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INTERPRETATION OF THE METHODOLOGICAL PROCESSES OF THE TEACHING PRACTICE PROFESSORS IN THE BACHELOR'S DEGREE IN FOREIGN LANGUAGES WITH EMPHASIS IN ENGLISH AT UCEVA

INTERPRETACIÓN DE LOS PROCESOS METODOLÓGICOS DE LOS DOCENTES DE PRÁCTICA PEDAGÓGICA EN EL PROGRAMA DE LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS EN LA UCEVA

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ABSTRACT

This hermeneutic study interpreted the methodological processes carried out by the teachers-advisors of the area of pedagogical-teaching practice of a degree program in Foreign Languages with emphasis in English, in a university in Colombia. The researchers used two information-gathering techniques, a 22-question survey for student-practitioners and an 8-question interview for teachers-advisors; both tools to assess the perceptions of these methodologies from three final categories

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that are: “Knowledge to teach”, “contexts”, “strategies and mechanisms in teaching”. In the findings, a positive balance is evident in those methodological processes implemented by teachers-practice advisors; likewise, based on the didactic foundations identified in the documentary analysis, there is a marked congruence between what students perceive and what their teachers say.

RESUMEN

Este estudio de carácter hermenéutico interpretó los procesos metodológicos que llevan a cabo los docentes-asesores del área de práctica pedagógica-docente de un programa de Licenciatura en Lenguas Extranjeras con Énfasis en inglés, en una universidad de Colombia. Los investigadores utilizaron dos técnicas de recopilación de información, una encuesta de 22 preguntas para los estudiantes-practicantes y una entrevista de 8 preguntas para los docentes-asesores; ambos instrumentos con el fin de evaluar las percepciones de dichas metodologías a partir de tres categorías finales que son: “Conocimientos para enseñar”, “contextos”, “estrategias y mecanismos en la enseñanza”. En los hallazgos, se evidencia un balance positivo en aquellos procesos metodológicos implementados por los docentes-asesores de práctica; así mismo, basados en los fundamentos didácticos identificados en el análisis documental, hay una marcada congruencia entre lo que percibe los estudiantes y lo que afirman sus docentes.

INTRODUCTION

In recent times, Education has been facing a series of transformative processes as a result of the new social and economic scenarios that require skills and competencies for the 21st century (Ávalos, 2014; Tobón, 2013). This is why the teaching staff, as well as their attitudes, performances, and roles, undoubtedly

constitutes one of the elements that has a direct impact on the other parts of the educational system (Aghabarari & Mehrak Rahimi 2020). It is necessary to take into consideration various factors such as teaching, learning and assessment processes that education must understand and address. Along these lines, prospective teachers should be assigned active roles linked and directed to the socio-educational needs since the early stages of the academic program. Indeed, the knowledge that defines pedagogical-teaching practice is essential for efficient teacher training.

Likewise, according to Resolution 18583 of 2017, pedagogical-teaching practice is a dynamic and essential component in the training of prospective graduates, which has the purpose of providing them with their own knowledge, discipline, skills, and attitudes necessary for the development of the profession (Hascher et al., 2004). Consequently, it is observed that pedagogical-teacher practices have developed significant processes since both teachers and students can take an active role within their training, which allows them to build knowledge through the collective experiences of a real context.

From the national context, the Colombian government established guidelines for the training of educators of the highest scientific, ethical and investigative quality (Law 115 of 1994). The Ministry of Education (2016) expects bachelor's degree programs to understand, and reflect on the teaching work through school contexts, in the strengthening of training spaces that favor the development of necessary skills for the effective exercise of the prospective teacher, from what to teach and how to teach. In this sense, Unidad Central del Valle del Cauca –UCEVA- (2020) seeks to commit itself to the “training of upright professionals for the human development of the region and the country”⁵ (p. 7). The university

offers a Bachelor's degree program in Foreign Languages with an Emphasis in English. The program mission highlights training "upright, autonomous professionals [...] who are able to assume adequate teaching, research, and social projection training. in the field of teaching foreign languages (English)" (UCEVA, 2021, p. 17).

On the other hand, studies in topic reveal that the pedagogical-teaching practice constitutes a significant axis since it establishes certain opportunities to investigate and carry out teaching skills in various functions: such as turning theoretical knowledge into pragmatic knowledge, observing and replicating what they have learned from other teachers, creating and implementing classroom plans, designing teaching materials, and achieving adequate interaction within the classroom (Aghabarari & Rahimi, 2020; Henao & Martínez, 2016; Jiménez-Quintero, 2020). Furthermore, Chaves (2008), establishes that "... teaching practice is not only a space for the application of what is already known. Its primary purpose would be the development of pedagogical and didactic skills"⁶ (p. 233). Likewise, Henao and Martínez (2016); Saiz-Linares and Ceballos-López (2020) add that pedagogical practice is a fundamental axis in the initial training of teachers, which should be aimed at "learning by applying theory". Finally, it is declared as "a unique moment in the professional development of teachers" (Fives et al., 2007, p. 917).

