructors should realize their learners to be more self-governing learners by identifying the learning strategies they have and those they need to adopt. (Khan et al., 2018, p 415)

The different challenges faced by a pre-service English teacher can be diverse, but the lack of a classroom spokesperson makes the teaching-learning process even more difficult since without a proper lexicon, a student cannot produce the basics of what is intended to be taught during the school year. Taking into account the words of the aforementioned author, the implementation of strategies must be adequate to teach or level the level of vocabulary, however, the institutional curriculum must be taken into account, which manages the strategies with which a teacher must teach in an institution.

In the same way, according to the interviewees, the level of vocabulary found in their students was extremely low, so they had to teach the basic lexicon with different strategies according to age and school level; In conclusion, they refer to the fact that their students had problems retaining information, in addition to the fact that the vocabulary in their mother tongue was very poor as well; All these aspects impacted the pre-service English teacher, as they faced situations where their knowledge of English was low and consequently they had to teach practically from the most basic since they could not continue advancing if their students did not have an adequate level to participate in class.

Motivation

[There is a decline in motivation and the student will not want to learn anything]

[the kids needed more motivation when learning English]

The issue of motivation in the student is an important issue within the teaching of a foreign language, in this case, English, for this reason, it must be taken into account that several factors can affect the mood of a student when learning. In the case of teaching in English, the issue is a little more difficult, as students who have learning problems will have low motivation and will not be able to acquire knowledge of the other language. These challenges that students come to have also affect the teachers or pre-service English teacher who are in charge of giving knowledge, because if the student is not motivated to learn, he or she will not do it. It is in these cases that the pre-service English teacher or teacher must apply tools that help motivate and make the student want to learn.

According to Abbasabadi and Shakerkhoshroud (2019), teachers' teaching behaviors and styles, as well as the tasks they use in the classroom, can lead to the internal motivation of language learners; increasing self-confidence through the use of interesting study programs can positively contribute to the motivation to learn a foreign language; and promote student authenticity. That is, teachers' sense of humor, encouraging friendly interactions among language learners, cooperative learning, friendly interactions between teachers and language learners, and supportive climate of the classroom can be employed as strategies to motivate English Foreign Languages learners. Moreover, appreciating the language learners' progress and achievement in their classes functions as an effective motivational strategy. (p. 14)

Taking into account these criteria and those of the interviewees in this research, it is concluded that having students participate in interactive activities helps them to build self-confidence and to want to express their ideas using English. However, pre-service English teacher mentioned that the motivation of the students decreased when they started teaching, and therefore, their students did not want to learn; So, it means that they had those difficulties and that they had to apply tools to motivate their students, otherwise, it would be impossible to teach English.

Technology Management

[They were bored during classes and they didn't pay attention because of the lack of multimedia.]

The use of technology during English classes is a tool that is currently quite useful since pre-service English teacher or teachers apply different applications or websites to teach and thus

make the class more interactive.

Mollaei & Riasati (2013) said that: Technology in education is neither a novelty nor is it a fad. It is a part of the modern world and is becoming more and more ubiquitous in our lives every year. It is also a proven method for improving learning. Overall, high technology use improves results in language classrooms. However, the teachers agree that using computers in the classroom cannot completely ensure a better quality of education. They tend to think that the quality of education depends exclusively on the quality of teachers, not the use of technologies, and think that their positive attitude and continuous attempt to introduce new technologies and teaching materials to the class guarantee effective language instruction. (p. 20).

In summary, despite all the help that technology can provide in the classroom, some teachers argue that it is not only necessary to use technological tools to improve the level of English, but that teachers must be adequately trained and thus provide optimal knowledge to their students, without neglecting the use of computer science; this is since students are currently immersed in a world where multimedia devices dominate teaching and learning topics, sometimes even more than a teacher.

8   Research Impacts

This research has a social and educational impact since it is the possible answer to a problem that is currently evident. In addition, it can be useful for the use of different researchers since it will be a document open to the public for use in future research; In the same way, it is educational since it shows the realities of pre-service English teacher when facing the shortcomings that are currently found in the educational system. Without leaving aside the tools and knowledge given by the University, many times with this type of research extensive improvements and adaptations can be made according to the reality in educational centers.

9   Conclusions and Recommendations

Conclusions

This study demonstrated that pre-service teachers have the necessary resources to create a solid teaching practice. However, pre-service teachers encounter numerous challenges, such as the correct application of their knowledge in the classroom and the impossibility of managing a group of more than thirty. Pre-service teachers lack confidence in their ability to teach English. Although, based on their learning experience, they have substantial knowledge to address various difficulties such as the growth of entertainment activities and the availability of technological resources.

Moreover, it was determined that are the challenges within the teaching practice of pre-service teachers, finding some opinions about the various drawbacks when using the national education curriculum since it generalizes the level of knowledge they must have, without taking into account the real level of the students. Additionally, some pre-service teachers were not able to meet the needs of the children due to the lack of self-education in the development of teaching materials, causing stress and boredom in the students due to the use of traditional methodologies making the participation of the students less interesting.

Finally, based on the results of the data analysis and discussion, it can be concluded that many challenges in teaching influence pre-professional practices such as: Attracting the attention of students so that they remain in the learning process, maintaining active motivation, managing a class of more than thirty students, self-education for the creation of teaching materials, among others. Likewise, the challenge of teaching English during a class is difficult for a pre-service English teacher since they must overcome all these challenges when there is not sufficient knowledge on the part of the pre-service teacher.

Recommendations

As a first recommendation, this study suggests that future teachers make use of all the tools that educational centers provide them since they have sufficient resources to create a solid teaching practice. It should be noted that with the correct application of their knowledge in the classroom, future teachers could better manage their group of students without leaving aside entertainment activities and the availability of technological resources.

Taking into account the same context, it is recommended that future pre-service English teacher evaluate the level of knowledge of their students so that, in this way, the strategies and methodologies they apply are correct, thus avoiding greater learning problems, which in the long run can influence the correct learning process. In addition, the future English teacher must have constant self-education, such as participating in tutorials or conferences through which pre-service English teacher can resolve their doubts thus pre-professional practices meet their main objective, which is to provide knowledge, help English teachers, and also generate experience.

As a last suggestion, higher-level students who have already completed their pre-professional practices show and explain their experience in the classroom, showing the real challenges to which the following interns will be exposed, since, in this way, fields in which intern students have difficulties or shortcomings will be explored and therefore, they can prepare with more time before starting to teach English classes, all through days of expositions and presentations.

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11 Appendix

Appendix 1

INTERVIEW FOR PRE-SERVICE TEACHERS

> **INSTRUCTIONS**
>
> Read each question carefully and answer honestly. It will not take more than 15 minutes. The information provided is confidential, and it will be used only for research purposes.

1. ¿Do you know what is a challenge in EFL?

2. ¿What are the main challenges of major and minor complexity that you found as a pre-service English teacher?

3. Which of these challenges was most complicated in EFL?

- Classroom management
- Motivation
- Creation of Didactic Material
- Technology
- Lack of vocabulary in the children

Why?

4. How did you overcome the challenges you faced?

5. What challenges did your students face while learning in EFL?

6. Which of the next challenges was the most complicated to solve in the classroom with your students?

- Use of the mother tongue
- Second language production problems
- Lack of vocabulary
- Motivation
- Use of technology
- Speaking development

Why?

7. How did you overcome the challenges you faced?

8. What methodological strategies did you use for the challenges you encountered in EFL?

9. Do you think the methodological strategies you learned during your years of study helped you solve problems during your practices?

