




# REVISITING LANGUAGE TEACHING


## Key Elements for Pre-Service Teachers



Jahir Aguirre Morales  
Bertha Ramos Holguín  
Ilba Yaneth Rodríguez Tamayo


### JAHIR AGUIRRE MORALES

Professor at Universidad Pedagógica y Tecnológica de Colombia (UPTC) in Tunja, Boyacá. He holds an M.A. in English Didactics from Universidad de Caldas. He belongs to the research group "TONGUE". He currently teaches at the School of Languages at UPTC. He was an ESL teacher in North Carolina and a Spanish language teacher in Virginia, USA.

 <https://orcid.org/0000-0002-6859-7216>  
jahir.aguirre@uptc.edu.co


### BERTHA RAMOS-HOLGUÍN

Professor at Universidad Pedagógica y Tecnológica de Colombia (UPTC) in Tunja, Boyacá. She holds a Ph.D. in Educational Sciences from UPTC, and an M.A. in Applied Linguistics for the Teaching of English from Universidad Distrital Francisco José de Caldas. She is the leader of the research group "TONGUE". She currently teaches at the School of Languages at UPTC, the M.A. in Language Teaching Program, and the Educational Sciences Doctoral Program at the same university.

 <https://orcid.org/0000-0003-4468-1402>  
bertha.ramos@uptc.edu.co

### ILBA YANETH RODRÍGUEZ TAMAYO

Professor at Universidad Pedagógica y Tecnológica de Colombia (UPTC) in Tunja, Boyacá. He holds an M.A. in Applied Linguistics for the Teaching of English from Universidad Distrital Francisco José de Caldas. She belongs to the research group "AVE". She currently teaches at the School of Languages, and in the M.A. in Language Teaching Program at the UPTC.

 <https://orcid.org/0000-0002-5220-5951>  
ilba.rodriguez@uptc.edu.co







# REVISITING LANGUAGE TEACHING

Key Elements for Pre-Service Teachers

Jahir Aguirre Morales  
Bertha Ramos Holguín  
Ilba Yaneth Rodríguez Tamayo



**Uptc**<sup>®</sup>

Universidad Pedagógica y  
Tecnológica de Colombia

VIGILADA MINEDUCACIÓN





# REVISITING LANGUAGE TEACHING

Key Elements for Pre-Service Teachers

Jahir Aguirre Morales  
Bertha Ramos Holguín  
Ilba Yaneth Rodríguez Tamayo



**ENFOQUE:** FORMACIÓN

**ÁREA:** HUMANIDADES

Subárea: Idiomas y literatura

Colección N° 96

Revisiting Language Teaching: Key Elements for Pre-service EFL Teachers

Explorando la enseñanza de lenguas: elementos clave para docentes en formación

Primera Edición, 2025

Versión digital

© Jahir Aguirre Morales, 2025

© Bertha Ramos Holguín, 2025

© Ilba Yaneth Rodríguez Tamayo, 2025

© Universidad Pedagógica y Tecnológica de Colombia, 2025

ISBN (ePub) 978-958-660-953-1

Proceso de arbitraje doble ciego

Recepción: mayo de 2024

Aprobación: noviembre de 2024

Hecho en Colombia - Made in Colombia

Revisiting Language Teaching: Key Elements for Pre-service EFL Teachers / Explorando la enseñanza de lenguas: elementos clave para docentes en formación / Aguirre Morales, Jahir; Ramos Holguín, Bertha & Rodríguez Tamayo, Ilba Yaneth. Tunja: Editorial UPTC, 2025. 134p.

ISBN (ePub) 978-958-660-953-1

Incluye referencias bibliográficas.

1. Education. 2. Teaching practice. 3. Foreign languages. 4. Community. 5. Curriculum. 6. Pre-service teachers.

(Dewey 370/21) (THEMA CJ - Enseñanza y aprendizaje de lenguas)

**Rector, UPTC**

Enrique Vera López

**Comité Editorial**

Carlos Mauricio Moreno Téllez

**Vicerrector de Investigación y Extensión**

Yolanda Torres Pérez

**Directora de Investigaciones**

Oscar Pulido Cortés

**Delegado Vicerrectoría Académica**

Martín Orlando Pulido Medellín

**Representante Área Ciencias Agrícolas**

Yolima Bolívar Suárez

**Representante Área Ciencias Médicas y de la Salud**

Nelsy Rocío González Gutiérrez

**Representante Área Ciencias Naturales**

Olga Yanet Acuña Rodríguez

**Representante Área Ciencias Sociales**

Juan Guillermo Díaz Bernal

**Representante Área Humanidades**

Pilar Jovanna Holguín Tovar

**Representante Área Artes**

Edgar Nelson López López

**Representante Área Ingeniería y Tecnología**

Juan Sebastián González Sanabria

**Representante Grupos de Investigación****Editora**

Bertha Ramos Holguín

**Corrección de Estilo**

Claudia Helena Amarillo Forero

**Diseño y Diagramación**

Aura Patricia Sarmiento Hernández

Libro académico y/o de formación resultado del proyecto: los Sentidos de la Formación en Lenguas Extranjeras en Zonas Rurales en Boyacá, Colombia: el Caso de Samacá, con SGI 3178

Citar este libro / Cite this book

Aguirre, J., Ramos-Holguín, B. & Rodríguez, I. (2025). Revisiting Language Teaching: Key Elements for Pre-service EFL Teachers. Editorial UPTC.

<http://doi.org/10.19053/uptc.9789586609531>



Libro financiado por la Vicerrectoría de Investigación y Extensión - Dirección de Investigaciones de la UPTC. Se permite la reproducción parcial o total, con la autorización expresa de los titulares del derecho de autor. Este libro es registrado en Depósito Legal, según lo establecido en la Ley 44 de 1993, el Decreto 460 de 16 de marzo de 1995, el Decreto 2150 de 1995 y el Decreto 358 de 2000.

**Editorial UPTC**

La Colina, Bloque 7, Casa 5

Avenida Central del Norte No. 39-115, Tunja, Boyacá

[comite.editorial@uptc.edu.co](mailto:comite.editorial@uptc.edu.co)

[www.uptc.edu.co](http://www.uptc.edu.co)

<https://editorial.uptc.edu.co>



## Abstract

This textbook is intended for pre-service EFL teachers who are enrolled in their final teaching practicum, with the objective of providing a comprehensive guide to their experiences as novice EFL teachers. In this textbook, the reader will find some theoretical principles followed by a series of practical reflective activities. This textbook is divided into eight elements. Each element begins with a general objective and some guiding questions or reflections so that the reader knows at a glance the focus and general content of the element. This textbook has also included some basic research and theoretical principles to better guide pre-service EFL teachers' reflections. At the end of each element, there are two activities that aim at summarizing the topic addressed along with the element. For further information, the reader will find a chart with links for recommended readings aimed at extending and applying the content of each element. In this textbook, the first two elements account for students' experiences at home and with the community. The third element relates to how negotiation can take place in the EFL classroom. Elements four and five describe two of the forgotten aspects to be negotiated in EFL classrooms: the homework and the assessment. Elements six and seven encapsulate the many complexities pre-service EFL teachers might face in their classrooms. Element eight is a call to think about sociocultural aspects from the first class. The aforementioned aspects may facilitate the comprehension of the numerous complex factors that pre-service EFL teachers must consider to ensure their success in educational contexts.

**Key board:** Education, teaching practice, foreign languages, community, curriculum, pre-service teachers

## Resumen

Este libro de texto está dirigido a los docentes de inglés en formación como lengua extranjera que desarrollan su práctica pedagógica final, con el objeto de proporcionar una guía integral para sus experiencias como docentes iniciales de inglés como lengua extranjera. El lector encontrará algunos principios teóricos, seguidos de una serie de actividades prácticas reflexivas. Este libro de texto está dividido en ocho elementos; cada uno de ellos comienza con un objetivo general y algunas preguntas de orientación o de reflexión que le permiten al lector conocer, desde un inicio, el enfoque y el contenido general del elemento. También se incluyen principios básicos de investigación y teóricos para orientar mejor las reflexiones de los docentes de inglés en formación. Al finalizar cada elemento hay dos actividades que resumen la temática abordada. Para información adicional, el lector encontrará un cuadro con enlaces en internet para lecturas recomendadas que buscan ampliar y aplicar el contenido de cada elemento. En este libro de texto, los dos primeros elementos se relacionan con las experiencias de los estudiantes con sus familias y la comunidad. El tercer elemento se conecta con la negociación que puede darse en el salón de clase de inglés como lengua extranjera. Los elementos cuatro y cinco describen dos de los aspectos poco abordados en la literatura académica: la negociación de las tareas y la evaluación. Los elementos seis y siete dan cuenta de algunas de las complejidades que los docentes en formación de inglés podrían encontrar en sus salones. El elemento ocho es un llamado a considerar la dimensión sociocultural desde la primera clase. Todos estos aspectos pueden ayudar a los docentes de inglés en formación como lengua extranjera a comprender algunas de las complejidades en sus contextos educativos.

**Palabras clave:** Educación, práctica pedagógica, lenguas extranjeras, comunidad, currículo, maestros en formación

# Content

Introduction	13
<b>ELEMENT 1</b>	<b>17</b>
<b>PARENTAL/FAMILY INVOLVEMENT IN EFL CLASSROOMS</b>	
Parental Involvement or Family Involvement	19
Guiding Principles to Involve Families Effectively	21
<b>ELEMENT 2</b>	<b>29</b>
<b>WORKING WITH THE COMMUNITY IN EFL CLASSROOMS</b>	
Students' Diversity	30
Funds of Knowledge	32
Culturally Responsive Pedagogy (CRP)	34
<b>ELEMENT 3</b>	<b>37</b>
<b>NEGOTIATING THE EFL CURRICULUM</b>	
Curriculum	38
Negotiating the Curriculum	41
<b>ELEMENT 4</b>	<b>47</b>
<b>HOMEWORK ASSIGNMENTS IN EFL</b>	
Homework Assignment	48
Scenarios while Planning Homework Assignment	49
Planning Homework Assignment	51
Parental Involvement in Homework Assignment	52

<b>ELEMENT 5</b>	<b>59</b>
<b>ASSESSMENT IN EFL CLASSROOMS</b>	
Assessment	59
Self-assessment	62
Teacher Self-assessment	63
Student Self-assessment	64
Formative Assessment	65
Summative Assessment	65
Classroom Assessment	66
Peer Assessment	66
Feedback	66
<b>ELEMENT 6</b>	<b>71</b>
<b>SOME OF THE COMPLEXITIES OF EFL CLASSROOMS PART-I</b>	
Discipline	72
Classroom Management	76
<b>ELEMENT 7</b>	<b>83</b>
<b>SOME OF THE COMPLEXITIES OF EFL CLASSROOMS PART-II</b>	
Classroom Complexities	84
Sociocultural Aspects	85
Gender Issues	87
Students with Special Needs	89
Gifted Students	91
<b>ELEMENT 8</b>	<b>95</b>
<b>MEETING AN EFL CLASS</b>	
The First Lesson	99
Actions for the First Day of Class	100
Key Issues in a First Day Class Activity	101
Conclusions	107
Reviewing and Reflecting about What You Have Learned	113
Useful Web Links for Further Information	117
References	127

## Introduction

When we are teaching, we openly and honestly express care, affection, and respect. Teaching is an act of love. Van Manen (2015) suggests that anyone who has received love knows what pedagogy means and what it entails. In this sense, pedagogy refers to the sensibility that a teacher experiences as a natural response in a pedagogical moment. “Pedagogy involves us in distinguishing actively and/or reflectively what is good or right and what is life-enhancing, just, and supportive from what is not good, wrong, unjust, or damaging in the ways we act, live, and deal with children” (Van Manen, 2015, p. 20). That reflection implies analyzing realities in their complexities. This means that when teaching, teachers should be aware of their social realities and how they affect what happens in their classrooms, so that they can make informed decisions, and thus, act pedagogically.

One of the main components of language teaching programs in the Colombian context is the pedagogical one. Most pre-service English as Foreign Language (EFL) teachers have gone through an academic process in which they have developed their linguistic and teaching skills. They are also expected to go through a series of courses, such as second language acquisition, pedagogy, didactics, teaching approaches, materials design, etc. The last course in this component is usually devoted to the final teaching practicum. This course aims at providing pre-service EFL teachers with an overview of what a teacher’s life is like in a real context. In many public universities in Colombia, this final teaching practicum takes place in public, urban or rural settings. That is why there is a need to guide pre-service EFL teachers towards more comprehensible ways of conducting their final teaching practicum based on the territories where educational institutions are located. It is expected that by reflecting on the realities of the communities with which they will interact, pre-service teachers will develop more sensibility in their teaching experiences.

Our purpose in this textbook is to open a window for pre-service EFL teachers to be actively engaged in reflection about the realities they might face during their

final teaching practicum. As such, our purpose is to offer pre-service EFL teachers a comprehensive, theoretically coherent textbook to guide their final teaching practicum. As teacher educators, we are aware of the fact that pre-service EFL teachers might find it difficult to cope with the many responsibilities they are likely to take on. We also know that they love their students, but usually they do not know how to deal with the school realities they might encounter along the way.

We, the authors of this textbook, have been working with pre-service EFL teachers for more than twelve years. Pre-service EFL teachers, in our educational context, are subjects who have been in a teaching program for more than four years, and who, as part of their final semester of study, should develop a final teaching practicum in a public and/or rural institution. We have seen that for many EFL pre-service teachers, being confronted with multiple contexts become a complex phenomenon.

With this textbook, our goal is to provide a resource that speaks directly and clearly to pre-service EFL teachers, so that they can pick it up and use it without further assistance. In the same way, we have worked to make it theoretically sound and research-based, so that it will be useful as a supplementary text in any language teaching program at the tertiary level. We have included some features in this textbook to make it useful for pre-service EFL teachers as a resource. The textbook is divided into eight elements. Each element begins with a general objective and some guiding questions or reflections, so that the reader knows at a glance the focus and general content of the element. We have also included some basic research and theoretical principles to better guide pre-service EFL teachers' reflections. Additionally, there are also classroom examples about teachers and students. At the end of each element, there are two activities designed to summarize the topic covered in the element. Finally, we have also added a table with links to recommended readings that extend and apply the content of the element.

In this textbook, we understand that teaching an EFL class goes beyond the lesson plan. This is because once pre-service EFL teachers enter a classroom, they notice that teaching is not only about having a lesson plan, but beyond that, there are many complex factors they need to consider in order to be successful in their educational context. These complexities include what students bring to class from their homes and their communities as well as their diversity. That is why we suggest pre-service EFL teachers read their context and negotiate the curriculum, so that they can impact positively their students' lives. Thus, in this textbook, the first two

elements account for students' experiences at home and with the community. The third element relates to how negotiation of the curriculum can take place in the EFL classroom. Elements four and five describe two of the forgotten aspects to be negotiated in EFL classrooms: homework and assessment. Elements six and seven encapsulate some of the many complexities that pre-service EFL teachers might face in their classrooms. Element eight is a call to think about sociocultural issues from the very first class.

In Element One, we discuss the role of parents and family members in the EFL classrooms. It is our belief that if EFL pre-service teachers get to know families well, they will be able to make connections, and thus, use the “fund of knowledge” as a guide in designing their lessons. Involving parents and families in the EFL classroom agenda is not an easy task. Learning how to guide more parents to be part of EFL classrooms is a challenge for any pre-service EFL teacher. However, there are some principles that might help in this endeavor: thinking of curriculum as a cultural process, being able to negotiate the curriculum, being aware of the importance of learning with the community, etc. All in all, parents and families, as part of the educational community, cannot be underestimated in the EFL learning and teaching processes.

In Element Two, we provide key ideas to work with the community in school settings. We have tried to provide some practical ideas that can guide EFL pre-service teachers to effectively involve the community in EFL classrooms' curriculum. Given the multiple benefits of working with the community in EFL classrooms, we describe some guiding principles that honor communities. In this sense, the essence of Element Two calls for creating a welcoming classroom climate, one that provides students with the possibility to be active participants in their communities and schools.

In Element Three, we present a view of curriculum that emphasizes the fact that it is a cultural and dynamic construction. Thus, in this element, we try to differentiate curriculum as a product of the curriculum as a process, and the way it can be negotiated in EFL classrooms. In Element Four, we define what a homework assignment is and present a cycle that a homework assignment should fulfill. We also describe the factors that need to be considered when designing a homework assignment. We present some real-life situations that can help pre-

service EFL teachers to think about homework assignments as a source that needs to be well planned and negotiated with the educational community. In Element Five, we see classroom assessment as a starting point for reflection and negotiation about teaching and learning processes. We define self-assessment, teacher self-assessment, student self-assessment, formative assessment, summative assessment, classroom assessment and feedback as a way to problematize what assessment means and implies.

Elements Six and Seven address some of the main complexities that EFL pre-service teachers might encounter in their classrooms. We start with discipline, an issue that most pre-service EFL teachers worry about. We seek to problematize this concept by guiding pre-service teachers to think critically about authority, power, and classroom management in EFL classes. Then, in Element Seven, we mention some of the most common classroom complexities pre-service teachers might face: gender issues, students with special needs, and gifted students. This element shows the main uncertainties that pre-service EFL teachers have reported in the experiences we have shared. Element Eight offers some practical ideas for a first class. In this element, we invite pre-service EFL teachers to reflect on the need to understand students' sociocultural contexts from the very first lesson.

This textbook is the third in a series designed to provide pre-service EFL teachers with ideas on which to reflect as they approach their final teaching practicum. As stated in previous textbooks, this one is not about recipes or instructional answers, this textbook is the result of our efforts as teacher educators to help pre-service EFL teachers find their own way in their final teaching practicum. We hope that this textbook can serve as the basis for those pre-service teachers who find it challenging to start their teaching life.

# ELEMENT 1

## PARENTAL/FAMILY INVOLVEMENT IN EFL CLASSROOMS

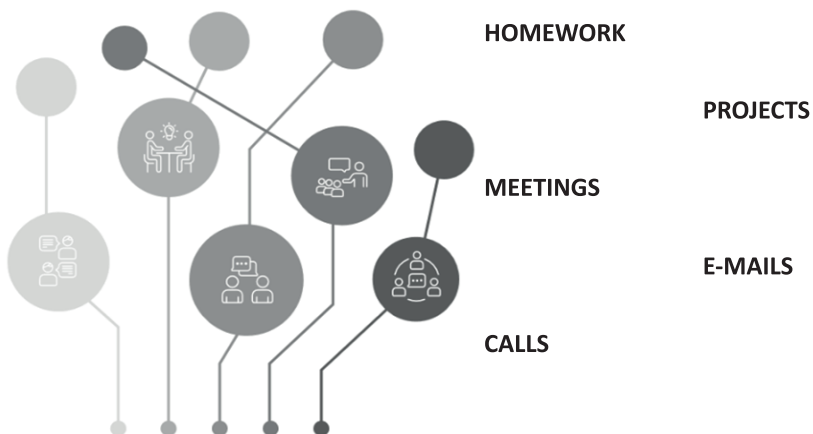
---

### OBJECTIVE

To establish the role parents/families might play in EFL classrooms.

1. Read the words in the diagram below. Ask a classmate: How do they relate to family involvement in EFL classrooms?

### FAMILIES AND SCHOOLS



2. Answer the following questions. Think back to your elementary school days and describe an experience in which your parents were involved in your educational process. Try to be as detailed as possible in your answers.



**What happened? Where did it happen?**

**Think & Write**

---

---

---

---

---

---



**When did it happen? Who was involved in the experience?**

**Think & Write**

---

---

---

---

---

---



**Why did it happen? How did you feel?  
How were your parents involved?**

**Think & Write**

---

---

---

---

---


---

## Parental Involvement or Family Involvement

There are several factors that affect students' success in EFL classes. One of those factors, that is usually underestimated, is the role of families in this process. Research studies conducted by Torres and Castañeda-Peña (2016), Castro et al. (2015), Castillo and Camelo (2013), Ávila and Garavito (2009) and Desforges and Abouchaar (2003), among many others, argue the need to include families in the educational context. Scholars such as Epstein (1996) defined the role of parents as "one component of effective schools that deserves special consideration because it contributes to successful family environments and more successful students" (p. 7). In this vein, it is important for pre-service teachers to understand the significance of including parents or family members in the school curriculum. In other words, it is of paramount importance to involve parents and families in the educational processes.

Parental or family involvement is defined as any kind of effort delivered by parents or any family member while their kid is in school age. According to Ávila and Garavito (2009) parental involvement means "the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities" (p. 106). From this perspective, parental or family involvement includes activities such as homework assignments, teacher-parent meetings, school-based activities, etc. Parental or family involvement has proven to be beneficial for students' success in educational endeavors. In fact, Henderson and Mapp (2002) suggest that cooperation between parents and schools may be more helpful in obtaining better results in children's learning. In the same line of thought, Đurišić and Bunijevac, (2017) mention that "schools need to build partnership with parents and develop mutual responsibility for children's success in the educational system" (p. 137).

