



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“PINE Students’ Perceptions of their Pre-Professional
Teaching Practicum”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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ADVISOR'S APPROVAL

In my role as advisor of the research paper under the title "PINE Students' Perceptions of their Pre-professional Teaching Practicum" prepared by , Ortega Pozo Adriana Lissette, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,



García Villao Rosa Tatiana, Msc.

Advisor

Statement of Authorship

I, Ortega Pozo Adriana Lissette, with identification number 2400305237, undergraduate student of the State University of the Santa Elena Península, Faculty of Educational Sciences and Languages, as a prerequisite to obtain the Bachelor's degree in Pedagogy of National and Foreign Languages, in my capacity as author of the research project “PINE Students’ Perceptions of their Pre-professional Teaching Practicum”, I declare and certify that this study is my own original work. All quotes, assertions, and reflections used in this research have been properly referenced.

Adriana Ortega P.

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Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.

Adriana Ortega P.

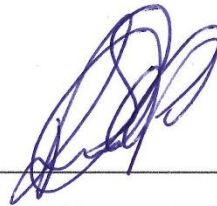
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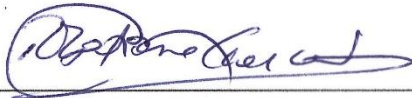
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Acknowledgment I

My heart overflows with gratitude to God for always guiding me when my path to a professional career seemed uncertain. He gave me the courage and maturity to resume my studies after a ten-year hiatus, following the birth of my child. And it is precisely thanks to them, the fundamental reason, that I can fulfill this long-awaited dream.

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And finally, to my partners, who shared their experiences and anecdotes with me, for their constant mutual support and for always reminding me that all effort and perseverance are rewarded.

- Ortega Pozo Adriana Lissette

Dedication I

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- Ortega Pozo Adriana Lissette

Abstract

This qualitative study investigates PINE students' perceptions of their pre-professional teaching practicum, aiming to understand how these experiences shape their professional growth and preparedness for future teaching roles. The research focuses on students' reflections regarding classroom management, instructional strategies, and the integration of theoretical knowledge into practical settings. Data were collected through semi-structured interviews with a purposive sample of PINE students who recently completed their practicum. Thematic analysis was employed to identify key patterns, recurrent experiences, and perceived challenges encountered during the teaching practice. Findings indicate that students consider the practicum as an essential bridge between theoretical coursework and real-world teaching, enhancing their confidence, pedagogical skills, and adaptability in diverse classroom contexts. Participants emphasized the importance of mentorship and constructive feedback, noting that guidance from experienced teachers significantly influenced their learning outcomes. Additionally, students highlighted challenges such as time management, lesson planning under pressure, and handling diverse student needs, suggesting areas for improvement in teacher education programs. Overall, the study underscores the value of reflective practice and hands-on experience in developing competent and resilient future educators. Insights from this research can inform curriculum design and support mechanisms in teacher training programs, ensuring that pre-professional teaching practicums provide meaningful and transformative learning experiences.

Keywords: pre-professional teaching practicum, PINE students, qualitative research, teacher education, student perceptions, professional development, reflective practice

Resumen

Este estudio cualitativo analiza las percepciones de los estudiantes de PINE sobre su práctica docente preprofesional, con el objetivo de comprender cómo estas experiencias influyen en su desarrollo profesional y preparación para futuras funciones docentes. La investigación se centra en las reflexiones de los estudiantes respecto a la gestión del aula, las estrategias de enseñanza y la integración de los conocimientos teóricos en contextos prácticos. Los datos se recopilaban mediante entrevistas semiestructuradas a una muestra intencional de estudiantes de PINE que recientemente completaron su práctica. Se empleó un análisis temático para identificar patrones clave, experiencias recurrentes y desafíos percibidos durante la práctica docente. Los hallazgos indican que los estudiantes consideran la práctica como un puente fundamental entre la teoría y la enseñanza real, fortaleciendo su confianza, habilidades pedagógicas y capacidad de adaptación ante diversos contextos de aula. Los participantes destacaron la importancia de la mentoría y la retroalimentación constructiva, señalando que la orientación de docentes experimentados influyó significativamente en sus resultados de aprendizaje. Además, los estudiantes señalaron desafíos como la gestión del tiempo, la planificación de clases bajo presión y la atención a la diversidad de necesidades estudiantiles, lo que sugiere áreas de mejora en los programas de formación docente. En general, el estudio resalta el valor de la práctica reflexiva y la experiencia directa para formar educadores competentes y resilientes. Los resultados de esta investigación pueden contribuir al diseño curricular y a la implementación de mecanismos de apoyo en programas de formación docente, asegurando que las prácticas preprofesionales ofrezcan experiencias de aprendizaje significativas y transformadoras.

Palabras clave: práctica docente preprofesional, estudiantes PINE, investigación cualitativa, formación docente, percepciones estudiantiles, desarrollo profesional, práctica reflexiva.

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Introduction

English has become the primary lingua franca for communication in education, commerce, science, and technology worldwide (Khomysyak, 2024). Beyond serving as a medium for everyday conversation, proficiency in English is often a prerequisite for students to access academic opportunities, advance in their careers, and participate effectively in global contexts. Consequently, English language instruction emphasizes the development of four essential skills: speaking, writing, reading, and listening. Mastery of these skills is necessary for meeting international proficiency standards, pursuing higher education, and succeeding in specialized disciplines such as English for Specific Purposes (ESP) (Selvi et al., 2024).

While global trends highlight the importance of English proficiency, the need for qualified English language educators is equally critical at the national level. In Ecuador, universities have sought to bridge the gap between theoretical knowledge and practical teaching competence by integrating pre-professional teaching practicums into their teacher education programs. These practicums provide structured opportunities for students to observe classes, assist instructors, design and deliver lessons, and develop classroom management skills prior to graduation (Attullah & Ciptaningrum, 2024).

Within this national context, the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) program at the Universidad Estatal Península de Santa Elena (UPSE) offers a structured pathway for developing pre-service teachers' pedagogical skills and professional identity. The program emphasizes not only communicative competence but also pedagogical knowledge, instructional planning, and reflective

practice. Participation in the pre-professional teaching practicum allows PINE students to apply theoretical concepts in authentic classroom settings, gain confidence in their teaching abilities, and critically evaluate their own performance and that of their mentors.

This study examines PINE students' perceptions of their pre-professional teaching practicum, focusing on mentoring quality, classroom challenges, and professional readiness. By exploring students' reflections on their experiences, the research aims to provide insights into the effectiveness of the practicum, highlight areas for improvement, and contribute to the ongoing development of teacher education programs in Ecuador.

The study is organized into five chapters. Chapter 1 presents the problem statement and outlines the general and specific objectives. Chapter 2 reviews the literature on teacher education, student perceptions, and practicum experiences. Chapter 3 details the research methodology, including participants, data collection instruments, and analysis procedures. Chapter 4 presents the results through descriptive analyses, graphs, and tables. Finally, Chapter 5 discusses the findings, draws conclusions, and offers recommendations for future research and improvements in teacher education programs.

Chapter I

The Problem Research Topic

Teacher Education and Practicum Experiences

Research Title

PINE Students' Perceptions of Their Pre-Professional Teaching Practicum

Problem Statement

Teacher education programs integrate pre-professional practicums as a fundamental component to bridge the persistent gap between theoretical coursework and real classroom practice, thereby shaping the professional identity and instructional competence of future educators (Hendriwanto, 2021). These practicums provide student teachers with opportunities to observe experienced educators, design lesson plans, deliver instruction, reflect critically on their performance, and develop essential classroom management and pedagogical skills in authentic educational settings such experiences are considered indispensable for enabling pre-service teachers to transition effectively from learners of pedagogy to practitioners capable of fostering meaningful student learning (Kim, 2020).

According to Sahin (2023), previous research emphasizes that the quality of a practicum is significantly influenced by factors such as effective mentoring, structured opportunities for reflection, and strong collaboration between universities and host schools. In the Ecuadorian context, studies have begun to document the strengths and challenges of English Language Teaching (ELT) pre-service teachers during their practicums. For instance, Santos and Luque (2025) highlight issues related to

pedagogical adaptability, resource limitations, and the varying degrees of support provided by cooperating teachers. However, their work also notes that there remains a lack of in-depth exploration regarding how Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) students specifically perceive their own practicum experiences, including the quality of mentoring, opportunities for reflective practice, and the adequacy of their preparation.

According to Maharsi (2019) one of the main critical problems of the practicum relates to the lack of the role of supervision and mentoring. Students remarked that when they receive consistent guidance, constructive feedback, and opportunities for collaborative reflection, they tend to develop confidence and autonomy in their teaching practice.