10. Considering your experience as a pre-service teacher, what would you recommend to a student to start the pre-professional practice?

Entrevista Semi-estructurada (Traducida)

1. ¿Sabe que es un desafío en EFL?
2. ¿Cuáles son los principales desafíos de mayor y menor complejidad que encontró como practicante en EFL?
3. ¿Cuál de estos desafios fueron de mayor complicacion en EFL?
   - Manejo de clase
   - Motivación
   - Creación de Material Didáctico
   - Tecnología
   - Falta de vocabulario en los niños

   ¿Por qué?
4. ¿Cómo superó los retos a los que se enfrentó?
5. ¿Cuáles son los desafios que enfrentaron sus estudiantes durante el aprendizaje de una segunda lengua?
6. ¿Cuál de los siguientes desafíos fueron de mayor complicación al momento de resolverlos en la clase con sus estudiantes?
   - Uso de la lengua madre
   - Problemas de producción de una segunda lengua (pronunciación)
   - Falta de vocabulario
   - Motivación
   - Manejo de tecnología

   ¿Por qué?
7. ¿Cómo superó los retos a los que se enfrentó?
8. ¿Qué estrategias metodológicas utilizó para los desafios que usted encontró en EFL?
9. ¿Cree que las estrategias metodologicas aprendidas durante sus años de estudio, le ayudaron a resolver problemas durante su proceso de prácticas?

10. Tomando en cuenta su experiencia como practicante ¿Qué recomendaría a un estudiante que va a iniciar su práctica docente?

Appendix 2

TRANSCRIPTIONS

Pregunta 1

¿Sabe que es un desafío en EFL?

Interview 1

Si yo sé que es un desafío en efl, esto consiste en lo complicado que puede llegar a ser enseñar o aprender un nuevo idioma

Interview 2

Considero que un desafío de dentro de la enseñanza del idioma inglés, como lengua extranjera son los problemas que se presentan dentro de una clase, como pueden ser uno de los problemas, al momento de que el estudiante no pueda entender la gramática, se le dificulta poder hablar o transmitir ideas a otras personas o inclusive al maestro.

Interview 3

Un desafío podría referirse a una tarea o también una actividad que es diseñada para poner a prueba las necesidades de los estudiantes, como ya sabes writing, listening, speaking y reading, ¿no?, entonces bueno, estos ejercicios también podemos nosotros incluir lo que son gramáticas, conversaciones eh o algún tipo de proyectos-actividades, que fomenten el uso del inglés en el contexto del mundo real.

Interview 4

Bueno efl es el aprendizaje del inglés como un idioma extranjero, entonces es prácticamente tener un desafío para aprender un idioma que no es nativo para nosotros y por lo cual puede ser un poco complicado.

Interview 5

Creo que son los desafíos que se tienen. Al momento de adquirir una nueva lengua.

Interview 6

Qué puede ser un reto o una complicación que tiene el docente al momento de enseñar en inglés como secundarios que yo encontré como practicante manejo de clase y la clase de material didáctico

Interview 7

Un desafío a nivel sería tener la capacidad de que un estudiante puede retener la información o nueva información en cuanto al segundo idioma,

Interview 8

Sabe que es un desafío en efl si creo según mi conocimiento creo que un desafío en efl es como una persona aprende un segundo idioma y cuáles son los desafíos o retos que hay o atraviesa durante ese proceso.

Pregunta 2

¿Cuáles son los principales desafíos de mayor y menor complejidad que encontró como practicante en EFL?

Interview 1

Uno de los mayores desafíos que yo pude encontrar al momento de dar clases como practicante, fue que en la escuela que a mí me tocó, el idioma inglés, el nivel del idioma inglés era muy bajo y también había muchos niños con necesidades especiales. Y la como menor complejidad que encontré´, que con los niños de primero y segundo eh había…se podía impartir mejor la clase ya que se les pudo mostrar videos y canciones y ellos tenían muchas ganas de aprender.

Interview 2

Dentro de mis practicas preprofesionales como uno de los mayores desafíos que encontré fue, talvez la falta de interés de los estudiantes al querer aprender una nueva lengua, y como menor complejidad fue el desarrollo o la mejora dentro de la pronunciación, específicamente en vocabulario.

Interview 3

Bueno la segunda pregunta, en que se me dificultó, es el manejo de clase y falta de vocabulario en los niños.

Interview 4

Creo que el desafío mayor fue lograr controlar a un cierto grupo de estudiantes porque por ejemplo de 45 alumnos si si era muy complicado, demasiado complicado; el desafío de menor complejidad siento que fue la elaboración de las planificaciones o en este caso escoger los temas que íbamos a impartir a los cursos puesto que ya contábamos con un libro y de acuerdo al libro fuimos manejando eso.

Interview 5

Los desafios que encontré como practicante de mayor. Dificultad es. Es que los niños no tenían previos conocimientos del idioma inglés. Ya que no les daba. Mucha importancia al idioma. Incluso hubo. Eh años de escolares en los cuales no recibieron inglés. Y eso dificultó a que ellos

puedan adaptarse al idioma que puedan aprender. Y, los de menor dificultad puede ser que lo había niños que tenían un conocimiento, tal vez por cursos. De inglés, profesores de inglés. Cursos privados, entonces eran una ayuda para los demás compañeros. Eh igualmente para mí, ya que ellos ayudaban a que los compañeros. Adquieren de mejor manera el aprendizaje o puedan completar juegos que se realizaban. Eh participar en clase. Entre otros.

Interview 6

Yo diría que fueron dos el manejo de la clase obviamente por la disciplina de los niños y la cantidad de nolis en cada aula y la falta de vocabulario en los niños ya que muchos niños no habían tenido ingles desde los primeros años desde primaria entonces no sabían absolutamente nada de vocabulario y tenían un nivel totalmente diferente de los otros niños.

Interview 7

Qué es el inglés durante el tiempo que fui practicante los mayores problemas o mayores desafíos encontrados fueron que los niños necesitaban más motivación al momento de aprender el inglés también encontré que no tenía muchas bases en cuanto a vocabulario en cuanto a gramática y se les complica bastante la parte de listening porque no te no estaban acostumbrados a escuchar a profesores en inglés.

Interview 8

Al momento de yo entrar como practicante fue muy complicado para mí, ya que no tenía unas bases la cual, yo pueda decir o algo similar la motivación y como practicante que fue un poco difícil

Pregunta 3

¿Cuál de estos desafios fueron de mayor complicacion en EFL?

- **Manejo de clase**
- **Motivación**
- **Creación de Material Didáctico**
- **Tecnología**
- **Falta de vocabulario en los niños**

¿Por qué?

Interview 1

En mi caso, uno de los desafíos que yo presenté al momento de enseñar inglés fue la tecnología y la falta de vocabulario en los niños eh ya que en la escuela no se contaba con computadoras o proyectores y me tocaba a mi… improvisar la clase, utilizando mi laptop y mi teléfono. En la falta de vocabulario también por como ya antes había mencionado había niños con bastantes

necesidades especiales, entonces algunos no podían leer, otros no podían escribir en español, entonces al momento de yo enseñarles el idioma inglés fue super que complicado para mí.

Interview 2

Dentro de uno de los mayores desafíos que tuve en mis prácticas, fue la creación de material didáctico ya que no tenía mucho conocimiento de cómo realizar material didáctico que sea apropiado o adecuado para las diferentes edades de los estudiantes.