- 3. Do you think parent/family involvement helps students succeed in language learning? Why? Share your answers with your classmates.**



---



---



---



---

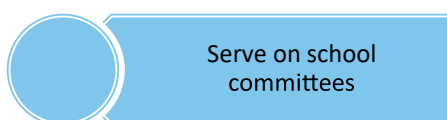
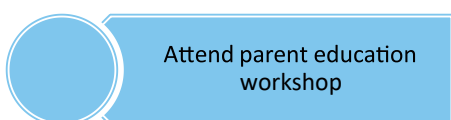
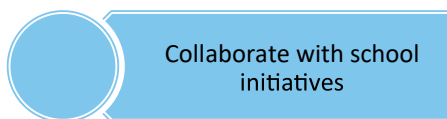
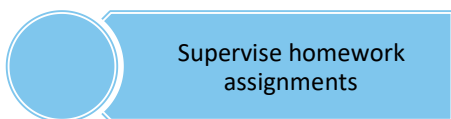
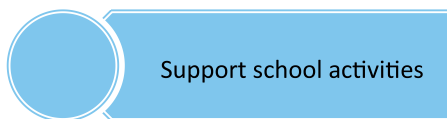
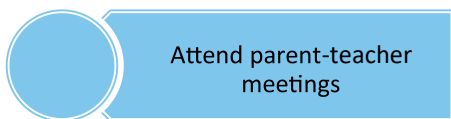
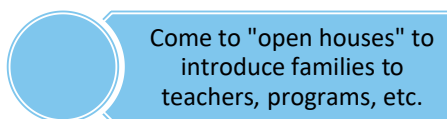
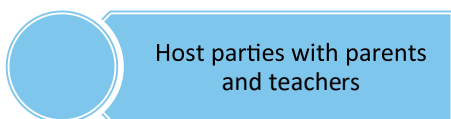
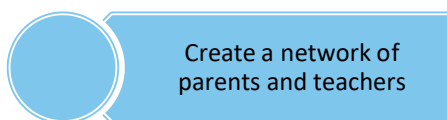
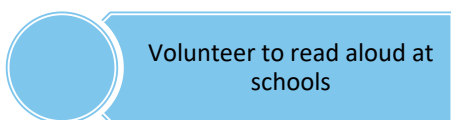
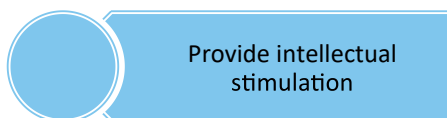
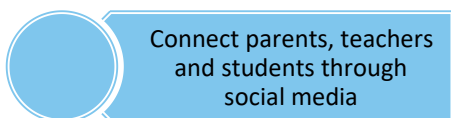


---

## Ways to Involve Families in School Activities

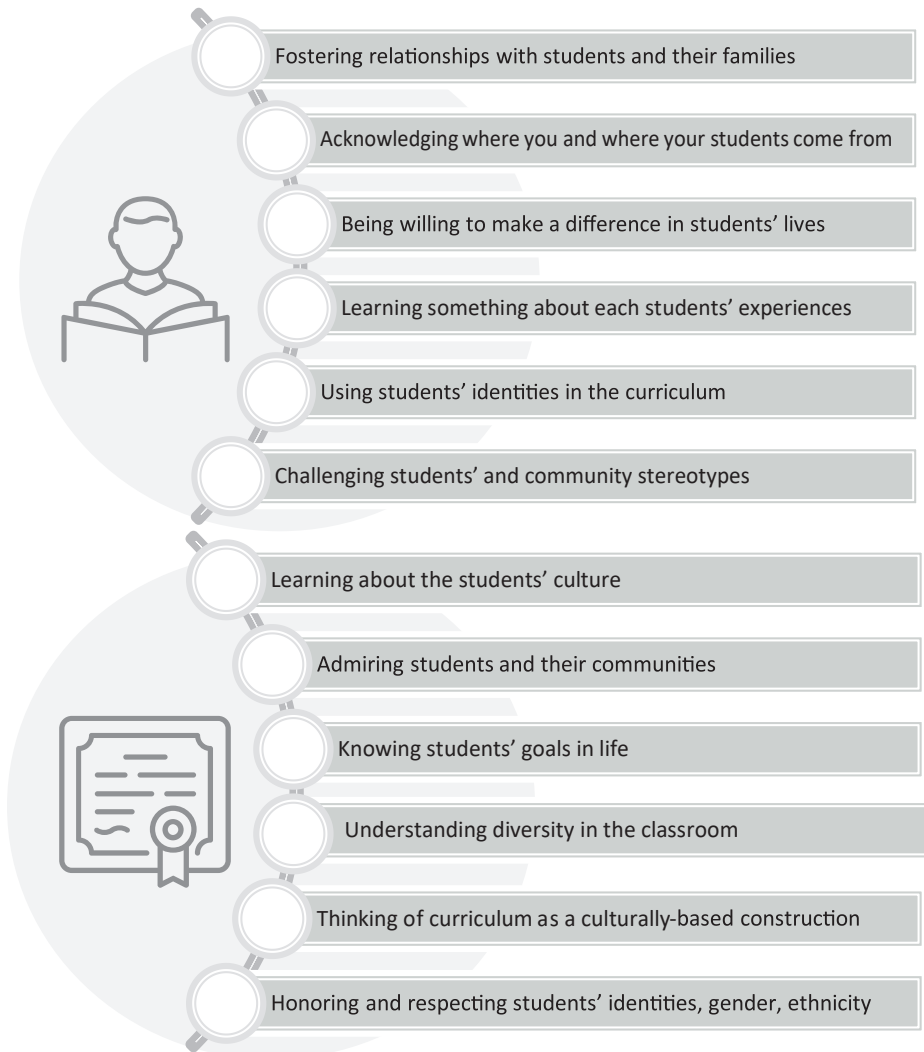
Sanders and Sheldon (2009) assert that schools succeed when there are strong bonds between parents, students, teachers and the community. Besides providing a good atmosphere for students to succeed in learning, Đurišić and Bunijevac (2017), say that the connections within the academic community improve school programs, develop parental abilities and contribute to the work of teachers. There are many ways in which families can become active participants in school activities.

- 4. Based on your own beliefs, rank from 1 to 12 each way in which families can support schools, considering that 1 is the most relevant factor and 12 is the least relevant. Then, with a classmate, check the similarities and differences in your answers.**



## Guiding Principles to Involve Families Effectively

Some principles that can guide pre-service EFL teachers to know how to effectively involve parents in school activities are as follows:



**5. After reading the previous twelve (12) principles, underline the four that you think are the most important ones. Be prepared to share them with the whole class, giving reasons for your choice.**

6. Read each case and answer the following questions. Miss. González and Miss. Martínez work in the same public school. Their approaches to teaching are different. In what ways do Miss. González and Miss. Martínez involve parents in their teaching? What principles can they follow to involve parents in school activities?

### Miss. González

Miss. González plans her lessons following the PPP model (Presentation, Practice and Production). However, she usually starts the class talking about discipline problems. Miss. González continues with a workshop she had designed the day before, in which students are asked to look for unfamiliar vocabulary in a text related to the story of the Titanic. Students read about Southampton’s Titanic Story. Miss. González loves British culture, and she wants students to learn about it. In general, she loves teaching about cultural issues. Later, she asks the students to read the story in silence. She usually asks questions about the reading and the students answer on a piece of paper that Miss. González grades. At the end of the lesson, she asks the students to tell their family members about the story of the Titanic.



Write & Share

---

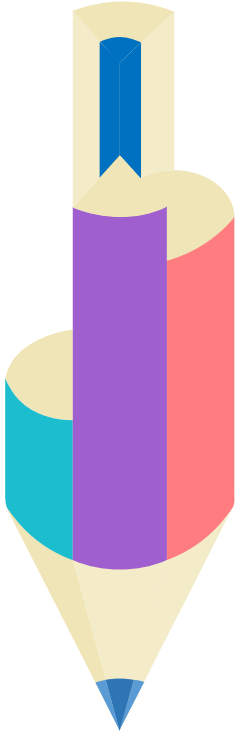
---

---

---

---

## Miss. Martínez



Miss. Martínez plans her lessons following the ESA model (Engage, Study and Activate). At the beginning of the session, she tends to socialize with the students, asking them about the weekend before class: “Did you go to the Gran Tomatina Festival? You should go.” She says, “It is unique in Latin America. You guys should be proud of yourselves and your community with such a beautiful festival.” Then, she begins her lesson by telling the students to draw the vocabulary they need for the lesson. After that, she hands out some copies in that have a reading about “La Tomatina” in Spain. She uses the reading to explain the grammar topic of the day. Then, she tells the students to read aloud to check for pronunciation and misunderstandings. Finally, she tells the students to work in groups to complete some activities to practice the grammar topic. She collects the papers for grading.

Write & Share

---



---



---



---



---



---

## Challenges Faced when Involving Families in School Activities

There are many challenges families can face when trying to get involved in school activities. Feuerstein (2000) argues that while parental/family participation in children's education is important, there are factors that influence their commitment that schools cannot control. In other words, although schools encourage parents/families' connection through school events, it is a fact that family involvement takes time and effort. Some challenges that parents and families may face are as follows:

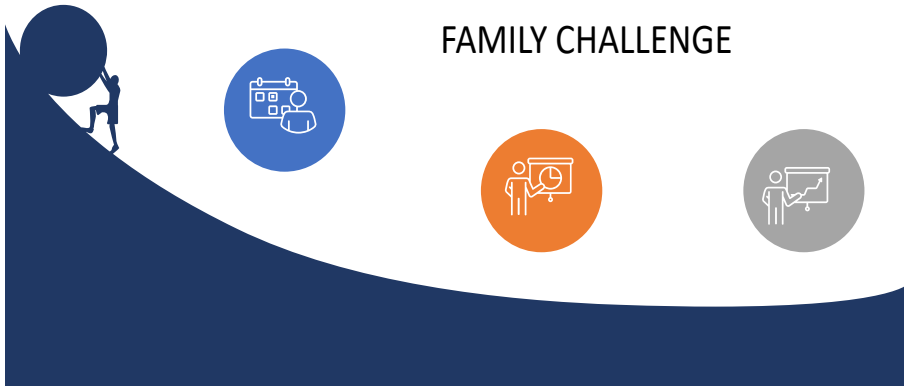
•**Lack of Time:** We live in tough and changing economic times. Budgeting is usually the priority for families. As a result, families tend to pay more attention to financial than to academic support. Families are also overwhelmed with work schedules and many other responsibilities. Ho (2009) suggested that parents may not be able to actively participate in school activities due to low income, inflexible work schedules, and language barriers.

•**Lack of Motivation:** Some families still think the school is responsible for their children's learning and may be unwilling to participate in school activities. Flynn (2007) suggests that when facing a problem at school, usually teachers resort to parents' responsibilities at home, and if they do not see any parental support at home, they usually think it is a waste of time to try to contact parents.

•**Lack of Confidence:** Sometimes families want to participate in their children's education; however, they may feel they are not literate enough to cope with school assignments. In addition, as stated by Davies (1996), if parents/ family members were not successful during their school years, they may have negative attitudes towards schools.

7. **Think about some other challenges that families might face in getting involved in school activities. Then, share your ideas with the class.**

8. Read the following case. Then, answer this question: What challenge might this family face in getting involved in school activities?



I live with my mother and my grandmother. I have three sisters, and I am the oldest child. I was born in Aquitania (Boyacá) and I study in a rural institution which is in a small rural village, thirty minutes away from my home. I am in 6th grade. I usually go to school from 7 am to 1 pm. When I come home, I accompany my mother and my grandmother to work on the farm, while my sisters do their homework. At 4 pm, we come back home and my mother and my grandmother always supervise my homework assignments. Sometimes, they do not understand what I have to do, because unfortunately, they could not finish high school when they were younger. At 6 pm, we have dinner cooked by my mom, and our grandmother tells us stories about her childhood. Over a cup of *agua de panela* with cheese and an *arepa*, she tells us about political parties' wars, big Christmas dinners, and going to Chiquinquirá to visit the church. When I ask my grandmother about my grandfather, she tells me he had just left home. I wish my mother and my grandmother could go to school more often to understand how things work.

Write & Share

---



---



---



---



---



---

9. Based on what you have read in this element, select three key concepts related to parents / family involvement in school activities. Write them down next to the circles and create your own definition for them.

Expand your knowledge

Be creative!  
Write your own  
definition

a.

b.

c.

a. Write your own definition


b. Write your own definition


c. Write your own definition


**10. Based on the institution and students characteristics described below, what ideas do you have for involving parents in school activities?**

**Challenge**

**Characteristics of the Institution**  
Publicrural institution

**Grade Level and Language Level**  
Multigrade classroom from first to fifth grade

**Number of Students**  
Ten students

**Resources**  
White board  
Markers  
Magazines

**Language Skills Students Master**  
Basic vocabulary

**Learners' Characteristics**  
Motivated and eager to learn



## ELEMENT 2

### WORKING WITH THE COMMUNITY IN EFL CLASSROOMS

---

#### OBJECTIVE

To recognize the need to engage communities in EFL classrooms.

1. Define the following terms with your own words. Follow the example. Remember that to define a concept, you first write the word you want to conceptualize. Second, you state its properties or characteristics.

Example:

**Community...** *is a group of people who share similar characteristics*

**Knowledge...**


**Pedagogies...**

**Territories...**

**Partnership...**

**Relationships...**

2. **Answer the following question. Do you want students to feel welcome or excluded in the foreign language classroom? Explain your answer and be prepared to share it with the whole class.**

 **Write & Share**

---

---

---

---

---

### **Students' Diversity**

Pre-service language teachers need to be aware of the fact that students are diverse. This might mean that they overlap different cultures, social and geographical locations. They also live diverse realities, and they have their own history. As such, pre-service teachers cannot deny that students have experiences that are relevant for the learning process. Students, their communities, and their families have memories, religions, feelings, languages and cultures that give them a unique voice. In other words, students are human beings constituted by a variety of dimensions of life, such as gender, race, religion, politics, culture, economics, etc.

The recognition of such voices in classroom discourses is insufficient for achieving a profound comprehension of human complexity. Instead, this recognition must extend beyond the mere acknowledgment of experiences to encompass the integration of knowledge acquired through that experience. In Hooks' (1994) words, this recognition agrees with the concept of "Transgressive Pedagogies", which acknowledge the voice of all the social actors in the educational context. We believe that when students' voices are heard, the educational context affirms who students are. Students, in turn, can recognize their abilities, so that they can develop autonomy and self-confidence.

Thus, pre-service teachers' work with the community is of paramount importance. The community has valuable experiences that might benefit students. That is why they need to develop deep relationships with local communities. Pre-service teachers' links with the community might guide their teaching practices. When they

approach students with a single teaching and learning methodology, they should ask themselves to what extent they are dehumanizing themselves and their students by using a one-size-fits-all approach.

Pre-service teachers can no longer keep ignoring who their students are, and they need to humanize their teaching. Pre-service teachers need to be humble and honor the knowledge that others have. In other words, it is important to work towards community-based pedagogies. Although the work with community-based pedagogies seems easy, it is one of the first challenges for teachers, students, and even administrators, basically, because those kinds of pedagogies recognize that it is impossible to leave students identities out of the classroom. What this might imply is that it is more important to know who pre-service teachers teach than what they teach.

Even though community-based pedagogies' research reports are rather a young field in Colombia, it is a great opportunity for pre-service teachers and EFL teachers to start reflecting and building their own community. As such, these "Transgressive Pedagogies" may be based on pre-service teachers' characteristics and the singularities of their EFL educational Colombian contexts.

**3. Based on the previous information, decide whether the following statements are true (T) or false (F). Correct the false ones.**

- Students in an EFL classroom have multishaped identities*
- EFL teachers are called to echo communities voices*
- Homogenization is a way of humanizing teaching*
- Transgressive pedagogies are the ones that follow specific methods*
- There is extensive research on community based pedagogies in the Colombian context*

## Funds of Knowledge

One way or another, there are many possibilities to work with the community to ensure effective participation. All of them emphasize positive interactions as opportunities to build trust among administrative staff, parents, teachers and local communities. A very useful opportunity to work with the local communities is to focus on their “funds of knowledge.” This concept is based on the fact that people have knowledge gained through life experiences. That is to say, the “funds of knowledge” focus on the sociocultural perspectives in which everyday situations provide human beings with knowledge that can be rebuilt based on the interactions they might have with the world.

The category of “funds of knowledge” in the educational field was promoted by Moll et al. (1992), who said that “funds of knowledge” are “historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (p. 133). Moll and González (1997) further assert that learning is more likely to happen if teachers involve the local communities and learn about them as part of their teaching and learning practices. The same authors (1997) argue that there are three principles that should guide teachers to comprehend the “funds of knowledge” that a specific community holds; they are: a qualitative analysis to deeply understand “funds of knowledge” students and communities embrace, a plan to include those “funds of knowledge” as part of pedagogical practices and the curriculum, and the actual practice of the planned instructional activities. To comprehend the “funds of knowledge” of a community, as previously mentioned, it is necessary to carry out a qualitative analysis in the community. Some activities that can be developed to fulfill this purpose are

- *Observe local realities, norms and experiences*



- *Ask students to interview family members to know their experiences*



- *Become involved with the community*



4. Think about four more ways to get to know the “funds of knowledge” of a community. Write them down and share your answers with your classmates.

 Write & Share

---

---

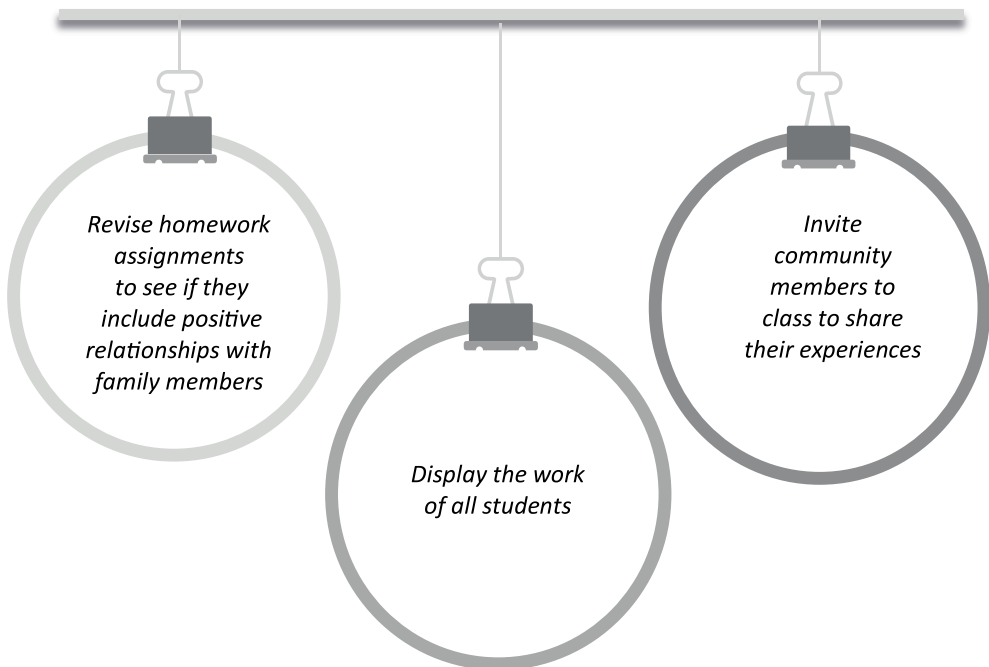
---

---


---

---

Some instructional activities that account for the community “funds of knowledge” which can be included in foreign language classrooms are:



5. **Think about four more possibilities to include the community “funds of knowledge” in the curriculum. Write them down and share your answers with your classmates.**

 Write & Share

---

---

---

---

---

---

### **Culturally Responsive Pedagogy (CRP)**

An approach that can facilitate the incorporation of communities’ “funds of knowledge” is culturally responsive pedagogy (CRP). Scholars, such as Harry and Klingner (2006), and Nieto (2013), suggest that CRP aims at incorporating communities’ diversity into the teaching and learning practices. Nieto (2013) states that CRP is an attitude towards teaching in which students and their communities, histories, cultures, and experiences are respected, valued and included into the curriculum. She goes on to say that CRP is not just a set of strategies or an approach to teach a specific group of students. On the contrary, Nieto (2013) advocates for CRP as a possibility for teachers to understand who they are and who they teach, and use that knowledge to engage in self and deep reflection to include students’ “funds of knowledge” in the foreign language classrooms. In this sense, Cruz (2022) states that “Culturally Responsive Pedagogy is an experience that addresses locally and situated learning that occurs when teachers realize that the classroom copes with other realities utterly different from those seen at first glance” (p. 22).

6. **In groups of three, plan an activity that incorporates the main principles of CRP. Be prepared to develop the activity with your classmates.**

7. Based on what you have read in this element, select three key concepts related to the work with communities. Write them down next to the circles and create your own definition for them.

Expand your knowledge

Be creative!  
Write your own  
definition

a.

b.

c.

a. Write your own definition


b. Write your own definition


c. Write your own definition


**8. Based on the institution and students characteristics described below, what ideas come to your mind to involve communities in school activities?**

**Challenge**

**Characteristics of the Institution**  
Private institution

**Grade Level and Language Level**  
Eight graders

**Number of Students**  
Twenty-five students

**Resources**  
Computers  
Video beam

**Language Skills Students Master**  
Intermediate English level in all skills

**Learners' Characteristics**  
Curious  
Creative  
Misbehaved

## ELEMENT 3

### NEGOTIATING THE EFL CURRICULUM

#### OBJECTIVE

To describe how the curriculum can be negotiated in the EFL classrooms.

1. Match with a line the phrase in the left column with its correct definition in the right column. Then, compare your answers with a classmate.



**Hidden curriculum**



It is a standardized set of procedures used to achieve specific goals.



**Curriculum model**



It relates to the connection between learning contents and students sociocultural context.



**Curriculum as praxis**



It consists of the learning opportunities students have, different from the ones stated in the syllabus.


## Curriculum

There are several concepts associated with the word curriculum. Letts (2013) states that “the word curriculum is derived from the Latin word *currere*, meaning to ‘run a set route or course’” (p. 186). Grundy (1987) also suggests that curriculum can be perceived and understood in two common ways: as an object or as an action. If curriculum is an object, it is something that can be transferred and it is focused on the policies specified by the state. Curriculum is static and its main objectives are based on obtaining good results. On the contrary, curriculum as action, according to Grundy (1987) is a process. It is a “broader process of enacting what is mandated or planned, in light of all of the contingencies of practice” (Letts, 2013, p. 187).

	<b>Main Characteristics</b>	<b>Role of the teachers</b>	<b>Role of the students</b>	<b>Pedagogical implication</b>
<b>Curriculum as an object (product)</b>	<p>It focuses on fulfilling educational standards</p> <p>Its main focus relies on good results</p> <p>Achievements are measured based on the final outcome</p> <p>It is focused on objectives and competences</p> <p>Knowledge is acquired through experimentation</p>	<p>They are central and active</p> <p>They provide models and control sequences needed to obtain good results</p> <p>They are in charge of selecting the best textbooks, methods and learning strategies</p>	<p>They are passive</p> <p>They are listeners and performers</p>	<p>Activities in the classroom should focus on obtaining good results</p> <p>Students are seen as individuals</p> <p>They have no control over the language content</p> <p>Experimentation and testing are welcome</p>

	<b>Main Characteristics</b>	<b>Role of the teachers</b>	<b>Role of the students</b>	<b>Pedagogical implication</b>
<b>Curriculum as an action (process)</b>	<p>It focuses on the human being from a holistic perspective</p> <p>Its main focus relies on the educational processes</p> <p>Achievements are measured based on the processes the subject has undertaken</p> <p>It is focused on learning experiences</p> <p>Knowledge is negotiated with all the members of the educational community</p>	<p>They are central and active</p> <p>They provide opportunities to negotiate learning contents for students to learn and grow</p> <p>They are in charge of providing safe contexts that promote dialogue among participants</p>	<p>They are central and active</p> <p>They are negotiators and interactors</p>	<p>Activities in the classroom should promote personal growth</p> <p>Pupils are seen as part of a community. That is why, learning activities should be aligned with the community</p> <p>Learning happens in community</p> <p>Creativity and reflection are welcome</p>

2. Think and write about your experience as a pre-service EFL teacher. What kind of curriculum have you seen in the educational institutions you have been involved with? Talk to a partner about the characteristics of the school and of the curriculum.


