

Abstract

Language learning has become an urgent problem to which many solutions flourish day by day; it is also a social need, English, in a specific manner has been recognized as one of the most popular languages at world scale, and it is the vehicle people use for communication in many summits; there are other important languages for many, but life in practice has made its learning massive. In the present XXI century, scientific-technical development and, person and cultural exchange, have marked this learning and teaching in a meaningful way, it is then, a good reason for concentrating in better styles to train teachers-to-be and make their training meaningful for their future performance, which is the end of their pedagogic education. On the other hand, teacher development also claims for a refreshment of techniques, methods of procedures for language teaching and learning, unveiled by the vision of the many possible opportunities at our fingertips, through the use a massive media and other resources.



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Insights on teacher's lesson plans for enhancing effective communication skills:
cases in English language teacher training, development and practicum

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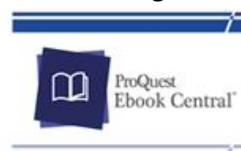
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To life, in general, because we are present here today and have got much from the universe.

The authors

Devoted to:

Those teachers in training years who claim and struggle for their constant learning.





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Prologue

The teaching and learning of foreign languages have gone through a vertiginous process, and nowadays it is favored by sophisticated methods, techniques and procedures, such as the new computer and communication technologies, the interaction has also favored the training of teachers. With the passing of time, the problems of the training of this professional are increasingly perfected in order to ensure that those who graduate contribute with their work to cultural exchange, equity, peace and harmony on a global scale.

The development of today's world, of science and technology, the social exchange between nations, people and cultures, as well as the academic-professional, economic and sports exchange, require people to develop the necessary skills to communicate effectively, with efficiency in the dialogue for understanding and comprehension. The high indexes of education and knowledge of man have been demonstrated; however, a great barrier persists: languages for exchange and communication, because we do not all speak the same language.

Therefore, the area of English learning is privileged, in addition to many other popular languages, English has been established as a vehicular language for the above mentioned exchange, which occurs daily and man needs it for his improvement. English language teachers' training continues to be a social necessity, but in spite of having gone through several stages, it is still necessary to continue perfecting this process. In this volume, the authors reveal, based on years of study and implementation, what they consider to be priorities and have been able to verify in practice.

Their desire to help English language teachers in training, as professionals for this task, to which they have dedicated much time in their daily educational practice, includes the levels of help with professional pedagogical orientation, which as a complex pedagogical-didactic process, influences the formation of qualities in the personality proper to the profession; the acquisition of the system of professional knowledge, habits, skills and the development of the necessary capacities for the successful performance in the specialty (Smith, 2022).

In this way, the authors assume the thematic axes and the organizers of the curriculum to form didactic units in the contexts where the training occurs, with which it has been possible to resize the discipline of Didactic of Foreign Languages, still in development, in favor of solving professional problems while the training takes place and thus achieve cognitive coherence, contextual and experiential coherence, with very objective results of the implementation of a scale for this integrating comprehensive discipline, which takes for granted the excellent preparation of the graduating teachers in training and becomes the basis for a competent professional life in the educational environment.

The teacher's work is not only limited to imparting contents, it is also known that experiences contribute, therefore, the teacher also takes care of the educative component of the curriculum. This book aims at providing teachers of Didactic of Foreign Languages in exercise, useful knowledge and ways to implement them, from their active participation in the design of the micro curriculum, which helps to achieve a greater sense of belonging to the profession, in those who are trained and that upon graduation, to be competent professionals.

In the first chapter, an approach is made to the functions, tasks and social role of the English language teacher, with emphasis on those of the teacher educators. In the second chapter, the training is taught to teach, from new trends and perspectives of the Didactic of Foreign Languages, as a discipline that should integrate the other disciplines of the major, so as to achieve the objective of teaching to learn how to teach for attaining effective communication in the English language.

Introduction

The present work, carried out by experienced teachers and teacher trainers, aims to offer insights into this work from two sides: both teaching learners how to communicate in a foreign language, and training teachers as to the 'what', the 'how', and the reasons for the what and the how in teaching language for communication. We believe our vision can help to improve the educational dimension of this work and this profession.

English language learning and teaching is the cornerstone and subject matter of the work. One of our aims has been to bring instruction and education/learning together, based on topics selected from a variety textbooks and workbooks intended for classroom and out-of-class interactions of learners with teachers, teacher educators and teachers-to-be. Alongside these topics, we deal with pedagogical and special foreign language teaching didactic tools which have proved to be effective, as in the case of curriculum organizers and thematic cores in teacher education programs.

Pedagogical psychology also tells us that a positive environment is needed for learning to occur, for the learning process to be more successful. The idea, following Harmer's (2012) engage-study-activate approach, and Ur's (1996) insights into automatization, are embedded in this proposal in such a way that learners can overcome their fears while practicing the new language for communication outside the classroom, and on the other hand, for teacher trainees to plan well-thought-out lessons for it to happen.

A teacher trainer/educator should try to engage trainees in meaningful discussion of issues that really matter, while staying positive while they create tasks for learners that incorporate prior knowledge from different curriculum subjects, integrated into the didactic of foreign language teaching. We offer examples of how teacher trainers can plan these integrated tasks, intended for micro-teaching and other situations, and also possible solutions to professional problems they may encounter during practicum periods or once they graduate.

At the same time, trainees are committed to developing language and professional skills, as well as articulating the design, planning, execution and control of the teaching-learning process. This planning is linked to their understanding/knowledge of the use of

technical vocabulary and a language teacher's language and functions in the classroom. Lesson planning also includes the sociocultural elements in lessons and elements that favor the formation of attitudes, social norms, and behavior in the school context. It should also offer the possibility of sharing the results of the pedagogical activity in public, which comprises the ability to present information, to report professional and pedagogic aspects, as well as to communicate with empathy and precision aspects related to teaching, learning, methodology and investigation, derived from teachers' work.

Foreign language teaching in the classroom demands a lot of different types of practice, in order to automatize the learning of linguistic aspects, and to use the language in different situations linked to the culture of the countries the language is spoken in. In essence, teacher training programs have two main aspects. Trainees must continue to develop their own language skills, but must also develop professional habits and skills, taking advantage of all the resources at their disposal during the training period, mainly through the use of new technologies for communication and the advance of science and technology.

Teachers often plan within a wide and varied range of what has been transmitted from one generation of teachers to another. However, they also need to learn about and adapt to new trends. The communicative approach to language learning and teaching has become a major trend in the past thirty years. This book discusses and offers activities which engage learners and prepare them for communication in the target language. We also suggest tasks for trainees which involve them in planning and executing the teaching-learning process. In this process, learners practice communication by participating in engaging, simulated situations.

Trainees learn to plan their own lessons, or parts of them, and also create tasks, activities and exercises that will encourage student participation. Trainees also have opportunities to design their own appropriate materials and teaching aids, which provide rich possibilities for face-to-face interactions in typical everyday life situations, using the objects, persons, animals, activities, and experiences of the students' real world.

Language learning aims are integrated with educational ones. For example, students improve their presentation skills while at the same time they learn how to express

themselves in giving an opinion, asking for and giving personal information, asking about what someone does and many other communicative functions and their components. To make significant changes in the language-teaching process, trainees need to carry out a lot of practice related to real life and everyday processes. This is a valuable tool in making a difference in learners' language development, as they develop habits and skills for communication. It is also essential for training future professionals to develop teaching skills, and to learn how to use a communicative approach. This creates an awareness and knowledge of language teachers' functions and roles in the profession.

