

Analysis of the feedback given in Lesson plans during pedagogical practicum

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Licenciatura en Lenguas Extranjeras Inglés

Decanatura de División de Educación Abierta y a Distancia

Facultad de Educación

Bogotá, 2025

Abstract

This study explores how written feedback on lesson plans shapes the pedagogical and emotional development of a preservice teacher during the teaching practicum. Using a qualitative narrative inquiry design, the research analyzes lesson plans, professor comments, and reflective journal entries to understand how the participant interprets feedback and how these interpretations influence instructional decision-making. The data analysis followed a cyclical triangulation process in which lesson plans, journals, and theoretical literature were repeatedly compared to validate emerging patterns and ensure analytical consistency.

The findings show that feedback functions obtained in the Lesson plans both as a cognitive framework and an emotional catalyst. Clear and specific comments in the Lesson Plans, supported the refinement of instructional clarity, coherence, and alignment, while inconsistent or insufficient feedback generated frustration, insecurity, and uncertainty. Three main categories emerged from the analysis made by the professor feedback comments got from the Lesson plans: strengths, constructive feedback, and emotional reactions, revealing a nonlinear learning process shaped by cycles of challenge, reflection, and gradual improvement.

Specifically, the study found recurrent comments on activity sequencing, unclear learning outcomes, as well as insufficient justification of instructional decisions and emotional responses such as frustration and insecurity generated by the feedback provided by the professor; subsequently, an increase in self-regulation and confidence.

The study supports the pertinence of narrative inquiry for examining personal professional growth and demonstrates that the research objectives were fully achieved. While limitations include reliance on a single participant and exclusively written artifacts, the study highlights the importance of coherent, timely feedback in early professor development and offers insights for improving mentoring practices in professor education programs.

Keywords: feedback, lesson plan, preservice teacher, narrative research, pedagogical practicum.

Resumen

El presente estudio explora cómo la retroalimentación escrita sobre los planes de clase configura el desarrollo pedagógico y emocional de un docente en formación durante el practica de enseñanza. Mediante un diseño cualitativo de indagación narrativa, la investigación analiza planes de clase, comentarios del profesor y entradas de un diario reflexivo con el fin de comprender cómo el participante interpreta la retroalimentación y cómo dichas interpretaciones influyen en la toma de decisiones instruccionales. El análisis de los datos siguió un proceso cíclico de triangulación, en el cual los planes de clase, los diarios y la literatura teórica fueron comparados de manera reiterada para validar los patrones emergentes y asegurar la consistencia analítica.

Los hallazgos muestran que las funciones de la retroalimentación obtenida en los planes de clase operan tanto como un marco cognitivo como un catalizador emocional. Los comentarios claros y específicos en los planes de clase favorecieron el perfeccionamiento de la claridad, coherencia y alineación instruccional, mientras que la retroalimentación inconsistente o insuficiente generó frustración, inseguridad e incertidumbre. Del análisis de los comentarios de retroalimentación del profesor obtenidos a partir de los planes de clase emergieron tres categorías principales: fortalezas, retroalimentación constructiva y reacciones emocionales, lo que revela un proceso de aprendizaje no lineal, configurado por ciclos de desafío, reflexión y mejora gradual.

De manera específica, el estudio identificó comentarios recurrentes relacionados con la secuenciación de actividades, resultados de aprendizaje poco claros, así como una justificación insuficiente de las decisiones instruccionales y respuestas emocionales como frustración e inseguridad generadas por la retroalimentación proporcionada por el profesor; posteriormente, se evidenció un incremento en la autorregulación y la confianza.

El estudio respalda la pertinencia de la indagación narrativa para examinar el crecimiento profesional personal y demuestra que los objetivos de la investigación fueron plenamente alcanzados. Si bien las limitaciones incluyen la dependencia de un solo participante y el uso exclusivo de artefactos escritos, el estudio resalta la importancia de una retroalimentación coherente y oportuna en el desarrollo temprano del profesorado y ofrece aportes para la mejora de las prácticas de mentoría en los programas de formación docente.

Palabras claves: retroalimentación, plan de clase, docente en formación, investigación narrativa, practica pedagógica.