This current process of pedagogical practices would allow students to have an approach to reality from the beginning of their teacher training process, it would give them the possibility of experiencing from real school environments all the concepts and theories that are offered, in order to initiate and forge their experiences in the classroom. Therefore, the idea that this process is done sequentially is apparently beneficial and assertive for prospective teachers' performance.

It would be expected that the new curricular design of the subject tries to provide a new dynamic that leads both the teachers in training as well as their practice advisers and room teachers to strengthen the feedback and the interrelation processes of pedagogical-teaching practices by levels with a view to responding to the purposes of institution's PEI (In Spanish: Proyecto Educativo Institucional). Indeed, the relevance of the pedagogical-teaching practice, within the aforementioned program, impels the revival of research in this area, since it is a process that involves various actors and factors to be reviewed and analyzed. Finally, there is a lack of literature concerning studying the pedagogical-teaching practice processes in Bachelor's degree programs.

Taking into account the characteristics, the dynamics of the pedagogical practices, and the new guidelines by the MEN, it is necessary that the Bachelor's Degree in Foreign Languages with an Emphasis in English of UCEVA can examine whether the pedagogical-teaching practice would be responding to the purposes proposed by the PEI, and to the needs of the different scenarios, in favor of consolidating the prospective teacher in a real educational context, in accordance with the skills described in the graduate profile, and in order to forge ideal teaching-learning processes for development of those competencies. That is why the present study aims to interpret the methodological processes oriented by the professors in charge of the pedagogical-teaching practice area that is carried out in the aforementioned program. Results of this research would contribute to further research to propose improvement guidelines regarding the methodological-formative development of the pedagogical practices of this bachelor's degree.

LITERATURE REVIEW

Regarding the theoretical-conceptual approaches to the object of analysis, it is

⁶ *Authors' translation*

considered important to mention that, in order to provide a broader and more general vision of the current state in which the formative processes of pedagogical-teaching practices in bachelor's degrees are found. That is, this review is intended to know the current trend in the development of research that serves as a reference for the present study. Within the literature found, there are studies that detail relevant aspects in the pedagogical-teaching practice process in the initial training stage of future graduates, such as: the perceptions manifested by the agents involved through the systematization of experiences, their role in practice, the relevance of that exercise in undergraduate degrees, the importance in the professional development of teachers, the conceptions and resignifications that teaching practice has had, among others.

MODEL OF PEDAGOGICAL PRACTICE FROM OBSERVATION.

This practice model consists of inviting the practitioner to contemplate different educational spaces where the dynamics of the classroom, the educational institution, and the teacher and the student himself/herself are placed in a performance context. They are scenarios where one can learn in his/her work to compare and contrast the already established pedagogical theory and its application in that scenario. That is to say, the teacher in training has the possibility, from his/her role as an intentional observer, to identify, recognize and analyze how the pedagogical process of teachers is carried out within a classroom to promote in students a development process of theoretical conceptualization and issues related to learning the competencies and performances that are carried out in a subject (thematic) (Ministry of Education, 2016). In effect, all this in a learning situation that respects the role of the room teacher and his own role as an active and reflective observer.

For their part, Contreras (1997), Nieto-Diez (2002), and more recently, Henao and Martínez (2016), state that this model is one of the most important since it makes a clear division between the theoretical and practical component; which tries to generate prospective teachers with sufficient theoretical training to solve problems in practice. That is to say, its emphasis is focused on giving greater relevance to theoretical knowledge than to practical knowledge, considering appropriating a theoretical framework in a positivist notion given its aspiration for problem-solving. However, another more dialogical point of view on this model is presented, arguing that that framework consists of developing a training program that allows the future professional to recognize, understand and reflect in context on some theoretical principles learned (Agència per a la Qualitat del Sistema Universitari de Catalunya –AQU-, 2009; Fuentes, 2011; Mineducación, 2016; Ruffinelli, 2017). This theoretical knowledge is imparted in accordance with observation as an instrument, method, and alternative that encourages learning for the analysis and understanding of the teaching role in the classroom.

One of the most recent studies on this model were developed by Ángela Saiz-Linares and Noelia Ceballos-López in 2020, which is entitled “Análisis multifocal en la formación inicial de docentes: interpretaciones de alumnado y supervisores”. This qualitative study seeks through an evaluative case study to understand how the various agents that participate in the pedagogical-teaching practice of the teacher training program of the University of Cantabria, in Spain, interpret the development and significance of their formative experience.