On the other hand, inadequate mentoring or a lack of supervision can generate uncertainty, hinder professional growth, and create negative perceptions of the teaching profession (Chaw & Kopp, 2021). In fact, the evidence reveals that Pedagogía de los Idiomas Nacionales y Extranjeros students focused on the multilingual and intercultural competencies, making the practicum a decisive factor in shaping their professional identity.

Additionally, there are several institutional and contextual challenges of Ecuadorian schools as a result, they challenge to the practicum experience. To illustrate this point, overcrowded classrooms, limited technological resources, and inconsistent support from school administrators can constrain the ability of pre-service teachers to implement innovative methodologies acquired during their training. Subsequently, these barriers may reduce student teachers' opportunities to engage in

reflective practice and adapt to diverse teaching contexts.

For this issue, the point of this problem statement highlights how PINE students perceive these challenges is therefore crucial for improving practicum design, strengthening university–school partnerships, and ensuring that teacher education programs prepare graduates who are both competent and resilient.

Concerning this problem, this study seeks to investigate PINE students' perceptions of their pre-professional teaching practicum. By analyzing their reflections on mentoring, classroom challenges, resource availability, and professional preparation, the research aims to contribute to a more comprehensive understanding of the strengths and limitations of current practicum models.

Despite the central role of the PINE practicum in preparing future English teachers in Ecuador, empirical evidence concerning student perceptions remains scarce. In particular, there is limited research capturing how these students evaluate the mentoring they receive, the relevance and frequency of reflective activities, and their sense of readiness to assume professional teaching roles. This gap in understanding constrains the ability of teacher education programs to make data-driven improvements that could strengthen the practicum component, enhance professional preparation, and ultimately contribute to better learning outcomes in Ecuadorian classrooms.

Justification

The Pre-Professional Teaching Practicum is an important part of most Teacher Education Programs. It allows Student Teachers to gain experience in applying what they have learned about teaching through practice, build their own Professional Identity and develop the skills they will need to become a successful teacher. As such,

it has been identified as a critical component of the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) Program for preparing new English Language Teachers to successfully navigate the challenges of a real classroom and create meaningful learning experiences for students. Although there are many studies investigating various aspects of Teacher Education and Preparation, there is a significant lack of empirical research that examines how PINE Students view their Practicum Experiences, specifically concerning Mentoring, Classroom Management, and Reflective Practice.

Examining the views of students, therefore, is necessary in order to understand the successes and shortcomings of the current Practicum Model and allow Teacher Educators to identify areas where improvements should be made. Through the analysis of students' views, Universities can improve their Supervision Practices, promote better collaboration between Institutions and Host Schools, and develop strategies that foster Reflective and Autonomous Professional Development. Additionally, this research will inform Policy Decisions aimed at improving the quality of Teacher Education Programs throughout Ecuador.

Practically speaking, this study is also warranted due to its ability to provide useful information to Teacher Trainers, Cooperating Teachers, and Educational Administrators interested in strengthening the relationship between Theory and Practice. The results from this study could provide the foundation for creating Support Systems to ensure that Pre-service Teachers receive Constructive Feedback, Adequate Resources and Meaningful Mentorship.

Ultimately, this research seeks to contribute to the Ongoing Improvement of

Teacher Education by supporting more Effective, Reflective and Contextually Responsive Practicum Experiences that Enhance the Quality of English Language Teaching in Ecuador.

Problem Question

General Question

What are PINE students' perceptions of their pre-professional teaching practicum?

Specific Questions

- How do PINE students perceive the quality of mentoring and feedback during their practicum?
- What challenges do PINE students report encountering during their practicum?
- How do PINE students evaluate the contribution of their practicum to their professional readiness?

Objectives

General Objective

To explore PINE students' perceptions of their pre-professional teaching practicum through qualitative data collection methods, such as focus groups in order to contribute to the enhancement of English language teacher education in Ecuador

Specific Objectives

- To examine perceived mentoring and feedback quality during the practicum.
- To describe the main challenges faced by PINE students during the practicum.
- To analyze students' perceptions of how the practicum contributes to their teaching readiness.

Chapter II

Theoretical Framework

Background.

The theoretical framework provides the conceptual, contextual, and legal foundations supporting this study. This research, entitled “PINE Students’ Perceptions of Their Pre-Professional Teaching Practicum”, seeks to understand how pre-service teachers experience their practicum in terms of mentoring, feedback, reflective practice, classroom challenges, and professional readiness. The practicum is internationally recognized as a pivotal component of teacher education programs, allowing student teachers to connect theory to practice, develop pedagogical skills, and shape their professional identity. In Ecuador, pre-professional practice is mandated by the Higher Education Law (LOES) and university regulations, ensuring students gain practical experience in real educational contexts (Consejo de Educación Superior [CES], 2018).

International background

Teacher preparation programs worldwide emphasize the importance of supervised practicum experiences. The pre-professional teaching practicum is both a graduation requirement and a transformative process in which future teachers acquire practical skills and develop professional identity. International studies highlight the critical role of mentoring, feedback, and reflective practice during these experiences:

- In Australia, positive mentoring relationships strongly influence pre-service teachers’ confidence and motivation (Byth, 2025).
- In Spain and Finland, structured reflection and timely feedback are essential for professional identity formation (Hußner et al., 2023).

These studies suggest that effective mentoring and reflective practices help student teachers navigate classroom challenges and enhance their professional readiness, demonstrating the global relevance of these constructs to teacher education.).

Latin America and National Background

In Latin America, research also underscores challenges such as insufficient mentoring, limited resources, and the tension between theory and practice (Vaillant, 2019). In Ecuador, universities such as UPSE have included practicum experiences as a formal requirement for graduation, with students engaging in classroom observation, lesson planning, and reflective practice.

The Pre-Professional Teaching Practicum at the Universidad Estatal Península de Santa Elena (UPSE) is required of all students completing an education program and is intended to be a hands-on learning opportunity for students to gain experience as a teacher in actual classrooms. These opportunities include the chance for students to observe, plan, and reflect upon their own practices in a variety of ways. In accordance with the official guidelines for the pre-professional teaching practicum, students will be provided with the necessary structure to build pedagogical competence and professional identity through the supervision of teaching and critically reflecting on their own development as teachers. The pre-professional teaching practicum is intended to serve as a bridge between theory and practice, and therefore reinforces the University's mission to prepare well-educated and responsive teachers who can meet the needs of diverse student populations.

In Ecuador, research by Enrique et al. (2015) highlights both strengths and limitations of pre-professional practice, emphasizing the need for better coordination

between universities and schools. These findings reveal that while the practicum is invaluable, challenges remain in terms of supervision quality and alignment with university coursework.

Pedagogical basis

UPSE's practicum aligns with Kolb's Experiential Learning Theory (1984), which posits that learning occurs through concrete experiences, reflection, conceptualization, and experimentation. PINE students apply theoretical knowledge in classrooms, receive mentorship, and engage in reflective practice to refine their teaching skills.

Mentor teachers play a key role in supporting students' professional readiness. According to Eren & Rakıcioğlu (2021), mentorship positively influences pedagogical knowledge and fosters confidence and autonomy in student teachers. Structured feedback from mentors and self-reflection are therefore integral to bridging theory and practice and enhancing students' professional identity.

Theoretical basis

Bandura's Self-Efficacy Theory (1997) explains how students' confidence in their teaching develops through mastery experiences, such as lesson planning, classroom management, and student interactions. Pre-service teachers' self-efficacy improves as they confront real classroom challenges and receive structured feedback (Eğinli & Solhi, 2021).

Korthagen's Context-Conscious Understanding Development (C-CUD) Theory (2017) emphasizes the importance of adapting theoretical knowledge to diverse

classroom contexts. Through authentic experiences, PINE students learn to navigate classroom challenges, reflect on their practice, and build professional readiness. Together, these theories illustrate the transformative potential of the practicum as perceived by students: it enhances self-efficacy, contextual sensitivity, and professional identity (Plessis, 2020).

Legal basis

The Ley Orgánica de Educación Superior (LOES, 2010) mandates that Ecuadorian universities integrate professional practice into undergraduate programs. These practices aim to complement academic learning, develop professional competencies, and provide structured opportunities for experiential learning. Regulations further emphasize coordination between universities and host schools, ensuring students engage in authentic classroom experiences that promote reflective practice, mentoring, and preparation for professional challenges.