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1. Contextualization

For individuals interested in studying languages in the city of Bogotá, Universidad Santo Tomás, through its Faculty of Education, offers a variety of undergraduate teacher education programs. Among these is the Bachelor's Degree in Foreign Language – English, which is designed to train professionals in the teaching of English, with a strong emphasis on pedagogy, research, and humanistic education, in alignment with the educational and social needs of the national context. This program consists of ten semesters and offers the opportunity to engage in a pedagogical practicum during the ninth and tenth semesters. This allows students to apply the knowledge acquired throughout their previous eight semesters of study by teaching specific population groups. A supervising professor oversees the practicum, offering virtual support throughout the semester and conducting only two in-person visits. The first visit serves to introduce the students to the practicum setting, including the institution, students, school teachers, and members of the ASE foundation. The second visit is for midterm evaluation, conducted halfway through the practicum, or it may occur unexpectedly during one of the final classes to observe the preservice teacher in action without prior notice.

The development of the pedagogical practicum was carried out in the following manner. The student was required to prepare a prior Lesson Plan, subject to modifications, in which the entire class design was outlined; this plan was sent immediately to the professor during the first days of the week so that it could be reviewed. Based on the comments and feedback provided, which included corrections, suggestions, questions, and annotations, the student was required to revise the Lesson Plan and subsequently implement it in class on the following Saturday of that

same week. There were no further opportunities for corrections or feedback. In this way, the process was repeated until the completion of the entire course.

During the second semester of 2022 and the first semester of 2023, I completed my Pedagogical Practicum 1 and 2 with the ASE Foundation, which has a partnership with Universidad Santo Tomás. The foundation benefits from support provided by private companies such as Avianca, which donates resources to fund scholarships for students who lack the financial means to afford an English course. At that time, the beneficiaries were students aged six to twelve from the IED General Santander, located in Engativá, Bogotá.

The classes agreed upon by both ASE Foundation and Universidad Santo Tomás for the students of General Santander School were conducted on Saturdays during the morning hours. A classroom within the school was assigned, which usually had a television, and each class had a duration of three hours and thirty minutes, during which the preservice teacher was required to implement the Lesson Plan.

Considering the context of the pedagogical practicum and the preservice teacher's need to teach for the first time, the lesson plan is a key component of the practicum process. It is a written document that follows specific guidelines established by the Faculty of Education at Universidad Santo Tomás. Students must adhere to these templates and submit their lesson plans for review. Each plan must be prepared at least eight days in advance to allow time for review and correction by the supervising practicum professor. Throughout the semester, a total of 10 lesson plans must be developed and implemented in class. Each lesson plan is structured to include learning outcomes, a warm-up, and three stages in which activities are organized. Common methodologies used include Grammar Translation, the Silent Way, and Task-Based

Learning. The lesson plan concludes with assessment and feedback, ensuring that the lesson is executed in an organized manner and adheres to the established schedule. These were structured under the classic PPP model: Presentation, Practice, and Production.

The lesson plan functions as a record of what has been developed in the classroom, ensuring continuity with subsequent lessons and fostering experiential learning. For instance, during the second pedagogical practicum, sixteen comments were received from the instructor on Lesson Plan 2 (see Annex 1), which generated feelings of frustration due to unsatisfactory results. These feelings emerged as a result of recognizing insufficient explanations across the different stages to be developed, as well as overlooked errors identified by the instructor. This reaction is common among preservice teachers, as most lack prior experience and are confronting the responsibilities inherent to the teaching role for the first time. The absence of immediate guidance during this process may further intensify the challenges encountered.

In this way, influenced by the feedback provided for each lesson plan, a synthesis of feelings such as frustration, insecurity, and confusion emerged, along with thoughts characterized by doubts and uncertainty. The development of the lesson plans was challenging because their level of elaboration was more demanding; on one hand, the students' proficiency level was higher than the previous year, and on the other, being the second practicum semester required improving the standards of lesson plan design based on prior experience.

2. Research Statement

One of the career paths for students graduating with a Bachelor's degree in English as a Foreign Language from Universidad Santo Tomás is to become an English teacher. taking into account that one of the University's requirements is that students must complete a minimum of 40 hours for each practicum, and that these hours must be completed in a face-to-face modality. The last two semesters of the program are the only opportunity for students to engage in real-world teaching experiences, as the preceding semesters primarily consist of theoretical courses, often delivered in a virtual format. For this reason, the lesson plan becomes the most essential tool for preservice teachers to guide the development of their pedagogical practicum.