Think & Write

**3. Write on the line, next to each situation, the kind of curriculum it might portray (Object/Product or Action/Process). Then, compare your answers with two more students.**


- a. \_\_\_\_\_ Teachers incorporate the values, traditions, and voices of indigenous peoples into the English classroom.
- b. \_\_\_\_\_ Students spend long hours searching for specific words in the dictionary to translate texts in English that will be graded by the teacher.
- c. \_\_\_\_\_ The teacher never allows students to create new dialogues different from the ones that are in the English textbook.
- d. \_\_\_\_\_ The students and the teacher start a debate questioning prejudice and discrimination after watching the news about the war in Ukraine.
- e. \_\_\_\_\_ The English teacher asks students for a topic they feel curious about to design a lesson.
- f. \_\_\_\_\_ English learners worry about having perfect British pronunciation.
- g. \_\_\_\_\_ The English teacher gives beginners tasks that demand high levels of cognition, because they need to improve their English language skills.
- h. \_\_\_\_\_ The English teacher explains to students some metacognitive strategies (planning, monitoring, evaluating and problem solving) they can use to organize their learning better.
- i. \_\_\_\_\_ The English teacher asks students to write about the strengths, skills and weaknesses that characterize them, to start learning how to describe themselves in English.
- j. \_\_\_\_\_ The English teacher tells students to read an upper intermediate reading about encounters between European's settlers and Native Americans. Students have to write a 500-word summary.
- k. \_\_\_\_\_ Students create a culminating project (a poster, a board game, a brochure, a video, a poem, etc.) to summarize what they have learned during the academic period.

Grundy (1987) also states that curriculum should not be seen just as a set of content. She argues that a curriculum is a cultural construction that should consider the community's culture. As such, curriculum is a dynamic construct that evolves depending on the specific characteristics of a given community. From this perspective, learners, teachers and the context should permeate the main principles that set the bases of a curriculum. In this way, it is expected that dialogue and negotiation could benefit education. Considering the previous ideas, pre-service EFL teachers can think of EFL classrooms as spaces to negotiate cultures and start intercultural dialogues that permeate their English lessons.

### Negotiating the Curriculum

Boomer (1992) says that “Negotiating the curriculum means deliberately planning to invite students to contribute to, and to modify, the educational program, so that they will have a real investment both in the learning journey and in the outcomes”(p. 14). He further asserts that “Negotiating also means making explicit, and then confronting, the constraints of the learning context, and the non-negotiable requirements that apply” (p. 14). From the previous perspective, the curriculum cannot be static, and it needs to be continuously co-constructed based on the specific needs of the context. Thus, teachers, students, parents, employers, stakeholders and the entire educational community should share their educational expectations and try to bring most of their views together in the educational context. Community involvement in educational decisions can be a strength, but it can also be a challenge. In fact, in EFL classrooms, the community usually has specific expectations, mostly related to standards.

- 4. Think about some challenges of negotiating the curriculum with the community. Write your ideas below and be prepared to share your answers.**



---



---



---



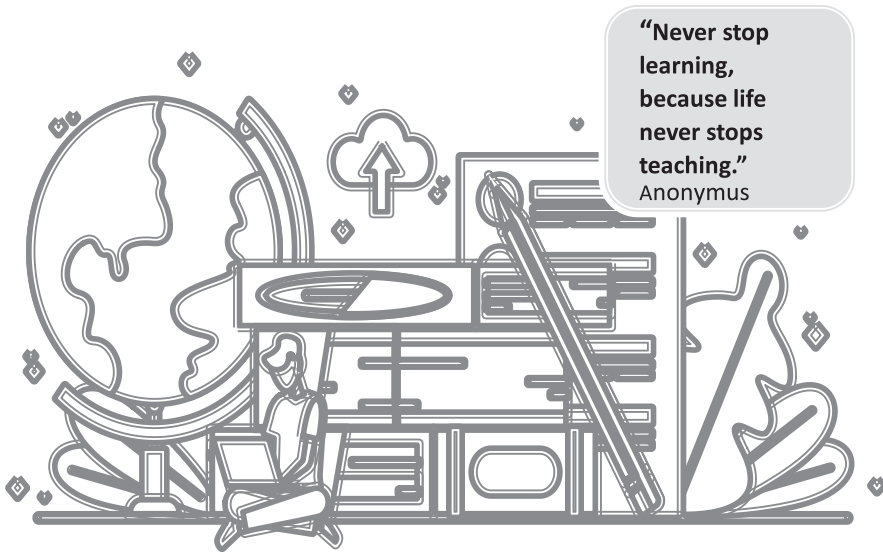
---



---

Curriculum negotiation is based on the sociocultural theory of learning that emphasizes the idea that meaningful learning occurs when individuals are engaged in social activities (Kim, 2001). From this perspective, learning happens through interactions inside and outside classrooms. In other words, learning occurs when students are in contact with diverse experiences with their community. In fact, Gee (2000b) suggests that knowledge and meaning emerge from the social practices and experiences that people have with their environment.

5. Read the following proverb in the box below. How does it relate to the sociocultural theory and the curriculum negotiation? Write your thoughts and share your answers with the class.



Write & Share

---

---

---

---

---

Some of the main components of a curriculum are the goals, the contents, the methods, the materials, the homework assignments and the assessment. All of them can be negotiated with the community. An outstanding aspect to consider when negotiating the curriculum is that it does not necessarily mean that pre-service EFL teachers must forget about the school demands, so that all their efforts are concentrated on the educational visions of the community. What is expected is cultural congruence. Genzuk (1999) states that “cultural congruence does not mean an attempt to replicate a home or community environment in the classroom” (p. 222). Culturally congruent educational practices are those in which features of students’ communities are negotiated and included as part of the curriculum of the school. It is a fact that much work remains to be done in negotiating curriculum, but there are some steps that can help pre-service EFL teachers move forward.

- 6. Here there are some suggestions for EFL pre-service teachers. They are related to goals, contents, methods, materials, homework assignments and assessment. Write the letter of each activity in the correct box, following the example. Then, with a classmate, think about possible ways to negotiate them.**

Goals	Contents	Methods	Materials	Homework assignment	Assessment
	•a				

- Select topics based on students’ genuine interest and curiosity.
- Ask students and parents about their duties after school.
- Become literate in diverse assessment possibilities.
- Carry out a needs analysis to find out about the needs of the institution, the teachers and the students.
- View parents as experts on their children.
- Think of students from a holistic perspective.
- Acknowledge parents’ “funds of knowledge” in the development of the EFL classes.
- Dig deeply into contents that matter to kids.
- Draw upon diverse multimodal materials.
- Learn about the diverse linguistic experiences of students.
- Use of household knowledge in the proposed school activities.
- Retell the stories of the community in the English classes.

7. Based on what you have read in this element, select three key concepts related to curriculum negotiation. Write them down next to the circles and create your own definition for them.

Expand your knowledge

Be creative!  
Write your own  
definition

a.

b.

c.

a. Write your own definition


b. Write your own definition


c. Write your own definition


8. Based on the institution and students characteristics described below what ideas come to your mind to negotiate the curriculum.

**Characteristics of the Institution**  
Public rural institution

**Grade Level and Language Level**  
Eleventh grade  
Low intermediate

**Number of Students**  
Twenty

**Resources**  
Computer and video beam

**Language Skills Students Master**  
Reading and grammatical structures

**Learners' Characteristics**  
Easy going and hardworking

**Challenge**

---

---

---

---

---

---

---

---

---

---



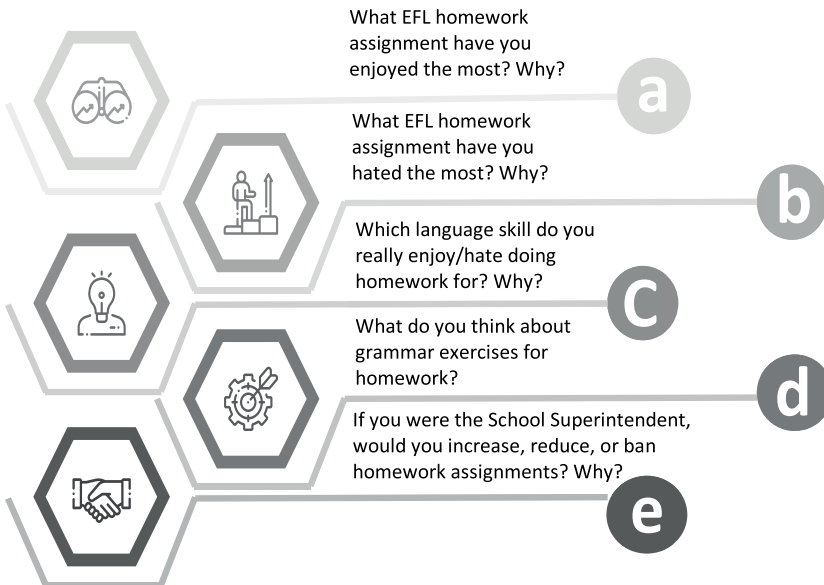
## ELEMENT 4

### HOMework ASSIGNMENTS IN EFL

#### OBJECTIVE

To identify key principles for integrating homework assignments in EFL classrooms.

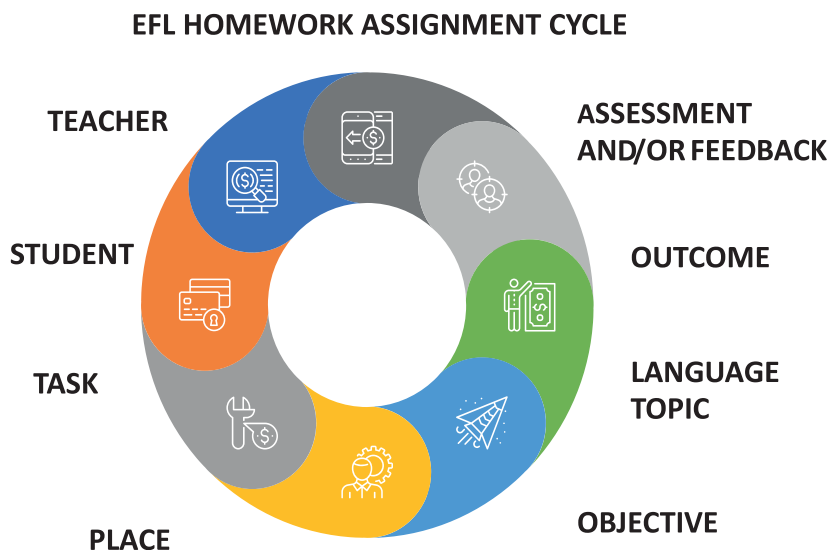
1. **Get in groups of three students and talk about homework assignments. Ask the following questions to your classmates. Jot down key ideas and be prepared to share them with your class.**



## Homework Assignment

Masalimova et al. (2023) state that “Homework generally refers to tasks given to pupils by their teachers to be completed outside regular class hours” (p. 2). In the same line of thought, Ambrose and Shahid (2023) explain that homework is given to students for several academic objectives, such as practicing, reinforcing concepts and abilities as well as building learners’ knowledge. These two ideas enclose three main components. The first component is integrated by two people, the teacher and the student. The second component refers to the task which is performed. The third component denotes a place where homework will be developed.

The three components above are connected with a specific objective for the learners to do the homework. In EFL classes this objective is linked to language learning and practicing. Therefore, the homework assignment has to be planned from these aspects. Regularly, homework assignment generates an outcome. Such outcome is used by teachers to assess students and/or to provide feedback. Basically, homework assignment encompasses a wide range of elements in a cycle, which starts with the teacher, and comes back to the teacher for assessment and feedback. That is to say, the cycle of the homework assignment starts and ends with the teacher. The following diagram represents the homework assignment cycle.



## Scenarios while Planning Homework Assignment

A common scenario that pre-service EFL teachers might face is that neither the undergraduate teaching programs focus on homework issues, nor the literature in EFL teaching and methodology books address homework planning and designing. This situation leads pre-service EFL teachers to assign homework only based on past experiences as language learners. Homework assignment in EFL is a key aspect for learners, because it represents a space not only for practicing and learning the foreign language, but also to grow personally. Homework in EFL helps to practice and overcome challenges in the foreign language features, such as vocabulary, grammar, pronunciation, reading, writing, listening, speaking, intercultural aspects, and so on.

Due to the complexity and variety of aspects which could be involved in a homework assignment in EFL, it has to be a well thought out and planned activity for learners. Basically, creating a homework assignment is similar to writing a lesson plan. Some aspects involved in homework assignment for EFL learners are planning, frequency, time and effort learners invest, parental involvement, as well as materials needed. All these aspects become essential for pre-service teachers when planning and designing homework assignments in EFL.

- 2. Write about another challenge a pre-service teacher might face when planning a homework assignment. Explain why.**



Think & Write

**3. Find a definition for the following terms related to homework assignment. Fill out the circle with the corresponding letter. Then, compare your answers with a classmate.**

<p>a. <b>Teacher</b></p>	<p><input type="radio"/> activity to be developed</p>
<p>b. <b>Student</b></p>	<p><input type="radio"/> action to be achieved by a person</p>
<p>c. <b>Task</b></p>	<p><input type="radio"/> result to be obtained</p>
<p>d. <b>Place</b></p>	<p><input type="radio"/> activity done to check progress</p>
<p>e. <b>Objective</b></p>	<p><input type="radio"/> person who performs the task</p>
<p>f. <b>Language Topic</b></p>	<p><input type="radio"/> location where homework is done</p>
<p>g. <b>Outcome</b></p>	<p><input type="radio"/> person in charge of planning the homework assignment</p>
<p>h. <b>Assessment and/or Feedback</b></p>	<p><input type="radio"/> theme related to language</p>

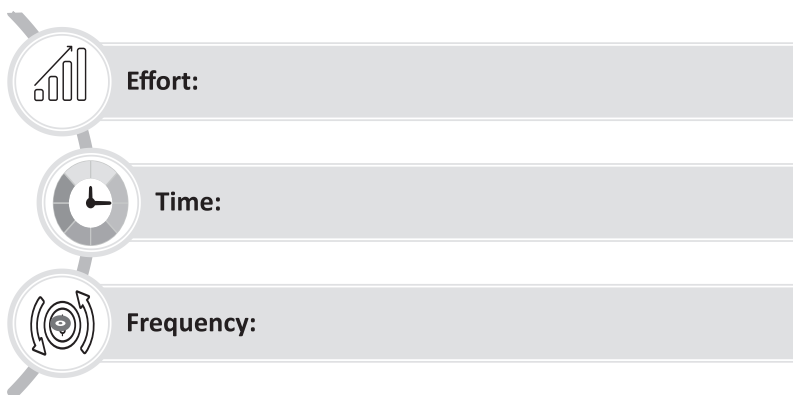
It is important to highlight that each of the key aspects in the EFL homework assignment cycle could be expanded or reorganized. For example, the teacher is not the only one who assigns homework. Several teachers could create a homework activity for a cross curricular unit. Students could also provide ideas in terms of the possible outcomes in a project. The assessment could be done as an exercise for a class assessment, in which students assess their classmates' homework. Parental involvement in homework assignment could be helpful for learners; however, parental involvement is not always needed.

## Planning Homework Assignment

There are key elements that pre-service teachers must not overlook when planning homework assignments: setting a clear objective, selecting materials, thinking about the time students will spend on the task, and planning for student effort. These elements should relate to the practice and/or learning of any topic in EFL. For all these reasons, homework assignments cannot be a task to be thought of at the end of class, if pre-services teachers really want to engage students with homework. In this vein, Cheraghi and Rahimi (2024) argue that real conditions should be taken into account for assigning homework, such as the time needed for completion, students' skills and abilities as well as parental involvement.

Additionally, students' motivation is an element pre-service teachers have to bear in mind when planning a homework assignment. It will affect students' engagement, as homework is also a space for practicing and learning the foreign language outside the classroom. Students face motivation challenges while they do their homework. First, students do not engage easily in doing homework. Second, doing homework in a foreign language is not an easy task per se. Third, students can get discouraged easily if they do not understand exactly what to do while they are doing their homework. Fourth, the excessive volume of homework can demotivate students.

- 4. How would you plan EFL homework assignments? Think about effort, time, and frequency. Fill in the following charts.**



The form consists of three horizontal bars, each with a circular icon on the left and a text label to its right. The bars are light gray with a white border. The icons are: a bar chart for 'Effort', a clock for 'Time', and a target with arrows for 'Frequency'.

**Effort:**

**Time:**

**Frequency:**

## Parental Involvement in Homework Assignment

On the one hand, parental involvement in homework assignments in EFL could be a great support for students. Usually, parents help their children with homework because they want their children to practice, learn and succeed. On the other hand, parents and students might feel overwhelmed by the difficulty, amount, effort, frequency, and/or the type of instructions of homework. As a result, parents and students may become frustrated and discouraged about completing the homework. Sayers et al. (2023) state that parents either perceive homework assignment as positive or negative, or as ambivalent elements in the educational contexts. Ambrose and Shahid (2023) argue that parents like their children to have homework, but they perceive that family quality time is taken away from them; thus, it is important for pre-service teachers to plan and design homework as a task for learners to practice and learn. If parental involvement occurs, or is needed, it must be planned as an opportunity to strength family bonds.




5. **Read the question in the chart and share your point of view with a classmate. Then, write two advantages and two disadvantages of parental involvement in school homework.**

What do you think about parental involvement in EFL homework assignment

**Advantages**

**Disadvantages**

6. Match the following situations with the related issue. Then, write what a pre-service EFL teacher should do next time. Follow the example. Then, compare your answers with a classmate.

 <b>Situation students face while doing the homework</b>	 <b>Issues related to...</b>	 <b>What the pre - service teacher should plan in advance next time is to...</b>
<b>a.</b> Students must do a listening exercise, but they do not have the CD.	Feedback	[ ]
<b>b.</b> Students have to do homework for every single English class.	Time	[ ]
<b>c.</b> Parents want to help but instructions are in English.	<b>a.</b> Materials	share the audio file through WhatsApp or another platform.
<b>d.</b> The assignments are easy, but very long.	Language skill	[ ]
<b>e.</b> Students are unmotivated because the teacher never collects homework.	Amount	[ ]
<b>f.</b> Students learned the past tense in class today, and homework is about future tense.	Frequency	[ ]
<b>g.</b> Reading is the teacher's favorite homework.	Objective	[ ]
<b>h.</b> Everyday, students have homework for every subject.	Effort	[ ]
<b>i.</b> Students are in school from 7 am to 5 pm and when they arrive home, they have to write an essay.	Language topic	[ ]
<b>j.</b> Students do not know what to do	Instructions	[ ]

**7. Read the following situations related to homework assignments in EFL. What do you think of them in terms of effort, time and frequency? Share your answers with a classmate.**

**Situation A**

- After talking about actions that students have already taken during the class to improve their English speaking skills, the teacher asks students to write a list of twenty verbs in simple present, simple past and past perfect in their notebooks as a homework assignment. They also have to write their meaning in their mother tongue and learn all of them by heart for the next English class.

**Situation B**

- After having a cooking time during the class session, the teacher asks the students, as a homework assignment, to work with any family member or caretaker, and to use any multimedia source, to show a recipe cooked at home while indicating the ingredients needed.

**Situation C**

- After talking about daily routines during the class session, the teacher asks students, as a homework assignment, to design a calendar and work plan to use time effectively at home. They can use any kind of material to display their homework.

**Situation D**

- After reviewing vocabulary about public places, stores and buildings during the class session, the teacher asks students, as a homework assignment, to ask a family member to walk around their neighborhood and to write down the public places, stores and buildings they found close to their home.

### Situation E

- After writing a short essay about famous novelists from around the world during the class session, the teacher asks students, as a homework assignment, to look for information about thirty poets around the world and to upload a summary of their biography to a specific platform.

### Situation F

- After listening to different people describe their favorite places to visit during the class session, the teacher asks students, as a homework assignment, to take a virtual field trip to the most important museums in Washington, D.C. They have to describe their experience with their partners in the upcoming session.

### Situation G

- After asking and answering questions about students' childhood memories during the class session, the teacher asks students, as a homework assignment, to interview family members to answer the following questions: What kind of games did you play growing up? What was your favorite toy? Where did you go to school? What did you do during vacation time?

### Situation H

- After studying the uses of the conditionals during the class session, the teacher asks students, as a homework assignment, to develop grammar exercises in which they have to choose the correct option and complete the gaps. Then, they have to deduce grammar rules by recognizing their use and their meaning.

8. Based on what you have read in this element, select three key concepts related to homework assignment. Write them down next to the circles and create your own definition for them.

Expand your knowledge

Be creative!  
Write your own definition

a.

b.

c.

a. Write your own definition

b. Write your own definition

c. Write your own definition





## ELEMENT 5

### ASSESSMENT IN EFL CLASSROOMS

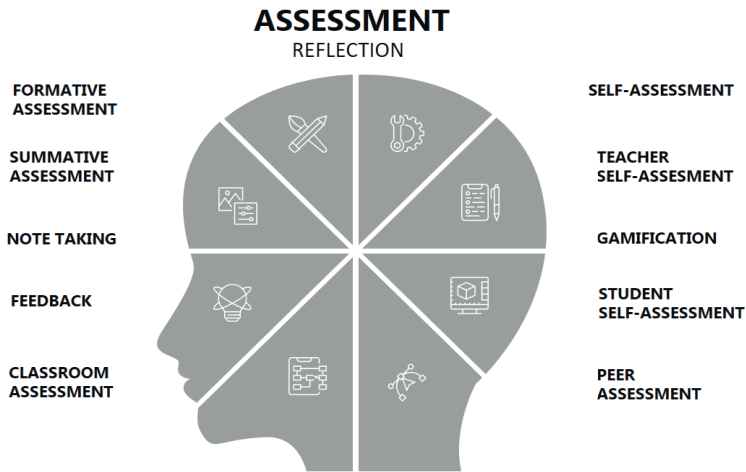
---

#### OBJECTIVE

To differentiate terminology related to assessment in EFL classrooms.

#### Assessment

In all educational contexts, it is common to find the word assessment. Assessment is connected to the idea of reflecting on the content of instruction and the acquisition of knowledge. Basically, the word assessment involves four main components: the process of teaching, the process of learning, the teacher, and the students. All four parts are linked, and they must be seen as a whole unit. In English as a Foreign Language (EFL), assessment is a key point as students are constantly challenged to be involved in and demonstrate their learning. To do this, students are usually asked to carry out class activities communicatively and are encouraged to share their ideas and thoughts by using the four main language skills (reading, writing, listening and speaking). The main purpose of any type of assessment in a foreign language classroom is to properly integrate the teaching and learning processes.



1. Examine the previous chart and select a word or expression that you think does not belong or is not related to the word assessment. Why?