Teachers of English have been at the forefront of educational change in many parts of the world. 'Learner autonomy', 'group work', 'project work', 'communication tasks', 'task-based learning', are all predicated on a view of learning that sees learners as active doers and thinkers, rather than passive recipients of knowledge with an emphasis on formative professional pedagogic contents and guidance.

Such a view, where presentations, mechanical, meaningful and communicative practice, as well as testing, encouraging trainees to ask their own questions, through the development of creativity and autonomy, may conduct to professionalization of the curriculum and its organization; to carry out research and reflect on practicum for the solution of their own professional problems, occurring around in the context of the classroom. As teachers of English, we can make a distinction with the classes we teach and the learners we inspire.



Chapter 1: The functions, tasks and social role of the English language teacher

There is a clear intention of English language teachers' training policy makers, that also involves investigators, linguists and trainers at world scale, to provide some rationale for training teachers-to-be, during such important period of the formation of teachers' personality, which is undergraduate studies. The English teaching methodology follows years of teaching practices of successful authors and their experience with different types of learners, in different grades and educational levels. They focus on planning for training student teachers to learn how to teach. This also involves a review of lesson plan components and planning, highlighting the importance of planning for enhancing communication through English lessons in different contexts and situations.

One of the most important reasons to carry out this work was to show that training and what occurs during this process, is a very important element for successful English language learning in school. Many authors refer to the low esteem of the teaching profession around the world, the low rates of recruitment of young people for the profession and the low levels of satisfaction among teaching professionals. There is a need to change this situation, for teaching, which is one of the most important professions in the world, and for the teachers, in whose hands lies the future of their students, to work in favor of the development their countries, no matter the branch which they graduate or become skillful at. Their role is to educate, which includes the transmission of culture, beliefs, knowledge, the pursuit of peace, and forming capable men and women.

Therefore, recruitment of young people for the profession is paramount, and keeping ones the recruited motivated till graduation is another very important endeavor. The teaching education program as well, has many things to be concerned about; and above all, the goal is teaching young people to learn how to teach. It is what makes the difference. If the trainee completes the program with the required level of knowledge, with the professional abilities already formed, and with an appropriate level of awareness, conscious of their roles, tasks and functions, they are already halfway to a promising career.

Teachers need to identify the proper aims for a lesson, what they want their learners to be able to do at the end of it. They must plan ahead in order to achieve the long-term goals listed below. There are many reasons why planning is important in teaching. Some of them are:

- It gives teachers the opportunity to predict possible problems and therefore consider solutions;
- It provides teachers with the opportunity to ensure that the lesson is balanced and appropriate for the whole class;
- It gives teachers confidence;
- It is a good practice and a sign of professionalism. Though many professionals may not be sure or share this as a good 'reason'; and
- It helps the students to build on their teaching skills, in a systematic way.

Even if teachers have a tried- and- proven -to-be-useful textbook, they need to plan ahead. Many teachers will find there are advantages and disadvantages to having a textbook: they do provide a ready-made structure for teaching material, but it is very unlikely the material was written for the teachers' particular group of learners. Each class is different and teachers need to be able to adapt material from whatever source, so that it meets the needs of their students. A textbook can certainly help with the planning, but it cannot replace a teacher's own creative and relevant ideas to help learners achieve some autonomy in communicating in the target language.

There are some central principles/aspects of planning lessons which teachers in training need to learn:

- The first aspect is the aims or learning outcomes of the lesson. The teacher must consider realistic goals for the lesson; they should be neither too easy nor too difficult. It is thus important to find out in advance what the learners already know; what they have done in a previous class and what they still need to learn. It is also useful to find out how well the group worked together in the previous class and how motivated they are.

- Another important aspect is how to pace a lesson, using a variety of activities, in order to get and keep the learners engaged and interested.
- Finally, teachers must build flexibility into their plans. They must expect the unexpected, because things do not always go according to plan, no matter how well organized the lesson was. Most experienced teachers have the ability to cope when things go wrong. It is always very useful when planning to build in some extra and alternative tasks and exercises and foresee possible problems. Teachers need to be aware of what is happening in the classroom. Learners may raise an interesting point and discussions could provide unexpected opportunities for language work and practice. In these cases, it might be appropriate to branch away from the plan. While effective lesson planning is the basis for effective teaching, the teacher should never let the plan dominate.



1.1. Some theoretical elements of the components of the foreign language teaching-learning process: Training students in the teacher education program how to teach

There is a need to master the teacher's functions from the beginning of training, in order to develop the learner's roles in the foreign language classroom. The content of the training process should be more centered on the "how to". Teachers in training need to learn how to teach pronunciation and lexical elements, usually referred to as vocabulary items in the foreign language learning context. These are purely didactic contents. There is also the "how to" of teaching the sounds of speech, communicative and language functions. These elements call for integrated tasks to learn and develop reading and listening comprehension skills and habits, as corresponding receptive sub-skills to be taught in different grades. The acquisition of professional abilities to teach written and oral communication, Toews (2014), are a key aspect in the process of training foreign language teachers-to-be.

1.1.1. Perceptions of Foreign Language Teaching Didactic. New trends

Foreign Language Teaching Didactic is a comprehensive discipline still in the process of construction. At present, it argues for the integration of other dominant disciplines of the major, such as Integrated English Practice, regarded as the spine of the training period; Linguistic Studies, which comprises Phonetics and Phonology, Grammar, Lexicology, Stylistics and Comparative Typology of English and the mother tongue.

One aspect the program must concentrate on is the initial teachers' training in professional skills and professional knowledge. Among these skills are those related to curriculum organizers for the English language. These include the delimitation of the educational component according to classroom instructions; working with large groups; common mistakes of English language learners; the diversity of learners in a classroom; the unity between instruction and the education in the lesson; the diversity of materials and technological resources available; the pedagogical value and meaning in songs to reinforce accuracy and fluency in language; and the sociocultural elements included in the lesson, assumed as a set of lesson plan components.



The aims of this project, in which the intention is to create didactic units concentrating on training teachers how to teach English for effective communication in the different grades and school levels, may be considered a different perspective and point of view. Though the intention is not to take these lesson plan components for granted, our proposal aims to attain effective communication in a lesson, from the perspective of teacher training, cognitive development (thinking) as a priority. This includes, first the model of the professional and the objectives of the profession, tasks and functions, professional problems and contexts of action.

A second dimension, concentrates on general aspects of cognitive development, which includes many elements: the knowledge of established policies, rules, functions, tasks and regulations in education and schools; the understanding of problems related to the pedagogical process; and the teaching-learning of English. Further, it involves critical-reflective thinking, scientific criteria, independence, and the acquisition and use of technical vocabulary, as well as of the teacher's language in the classroom. There is also a need for the capacity for self-training, the ability to pay attention to students' individual differences, knowledge of teaching procedures for the four language skills, and the evaluation and application of scientific-technical information, related to the teaching of those four skills.