Interview 3

En el manejo de clases, bueno muchas veces son más de 30 niños, incluso llegando a tener 40 niños por aula, eso se me dificultó en cuanto a disciplina en algunos casos porque imagínate puede ser que tú le estes ayudando a un niño y al otro lado del aula ya comienzan a hacer bulla, ya comienzan a conversar, entonces eso es un poquito complicado en cuanto a manejar, manejar el aula y eso o sea manejar el control y disciplina de los niños, muchas veces no, o sea no puedes cogerles y gritarles porque a veces como practicante tú no puedes muchas veces hacer eso, te pueden dar la libertad pero o sea en ti esta que no puedes hacer eso porque son niños y como niños puede ir a llegar a avisar a los representantes y te puedes meter en problemas, o sea eso en mi punto de vista.

Otra también el vocabulario, ya que como es una, bueno en donde yo estaba era una escuelita que no hay docentes de inglés, solo se manejan con practicantes y lastimosamente los niños, o sea tú le enseñas vocabulario, pero chuta esta, se les olvida rapidito a algunos en otros no.

Interview 4

Para mí el tema de manejo de clase es muy complicado trabajar con más de 45 estudiantes bueno con 45 estudiantes, esto fue lo más complicado porque los niños se distraen, suelen hacer bulla, no ponen atención a lo que se está haciendo y cosas así.

Interview 5

Delos mayores desafíos que se encontró es el manejo de clase, pero solo con algunos, ya que. Eh los estudiantes. Respondí en el profesor no ponían atención, eran muy respetuosos en esa manera, pero eso era solo con. Algunas clases. Y también la falta de vocabulario que tenían ellos, como mencioné antes, no tenían. Eh profesores de inglés o antes no tenían clases de inglés, por lo tanto, ellos. Eh. Ellos no estuvieron acostumbrados a este idioma. Y se les resultaba muy difícil. Adquirir las nuevas palabras del nuevo vocabulario.

Interview 6

Porque realmente los niños son muy visuales, entonces la verdad, ya que yo tenía que trabajar lo que es flashbacks videos y ese tipo de cosas y era muy complicado porque tenía que crearlo

como calificaciones porque cada que yo podía ver la manera y mejorar mis planificaciones o mis actividades no las podía hacer entonces con eso yo podría mejorar los retos como tal.

Interview 7

Creo que fue el manejo de clase, la motivación y la creación de material didáctico porque maneja de clase al momento de yo entrar como practicante fue muy complicado para mí, ya que no tenía unas bases la cual, yo pueda decir o algo similar la motivación y como practicante que fue un poco difícil al momento de explicar o tengamos un poco más de confianza para motivar algo y la creación de materialidad

Interview 8

Yo diría que fueron dos el manejo de la clase obviamente por la disciplina de los niños y la cantidad de nolis en cada aula y la falta de vocabulario en los niños ya que muchos niños no habían tenido ingles desde los primeros años desde primaria entonces no sabían absolutamente nada de vocabulario y tenían un nivel totalmente diferente de los otros niños

Pregunta 4

¿Cómo superó los retos a los que se enfrentó?

Interview 1

Lo que yo hice en este caso para poder superar los retos y poder llevar las clases a cabo, fue crear material didáctico, hablar con los estudiantes eh sobre la importancia de aprender un nuevo idioma, entonces de esta forma ellos fueron e tratando de aprender, se motivaron y con el pasar del tiempo se pudo manejar las clases de mejor manera.

Interview 2

Primeramente, este investigando, buscando información sobre cómo abordar estos problemas que yo tenía dentro de mi clase, buscando cómo prepara el material didáctico, como controlar el aula de clases y como hacer que mis estudiantes se motivaran para estar dentro de mi clase.

Interview 3

En cuanto ya para manejar eso, yo muchas veces se hacerles juegos, sabía hacerles dinámicas, pausas activas, también muchas veces les llevaba yo a un centro de cómputo que hay en la escuela y ahí les ponía videos, actividades para que ellos puedan realizarlas ahí, entonces ahí yo manejaba el control del aula y también eh manejaba ya enseñándoles vocabulario.

Interview 4

En esto del manejo de la clase creo que cambié de metodología por ejemplo explicaba cierta cosa y les hacía preguntas a los niños, con eso los niños ponían un poco más de atención y

también dejaban de hacer bulla, o también la aplicación de actividades o tareas-trabajos en clase que debían entregar al finalizar la hora.

Interview 5

Igualmente se buscaba videos que ayudaban con el control del aula para poder guiarme de qué manera puedo controlar el aula o con qué juegos puedo entretener los de mejor manera, captar la atención de ellos. Para que la clase no le resulte aburrida o que se distraigan fácilmente.

Interview 6

Porque tenía que crearlo como calificaciones porque cada que yo podía ver la manera y mejorar mis planificaciones o mis actividades no las podía hacer entonces con eso yo podría mejorar los retos como tal.

Interview 7

Para poder superar los retos durante mi pasantía tuve que dar de una mejor manera cada clase de pendiendo del grado de dificultad o del grado. Conocimiento que tienen los niños adapte el material didáctico adapte la forma de enseñanza y implemente juegos diversos para que los niños tengan un poco más de motivación y les y les guste aprender el nuevo idioma,

Interview 8

En el caso de manejo de la clase pues creo que practicando y tratando de separarles como en grupitos a los niños se pudo controlar mejor la disciplina y poder infundir de mejor manera la clase y en el caso del vocabulario de los niños pues tocaba darles actividades aparte para que ellos se igualen y puedan alcanzar el mismo nivel de los otros niños

Pregunta 5

¿Cuáles son los desafíos que enfrentaron sus estudiantes durante el aprendizaje de una segunda lengua?

Interview 1

Mis estudiantes presentaron varios desafíos al momento de aprender esta segunda lengua, los cuales fueron la gramática y el speaking…gramática, speaking and writing; por lo que ya antes mencionado, la mayoría de los estudiantes tenían necesidades especiales, entonces por este motivo a algunos se les hacía difícil al momento de hablar, al momento de escribir entonces ellos como todavía no dominan el español muy bien eeh por los problemas que tienen, entonces cuando yo les estaba enseñando una segunda lengua se les hacía mucho más complicado entender las palabras y más que todo poder pronunciarlas o escribirlas.

Interview 2

Uno de los mayores desafíos que tuvieron mis estudiantes, es al momento de aplicar la gramática, no entendían algunas palabras, no tenían conocimientos de vocabulario, lo cual se dificultaba totalmente dentro de la clase.

Interview 3

Bueno muchas veces a los niños en la adquisición de una segunda lengua o en este caso en el aprendizaje, o sea a ellos se les dificultaba a veces lo que es la escritura, la pronunciación, se confundían a veces también entre la escritura y la y la pronunciación, o sea decían ¿por qué se escribe así y se pronuncia así? Entonces tu tenías que explicarles, y ahí es donde tu entras también la parte en la que tienes que llevarles el material didáctico, o sea un material bien llamativo para que se entretengan, para que sepan cómo es, para que sepan cómo se escribe; cómo se pronuncia. Y eso, más que todo fue eso enseñarles cómo se pronuncia y hacerles que repitan y repitan hasta que puedan hacerlo, o sea muchas veces o sea se seguían confundiendo, por más veces que tú les hacías repetir, se seguían confundiendo y volvían.

Por ejemplo, el verbo play se pronuncia "plei" ¿no es cierto? Y ellos decían "play", entonces eso a lo que puedo decirte.

Interview 4

Para mí, el aprendizaje del vocabulario, carecían muchísimo de vocabulario en inglés, entonces tuve que, puede decir priorizar la enseñanza de vocabulario para que ellos puedan entender un poco más de estas cosas.