**Think & Write**

---

---

---

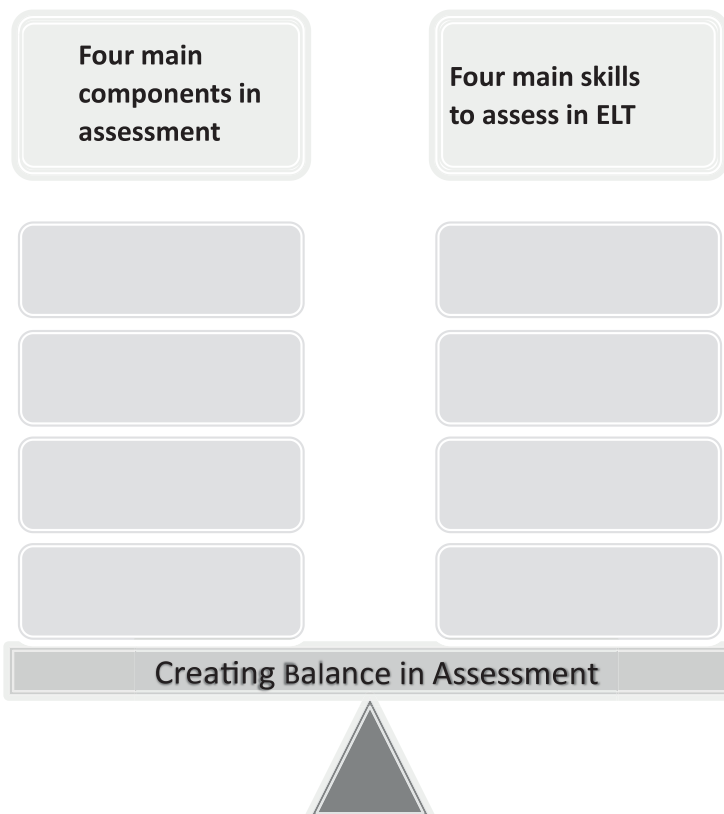
---

---

In order for pre-service EFL teachers to become more aware of the teaching and learning processes and the benefits of assessment in educational contexts, the terms self-assessment, student self-assessment, teacher self-assessment, peer assessment, classroom assessment, formative assessment, summative assessment, and feedback will be addressed as opposed to evaluation, examination, and testing. Pre-service teachers can use assessment as a means to grow professionally, and to identify the progress and needs of their students. Assessment is also a key point for pre-service teachers to reflect on their teaching practices and their students' learning processes.

As stated by Aguirre et al. (2022), the hierarchy and balance of communicative language skills in a lesson must be organized so that one language skill is given priority over the others. In this way, the teachers provide space for practicing all language skills to generate equilibrium among them. When it comes time for assessing, it is also necessary to include all four language skills (reading, writing, listening, speaking) to keep balance in the assessment. In order to assure that the students have the opportunity to show their progress by using all language skills, the pre-service teachers should create a fair atmosphere for their students, by including the use of all language skills in the assessment.



2. Fill out the following chart with the four main components of assessment mentioned in the first paragraph of this Element 5 and the four main skills to assess in EFL.



## Self-assessment

In foreign language teaching, self-assessment is an action with the intention to monitor one’s own performance in order to better develop teaching or learning processes (Huang, 2022). Self-assessment could be divided into two main categories. On the one hand, the student self-assessment, which is related to learning processes. These learning processes could be monitored by the teacher and/or the learner. On the other hand, the teacher self-assessment is connected to the teachers’ actions to monitor themselves as teachers. It is very important for pre-service teachers to reflect constantly upon their teaching practices. One key point in self-assessment has to do with a reflective action to monitor the students’ or the teacher’s performance. This reflection generates changes to improve all teaching and learning processes.

- 3. In front of each of the language skills, write down your favorite self-assessment activities. Be prepared to share with your classmates.**

	Language Skills
	Writing:
	Reading:
	Listening:
	Speaking:



- 4. What is your least favorite activity or skill to be assessed on? Why? Share your answer with your classmates.**

	Write & Share
<hr/> <hr/> <hr/> <hr/> <hr/>	

## Teacher Self-assessment

As mentioned before, teacher self-assessment has to do with the actions the teachers take in order to monitor themselves as teachers. Teachers' reflection on what they are doing as teachers helps them to overcome future obstacles in teaching. Reflection also helps teachers to distinguish what works and what does not work in teaching. Teacher self-assessment exert a positive effect on teachers' performance and planning. As stated by Aguirre et al. (2024), factors such as time management, setting achievable objectives for the lessons, better lesson planning, correct use of class materials, class arrangements, homework assignment among many other activities, are factors which could be modified after the process of reviewing and reflecting. For pre-service EFL teachers, self-assessment is part of their growing process. Basically, one way for pre-service teachers to get experience has to do with the reflection on teaching and the changes for future better practices.

5. **Write in each box one class practice that you, as a pre-service teacher, can improve by conducting a self-assessment. Then compare your answers with a classmate.**

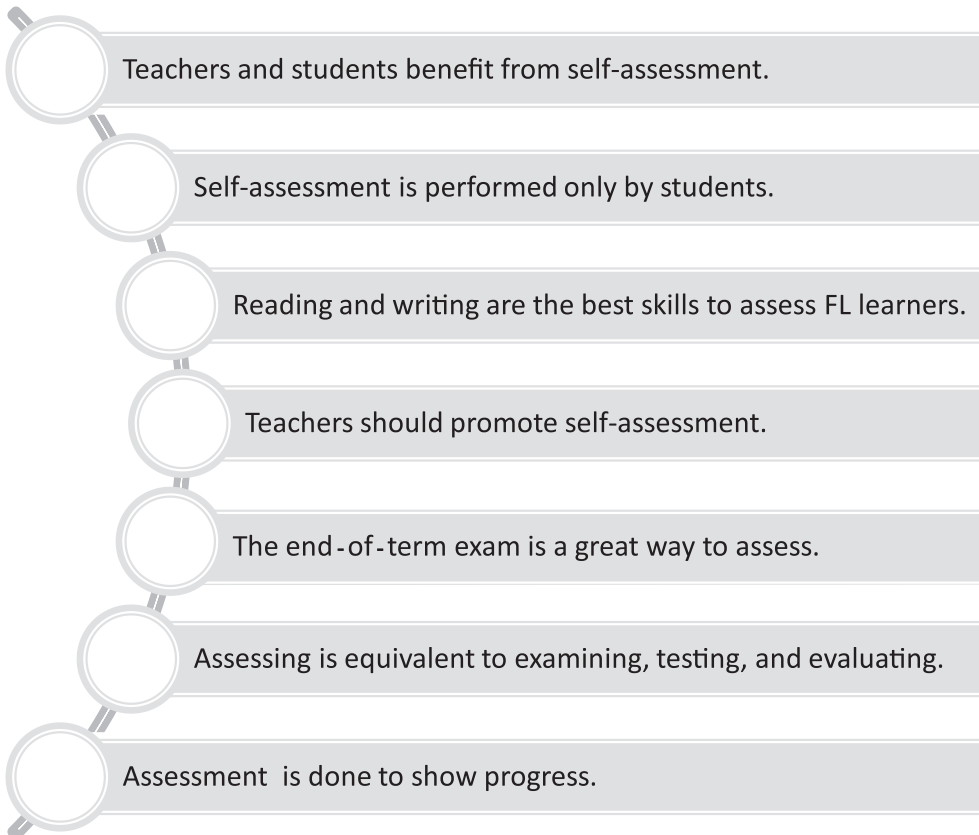
<i>Example:</i> the use of class material			

Pre-service teachers need to reflect not only on what they do, but also on how they feel, as emotions are an important part of the pre-service teachers' self-assessment process. For example, unmotivated and/or stressed pre-service teachers may create conditions that are not conducive to achieving a teaching objective. On the contrary, motivated and calm teachers can create a great atmosphere for teaching and learning processes. After delivering a lesson, pre-service teachers should ask themselves how they felt emotionally, whether they achieved their goals, and whether their students attained the lesson objectives.

## Student Self-assessment

In line with Huang (2022), once the teacher includes formative assessment connected to related strategies, the learners will understand how they can monitor their progress. Student self-assessment is linked to metacognition awareness. In other words, the student has to learn the foreign language, discover what learning strategies work best for them, monitor their progress and achievements as well as language issues they need to improve. Student self-assessment is linked to monitoring themselves. This is a task which students are encouraged to implement daily. For this reason, pre-service teachers should motivate students and introduce class activities in which their students are able to monitor themselves.

**6. Write T (True) or F (False) in the circle next to the following statements. Then compare your answers with a classmate.**

- 
- Teachers and students benefit from self-assessment.
  - Self-assessment is performed only by students.
  - Reading and writing are the best skills to assess FL learners.
  - Teachers should promote self-assessment.
  - The end-of-term exam is a great way to assess.
  - Assessing is equivalent to examining, testing, and evaluating.
  - Assessment is done to show progress.

## Formative Assessment

Formative assessment, also called assessment for learning, deals with assessment carried out while teaching and while learning. That is to say, formative assessment is an in-progress form to observe and reflect upon how far the learning and teaching process are developing. This type of assessment focuses on reflection in order to take immediate actions and make adjustments to help the students' learning process. This reflection also helps the teacher to adjust any activity, exercise, explanation, or class material in such a way as the students reach the lesson objectives. As specified by Ismail et al. (2022), in EFL teaching contexts, it is necessary to assess students while the lesson is still in progress.

## Summative Assessment

Summative assessment is also known as an assessment of learning. One of the characteristics of summative assessment is that it is reported in a grade or a score (Glazer, 2014). This grade is usually represented in numbers, percentages, letters or any measurement scale. A second characteristic of summative assessment is that it is carried out at the end of the teaching and learning processes; for example, when students take an exam or a test at the end of the term. Usually, the summative assessment does not include comments or feedback for the students. In other words, the possibility for learners and teachers to improve or modify the teaching and learning process based on summative assessment is reduced.

**7. Write in the chart below two main characteristics which differentiate formative and summative assessment.**



Formative  
Assessment



Summative  
Assessment

## Classroom Assessment

Classroom assessment has to do with the data collected for the purpose of checking the average class progress and understanding of certain topics. For example, the teacher might ask the students during a lesson to write a short paragraph about what they understand and what they do not understand about the topic. In this way, the teacher could get a general idea about the progress of the teaching and learning process. The teacher can then take action to correct any misunderstandings. It is worth noting that classroom assessment focuses on showing the performance of the class as a whole, rather than the needs of individual students.

## Peer Assessment

Peer assessment is done by classmates. It creates an atmosphere of collaboration and generates more engagement in activities. Peer assessment is suggested by the teacher. According to Mumpuni et al. (2022), peer assessment promotes benefits for students, as well as for teachers. These researchers also suggest that teachers should establish clear rules and rubrics for peer assessment activities. In the same line, Ndoye (2017) supports that peer assessment helps students to take more responsibility. It is advisable for pre-service teachers to include peer assessment into classroom activities. In this way, students experience that assessment is not a task that belongs only to the teacher. It is also important to create spaces for peer assessment as students build, develop, and carry out their activities. Moreover, students can incorporate feedback from classmates while they still have opportunities to improve their work and discover their strengths.


## Feedback

One of the necessary actions after assessing is to provide feedback. Feedback is usually concentrated on specific students' needs and strengths. The purpose of providing feedback to students is to make them aware of where they are in their learning process. Providing feedback also helps students to find ways to continue working toward their goals. For this to happen, the learners should be clear about the objectives they need to reach, so that they can make changes if necessary. In accordance with Wiliam (2011), providing feedback entails what needs to be improved, and what to do to improve it. In other words, pre-service teachers have to tell the learners what they are doing fine, what needs adjustments, and how to make the adjustments.

8. With a classmate read the following situations in the left column and match them with the type of assessment in the right one. Then compare your answers with two more classmates.

SITUATION	TYPE OF ASSESSMENT
<p><b>a.</b> A pre-service teacher asks her students in class to raise their hands if they have doubts. After listening to her students, the pre-service teacher starts clarifying the students' doubts using a different way to explain</p>	<p>Self-assessment</p>
<p><b>b.</b> After finishing an oral presentation, the student receives comments from their classmates .</p>	<p>Teacher self-assessment</p>
<p><b>c.</b> A student discovers a way to learn the irregular verbs in past tense, and he thinks it is a great idea to use the same learning strategy for learning the irregular verbs in past participle tense.</p>	<p>Student Self-assessment</p>
<p><b>d.</b> Every time a pre-service teacher stepped out of a classroom with 7<sup>th</sup> graders, the pre-service teacher notices he is in a very bad mood.</p>	<p>Summative Assessment</p>
	<p>Formative Assessment</p>
	<p>Peer Assessment</p>
	<p>Classroom Assessment</p>

9. Write a similar situation to the one in the exercise above. Read it aloud in your classroom and ask your classmate to categorize it into one type of assessment.



---



---



---



---



---

10. Based on what you have read in this element, select three key concepts related to assessment. Write them down next to the circles and create your own definition for them.

Expand your knowledge

Be creative!  
Write your own definition

a.

b.

c.

a. Write your own definition


b. Write your own definition


c. Write your own definition


11. Based on the institution and students' characteristics described below, what ideas come to your mind for a peer assessment activity.

**Challenge**

**Characteristics of the Institution**  
Public institution

**Grade Level and Language Level**  
Seventh grade  
True beginners

**Number of Students**  
Thirty-five students

**Resources**  
Computer

**Language Skills Students Master**  
Reading and basic vocabulary

**Learners' Characteristics**  
Noisy and willing to learn



## ELEMENT 6


### SOME OF THE COMPLEXITIES OF EFL CLASSROOMS PART-I

---

#### OBJECTIVE

To comprehend the relationship between discipline and classroom management as a way of creating safe environments in EFL classrooms.

- 1. When you were in school as a student of English, what discipline issues do you remember your teachers having? How did they deal with discipline? List positive and negative actions. Share your answers with a partner.**

 Write & Share

---

---

---

---

---

---

Classrooms are lively and dynamic places (Huang et al., 2021), and what happens inside them has an impact on the students' daily lives (Malpica & González, 2024). It is not possible to close one's eyes and pretend that the only role of the teacher is to manage specific contents and try to transmit them to the students. It is relevant to notice what happens in the classroom in terms of discipline, why it happens and, especially, to act. According to Huang et al. (2021), the act of noticing has been studied by several authors who have identified it as a prerequisite for effective classroom management.

## Discipline

Throughout history, the term discipline has evolved. According to Patel (2021), the term discipline comes from the Latin words, *disciplina* and *discipulus*, meaning “instruction given, teaching, learning, knowledge and pupil, respectively” (p. 3). Collins Dictionary, in its turn, defines this term as “the quality of being able to behave and work in a controlled way which involves obeying particular rules or standards.” In this vein, on many occasions, the terms, “classroom discipline” and “classroom management,” are used in similar ways, and have been seen as fundamental aspects in the educational system (Nshemererwe, 2023). What is relevant is to understand that both concepts look for the same goal, that is, to have a safe environment for learning (Patel, 2021), it is to say, a secure place for learning and teaching. Learning in a safe place allows students to overcome some of the personal factors that affect their process of learning a foreign language, such as anxiety, risk taking or self-esteem (Aguirre et al., 2024). In this textbook, we do not relate discipline to punitive measures. On the contrary, we see it as a way to create and maintain a safe environment.

In past years, it was not unusual for our parents to tell us how their professors tried to maintain discipline in their classes, how tools like rules were used to punish bad behavior, to maintain a good atmosphere for teaching, and to see that the power was in the teacher. Perhaps these problems of lack of discipline were related to those pairs of students who liked to talk too much in class or students who liked to fill out albums and interchange album sheets in class. Today, the problems that pre-service teachers might face are different, not just because of the type of learners they have, the sociocultural backgrounds of the students, but also because of the different technological resources they may have access to.

Malpica and González (2024) say that living together in any institution is a continuous and constructive process, and it is in this process that transactions, negotiations and solutions are seen. However, power and authority are two other obvious issues. Badley and Patrick (2022) state that classrooms where rich learning takes place and students flourish, are led by teachers who have and share authority in the classroom. Nevertheless, both authors invite us to reflect on the difference between authority and power. So, pre-service teachers may ask if they need to be teachers with authority or teachers with power. In addition, the same authors (2022) assert that authority in the classroom is not only related to knowing how to manage bad behavior, but also to the relationship between teaching and learning. Furthermore,

they say that “(...) teacher authority goes beyond the formal qualifications, such as a degree and a contract, which, (...) only bring the teacher to the classroom but do not ensure that they are successful in it” (Badley & Patrick, 2022, p. 4).

- 2. Based on your own perspective, which characteristics are present in teachers who have classroom authority and those who have classroom power? Write your ideas in the following comparative chart:**

Teachers who have classroom authority	Teachers who have classroom power

- 3. After asking some EFL students for their own conceptions about the difference between a teacher with authority and a teacher with power, some of them responded with the following ideas. Read them carefully and be ready to develop Exercises 4 and 5.**

TEACHERS WITH POWER	TEACHERS WITH AUTHORITY
A. "They have the control over resources and decisions and may have certain influences." [Sic]	A. "They are seen as respectable and authoritarian people." [Sic]
B. "They have a high role in the educational institution (probably a teacher with a full track position) and it is difficult for them to lose their job. They may have a strong relationship with the administrative staff." [Sic]	B. "It is more related to teachers' personalities and how they express themselves in front of their students." [Sic]
C. "Teachers with power can deliver a lesson successfully." [Sic]	C. "They order, they are leaders, but they are not a guide for students." [Sic]
D. "They are people who use their position to dominate their students. If they obey, it is because they are afraid of something the teachers can do taking advantage of their position." [Sic]	D. "They are people who do not overpass the teacher-student relationship. Students do not feel intimidated, though." [Sic]
E. "They are behaviorist professors who do not favor a good environment for learning. Their power might intimidate their students and cause academic stress." [Sic]	E. "They have a good classroom management. In addition, they are seen as fair and trustful teachers". [Sic]

4. Based on the previous ideas about professors with power, organize them from 1 to 5 (1 being the least coherent thought for you and 5 the most coherent). Write the corresponding letter in each circle.

5. Based on the previous excerpts about a professor with authority, organize them from 1 to 5 (1 being the least coherent idea for you and 5 the most coherent). Write the corresponding letter in each circle.

According to Sadik and Nasirci (2022), whenever and wherever there is an interaction, it is possible to speak up of a power relationship, and the classroom is no exception. As these authors mention, power can be defined as the ability of a person to get others to do what they want by influencing them. Furthermore, a teacher with power may be a necessary part of a teacher's leadership in the classroom. Some students who shared their opinions about what a professor with power is, support Sadik and Nasirci's (2022) idea that it is common for members of a group to accept that people in higher positions may have influence over them. Badley and Patrick (2022), in turn, claim that power could be perceived in those people whose physical presence is impressive and that have a deep and powerful voice. One way or another, we may conclude that both qualities, power and authority, are necessary at any time in language classrooms, as soon as teachers maintain positive learning environments.

## Classroom Management

Classroom management, according to Badley and Patrick (2022), addresses the learning atmosphere, more than the learning process per se. It deals with the need to create a friendly climate in which cooperation and learning are encouraged (Badley & Patrick, 2022). In Huang et al. (2021) words, classroom management is seen as any action that a teacher might use for having effectiveness in instructional time in order to maintain students' attention and in that way, facilitate academic and social- emotional development. Harmer (2005) presents some actions that can be useful for pre-service teachers, such as creating codes of conduct, showing and encouraging interest and enthusiasm, demonstrating knowledge, establishing a positive relationship with students, and well-planned lessons, among others.

The above ideas reinforce that the teachers' roles cannot be based on sharing knowledge with a group of students. Aguirre et al. (2024) presented some of the different teachers' roles in the classroom, which can be added to those given by Huang et al. (2021): navigating the classroom, monitoring students' activities, attending to students' responses, delivering content, employing instructional technologies, and noticing and reacting to disruptions or misbehaviors in a rapid way, without forgetting that the pre-service teacher must continue to deliver the lesson. In fact, having a good classroom management is about being aware of bad behavior and taking action at the right time. Harmer (2005) says that, in order to prevent misbehavior, one must respond to the problem and the person creating it. He also suggests taking immediate action and focusing on the problem, not the student.

6. Some behaviors that might be seen as negative in any educational setting can be beneficial in an EFL classroom. Read the following descriptions of behavior in a high school classroom, write about how a teacher usually deals with them, and explain how they can instead be used to promote interactions in an EFL classroom.

MISBEHAVIOUR	YOUR PROFESSOR	YOUR PROPOSAL
Santiago and Julián play an online game in class.	Asks them to keep the cellphone in the bag.	Work on vocabulary used in video games.
Esteban and Alejandra are in English class, but they are doing a math homework.		
Luciana sells candy in class while the teacher talks about the importance of taking care of your health.		
Felipe uses his headphones to listen to music while the teacher delivers the lesson.		
Sara answers a question from the teacher, but Sofía makes fun of her.		
Ariana makes up her face and brushes her long hair.		
Juan and Sebastián watch streaming platforms.		
Camila and Andrea talk about the party they went to last weekend.		
Sergio sends little papers to Pedro just to bother him.		
Nicolás shouts curse-words to Daniel.		

**7. Read the following actions that can be used by any pre-service teacher for having a good classroom management.**


<p>•<b>A.</b> Speak calm and with clarity.</p>	<p>•<b>B.</b> Manage classes or meetings with confidence, equanimity, and tranquility.</p>	<p>•<b>C.</b> Listen to students. The way they behave is a manner of communicating something.</p>	<p>•<b>D.</b> Take care of and look out for students.</p>
<p>•<b>E.</b> Have a good rapport with students.</p>	<p>•<b>F.</b> Be consistent and fair.</p>	<p>•<b>G.</b> Have and care for authentic relationships.</p>	<p>•<b>H.</b> Be always yourself.</p>
<p>•<b>I.</b> Be fun and friendly, but establish limits.</p>	<p>•<b>J.</b> Treat students with respect and dignity.</p>	<p>•<b>K.</b> Be aware that all students want to learn; however, approach each student as an individual.</p>	<p>•<b>L.</b> Look to empower your students not to gaining power.</p>

**Source:** Based on Badley and Patrick (2022)

**8. Write a number inside each circle to organize the previous actions in order of importance to you. Number 1 is the least important and 12 is the most relevant. Finally, share your work with a classmate.**

One may ask, can you achieve a classroom where both teachers and students feel comfortable and safe? How can they work in a place where both teachers and students feel they are meeting their objectives? In other words, beyond discipline issues, how can atmosphere help classroom management, and effective teaching and learning processes? The strategies that teachers have used may vary depending on factors like the contexts and needs of the learners. Some teachers might think that being students' friends could be a way of avoiding conflicts that lead to discipline issues. In Badley and Patrick's (2022) words, "that chumminess will lead students to like them and then willingly join them in the learning journey they have planned" (p. 2). Nevertheless, Bantock (cited by Badley & Patrick, 2022) asserts that students want to learn from a knowledgeable person, a professional, and not from a friend. What is your own point of view?