It is a fact that many of the elements suggested above are neglected in teacher training, and as a result, in teachers' actions in the classroom, even though they are recommended and essential as part of the subject knowledge contents of everyday teaching. The actual development of trainees' habits for future professional competencies is often missing in teacher training, beyond the boundaries of the content curricula. To combat this gap in curriculum, teacher trainers must be involved in active collection of information and its theoretical and empirical analysis; in bibliographic and content indexing; in different degrees of data processing; in different levels of depth in the determination of causes that generate a problem in the pedagogical process. This is challenging work, but these are all part of the 'hidden curricula', not stated within the system of knowledge the subject declares.

The ability to identify problems in practice, explore the existing theory on the subject, and identify gaps for their treatment, are not easy to include within a single didactic topic. However, it is possible to teach them and imprint them in trainees' minds for the long term, if properly approached and treated. This can be achieved to a certain extent if one has the ability to make timely decisions regarding the methodological path to follow when a problem appears, to consequently plan the research process, and to apply theoretical, empirical and descriptive statistical methods during the different phases of the research process. These are curriculum contents easy to manipulate up to a certain extent, if contextualized.

Whenever teachers are exposed to critical analysis of the literature consulted on the topic of research in order to establish relationships between theoretical information and empirical data obtained from different sources, it becomes a troublesome task to communicate adequately the results of their research in English, both orally and in writing. This task is made easier with the use of ICT (Information and Communication Technologies) resources in search of scientific information and for the communication of results. However, this is never easy for the trainees, who need to handle the information, and cope with selecting, processing, and using the information they have gained. Communicating the information is the key skill, as it implies production of language, and finally, getting and giving feedback.

In order to create a motivational development, a feeling, for professional pedagogical identity in trainees, trainers must turn their daily actions into a personal example in the use and mastery of the foreign language. In fact, professional identity is based on a love for the profession and for each person. A personal example through systematic presence, performance and responsibility, and a professional authority expressed in the mastery of functions and tasks of the profession with independence, are a must for the trainer to demonstrate in each year of the trainee's study. This implies a lot of hard work and cooperation, expressed in interpersonal relationships and collaboration among professors and students-teachers, and among students-teachers and the learners, as the students-teachers transit through schools in their periods of practice in the fulfillment of educational tasks to complete every academic year.

The schools for the trainees' practicum are another context of formation, where trainees practice the contents of the different subjects of the academic year in an integrated way. Thus, the English language learned, and both the linguistic study and the didactic contents, become the vehicle for the teaching of what has been learned. The trainees demonstrate fairness expressed in impartiality, mainly in assessments and decisions made with the learners, and respect for teachers, students, colleagues, the family and the community members, which results in respect for the profession as well. These are manifestations of motivational development (feelings), which are not written plainly in any book, but advocated by all theories and pedagogic principles worldwide.

In general aspects of motivational development, the orientation of efforts toward specific professional goals, are not taught simply with words. These include the affective connection with the profession and the school children, good interpersonal relationships based on self-confidence, commitment, the ability to make sound decisions, and the willingness to help in the solution of professional problems. They are knowledge in action, shown through attitude.

General and specific skills of the profession-appearance, pedagogical ethics, self-regulation, coherent levels of communication, skills for negotiation and conflict resolution _are essential in everyday professional life. The Teaching Education Program may include participation in spaces such as science-student days, specialized workshops, pedagogical conferences, and seminars, where the degree of knowledge of the trainee's own strengths, potentials, threats and weaknesses are as important as the knowledge of the subjects of the curriculum they must learn, and these require practice.

There is also a need in teacher-trainee education for them to understand the particular family- school-community relations, to better understand and relate to individual features in the learners in a particular context. This is especially important with adolescent students, who are dealing with physical and emotional changes. This requires the integration of the trainees into the teaching staff, for cooperation and teamwork. They must always be under the supervision of an adviser/mentor, though classmates, learners, and their families also play a role in this. These issues pave the way for the development of the ability to identify frequent behavioral problems (not only compliance

with homework), to deal with them carefully when they appear. Furthermore, the development of the ability to observe and guide, aspects related to learning and learning styles, becomes of paramount importance.

Behavioral development (actions), is related to a number of general aspects, such as identifying students' learning styles; developing a good rapport with the family, managers and community members; conducting interviews and observations to learn about students' interests; preventing problems (educational diagnosis in the family and community), with the possibility of using group and individual communication techniques; as well as preparing appropriate documents and materials for effective pedagogical activities.

1.1.2. Insights into Foreign Language Teaching: Creating lesson plans

In this section, our attention is focused on a lesson plan for the development of professional skills in teachers-to-be, where all the above-described elements form the corpus for practice in their real-world implementation: in micro-practices in the classroom, specifically for the trainees' education in enhancing good teaching practices, and as a stimulus for integration of instruction and education, through a series of environmental awareness actions through the teaching of young learners. The examples provided are a part of experiences in micro-teaching in Foreign Language Teaching Didactic, for students majoring in English and French. The intention in this practicum is to provide teacher trainers with a sample scale to measure the pedagogic professional performance of foreign language teachers-to-be as they continue to develop their skills from year to year.

The discipline of Didactic of Foreign Languages (hereafter referred to as FLD) is an integrative discipline, and its object of study coincides with that of the pedagogical profession: the management of the process of teaching and learning English. Therefore, its contents should prepare future teachers for the methodological teaching functions in education at different grades and educational levels. This includes activities aimed at planning, execution, control and evaluation of the process, and progress in the students' learning, which is managed through the methodological and scientific work of teachers individually and in teams.

There is a set of dimensions, indicators and sub- indicators, that take as a point of departure the pedagogical professional guidance of trainers of the particular discipline, which they should offer to students in their training. This is a new tendency in the discipline. The authors demonstrate its implementation through the scale MAPPLExtSmith, to measure the development of the professional performance of English as foreign language teachers, for the teaching of English for effective communication, Smith (2021). It is a proposal that includes several variables: pedagogical professional guidance with three dimensions that coalesce: cognitive development (thinking), motivational development (feeling) and behavioral development (acting).

These dimensions include several indicators. The first indicator (cognitive development) includes the model of the professional and general aspects of cognitive development. The second (motivational development) includes general aspects of motivational development and professional identity related to pedagogy. The third dimension includes the general and specific abilities a teacher needs to be competent in the profession, once graduated.

This scale was created to measure the progression of how students acquire knowledge about professional contents and develop professional skills through the completion of the tasks designed to integrate theory and practice in micro-practice, with activities they carry out. This has two aspects. One is the role of professors, who structure the micro-curriculum with didactic units, as well as the content of the profession included to develop a coherent performance through professional guidance. The other role is that of teachers-to-be preparing to deal with professional problems in the classroom.

The following sequence of lessons was intended for and put into practice with a sample of fourth year students, majoring in English in Las Tunas University. Its purpose was to enhance in them a conscious and coherent awareness of a teacher's modes of action. In order to fulfill these goals, the students created learning tasks that integrated professional contents of different disciplines of the major, through the use of technical vocabulary to develop tasks and functions in their future work, with examples in English lessons.

Thematic cores and curriculum organizers were included to introduce the topics, and to organize and plan the didactic units that included environmental issues within the contents of the topic of the comprehensive discipline Foreign Language Teaching Didactic; to demonstrate how to introduce an issue with educational purposes in lessons during a practicum in Junior High education, very much like Content Based Instruction (CBI). It proved to be relevant for the teachers-to-be own needs and interests and that of the learners in the school classrooms.