Interview 5

Los desafíos que encontraron mis. ¿sabías que enfrentaron mis estudiantes? Es como mencioné que las. El inglés les resultaba aburrido, como era un idioma nuevo que estaban teniendo. Entonces le resultaba difícil, aburrido, cansado. Y más cuando incursos grandes le tocaba enseñar la gramática y en cursos menores eran más juegos, las clases interactivas. Pero había momentos que se tenía que usar la gramática, entonces en ese momento. Y, los estudiantes se aburrían. Y simplemente no prestaban atención. Igualmente había momentos en que algunos estudiantes se confundían con las palabras. Del español. O la pronunciación igualmente se la realizaban de manera. Como si hablaran en español y no en inglés, entonces como era un idioma nuevo. Se les dificultaba aún más.

Interview 6

Qué es el inglés preguntas y los desafíos a los que mis estudiantes enfrentaron durante el aprendizaje del inglés fueron el poder entender de una mejor manera el idioma cómo es esto tener la capacidad de identificar nuevas palabras identificar la gramática en el contexto en el

que estaban dadas según el libro el módulo poder entenderme como profesora cuando yo estaba hablando en inglés no del todo, pero entender en si la idea principal de lo que yo quería hacerles ver.

Interview 7

En los desafíos a los que los estudiantes están expuestos durante el aprendizaje de la segunda una segunda lengua puede ser la falta de vocabulario porque dentro de los libros en los cuales los estudiantes se pueden estar utilizando no puede estar en realidad ellos necesitan saber para la edad puede ser. Es uno de los desafíos más complicados a los cuales se enfrentan.

Interview 8

los desafíos que aprendieron fueron primero aprender nuevas palabras nuevas frases en ingles entonces la mayoría de los niños era complicada porque pues les daba vergüenza y las pocas horas que tenían cada aula era muy poco tiempo

Pregunta 6

¿Cuál de los siguientes desafíos fueron de mayor complicación al momento de resolverlos en la clase con sus estudiantes?

- **Uso de la lengua madre**
- **Problemas de producción de una segunda lengua (pronunciación)**
- **Falta de vocabulario**
- **Motivación**
- **Manejo de tecnología**

¿Por qué?

Interview 1

En mi caso casi todos fueron desafíos de mayor complejidad porque había estudiantes que todavía no dominaban muy bien lo que es la lengua madre, el español. Había palabras que no podían escribirlas o pronunciarlas entonces al momento de ellos aprender una segunda lengua se les hacía muy complicado entender ciertos significados de palabras y decirlos, tenían una falta de vocabulario tanto en español como en inglés entonces esto hacía que, al momento de yo dar clases, se me haga un poco más complejo eh tener que enseñarles el inglés. Tenía que cada vez y cuando recordarles y recordarles los mismos temas a los estudiantes eeeh y el manejo de la tecnología igual a lo antes mencionado, no se contaba con computadoras o proyectores, entonces yo tenía que con mi laptop o mi teléfono tratar de llegar a ellos, mostrarles videos, imágenes; para que ellos puedan captar y entender el idioma.

Interview 2

Principalmente, problemas de producción de una segunda lengua, específicamente en la pronunciación porque los estudiantes estaban enseñados a leer las palabras o decirlas-pronunciarlas de la misma manera en que se escribe.

Interview 3

Ahora en cuanto a los de más complicación como te dije anteriormente la pronunciación de los niños eh y la o sea el uso de la de lengua madre, de la lengua madre ya; porque o sea ya, tú le comenzabas a hablar en inglés y ellos no te entendían, o sea era como que chuta definitivamente teníamos que usar el español, entonces eso o sea, tenías que usar tu español de ley y hablarles en español, en inglés para que te entiendan sepan que estás hablando, sepan qué les estas explicando, tenías que muchas veces incluso las actividades ponerlas o explicarles en español, o sea tu traducirles al español, entonces eso, de ahí también lo que te dije la anterior ves, la pronunciación porque como te digo la lengua madre les afecta y hay la, hay la esta confusión de cómo se escribe y cómo se pronuncia, eso en cuanto a la pronunciación, porque ahí hay mucha confusión o sea para mí en los niños hay esa confusión y para sería de manejar eso, entonces eso te digo o sea el chiste es llevar algo con que se entretengan e incluso tú saber cómo manejar la tecnología para, para ayudarles a los niños en ese aspecto o sea en este caso de la pronunciación más. Te digo, como te digo o sea eh algunos incluso en el hello, ellos no decían /həˈloʊ/ a veces algunos decían je jeyou así jeyou, entonces o así en el ponte les enseñabas números, en el por ejemplo three ellos decían "tre o tri" así, o sea, es poquito difícil manejar la pronunciación en a los niños.

Interview 4

Siento que quizás, el problema de producción de una segunda lengua, la pronunciación que ellos tenían en las palabras, eso fue algo a lo que ellos se enfrentaron muchísimo porque lo hacían mal, pero paulatinamente fueron haciéndolo bien, tras la repetición y repetición.

Interview 5

Los desafíos que fueron de mayor complejidad fue. El uso de la lengua madre, ya que simplemente durante las clases de inglés. Como me dice, no se confundían con el español y el inglés. Entonces como que mezclaban los dos idiomas y a veces las palabras sonaban diferentes. O pronunciaban diferente.

Interview 6

La motivación y la falta de vocabulario.

Interview 7

El mayor desafío que encontré al momento de la clase fue la falta de vocabulario debido a que los niños no estaban acostumbrados a ver palabras nuevas o palabras raras para ellos entonces eso fue una parte difícil de señal

Interview 8

Yo diría primero que fue los problemas de producción de una segunda lengua porque como dije anteriormente a ellos les da bastante vergüenza pronunciar en ingles algunas palabras o algún vocabulario del día ósea de la vida diaria de ellos y también la motivación porque pensaban que las ingles no son tan importantes en la vida y tratábamos de infundir eso para que puedan desenvolverse en cualquier actividad

Pregunta 7

¿Cómo superó los retos a los que se enfrentó?

Interview 1

Lo que yo hice fue, que la clase sea un poco motivadora para los estudiantes tanto como para los niños con necesidades especiales como para los niños que no tenían necesidades especiales, entonces como todavía eran niños, ambos se sentían atraídos por los videos – imágenes. Entonces lo que yo hice fue eso, presentarles músicas, hacerlos cantar, bailar eeh lo que si hacía era que al momento de ponerles a hacer trabajos a los niños con necesidades especiales trataba de que sus tareas sean un poco más de colorear, de recortar, de pegar para que ellos se sientan motivados al momento de aprender; entonces eso hice, no excluí a ninguno de los estudiantes, simplemente traté de que las clases sean eh motivadoras para ambos en el mismo momento.

Interview 2

Una de las cosas que hice para resolver el problema de mis estudiantes fue aplicar nuevas técnicas y estrategias como la implementación de videos, flashcards y usando el método del total physical response.

Interview 3

Ya, en cuanto ahora a superar estos retos, eso te digo yo llevaba ya material didáctico, material eh llamativo para ellos, ya que tu al llevar un material llamativo llamas la atención, puedes manejar el aula, puedes hacer que ellos mismos participen, puedes hacer que ellos vayan a crear su propio vocabulario, ya sea con gráficos haciéndoles repetir y haciéndoles tú mismo repetir las palabras en clase, haciendo repetition words, cualquier actividad como dibujar eeeh volver a escribir las palabras para que no se les olvide como se escriben, incluso mismo ahí en cuanto a la tecnología tu puedes buscar muchos eh eh páginas con juegos pues que se puede usar para

llamar la atención, llamar la atención de los niños y ahí los niños o sea se entretienen eh por ejemplo tu les pones videos de vocabulario y los niños van repitiendo, les escuchan al del video y van repitiendo y tú ves que en el video ponen lo que es eh la palabra y el grafico y ellos dicen "ha sido, tal cosa ha sido esto" entonces por ejemplo que se yo, de animales, ponen "dog" y a lado el grafico del dog y ellos dicen "ay, dog perro" entonces ya ellos ya saben, vuelven a repetir las palabras entonces el uso de la tecnología mismo es full bueno full importante diría yo para la enseñanza y para afrontar estos problemas de enseñar a niños.