Chapter III

Methodological Framework

Methods

This study adopts a qualitative approach aimed at collecting non-numerical data that reflect the thoughts, ideas, and experiences of the participants (Ugwu & Eze, 2023). This approach allows for an in-depth analysis of how student teachers experience and reflect on their pre-professional teaching practicum.

The research design used is grounded theory, in which open-ended questions are employed to collect information that is later analyzed through open, axial, and selective coding to identify patterns and recurring themes. This process enables an understanding of how mentor support, as well as school and university environments, influence the professional development of student teachers.

Qualitative studies are valuable because they capture participants' voices in detail and provide insights into the complexity of their experiences and the factors affecting authentic classroom practices.

Type of Study

The study uses a descriptive research design, which allows systematic documentation and explanation of student experiences without manipulating variables (Oranga & Matere, 2023). Descriptive research answers questions such as “who, what, when, where, and why,” providing a detailed account of participants’ perceptions and experiences (Deckert & Wilson, 2023).

Data Collection Techniques

Focus Groups: Four focus group sessions, each consisting of five students, were conducted to provide a safe environment for sharing experiences and reflections. Sessions were guided by semi-structured questions related to mentorship, challenges faced, reflective practices, and professional development. All sessions were audio-recorded with participants' consent and transcribed verbatim for thematic analysis (Gundumogula & Gundumogula, 2020).

Instruments

Two instruments were used to collect data:

- Semi-structured Questionnaire: Contained eight open-ended questions focused on teacher education, personality, methodology, assessment, and values.
- Focus Group Guide: Structured discussions to ensure alignment with the study's objectives.

Both instruments were reviewed and validated by academic experts. Ethical considerations, including confidentiality, voluntary participation, and informed consent, were observed throughout the study (Bhandari, 2025).

Data Collection, Analysis, and Resources

Steps taken to collect, analyze, and manage the data collected include:

- Obtaining authorization from university authorities and program coordinators.
- Providing participants with information about the study and obtaining signed consent forms.

- Administering individual questionnaires to the 20 selected participants.
- Conducting four focus group sessions, each lasting 45–60 minutes, during regular academic hours.
- Audio-recording and transcribing all sessions verbatim.
- Organizing, coding, and analyzing data using open, axial, and selective coding to identify patterns and emerging themes.

Guiding Questions

What?: Instrumentation included a semi-structured questionnaire and a focus group guide.

Where?: Universidad Estatal Península de Santa Elena (UPSE), Pedagogy of National and Foreign Languages (PINE) program.

When?: Academic term 2025-2.

How?: Individual questionnaires and four focus group sessions (each with 5 students).

Why?: To explore student perceptions of mentorship, challenges experienced during the practicum, reflective practices, and professional development.

Data Analysis Procedure:

After data collection, all responses from the questionnaires and focus group sessions were organized and prepared for analysis. The analysis followed a systematic coding process, often referred to as a “tagging approach,” which involves labeling

segments of text to identify meaningful units of information. The procedure was carried out in the following steps:

Familiarization: All transcripts and questionnaire responses were read multiple times to gain a deep understanding of the participants' perspectives and to identify initial patterns.

Open Coding (Initial Tagging): Each segment of data—phrases, sentences, or paragraphs—was labeled with descriptive codes representing key ideas, experiences, or concepts expressed by the participants. At this stage, codes were generated freely without predetermined categories to capture the richness of the data.

Axial Coding (Category Formation): Codes with similar meanings or related content were grouped into broader categories. Relationships between categories were examined to understand connections, influences, and recurring themes in the participants' experiences.

Selective Coding (Theme Development): Core categories were refined and integrated into overarching themes representing the main findings of the study. This step involved interpreting the data in light of the research objectives, ensuring that the themes accurately reflected the participants' perceptions and experiences.

Validation and Review: The coding process and emerging themes were reviewed multiple times to ensure consistency and credibility. Peer debriefing with academic experts was conducted to confirm the accuracy of coding and interpretation.

This systematic tagging and coding approach allows for a rigorous qualitative analysis, ensuring that all relevant insights from participants are captured and

interpreted meaningfully, while providing transparency and replicability in the analytical procedure.

Population and Sample

Population: The population consisted of 80 eighth-semester students currently enrolled in the UIC course of the National and Foreign Language Teaching Program (PINE) at the State University of the Peninsula of Santa Elena (UPSE).

Sample: A purposive sample of 20 students was selected based on their direct experience with the pre-professional practicum and their ability to provide relevant and meaningful information. Participants were divided into four groups of five students for focus group sessions.

Inclusion Criteria: Students who have completed the pre-professional practicum and voluntarily agree to participate.

Exclusion Criteria: Students who have not completed the practicum or choose not to participate.

Justification for Sampling: Purposive sampling ensures the inclusion of participants capable of providing valuable information, which is essential in qualitative research (Shukla, 2020).

Chapter IV

Analysis of Findings

This chapter examines the data collected from four focus groups conducted with eighth-semester students during the 2025-2 academic term. The purpose of the chapter is to analyze students' perceptions of their pre-professional teaching practicum and compare these findings with the information discussed in Chapter II.

To analyze the data, a thematic coding approach was used. Thematic coding allows the researcher to identify patterns, categories, and recurring ideas that emerge through group discussion. Because focus groups generate ideas through participant-to-participant interaction, the analysis emphasizes collective meaning-making, consensus, disagreement, and negotiation of ideas.

Qualitative data were gathered using focus group methodology, which is specifically designed to facilitate interaction and co-construction of ideas among participants. This method enables a diversity of perspectives to surface naturally, highlighting the participants' voices within the study. The Table below displays the eight questions asked during the interviews as well as the responses received from the five students who participated in the focus group.

The data gathered from the students' responses to the interview questions highlight the students' perceptions of their practicum experiences. The students' responses enable researchers to identify common themes and challenges associated with the students' experiences during the practicum. The research findings also allow the evaluation of both the strengths and areas for improvement in the practicum.

Table 1

Focus group interview

Section	Question	Group 1 Response Summary	Group 2 Response Summary
Opening Question	1. What aspects of the teaching practice did you find most beneficial for your development as a future English teacher?	The pre-professional teaching practicum is a meaningful experience.	The pre-professional teaching practicum is an experiential activity to learn from kids and young learners.
Exploratory Questions	2. How would you describe the role of your mentor or supervising teacher during your teaching practice?	Students respect the time, learning in the classroom.	The most valuable thing is to exchange ideas, knowledge and experience to students.
Exploratory Questions	3 In what ways did you receive feedback on your teaching, and how useful was that feedback to you?	Large classrooms are a big problem to teach at school.	Large classrooms and lack of some resources are a disadvantage.
Exploratory Questions	4 Can you share an example of a time when mentoring or feedback significantly influenced your teaching performance?	Planning class does not match with real class due to challenges or unexpected situations.	Practice is behind practice and it is developed through activities you have planned beforehand.
Exploratory Questions	5 What characteristics do you think make a mentor effective for Pedagogía de los Idiomas Nacionales y Extranjeros students?	Mentors are fundamental pillars in this teaching practicum because they all have experience.	Teachers are mentor support with professionalism and valuable tips for classroom management and methodology.
Exploratory Questions	6 How did you manage classroom-related difficulties, such as student behavior or lesson planning?	Teaching practicum involves expertise in classroom management, leadership and confidence to communicate with people.	Practice makes perfect; teachers grow in confidence and respect.

Closing Questions	7. Can you explain if there were some institutional or logistical issues that affected your practicum experience?	Planning, timing and ice-breaking activities are vital to ensure the class will be active.	Classroom management is important to control and administrate interaction and discipline; extra activities are needed for special needs or hyperactive students.
Closing Questions	8. How did you deal with the transition from theory (university coursework) to practice (classroom teaching)?	Schools or Districts should provide resources and materials for effective classes.	Mentoring teachers more frequently is necessary because this profession requires a lot of feedback to improve.

Note : The data reveals the answers of the group of participants in the focus group.

Participants

The sample consisted of 20 eighth-semester students from the Faculty of Languages, all of whom completed the Pre-Professional Teaching Practicum. Participants were selected based on their direct experience with the practicum.

To promote richer discussion and manageable group size, the 20 students were divided into four focus groups, each composed of five participants (4 × 5). This structure allowed balanced participation and prevented dominance by a few voices.

Procedure

Before each session, participants received a consent form explaining the purpose of the study, confidentiality measures, and voluntary participation. Each focus group lasted approximately 60 minutes and was moderated by the researcher, whose role was to guide the discussion neutrally and ensure that all participants contributed.