9. **Answer the previous question and share it with a partner. Do you have a similar experience with a teacher who wanted to be a friend to the students? If so, tell your partner. Was it good or not?**

 Write & Share

---

---

---

---

---

---

10. Based on what you have read in this element, select three key concepts related to discipline issues that a pre-service teacher might face in a classroom. Write them down next to the circles and create your own definition for them.

Expand your knowledge

Be creative!  
Write your own definition

a.

b.

c.

a. Write your own definition

b. Write your own definition

c. Write your own definition

11. Based on the institution and students characteristics described below, what ideas do you have for overcoming a discipline issue? First of all, define the discipline issue.

**Challenge**

Discipline issue: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Characteristics of the Institution**  
Public institution

**Grade Level and Language Level**  
Seventh grade  
True beginners

**Number of Students**  
Thirty-five students

**Resources**  
Board

**Language Skills Students Master**  
Basic vocabulary

**Learners' Characteristics**  
Noisy and willing to learn



## ELEMENT 7

### SOME OF THE COMPLEXITIES OF EFL CLASSROOMS PART-II

---

#### OBJECTIVE

To understand some sociocultural factors in EFL classrooms.

1. When you hear the phrase “classroom complexities,” what ideas come to your mind? Using only words, express them in the following diagram.

#### BRAIN STORMING

IDEA A:

IDEA B:

IDEA C:



IDEA D:

IDEA E:

IDEA F:

## Classroom Complexities

Classroom complexities may initially be related to problems with students' lack of discipline or misbehavior. Although, it is not easy to find a clear or concrete definition about what classroom complexities are, Huang et al. (2021) refer to them as a classroom environment and its dynamism and drawback features. Classrooms have always been places where people come with their unique and specific characteristics. The University of California, Los Angeles (2014), declares that “who students are and their own social group identities, including race/ethnicity, socioeconomic class, gender, sexual orientation, and dis/ability, among others shape students' experiences within classrooms” (p. 15). In essence, pre-service teachers must be aware of the dynamism and diversity of classrooms, but more importantly, of their roles in creating welcoming spaces, where all students have the possibility to be understood, heard and chiefly, to be themselves.

For pre-service teachers or in-service teachers, it is common to feel anxious about some shortcomings they might encounter in the classrooms. Most of them have to do with discipline. However, discipline challenges are just the tip of the iceberg. There are other profound additional factors that could interfere with the development of the classes, like students with special needs, gifted students and sociocultural aspects that our students bring to the classroom. In this way, teachers face different realities and needs that demand them to rethink their role and implement pedagogical actions to assist their students in a holistic way (Gutiérrez-Ruiz, 2022).

Current international policies, like the one established by the United Nations International Children's Emergency Fund (UNICEF, 2022), aim for the welfare of all children at home, in their schools and communities. In the same vein, the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2001) assumes the right of cultural diversity as part of human dignity. Colombia is not far off these policies that seeks to assist all types of populations under the same criteria of quality. Transparencia por Colombia (2023) has launched a policy about diversity, equity, inclusion and nondiscrimination. The previous considerations show the international and national concern about the differences, but also the need to take action in schools.

Nowadays, classrooms are not just places where the pre-service teacher must reflect on how to face classroom management, but also spaces to be aware of how diverse those places are. As mentioned by Aguirre and Ramos (2011), there

is a mix of students who come from different origins, socioeconomic strata, ethnicities and religious beliefs. What is interesting is not to see those issues as problems, but on the contrary, as great chances to get to know, to share, and to work in the language classes based on all those backgrounds students have. As it is stated by the University of California, Los Angeles, (2014) “exposure to diverse perspectives provides important opportunities for learning to occur” (p. 5). Pre-service teachers are invited to recognize their classrooms as places where they can address knowledge, but at the same time, where values like respect, understanding and acceptance are of paramount relevance. In this case, pre-service teachers of languages are requested not just to be aware of how their classrooms are composed, but as Lozano-Ñustes (2023) claims, to observe how diverse cultural identities are addressed in foreign language classrooms, as spaces that promote the strengthening of one’s own identity and recognition of others’ identities.

## Sociocultural Aspects

As we have mentioned before, the way of addressing the classroom has evolved. The ideal of transforming a teacher-centered classroom into a student-centered one has become a pivotal goal in educational institutions. Oviedo et al. (2020) assert that there is a need to move from a traditional pedagogy to one that allows the student’s self-construction according to their context. Therefore, it is not possible to ignore that each student comes to the school with a bag full of personal traits which in many cases have been influenced by the contexts in which they have grown up. Teachers must not only consider students as individuals, but as members of communities, each of them with particularities. The teacher cannot forget the realities of educative communities, their needs and expectations, especially in rural contexts (Oviedo et al., 2020).

- 2. Based on your experiences or beliefs as a pre-service teacher, write a phrase that demonstrates some of the needs or expectations that rural students might have regarding the English language. Ask a partner to interpret it, and then exchange roles. Discuss your ideas and analyze if you share the same perceptions.**

	<b>Write</b>
<hr/>	
<hr/>	
<hr/>	
<hr/>	
<hr/>	

As Oviedo et al. (2020) claim, it is relevant to know the contexts where the students come from, as a base to recognize their realities and to plan an authentic contextualized education. In Colombia, many students’ traits depend on the region they come from. It is very amazing to know how students from Boyacá are interested in learning about the potato harvests, and in Santander they are curious about the sugar cane harvest. However, the context is not the only factor to be considered; others, like students’ family, cannot be put aside. When we talk about families, we must not only be aware of how they have changed in recent times, but also of their role as companions in the learning process. In this regard, Oviedo et al. (2020) say that in rural areas, families experience some constraints such as inequality, poverty and low parental education levels. This last aspect is seen as a factor that affects the accompaniment of children in tasks and academic responsibilities. Finally, drugs, home displacements, and income difficulties are part of additional possible sociocultural problems that pre-service teacher may encounter in the classroom reality.

- 3. Which other personal traits do you think that a process of learning and teaching based on the sociocultural aspects of the students may affect? Complete the following list.**

<b>Sociocultural Aspects of the Students</b>	✓	Motivation	✓	_____
	✓	_____	✓	_____
	✓	_____	✓	_____
	✓	_____	✓	_____

- 4. What sociocultural aspects have you noticed in your educational institutions where you have been a student or have done teaching practicums? In groups of three share your answers.**

Write & Share

---



---




---




---




---

**5. Write your own concepts about the following terms.**

Gender



Students with special needs



Gifted students

**Gender Issues**

Addressing gender issues may have been unusual many years ago. Nowadays, however, it is not only relevant, but necessary if pre-service EFL teachers want to promote a more equitable classroom, and therefore, a more unbiased society. Education concerns go beyond assuring quality in different areas. During the last decades, there has been a gender awareness that calls EFL teachers to incorporate a gender perspective in EFL scenarios (Mojica & Castañeda, 2017). Therefore, pre-service teachers are called to be part of that engagement, starting from the way they plan, the way they use the textbooks, and the way they balance student participation. It is the role of pre-service EFL teachers to be respectful agents in classroom development.

- 6. Bring to your mind a mixed class. Did you notice that the professor privileged the voice of any of the participants? How? Why do you think that happened? Share your answers with a partner.**



---

---

---

---

---

---

Bradley and Patrick (2022) assert that gender is an issue worth considering in EFL classrooms. In fact, the authors further assert that students position themselves through their interactions in the classroom. Those positions might relate to their femininities and masculinities. Pre-service teachers might be aware of how subjects position themselves in terms of gender through their interactions with others. “Today, we understand that men and women can represent varying degrees of femininities and masculinities despite being male or female” (Peñaloza- Rallón, 2019, p. 27). Even though all pre-service teachers are requested to work on cultivating fair and equitable classrooms, pre-service EFL teachers play a key role. As stated by Mojica and Castañeda (2017), they should be more conscious of gender discourses, as well as aspects related to power in class interactions. In this way, pre-service teachers could promote or block learning opportunities, language access and learn about gender representations.

Working in equitable classrooms, where all participants have the same possibilities to be themselves, to participate, to express themselves without fear, might be a desirable goal for most pre-service teachers. To reach these goals, it is necessary to be aware of what gender is, and to be prepared to work with human beings who just want to be accepted as they feel, and they desire others to see them. Gender, from a social perspective, is related to how the subjects position themselves through their actions and relationships and interactions with society. Butler (1990) states that “gender does not denote a substantive being, but a relative point of convergence among culturally and historically specific sets of relations” (p. 16). Based on this definition, as affirmed by Peñaloza-Rallon (2019), “gender cannot be studied as a static binary, but rather as a changing multiplicity of position” (p. 19). However, Mojica and Castañeda (2017) argue that it is possible to refer to masculinities and

femininities, and it is viable to talk about discourse of multiplicities. Understanding the existence of these multiplicities will help pre-service teachers to normalize different discourses in the classroom and avoid other problems like discrimination, exclusion and muteness.

## Students with Special Needs

Education has been declared as a fundamental human right. For that reason, different international and national documents have outlined its relevance. However, the reality is different. Based on the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2001), the real data of students who are enrolled in educational institutions is not just low, but scarce. In addition, nowadays, it is common to find students with special needs in the same classrooms as other students. That is why it is necessary to distinguish between a real inclusive classroom and an integrative one. The first classroom is focused on the group as a whole, the community is adapted to those students with special needs. The second classroom is characterized by spotlighting students with special needs, and the teachers are the only actors who adapt to the necessities. It is important to offer equal learning opportunities to students with special needs, that is, to grant resources and curricular individual adaptations (Amaya-Gil et al., 2023). Research studies like those conducted by Rojas-Rojas (2019), show that different processes in the school do not favor inclusion. Despite the fact that schools may enroll students with special needs, and teachers recognize their existence, educational practices ignore the right to a particular education according to students' needs.

- 7. Could you list some of the learning issues that a professor might find in a classroom? Then share your answers with a partner and add to your list those that are different. The first one is given as an example.**






## Gifted Students

9. Based on your own concept about gifted students, answer the following questions. Share your answers in groups of three. Be prepared to socialize your key and common answers.

- Which characteristics do you think a gifted student has?
- Are you prepared to address gifted students in your EFL class?
- Which changes would you make in your classes if you had gifted students?



---



---



---



---



---

“Gifted student” is a term that is not easy to define. Hyde et al. (2016) define a gifted person as “someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression” (p. 10). In Colombia, gifted students are named those pupils with exceptional capacities and talents. According to Gutiérrez (2022), it is a heterogeneous concept that has not been studied deeply in Latin-American. This author says that in the past this term was related to high levels of intelligence, but other works such as the one developed by Kingore (cited by Gutiérrez, 2022) establish traits to those gifted students like curiosity, desire to ask unexpected questions, selectiveness in their attention, generation of complex and abstract ideas, enjoyment of self-learning, the ability to be self-critical, among others.

Despite what pre-service EFL teachers may think, they are fortunate having gifted students. Gutiérrez (2022) mentions some of the challenges that teachers in Colombia may face when they have this population of gifted students in their classrooms: lack of identification of these students, lack of adequate educative attention from teachers, lack of knowledge of gifted students’ traits and lack of teachers’ formation to assist this population.

However, and in agreement with Gutiérrez (2022), gifted students could not be as good as professors think. It is necessary to bear in mind that these students can be excellent in some subjects, but not in other ones; some of them may experience school failure; their cognitive development is faster than other personal developments, like the emotional one; they may suffer from a learning disorder, and it can cause other problems like frustration or misbehavior; they need their professors' guidance for getting their objectives; they might have problems about how to study; they may suffer from bullying, anxiety, depression or having suicide thoughts.

Because of the previous traits, gifted students need the same amount of attention, if not more, in the classroom; bearing in mind their particularities and needs. The ideal is to offer an adapted curriculum, based on their context and to provide activities that avoid producing boredom or apathetic attitudes. According to Hyde et al. (2016), gifted students are the same as others, in the sense they look for "love, understanding, encouragement to grow, companionship, guidance, respect, support, acceptance, securing" (p. 11). However, because of their capacities, they also need special ways of being addressed. These authors suggest having flexible programs, giving these students time and freedom to experiment, opportunities to work on other learning materials, to confront real problems and issues of the society, chances to share creative ideas, encouragement to question and to discover, opportunities to work with other gifted/talented students, but also to help other classmates who are in lower grades.

**10. According to the above ideas about gifted students, which activities would you suggest to help them in their learning progress if they are in a rural school? Select a topic and present key ideas. Be ready to share your work to the whole group.**

**TOPIC:**

**• ACTIVITIES:**

11. Based on what you have read in this element, select three key concepts related to the complexities in an EFL classroom a pre-service teacher might face. Write them down next to the circles and create your own definition for them.

Expand your knowledge

Be creative!  
Write your own  
definition

a.

b.

c.

a. Write your own definition

---

---

---

---

b. Write your own definition

---

---

---

---

c. Write your own definition

---

---

---

---

12. Based on the characteristics of the institution and students described below, what ideas do you have for celebrating the “English Day” with two groups of students: one with special needs and the other with gifted students?

**Characteristics of the Institution**  
Private institution

**Grade Level and Language Level**  
Fifth grade  
True beginners

**Number of Students**  
Thirty-five students

**Resources**  
Computer and tablet

**Language Skills Students Master**  
Speaking and basic vocabulary

**Learners' Characteristics**  
Noisy

**Challenge**

## ELEMENT 8

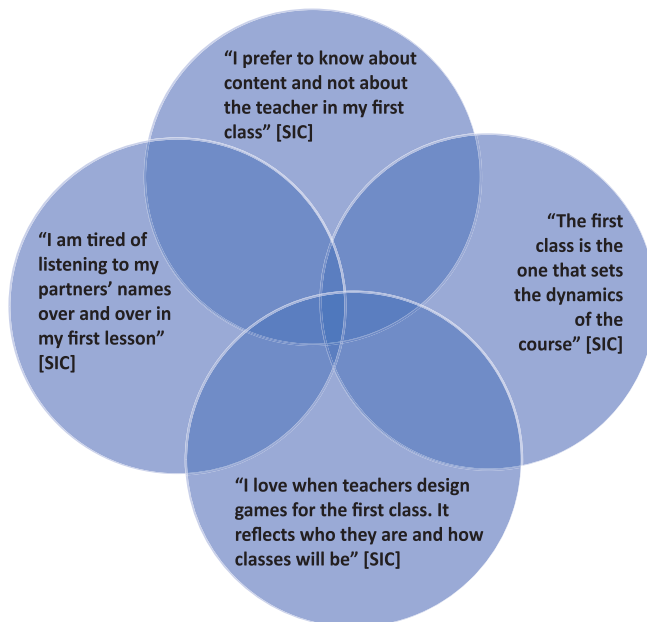
### MEETING AN EFL CLASS

---

#### OBJECTIVE

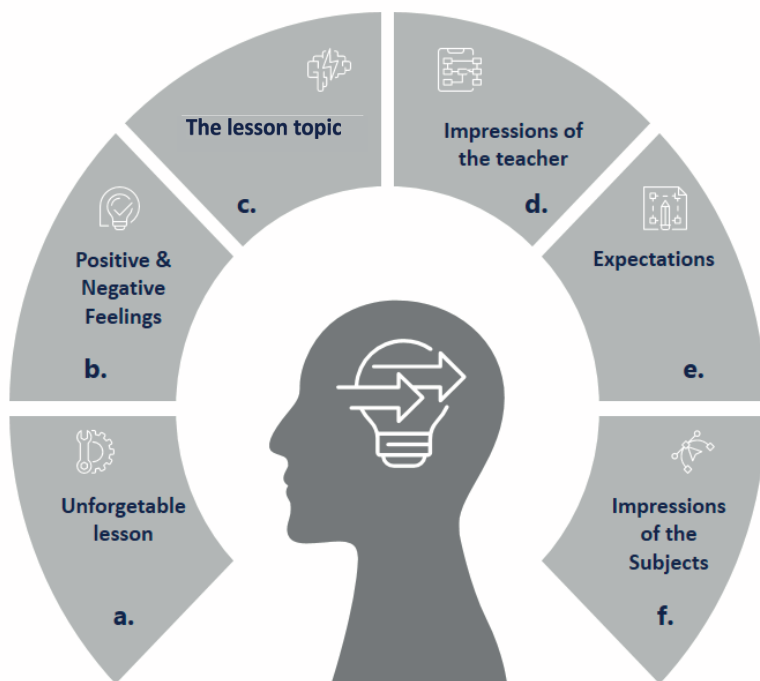
To reflect on the importance of a first EFL lesson course.

1. Read the following quotes about a first EFL class session. Do you agree or disagree with the statements? Why? Share your thoughts with the class.



2. For this task, recall a first class. It does not have to be a college class, it can be any class (cooking, music, language arts, etc.). Think about your feelings, your expectations, impressions of the teacher and of the subject. Complete the chart.

## UNFORGETTABLE LESSON



**Think & Write**

---

---

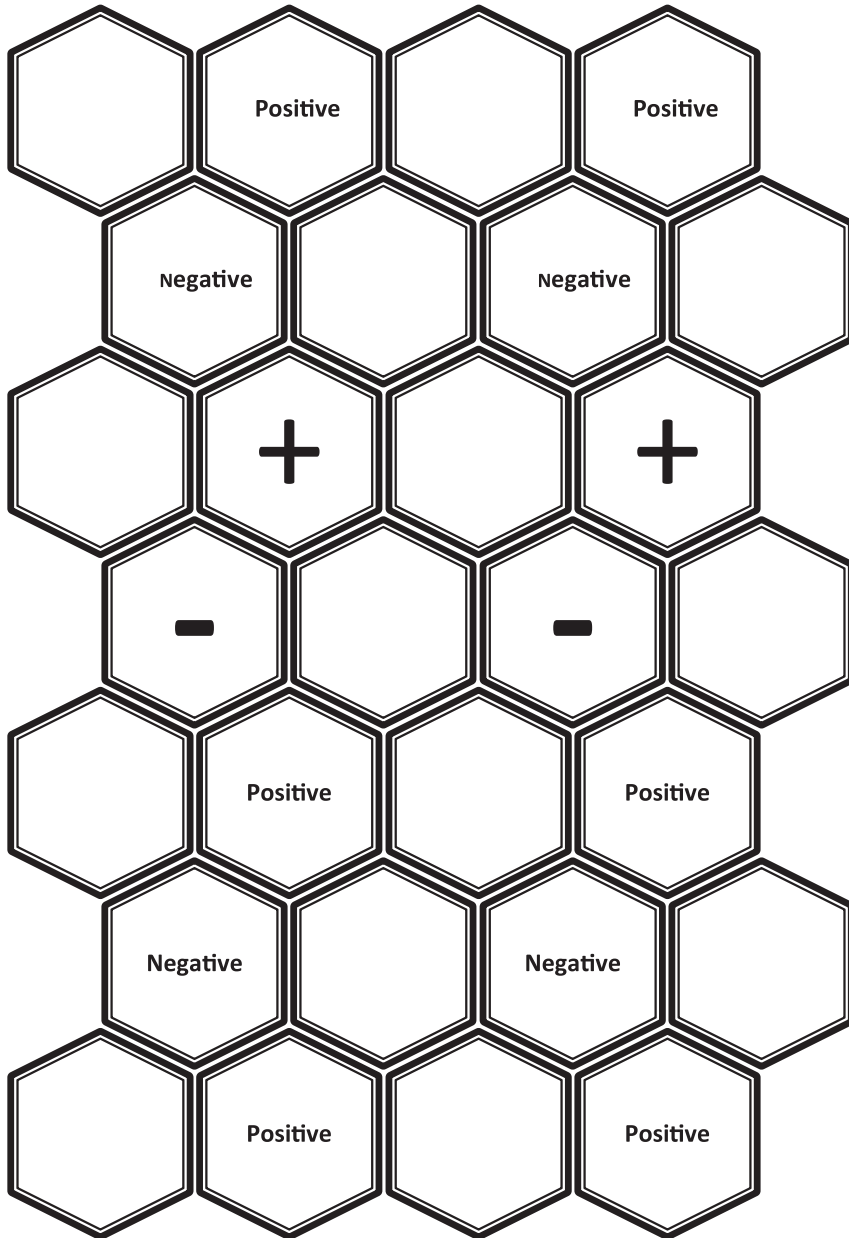
---

---

---

---

3. Based on the previous activity, fill out the following graphic. Write down the positive and negative aspects of your first lesson. Be ready to socialize your answers with two classmates. Remember to always think as a learner.



**4. Now, write the activities you would and wouldn't like to develop as a learner in an English as a Foreign Language (EFL) first lesson. Explain the reasons.**

What I would like to do
•
•
•
•
•

What I wouldn't like to do
•
•
•
•
•

Reasons

### The First Lesson

According to Neto (2012), although the first day of a course is relevant, research about this issue is scarce. Wilson and Wilson (2007) studied the impact of the first lesson on student motivation and found that the positive effects of that day included a more positive attitude towards the teacher and the course, as well as good grades. In their studies, Perlman and McCann (1999) concluded that it is more important for students to know about the course than about their teacher or classmates. One of the explanations for this last concern could be that students have met before and, as one of the quotes at the beginning of this Element 8 states, they are tired of hearing their classmates' names.

Have you ever thought about the importance of the first day of class? Have you considered that the first day of class is full of opportunities? Often, pre-service teachers may think about what to do and how to do it, but not about the implications of teaching the first day of class. It is not usual to be aware of Wilson and Wilson's words (2007) about the more positive attitudes at the end of the first day and throughout the course of those students who experienced a good first day. The first day of class can be used to develop different activities like presenting the syllabus or the class rules, asking students about their expectations for the class, recalling information about previous school experiences, among others. In addition, Curtis and Moore (2018) assert that the first day of class may be used to set impressions, engage and motivate students, more than starting with the syllabus presentation.

The first day of class may help pre-service EFL teachers to build a friendly atmosphere. Curtis and Moore (2018) found that in a first day, "it appears that the impressions students form of their instructors outweigh preconceived ideas of the instructor" (p. 664). The classroom atmosphere is significant for both teachers and students, and it is established from the beginning of a course, as well as the rapport between these two agents in this space. It is undeniable that teacher's reputation and the lack of empathy might affect students' attitudes and interests, as well as their performance or work in class. Nevertheless, a well-planned first class may contribute to a lasting positive atmosphere in class, along with students' attitudes (Hermann et al., 2010)

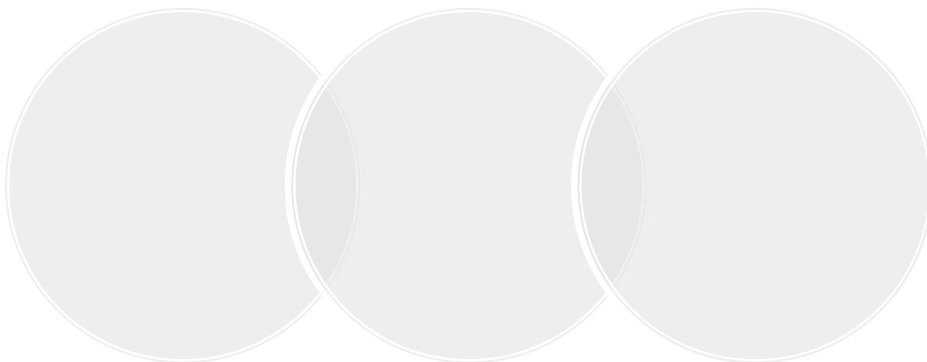
A possible pre-service teacher's concern about the impact of the first day of class, is whether students actually share the same worry. According to Hermann and Foster (2008), there is evidence about students' concerns for that first class. They are more uptight about attendance policies, assignments and class development. The first day of class is a valuable space for letting pre-service teachers' creativity flourish. The ideal result is to accomplish a balance between students' general expectations for the course and teachers' objectives for the class.