In conclusion, this work has made it possible to show that the concept of pedagogical-teaching practice presents various definitions and conceptions from the point of view of the involved agents. On the one hand, students express their

discourse in the aspect of “theory-practice”, which practice should be aimed at “learning by applying theory”, but that, on many occasions, pedagogical-teaching practice “produce un divorcio entre esos elementos, y que esto no sirve a fines aplicativos” (Saiz-Linares and Ceballos-López, 2020, p. 18-19). On the other hand, the supervising teachers confirm that in practice there is a dynamic prevalence between the theoretical and the didactic component and that “procuran por presentar actividades de reflexión para que los estudiantes se acerquen a visiones mucho más críticas y más reflexivas”(Saiz-Linares and Ceballos-López, 2020, p. 19).

MODEL OF PEDAGOGICAL PRACTICE FROM IMMERSION

The immersion practice is carried out in the initial moments of teacher training, after the observation practice. It is the stage in which the prospective teacher begins to develop teaching strategies and put various theories and methodologies into practice. Nevertheless, it is a moment in which an intervention only executed by himself is not expected, but rather, these processes are developed with the accompaniment of the room teacher; in order to avoid possible difficulties or mistakes during the learning process for both the practitioner and the students of the educational establishment where the practice is carried out (Mineducación, 2016). This process facilitates the future teacher, didactic aspects of the discipline in which he/she is training; it helps him/her develop specific skills, abilities, and competencies to the teaching process, by allowing him/her to make approaches to other disciplines and theories. According to Fetcher (2010) and Stopp, 2008, the teacher-assessor is a fundamental and crucial actor, considered as a guide, since it will allow the practitioner to receive their observations and feedback during their immersion process in the classroom.

In addition, this notion of pedagogical practice under this model is developed in the interaction of the teacher-advisor and the practitioner where knowledge is transferred through immersion in the classroom, and where pedagogical work is transformed through trial and error. For his part, Zeichner (cited by Nieto Diez, 2002), affirms that: “la relación maestro-aprendiz se considera el vehículo más apropiado para transmitir al novicio el conocimiento cultural que posee el buen profesor. El futuro profesor es considerado como recipiente pasivo de este conocimiento” (p. 214). The above has been considered by students as a very relevant aspect, since it is essential for their constant professional growth to receive the appreciations of those people who have experience in teaching and learning processes (Carless et al., 2011; Charteris and Smardon, 2015). This is why two recent studies confirm the importance of the immersion model. The first developed by Barahona (2018), who in his study: “The practices of giving and receiving feedback in the practicum: perspectives of the ‘triad’ in the context of English Language teacher education”, concludes that all the actors involved in the internship process, conceive and reaffirm that such feedback is essential, regardless of whether it is seen as a tutoring opportunity, a pedagogical tool or a space for emotional support; because each actor has his own perspective of it.

Another research product known as “Advancing student teachers’ learning in the teaching practicum through Content-Focused Coaching: A field experiment” conducted in 2019 at the University of Zurich, Switzerland, by Eva S. Becker, Monika Waldis, Fritz C. Staub. This study tries to evaluate the training sessions in elements of coaching focused on the compendium of collaborating teachers (teachers-advisers) as the indispensable actors to guide future teachers to design, plan and execute classroom plans during pedagogical practice. The researchers concluded that “brief CFC-training-sessions,

which are feasible even in CTs 'busy schedules, can significantly change CTs' practices" (Becker et al., 2019, p. 22). In other words, the effects on the quality of collaborative interaction in the conferences, the increase in the competence of future teachers, and the quality of the instructions of the teacher-advisers were possible in the weeks of the session.

MODEL OF PEDAGOGICAL PRACTICE FROM RESEARCH.

During this model, pedagogical practice is conceived as a process of self-reflection where it begins to take into account aspects that the observation and immersion models do not, such as those situations that arise in the school context and that are tending to be investigated; for being constant, problematic and precarious factors, which have a more subjective vision during the development of teaching practice. For this reason, the same General Law of Education (1994), in its article 109, it constitutes as essential purposes of the training of educators, in addition to training teachers of the highest ethical quality and developing fundamental theoretical knowledge, is that of "fortalecer la investigación en el campo pedagógico y el saber específico; y preparar educadores a nivel de pregrado y postgrado para los diferentes niveles y formas de prestación del servicio educativo" (p. 23).

Indeed, in this framework, practice becomes the space for theorization, experimentation and didactic research, where the teacher in training addresses all their knowledge in a more articulated way and from the perspective of different disciplines that increase the understanding of the educational process and the teaching role in this scenario (Ministry of Education, 2016). According to Everston (1997), and Mendoza et al. (Cited by Baquero, 2006), is in this space where the practicing student has the possibility of critically reflecting on their practice and what impact it is generating in their

school context from the registration, analysis and control of their pedagogical actions.