Interview 4

-usó la repetición -

Interview 5

 los niños superaron esos retos ya que yo daba las clases didácticas, trataba de que las clases sean didácticas. Sean entretenidas trataba de que las clases con el tema nuevo tener siempre un juego.

Interview 6

La motivación y la falta de vocabulario porque si hay una decadencia en la motivación el estudiante no va a querer aprender nada. Y eso incluye el vocabulario a la gramática la pronunciación entonces yo creo que eso es un desafío muy complicado tener una motivación correcta hacia los estudiantes. El supremo y los retos mediante las planificaciones mediante mejorando mi material didáctico mejorando la motivación a los estudiantes en general.

Interview 7

Para superar este tipo de retos empezar a integrar más actividades lúdicas para que los niños tengan una mejor predisposición al momento de aprender. En este caso los warm up o podía dar los warm ups a la mitad de la clase o al final de la clase dependiendo de cómo se están portando los niños

Interview 8

Primero con la ayuda de mi tutora y segundo con la práctica y pudiendo ver más motivación de los niños como yo daba a los niños de tercer grado y primer grado casi siempre tenía que buscarles motivación como actividades divertidas canciones o jueguitos en los que ellos puedan practicar el idioma sin que ellos sintieran que es algo feo o pesado

Pregunta 8

¿Qué estrategias metodológicas utilizó para los desafíos que usted encontró en EFL?

Interview 1

Una de las estrategias metodológicas que a más me sirvió fue el de total physical response, ya que yo hacía varias actividades con los niños para que ellos se mantuvieran entretenidos, no se levantaran, se sintieran motivados, como ya antes mencionado yo trabajaba con niños con necesidades especiales también, entonces mantenerlos ocupados y trabajando me ayudó muchísimo para que ellos no se aburran, no les dé pereza, no se levanten, no se pongan a llorar al momento en que yo estaba impartiendo la clase.

Interview 2

Las estrategias metodológicas que utilicé dentro de mis prácticas para poder resolver esos desafíos que tenían mis estudiantes fue, principalmente lo que es audio lingual method, aplicando el uso de canciones, videos flashcards en varias repeticiones. Y el total physcal response, que ayudaba a mis estudiantes a entender mejor lo que yo les estaba diciendo.

Interview 3

Bueno, ahora en cuanto a estrategias, te puedo decir que yo usaba la de algunas estrategias como ser o sea cultivar tú una relación con el estudiante o sea que te tengan la confianza, eh eso o sea hacer el que me conozcan ah que "el teacher es chévere, me gustan sus clases" etc. Otro es hablar enseñar en conjunto con las skills entonces, igual que con los temas de que estén establecido en el curriculum de cada institución o en el del ministerio.

Ya, otra también que usaba era hablar o sea hablar despacio para que me vayan entendiendo, no hablar así rapidito entonces…y ser paciente, ser paciente con los niños que muchas veces llegan tienen a tener una educa… un aprendizaje digámosle lento ya; otra también sería el priorizar la **productividad del lenguaje** o sea que la el lenguaje productivo por decirlo así ponte el writing y el speaking o sea hacer ellos escriban, hacer que ellos vuelvan a pronunciar eso ¿no?

Usar variedad de métodos para enfocarnos en el aprendizaje o sea quizás métodos, enseñanzas con actividades todo eso ¿no?; también usar o sea eh visual aids, o sea como ya sabes videos, flashcards todo o que sea visual para ellos, o sea porque si tú haces cosas visuales ellos van a cachar ya de una, entonces ir enseñándoles vocabulario ya sea de cualquier manera enseñarles vocabulario, también hacer trabajos en grupos, grupos pequeñitos y así ya, y esos, esos puedo decirte son algunas de las estrategias que pude haber utilizado.

Interview 4

Se puede decir que utilicé el método de translate en donde primero les enseñaba un texto talvez en inglés y luego lo traducía, también eh usaba en más, la clase era 50% inglés al inicio y 50 % español, después ya fueron reduciendo, 25 % español, 75% inglés y así.

Interview 5

No solo tenerles explicando lo que era cada cosa, sino hacerles jugar con las nuevas palabras que estaban aprendiendo el nuevo vocabulario.

Interview 6

Para abordar los desafíos de la enseñanza del inglés como lengua extranjera, implemente diferentes estrategias metodológicas las cuales con el paso del tiempo fueron efectivas, por ejemplo, utilicen los recursos tecnológicos y de multimedia implemente recursos. Cómo videos música aplicaciones interactivas dentro del aula de clase fue un poco más dinámicas los cuales a los niños les encanta por el simple hecho de que ellos les gustan la visual la tecnología es un punto a favor de la enseñanza? Porque, porque puede no se puede ser utilizada para superar limitaciones de vocabulario gramática y pronunciación las cuales nos van a ayudar a facilitar el acceso a una buena educación que mandaron material educativo diverso y didáctico y la otra metodología que utilice fue la retroalimentación retroalimentación al proporcionar retroalimentación regular y constructiva para ayudar a los estudiantes y podrían comprender todas las áreas a la cuál es yo quería que ellos entienden la retroalimentación específica y orientada a los objetivos que teníamos en las planificaciones es esencial para abordar los desafíos de evaluación y motivar a los estudiantes a mejorar y tener un progreso continuo.

Interview 7

Las estrategias utilizadas para poder afrontar los desafíos durante mis pasantías fueron implementar nuevas formas de enseñanza, como, por ejemplo, utilizar flashcards utilizar juegos didácticos utilizar carteles como parte del material didáctico activar la clase al principio y seguir manteniendo es activación durante todo el período de hora clase cómo se logra esto mediante walmart o mediante actividades lúdicas que fomenten la participación del niño o de los niños el monitoreo de la clase. Siempre estar al pendiente de que todos los niños hagan las actividades propuestas al inicio de la clase.

Interview 8

Como mencione anteriormente pues primero los warm-ups que son super importantes al iniciar una clase entonces esos fueron súper esenciales para despertar el interés y la motivación para aprender siempre en cada clase.

Pregunta 9

¿Cree que las estrategias metodológicas aprendidas durante sus años de estudio, le ayudaron a resolver problemas durante su proceso de prácticas?

Interview 1

Si fueron de mucha ayuda las estrategias metodológicas que yo aprendí durante todos estos años de la universidad, ya que con el pasar del tiempo uno va afrontando diferentes retos cuando va a dar clases eeeh se encuentra con niños que tienen diferentes maneras de aprender, entonces uno tiene que ir adaptándose y aplicando cada una de las estrategias que se fue aprendiendo, las cuales son de mucha ayuda.

Interview 2

Creo que todas las estrategias que hemos aprendido a lo largo de la carrera de los años de estudio han sido significativas, ya que gracias a ella hemos podido abordar todos los problemas que encontramos dentro del aula de clase.