The sessions were held in a quiet room on campus (or through a secure online platform when required). With participants' permission, the discussions were audio-recorded, and the researcher also took field notes, including observations of nonverbal behavior. All recordings were then transcribed verbatim for analysis.

Focus Group Guide

The discussion guide was organized into three phases (opening, exploration, closing) to facilitate a logical flow of topics:

Opening Question

In this initial stage, there is only one opening question to introduce the focus group. (See Annex B)

Exploratory Questions

During this stage of the focus group. There are five questions to be asked of the participants. (See Annex C).

Closing Questions

In this last section of the focus group, there are two final questions to close the discussion.

Interpretation of the data from the focus group.

During each focus group session, the moderator asked the questions aloud and took detailed notes as participants shared their ideas. Each group was composed of five students.

The analysis below follows the sequence of questions as presented in the guide, but instead of reporting individual answers, it synthesizes collective patterns,

interactions, and thematic convergence.

Opening

For question 1 **what aspects of the teaching practice did you find most beneficial for your development as a future English teacher?**

Across the four groups, students reached a shared understanding that the practicum was a highly meaningful and transformative experience.

In Groups 1 and 2, the conversation centered on applying theoretical knowledge in real classrooms and adapting activities according to learners' needs.

In Group 3, the dialogue became more personal when one student shared an anecdote about feeling emotionally supported by their mentor during an observation, prompting others to discuss the emotional dimension of teaching.

Group 4 focused on how the practicum helped them develop confidence and understand classroom methodology through direct experience.

These collective reflections align with Eren & Rakıcioğlu (2021), who state that mentor teachers help shape pedagogical knowledge and support the development of confidence and autonomy in future educators.

Exploratory section

For question 2 **how would you describe the role of your mentor or supervising teacher during your teaching practice?** In the first group of five participants, three of them claimed that the mentor was very supportive and helped them to do a good observation class, in

addition to this, the rest of two participants agrees that the mentors helped to be critical in their classes.

In the second group, there were three participants who agreed with the fact that the mentor played an important role as supportive and helped practitioners to identify their strengths and weaknesses. Furthermore, in the third group of students, one student narrated an anecdote of how the mentor supported him in the lesson plan and also highlighted how to teach students. Also, the other participants agree with the idea that the mentor guided them to improve their teaching practice.

Besides this, in the study called Teacher Education in practice: mentoring and reflection in Australia. Students emphasized that mentors were supportive and provided emotional and professional guidance.

For question 3, **in what ways did you receive feedback on your teaching, and how useful was that feedback to you?** In the first group, two students showed that when the mentor provided effective feedback, they improved their teaching practice because of the suggestions. The other three participants claimed the fact that they received feedback through observations and one-on-one discussions.

In the second group, two students replied that they received feedback orally and in written form after each lesson. Besides this, another student highlighted that the mentor often remarked positive aspects, like student engagement or the clarity of my

instructions. The third group, the other participants, suggested improvements related to classroom timing and activity transitions. That feedback was extremely useful because it helped them to adjust the future lessons and grow professionally. Likewise, the fourth group discussed about feedback, and they agreed with the importance of receiving effective feedback and the value for improvement.

For question 4, **can you share an example of a time when mentoring or feedback significantly influenced your teaching performance?** In the first group, three students confirmed that mentors corrected the way they speak, particularly to reduce fast to slow, in some case, it is due to they communicate efficiently. That tip benefits them too much.

According to the second focus group, participants discussed that their mentors supported them by giving feedback at the end of each session. The third and fourth groups mentioned mentors focused on different topics: methodology, classroom management and the flexibility that is important to incorporate in the lesson plan.

According to Maharsi (2019) one of the main critical problems of the practicum relates to the lack of the role of supervision and mentoring. Students remarked that when they receive consistent guidance, constructive feedback, and opportunities for collaborative reflection, they tend to develop confidence and autonomy in their teaching practice.

For question 5, **what characteristics do you think make a mentor effective for Pedagogía de los Idiomas Nacionales y Extranjeros students?** According to the students in the first group, three of them responded that an effective mentor should be patient, observer and guide to students. Another respondent claimed that it is vital to

be empathetic to understand students' needs.

The second and third groups discussed about to be an effective mentor. Four of them agreed that an effective mentor should be patient, flexible, and give effective feedback to their students. In the fourth group session, they discussed that a mentor should be empathetic with students' problems, especially when they do not have enough teaching experience in the classroom.

In the study called Understanding the nature of mentoring experiences between teachers and student teachers. Students described learning from real classroom experiences and mentor guidance. In fact, this previous study is connected to the real context in the current study because students found mentorship very vital for the professional development, They strongly believe that an effective mentor is the one who motivates them to be better and listen to them carefully.

For question 6, **how did you manage classroom-related difficulties, such as student behavior or lesson planning?** In the first group, three respondents agreed with the idea that ice- breaking activities and preparing additional activities to motivate students, particularly when they are noisy, is very important.

According to the second group, in this session, the respondents discussed this topic. Four participants agree that flexibility is very important to incorporate in the lesson planning as a possible threat that occasionally occurs in class. The third and fourth groups discussed that it is important to design extra activities for students who are faster than others. They already finished tasks, and it is necessary to maintain them focused on developing language and their creativity.

Enrique et al. (2015) highlights both strengths and limitations of pre-

professional practice, emphasizing the need for better coordination between universities and schools. These findings reveal that while the practicum is invaluable, challenges remain in terms of supervision quality and alignment with university coursework.

For question 7, **can you explain if there were some institutional or logistical issues that affected your practicum experience?** The first, second, and third groups, three students showed that there were minor problems related to some changes in the schedule, but this issue was not a deal to work. In fact, they learnt how to handle difficulties and develop problem-solving skills. However, two participants showed that they were not inconvenienced in the institutions.

According to the fourth group, they mentioned the lack of resources and methods. In addition, one student noticed the big difference between the public and private schools. In that case, professionals should adapt and find solutions. In fact, one student suggested that a teacher should be ready to work in any conditions because one of the characteristics is to be creative.

For question 8. **How did you deal with the transition from theory (university coursework) to practice (classroom teaching)?** In the first, second, and third groups, there was a table round discussion between five participants. All of them agreed with that. Firstly, one feels a little nervous to apply all the theory. However, there are some challenges that made you decide to make new methodologies. In those situations, they become more flexible.

According to the fourth group discussion. Three participants responded that theory is sometimes disconnected from real situations. That issue occurs due to different challenges; however, it is beneficial for them because teachers create flexible activities and develop other skills to solve those problems.

Comparison between previous studies and current research

The table above is a detailed overview of every previous study associated with this research which provide a comparative analysis of the research results from the students of PINE who participated in the focus groups. The table also identifies commonalities and dissimilarities between the data gathered from the students of PINE as well as the data from the studies represented in the literature. Organizing the comparisons through thematic categories makes it easier to understand the students' experiences with mentoring, giving and receiving feedback, classroom challenges, reflective practice and preparedness for a career as a professional educator in the Ecuadorian context. The comparison of these studies will help researchers to determine trends in these areas, confirm previous research and identify specific aspects that may be unique to the context of pre-service teaching in Ecuador and assist in developing and improving pre- professional teacher education practicums.

Table 2

Comparison between previous studies and current research.

Categories	Focus / Findings of the Study	Findings from Students' Interviews (Current Study)	Comparison / Relationship
Mentoring Support	Found that positive mentoring relationships increase pre-service teachers' confidence and motivation.	Students emphasized that mentors were supportive and provided emotional and professional guidance.	Both studies highlight the importance of effective mentoring for confidence and professional growth.
Feedback Quality	Structured reflection and feedback are essential for building professional identity.	Students valued oral and written feedback, saying it helped them reflect and improve.	The present study confirms that reflection and feedback strengthen teaching identity and performance.
Reflective Practice	Ecuadorian student teachers face limited resources and mixed mentoring quality.	Students reported large classes, lack of materials, and uneven mentoring support.	The results are consistent; both reveal contextual challenges affecting teaching practice in Ecuador.
Professional Identity Development	Emphasized the role of reflection and tutor guidance in improving practicum experiences.	Students mentioned mentors gave suggestions after lessons and encouraged reflective thinking.	The findings align; reflection and tutor feedback improve teaching performance.
Classroom Management	Found that mentor feedback helps student teachers modify and enhance their lessons.	Students said that constructive mentor feedback helped them adapt lesson plans and methodologies.	Both show that feedback is a tool for professional development and better teaching outcomes.
Challenges	Teaching practicums develop pedagogical competence and bridge theory and practice.	Students mentioned that practicum allowed them to apply theory and adapt it to real contexts.	Both agree that practicum is essential for connecting academic theory with real classroom practice.
Authentic Classroom Experience	Highlighted the importance of authentic contexts and mentor support during practicum.	Students described learning from real classroom experiences and mentor guidance.	The findings reinforce that authentic teaching exper

Note The current table shows the summary of the comparison between similar studies and current research.