Therefore, the investigative character of the practitioner begins to make sense when he provides substantial elements to identify the problem, and from there, work on transformative actions in favor of the classroom, the educational community and / or the teaching process itself (Baquero, 2006; Munévar, Quintero and Yépez, 2000). The research model considers aspects that are presented in the teaching process in a variable way, these aspects do not have certainty and / or stability, which suggests that the teacher training process in this sense cannot be planned or systematized. For this model of practices specifically is not below or above practice, but theory and empiricism go hand in hand. Because of the above, Schön (1983), explains that reflection tends to focus on the results found in the pedagogical action, in itself, in the intuitive and implicit knowledge, obviously there is an interaction between them. In this sense, this model of reflective practices not only looks for strategies to solve problems, but also reflects on those ends and meanings that the possible situations found have. Finally, the teacher who reflects is a researcher of his/her practice; there must be a balance between the theoretical and the praxis, to be able to reflect on each other; and thus review, reaffirm and / or resignify theories, according to what is presented in the classroom (Contreras, 1997).

Thus, the importance of this model is addressed by Merellano, Almonacid, and Muñoz, in their study of 2019 "Resignificando el saber pedagógico: una mirada desde la práctica docente" and they give such relevance to the research process during pedagogical practices in the sense of a thoughtful exercise. It is explained that the professional teaching exercise is developed through the teaching-learning strategies experienced and, in addition, it is specifically marked the reflection

component which characterizes the deployment of pedagogy. They add that, in the curriculum, the moments of reflection that allow rethinking the processes of insertion of the teacher within the classroom must be present and indicated (Merellano et al., 2019). It is emphasized that teachers must have the ability to self-criticize and observe aspects that can be investigated within the classroom in order to always improve educational practice. In this reflection exercise, the contents, the level of complexity and the relationship between these investigable aspects must be considered. He adds that it must be ensured that the critical teacher can make an interpretation of the practice from his/her own experience in the classroom.

RESEARCH DESIGN

This study presented a qualitative approach in which, according to Murcia and Jaramillo (2001), Tójar (2006), and Sandoval (1996), knowledge is a shared or non-shared construction between the researcher and the study-object of the multiple meanings that can be produced on the various facets of reality. Also, it is conceived as an opportunity to understand the cultural realities and the investigated phenomena, as closely as possible to the subjects immersed in the situation.

The scope of this research was interpretive or hermeneutical since they start as a basis for understanding the subjects and social environments. The researcher, through language, understands actions and the world, while can explain them. In this sense, hermeneutics is explained as the approach between knowing what is observed and understanding the phenomenon, also between the data described and what is interpreted (Briones, 1996; Murcia and Jaramillo 2001; Sandoval, 1996).

CONTEXT AND PARTICIPANTS

The study context was at UCEVA, it is a public institution of higher education, subject to inspection and surveillance by the Ministry of Education of Colombia. It offers both undergraduate and graduate degree programs. The UCEVA was created through Agreement No. 24 June 1971, 1 of the Municipal Council of Tuluá, as an alternative to access higher education for high school graduates from the center and north of the department of Valle del Cauca.

The universe object of analysis was composed of two sets of people in order to know something in the research (Pineda et al., 1994, p. 108). The first was the entire group of teachers (8 teacher-assessors), 1 woman and 7 men, between 25 and 50 years; some of them have vast experience in foreign language teaching and learning processes, by working in both public and private sectors. Moreover, they have a graduate degree or are master's degree candidates related to foreign language education, who guide the pedagogical-teaching practice subjects in the Bachelor's degree program in Foreign Languages with an Emphasis in English. And the second was the entire group of students from the same program (299 students), between 16 and 50 years, with varied economic strata, who were enrolled in that area.

DATA COLLECTION

The researchers used two information gathering techniques; both instruments in order to evaluate the perceptions of both the student practitioners and the teacher-assessors on the methodological processes of the pedagogical-teaching practice area of the UCEVA Bachelor of Foreign Languages with Emphasis in English program.

The design of these instruments consisted first of the construction of a matrix or double

entry table. Sánchez (2018), defines it as an efficient tool to organize large data, based on the skimming reading of information, either total or by fragments according to the needs of the investigation. In this case, it was necessary to carry out a data collection concerning the micro-curricula of the pedagogical-teaching practice area of all semesters; and subsequently the data were grouped into a series of coding titles. Once the coding titles have been established and classified, the data is ordered according to its type, in this case by units or micro-curricula. Then, based on this, it is proceeded to code each of the titles according to their characteristics and variables that are related to the case or the object of study (See Appendix 1).