In the context of the Bachelor's Degree in Foreign Languages with an emphasis on English, the undergraduate student has the opportunity to progressively articulate the theoretical and methodological knowledge acquired during the first eight semesters with the pedagogical practicum developed in the final two semesters. During initial training, the future teacher builds a solid foundation in areas such as English didactics, pedagogy, teaching approaches and methods, lesson planning, assessment, and the development of communicative competencies, which become fundamental inputs for performance during the practicum.

Once the preservice teacher uploads their lesson plan to the Moodle platform for review by the pedagogical practicum professor, they are required to address any potential mistakes identified. However, there is only one opportunity for revision due to time constraints. Therefore, it is crucial for the preservice teacher to carefully consider the professor comments or suggestions, and they may even need to send an email to clarify what needs to be changed, added, or removed from the lesson plan. In addition to feedback, each lesson plan is graded, and the cumulative grades contribute to a final evaluation. Thus, it is essential to make all necessary corrections to improve the grades with each successive lesson plan.

Unfortunately, my grades were unsatisfactory on the initial Lesson plans (see Annex 1) and remained so until around the sixth lesson plan, after which they began to improve. However, during this process, I often felt confused and lost, lacking the clarity needed to make the necessary corrections. Every section of the lesson plan received comments, requiring me to review everything, yet there was no time for a second review from the teacher. This created a sense of fear when writing, as I knew there was only one opportunity for feedback. At the same time, I had to think about the next lesson plan with entirely different content, and I struggled to enhance the quality of the information that I included in the first lesson plan, the professor comments frequently followed a similar pattern: “good, but...,” “well done, but...,” “great, but...,” or “more detail needed,” even extending to grammar corrections. Incorporating all the feedback while consistently using task-based learning as a methodology requires significant time. Most of the feedback focused on stages 1, 2, and 3, which consist of the presentation, practice, and production phases of the main topic. These stages are crucial for the development of the lesson plan.

Another important aspect identified when reviewing the comments on the lesson plans, for example, was that only a single comment per stage was found, considering that, on average, each stage contains three activities, for which one would expect a comment per activity, whether in the form of suggestions or corrections; however, at times there was not even a comment for each stage. This absence of more detailed guidance heightened anxiety and concern regarding the improvement of the lesson plan, as it was challenging to comprehend the requirements and ensure that the same errors were not repeated. Considering that in 2016 courses such as Pedagogy and Language Teaching, as well as English Didactics, had been completed, in which methodological foundations, techniques, and teaching approaches were learned, a period of six years elapsed until the moment these resources could be applied, due to various personal circumstances, including the pandemic.

In light of the above, these competencies and skills (pedagogical, didactic, instructional planning and design, communicative) must be considered when shaping the profile of teachers in training. Considering what has been described above and as a result of my own experience, the following research question arises. In light of the foregoing, these competencies and skills acquired during the bachelor's degree in foreign languages should be taken into account when defining the profile of preservice teachers, with particular consideration given to the final two practicum semesters, during which preservice teachers confront for the first time the in-person application of all this prior knowledge, in addition to the learning they begin to experience throughout the development of their pedagogical practicum. Taking into account what has been described above and as a result of the author's own experience, the following research question emerges.

2.1 Research question

How does the feedback given in the lesson plans impact the learning process of preservice teachers with no prior experience in a pedagogical practicum?

2.2 General objective

To analyze how the feedback given in the lesson plan impacts the learning process of preservice teachers with no prior experience in pedagogical practicums.

2.3 Specific objectives

2.3.1 To identify the most common comments used by the professor given in the lesson plans as part of the feedback to improve the instructional skills.

2.3.2 To categorize the comments given in the feedback of the lesson plans to know the purpose of each one of them in the pedagogical development of preservice teachers.

2.3.3 To infer the intention of each one of the comments made by the professor in the feedback of the lesson plans from preservice teachers.