Analysis

Previous studies have identified common themes with the present study in regard to the Pre-Professional Teaching Practicum (PPT) for pre-service teachers. One theme that was consistent across all studies including the present study was the significance of mentoring support. Studies have demonstrated that when a teacher has supportive mentors, they have increased confidence, motivation, and professional development as a teacher. Additionally, studies including the present study have shown that the type of feedback provided to students will significantly impact how well they can reflect on their own teaching performance, develop new approaches to instruction, and create and maintain a professional identity.

Both previous studies and this study have reported that similar problems exist within the context of educational settings in Ecuador due to resource limitations and large class size. These contextual factors make it imperative for students to be able to engage in reflective thinking about their instructional actions and be adaptable to the many potential problems they may encounter while trying to implement high-quality instructional methods. In addition to the above themes, the Table demonstrates that there are significant interconnections between professional identity development, classroom management, and mentoring/feedback. Specifically, students report that the constructive guidance from mentors assists in refining lesson plans, developing effective classroom management techniques, and fostering confidence in their ability to function as successful future educators.

Finally, the category of authentic classroom experience clearly illustrates the

transformative nature of the practicum experience. As with previous studies, this study suggests that students need to have hands-on opportunities to teach in a real classroom environment, under the guidance of experienced mentors to transition from the theoretical knowledge acquired through coursework to the practical application of that knowledge as an educator. Overall, comparisons demonstrate that while some of the same problems noted in previous studies still exist today, this study supports the fact that effective mentorship, structured feedback, and authentic teaching experiences are essential for the professional development and preparedness of PINE students.

Chapter V

Conclusions and recommendations

This chapter presents the main conclusions and recommendations derived from the analysis of PINE students' perceptions of their pre-professional teaching practicum. The findings, obtained through the focus group discussions, were examined in relation to the general and specific objectives of this research. The chapter highlights the ways in which mentoring, feedback, and contextual factors shaped the practicum experience, as well as how these elements contributed to students' readiness as future English language educators.

The results demonstrate that the practicum constitutes a transformative and essential component of the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) program. Students reported that meaningful mentor support, constructive feedback, and hands-on classroom experience were central in guiding their transition from theory to practice. Despite existing challenges—such as limited resources, occasional schedule changes, and disparities in mentoring quality—participants expressed that these experiences helped them develop adaptability, creativity, and reflective thinking. These insights provide an important foundation for improving the practicum structure and enhancing teacher education in Ecuador.

Conclusions

The first conclusion highlights the central role of mentoring in students' professional development. Participants consistently emphasized that supportive mentors contributed significantly to their confidence, motivation, and classroom performance. Mentors who demonstrated empathy, patience, and pedagogical expertise facilitated the application of theoretical knowledge to real teaching situations. These findings confirm that mentorship is a determining factor in shaping students' teaching identity and strengthening their overall teaching competence.

The second conclusion focuses on the importance of feedback in fostering reflective

practice and improving instructional performance. Students valued both oral and written feedback, noting that it provided clear guidance on strengths and areas requiring improvement. Effective feedback helped them adjust lesson planning, enhance classroom management, and make informed instructional decisions. The study therefore concludes that consistent and constructive feedback is crucial for the development of reflective, skilled, and confident future educators.

The third conclusion addresses the role of the practicum in bridging the gap between academic theory and actual classroom practice. Students described the practicum as a meaningful space in which they could experiment with methodologies, confront real teaching challenges, and develop new strategies to respond to diverse learners' needs. Although contextual limitations such as scarce materials and large class sizes posed difficulties, these challenges encouraged students to become more resilient and resourceful. Overall, the practicum significantly contributed to their teaching readiness and provided them with authentic experiences essential for professional growth.

Recommendations

First, it is recommended that universities and partner schools strengthen mentor preparation through systematic training that ensures coherent and effective supervision. Mentor development programs should include strategies for communication, feedback delivery, and reflective support. This would reduce inconsistencies in mentoring quality and enhance students' learning experiences.

Second, the implementation of a standardized feedback system is suggested in order to guarantee that all students receive meaningful and actionable guidance. A unified feedback protocol—including structured observation forms, post-lesson conferences, and reflective self-assessment activities—would promote greater uniformity in evaluation practices and support continuous improvement.

Third, it is recommended that the PINE curriculum reinforce the connection between theoretical coursework and practical teaching contexts. Incorporating more hands-on learning opportunities such as microteaching, classroom simulations, and workshops focused on classroom management would better prepare students for the realities they encounter during their practicum. Strengthening the theory–practice alignment would help future cohorts transition more smoothly into their teaching roles.

In conclusion, the findings of this study demonstrate that the pre-professional teaching practicum plays an indispensable role in the preparation of PINE students as future educators. Mentoring, feedback, and authentic classroom experience emerged as the most influential components guiding their professional development. While certain challenges persist within the Ecuadorian educational context, the practicum remains a vital space for developing reflective, competent, and adaptable English teachers. The recommendations provided in this chapter are intended to support the continued improvement of the practicum and contribute to the strengthening of English language teacher education in Ecuador.

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Annexes**Annex A: certified Anti-plagiarism System**

La Libertad, 31 de octubre de 2025

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado "PINE Students' Perceptions of their Pre-professional Teaching Practicum" elaborado por la estudiante, Ortega Pozo Adriana Lisette, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



García Villao Rosa Tatiana, Msc.

ADVISOR

Adriana 2025-2

3%
Textos sospechosos



< 1% Similitudes
 0% similitudes entre comillas
 0% entre las fuentes mencionadas
< 1% Idiomas no reconocidos
2% Textos potencialmente generados por la IA

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 ID del documento: fab6cc7fb26e2fc0fe283597f0889f18e1da1b
 Tamaño del documento original: 342,13 kB

Depositante: ROSA TATIANA GARCÍA VILLAO
 Fecha de depósito: 3/11/2025
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Número de palabras: 6580
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Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
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2	 repositorio.upse.edu.ec https://repositorio.upse.edu.ec/bitstream/40002/6830/1/UPSE-111-2027-0041.pdf	< 1%		Palabras idénticas: < 1% (13 palabras)

Annex B: Questionnaire

Opening Question

1. What aspects of the teaching practice did you find most beneficial for your development as a future English teacher?
2. How would you describe the role of your mentor or supervising teacher during your teaching practice?
3. In what ways did you receive feedback on your teaching, and how useful was that feedback to you?
4. Can you share an example of a time when mentoring or feedback significantly influenced your teaching performance?
5. What characteristics do you think make a mentor effective for Pedagogía de los Idiomas Nacionales y Extranjeros students?
6. How did you manage classroom-related difficulties, such as student behavior or lesson planning?
7. Can you explain if there were some institutional or logistical issues that affected your practicum experience?
8. How did you deal with the transition from theory (university coursework) to practice (classroom teaching)?

Annex C: Transcriptions of interviews

Group 1

audio1860309372.m4a

Transcript

Good night, everyone. The main focus of this interview is to understand and analyze student expectations and perception regarding their experience in pre-professional internships. Therefore, All the questions I will ask are specifically designed to explore expectations and the extent to which they align with or differ from the reality experience. What aspects of the teaching practice did you find most beneficial for you development as a future English teachers. Question number one, please answer.

I think the most part was giving real class. It helped me to more confidence and to use English with the students in the real situation.

Okay. Next, please.

My answer is there are many aspects that we consider important. For example, one of the most beneficial aspects of my teaching for a performance was the opportunity to apply theoretical knowledge in real classroom situation. It allowed me to develop essential teaching skills and such as lesson planning, classroom management, and adapting activity to different learning styles.

Okay, next student, please. Okay, and in my case, I found that activity teaching in the classroom and interacting with the students was the most beneficial. It allowed me to apply what I learned in university, practice classroom management, and develop confidence in my teaching

skills. Okay, thank you. Okay, question number two, how will you describe the role of your mentor or super big science teacher during your teaching practice.

Okay, in my teaching performance, I had three teachers supervising me, one of whom in particular shared many anecdotes with me and gave me advice on how to improve my interaction with the students.