1.2. The lesson plan: Content integration in the Foreign Language Teaching Didactic discipline

One of the most important disciplines in the training process of the foreign language teacher is English Language Studies, which contributes to the mastery of the teaching content and contributes to the development of skills in linguistic analysis for didactic purposes. This in turn introduces them to the logic of linguistic science and its implication for the purposes of English teaching approaches and methods.

The discipline of History of the Culture of English-speaking Peoples (HCESP), on the other hand, contributes to the development of communicative skills, as part of the teaching content, and to the mastery of the sociocultural contents of English-speaking peoples. It facilitates intercultural communication and the treatment of these contents at school, as part of the English subject.

Therefore, the FLD discipline becomes integrative and takes into consideration the relationships of precedence among all of the disciplines to promote interdisciplinarity, in order to achieve coherence in terms of meeting the objectives of each academic year and those of the Professional Model. Based on identified professional problems, the FLD discipline also assumes the essential contents of training for research and the Methodology for Educational Research. This is regarded as a way to solve the professional problems of practice, which are embodied in the process of teaching and learning English and the second foreign language, and as a tool to promote the professional development of the teacher.

Methodology for Educational Research is a fundamental link in achieving the relationship between theory and practice and between study and work, for the solution of

professional problems. It is the space where the link with the contexts of action (within schools) occurs. This link between theory and practice, study and work are implemented through the planning, execution and evaluation of periods of investigative work practice, led by the FLD training process. This in turn promotes the integration of the components of the curriculum: academics, work, research, and extension to the society, the latter through extracurricular activities and community work at school. To this end, the work of scientific advisers who work in coordination for the realization of extracurricular work, Term and Diploma Papers, contribute to the research training of teachers-to-be.

The discipline has general objectives that are oriented toward specific goals:

- Planning lessons and systems of lessons where integration of instruction and education occurs, based on the diagnosis of the learners and the group on a global scale;
- Directing/conducting the English teaching-learning process in the different contexts of general education, following the principles and norms of professional pedagogical ethics.
- Assessing/evaluating trainees' learning with objectivity and professional ethics.
- Supporting the process of teaching and learning English, and the alternative solutions to professional problems, from linguistic, pedagogical, psychological and didactic points of view.
- Communicating in English with fluency, accuracy, coherence, correctness and appropriateness to the context and sociocultural norms, for professional communication and during the research work.
- Solving professional problems identified in the foreign language teaching-learning process, through the use of educational research methods.
- Critically evaluating their own pedagogical practice and performance, in order to improve it and enhance their professional development.

In addition, the discipline includes essential knowledge of other key concepts: contexts in which English is taught in general education, motivation, learning styles, mixed ability classes, cross curricular contents, teaching English (English as a second language, General English, English for specific purposes, English as an international language),



classroom management, teaching and learning vocabulary, grammar and pronunciation, collocation, lexical items, variety, learning strategies, controlled practice, skills and abilities, accuracy, automaticity, form, meaning and usage, concept check questions, variation, intelligibility, linguistic awareness, pronunciation features, error correction, self-correction and self-monitoring, free practice, fluency, ownership, communicative function, language exponents, information gap, oral communication strategies, listening and reading comprehension, authenticity, listening and reading strategies, comprehension, global themes and topics. Finally, there is also the area of teaching and learning written communication and its key concepts: genre, coherence, discourse structure, discourse purpose, discourse markers, and cohesion.

There are also other aspects of language teaching that must be included, such as classroom planning and classroom systems; monitoring and assessment of learning, formative and summative assessment, point tests, integrative tests, holistic scale rating, objective and subjective rating, validity and reliability; selection and use of teaching and learning media; the communicative term, the non-uniform classroom, and blended learning. These also include research from work practice, research and teachers' professional development, observation of experienced teachers and classmates, as ways to promote teachers' professional development and permanent reflection on learning from methodological work at school, identification of problems in learning English as a foreign language.

Finally, trainee teachers should also learn about approaches, methods, procedures and current trends in the teaching of English: the communicative approach, the task-based approach; the integration of contents of the curriculum subjects with elements of the language for learning; the project approach, and the intercultural approach.

We have provided an example of how to carry out *The Teaching Process*: Presentation and Explanation, Practice Activities and Tests. The general objective is to explain the main aspects related to presentation, practice and testing in the teaching learning process of English. In a first workshop, trainees need to plan, adapt, and reorganize activities from the learners' workbook. In the second workshop, they have to model various activities, tasks and exercises to teach pronunciation, vocabulary, grammar,

topics, situations, and notions and functions, related to environmental issues in the teaching/learning process of English. In the third workshop, activities are centered on planning a sequence of lessons to present, practice and test pronunciation, vocabulary, grammar, topics, situations, and notions and functions, as a way to develop and enhance a coherent performance in teacher trainees.

The purpose is for teacher trainers to observe teacher trainees in action throughout the sequence of workshops and to evaluate their work in the areas of effective presentation, practice and testing, and how they implement the techniques and procedures in the language classroom for oral and written communication in English, with learners of different educational levels and grades. The cross-curricular content selected was environmental education, to teach the learners how to face environmental issues while simultaneously practicing the foreign language in the lesson.

The central idea is that trainees would study, engage and activate previous knowledge to cope with their tasks: the planning, execution and control of the teaching/learning process in practical English lesson; teaching learners how to face and prevent environmental issues in important places surrounding the school. In further practice, trainees must assess the learners' development of oral and written language during the period of undergraduate studies, using the methodology used by the authors in their years of teaching practicums and their experience with different types of learners in different grades and educational levels. This assessment also focuses on planning training on how to teach, and a re-design of lesson plan components and planning, as well as highlighting the importance of planning for enhancing communication through English lessons in different contexts and situations.

Conclusions for the chapter

The analysis of Foreign Language Teaching Didactic discipline and the real state existing in relation to what is happening with teachers' training, is connected to the results of language learning and effective communication at different grades and school levels, from the perspective of many different teacher trainers a world scale. That made possible the analysis of such a situation, to explore the existing theory and face the state from different contexts, for both aspects, with the elaboration of didactic units in the discipline, which include curricular organizers and thematic axes, for the 'what' and the 'how' to teach the language, through the stages of presentation and explanation, practice (mechanical, meaningful and communicative), testing the learners' progress and introducing cross curricular contents in English lessons.

The trends analyzed, are seen through a different vision and the essentials of MAPPLExtSmith scale, which measures teachers-to-be mastery of professional skills and knowledge during the training period, while trainers interact with them through the use of the didactic units and micro-practice in the lessons for the discipline, resulting this practice in the achievement of one of the goals of the training process, a coherent performance in future teachers.

Though many transformations have occurred to favor teachers' training and formation, there are still numerous other aspects that need improvement, which the next chapter tries to provide through examples of teachers' creative lessons.



Chapter 2: the contemporary English lesson: teachers' creativity

This chapter, unlike the previous one, concentrates on practical issues regarding techniques and procedures for skill and sub-skill development for effective communication in the English classrooms, at the same time, there are examples to show how to do it, as in the case of corrective phonetics and lexical-grammatical elements teachers use for correction in terms of accuracy and fluency in the language, and how the use of simple common techniques bring advantages through their use and application in the classroom context. There are also evidences of the tasks implemented for effective communication through a system of lessons in secondary education, which tend to look for learners' satisfactions.