## Actions for the First Day of Class


As it has been previously mentioned, pre-service EFL teachers and students arrive to their first day of class with many expectations which may be similar or totally different. It is the role of the pre-service EFL teachers to meet these intentions by developing the most meaningful and contextualized activities. There are some actions and activities that can be developed in a first lesson course, some of them are based on Tanner and Green (1998) ideas:

- Build a word cloud with students' qualities.
- Distribute cards with each student introduction.
- Use an icebreaker to meet each student in class.
- Introduce yourself.
- Ask questions about personal information.
- Use social media to introduce yourself before class.
- Read welcoming phrases.
- State a friendly, respectful and collaborative classroom atmosphere.
- Negotiate a code of conduct.
- Introduce the course syllabus.
- Assess students' English language proficiency level.

**5. From the previous actions and activities, circle the three you would like to do in your first class and write them down.**



6. Use the following lines to explain and support the reasons why you selected the actions in the exercise before. Be ready to share with the whole class.



---



---



---

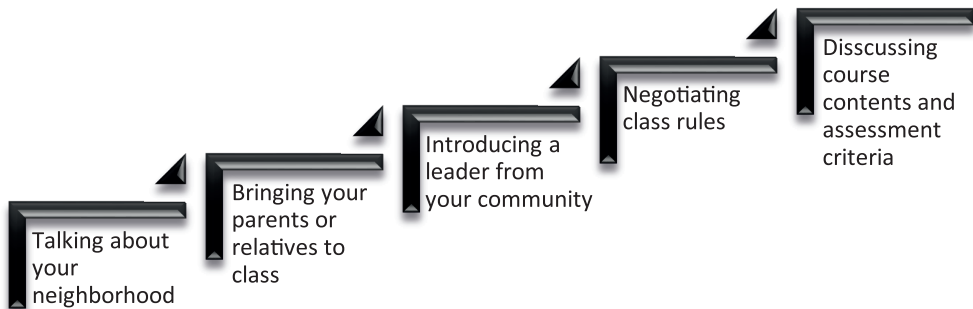


---



---

In addition to Tanner and Green's (1998) proposals, other varieties of activities can be developed on the first day of class. Depending on teachers' beliefs and on their objectives, activities like the following ones can be carried out:



Despite the possibilities a pre-service EFL teacher has for a first day of class, it is relevant to analyze how and to what extent the activity planned and executed affects students' success. In addition, a pre-service EFL teacher should be aware of how this first day of class welcomes and honors students' home and community experiences. It would be also important to note, however, that not all the students enjoy the same first day class activities, such as ice breakers (Hermann et al., 2010). Communication among teachers is very important. It could avoid the repetition of activities or the implementation of others that do not fit with the way of being of certain students.

## Key Issues in a First Day Class Activity

Tanner and Green (1998) state that when planning and developing a first language lesson, it is necessary to consider the following factors: “age of learners, motivation, level of English, number of learners, your familiarity with the learners, your confidence with the activity, possible discipline problems, the learners’ familiarity with each other, your learners’ dreams or dreads, the atmosphere you would like to create, length of the activity” (p. 6).

7. **With a partner, choose one activity for a first day of class. Give it a name, set a goal, state the target population and describe its procedure. Be ready to perform the activity with the whole class.**

<b>Activity Name</b>	
<b>Goal</b>	
<b>Target Population</b>	
<b>Procedure</b>	

8. In a first day class, is it more important for you to know about the course, teacher, or classmates? Why?

**Think & Write**

---



---



---



---



---

9. In groups of three, plan a routine activity for a first lesson in an English class bearing in mind one of the following situations. Select it with a tick ( ✓ ) Do not forget to name the routine activity, to set a goal and to describe the procedure.

- A tenth grade course in a private school in Tunja. You are a new teacher in the school.
- A fifth grade course in a rural technical school. It is your second year with the same students.
- A pre-intermediate level in a private institution. You have worked in the same institution for more than ten years.
- A sixth grade course in a public school in Moniquirá. You are the homeroom teacher.

**Think & Write**

Situation: \_\_\_\_\_

---



---

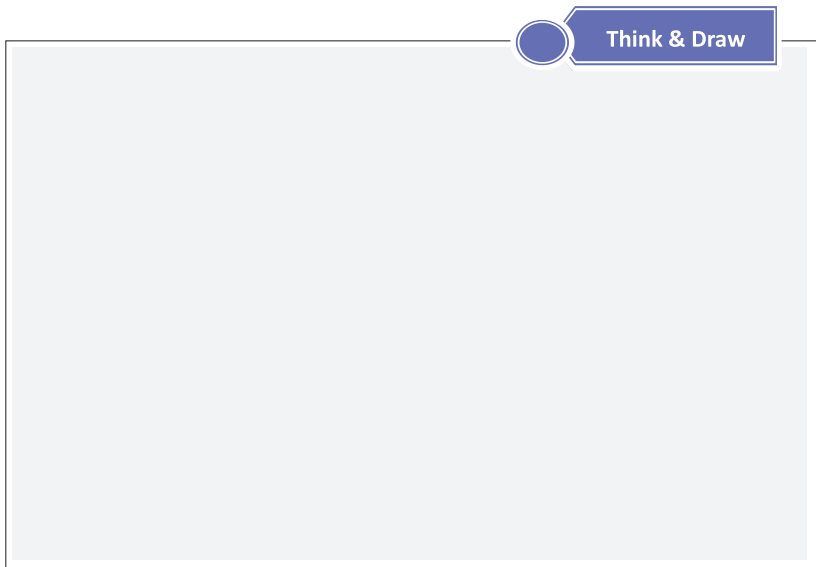


---



---

**10. Draw a picture in which you explain the impression you would like to make as a pre-service EFL teacher on your future learners.**



**11. Show and exchange ideas with a classmate about your drawing. The following questions could guide your interpretation.**

### Drawing Interpretation

**a.** What does this draw mean?

**b.** Is it related to a previous positive/negative experience?

**c.** What would you do to achieve this impression?

**d.** What needs to be avoided to achieve this impression?

**e.** Ask your own question

Five hand icons are positioned below the questions. Each hand is shown from the wrist up, with a specific number of fingers held up: the first hand has one finger up, the second has two, the third has three, the fourth has four, and the fifth has five.

**12. After reading, sharing opinions, and theorizing about the importance of the first day of class, design a pamphlet or booklet to give advice to pre-service teachers who want to start their classes off on the right foot.**

13. Based on what you have read in this element, select three key concepts related to a first lesson. Write them down next to the circles and create your own definition for them.

**Expand your knowledge**

**Be creative!  
Write your own definition**

**a.**

**b.**

**c.**

**a.** Write your own definition

---



---



---

**b.** Write your own definition

---



---



---

**c.** Write your own definition

---



---



---

**14. Based on the institution and students characteristics described below, what ideas come to your mind for a first day in an EFL class?**

**Challenge**

**Characteristics of the Institution**  
Public institution

**Grade Level and Language Level**  
Eleventh grade  
Advanced learners

**Number of Students**  
Twenty students

**Resources**  
Computer,  
video beam,  
Internet access

**Language Skills Students Master**  
Reading, writing,  
listening and  
speaking

**Learners' Characteristics**  
Willing to learn

## Conclusions

Teaching English as a foreign language encompasses a wide field that involves more than knowing what and how to teach. It requires one to be aware of the large number of challenges that a pre-service EFL teacher may encounter in the classroom. How society has evolved is demonstrated in educational settings, moving from traditional teacher-centered classrooms to more student-centered approaches, where power and knowledge are shared among teachers, students, parents and communities. Thus, in their final practicum, pre-service EFL teachers embark on a journey of awareness, analysis, and actions to create healthy atmospheres for students of diverse sociocultural backgrounds. The aforementioned issues are acknowledged in this textbook, along with the need to involve families and communities in the EFL classroom to negotiate the curriculum, assign meaningful homework and design appropriate assessments.

The role of parents and family members is of paramount importance in EFL classrooms. Research has confirmed the positive effects of family involvement on student success. As teacher-educators, it is our belief that if EFL pre-service teachers get to know families well, they will be able to build connections. In this way, “funds of knowledge” could be the guide to design their lessons. For instance, a group of parents or families may have knowledge about cattle farming, harvesting crops, etc. Pre-service teachers can use that knowledge to create a welcoming classroom climate, one that empowers students to have control over their own learning.

Involving parents and families in EFL classroom agendas is not an easy task. Learning how to guide parents to be part of EFL classrooms is a challenge for any pre-service

EFL teacher. However, some principles might help this endeavor: Thinking of curriculum as a cultural process, being aware of the importance of learning with the community, being able to negotiate the curriculum, etc. All in all, parents and families, as part of the educational community, cannot be underestimated in the EFL learning and teaching processes. In fact, pre-service EFL teachers are called to think of a variety of ways in which families are encouraged to participate beyond traditional activities such as parent-teacher conferences.

As parents and families should be seen as assets in EFL classrooms, pre-service teachers need to make sure that families, and the school community are welcome in the educational settings. Effective communication between pre-service EFL teachers and the community helps to show how their involvement is valuable. Involving the community in EFL processes could be as simple as asking students to make connections between their own concepts and experiences, and the ones provided in the EFL lessons.

More profound ways to work with the communities include recognizing and learning about them and their cultural norms. Culturally Responsive Pedagogy (CRP) is an approach to teaching. It closes the gap between the experiences and knowledge students bring to the classroom, and what actually happens in it. Pre-service EFL teachers, as culturally responsive teachers, can use their students' voices and backgrounds as sources for negotiating the curriculum in the EFL classroom. Nieto (2013) affirms that "Culturally responsive teaching is thus purposeful and has specific goals: to affirm who students are to connect with school, accept and relish who they are, and succeed academically" (p. 140). Thus, working with communities in EFL classrooms is an unquestionable message to teachers. They may perceive and comprehend their students in all their complexity and be aware of the need to figure out who they are, in order to help them do well in EFL classes.

As previously mentioned, pre-service EFL teachers should recognize their students' backgrounds, cultures and experiences. That is why they should work hand in hand with parents, families and the community. From this perspective, pre-service EFL teachers need to negotiate the curriculum in order to make students' voices visible. As teacher-educators, we present a view of curriculum that emphasizes its process. In other words, curriculum is a cultural practice. Therefore, it is of paramount importance to recognize who the students are and where they come from. Thus, the syllabus, homework assignments, contents, etc. can be negotiated based on their own knowledge.

Negotiating the curriculum could be arduous. In fact, it is a challenge, and, at the same time, it is a worthwhile investment. One of the main challenges of negotiating classroom agendas with communities and students is related to the expectations each class has. For instance, pre-service EFL teachers might be more willing to focus on developing students' fluency, while parents might be guided by the results of standardized tests. Supervisors might be motivated to have students obtaining the best standardized scores in the region, but teachers and students' expectations might be to use the language to learn about the territory. In one way or another, it is necessary for EFL pre-service teachers to learn how they can negotiate the curriculum meeting the needs of the educational community. Homework assignments are another element that can be negotiated as part of the EFL curriculum.

Creating homework assignments is challenging for pre-service EFL teachers. It needs to be a well-planned activity to generate the expected outcome related to the practice and/or learning of any topic in EFL. Pre-service EFL teachers must bear in mind that designing a homework assignment comprises similar steps to planning a lesson. Homework assignments require an objective, clear instructions, a practice, handy materials, and an outcome. Also, planning students' effort and time investment while completing the homework assignment are key aspects. Homework assignments are a process that starts with the teachers and goes back to them for feedback and assessment.

Pre-service EFL teachers have to bear in mind that homework assignments could affect students' motivation. Volume and frequency of homework are outstanding features which not only affect students, but also parents. They both could feel overwhelmed. Therefore, pre-service EFL teachers need to think about how to create challenging and motivating homework assignments in which the students can practice the language. Also, if parental involvement is needed for doing the homework, it has to be planned as a family quality time activity that might also support assessment practices.

By understanding the importance of assessment in EFL, which is connected to reflecting on what is being taught and learned, pre-service EFL teachers could become more aware of the teaching and learning processes and the benefits of assessing in educational contexts. Also, pre-service teachers become conscious of the fact that the main purpose of any type of assessment in an EFL classroom is to adequately integrate the teaching and learning processes.

By incorporating reflection in the assessment, pre-service EFL teachers include assessment as a process and as a way to grow in their formative path as EFL teachers. This reflection also helps pre-service EFL teachers to perceive the multiple perspectives assessment embraces, such as self-assessment, student self-assessment, teacher self-assessment, formative assessment, summative assessment, classroom assessment, peer assessment, and feedback. Not only do these assessing options provide the pre-service EFL teachers with many alternatives to see their students' progress, but also, they offer an opportunity for pre-service teachers to validate and/or rethink the teaching practices, methodologies and materials used in the classrooms. What has been concluded so far cannot leave aside what actually happens in EFL classrooms.

In an EFL classroom, it is essential to recognize that knowing about the language is not enough. There are many classroom complexities that might emerge in the teaching practice. Classrooms have been dynamic and diverse throughout history. That is why, nowadays, pre-service EFL teachers' roles go beyond planning, delivering, and assessing lessons based on language issues. These processes must be aligned with issues related to sociocultural aspects, diversity, and classroom management.

Pre-Service EFL teachers might perceive discipline and classroom management as the most challenging issues to be handled in any educational setting. However, both terms (discipline and classroom management) might overlap when they aim at providing students with a safe space to grow personally and academically. Discipline and classroom management should promote a climate in which students feel their voice is heard. If classrooms become safe places for students and for teachers, it is undeniable the positive effects they bring to the social actors in the classroom. In terms of discipline, it is interesting to note that EFL pre-service teachers should be conscious that some behaviors that might be seen as negative by other teachers may be a great opportunity to promote students' participation.

Pre-service teachers may express fears or worries about classroom management and discipline issues. However, these are not the only factors they will encounter in class. Diversity is inherent in classrooms not only because students behave in distinct ways, but also because they are different human beings. As such, pre-service EFL teachers may consider, from the very beginning, the sociocultural backgrounds of students: This might imply that pre-service EFL teachers need to accommodate

to their students' beliefs, values and cultural norms. Thus, it is necessary to plan, deliver, and assess lessons taking into account the differences in students' traits and necessities. Pre-service EFL teachers must be aware that the classroom is the space that will contribute to shaping who students are.

Attention and care of diversity are not only established in Colombia's regulations, but are also addressed internationally. *Transparencia por Colombia* (2023), UNICEF (2022) and UNESCO (2001) are well known institutions that advocate for the right of cultural diversity as part of human dignity. This fundamental right leads pre-service EFL teachers to be conscious of diversity. Being aware of this right helps them to reexamine their roles and ensure effective support for all the students in a holistic way. Despite the complexities a classroom may present, pre-service EFL teachers should see diversity as an opportunity to learn and know about the language.

A social constructivist view of learning perceives student as both subjects and members of a community. The role of pre-service EFL teachers goes beyond recognizing students' experiences to knowing the needs and expectations of their communities, especially in rural contexts. Pre-service EFL teachers may encounter a variety of challenges such as lack of children's academic support, home displacement, drugs misuse, and income difficulties, among many others. The previous sociocultural factors should guide the teaching and learning processes since the very first lesson in an EFL course.

Despite research being sporadic about the importance of a first lesson in an EFL course, it does not mean that the first class is not relevant. Pre-service EFL teachers should think about the implications that a first class might have. Commonly, a first class is used to introduce the subject and let the teacher and students meet each other. According to Curtis and Moore (2018), it can also be used to impress, engage and motivate students. Pre-service EFL teachers and students arrive in the classroom with different objectives and expectations for the first day. That is why, when planning a first day class, pre-service EFL teachers should consider the objectives, and activities to be carried out. Activities can combine setting ice breakers, introducing the syllabus, getting to know the teacher and classmates, establishing behavioral rules, and checking or assessing language levels. In addition to the aforementioned aspects, pre-service EFL teachers should consider some factors such as students' motivation, language proficiency, the number of learners, the familiarity with the activity and probable misbehavior issues (Tanner & Green,

1998). This textbook advocates for pre-service EFL teachers who alter the activities taken for granted for a first class and to include families and communities which have been largely silenced in EFL classrooms.

As an overall conclusion, pre-service EFL teachers must be prepared to overcome challenges in the EFL classroom that go beyond merely knowing the language or how to teach it. They must be aware of students' diversity. So, students' specific traits cannot be ignored in the EFL classrooms. Thus, pre-service EFL teachers should know who students are, what they know, their dreams and hopes, their strengths and weaknesses. Pre-service EFL teachers' roles go beyond the classroom as they are called to integrate students' families and communities into the educational processes. By sharing and talking about the experiences students bring to the classroom, curricula can be negotiated, homework can be better planned, and assessment practices can be improved. It is important to recognize that there is not a template to work with classrooms diversity. There are not "best practices". Pre-service EFL teachers could create situations to guide teaching and learning processes that aim at challenging decisions to avoid homogenizing educational processes.

## Reviewing and Reflecting about What You Have Learned

1. Read and answer the following questions. You can go through any of the eight elements in this textbook to review and check your answers.

**a**

Have I established the role parents/ families might play in EFL classrooms?

Yes, I have.       No, I have not.

**Element 1**  
Parental/Family  
Involvement in EFL  
Classrooms

**b**

Have I recognized the need to engage communities in EFL classrooms?

Yes, I have.       No, I have not.

**Element 2**  
Working with the  
Community in EFL  
Classrooms

**c**

Have I understood how the curriculum can be negotiated in the EFL classrooms?

Yes, I have.       No, I have not.

**Element 3**  
Negotiating the EFL  
Curriculum

**d**

Have I identified the key principles for integrating homework assignments in the curriculum?

Yes, I have.  No, I have not.

**Element 4**  
Homework Assignments in EFL

**e**

Have I differentiated the terminology related to assessment in EFL classrooms?

Yes, I have.  No, I have not.

**Element 5**  
Assessment in EFL Classrooms

**f**

Have I identified the difference between discipline and classroom management to create safe environments in EFL classrooms?

Yes, I have.  No, I have not.

**Element 6**  
Some of the Complexities of EFL Classrooms Part I

**g**

Have I understood some of the sociocultural factors in EFL classrooms?

Yes, I have.  No, I have not.

**Element 7**  
Some of the Complexities of EFL Classrooms Part II

**h**

Have I recognized the importance to reflect upon a first EFL lesson course?

Yes, I have.  No, I have not.

**Element 8**  
Meeting an EFL Class

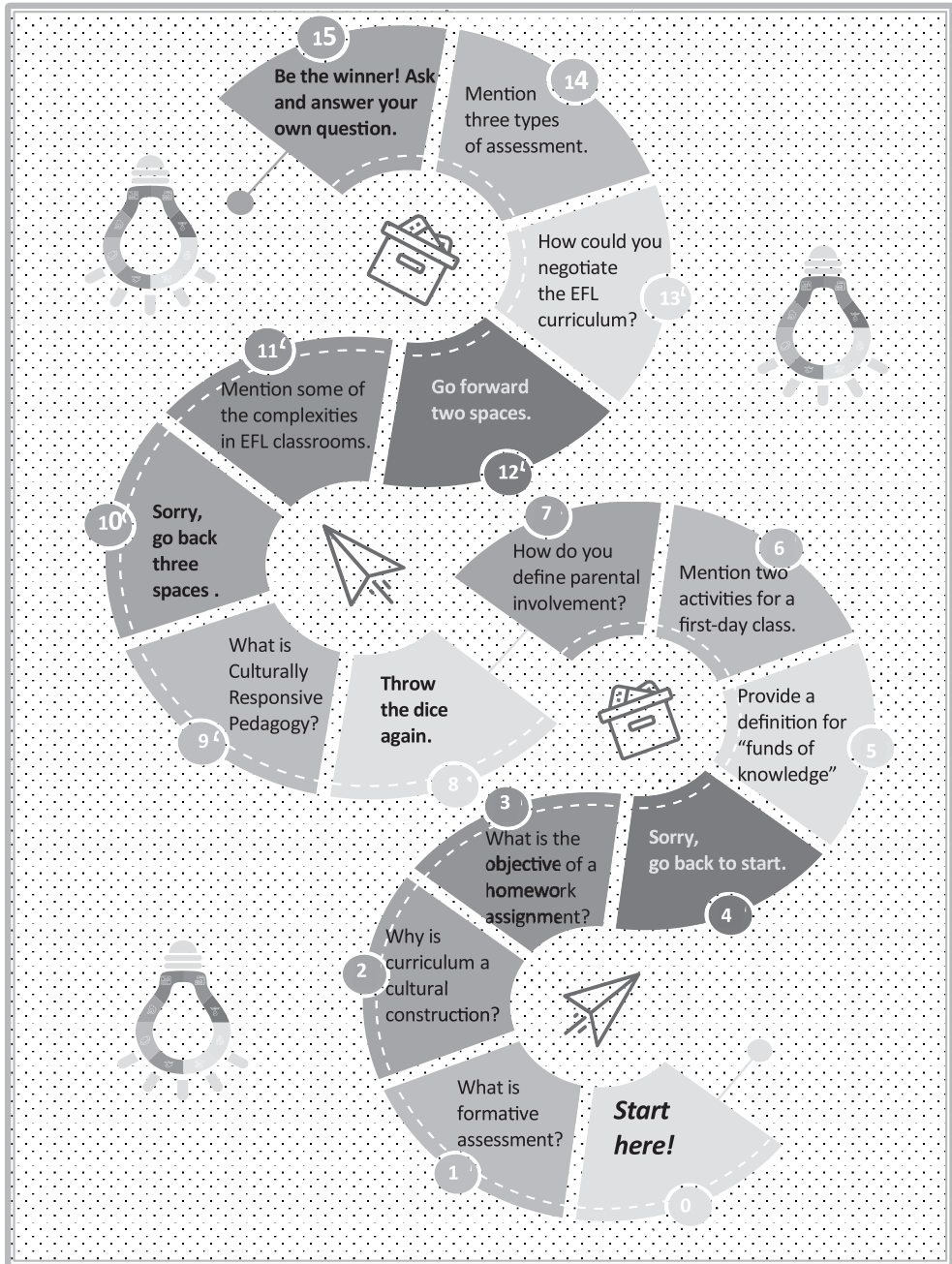
**i**

Have I \_\_\_\_\_?