Interview 3

Si, de hecho si, bueno de mi parte, full importante aprender todas las estrategias que te vayan enseñando en el en la universidad ya que te pueden, te van a ayudar de hecho para, o sea nos ayudan de hecho nos ayudan para un buen manejo del aula, un buen para incluso llegar a tener un buen proceso de aprendizaje y enseñanza del inglés, para mantener el enfoque de aprendizaje o sea en este caso de los niños o de los estudiantes para que o sea se enganchen se enganchen y tengan y o sea se enamoren por decirlo así del inglés, o sea que sepan que es una materia full bonita de aprender entonces eso, las estrategias de hecho son muy importantísimas para la enseñanza del inglés; eso tanto como las técnicas, métodos, estrategias, todo eso full importante para el manejo del aula, para mantener disciplina, para para que los niños eh cumplan con las actividades, es full importante todo eso.

Interview 4

Siento que realmente no, porque una cosa es aprender talvez la teoría, pero otra muy diferente es que tú tienes que aplicar, entonces hay algunas estrategias talvez como que fueron más tradicionales, que las que si me ayudaron más.

Interview 5

Sí yo creo que las metodologías que te conozco o conocí durante todos los años de estudio ayudaron a resolver ciertos problemas obviamente no todos los problemas, porque una cosa es ya tener ese desafío como tal, pero que funcioné alguna estrategia metodológica inespecífico concierto curso puede ser un poco complicado y complejo

Y a veces la gramática que se les daba. Entonces ellos no se aburrían durante las clases. Y ponían atención, incluso le resultaba más fácil.

Interview 7

en si las estrategias metodológicas aprendidas durante toda la formación académica si fueron de mucha ayuda debido a que se pudo. Resolver los problemas que a los que me enfrentaba durante las pasantías durante cada clase con cada grupo de niños en este caso grados, te puedo tener una mejoría al final de las prácticas en cuanto a la formación académica de los niños debido a la aplicación de estas estrategias preguntarías

Interview 8

Si porque durante todos los semestres que hemos aprendido aprendimos metodologías y en esas metodologías aprendimos maneras de como enseñar y también técnicas que podemos aplicar con cada uno de los estudiantes dependiendo du nivel de inglés y también su edad todo eso me sirio en mi caso para poder aplicarlo en cada aula y en cada nivel.

Pregunta 10

Tomando en cuenta su experiencia como practicante ¿Qué recomendaría a un estudiante que va a iniciar su práctica docente?

Interview 1

De acuerdo a mi experiencia como practicante, es que los que vayan a empezar con su práctica docente deben tener mucha paciencia, deben indagar muchísimo sobre las metodologías, las estrategias, deben usar mucho material didáctico, porque sea como sea hay niños que aprenden de diferente manera, hay unos que las clases les parece divertidas, hay otros que se les necesita presentar videos, canciones para poder llamar su atención, entonces ellos tienen que estar prestos y abiertos a cualquier cosa para que ellos puedan incentivar a los estudiantes, entonces eso les recomiendo, deben indagar muchísimo e investigar muchísimo para que ellos puedan impartir las clases de inglés de una mejor manera.

Interview 2

Tomando en consideración los meses que estuve como practicante, recomendaría a los estudiantes que van a iniciar su práctica preprofesional que tengan paciencia, que busquen las mejores opciones, maneras, metodologías, técnicas, Para que puedan implementar dentro de clase ya que existen muchas instituciones donde los estudiantes no tienen un conocimiento previo sobre el idioma inglés y por ende se hace difícil poder concretar o resolver de manera efectiva los problemas que se puedan encontrar.

Interview 3

Ya, de acuerdo a mi experiencia, lo primero es tener paciencia, o sea saber cómo manejar el aula, o sea saber tener dinámicas, aprender eh tu conectar con tus alumnos, eh qué más puedo decir. Mantener una armonía buena en el aula, incluso motivar al aula, llegar con una alegría

que puedas contagiar, o sea que uno pueda contagiar a los alumnos y así también ayudar a motivar a los alumnos a que aprendan inglés, entonces yo recomendaría eso, paciencia saber manejar el aula, saber técnicas, saber estrategias, tener material didáctico adecuado, incluso en la edad, en la edad tú tienes que tener un excelente material didáctico para que desde pequeñitos los niños vayan a interesándose en aprender inglés.

Interview 4

Empaparse de conocimiento, por ejemplo, estudiar un poco más las metodologías, técnicas, juegos en el caso de vaya a realizar prácticas con los niños, también los estudiantes que son adolescentes porque no o sea, no podemos aplicar lo mismo con estudiantes pequeños que con adolescentes, entonces hay que tener mucho cuidado con eso, también creo que talvez tener una buena presencia también, no ponerse tímidos frente a los estudiantes, eso.

Interview 5

Yo recomendaría eso, tener un buen material didáctico, incluso; manejar la tecnología, manejar todo o sea prácticamente todo lo que nos están enseñando en la en cuanto a las materias de la universidad que es material didáctico, estrategias didácticas, métodos, todo, o sea; todo lo que se pueda usar para un buen una buen un buen proceso de enseñanza y aprendizaje del idioma.

Interview 6

Desde mi experiencia como practicante recomendaría mucho de que lean mucho sobre materiales didácticos, la manera de cómo manejar, una clase cómo motivar a nuestros a nuestros estudiantes. Y obviamente me gustaría mucho que los los nuevos chicos que van entrar a sus prácticas de docente utilicen mucho la tecnología al menos con niños, porque los niños adoran todo lo que tiene que ver con tecnología participan más o más son más colaborativos.

Interview 7

Cómo recomendación a los nuevos practicantes que van a empezar su trabajo les diría que siempre pongan empeño en cada parte de la enseñanza y aprendizaje en este proceso debido, qué es una buena predisposición como profesor para hacer que los niños entiendan y capten lo que tú les quieres decir otra recomendación sería tener siempre un buen material didáctico y tener siempre una segunda opción 1 opción b en caso de que la primera no esté acorde a lo que se pueda dar en la clase siempre tener un plan de respaldo y estar al día con las planificaciones debido a que si no planificas bien una clase antes de dar la puede que fracases al momento de esto.

Interview 8

Primero que tenga la ayuda de un tutor porque siempre es esencial tener la ayuda de alguien que ya está trabajando con esos niños y segundo aplicar lo que has planificado antes de tu clase quiere decir las actividades o las estrategias que vas a ocupar con ellos como la música canciones o los juegos todo eso tiene que estar listo antes de aplicar una clase para que pueda los niños resolverlo de una manera más divertida y práctica

Appendix 3

Category	I.1 M	I.2 V	I.3 P	I.4 G	I.5	I.6	I.7	I.8
Didactic Material		*no tenía mucho conocimiento de cómo realizar material didáctico que sea apropiado o adecuado para las diferentes edades de los estudiantes.*			*…"la creación de material. Porque realmente los niños son muy visuales, entonces la verdad, yo tenía que trabajar lo que es flashbacks videos y ese tipo de cosas Y era muy complicado"*	*…"Fueron implementar nuevas formas de enseñanza, Como por ejemplo, utilizar flashcards utilizar juegos didácticos utilizar carteles como parte del material didáctico activar la clase al principio"*		
Development and planning of content				*"...la elaboración de las planificaciones o en este caso escoger los temas que íbamos a impartir a los cursos puesto que ya contábamos con un libro y de acuerdo al libro fuimos manejando eso…"*				
Classroom Management			*En el Manejo de clase[...] se me dificultó en cuanto a disciplina en algunos casos*	*"...el desafío mayor fue lograr controlar a un cierto grupo de estudiantes…"* *"...los niños se distraen, suelen hacer bulla, no ponen atención a lo que se está haciendo y cosas*	*…."Creo que fue el manejo de clase, porque porque maneja de clase Al momento de yo entrar como practicante fue muy complicado para mí, ya que no tenía unas*	*…"monitoreo de la clase"*	*…"Manejo de clase, pero solo con algunos, ya que. Eh los estudiantes. Respondí en el profesor no ponían atención, eran muy*	*"Fue la cantidad de estudiantes en cada aula y la manera de como poder controlar a todos esos estudiantes al momento de impartir una clase"*