The section includes the examples of lessons implemented through different moments and types of practice, by an experienced teacher in Junior High level of education to attain effective communication and a high level of satisfaction with learners. The examples are sustained in the theoretical fundamentals dealt with throughout the first chapter of the book, supposed for teacher training. This second part has a different scope, and concentrates on teacher development, which by no means constitutes a recipe of what has to be done, but on the contrary, it is intended to be used as a guide, that can be upgraded and enriched for the purposes originally suggested.

2.1. Insights of a system of lessons to attain effective communication skills. Examples

While preparing the lessons, teachers must keep in mind that it is very crucial to take into consideration the age and level of the students. The psychological characteristics of the learners vary in correspondence with their age, social conditions, interest and even gender in many cases. We should also keep in mind the types of exercises that we select for that correspondence, some may impact learning while others might not, this will ensure that motivation will stay at a great level throughout the process. Else, before preparing a lesson or a system of them, it is important to have a global overview on the objectives to attain, in terms of vocabulary, grammar, functions of language to communicate (orally and in a written form) to plan ahead; at this point we in presence of ready-made timetable fit for the purposes ahead. This planner type helps us determine

what we want to achieve in a given period of time, during different terms in a school year.

A lesson plan is very personal. It resembles the teacher and the group of learners' characteristics. Teachers plan for learners they know and have of profile of, or at least have a commitment to have results out of what he plans. That is why the authors focused on some distinctive elements, like beliefs they have and consider underpinnings for English lessons intended for communication. The theoretical elements about the components of the foreign language teaching-learning process described in the first chapter and what is peculiar in training teachers how to teach the learners are revealed, also, the insights of Foreign Language Teaching Didactic lesson plans, and how they have evolved in the last thirty years. Hence, the relevant results from tasks implemented for teachers-to-be to learn how to teach effective communication through a system of lessons is exemplified.

A lesson plan is the framework the teacher foresees for a lesson, it is like a map. It shows you where you start, where you finish and the route to take to get there, making assumptions for professional problems that can arise and possible solutions to overcome them. The teacher planning for a lesson, regardless experience and mastery of the teacher tasks and functions, conveys the profile and characterization of the learners and the zone of proximal development to conduce the them to their maximal potentials in learning the language for communicating efficiently.

In essence the lesson plan sets out what the teacher hopes to achieve during the lesson and how he or she hopes to achieve it. Most of the time teachers keep a record in written form but they do not have to do it today, taking into consideration the many resources at almost everyone disposal with the use of new technology, mainly through the use of smart phones, for example. At first stages of the career, new inexperienced ones may want to or be required by the school administrators to produce detailed plans, where they show what is going to happen at any particular time in the lesson.

Nevertheless, realistic teaching environments today consider this detail in planning not always useful for the rapid changing situations occurring and the many resources that can be used directly online ready-made. In the sense teachers gain in experience and

confidence, planning is just as important but teachers develop the ability to plan more quickly and very experienced teachers may be able to go into class with just a short list of notes or even with the conceived plan in their heads.

Any the level of experience and expertise is important, it is significant that teachers take time to think through their lessons before they enter the classroom, set the learning goals, personalize the activity, thing and be prepared to teach issues on the target culture and foresee or anticipate possible problems and their solution, with an assumption on which linguistic elements learners know better. During the teaching process, presentation and explanation, practice with activities in different modalities, and tests, along with experiences from workshops implemented, mostly seen through cases task-based learning in teacher training in language education programs from different contexts, and the case of micro-practice lessons, are shown. This final aspect marks the evolution of professional development under very different situations and countries. These are the cases exemplified here.

It is not a secret for any teacher that every lesson and class is different. Teacher trainers should and never lost track on their work to teach how to learn how to teach, since the very beginning of the training years. The content of a lesson always depends on the goals, on what the teacher wants to achieve in the lesson. However, it is not ever possible to generalize the same situation to different contexts or vice versa. Trainees must learn to identify learners who are interested in, motivated, involved in and enjoy to learn the foreign language for communication. This type of learner studies and tends to make better progress and learn faster that those who are not.

When thinking about an English lesson it is useful therefore to keep the following three elements in mind: Engage-Study-Activate, (Harmer, 2012). To engage means getting the students interested in the class during the lesson and beyond. Engaging learners is important for the learning process and for the final results of each lesson. Study means that every lesson needs to have some kind of language focus. The study element in a lesson is a focus on any aspect of the language, such as pronunciation, grammar, vocabulary, communicative language functions, a listening and/or a reading



comprehension text, thus it is assumed that the study stage could also cover revision and extension of previously taught materials.

The activate section in language teaching has to do with telling them about the language is not enough to help them learn it for communication. For learners to develop their use of the English language, they need to have a chance to produce it. In an activate stage the learners are given tasks which require them to use not only the language they are studying that day, but also other language that they have already learned. But the teacher also knows that language production goes throughout a series of practice and rehearsal before it happens, according to Ur (1996), automatization is needed for a secure language production.

The evolution of language teaching since the 70's (XX century), which was marked by drilling, presentation, practice and production, the functional-notional and the situational approaches, moved to task-based learning and teaching, more in correspondence with the advances of science and technology, the need of people from all over the world to communicate and exchange of ideas between people of different cultures, who coincide in the same space and time for interaction, even in virtual mode.

So, teaching the language, includes "What" to teach. Teaching pronunciation, vocabulary, grammar; teaching topics, situations and functions; as well as the related techniques and procedures for skill and sub-skill development, together with corrective phonetics and lexical-grammatical elements teachers use for correction. Of course, there can be numbered a large set of advantages of their application. It is shown here how to match theory and the practice in a system of lessons to implement effective communication skills.

2.2. Inside the lesson plan: the insight perspective of Foreign Language Teaching Didactic: presentation, explanation, practice activities and tests in the English language classroom

Good teaching practices stimulate integration of instruction and education, here is the example of developing an environmental awareness through English lessons. The planning, execution and evaluation of the process and the learners progress in learning the language. This is a new tendency in language teaching, where teachers demonstrate the development of effective communication with the techniques and procedures they use, to attain cognitive development (thinking), motivational development (feeling) and the behavioral development (acting) in the learners, as they structure the micro-curriculum with didactic units, to develop learners' effective communicative competence. The sequence of lessons, intend and put into practice learning tasks to attain the goals. Thematic cores and curriculum organizers were included to introduce the topic with educative purposes in Junior High education, very much like Content Based Instruction (CBI), but it proved to be relevant for learners needs and interests.

To start, the planner. Let us assume, supposedly a complete term from September to December, with a set of unit lessons we structured in a core topic, tasks, the 'what' to teach (pronunciation, grammar, vocabulary and function), the 'how' to teach, and a project in each case. This is for a supposed Unit 1, entitled Getting to know me. The tasks suggested are: Introduce yourself, share likes and dislikes with your classmates to develop competences in oral expression and listening comprehension. In essence, those are functions for language communication, also called communicative functions. The idea is to use texts and video about the topic to develop skills and competence in listening and reading comprehension, for further language production.

The contents on pronunciation, grammar and vocabulary: subject and object pronouns, expressing likes and dislikes, describing yourself, learning about yourself and others in your class, using the simple present tense, is the linguistic component of the lesson the teacher concentrated on. The idea to gather information about learners' skill progress through a project work, in which they get involved to create a 'Me myself and I' poster, that fosters writing skills and competences. The teacher creates texts on environmental

issues, which are going to be the core content and topic for the unit of lessons “The environment and I”.