Next part, please. Miss you, Lexi? Okay, my mentor was very supportive and entity. He provided guidance, observed my classes, and gave me constructive feedback that helped me improve continuously. Thank you. Next partner. Another answer, please. Okay, next question. In what ways did you receive feedback on your teaching and how useful was that feedback to you? Answer, please. I received feedback, though, observation, and one-on-one discussion with my tutor. It was very useful because it helped me identify areas to improve and reinforce the strategies that worked well. Okay, next partner, please.

Okay, I received a lot of feedback, including post-class discussion, writing evaluations, and informal comments during classroom observation. My mentor provides specific suggestions about lesson organization, student interaction, and linguistic accuracy. This feedback, it was very helpful because it helped me reflect on my teaching decision and recognize how small change could improve student engagement and learning outcomes.

OK, thank you. Another partner, please.

Me, OK. I received feedback mainly through observation reports. mentoring session and informal discussions after each lesson. The feedback was very useful because it helped me to understand why the strategies work well and what I could do differently next time. It also motivated me to keep improving my teaching techniques.

Thanks. Thank you. Question number four, can you share an example of a time when mentoring or feedback significantly influence your teaching performance?

Yes, I remember when my mentor observed that I was speaking too fast during the lesson. She suggests using more pause and checking a student understanding frequently. After following her advice, I noticed that the students were more engaged and able to follow the lesson better. That experience helped me to become a better or a more effective communicator.

Thank you. OK, you might.

In my experience during my teaching performance, I once received feedback from my mentor after a class on oral activity. She pointed out that I was giving too many instructions in too little time, which was confusing the students a bit. I'm following this feedback. I I began to use clear step-by-step instructions, as well as visual aids to guide activity. This small change had a big impact on my teaching performance.

Okay, thank you. Question number five, what characteristics do you think make mentor activity for being students?

Okay, in my opinion, the most important characteristic a mentor should have is patience and observation, because it takes a lot of patience and observation to guide a new and future teacher.

Okay, thank you. Next student, please.

Other characteristics should be supporting and open to communication. They should get constructive feedback and encourage students to keep improving and confidence in class, or

activity in the class, in the participation for other students that he cannot participate in for many times.

Great, thank you. Next question, how did you manage classroom-related difficulties such as student behavior or lesson planning?

Okay, when I face classroom difficulties, I try to stay calm and consistent with the rules. I use positive reinforcement to manage paperwork and keep my lesson well structured to maintain student attention. Regarding lesson planning, I always prepare breakup activities and adapt my materials according to the student's level and interest.

Okay, thank you. Next volunteer.

Okay, controlling a student behavior at the beginning is quite a challenge. You have to get to know and find entertaining alternatives to capture their attention. Depending on the attitude in the classroom, you can organize your lesson plan.

Okay, thank you. Question number seven. Can you explain if there were some institutional or logistical issues that affected your practicing experience?

In my case, there were no problems with my teaching performance. I did it in an excellent work environment.

Okay. Next, please.

There were some minor uses, such as change in class schedules and limited access to teaching materials. However, this situation helped me to be more flexible and to develop problem-solving skills. Despite those challenges, the overall experience was very enriching.

Okay, thank you. Another? There were minor scheduling adjustments and space limitations at times, but overall, the institution was supportive, and these uses did not significantly affect my experience. The next question, finally, how did you deal with the transition from theory university courseworks to practice classroom teaching? Volunteer.

Okay, at first, okay, yeah, at first I was very nervous. that neighbors need led to confusion. But this day went by, I was able to control my emotions and put what I had learned into practice.

Ms. Yulexi. I focused on applying theoretical knowledge step by step, and learning from each lesson guidance from my mentor was essential in making the transition smarter and more confident. Okay, Ms. Allison.

Okay, in my case, at first I was challenging to connect the theoretical knowledge with a real classroom situations. So however, through practice and observation, I learned how to adapt the teaching method to the context. The experience helped me to understand that theory provides the foundation, but practice give life to what we have learned.

Okay, thank you. Ms. Eberli.

The transition was a bit different because real teaching is a very different from what with the student in charge. But with experience, I learned how to apply what I had learning in university to real classroom situation.

Okay, thank you very much for the interview. Bye. Yeah.

Group 2

[audio3548940894.m4a](#)

Transcript

Okay. Hello, welcome. The main focus of this interview is to understand and analyze students' expectations and expectations and precision regarding their experience in pre-professional internship. Therefore, all the questions I will ask are specifically designed to explore expectations and the extent to which they align with or differ from their reality experience. Okay, let's start with question number one. What aspect of the teaching practice do you find most beneficial for your development as a future English teacher? Tell me your answer, please.

The most significant aspect identified during the teaching practice was the opportunity to interact directly with the students in real classroom contexts. This experience made it possible to understand the main challenges Ecuadorian learners face when learning English in a foreign language, such as pronunciation difficulty, limited vocabulary, and relation on Spanish. This process contributes to the development of essential teaching competitions, such as patience, flexibility, and ability to implement communicative and meaningful strategies.

Okay, and another student, please.

For me, one most beneficial aspect was the opportunity to apply methodology of study and learning university in real classroom situation. Also, it helped me develop classroom management of classroom time, improve my license plan, and understand the activity according to the student needs and level.

Okay, and another volunteer.

My experience in the creative learning environment was intense and enriching. Working in a space where collaboration and mutual support were fundamentally allowed me to get to

know each student their play and personality. I remember each session was an opportunity to establish meaningful connection and observe students grow closer.

Question number two. How will you describe the role of your mentor or supervising teacher during your teaching practice? Help me the answer, please.

The classroom teacher, her role was active direct and constant support. She designed the projection of the particulum, was always attentive to ensure every sign went well and provided immediate help. whenever I was unsure about something. She was the main source of daily guidance. In university tutor, her role was one of remote supervision and monitoring. She did not conduct in pairs on visit or provide direct tutoring. but she helped to some meeting to evaluate the situation at school her my instruction was to remember and applicatory learning in class okay volunteer another volunteer no yes uh.

The mentor role was characterized by continuous guidance and support through observation and constant feedback. The supervision teacher shared valuable experience about English teaching in Ecuadorian contexts, where exposure to the language is limited. This mentorship was essential to help adapt activities to students' profound levels and needs promoting motivation and active participation. Thanks.

Okay, another volunteer.

My mentor played a very supportive. I got enrolled, she contacted by my class, provide contract advice and share here one teaching experience. She helped me reflect on a struggle of weakness which motivated to improve my performance and teaching things.

Okay, thank you. Question number three. In what ways did you receive feedback on your teachings and how useful was that feedback to you? Tell me your answer, please.

Since she was constantly observing me, she allowed me to correct mistakes or something about instantly. This was extremely useful as they helped me improve my performance in real time and strengthened my confidence.

Okay, thank you.

Feedback was provided throughout observation reports, post-class discussion, and reflective meetings. This process was highly constructive as it helped identify strengths such as classroom management and clarity of the instruction, as well as areas for improvement, including giving students more time to produce language and asking questions that encourage critical thinking. Thanks.

Okay, thank you. Question number four. Can you share an example of a time when mentoring or feedback significantly influence your teachers' performance.

The most influential example was the classroom teachers that take a decision to have used a strat practice with the younger children. This structure form of monitoring Hannah dragging back on my performance. By Fritz mastering always demanding environment, I was able to avoid the confidence needed to successful delivery and my final demonstration class indefinitely. Okay.

I think a particularly meaningful moment occurred when my mentor advised me to reduce the use of English during lessons and instead use visual aids, gestures, and simple English. Implementing this advice led to noticeable improvement in students' comprehension and confidence. This experience demonstrates the importance of using English as the main language of instruction, even the lower level to foster natural exposure to the language.

Thanks.

Okay. I am another volunteer.

In my case, I meant to point the attempt to speed too fast, which may be difficult for some students to follow instructions. After the observation, I started the simple language, spoken more slowly, until the students understand more frequency.

Okay. Question number five. What characteristics do you think make a mentor effective for business students? Help me your answer, please.

An effective mammoths and collaborative learning environment must be highly adaptable. empathetic and capable of providing regular constructive feedback. The ability to establish trustful relationships and personalize support according to each student's individual needs is crucial. Additionally, a passion for teaching and a commitment to each student's growth are fundamental.

According to my example, I relate to say, an effective mentor should combine empathy, accessibility, and strong pedagogical knowledge while being aware of the local educational context for peer students. Effective mentorship involves providing clear guidance, align good teaching practice, and offering specific feedback that promotes self-reflection and professional growth greater than simple correction. Thanks.

Okay, another volunteer? No? OK. Question number six, how do you manage classroom-related difficulties such as student behavior or lesson planning?