		así…”	*bases la cual, yo pueda decir o algo especifico”*		*respetuosos en esa manera, pero eso era solo con. Algunas clases”*
Motivation	*falta de interés de los estudiantes al querer aprender una nueva lengua*		*..”La motivación y como practicante que fue un poco difícil Al momento de explicar o tengamos un poco más de confianza para motivar algo..*		*“Motivación de los niños como yo daba a los niños de tercer grado y primer grado casi siempre tenía que buscarles motivación como actividades divertidas canciones o jueguitos en los que ellos puedan practicar el idioma sin que ellos sintieran que es algo feo o pesado”*
Methods/Strategies		*“...porque una cosa es aprender talvez la teoría, pero otra muy diferente es tu tienes que aplicar, entonces hay algunas estrategias talvez como que fueron más tradicionales que las que si me*		*“....En si las estrategias metodológicas aprendidas durante toda la formación académica Si fueron de mucha ayuda debido a que se pudo”*	

	ayudaron más”	
Technology	*“en la escuela no se contaba con computadoras o proyectores y me tocaba a mi… improvisar la clase, utilizando mi laptop y mi teléfono”*	

Category	I.1	I.2	I.3	I.4	I.5	I.6	I.7	I.8
Use of the mother tongue	*"había estudiantes que todavía no dominaban muy bien lo que es la lengua madre, el español"*		*"...ellos no te entendían, o sea era como que chuta de ley tenías que usar el inglés jajjajajajaj de ley tenías que usar el español..." "la lengua madre les afecta y hay la, hay la esta confusión de cómo se escribe y cómo se pronuncia"*				*"El uso de la lengua madre, ya que simplemente durante las clases de inglés. Como me dice, no se confundían con el español y el inglés. Entonces como que mezclaban los dos idiomas y a veces las palabras sonaban diferentes. O pronunciaban diferente"*	
Second language production problems	*"cuales fueron la gramática y el speaking...gramática, speaking and writing"*	*"Específicamente en la pronunciación porque los estudiantes estaban enseñados a leer las palabras o decirlas-pronunciarlas de la misma manera en que se escribe"*	*"...se les dificultaba a veces lo que es la escritura, la pronunciación, se confundían a veces también entre la escritura y la y la pronunciación..."*	*"el problema de producción de una segunda lengua, la pronunciación que ellos tenían en las palabras, eso fue algo a lo que ellos se enfrentaron muchísimo porque lo hacían mal..."*				..*"fue los problemas de producción de una segunda lengua porque como dije anteriormente a ellos les da bastante vergüenza pronunciar en ingles algunas palabras o algún vocabulario"*
Lack of vocabulary	*"En la falta de vocabulario también por como ya antes había mencionado eeh había niños con bastantes necesidades especiales, entonces algunos no podían leer,*	..*"desarrollo o la mejora dentro de la pronunciación, específicamente en vocabulario"...* *"no entendían algunas palabras, no tenían conocimientos de vocabulario, lo cual se dificultaba*	*falta de vocabulario en los niños.* *"...o sea tú le enseñas vocabulario, pero chuta esta, se les olvida rapidito a algunos en otros*	*"...carecían muchísimo de vocabulario en inglés, entonces tuve que, puede decir priorizar la enseñanza de vocabulario para que ellos puedan entender..."*	*"La falta de vocabulario porque dentro de los libros en los cuales Los estudiantes se pueden estar utilizando no puede estar en realidad ellos necesitan saber*	*"También encontré que no tenía muchas bases en cuanto a vocabulario en cuanto a gramática y se les complica bastante la parte de listening porque no te no estaban*	*"Algunas clases. Y también la falta de vocabulario que tenían ellos, como mencioné antes, no tenían. Eh profesores de inglés o antes no tenían clases de inglés, por lo tanto ellos. Eh.*	*"La falta de vocabulario en los niños ya que muchos niños no habían tenido ingles desde los primeros años desde primaria entonces no sabían absolutamente*

	otros no podían escribir en español, entonces al momento de yo enseñarles el idioma inglés fue super que complicado para mí" "tenían una falta de vocabulario tanto en español como en inglés"	*totalmente dentro de la clase".*	*no no…"*		*para la edad puede ser"*	*acostumbrados a escuchar a profesores en inglés"*	*Ellos no estuvieron acostumbrados a este idioma"* · *nada de vocabulario"*
Motivation					*"Hay una decadencia en la motivación El estudiante no va a querer aprender nada"*	*.."los niños necesitaban más motivación Al momento de aprender el inglés"*	
Technology Management	*"no se contaba con computadoras o proyectores, entonces yo tenía que con mi laptop o mi teléfono tratar de llegar a ellos, mostrarles videos, imágenes; para que ellos puedan captar y entender el idioma."*						*"Ellos no se aburrían durante las clases. Y ponían atención por la falta de multimedia"*

Appendix 4

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UNIVERSIDAD TÉCNICA DE COTOPAXI

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

FORMULARIO DE CONSENTIMIENTO INFORMADO

</div>

Yo, ---------------------- estudiante del octavo semestre de la carrera de pedagogía de los idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi acepto participar en el proyecto desarrollado por los estudiantes **Mayra Naranjo y Andrea Velasco,** supervisado por la **Mgs.Sonia Jimena Castro Bungacho** el cual se llevará a cabo en el periodo académico 2023-2024. De igual manera, declaro que he sido informado que el análisis de los resultados de mi participación se realizará con el objetivo de examinar el impacto de las personalidades y el género en el desarrollo del habla en inglés de los estudiantes.

Entiendo que bajo ningún medio serán expuestos mis datos personales en el proyecto.

Por lo tanto, acepto y me comprometo voluntariamente a participar en las actividades de recopilación de datos en los que se incluyen mi participación en el test de personalidad y en la actividad oral que serán proporcionados por los autores del proyecto de investigación, pues además he recibido una copia del presente documento.

Firma del participante:

Cédula de identidad:

Correo electrónico:

Fecha:..

Appendix 5

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Formulario de Solicitud

Pujilí, 22 de enero del 2024

MS.c Amparo Romero

Presente.

Nosotras, **ANDREA VANESA VELASCO CAYO Y MAYRA JACKELINE NARANJO SANCHEZ** con cédulas de ciudadanía N° 0550165971 y N° 2200061543, estudiantes del Octavo ciclo paralelo "A" de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Extensión Pujilí de la Universidad Técnica de Cotopaxi, solicitamos muy comedidamente su colaboración en la validación del instrumento de investigación, en el proyecto titulado: Challenges In Teaching EFL For Pre-Service Young Learners Teachers.

Por la atención que se dé al presente anticipo agradecimiento.

Atentamente,

Andrea Vanesa Velasco Cayo
Pujilí
0983152830

Andrea.velasco5971@utc.edu.ec

Firma: X.......................................

Mayra Jackeline Naranjo Sánchez
096 895 2929
mayra.naranjo1543@utc.edu.ec

Firma:....................................

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Formulario de Solicitud

INSTRUMENT VALIDATION

Instruction: Read the project background information. Then read each interview item carefully and evaluate it; add any observation to improve each item.