After these titles have been coded, the codes are grouped by number of stories, ordering them from highest to lowest. In addition, the researchers considered merging those codes that were closely related to others. After that, a series of final categories were established to classify the codes according to their case; process from which 3 categories emerged to group them, which are: "Knowledge to teach", "contexts", "strategies and mechanisms in teaching." Once the codes were grouped according to the final categories, it was possible to establish the design of the information collection instruments based on them (See Appendix 2).

THESE INSTRUMENTS ARE LISTED BELOW:

The first instrument was an own designed survey, which was previously validated by several experts. The objective of this study was to obtain, in a single application, opinions and points of view on the part of the student-practitioners on the methodological processes carried out by the teachers that guide the subject of pedagogical-teaching practice; obtaining, in this way, the particularities of the population and, therefore, study its diversity (Jansen, 2013).

Likewise, this test was composed of 22 statements, which, after being read, the student-practitioner marked on a Likert scale from one to five, by always or never evidencing such statements in the teacher's methodological process. In addition, the scoring guidelines for the survey of perceptions of methodological processes were carried out where the quantification of this information was calculated, using a tabulation format in Google Forms which made it possible to obtain comprehensive and specific information on the results of the students-practitioners for further hermeneutical analysis (see appendix 3).

The second instrument consisted of an own designed interview. First, a pilot test was conducted with a number of teachers who had previously worked as teachers of pedagogical practice in that programme. This, as experimentation is done for the first time with the aim of checking issues to take into consideration for the interview.

This instrument, according to Briones (1996), Hernández, et al. (2010), Murcia y Jaramillo (2001), are presented as a meeting in which information is provided by the investigated subjects to collect the information concerning the present research study. This was also done in a single application. This interview was composed of 8 questions, referring to the categories found and established during the coding of the double input matrix to the micro-curricula. Indeed, the importance of this type of interview was to know different opinions about the same category, based on a hermeneutic analysis (see appendix 3).

From the coding of the interviews to the teachers, the surveys to the students, an axial and selective categorization was carried out, as the process in which the relation that exists between the obtained categories and their subcategories is established, determined by their properties.

From this, three categories emerged that gave meaning to the methodological processes of the pedagogical practices that are developed in the foreign languages program, determining a didactic resignification about the characteristics of the area (Appendix 4).

FINDINGS

With regard to the results of this study, and based on the codification of teacher's interviews, students' surveys, and the implementation of the axial and selective category, three categories emerged that gave meaning to the methodological processes of the pedagogical practices that are developed in the Foreign Language program, determining a didactic resignification about the characteristics of the area: (1) knowledge to teach, (2) its contexts, and (3) strategies and mechanisms in the teaching exercise. And how these are guided by the various teacher-advisors. Below is the above-mentioned categorical construction that formed each of the concepts with its most outstanding subcategory.

Chart 1: Table of Conventions and Acronyms

TI	Teacher Interview
SS	Student survey
SU	Survey
DA	Documentary analysis
MC	Micro-curriculum

Source: own design

KNOWLEDGE TO TEACH

One of the most relevant results during the collection of data refers to all those knowledge necessities in the process of teacher training because the area assumes as fundamental that the practitioner develops his own knowledge, in which scientific knowledge, in the field of education, makes it possible to ensure that

possible problems arising in the educational context are resolved. In other words, the teaching of such disciplinary and interdisciplinary knowledge is that students can learn, understand and develop the ability to solve problems through critical and creative thinking, among others. Likewise, this knowledge is not only content learning, but it is also the universal vehicle that leads to other learning purposes (Shulman, 2005). Therefore, the undergraduate student is able to develop processes of theorization, appropriation and application of knowledge related to education, pedagogy and general and specific didactics, which are related to each other throughout the practices; this in terms of (1) basic knowledge of education and pedagogy, (2) knowledge of the teaching and learning of foreign languages, (3) knowledge for research and (4) interstructuring processes (see figure 1).

Figure 1: Knowledge to Teach



Source: own design

“Basic knowledge of the concepts of education and pedagogy” is the most outstanding subcategory of the first category. Pedagogical knowledge begins in teacher training and is based on reflection and research. This knowledge is strengthened through the mainstreaming of these experiences and constructed knowledge, allowing practitioners to relate this knowledge in their educational environment. That is, these knowledge in the language degree, according

to Casas and García (2016) are not taught in isolation, but there is a cohesive structuring in which each learning is articulated with the other, tracing a systematic progression of these approaches and that the future teacher can improve these teaching-learning processes, through the autonomy that they develop and stimulate. Which is reflected in the following story:

“So, the methodological characteristics are focused on the student having a coherent and cohesive structure, taking the time [...] of the phases of the class, and that, in general, they already learn to carry out those five essential steps that are recommended. From the investigation, which is the part of the exploration, as the first phase of this methodology, which is the procedure that they carry out in their immersion practices. So there is the exploration, the structuring; there is the practice; there is the transfer; and there is the assessment within that class block session. [...] So that - well - they have control over their practices. And -because- reflection is made on them to improve them more and more”. TI # 4.