I might add difficulty such as student behavior or lesson planning challenge. show the constant support of the classroom teacher, having her present and willing to help whenever and face with me to handle the classroom challenge as they arose.

Okay, thank you.

Okay, the main challenges encounters were related to classroom management and lesson planning. To address them, I implement routines, English commands, and interactive activities to keep students engaged. I also balance grammar and communication by adapting content to student real-life context using familiar topics such as family, school, and local traditions to enhance understanding and participation of the students.

Great. Thank you. One, two.

When learning with behavioral issues, I tried to establish clear rules and maintain possible path-free attitudes. I also used in-grad activities to keep students in their interests. And rewarding lesson planning, I learned to be flexible. I always prepared bad activities in case something didn't go up and.

Thank you.

Okay.

Question number six. Sorry. Question number seven. Can you explain if there were some institutional or logistical issues that affect your practitioner experience? Volunteer, please.

Sure. During the practicing, some institutional limitations were evidenced, such as the lack of technology resources or unexpected schedule changes. These challenges require flexibility and creativity, leading me to use printed material and collaboration activities instead. Despite these obstacles, the experience instructed my ability to adapt and design alternative solutions in diverse teaching situations. Thanks.

Thank you. Any volunteer, please?

Hello, the collaborative learning environment. certain logistical challenges, such as the need to manage space and resource efficiently. This obstacle taught us to be creative and maximize what we had. I learned to value the importance of improvisation and adaptability, and to see challenges as opportunities to innovate.

Thank you. Another volunteer.

Sometimes they were shouting conflict or lack of resources, such as a drawer or speaker, which made it hard to use multiple materials. However, I learned to adapt by using alternative strategies, such as frying material or crop. or approved to maintain quality of my courses?

Okay, thank you. And finally, question number eight, how do you deal with the transition from theory university coursework to practice classroom teachers?

The transition was...

Mr. Cristian, please.

Okay, yes, for me, the transition from theoretical coursework to classroom practice was challenges, but highlight enrichments while University studies provide methodological and linguistic foundations. Real classroom experience allowed me to apply that knowledge in a contextualized and reflective way. This process revealed that English teaching is not merely about applying theory, but about understanding the human and educational relatives that shape learning.

Thanks uh and the first was challenging um because no everything happened in the same in theoretical. However, little by little to connect theoretical knowledge such as a communicative

approach, lesson stage or assessment method with the real classroom context. With the practice help me the importance of flexibility and creativity in teaching.

Another answer.

I approached the transition as a continuous learning process, applying theoretical knowledge in a flexible and adaptive way, and adjusting my approach based on the group's needs. I learned to develop the importance of improvisation and adaptability, and to see challenges as opportunities to innovate and grow as an educator.

Thank you.

No? Okay, and thank you for your attention. Bye.

Group 3

[audio1019147198.m4a](#)

Transcript

Hello, welcome. The main focus of this interview is to understand and analyze student expectations and perceptions regarding their experience in pre-professional internships. Therefore, all the questions I will ask are specifically designed to explore expectations and the extent to which they align with or differ from the reality experience. Question number one. Let's start. What aspects of the teaching practice that did you find most beneficial for you developing as a future English teacher? Can you go on to, Chris?

Hi, I would like to start first. So one of the most beneficial aspects I was knowing in my life was when the teacher teach me how this is how to teach another students Because sometimes the reality is when you find a group of students, you don't have any idea how to teach. But there was a different subject at the university, like classroom management or teaching young learners. And through this subject, you'll learn important aspects. For example, how to create a lesson plan according to the levels and also how to communicate with the students?

Okay, thank you. Another volunteer? Andrea.

One of the benefits is I improve my play zone planning and communication skills.

Okay, thank you. Another volunteer.

The most beneficial part was Yeah, teaching real students. I learned how to manage and class, prepare lecture and speech more in English. It's helped me understand how to use the theory from in real institution.

Great. Thank you. Mr. Miss Amber, please. No? Question number two. How will you describe the role of your mentor or supervising teacher during your teaching practice? Help me use answer, please.

Well, my mentor plays a crucial role as a guide and support assistant. I improve the use of advice and observe in my class and help reflect on how we provide to a different strategy.

Okay, Mr. Kelvin, please.

Yeah, I have an experience about I would like to share basic question. When I was doing my internship on my practice, I didn't have a specific by a tutor or a teacher because in that case, My teacher, she didn't speak English. She was teaching Spanish. If you don't know, at the

beginning of our major, there are some teachers that are teaching Spanish. And that was my, like my mentor. However, she didn't have any idea how to teach in English, but she shared with me something like it's related only education, like lesson planning and also how to engage with the class. and how to handle different situations in the classroom?

Okay, thank you. Ms. Rosa, please.

My mentor was very supportive and patient. She always gave me advice on help me when I had a problem. She showed me how to plan lecture and how to control the class when students were noisy.

Okay, thank you. And Miss Andrea, please.

My mentor guide me and give me use for advance about control.

Okay, question number three. In what ways did you receive feedback on your teaching and how useful was that feedback to you? Tell me your answer, please.

Well, I received a feedback after each class through through meeting or the teacher write me some notes. And also, I would like to mention in the same experience, the teacher always tell me, you have to speak, well, in the class, I always, I speak in English. However, the teacher recommend to speak in both languages, English and Spanish, because some students, they cannot understand at all their information. That was a feedback that the teacher always recommend to follow.

Okay, thank you. Another student, please.

I reserve feedback to classroom observation and post lesson discussion and write a comment.

Okay, thank you. Ms. Andrea, please.

In my case, the observation, a comment after each class.

Okay, thank you. Question number four. Can you share an example of a time when mentoring or feedback significantly influenced your teaching performance?

My mentor told me to use more visual materials because students do not understand some words. After I used pictures and videos and the class was more funny. and students pay more attention. It's really helped back and proud.

And another volunteer.

Yes, during one lesson, my mentor suggests that I include more interactive activities. instead of focusing only on grammar explanation. After applying here advice, my students become more interactive, and the class at most improved a lot.

Okay, thank you. What should Okay.

I have the same idea about my partner, Kevin, my teacher or my mentor in this case, she told me the same. The class has to be more active interaction and try to, the class is teacher, student center, not teacher center.

Okay. And question number five. What characteristics do you think make a mentor effective for students?

An effective mentor should be patient, approach, and experience. They should also provide constructive feedback, motivate students, and create a support environment than in current learning.

Okay. Next corner, please. Ms. Andrea.

I think the characteristic, supportive, passion, experience, and give constructive feedback.

Okay. Ms. Rosa.

A good mentor showed that patients, friends and understand them. They need to give feedback in a positive way and show examples, not just tell us what to do. Also, they show motivated us and make us feel confident.

Question number six, how did you manage classroom related difficulties such as student behavior or lesson planning?

Well, at the first it was a challenge, it was really rough, but I learned to go to serve two boundaries or step rules and to keep students engaging through interactive activities for lesson planning. Okay, and also I tried to prepare in different activities in the class. Because some students sometimes finish early the activity and that was really, because you have a planning for a specific time, but some students finish so fast and that you have to know how to manage, how to handle this situation. And also I learned that in my lesson plan, not only include when I need to finish, but also need to add something like when the students finish early.

Okay, question number seven, can you explain if there were some institutional or logistical issues that affect your practicing experience?

Yes, and sometimes there were scheduled conflicts or lack of technological resource and which made a lesson delivered more challenge. And however, this situation helped the developed flexibly and problem solving.

OK, Miss Andrea, please.

Difficulty is maybe the lack of the space and the resources. to apply the methodology or the methods. Okay.

Yeah. Well, I did my practicing, my practicing on my internship in a private school. And so there is big huge difference when it's a private school and and government school. In my case, I have the opportunity to have a project of printed material. However, if you imagine in the government school or public school, it's really hard. You don't have that kind of material on your hands. However, in this case, like a teacher, we have to know how to adapt and find solutions.

Tell them, please. Ms. Rosa.

As for I was hard, but I learned to use games and songs to keep students focused for lesson planning. I tried to prepare everything for class and as my mentor for help. I also learned to be flexible when things didn't go as planning.

Okay. Question number eight. Finally, how do you deal with the transition from theory, university coursework to practice classroom teaching?

The transition was challenging at the first because teaching in real life is very different from what you learn in theory or inside the classroom. However, once you start applying the method or strategy from any course or any classroom you are going to teach, I began to feel more comfortable and also the experience helped me how to connect that or those theories with real situations. and know that I know the theory explained me something and we have to be real. Sometimes it's going to be difficult to apply a specific why theory say, for example, something like that. Sometimes the reality is so unknown, unknown.