Yes, I have.  No, I have not.

Write your own question!

2. Get in pairs, use dice and two counters for this activity. Then answer the questions or follow the instructions in each box.





## Useful Web Links for Further Information

ELEMENT 1	PARENTAL/FAMILY INVOLVEMENT IN EFL CLASSROOMS
Research Report	Punar Özçelik, N. (2022). Parental Involvement and Learner Autonomy in EFL context: A Case Study. <i>Journal of Pedagogical Sociology and Psychology</i> , 4(1), 56-65. <a href="https://doi.org/10.33902/JPSP.202213091">https://doi.org/10.33902/JPSP.202213091</a>
Web link	<a href="https://www.j-ppsp.com/article/parental-involvement-and-learner-autonomy-in-efl-context-a-case-study-12217">https://www.j-ppsp.com/article/parental-involvement-and-learner-autonomy-in-efl-context-a-case-study-12217</a>
Research Report	Murshidi, G. A., Daoud, S., Derej, R. A., Alhamidi, H., Jabir, W. & Sayed, N. (2023). Parental Involvement in English as Foreign Language Learners' Education: Challenges and Solutions in a Post-pandemic Era. <i>International Journal of Educational Research Open</i> , 5, 100297. <a href="https://doi.org/10.1016/j.ijedro.2023.100297">https://doi.org/10.1016/j.ijedro.2023.100297</a>
Web link	<a href="https://www.sciencedirect.com/science/article/pii/S2666374023000729?via%3Dihub">https://www.sciencedirect.com/science/article/pii/S2666374023000729?via%3Dihub</a>
State of the art	Philominraj, A., Ranjan, R., Saavedra, R. A., & Cerón Urzúa, C. A. (2022). Family's Role and Their Challenging Commitment to English Language Learning: A Systematic Review. <i>Journal of Language and Education</i> , 8(1), 216-230. <a href="https://doi.org/10.17323/jle.2022.12680">https://doi.org/10.17323/jle.2022.12680</a>
Web link	<a href="https://jle.hse.ru/article/view/12680">https://jle.hse.ru/article/view/12680</a>
Research Report	Rizka, S., Ahmad, F. & Siti, A. (2022). Emergency Remote Learning in a Foreign Language Learning: The Parents' Involvement. <i>Journal of English Education and Teaching</i> , 6(1), 27–44. <a href="https://doi.org/10.33369/jeet.6.1.27-44">https://doi.org/10.33369/jeet.6.1.27-44</a>
Web link	<a href="https://ejournal.unib.ac.id/index.php/JEET/article/view/20382">https://ejournal.unib.ac.id/index.php/JEET/article/view/20382</a>

ELEMENT 1	PARENTAL/FAMILY INVOLVEMENT IN EFL CLASSROOMS
Research Report	Wang, H., Chen, Y., Yang, X. et al. (2023). Different Associations of Parental Involvement with Children’s Learning of Chinese, English, and Math: A Three-Wave Longitudinal Study. <i>European Journal of Psychology of Education</i> , 38, 269–285. <a href="https://doi.org/10.1007/s10212-022-00605-0">https://doi.org/10.1007/s10212-022-00605-0</a>
Web link	<a href="https://link.springer.com/article/10.1007/s10212-022-00605-0">https://link.springer.com/article/10.1007/s10212-022-00605-0</a>
Research Report	Gupta, A. (2023). Middle-class Mothers’ Participation in Tutoring for Spoken English: A Case of Unlocking Middle-class Identity and Privilege in Contemporary India. <i>Discourse: Studies in the Cultural Politics of Education</i> , 44(5), 739–753. <a href="https://doi.org/10.1080/01596306.2022.2131738">https://doi.org/10.1080/01596306.2022.2131738</a>
Web link	<a href="https://www.tandfonline.com/doi/full/10.1080/01596306.2022.2131738">https://www.tandfonline.com/doi/full/10.1080/01596306.2022.2131738</a>

ELEMENT 2	WORKING WITH THE COMMUNITY IN EFL CLASSROOMS
Research Report	Gutiérrez, C. P. (2022). Learning English from a Critical, Intercultural Perspective: The Journey of Preservice Language Teachers. <i>Profile: Issues in Teachers’ Professional Development</i> , 24(2), 265–279. <a href="https://doi.org/10.15446/profile.v24n2.97040">https://doi.org/10.15446/profile.v24n2.97040</a>
Web link	<a href="https://revistas.unal.edu.co/index.php/profile/article/view/97040">https://revistas.unal.edu.co/index.php/profile/article/view/97040</a>
Reflective Paper	Rico-Troncoso, C. (2021). Culture and Interculture: What Are We Talking about? Challenges for the ELT Community. <i>HOW</i> , 28(3), 105–118. <a href="https://doi.org/10.19183/how.28.3.676">https://doi.org/10.19183/how.28.3.676</a>
Web link	<a href="https://www.howjournalcolombia.org/index.php/how/article/view/676">https://www.howjournalcolombia.org/index.php/how/article/view/676</a>
Reflective Paper	Shufflebarger, A. M. (2022). Poetry as Design in Community-based Adult ESL Classrooms: Meaning-Making with Creative/Aesthetic Texts. <i>L2 Journal</i> , 14(3), 1-11. <a href="https://doi.org/10.5070/L214354148">https://doi.org/10.5070/L214354148</a> -
Web link	<a href="https://escholarship.org/uc/item/97m9b13x">https://escholarship.org/uc/item/97m9b13x</a>
Research Report	Castillo, K., Cárdenas, L. D. & Lastra, S. (2023). Constructing Community Knowledge by Exploring a Group of High School Students’ Funds of Knowledge. <i>Profile: Issues in Teachers’ Professional Development</i> , 25(2), 129–146. <a href="https://doi.org/10.15446/profile.v25n2.102348">https://doi.org/10.15446/profile.v25n2.102348</a>
Web link	<a href="https://revistas.unal.edu.co/index.php/profile/article/view/102348">https://revistas.unal.edu.co/index.php/profile/article/view/102348</a>

ELEMENT 2	WORKING WITH THE COMMUNITY IN EFL CLASSROOMS
Research Report	Yilmaz, T. & de Jong, E. (2020). Translanguaging as a Boundary Crossing Mechanism: A Turkish-American Youngster and Her Linguistic Negotiation of Three Discursive Spaces. <i>Australian Journal of Applied Linguistics</i> , 3(1), 11–25. <a href="https://doi.org/10.29140/ajal.v3n1.284">https://doi.org/10.29140/ajal.v3n1.284</a>
Web link	<a href="https://www.castledown.com/journals/ajal/article/view/ajal.v3n1.284">https://www.castledown.com/journals/ajal/article/view/ajal.v3n1.284</a>
Research Report	Castillo, K., Cárdenas, L. D. & Lastra, S. (2023). Constructing Community Knowledge by Exploring a Group of High School Students' Funds of Knowledge. <i>Profile: Issues in Teachers' Professional Development</i> , 25(2), 129–146. <a href="https://doi.org/10.15446/profile.v25n2.102348">https://doi.org/10.15446/profile.v25n2.102348</a>
Web link	<a href="https://revistas.unal.edu.co/index.php/profile/article/view/102348/89218">https://revistas.unal.edu.co/index.php/profile/article/view/102348/89218</a>

ELEMENT 3	NEGOTIATING THE EFL CURRICULUM
Research Report	Wu, Z., Li, J., & Cheng, L. (2022). Understanding EFL Teacher Engagement in TDTs' Collaborative Curriculum Design: A Chinese Case Study from the Activity Theory Perspective. <i>Frontiers in Psychology</i> , 13, 825274. <a href="https://doi.org/10.3389/fpsyg.2022.825274">https://doi.org/10.3389/fpsyg.2022.825274</a>
Web link	<a href="https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.825274/full">https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.825274/full</a>
Research Report	Qassrawi, R., Abuhussein, H. F., Rafidi, T. J. & Yousef, R. (2023). Language Intensive Exposure in EFL Curriculum: Attitudes towards the Unlock Textbook Series at Birzeit University as a Case Study. <i>Cogent Education</i> , 10(1). <a href="https://doi.org/10.1080/2331186X.2023.2166626">https://doi.org/10.1080/2331186X.2023.2166626</a>
Web link	<a href="https://www.tandfonline.com/doi/full/10.1080/2331186X.2023.2166626">https://www.tandfonline.com/doi/full/10.1080/2331186X.2023.2166626</a>
Research Report	Abdulrazzaq, A. H. (2023). Teachers' and Learners' Attitudes towards the Place of the Speaking Skill in the EFL Curriculum. (2023). <i>Alustath Journal for Human and Social Sciences</i> , 62(1), 382-397. <a href="https://doi.org/10.36473/alustath.v62i1.2004">https://doi.org/10.36473/alustath.v62i1.2004</a>
Web link	<a href="https://alustath.uobaghdad.edu.iq/index.php/UJIRCO/article/view/2004">https://alustath.uobaghdad.edu.iq/index.php/UJIRCO/article/view/2004</a>
Research Report	Nieto-Gómez, Y. A. & Clavijo-Olarte, A. (2020). Situating Local Literacies at the Core of ELT Curriculum in Higher Education. <i>GIST: Education and Learning Research Journal</i> , 21, 26-46. <a href="https://doi.org/10.26817/16925777.830">https://doi.org/10.26817/16925777.830</a>
Web link	<a href="https://latinjournal.org/index.php/gist/article/view/830">https://latinjournal.org/index.php/gist/article/view/830</a>

ELEMENT 3	NEGOTIATING THE EFL CURRICULUM
Research Report	Aristizábal, M. & Agudelo, N. (2021). Otra vuelta de tuerca... A propósito de los resultados de aprendizaje ¿Otros caminos son posibles? <i>Revista Historia de la Educación Latinoamericana</i> , 23(36), 255-270.
Web link	<a href="https://revistas.uptc.edu.co/index.php/historia_educacion_latinoamericana/article/view/13169/10982">https://revistas.uptc.edu.co/index.php/historia_educacion_latinoamericana/article/view/13169/10982</a>
State of the Art	Castañeda, M. E. (2020). Research on English Teaching Policies for Public Schools: From Past to Future Paths. <i>Enletawa Journal</i> , 12(2), 11-41. <a href="https://doi.org/10.19053/2011835X.10956">https://doi.org/10.19053/2011835X.10956</a>
Web link	<a href="https://revistas.uptc.edu.co/index.php/enletawa_journal/article/view/10956">https://revistas.uptc.edu.co/index.php/enletawa_journal/article/view/10956</a>
Research Report	Perea, A. & Mora-Delgado, J. (2023). En busca de lo rural: el currículo de escuelas en territorios rurales altoandinos. <i>Praxis &amp; Saber</i> , 14(36), e15107. <a href="https://doi.org/10.19053/22160159.v14.n36.2023.15107">https://doi.org/10.19053/22160159.v14.n36.2023.15107</a>
Web link	<a href="https://revistas.uptc.edu.co/index.php/praxis_saber/article/view/15107">https://revistas.uptc.edu.co/index.php/praxis_saber/article/view/15107</a>

ELEMENT 4	HOMEWORK ASSIGNMENTS IN EFL
Research Report	Cheraghi, F. & Rahimi, M. (2024). Effects of Homework Policy on EFL Literacy Development in Emergency Remote Learning: A Focus on Academic Self-Regulation. <i>Sage Open</i> , 14(1). <a href="https://doi.org/10.1177/21582440241227006">https://doi.org/10.1177/21582440241227006</a>
Web link	<a href="https://doi.org/10.1177/21582440241227006">https://doi.org/10.1177/21582440241227006</a>
Research Report	Bernal Pinzón, A. N. (2020). Authentic Materials and Tasks as Mediators to Develop EFL Students' Intercultural Competence. <i>HOW</i> , 27(1), 29-46. <a href="https://doi.org/10.19183/how.27.1.515">https://doi.org/10.19183/how.27.1.515</a>
Web link	<a href="https://www.howjournalcolombia.org/index.php/how/article/view/515">https://www.howjournalcolombia.org/index.php/how/article/view/515</a>
Research Report	Pham, T. N., Lin, M., Trinh, V. Q. & Bui, L. T. P. (2020). Electronic Peer Feedback, EFL Academic Writing and Reflective Thinking: Evidence from a Confucian Context. <i>Sage Open</i> , 10(1). <a href="https://doi.org/10.1177/2158244020914554">https://doi.org/10.1177/2158244020914554</a>
Web link	<a href="https://journals.sagepub.com/doi/10.1177/2158244020914554">https://journals.sagepub.com/doi/10.1177/2158244020914554</a>
Research Report	Khoram, A., Darabi Bazvand, A., & Sarkawt Sarhad, J. (2020). Error Feedback in Second Language Speaking: Investigating the Impact of Modalities of Error Feedback on Intermediate EFL students' Speaking Ability. <i>Eurasian Journal of Applied Linguistics</i> , 6(1), 63-80. <a href="https://doi.org/10.32601/ejal.710205">https://doi.org/10.32601/ejal.710205</a>
Web link	<a href="https://dergipark.org.tr/en/pub/ejal/issue/53401/710205">https://dergipark.org.tr/en/pub/ejal/issue/53401/710205</a>

ELEMENT 4	HOMEWORK ASSIGNMENTS IN EFL
Research Report	Zaccaron, R. & Puntel Xhafaj, D. (2024). Teacher and Peer Feedback on English as an Additional Language Writing: The Role of Social Representations. <i>Profile: Issues in Teachers' Professional Development</i> , 26(1), 49–64. <a href="https://doi.org/10.15446/profile.v26n1.107196">https://doi.org/10.15446/profile.v26n1.107196</a>
Web link	<a href="https://revistas.unal.edu.co/index.php/profile/article/view/107196">https://revistas.unal.edu.co/index.php/profile/article/view/107196</a>
Research Report	Xu, J. (2023). Student-Perceived Parental Help with Homework: Identifying Student Profiles and Their Relations with Homework Effort, Procrastination, and Achievement. <i>Learning and Individual Differences</i> , 104. <a href="https://doi.org/10.1016/j.lindif.2023.102299">https://doi.org/10.1016/j.lindif.2023.102299</a>
Web link	<a href="https://www.sciencedirect.com/science/article/abs/pii/S1041608023000432">https://www.sciencedirect.com/science/article/abs/pii/S1041608023000432</a>

ELEMENT 5	ASSESSMENT IN EFL CLASSROOMS
Research Report	Çetin Köroğlu, Z. (2021). Using Digital Formative Assessment to Evaluate EFL Learners' English Speaking Skills. <i>GIST: Education and Learning Research Journal</i> , (22), 103–123. <a href="https://doi.org/10.26817/16925777.1001">https://doi.org/10.26817/16925777.1001</a>
Web link	<a href="https://latinjournal.org/index.php/gist/article/view/1001">https://latinjournal.org/index.php/gist/article/view/1001</a>
Research Report	Al-Rashidi, A.H., Asif, M., Vanani, M.G. et al. (2022). Learner-oriented Assessment (LOA) Practice: The Comparative Study of Self-assessment, Peer Assessment, and Teacher Assessment on EFL Learners' Writing Complicity, Accuracy, and Fluency (CAF), Speaking CAF, and Attitude. <i>Language Testing in Asia</i> , 12, 59. <a href="https://doi.org/10.1186/s40468-022-00209-x">https://doi.org/10.1186/s40468-022-00209-x</a>
Web link	<a href="https://languagetestingasia.springeropen.com/articles/10.1186/s40468-022-00209-x">https://languagetestingasia.springeropen.com/articles/10.1186/s40468-022-00209-x</a>
Research Report	Jalilzadeh, K. & Coombe, C. (2023). Constraints in Employing Learning-Oriented Assessment in EFL Classrooms: Teachers' Perceptions. <i>Language Testing in Asia</i> , 13, 7. <a href="https://doi.org/10.1186/s40468-023-00222-8">https://doi.org/10.1186/s40468-023-00222-8</a>
Web link	<a href="https://languagetestingasia.springeropen.com/articles/10.1186/s40468-023-00222-8#citeas">https://languagetestingasia.springeropen.com/articles/10.1186/s40468-023-00222-8#citeas</a>
Research Report	Cadena-Aguilar, A. & Álvarez-Ayure, C. P. (2021). Self- and Peer-Assessment of Student-Generated Podcasts to Improve Comprehensibility in Undergraduate EFL Students. <i>Profile: Issues in Teachers' Professional Development</i> , 23(2), 67–85. <a href="https://doi.org/10.15446/profile.v23n2.88928">https://doi.org/10.15446/profile.v23n2.88928</a>
Web link	<a href="https://revistas.unal.edu.co/index.php/profile/article/view/88928">https://revistas.unal.edu.co/index.php/profile/article/view/88928</a>

ELEMENT 5	ASSESSMENT IN EFL CLASSROOMS
Research Report	Ismail, S.M., Rahul, D.R., Patra, I. et al. (2022). Formative vs. Summative Assessment: Impacts on Academic Motivation, Attitude toward Learning, Test Anxiety, and Self-regulation Skill. <i>Language Testing in Asia</i> , 12, 40. ( <a href="https://doi.org/10.1186/s40468-022-00191-4">https://doi.org/10.1186/s40468-022-00191-4</a> )
Web link	<a href="https://languagetestingasia.springeropen.com/articles/10.1186/s40468-022-00191-4#citeas">https://languagetestingasia.springeropen.com/articles/10.1186/s40468-022-00191-4#citeas</a>
Research Report	Zaccaron, R. & Puntel Xhafaj, C. D. (2024). Teacher and Peer Feedback on English as an Additional Language Writing: The Role of Social Representations. <i>Profile: Issues in Teachers' Professional Development</i> , 26(1), 49–64. <a href="https://doi.org/10.15446/profile.v26n1.107196">https://doi.org/10.15446/profile.v26n1.107196</a>
Web link	<a href="https://revistas.unal.edu.co/index.php/profile/article/view/107196">https://revistas.unal.edu.co/index.php/profile/article/view/107196</a>
Research Report	Cote Parra, G. & López, A. A. (2024). Examining the Assessment Practices of Foreign Language Novice Teachers. <i>Profile: Issues in Teachers' Professional Development</i> , 26(1), 97–113. <a href="https://doi.org/10.15446/profile.v26n1.106384">https://doi.org/10.15446/profile.v26n1.106384</a>
Web link	<a href="https://revistas.unal.edu.co/index.php/profile/article/view/106384/90942">https://revistas.unal.edu.co/index.php/profile/article/view/106384/90942</a>

ELEMENT 6	SOME OF THE COMPLEXITIES OF EFL CLASSROOMS PART I
Reflective Paper	Wolff, C.E., Jarodzka, H. & Boshuizen, H.P.A. (2021). Classroom Management Scripts: A Theoretical Model Contrasting Expert and Novice Teachers' Knowledge and Awareness of Classroom Events. <i>Educational Psychology Review</i> , 33, 131–148. <a href="https://doi.org/10.1007/s10648-020-09542-0">https://doi.org/10.1007/s10648-020-09542-0</a>
Web link	<a href="https://link.springer.com/article/10.1007/s10648-020-09542-0#Sec15">https://link.springer.com/article/10.1007/s10648-020-09542-0#Sec15</a>
Research Report	Mahmoodi, M. H., Hosseiniyar, S. & Samoudi, N. (2022). EFL Teachers' Classroom Management Orientation, Self-Efficacy, Burnout, and Students' L2 Achievement. <i>Profile: Issues in Teachers' Professional Development</i> , 24(1), 29–44. <a href="https://doi.org/10.15446/profile.v24n1.91153">https://doi.org/10.15446/profile.v24n1.91153</a>
Web link	<a href="https://revistas.unal.edu.co/index.php/profile/article/view/91153">https://revistas.unal.edu.co/index.php/profile/article/view/91153</a>
Research Report	Díaz, I. J., Ipia Salinas, C. & Cuesta Medina, L. (2023). Shaping Better Futures: Inside-Out Colombian English Language Teachers' Gaps and Practices. <i>Profile: Issues in Teachers' Professional Development</i> , 25(2), 65–79. <a href="https://doi.org/10.15446/profile.v25n2.95969">https://doi.org/10.15446/profile.v25n2.95969</a>
Web link	<a href="https://revistas.unal.edu.co/index.php/profile/article/view/95969">https://revistas.unal.edu.co/index.php/profile/article/view/95969</a>

ELEMENT 6	SOME OF THE COMPLEXITIES OF EFL CLASSROOMS PART I
Reflective Paper	Sánchez Solarte, A. C. (2019). Classroom Management and Novice Language Teachers: Friend or Foe? <i>HOW</i> , 26(1), 177–199. <a href="https://doi.org/10.19183/how.26.1.463">https://doi.org/10.19183/how.26.1.463</a>
Web link	<a href="https://www.howjournalcolombia.org/index.php/how/article/view/463/505">https://www.howjournalcolombia.org/index.php/how/article/view/463/505</a>
Research Report	Listiani, S., Willian, S. & Muhaimi, L. (2019). Investigating English teachers' self-efficacy in developing classroom management style. <i>Advances in Social Science, Education and Humanities Research</i> , 253, 144–148.
Web link	<a href="https://www.atlantis-press.com/proceedings/aes-18/55917327">https://www.atlantis-press.com/proceedings/aes-18/55917327</a>
Research Report	Macías, D. F. (2018). Classroom Management in Foreign Language Education: An Exploratory Review. <i>Profile: Issues in Teachers' Professional Development</i> , 20(1), 153–166. <a href="https://doi.org/10.15446/profile.v20n1.60001">https://doi.org/10.15446/profile.v20n1.60001</a>
Web link	<a href="https://revistas.unal.edu.co/index.php/profile/article/view/60001/63932">https://revistas.unal.edu.co/index.php/profile/article/view/60001/63932</a>

ELEMENT 7	SOME OF THE COMPLEXITIES OF EFL CLASSROOMS PART II
Research Report	Gumiandari, S. & Nafi'a, I. (2021). Learning English for Students with Special Needs through Social Constructivism Pedagogy-based Joyful Learning. <i>ELT Echo: The Journal of English Language Teaching in Foreign Language Context</i> , 6(2), 235–242. <a href="https://doi.org/10.24235/eltecho.v6i2.7993">https://doi.org/10.24235/eltecho.v6i2.7993</a>
Web link	<a href="https://www.sciencedirect.com/science/article/abs/pii/S1041608023000432">https://www.sciencedirect.com/science/article/abs/pii/S1041608023000432</a>
Research Report	Villarreal Buitrago, L. C. & Méndez Rivera, P. E. (2021). Dealing with Functional Diversity in EFL Classrooms: English Teachers' Positioning. <i>Colombian Applied Linguistics Journal</i> , 23(1), 63–77. <a href="https://doi.org/10.14483/22487085.16343">https://doi.org/10.14483/22487085.16343</a>
Web link	<a href="https://revistas.udistrital.edu.co/index.php/calj/article/view/16343/16940">https://revistas.udistrital.edu.co/index.php/calj/article/view/16343/16940</a>
Research Report	Khasawneh, M. A. S. (2021). Problems of Teaching Phonological Awareness to Learning Disabilities Students. <i>GIST: Education and Learning Research Journal</i> , 23, 135–149. <a href="https://doi.org/10.26817/16925777.961">https://doi.org/10.26817/16925777.961</a>
Web link	<a href="https://latinjournal.org/index.php/gist/article/view/961/1023">https://latinjournal.org/index.php/gist/article/view/961/1023</a>