3. Literature Review

The profile of the pre-service teacher should reflect a professional who has developed a wide range of skills through the knowledge acquired and the guidance provided by their instructors. This enables them to possess a variety of resources readily available to adapt and apply based on the specific needs of the context in which they are placed. Thus, the objective of this research is to analyze how the feedback given in the lesson plan impact the learning process of preservice teachers.

For this section, a review of various fundamental topics has been conducted, focusing on the final stage of preservice teacher training. This review aims to present information that raises awareness about the significance of feedback in the development of preservice teachers and its role in their professional preparation. The literature review was presented following this list: Preservice teacher, Feedback, Lesson Plan, and writing skills. To describe and analyze each research contribution to the present study, the participants, the aim, methods, and findings of each one were mentioned.

The first research is a study by Süral's (2019) quantitative study on preservice teachers' challenges in designing lesson plans highlights that effective teaching requires thoughtful planning and understanding of students' needs. Teachers must consider students' background, social development, and curriculum goals when crafting lessons. Lesson planning is more than completing templates; it involves creativity, reflection, and ongoing innovation. It plays a crucial role in enhancing students' knowledge, self-learning, and social skills. The study emphasizes that preservice teachers often struggle with this complex process, as it requires them to think critically about content, instructional methods, and evaluation to create a successful learning environment.

The study shows that preservice teachers' use of resources for lesson planning varies by their knowledge and competency levels. Many rely on external web sources, leading to over-reliance on ready-made materials and poor lesson execution. There is a notable difference between those who approach lesson design creatively and those who struggle due to lack of preparation. Most preservice teachers find lesson planning difficult and view training sessions as requirements rather than learning opportunities.

Based on Süral's (2019) study, the previous research contributes to the present investigation by evidencing that lesson planning is a complex cognitive and pedagogical process in which preservice teachers frequently struggle with organization, coherence, and pedagogical decision-making. Süral (2019) highlights that these difficulties are not merely technical but stem from limited experience and insufficient guidance, which directly connects with the current study's focus on professor feedback. Consequently, Süral's findings support the relevance of analyzing feedback on lesson plans as a key mediating factor that can transform challenges in planning into meaningful learning opportunities for preservice teachers.

In addition to previous research, Ellis, N. (2020) did research about the Elements of a quality pre-service teacher. The review mentions that mentoring plays a crucial role in teacher education worldwide, bridging the gap between theory and practice. Pre-service teacher (PST) programs mandate substantial in-school experience supported by quality mentors. However, comprehensive standards for effective mentoring are lacking globally. This study reviews the literature to develop standards that outline essential mentor qualities, aiming to guide training, improve PST support, and foster professional self-assessment.

The research was organized into seven key dimensions of quality mentorship, with 53 specific indicators. The study emphasizes that a quality mentor should: Develop professional knowledge in mentoring, Support the pre-service teacher in nurturing a teacher identity and relate their mentoring practices to teacher professional standards. The methodology involved a systematic and interpretive review of contemporary literature, with a focus on generating emergent theory from data through grounded theory techniques, like interpretive paradigm and a hermeneutic interest for analyzing the literature on quality pre-service teacher mentors.

One of the results that this research refers to, the Supporting Teacher Identity, that means: Mentors should adopt a progressive mindset, support pre-service teachers (PSTs) in developing their teacher identity, and model effective teaching practices; thus, highlighting one of the objectives sought by this research.

This literature strengthens the argument that effective, structured support is essential to bridge the gap between theory and practice. Critically, while the study outlines mentor qualities and standards, it offers limited insight into how written feedback on concrete data, such as lesson plans, operates in practice. This gap directly connects to the present investigation, which addresses this limitation by examining how written feedback on lesson plans shapes pedagogical learning and professional identity development in a real practicum context.

On the other side focuses on the importance of the Pre-Service Trainee Teacher's Problems in Designing Lesson Plans, Alanazi, M. H. (2019), talks about the complexity and importance of effective teaching, which requires meticulous planning and understanding of students' requirements. It highlights that lesson planning is a critical skill for pre-service teachers, involving not just filling out templates but creatively addressing classroom dynamics and student priorities. The introduction also underscores the challenges pre-service teachers face in designing lesson plans and the necessity of persistent effort and innovative thinking to become effective educators.