BACKGROUND INFORMATION

Research Project: Challenges in teaching EFL for Pre-service young learners teachers.

Main objective: To identify the challenges in teaching EFL faced by Pre-service teachers at the Technical University of Cotopaxi in young learners.

The items below will be presented in questions with Likert scale answers, for example:

The acronyms for each evaluation scale are **L low, M = medium, and H = high.**

SEMI-STRUCTURED INTERVIEW

ITEMS	VALIDITY (relationship with the objective)			READABILITY (coherence and cohesion of the item)			OBSERVATION
Personal questions	L	M	H	L	M	H	
1. ¿Do you know what is a challenge in EFL?			✓			✓	
2. ¿What are the main challenges of major and minor complexity that you found as a pre-service English teacher?			✓			✓	
3. Which of these challenges was most complicated in EFL? • Classroom management • Motivation • Creation of Didactic Material • Technology • Lack of vocabulary in the children Why?			✓			✓	
4. How did you overcome the challenges you faced?			✓			✓	
5. What challenges did your students face while learning in EFL?			✓			✓	
6. Which of the next challenges was the most complicated to solve in the classroom with your students?			✓			✓	

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• Use of the mother tongue						
• Second language production problems						
• Lack of vocabulary						
• Motivation						
• Use of technology						
• Speaking development						
Why?		✓			✓	
7. How did you overcome the challenges you faced?		✓			✓	
8. What methodological strategies did you use for the challenges you encountered in EFL?		✓			✓	
9. Do you think the methodological strategies you learned during your years of study helped you solve problems during your practices?		✓			✓	
10. Considering your experience as a pre-service teacher, what would you recommend to a student to start the pre-professional practice?		✓			✓	

GENERAL OBSERVATIONS:

_____

_____

_____

Do you suggest applying for the semi-structured interview in English or Spanish?

Yes, I do. English.

VALIDATOR DATA

Full name: Romero Palacios Amparo de Jesús

I.D: 0501369186-5

Email: amparo.romero@utc.edu.ec

Teaching position: Teacher

Teaching experience years: 30 años

Highest degree: Maestria Linguistica Apliada

Signature: _____

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INTERVIEW FOR PRE-SERVICE TEACHERS

INSTRUCTIONS

Read each question carefully and answer honestly. It will not take more than 15 minutes. The information provided is confidential, and it will be used only for research purposes.

---

1. ¿Do you know what is a challenge in EFL?

2. ¿What are the main challenges of major and minor complexity that you found as a pre-service English teacher?

3. Which of these challenges was most complicated in EFL?

- Classroom management
- Motivation
- Creation of Didactic Material
- Technology
- Lack of vocabulary in the children

Why?

4. How did you overcome the challenges you faced?

5. What challenges did your students face while learning in EFL?

6. Which of the next challenges was the most complicated to solve in the classroom with your students?

- Use of the mother tongue
- Second language production problems
- Lack of vocabulary
- Motivation
- Use of technology
- Speaking development

Why?

7. How did you overcome the challenges you faced?

8. What methodological strategies did you use for the challenges you encountered in EFL?

9. Do you think the methodological strategies you learned during your years of study helped you solve problems during your practices?

10. Considering your experience as a pre-service teacher, what would you recommend to a student to start the pre-professional practice?

UNIVERSIDAD TÉCNICA DE COTOPAXI

Formulario de Solicitud

Pujilí, 19 de enero del 2024

MS.c Jorge Rosero

Presente.

Nosotras, **ANDREA VANESA VELASCO CAYO Y MAYRA JACKELINE NARANJO SANCHEZ** con cédulas de ciudadanía Nº 0550165971 y Nº 2200061543, estudiantes del Octavo ciclo paralelo "A" de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Extensión Pujilí de la Universidad Técnica de Cotopaxi, solicitamos muy comedidamente su colaboración en la validación del instrumento de investigación, en el proyecto titulado: Challenges In Teaching EFL For Pre-Service Young Learners Teachers.

Por la atención que se dé al presente anticipo agradecimiento.

Atentamente,

Andrea Vanesa Velasco Cayo
Pujilí
0983152830

Andrea.velasco5971@utc.edu.ec

Firma:...

Mayra Jackeline Naranjo Sánchez
096 895 2929
mayra.naranjo1543@utc.edu.ec

Firma:...

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INSTRUMENT VALIDATION

Instruction: Read the project background information. Then read each interview item carefully and evaluate it; add any observation to improve each item.

BACKGROUND INFORMATION

Research Project: Challenges in teaching EFL for Pre-service young learners teachers.

Main objective: To identify the challenges in teaching EFL faced by Pre-service teachers at the Technical University of Cotopaxi in young learners.

The items below will be presented in questions with Likert scale answers, for example:

The acronyms for each evaluation scale are **L low, M = medium, and H = high.**

SEMI-STRUCTURED INTERVIEW

ITEMS	VALIDITY (relationship with the objective)			READABILITY (coherence and cohesion of the item)			OBSERVATION
Personal questions	L	M	H	L	M	H	
1. ¿Do you know what is a challenge in EFL?			✓			✓	
2. ¿What are the main challenges of major and minor complexity that you found as a pre-service English teacher?			✓			✓	
3. Which of these challenges was most complicated in EFL? • Classroom management • Motivation • Creation of Didactic Material • Technology • Lack of vocabulary in the children Why?			✓			✓	
4. How did you overcome the challenges you faced?		✓				✓	
5. What challenges did your students face while learning in EFL?			✓			✓	
6. Which of the next challenges was the most complicated to solve in the classroom with your students?			✓			✓	

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• Use of the mother tongue • Second language production problems • Lack of vocabulary • Motivation • Use of technology • Speaking development Why?							
7. How did you overcome the challenges you faced?			✓			✓	
8. What methodological strategies did you use for the challenges you encountered in EFL?			✓			✓	
9. Do you think the methodological strategies you learned during your years of study helped you solve problems during your practices?			✓			✓	
10. Considering your experience as a pre-service teacher, what would you recommend to a student to start the pre-professional practice?			✓			✓	

GENERAL OBSERVATIONS:

_____

_____

_____

Do you suggest applying for the semi-structured interview in English or Spanish?

ENGLISH, BUT IN CASE THAT WOULD BE NECESSARY IN SPANISH.

VALIDATOR DATA

Full name: JORGE ROSERO

I.D.: 0500862727

Email: jorge.rosero@utc.edu.ec.

Teaching position: TEACHER.

Teaching experience years: 23

Highest degree: MASTER DEGREE

Signature:

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INTERVIEW FOR PRE-SERVICE TEACHERS

INSTRUCTIONS

Read each question carefully and answer honestly. It will not take more than 15 minutes. The information provided is confidential, and it will be used only for research purposes.

1. ¿Do you know what is a challenge in EFL?

2. ¿What are the main challenges of major and minor complexity that you found as a pre-service English teacher?

3. Which of these challenges was most complicated in EFL?

- Classroom management
- Motivation
- Creation of Didactic Material
- Technology
- Lack of vocabulary in the children

Why?

4. How did you overcome the challenges you faced?

5. What challenges did your students face while learning in EFL?

6. Which of the next challenges was the most complicated to solve in the classroom with your students?

- Use of the mother tongue
- Second language production problems
- Lack of vocabulary
- Motivation
- Use of technology
- Speaking development

Why?

7. How did you overcome the challenges you faced?

8. What methodological strategies did you use for the challenges you encountered in EFL?

9. Do you think the methodological strategies you learned during your years of study helped you solve problems during your practices?

10. Considering your experience as a pre-service teacher, what would you recommend to a student to start the pre-professional practice?