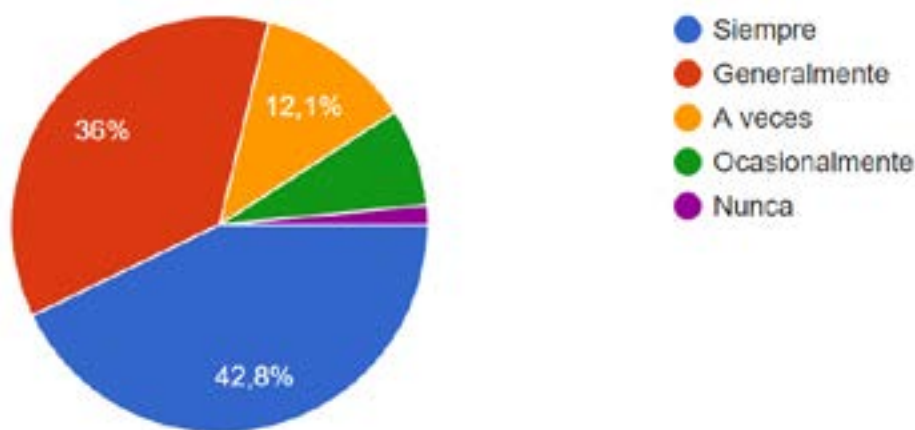
Indeed, it can be inferred that this knowledge is really essential within the methodological process and that it occurs jointly with other disciplines because the teacher-advisor carries out activities aimed at motivating and promoting learning for the design and planning of the curriculum (classroom plan , area plan,

assessment design, curriculum design, design of teaching and learning resources and materials, etc.), taking into account the categories [time-space-population, level, etc.] and the approaches and methods of FLT. And so they are manifested within DA.

“To promote in students the ability to design, adapt, create, select pedagogical materials taking into account theoretical-practical components so that they are suitable teachers in teaching in foreign languages” (objective of the MC of pedagogical practice V).

On the other hand, from the point of view of the student-practitioners, this category shows a favorable perception due to the fact that this knowledge to teach is essential within the process of training in practice; since the teacher-advisor, in the evaluative practices, structures contextualized situations where the student must develop actions that respond to the theoretical models subject to their teacher-training process, where they (practitioners) can execute corresponding actions that support that process. In addition, it can be interpreted that students consider the spaces for dialogue that allow them to discuss topics related to teaching, in order to reflect on pedagogy and didactics (Loaiza et al., 2019) (Betancur, Vásquez & González, 2021).

Figure 2: Student Perception Survey Question #22 Answer Chart



Note. The teacher looks for spaces to establish mechanisms of dialogue regarding the specific themes of the teaching activity under the participation and reflection of the students with the aim of understanding the purposes of pedagogy and didactics (to form, teach and evaluate).

Source: own design

Therefore, this category could be defined as a fundamental component in the process of acquisition and construction of the necessary knowledge that a future teacher must attribute to their own work.

CONTEXTS

Other of the most relevant results during the data collection, refers to everything concerning the context within the process of initial teacher training, because the area of pedagogical practice assumes as essential that the practitioner recognizes how his or her educational, social and cultural environment is shaped. Therefore, and following Sánchez-Sánchez and Jara-Amigo (2019), the pedagogical practice in foreign languages consists of a complex exercise that develops in particular contexts, located in a socio-cultural environment that can be uncertain,

and susceptible to conflict situations, but with a subject-centred learning formation, this is stipulated by the suggested foreign language curriculum guidelines; and that the future teacher recognizes his or her own work as vital to develop their professional authenticity.

In that order of ideas, it can be inferred that the practice teacher must know and integrate, within their subjects, contextualized experiences where the student-practitioner can develop actions that respond to their teacher-training process related to (1) school context, (2) regional context, (3) characteristics of the training, (4) pedagogical practice as a nodal subject (see figure 3).

Figure 3: Contexts



Source: own design

“School context” is the most outstanding subcategory of this category, which is interpreted, from the documentary analysis, as the scenario that is permeated by different factors that influence it, since not only are teachers and students related, but also the family and community environment. It is there that even cultural, ethical, social peculiarities influence, among others. In the same way, the language teacher is trained as an upright, autonomous person, who manages to master and understand an educational reality, contextualizing their activities according to particular learning situations. For this, from its initial training, the language program clearly commits its processes towards reading the natural teaching-learning scenario in its various interactions through a critical and investigative perspective that allows them to sustain this reciprocal relationship between theory and practice in the role that the future trainer plays in their environment (Guerra, et al.; 2019; Martínez, 2006; Masjuan et al., 2009;). What is reflected in the following story:

“From the very beginning of the subject, yes? From the first classes it is about guiding the students, so that they begin to ... From their

pedagogical work, yes? find out what are those difficulties between ... In their workplaces, in their work; for example, groups of students are guided so that they can begin to ... To carry out this research field more” TI # 7.