Okay, thank you. And I know that as well, please.

And an initial observer experience as teachers and gradually applying what's the learning and the university for over time as I gained confidence and develop my own teaching styles.

Okay, thank you. Miss Andrea, please.

As I mentioned, Kelvin is It's different from the theory to the practice. It was a challenge, but applying the theory in real life situation helped me engage confidence.

Okay, thank you. Ms. Rosa.

Okay, in general, it's very difficult. It's what's It was difficult at the beginning because teaching real students is very different from students in class. Book literal by literal, I add the practice help book, me connected the theory with real situations and made me feel more like a real teacher.

Thank you for your participation.

Group 4

1. What aspects of the teaching practice did you find most beneficial for your development as a future English teacher?

I think the most beneficial aspect for me was teaching real students in the classroom. That is because I learned how to prepare my lesson plans better, use different activities, and manage my time. I think teaching practice has been beneficial for me because I could give better instructions. It helped me understand the environment in a real situation and how to make learning more interesting.

Being in a real classroom and trying full lessons, watching experienced teachers live their craft, designing activities that fit students at different levels and learning styles, checking how students are learning and using that to improve lessons, and building solid routines like planning ahead and staying organized.

In my short experience I could say that the most beneficial aspects are the feedback and the constant practice because that factors help to me gain more confidence in the teaching practice

The most beneficial aspect of my teaching practice was being able to apply what I had learned at the university in a real classroom. Working directly with students helped me improve my communication skills, classroom management, and the ability to adapt my lessons to different learning needs. I also developed patience and creativity, which I consider essential qualities for a teacher.

The ability to motivate students, empathy, the use of various resources, and the application of active strategies in the classroom.

2. How would you describe the role of your mentor or supervising teacher during your teaching practice?

My mentor played an important role because she supported me all the time and gave me instructions and advice on how to do very well. She showed me how to organize the class better and how to deal with many situations in the classroom. I think that she also encouraged me when I felt nervous, and I was really thankful to her because I became more confident and professional in those aspects.

The mentor set clear goals, watched my lessons, and gave quick, specific feedback. They shared practical ideas and materials suited to our school context, offered emotional support on tough days, and let me try things independently while stepping in when I needed help.

The role of a supervisor before becoming a professor is important, and it has been present in the presentations we have had throughout the degree, since constructive feedback is key

My mentor played a very important role throughout the process. They were always willing to guide me, offer feedback, and share their experience. They encouraged me to reflect on my performance, helped me identify areas for improvement, and provided emotional support when I felt unsure. I really appreciated their constant motivation and guidance.

The mentor teacher acts as a guide and helps the future teacher develop their connection skills and advises on their teaching planning.

3. In what ways did you receive feedback on your teaching, and how useful was that feedback to you?

I received feedback after every class. My mentor was important in that part because she told me what I needed to improve or congratulated me when I did my job very well. Sometimes she wrote comments, and other times we talked after the lesson and she gave me feedback. That feedback was useful for me. I learned from my mistakes and tried to do better in the next class.

When I took the subject English for Specific Purposes, the teacher in charge helped me in many ways, such as knowing how to control my time, being prepared for the topic, and gaining confidence with the students. I could say that subject helped me a lot.

Feedback came after lessons in quick chats and in formal reviews. It focused on lesson structure, classroom management, student engagement, and language accuracy. It was most useful when it explained exact changes and gave simple steps for the next lesson, and when we revisited those points later.

I received feedback mainly through classroom observations and follow-up discussions with my mentor. Sometimes my classmates also shared their opinions and suggestions. This feedback was extremely useful because it allowed me to see things from another perspective and understand what needed to be improved. Thanks to it, I learned to plan better and manage time more effectively.

Constructivist feedback is the best we can experience, although we can also learn a lot from informal feedback because it will strengthen us to cope with different situations

4. Can you share an example of a time when mentoring or feedback significantly influenced your teaching performance?

I remember one time when my mentor told me that I was speaking very fast, which is not good for the students or for me. She suggested I speak slowly and use simple words to make the class understandable. I followed her advice in the next class, and the students understood me more. I felt very happy about that achievement.

After a challenging reading lesson, the mentor suggested clearer pre-reading steps. I added a short warm-up with guiding questions and a vocabulary preview. The next lesson, students were more engaged and understood the text better.

As I said before, a clear example is that in the first class I was very nervous, everything went wrong in my class, however the teacher asked me if I wanted to come back to teach another class because he said that I could do better and so it was, thanks to the recommendations he gave me, I got a good grade.

Yes, I remember once my mentor suggested that I include more interactive activities in my lessons to increase student participation. I followed the advice, and it really worked — the students were more engaged, and the classroom environment became much more positive. Since then, I always try to make my classes more dynamic and student-centered.

5. What characteristics do you think make a mentor effective for PINE students?

I think a good mentor should be patient, friendly, and open-minded overall because they need to give clear advice and listen carefully to the students. I consider a good mentor not only motivates but also fosters me to continue learning and makes the classes more comfortable. This kind of support helped me grow as a future teacher.

They know English pedagogy and the local curriculum, communicate clearly, and provide precise, respectful feedback. They encourage self-reflection, are available for regular check-ins, respect diversity, promote inclusivity, and give opportunities to lead planning and teaching to foster independence.

The essential characteristics that make a good mentor are empathy, knowledge, communication, respect and the commitment

An effective mentor should be empathetic, patient, and supportive. They should provide constructive feedback without being overly critical and allow the student-teacher to explore and learn from experience. A good mentor also needs to inspire confidence, show enthusiasm for teaching, and lead by example.

6. How did you manage classroom-related difficulties, such as student behavior or lesson planning?

Sometimes the students talked a lot in class or didn't pay attention, but I tried to stay calm and positive. I used games, talked more, or organized group activities to make the class fun and interesting. When I had problems, I asked my mentor for advice. She helped me find ideas to improve my lessons.

For behavior, I used clear routines, consistent rules, and positive reinforcement. For planning, I always had backup activities and clear goals with good time management. Differentiation meant offering tasks at different levels. I collaborated with my mentor and peers when things didn't go as planned, and I reflected after each class to decide what to adjust.

In terms of student behavior, I set boundaries at the beginning of the class based on respect, which helps build a good teacher-student relationship. Now, as for lesson planning, I manage it with easy and clear objectives to establish and achieve in the classroom.

At first, it was a bit challenging, but I learned to establish clear rules and be consistent with them. When it came to lesson planning, I always tried to prepare different kinds of activities and have a backup plan in case something didn't go as expected. With time and practice, I became more confident and flexible in handling different classroom situations.

Establishing clear rules and managing flexibility, communication, and respect

7. Can you explain if there were some institutional or logistical issues that affected your practicum experience?

Yes, sometimes there were problems like lack of materials, changes in the schedule, or classrooms not being available, which was a little stressful for me. But in difficult situations, I tried to adapt and continue doing my job. I learned from teachers, from my mistakes, and tried to find solutions when things didn't go as planned.

Yes—scheduling clashes, limited materials or tech glitches, placement delays, and communication gaps between the university and the school. I coped by planning ahead, asking for help early, and having backup plans.

Yes, once I had a problem when I did my practices, the students didn't take me seriously, because some of them knew me from previous years, I had to be more serious with them, because if I let them make fun of me, the others would do it too.

Yes, there were a few issues, such as last-minute schedule changes and a lack of materials in some lessons. However, I learned to adapt and find creative solutions. Those challenges actually helped me become more organized, resourceful, and proactive — all of which are important skills for a teacher

I don't have any further details on that aspect.

8. How did you deal with the transition from theory (university coursework) to practice (classroom teaching)?

At first, it was a little difficult because teaching real students is completely different from learning theory at university. But I tried to use the methods I learned during these years at

university and learned how to apply different concepts in different contexts. With practice, I became more confident. That experience helped me become a better teacher.

Theory provides structure, but real classrooms need adaptation. I bridged it by translating goals into observable student outcomes, using curriculum guides, and following rubrics to track progress. I kept a journal to compare theory with actual student responses, and mentor feedback helped turn big ideas into concrete activities.

In my opinion, the transition is a bit complicated, since I've had fellow teachers who struggle with things like organizing parent-teacher meetings when they have to work. I'd like to see more internships at the university to help students gain experience.

At the beginning, the transition was a bit overwhelming because theory and practice are not always the same. However, as I gained experience, I started to see how the theoretical concepts applied to real situations. I realized that practice is the best way to truly understand and internalize what we learn at the university

Annex D: Captures of the interviews