Learners will have the opportunity to choose from a variety of reading texts about caring for the environment. They can choose the text that is close to their interests. The texts should provide grammar structures and patterns centered in the simple past tense and descriptions of personal qualities for learners’ practice.

The related tasks are planned for comprehension of the text. The procedure starts with reading the text, after which the learners are going to complete the tasks. Besides watching video frames or excerpts from it, they will produce some new language after diverse and non-stop practice and simulation. (Where is the biggest garbage dump?). This will allow for integration of the knowledge encountered in the text with the knowledge that they have already acquired, as well as integration of the related vocabulary, which enriches their language production. This activity is based on the work and skill practice of competence 2, reading comprehension.

An example of a writing task would be to ask learners to write a paragraph about the importance of environmental care and the things people do to help protect the environment. Planning, writing and editing their own texts are the competences learners will be working on. The final project, designed as a final task, was to write a brochure about the most polluted environment surrounding the school and the neighboring limits. A learning and evaluation situation (LES) was implemented.

Another relevant, contemporary topic for adolescents was used: Computers and Teens. This was approached and carried out through interviews and observations. Several exercises, tasks, and activities were designed. The tasks involved:

- exploring texts about computers, video games and graphic organizers to develop competences and effective communication in oral and written language on the topic;
- audio recordings, the contents of which were conversation between friends, assisted through the use of graphic organizers, intertwined with competences

development on reading comprehension, for the efficient production of spoken language.

- Interviewing a partner: activities were intended as the preparation and practice for an interview with a partner, each one assuming either the role of interviewer or that of the interviewee.

Computers

The most useful invention at the present time is the computer. These machines have become a very important part in our lives. This new device helps us to communicate with family and friends all over the world. Teens should take more advantage of having a computer at home. It can guide them while doing their homework and to do further research on different topics. It is a fact that computers make life easier for everyone in general. Although we should pay attention to the time we spend in front of it, there are many advantages we have to think of while using them. The most important is to take care of our personal information and of the people we talk to.

Questions about the text to be answered:

1. What are the things you can do with your computer?
2. What can happen if you surf the net without safety?
3. Is it a good idea to talk to people you do not know online? Explain why.

As for the various language elements, such as grammar, vocabulary and pronunciation, the techniques and procedures described in chapter 1 were put into practice to work on them. For this topic, there was presentation and practice of various areas that would be useful for the tasks. Related to grammar, there was practice using subject pronouns; related to vocabulary and pronunciation, the students worked on adjectives to describe physical characteristics and personal qualities, and on expressing likes and dislikes. To learn and practice some of these elements, the students listened to a text, watched a video frame, and carried out first mechanical, then meaningful, and finally, communicative practice of the various linguistic items.

They also learned to use them through exercises like writing a short, successful story about their partner. These activities, where the students learned to use various expressions and grammar structures in a meaningful way, assisted in the development of both oral and written skills. The sample topic for another supposed Unit, in this case 3, in Lesson 1, “Getting to know me”, led to achieving certain learning objectives: discovering how to deepen their understanding about themselves and others and evidencing understanding of texts.

In order to assess the learners’ language production regarding the communicative functions, the grammar structure and vocabulary use, they were asked to write a text of at least 30 words. The topic was to explain what they found interesting about the what they found interesting about the classmate(s) that they had interviewed and if they thought they had made a new friend. The final goal was to have learners take part in the writing and production process, through guided questions such as: “Did you use helpful tips to make sure you find good friends? How could/do you do that?”

Though warmers (lead-ins and warm ups) were not described in the lesson plan components described above, they constitute an important part in any lesson, to introduce any topic, and to get learners to engage in a short conversation. This part of the lesson is usually included to bring the spirit of the English language into the classroom. Through imaginary situations, the teacher starts the lesson with a game to recall the previous lesson.

For example, one can use a box and slips of paper with a question to discover information about their classmates. This game, “Find Someone Who”, is a group activity where each student must ask their classmates the question on their paper. In this way they get to know each other better, and feel more relaxed in using English. There are other various of this kind of game: Asking about starting a new school year; visiting new places; or recalling past events. These are useful way to help students feel more comfortable in using English, and also to meet people they have never spoken with before. It can encourage them to use the vocabulary from a previous class, or enable them to prepare for vocabulary of a new chapter or project or the first activity of the lesson. They can practice different greeting components, such as: hello, good morning,

good afternoon, or asking for personal information, like “What’s your name? Do you live close to school? How old are you? Do you have any brothers or sisters?”

In activity 1, learners had a first contact with their classmates to find someone who... (has a big brother, loves to read, likes to watch TV, etc.), and after a few minutes they report their findings. It is the time to introduce some vocabulary that will help them in the upcoming activities. For the presentation of new vocabulary, effective techniques appropriate for the learners’ age were used. The vocabulary items were single words and phrases, different components of the same communicative function, like: “Nice to meet..., see you later, do you like...?”, among others.

For activity 2, as suggested in the teacher’s long-term planning, the learners watch a video excerpt, where people introduce themselves, talk about likes and dislikes and about personal qualities, to develop skills in listening comprehension. (This would also include the subsequent sub-skills listen for gist, specific information, detail, attitude).

There was also a fill-in -the- blank vocabulary activity based on a video frame or more. The teacher prepared a transcription of the short video, with some words missing. Students filled in the blank spaces with the missing words they heard. The class then worked together to have corrected version of the conversation. The learners then worked in pairs, preparing and performing the short dialogues, recreating what had happened in the video.

This was followed by a third activity devoted to a series of actions, in which learners had to look for specific information in the transcript, scanning the text, showing them that they just can hurry over most of it until they found the information requested. Another reading sub-skill practiced was reading for the gist or skimming, i.e., reading quickly through the text to get a general idea of what it was about. The third reading sub-skill practiced was reading for detail, with the purpose of getting the meaning of every word. And the final reading activity was extensive reading, which involved reading a long piece of the text, reading some parts of the text in detail while skimming through the other parts. Gentle guidance toward the objectives helps learners to work with the text giving info about a person’s life and answering questions about it with precision.

Venn diagrams are also enjoyable and useful. For example, related to this topic about similarities and differences among people they have spoken to or read about in order to compare their own differences and similarities with that person, is the kind of exercise that helps learners reinvest in language and in written or oral production later on. For the assessment, teachers can ask someone in the class to volunteer to introduce her/himself to give information on the topic to the group. As a homework assignment, learners can write a short paragraph introducing her/himself to a new classmate. Independent study is always profitable if teachers provide clear directions and check learners' work in future lessons, but the teacher is not going to have the opportunity to check what learners do in-between the orientation stage and checking the results.

As part of specific lessons, the teacher planned to present, practice and assess the grammar in context. The objectives were to become familiar with, reproduce, produce and create in their own words, in correspondence with the linguistic content of the unit. The grammatical issues were included in the functions of language to communicate effectively by using the correct personal pronouns and the simple present; there was a need to emphasize the exception of the third person singular verb form, as a way to prevent possible mistakes learners make in this context.

This is an issue which might need more attention and different follow-up for individual differences according to results of the class profiles the teacher has. There are other examples for practice activities in the language classroom that develop skills. For example, each learner writes one to three statements on a blank index card, such as a favorite color, hobby, other interests, or vacations. The teacher collects the cards and redistributes them so that everyone gets someone else's card. Then the learner finds the one with their card and introduces him/herself.