2 2 2

This is why, according to Tardif (2004), the practice teacher is a guide that, through its methodology, leads the practitioner to make visible the peculiarities of the school context in which the practitioner must perform. In other words, within the subject of practice, which has clear objectives and requirements, the teacher establishes strategies and mechanisms that address contextual problems related to the teaching-learning processes and problems of FL within the classroom.

Likewise, it clearly encourages future teachers to carry out a detailed study of the entire legal reference or educational compendium of rules, relating them to the particular characteristics of the practitioners and their cultural context. So, it is at this point where elements of the individual come into action that have not been taught, but are naturally present in their training process, such as disciplinary, interdisciplinary, curricular

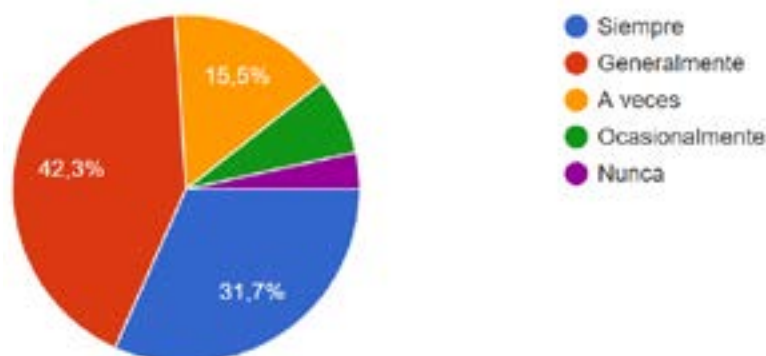
knowledge for design, planning and evaluation. And so they are manifested within DA.

“Propose a transformation and critical reflection of the foreign language teacher for the identification of problems in the educational context that can be investigated and intervened” (objective of the MC of the investigative practice II).

On the other hand, and in contrast to what has been previously expressed, it is found that this is not ideally reflected in the methodological processes of practice teachers since practitioners

express that teachers generally use strategies that intervene in the teaching process and learning foreign languages in order to attend to problems presented in the classroom. Which is an aspect to self-evaluate for the program, in order to take it into consideration in a more constant, cohesive, coherent and consistent way with social realities, being reflected in the knowledge necessary for planning and design. Finally, improving the influence of the practitioners for the improvement in the educational processes of the context in which they are. It is essential that the school context is given the necessary significance most of the time (see figure 4).

Figure 4: Student Perception Survey Question #11 Answer Chart



Note. The teacher employs strategies that promote projects or intervention activities in the process of teaching and learning foreign languages, subject to the attention of problems in the classroom.

Source: own design

STRATEGIES AND MECHANISMS IN THE TEACHING EXERCISE

Finally, another outstanding result during data collection refers to all those issues related to the teaching and learning strategies and mechanisms that a foreign language teacher applies in their classroom, which are designed and used according to factors such as: the activity of the learner, an affective-cognitive relationship, the school context, etc. (Montes & Machado, 2011). These generate teacher-student and student-

student bonds by guiding the educational process. And likewise, they are tools that allow to promote the questioning and processing of information based on several identified notions: (1) strategies and mechanisms of teaching, learning and evaluation, (2) systematization and feedback of pedagogical practices and (3) profile and teacher professional performance (see figure 5)

Figure 5: Strategies and Mechanisms in the Teaching Exercise



Source: own design

“Teaching, learning and assessment strategies and mechanisms” is the most prominent subcategory in this category. It can be interpreted that, within the subject of pedagogical practice, the teaching of a foreign language implies, according to Rodríguez and García-Merás (2005), focusing on the learner in order to provide an environment of support and guidance during their process, in addition to the linguistic aspect. It is a concept that encompasses the joint construction of knowledge through an endowment of resources and means in the school context.

In other words, the subject allows future language teachers to be able to articulate various disciplinary and interdisciplinary knowledge, starting from an evaluation of the natural environment and critical reflection on it; managing to lead through their planning and execution of the class, the development of competencies and evidence of learning through authentic and adaptive techniques and tools (Agray, 2008; Martínez, 2006; Rodríguez & García-Merás, 2005). It is highlighted in the following report that these are essential to develop communication skills in FL.

“Okay! Let’s see! The strategies that, I was telling you, the ones that I use are strategies that empower the student.