The study used a methodological triangulation approach, combining quantitative and qualitative data collection methods to gain comprehensive insights. It involved 50 pre-service trainee teachers from Northern Border University, Saudi Arabia, who were in their final year and participated in teaching practice sessions. Data were gathered through informal interviews, daily and weekly lesson plans, and review sessions. And the analysis focused on designing lesson plans and planning activities, evaluating components like objectives, time management, materials, and creativity. This approach provided a detailed understanding of the challenges and attitudes of pre-service teachers in lesson planning.

The study highlights two significant conclusions. First, the challenges associated with lesson planning, as pre-service teachers, despite recognizing its importance, reported difficulties in the process, finding it both complex and time-consuming. Second, the need for increased support, suggesting that trainers should place greater emphasis on assisting pre-service teachers in the development of effective lesson plans and encourage them to dedicate more time to this essential pedagogical task.

Within the context of preservice teacher education, Zaragoza, A. (2023) analyzes lesson plan templates. This research aims to explore how to support pre-service teachers integrating professional knowledge into their lesson planning through a structured educational approach. Lesson planning is a crucial aspect of teaching, involving the stages of planning, enactment, and reflection. It is essential in teacher education for connecting theory with practice, helping pre-service teachers apply their professional knowledge to real classroom situations.

The research was developed through a research-practice partnership in a vocational teacher preparation program in Germany. It includes two types of tasks: lesson plan writing tasks (content, learning goals, activities, social configuration, materials, and timing) and reasoning tasks (description, prediction, justification, and explanation). The Lesson Analysis and Plan template LAP aims to help preservice teachers connect professional knowledge with lesson planning decisions.

The results of this research are the design of this approach shows how the teaching of lesson planning may benefit from other areas of teacher education research; and this research provided a tool to facilitate the implementation of the approach in teacher education practice.

Consequently, Solidjonov, D. (2023) in his investigation: Application of effective lesson plans to teach English as a second language, mentions that it highlights how these plans foster engagement, promote language acquisition, and support overall growth by catering to diverse backgrounds and learning styles. The introduction also underscores the role of technology, authentic materials, and interactive approaches in making lessons engaging and immersive, ultimately transforming ESL classrooms into dynamic spaces that nurture language proficiency and cultural understanding.

This study focusses on three principals that highlight the essential elements in the development of a lesson plan: First effective lesson plans enhance student engagement, facilitate learning progression, and maximize classroom management, second essential elements include clear objectives, engaging warm-up activities, presentation of new material, practice and application, assessment and feedback, and extension and enrichment activities, and third consider learner profiles, incorporate authentic materials, utilize technology, differentiate instruction, and continuously monitor and reflect on lesson effectiveness.

However, the discussion remains largely descriptive and does not critically address the challenges preservice teachers face when translating these principles into practice. This gap directly connects with the present study, which examines how feedback on lesson plans mediates the process of applying these theoretical principles during the pedagogical practicum.

Likewise, another important study is the Oral Corrective Feedback in English as a Foreign Language Classrooms: A Teaching and Learning Perspective made by Ha, X (2021) He discusses the significance of beliefs in teaching and learning, particularly in the context of English as a foreign language (EFL). It highlights that while oral corrective feedback (OCF) has been extensively researched, the alignment between teachers' and students' beliefs about OCF remains underexplored.

The study used a mixed-methods approach combining quantitative (questionnaires) and qualitative (interviews) data collection. Participants: Included 250 students and 24 teachers from four secondary schools in Vietnam¹. Students were aged 15-18, and teachers had 10-21 years of experience. The aim investigates the beliefs of Vietnamese secondary EFL teachers and students regarding oral corrective feedback (OCF).

The findings of this research offer valuable insights, concluding that: teachers and students believe oral corrective feedback (OCF) is essential for learning. Students desire frequent corrections, while teachers emphasize selective feedback to avoid emotional distress. Besides, students prefer explicit corrections and metalinguistic feedback, which help them understand and correct errors.

Most importantly, Selvaraj, A (2020) emphasizes the critical role of feedback in education, particularly in writing. He highlights that feedback has been a core pedagogical tool since the 1980s, evolving from process writing to formative evaluation. The authors argue that feedback is essential for bridging the learning gap between students' current and desired performance levels. They stress the importance of understanding and effectively utilizing feedback to enhance students' learning outcomes, especially in writing instruction, where feedback helps students develop their skills progressively.