ELEMENT 7	SOME OF THE COMPLEXITIES OF EFL CLASSROOMS PART II
Research Report	De la Cruz, G., Ullauri Moreno, M. I. & Freire, J. (2020). Estrategias didácticas para la enseñanza de inglés como lengua extranjera (EFL) dirigidas a estudiantes con trastorno por déficit de atención e hiperactividad (TDAH). <i>Colombian Applied Linguistics Journal</i> , 22(2), 169–182. <a href="https://doi.org/10.14483/22487085.16118">https://doi.org/10.14483/22487085.16118</a>
Web link	<a href="https://revistas.udistrital.edu.co/index.php/calj/article/view/16118/16700">https://revistas.udistrital.edu.co/index.php/calj/article/view/16118/16700</a>
Research Report	Castañeda-Peña, H. (2021). Local Identity Studies of Gender Diversity and Sexual Orientation in ELT. <i>HOW</i> , 28(3), 154–172. <a href="https://doi.org/10.19183/how.28.3.683">https://doi.org/10.19183/how.28.3.683</a>
Web link	<a href="https://files.eric.ed.gov/fulltext/EJ1384055.pdf">https://files.eric.ed.gov/fulltext/EJ1384055.pdf</a>
Research Report	Mojica, C. (2023). Understanding Gender in the Dynamics of the Hidden Curriculum: An ELT Colombian Case Study. <i>HOW</i> , 30(1), 9–27. <a href="https://doi.org/10.19183/how.30.1.665">https://doi.org/10.19183/how.30.1.665</a>
Web link	<a href="https://www.howjournalcolombia.org/index.php/how/article/view/665/606">https://www.howjournalcolombia.org/index.php/how/article/view/665/606</a>

ELEMENT 8	MEETING AN EFL CLASS
Research Report	Petchamé, J., Iriondo, I., Mallol, R. & Solanellas, F. (2023). Promoting Students’ Interaction in Higher Education: A Reciprocal Interview Activity Carried out during the First Class Session in Management Subjects. <i>Education Sciences</i> , 13, 730. <a href="https://doi.org/10.3390/educsci13070730">https://doi.org/10.3390/educsci13070730</a>
Web link	<a href="https://www.mdpi.com/2227-7102/13/7/730">https://www.mdpi.com/2227-7102/13/7/730</a>
Research Report	Meaders, C.L., Senn, L.G., Couch, B.A. Kelly, A., Stains, M., Stetzer, M.R., Vinson, E. & Smith, M.K. (2021). Am I Getting through? Surveying Students on What Messages They Recall from the First Day of STEM Classes. <i>International Journal of STEM Education</i> , 8(49).
Web link	<a href="https://doi.org/10.1186/s40594-021-00306-y">https://doi.org/10.1186/s40594-021-00306-y</a>
Research Report	Jafar, A. (2021). The Lasting Impact of a First Impression: An Exercise for the First Day of Class. <i>Teaching Sociology</i> , 49(1), 73-84. <a href="https://doi.org/10.1177/0092055X20966709">https://doi.org/10.1177/0092055X20966709</a>
Web link	<a href="https://journals.sagepub.com/doi/abs/10.1177/0092055X20966709">https://journals.sagepub.com/doi/abs/10.1177/0092055X20966709</a>

ELEMENT 8	MEETING AN EFL CLASS
Reflective paper	deLuse, S. (2018). First Impressions: Using a Flexible First Day Activity to Enhance Student Learning and Classroom Management. <i>International Journal of Teaching and Learning in Higher Education</i> , 30(2), 308-321.
Web link	<a href="https://files.eric.ed.gov/fulltext/EJ1185089.pdf">https://files.eric.ed.gov/fulltext/EJ1185089.pdf</a>
Reflective paper	Cicero, N. (2018). El primer día de clases. <i>Revista de Educación y Derecho</i> , (18).
Web link	<a href="https://revistes.ub.edu/index.php/RED/article/view/22927/24126">https://revistes.ub.edu/index.php/RED/article/view/22927/24126</a>
Reflective paper	Barrett, A. (2019). Extended Icebreaker. <i>English Teaching Forum</i> , 57(3), 33-35.
Web link	<a href="https://files.eric.ed.gov/fulltext/EJ1228237.pdf">https://files.eric.ed.gov/fulltext/EJ1228237.pdf</a>



## References

- Aguirre Morales, J. & Ramos Holguín, B. (2011). Fostering Skills to Enhance Critical Educators: A Pedagogical Proposal for Pre-service Teachers. *HOW*, 18(1), 169-197. <https://www.howjournalcolombia.org/index.php/how/article/view/58>
- Aguirre Morales, J., Ramos Holguín, B. & Rodríguez Tamayo, I. (2024). *Addressing the Basics of EFL Classrooms: Key Elements for Pre-Service Teachers*. Editorial UPTC. [doi.org/10.19053/uptc.9789586608244](https://doi.org/10.19053/uptc.9789586608244)
- Aguirre Morales, J., Ramos Holguín, B. & Vásquez Guarnizo, J. (2022). *Materials Design: Key Elements for English Language Teaching in Colombia*. Editorial UPTC. <https://doi.org/10.19053/9789586606400>
- Amaya-Gil, M., Patiño-Benavides, A. & Marín-Pineda, J. (2023). Experiencias pedagógicas entre discapacidad, infancia y matemáticas. *Educación y Ciencia*, 27, e1546. <https://doi.org/10.19053/0120-7105.eyc.2023.27.e15466>
- Ambrose, D. & Shahid, A. (2023). Teachers' Perception of Homework Effectiveness in Primary Grades. *Journal of Education and Educational Development*, 10(2), 308- 328. <https://doi.org/10.22555/joeed.v10i2.827>
- Ávila, N. & Garavito, S. (2009). Parental Involvement in English Homework Tasks: Bridging the Gap between School and Home. *Profile: Issues in Teachers' Professional Development*, 11(2), 105-115.
- Badley, K. & Patrick, M. (Eds.). (2022). *The Complexities of Authority in the Classroom: Fostering Democracy for Student Learning*. Routledge.

- Boomer, G. (1992a). Negotiating the Curriculum. In G. Boomer, N. Lester, C. Onore & J. Cook (Eds.) *Negotiating the Curriculum; Educating for the 21st Century* (pp. 4-14). Routledge.
- Butler, J. (1990). *Gender Trouble: Feminism and the Subversion of Identity*. Routledge.
- Castillo, R. & Camelo, L. (2013). Assisting Your Child's Learning in L2 is Like Teaching Them to Ride a Bike: A Study on Parental Involvement. *GIST: Education and Learning Research Journal*, (7), 54-73.
- Castro, M., Exposito-Casas, E., López-Martín E., Lizasoain, L., Navarro-Ascencio, E. & Gaviria, J. (2015). Parental Involvement on Student Academic Achievement: A Meta-Analysis. *Educational Research Review*, 14(1), 33-46.
- Cheraghi, F. & Rahimi, M. (2024). Effects of Homework Policy on EFL Literacy Development in Emergency Remote Learning: A Focus on Academic Self-Regulation. *SAGE Open*, 14(1). <https://doi.org/10.1177/21582440241227006>
- Cruz, D. (2022). *Intercultural Practices as a Vehicle to Comprehend Diversity within the EFL Classroom: A Case Study with Undergraduate Students*. [Unpublished Thesis Dissertation], Universidad Pedagógica y Tecnológica de Colombia.
- Curtis, D. & Moore, K. (2018). The First Day of Class: Starting with an Activity or Syllabus? *North American Journal of Psychology*, 20(3), 653-670.
- Davies, D. (1996). Partnerships for Student Success. *New Schools, New Communities*, 12(3), 13-21.
- Desforges, C. & Abouchaar, A. (2003). The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment: A Literature Review. *European Commission, European Education Area*. [http://good-id-in-schools.eu/sites/default/files/sof\\_migrated\\_files/sof\\_files/impactparentalinvolvement.pdf](http://good-id-in-schools.eu/sites/default/files/sof_migrated_files/sof_files/impactparentalinvolvement.pdf)
- Đurišić, M. & Bunijevac, M. (2017). Parental Involvement as an Important Factor for Successful Education. *Center for Educational Policy Studies Journal*, 7(3), 137-153. <https://doi.org/10.26529/cepsj.291>

- Epstein, J. (1996). Perspectives and Previews on Research and Policy for School, Family, and Community Partnerships. In A. Booth & J. Dunn (Eds.), *Family-School Links: How Do They Affect Educational Outcomes?* (pp. 209-246). Lawrence Erlbaum.
- Feuerstein, A. (2000). School Characteristics and Parent Involvement: Influences on Participation in Children's Schools. *The Journal of Educational Research*, 94(1), 29-39. <http://www.jstor.org/stable/27542300>
- Flynn, G. V. (2007). Increasing Parental Involvement in Our Schools: The Need to Overcome Obstacles, Promote Critical Behaviors, and Provide Teacher Training. *Journal of College Teaching & Learning (TLC)*, 4(2). <https://doi.org/10.19030/tlc.v4i2.1627>
- Gee, J. P. (2000a). New People in New Worlds: Networks, the New Capitalism and Schools. In Cope, B. & Kalantzis, M. (eds.). *Multiliteracies: Literacy Learning and the Design of Social Futures*. Routledge.
- Gee, J. P. (2000b). The New Literacy Studies: From "Socially Situated" to the Work of the Social. In D. Barton, M. Hamilton, & R. Ivanic (Eds.), *Situated Literacies: Reading and Writing in Context* (pp. 180-196). Routledge.
- Genzuk, M. (1999). *Tapping into Community Funds of Knowledge*. In *Effective Strategies for English Language Acquisition: A Curriculum Guide for the Development of Teachers, Grades Kindergarten through Eight*. Los Angeles Annenberg Metropolitan Project/ARCO Foundation.
- Glazer, N. (2014). Formative Plus Summative Assessment in Large Undergraduate Courses: Why Both? *International Journal of Teaching and Learning in Higher Education*, 26(2), 276-286. <https://files.eric.ed.gov/fulltext/EJ1060846.pdf>
- Grundy, S. (1987). *Curriculum: Product Or praxis?* Falmer Press.
- Gutiérrez-Ruiz, K. (2022). Conocimientos y mitos de profesores colombianos sobre las altas capacidades intelectuales. *Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud*, 20(2), 71-92. <https://doi.org/10.11600/rllcsnj.20.2.4913>
- Harmer, J. (2005). *The Practice of English Language Teaching*. Longman.

- Harper-Collins. (s. f.). Discipline. In *Collins Dictionary*. <https://www.collinsdictionary.com/es/diccionario/ingles/discipline>
- Harry, B. & Klingner, J. K. (2006). *Why Are so Many Minority Students in Special Education? Understanding Race and Disability in Schools*. Teachers College Press.
- Henderson, A. & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. National Center for Family and Community Connections with Schools. <https://sedl.org/connections/resources/evidence.pdf>
- Hermann, A. D. & Foster, D. A. (2008). Fostering Approachability and Classroom Participation during the First Day of Class: Evidence for a Reciprocal Interview Activity. *Active Learning in Higher Education*, 9(2), 139-151. 10.1177/1469787408090840
- Hermann, A. D., Foster, D. A. & Hardin, E. E. (2010). Does the First Week of Class Matter? A Quasi Experimental Investigation of Student Satisfaction. *Teaching of Psychology*, 37(2), 79-84. 10.1080/00986281003609314
- Ho, E. S. (2009). Educational Leadership for Parental Involvement in an Asian Context: Insights from Bourdieu's Theory of Practice. *The School Community Journal*, 19(2), 101-122.
- Hooks, B. (1994). *Teaching to Transgress*. Routledge.
- Huang, Q. (2022). Influence of EFL Teachers' Self-Assessment on Their Self-Regulation and Self-Efficacy. *Frontiers in Psychology*, 13, 891839. <https://doi.org/10.3389/fpsyg.2022.891839>
- Huang, Y., Richter, E., Kleickmann, T., Wiepke, A. & Richter, D. (2021). Classroom Complexity Affects Student Teachers' Behavior in a VR Classroom. *Computers & Education*, 163, 104100. <https://doi.org/10.1016/j.compedu.2020.104100>
- Hyde, L., Jones, S., Miller, J., Richburg, J. & Warren. S. (2016). *Gifted and Talented Teacher Guidebook*. La Porte Independent School District. <https://resources.finalsite.net/images/v1571945339/lpisdorg/o0f5bwbbpuds9wqwya5m/GTTeacherGuidebook.pdf>

- Ismail, S. M., Rahul, D. R., Patra, I. & Rezvani, E. (2022). Formative vs. Summative Assessment: Impacts on Academic Motivation, Attitude toward Learning, Test Anxiety, and Self-regulation Skill. *Language Testing in Asia*, 12(1), 40. <https://doi.org/10.1186/s40468-022-00191-4>Kim.
- Kim, B. (2001). Social Constructivism. In M. Orey (Ed.), *Emerging Perspectives on Learning, Teaching, and Technology*. College of Education, University of Georgia. [http://epltt.coe.uga.edu/index.php?title=Social\\_Constructivism](http://epltt.coe.uga.edu/index.php?title=Social_Constructivism)
- Letts, W. (2013). *The Curriculum. In Teaching Making a Difference* (2nd Ed.). John Wiley & Sons.
- Lozano-Ñustes, M. (2023). Interculturality in Bilingual Public Education in Bogotá D.C. *Enletawa Journal*, 16(2), 1-23. e16972. <https://doi.org/10.19053/2011835X.16972>
- Malpica, O. & González, D. (2024). Representaciones sociales de la convivencia en un bachillerato de San José del Cabo, México. *Praxis & Saber*, 15(41), 1-22. <https://doi.org/10.19053/22160159.v15.n41.2024.16584>
- Masalimova, A. R., Kuznetsova, O. A., Orekhovskaya, N. A., Panov, E. G., Svintsova, M. N. & Shevchenko, O. V. (2023). Exploring the Impact of Homework Assignments on Achievement and Attitudes in Science Education. *Eurasia Journal of Mathematics, Science and Technology Education*, 19(4), em2246. <https://doi.org/10.29333/ejmste/13058> <https://www.ejmste.com/article/exploring-the-impact-of-homework-assignments-on-achievement-and-attitudes-in-science-education-13058>
- Mojica, C. P. & Castañeda-Peña, H. (2017). A Learning Experience of the Gender Perspective in English Teaching Contexts. *Profile: Issues in Teachers' Professional Development*, 19(1), 139-153. <https://doi.org/10.15446/profile.v19n1.56209>
- Moll, L.C., Amanti, C., Neff, D. & Gonzalez, N. (1992, Spring). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. *Theory into Practice*, 31, 132-141. 10.1080/00405849209543534
- Moll, L. & González, N. (1997) Teachers as Social Scientists: Learning about Culture from Household Research. In P. Hall (Ed), *Race, Ethnicity and Multiculturalism: Policy and Practice*. Routledge.

- Mumpuni, K. E., Priyayi, D. F. & Widoretno, S. (2022). How Do Students Perform a Peer Assessment? *International Journal of Instruction*, 15(3), 751-766. <https://doi.org/10.29333/iji.2022.15341a>
- Ndoye, A. (2017). Peer/Self Assessment and Student Learning. *The International Journal of Teaching and Learning in Higher Education*, 29(2), 255-269.
- Neto, F. (2012). Student Beliefs for First Day of Class. *Comprehensive Psychology*, 1.
- Nieto, S. (2013). *Finding Joy in Teaching Students of Diverse Backgrounds*. Heinemann.
- Nshemererwe, E. (2023). *Bridging the Gap: The Evolution of Classroom Management and School Discipline Through Past and Future Technologies*. LinkedIn. <https://www.linkedin.com/pulse/bridging-gap-evolution-classroom-management-school-elysee/>
- Oviedo, P. Y., Morales, F., Conejo, F. J. & Mahecha, J. C. (2020). Incidencia de los aspectos socioculturales en la autorregulación del aprendizaje y el rendimiento académico en estudiantes de la básica secundaria. *Revista Boletín Redipe*, 19(12). <https://revista.redipe.org/index.php/1/article/view/1139>
- Patel, F. & Cheng, M. (2021). Discipline in the Higher Education Classroom: A Study of its Intrinsic Influence on Professional Attributes, Learning and Safety. *Cogent Education*, 8(1). <https://doi.org/10.1080/2331186X.2021.1963391>
- Peñaloza-Rallón, A. (2019). *Gender Positioning in Academic Writing*. [Unpublished Thesis Dissertation]. Universidad Pedagógica y Tecnológica de Colombia.
- Perlman, B. & McCann, L. I. (1999). Student Perspectives on the First Day of Class. *Teaching of Psychology*, 26(4), 277-279. <https://doi.org/10.1207/S15328023TOP260408>
- Rojas-Rojas, C. L. (2019). Dificultades de aprendizaje en edad escolar. *Pensamiento y Acción*, (26), 85-99. [https://revistas.uptc.edu.co/index.php/pensamiento\\_accion/article/view/9846](https://revistas.uptc.edu.co/index.php/pensamiento_accion/article/view/9846)
- Sadık, F. & Nasırcı, H. (2022). An Investigation of the Types of Power Used by High School Teachers in Classroom Management According to Teachers' and

- Students' Opinions. *Acta Educationis Generalis*, 12(3) 148-171. <https://doi.org/10.2478/atd-2022-0029>
- Sanders, M. G. & Sheldon, S. B. (2009). *Principals Matter: A Guide to School, Family, and Community Partnerships*. SAGE.
- Sayers, J., Petersson, J., Rosenqvist, E. & Andrews, P. (2023). Swedish Parents' Perspectives on Homework: Manifestations of Principled Pragmatism. *Education Inquiry*, 14(1), 66-84. <https://doi.org/10.1080/20004508.2021.1950275>
- Tanner, R. & Green. C. (1998). *Tasks for Teacher Education*. Longman.
- Torres, S. & Castañeda-Peña, H. (2016). Exploring the Roles of Parents and Students in EFL Literacy Learning: A Colombian Case. *English Language Teaching*, 9(10), 156-165.
- Transparencia por Colombia. (2023). *Política de diversidad, equidad inclusión y no discriminación*. <https://transparenciacolombia.org.co/wp-content/uploads/2024/01/Politica-de-Diversidad-Equidad-Inclusion-y-No-Discriminacion.pdf>
- UNESCO. (2001). *Declaración Universal sobre la Diversidad Cultural*. <https://www.unesco.org/es/legal-affairs/unesco-universal-declaration-culturaldiversity#:~:text=La%20defensa%20de%20la%20diversidad,los%20de%20los%20pueblos%20ind%C3%ADgenas>
- UNICEF. (2022). *Resumen de Política y Estrategia de Inclusión de la Discapacidad de UNICEF 2022-2030*. [https://www.unicef.org/media/140161/file/UNICEF%20Disability%20Inclusion%20Policy%20and%20Strategy%20\(DIPAS\)%202022-2030.pdf](https://www.unicef.org/media/140161/file/UNICEF%20Disability%20Inclusion%20Policy%20and%20Strategy%20(DIPAS)%202022-2030.pdf)
- University of California, Los Angeles (2014). *Diversity in the Classroom*. <https://equity.ucla.edu/wp-content/uploads/2019/12/DiversityintheClassroom2014Web.pdf>
- Van Manen, M. (2015). *Pedagogical Tact: Knowing What to Do When You Don't Know What to Do*. Routledge.

William, D. (2011). What Is Assessment for Learning? *Studies in Educational Evaluation*, 37(1), 3-14. <https://doi.org/10.1016/j.stueduc.2011.03.001>

Wilson, J. H. & Wilson, S. B. (2007). The First Day of Class Affects Student Motivation: An Experimental Study. *Teaching of Psychology*, 34(4), 226-230. <https://doi.org/10.1080/00986280701700151>





The research group TONGUE (Teaching on New Grounds Unexplored English Possibilities) is part of the Educational Sciences School at Universidad Pedagógica y Tecnológica de Colombia. Its main research lines focus on pedagogy, interculturality, rurality and EFL teaching and learning. Its recent publications are:

Aguirre, J., Ramos, B. & Vasquez, J. (2022). Materials design: Key elements for English Language Teaching in Colombia. Editorial UPTC.

Aguirre, J. Ramos-Holguín, B. y Rodríguez, I. (2024). Addressing the Basics of EFL Classrooms (1.ª ed.). Editorial UPTC. 10.19053/uptc.9789586608244

Cruz, D. y Ramos-Holguín, B. (2024). Intercultural Practices in an EFL Classroom: (1.ª ed.). Editorial UPTC  
DOI: 10.19053/uptc.9789586609128

Ramos, B., Aguirre, J. & Pita, A. (2021). Understanding the Complexities of Self-image in a Rural Setting. Editorial UPTC.

Ramos, B. (2019). Los Sentidos de la Formación de Educadores en Idiomas Modernos en la Universidad Pedagógica y Tecnológica de Colombia. Editorial UPTC.

Ramos, B., Aguirre, J. & Torres, N. (2018). Student-teachers' identity construction and its connection with student-centered approaches. A narrative study. Editorial UPTC.

Ramos, B., Aguirre, J. & Torres, N. (2018). Enhancing EFL Speaking in Rural Settings: Challenges and Opportunities for Material Developers. Editorial UPTC.



This textbook is intended for pre-service EFL teachers who are enrolled in their final teaching practicum. This textbook is divided into eight elements. Each element begins with a general objective and some guiding questions or reflections so that the reader knows at a glance the focus and general content of the element. This textbook has also included some basic research and theoretical principles to better guide pre-service EFL teachers' reflections. At the end of each element, there are two activities that aim at summarizing the topic addressed along the element. For further information, the reader will find a chart with links for recommended readings. The first two elements of the textbook account for students' experiences at home and with the community. The third element relates to how negotiation can take place in the EFL classroom. Elements four and five describe the homework and the assessment. Elements six and seven encapsulate the many complexities pre-service EFL teachers might face. Element eight is a call to think about sociocultural aspects since the first class. The aforementioned aspects may facilitate the comprehension of the numerous complex factors that pre-service EFL teachers must consider to ensure their success in educational contexts.



**Uptc**<sup>®</sup>  
Universidad Pedagógica y  
Tecnológica de Colombia  
VIGILADA MINEDUCACION