They give a leading role to the student, both in the theoretical component and in the practical component [...] To address those theoretical contents -then- even, of that theoretical part, it also allows a practical exercise where they are no longer observing, but rather they are exercising”.
ED # 3.

Now, these mechanisms may vary from one strategy to another, depending on the teacher-advisor due to the pedagogical or methodological model adopted, such as the generation of spaces for feedback and reflection, the active participation of the student, the development of individual and cooperative work, the diagnostic, formative and final evaluations of the course or unit, so that their students can develop and achieve the established competencies.

Despite this diversity of mechanisms, they all converge on a common point, and that is that these strategies are focused more on the student himself than on the teacher (active methodologies), which empower them to be the builders of their own knowledge. For this reason, foreign language classes require theoretical-practical components that demand a teaching role that is involved in the process, but that is not more active than the student, that encourages the practitioner to develop their own learning

strategies and that later serve teaching his future students.

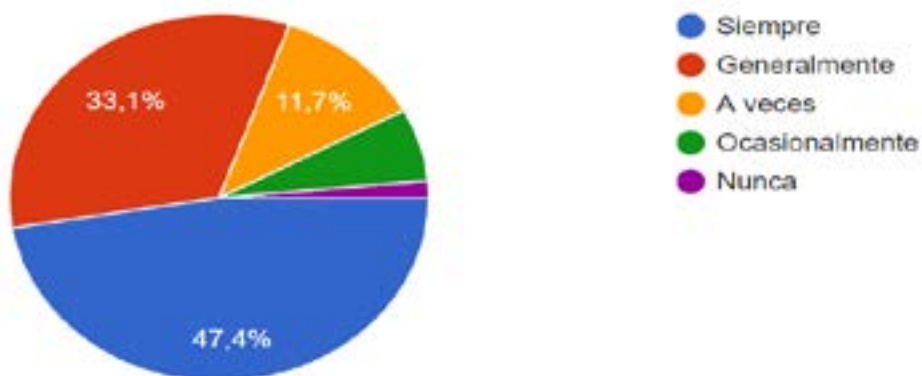
For this, Freire (2006), determines that the teachers of practices are reflective and critical agents who question their methodologies, adjusting and structuring new mechanisms for new school and classroom contexts, which allows the practice to be more dynamic and fluid. Below, several strategies and mechanisms that the teacher-advisers propose in their classrooms are identified within the DA:

“Explanation, reading, video presentation, group work, round table, debate, film presentation [...] Reading reports, making inferences, synthesis, summary, mind mapping, making presentations, analysis

and context evaluation, information classification, case analysis, investigation”. (Strategies and learning mechanisms of the pedagogical practice micro-curriculum I and II).

On the other hand, the appreciations of the students (see figure 6), can be interpreted positively, since it can be seen that, for the most part, they perceive that most of the time, their teacher leads their active participation, to through different strategies and mechanisms of teaching and learning, during the practical meetings. It can be established that all these theories make great contributions in the processes used for the teaching of the foreign language.

Figure 6: Student Perception Survey Question #4 Answer Chart



Note. The teacher implements different teaching and learning strategies and mechanisms, which encourage the active participation of the student practitioner during the internship meetings.

Source: own design

In effect, these mechanisms in the teaching exercise would pose a very significant position in the training processes of the student-practitioners because the practicing teacher would try to include, within his methodological process, these cognitive processes so that his

students could understand and manage their own processes while they are assimilating them in their training scenario, and thus be able to choose and create their own didactic strategies for their teaching work.

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APPENDICES

Appendix 1: Coding of the Micro-curriculums. (Sheet 1)

<https://www.dropbox.com/s/cl/fi/errcuz0psuyc516vea0f6/MATRIZ-DE-DOBLE-ENTRADA.xls?dl=0&rlkey=b1w9j56l3g85ymel9v5lbqhzf>

Appendix 2: Categories and Codes. (Sheet 2)

<https://www.dropbox.com/s/cl/fi/errcuz0psuyc516vea0f6/MATRIZ-DE-DOBLE-ENTRADA.xls?dl=0&rlkey=b1w9j56l3g85ymel9v5lbqhzf>

Appendix 3: Instruments. (Sheet 3)

<https://www.dropbox.com/s/cl/fi/errcuz0psuyc516vea0f6/MATRIZ-DE-DOBLE-ENTRADA.xls?dl=0&rlkey=b1w9j56l3g85ymel9v5lbqhzf>

Appendix 4: Axial and Selective Categorisation.
(Sheet 5)

<https://www.dropbox.com/s/c1fierrcuz0psuyc516vea0f6/MATRIZ-DE-DOBLE-ENTRADA.xlsx?dl=0&rlkey=b1w9j56l3g85ymel9v5lbqhzf>