While listening and reading comprehension, the receptive skills, also require practice, as suggested by the activities above, they can more easily be worked on by students at home. Competences, skills and sub-skill development for productive skills are paramount for effective communication and the formation of habits inherent to proficient speakers, with the appropriate levels of formality. For this reason, oral and written

expression require a sequence of practice through exercises to attain accuracy and fluency.

Corrections depend on how learners' mistakes are categorized and, on the interaction, patterns the teacher works on. S/he can correct in person, or simply ignore mistakes, in order not to discourage the learners. Peer and self-correction are strongly recommended. It is a belief of the authors that the counterpart for correcting learners is giving feedback to motivate, help understand what the problems are, and how they can improve.

The teacher takes into consideration some of the mistakes made by the learners and demonstrates the uses of the grammar structure object of study at a familiar level, using a handout to practice pronouns.

Exercise 1, Mary is a good student. _____ always get to school at 7:30 in the morning.

2. Peter and Betty love pizza. _____ usually buy one on St. Catherine Street.

In a second activity, based on error correction, the teacher can verify and demonstrate the verb structure and use to the learners. For example: Fill in the blanks in the following sentences.

- Sue _____ (cook) food for the family every day.
- The students _____(prefer) to dance

After working on several exercises for the development of reading comprehension skills using a text, focusing on the structure of the target grammar, the learners, besides answering the comprehension questions suggested, practice writing skills in another form of the same activity. This time, learners may be asked to write a 70-word paragraph, to check on the progress in their word use, paragraph structure, effective communication, and clarity of ideas. The focus of the writing will be on the use of the unit language functions, the related vocabulary and grammatical structures, all in one. The writing topic will have to be carefully aligned with those structures, so that students can get the maximum practice with them.



In a sequence of lessons, objectives move from simple to complex language structures, with topics usually linked to knowledge learners already have of the surrounding world. The sequence of mechanical, meaningful and communicative practice is useful here as well before testing them on how well they express themselves, using the language appropriately, correctly and effectively. The use of correct object and personal pronouns using the simple present can be used to develop language skills, receptive and productive skills, step by step. The teaching of environmental issues is a good example to attain proper social habits and behavior, as well as and environmental education.

Unit 3. 'The environment and I', can be considered a suitable topic to meet the goals described above. By the end of the unit learners had interacted and learned useful information to apply in daily life. Students could be introduced to the topic via a conversation initiated by the teacher, by providing a series of leading questions, such as "Should people take care of the environment? How do you care for the environment? What could we do?" However, the topic is so broad, that it is difficult to think about and deal with all the different aspects that one could include. A better method would focus on just one area of the environment. This can focus the particular vocabulary, grammar structures, reading and listening activities, and conversations and tasks. This is what was presented above.

The teacher shows the learners a short video, after using preview activities designed for the time before watching. These activities are intended to present and explain the relevant vocabulary. The teacher can check to see how much of the students already know. This is followed by a reading activity, where students scan for the terms related to the topic (already seen in the vocabulary items). Then there are fill-in-the-blank sentences, where the students choose the best word from the bank of new words.

Recycle environment ecosystem biodiversity pollution

- a). Humans should be aware of the -----.
- b). Scientists always find great levels of ----- when they test the water.
- c). Our teachers remind us to -----, to help us save our environment.

d). ----- is the key to any -----.

2. A True or False exercise such as the following.

a). Glass is very difficult to decompose.

b). The United States is the biggest producer of garbage in the world.

c). Paper bags are not very useful.

2. Learners may be asked to name 5 tips they hear in the video to help save the environment, and then are asked to listen to the video once more and answer the following questions:

a). Do you think that people around you recycle as much as they can?

b). What types of pollution are mentioned in the video?

c). According to the video, what can you do when there is no recycling? No laws against pollution?

A text exemplar can be: Pollution and human beings, with a series of actions to be developed during the while- and after-reading stages.

Pollution and human beings

Pollution is a phenomenon that affects everybody. The fact that we have floods, forest fires and volcanoes doesn't make it easy for humans to live a better life. We need to consider that people play an important role in trying to save the planet. Actions like using cars, and throwing garbage into rivers and lakes, must be forbidden. The only way we have to deal with pollution is limiting our actions on a regular basis. Recycling is the best policy to help save the planet. We can always think of reusing at all times.

Questions about the text:

1. What are two things we can do to stop pollution?

2. What can be done to save our planet?

3. Is there anything you can do at school to protect the environment?
4. Who has a very bad influence on the environment?

And finally, there should be a reinvestment task to complete the learning cycle. Here, learners had to say what bothers them the most about environmental problems and explain why.



Conclusions for the chapter

The integration of instruction and education in this proposal, has been assumed as strategy for the development of skills and competences for effective communication through English lessons, where teachers develop presentation, practice and testing of learners' progress, and teach pronunciation, vocabulary, grammar, functions and their exponents, topics and texts.

One of the most relevant characteristics of the proposal is its flexibility, which inserts the content of the learners' real surrounding world to the system of lessons teacher's plan to favor effective communication in the target language through actions that favor the development of process.



Chapter 3. Methodological aspects

3.1. Scientific sample studied

The total scientific sample selected for the investigation included, on the one hand, 101 student-teachers in the foreign language teaching education program (42 in first year, 31 in second, 14 in third and 14 in the fourth). Additionally, and without constituting part of it, 10 fifth-year students cooperated. The scientific sample represents 74.26% of the student -teachers in the FLT program population, according to a proportional stratified sampling chosen (Gamboa 2018). The size of the scientific sample necessitated the use of the Excel book CaTaMu (Gamboa, 2019a). The 101 students, out of a total of 136 registered in the academic year 2016-2017, provided information that we ascertained was 95% accurate with a maximum error of 5%. The distribution factor was recorded using the Excel book MuEstProp (Gamboa, 2019b). All four academic years were represented in a proportional way, making the study representative.

Regarding the other part of the total scientific sample selected for the investigation, there were 180 seventh grade learners, divided among six class groups, from a Junior High School. The learners who cooperated represent 84.2% of the scientific sample population, according to the same proportional stratified sampling chosen (Gamboa 2018), which also necessitated the use of the Excel book CaTaMu (Gamboa, 2019b). The 180 learners, out of a total of 210 registered in the academic year 2019-2020, provided information that we ascertained was 95% accurate with a maximum error of 5%. The distribution factor was recorded using, the Excel book MuEstProp (Gamboa, 2019c). The seventh grade was represented in a proportional way, making the study representative.

3.2. Scientific procedures implemented

The scientific procedure used is in correspondence with Gamboa's (2021) proposal. It was structured according to the following steps:

- Preparation, included defining the scientific sample needed, the concepts to use, and the training of the investigatory team.
- Data collection.

- Tabulation of the data and its presentation in charts and graphics.
- Synthesis, analysis and interpretation of data.
- Formulation of conclusions, and;
- Recommendations for decision-makers.

3.3. Analysis of the results, suggestions for teachers' initial training and for the English language classroom in Junior High

The Foreign Language Teaching Didactic discipline in English teachers' training is of paramount importance because this is the discipline in which coherent professional ways of performing should be enhanced in teachers-to-be. However, it was not possible to attain it through purely didactic contents. The teacher trainer structures the micro level of the curriculum and creates didactic units that include professional content, which generates the development of professional and intellectual abilities for successful performance after graduation. It is one of the reasons why the former analysis of suggested lesson plan components proved to be effective in achieving an ordered sequence of habits, skills and knowledge in teachers-to-be. These are needed to foster the learners' communication in English during the lesson.

In this way, curriculum organizers affect the process in favor of teacher trainees' development of oral and written competences, while they focus on the delimitation of the educative component of the lesson; the treatment of the different types of practice (mechanical, meaningful and communicative). They also focus on how to deal with a large number of learners, with the frequent errors of English learners, and with the diversity of learners in a classroom. In addition, they focus on the existing unity between instruction and education, using a diversity of materials and resources for learning, the pedagogic sense and value in using songs to reinforce accuracy and fluency, and the sociocultural elements included in the lesson, as part of the professional abilities claimed by the Model of the Professional.

There is great value in the professional use and integration of all these curriculum organizers in the teaching/ learning process for a wide range of teachers' functions. It is also valuable for learner interactions in the classroom, for oral and written production, with an accurate content in the message as well as its articulation. The curriculum

organizers also offer the support teachers need for learners to evidence understanding through the response process. This is reflected when they use the knowledge from their textbooks and classroom work, as well as their knowledge of their surrounding world in a reinvestment task. Formulating the message with the appropriate communicative function in the content of the message is the desired final result.

A model for pedagogic professional guidance underlies all the study-practice above, it can be described as a unit that includes three subsystems: the theoretical-cognitive view of the profession, with the parameters of an education professional, that determines professional and intellectual ability requirements, professional ways of acting, and the level of emotional engagement needed to link teachers-to-be with their profession. An experiential subsystem which offers a context for professional formation during practicum training, replacing isolated, occasional and spontaneous activity, for those well-designed, thought out, with instrumental activities planned by the trainers, that ensures that the teacher-to-be learns to use technical vocabulary in the classroom and produces the appropriate materials for the educative process.

A practical-instrumental subsystem, comprises curriculum organization and the professional pedagogic functions of an English teacher. The relations between thematic cores, curriculum organization and professional problems must be presented in a logical, coherent way, we consider this integration the best way to achieve the needed cohesion which enables the transfer of what is learned to another contexts, sets of lessons units and lessons as such.

These subsystems complement each other. Their integration allows greater impact in teaching and also guarantees that teachers-to-be transit through the cognitive levels from familiarization to generalization in each topic or theme in the discipline foreign Language Teaching Didactic. In this way their training and formation develops in a socio-scientific manner.

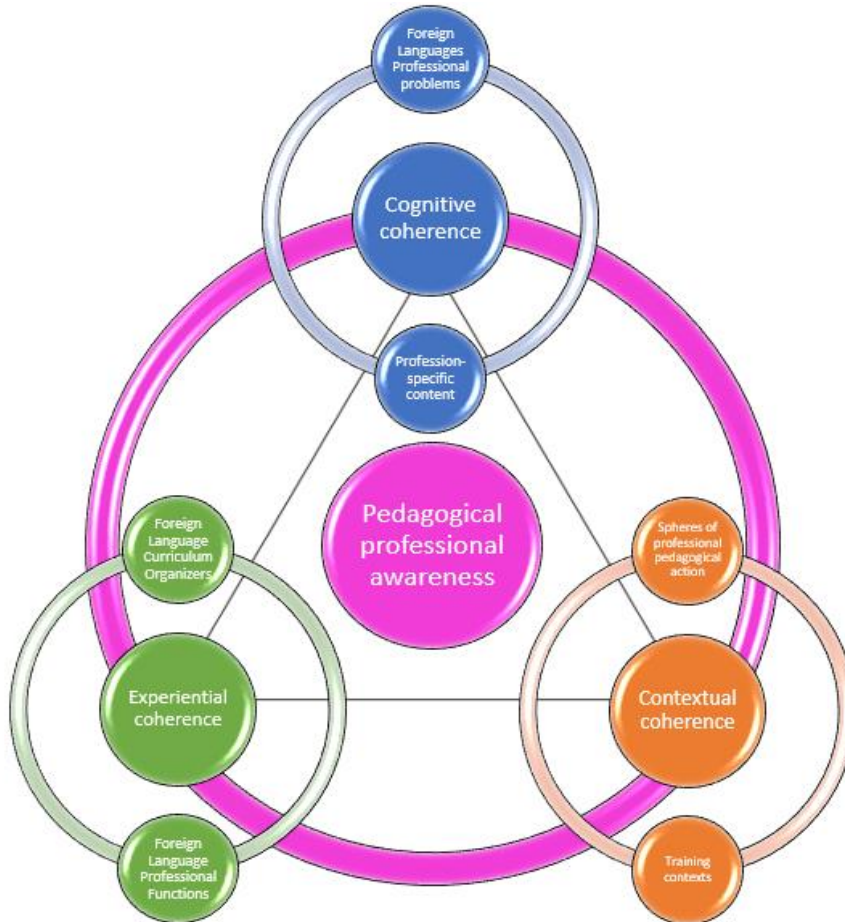


Fig. 1: Graphic representation of the subsystems within the system for teachers' training in foreign language Teaching Didactic

It is through the development of a main idea continued throughout the contents analyzed, and only through conscientious preparation that the vision we believe in, can be taught and learned in an organized way. The importance of preparation is one of the main ideas of this system. We term this the organizing-planner function, essential in learning and it is a sign of progress and cognitive coherence when the teacher-to-be adopts this approach in her or his own teaching after graduation. Teachers-to-be learn best when they experience real-life situations in their profession. Consequently, their training will favor efficient English learning for communication in the teaching learning process in schools.

Conclusions

This work devoted to the study of English language teachers' training and practicum, is the result of years of development by the authors. The analysis of the insights of Foreign Language Teaching Didactic to create didactic units to enhance efficient communication in English language classrooms, was proven with a scientific sample of student-teachers, trainers, English teachers and, mentors/tutors/scientific advisers. The examples gathered in this volume were very helpful for teachers-to-be to gain independence and self-transformation, during their initial training. This was thanks to the integration of the subjects of the major with the comprehensive discipline of Foreign Language Teaching Didactic, which prepared them to judge, critique, and reflect on objectives, tasks of the profession, and teachers' roles. It has also enriched all the participants' understanding of the contents of their profession, and provided a better understanding and interpretation of professional work in the contexts in which they performed.

In addition, the MAPPLEXTSmith scale, regarded as a valuable tool, considers the professional and intellectual abilities required for the profession, offers the possibility of investigating the professional awareness and trainee actions in their transit from familiarization to generalization (Smith and Gamboa, 2019; Smith, 2021). The use of the scale allowed for the discovery of teacher trainee strengths and weaknesses, and helped to manage feedback.

The results obtained in the study guarantee the relevance, effectiveness, quality, feasibility, validity and importance of the methodology, which was supported by various elements of professional content, such as the relationship between theory and practice, and the link between affective and cognitive learning. It favored self-determination and the development of different ways of thinking, feeling, and acting, in correspondence with the objectives of the profession.

The study demonstrated how to enrich the theoretical training of the curriculum by including interdisciplinary relations. Foreign Language Teaching Didactic strengthened the integration between trainers and their trainees. This was proven by comparing existing scientific literature, the information gathered by the instruments analyzing the

scientific sample, the revision of the documentation that was used, and consultation with different types of experts in the topic area.



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