The study aimed to relate the effectiveness of feedback in improving teaching and learning achievement. Its paper involved a meta-analysis of literature focused on the effectiveness of feedback in improving teaching and learning achievement. The authors selected relevant studies from databases like Elsevier, Google Scholar, ERIC, and other Scopus-indexed journals using specific keywords related to feedback in education, secondary school, and academic performance.

Concluding this study, the results highlight once more the importance of feedback. Teachers' constructive feedback significantly enhances students' learning processes and motivation, and effective feedback helps students progressively improve their learning performance.

4. Theoretical framework

This part of this paper presented the four main concepts that structured and supported this research from the point of view of different authors. The concepts were: Preservice teacher, Feedback, Leeson Plan, and Pedagogical practicum. They were displayed in the order they were mentioned.

4.1 Pre Service Teacher

According to the guidelines for being considered a participant in the pedagogical practicum, the student of the Bachelor's Degree in Foreign Languages with an emphasis on English must comply with a series of academic, administrative, and formative requirements. First, the student must have passed the courses Curriculum and English Advanced 2, as well as be duly enrolled and registered in the corresponding practicum academic space. The practicum must be carried out exclusively in an institution with an interinstitutional agreement with the university, upon prior submission of the official letter of presentation issued by the practicum coordination office. Likewise, the student must fulfill the minimum number of required face-to-face hours, 40 hours per semester in the case of integrative practicums, and complete the practicum within the established academic period. Finally, the student must responsibly assume the formative commitments, which implies the timely submission of the required formats, attendance at tutorials, acceptance of feedback, and the maintenance of ethical and respectful conduct in the practicum setting. The term Pre-service Teacher is commonly used to describe individuals who are in the process of becoming certified educators, though definitions vary slightly. Süral (2019) defines preservice teachers as students formally enrolled in teacher education programs who are in the process of developing pedagogical knowledge and

instructional competence prior to certification. Beyond this definition, the author emphasizes that preservice teachers are novice practitioners who face cognitive, methodological, and emotional challenges when transitioning from theory to practice. Their learning process is characterized by uncertainty, experimentation, and gradual skill acquisition, particularly during lesson planning and instructional design.

Likewise, Coronado Cardona (2022) conceptualizes preservice teachers as individuals undergoing professional preparation who have not yet fully entered the teaching profession but actively construct their teaching identity through academic and practicum experiences. The author highlights that preservice teachers develop professional awareness through reflection, guided practice, and interaction with mentors. This stage is crucial for consolidating pedagogical beliefs, classroom management strategies, and confidence in instructional decision-making.

Also, Ellis (2020) expands the concept of preservice teachers by situating them within Initial Teacher Education (ITE) programs that integrate coursework with supervised school-based experiences. From this perspective, preservice teachers are active learners whose professional growth depends on mentoring, feedback, and reflective dialogue. Ellis emphasizes that these experiences play a decisive role in shaping teacher identity, pedagogical competence, and emotional resilience during early teaching practice.

4.2 Feedback

Feedback is a crucial concept in education, learning and evaluation. Current studies indicate that feedback in higher education is widely understood as, (Panadero, E., & Jonsson, A. 2020) information that supports learners' cognitive, motivational, and emotional regulation.

For Christians, K., & Christians, K. (2024), there are Four Paths' to Effective Feedback: Diagnostic path, Prescriptive path, Descriptive path, and Micro path. The first involves providing

feedback to professor who may not understand key instructional principles, which limits student learning. Second involves providing feedback to teachers who are implementing instructional practices unsuccessfully due to a lack of knowledge. Third one, involves providing feedback to teachers who understand the core expectations and principles of an instructional strategy and are implementing it with some success. And the last one involves providing feedback to teachers who already understand and can implement instructional practices effectively.

Besides for an effective Feedback teacher (Feedback On Your Assignments: What It Is And How To Use It, s. f.-b)¹, will provide feedback that includes both positive reinforcement and constructive critiques. While positive comments are usually straightforward, critical feedback can sometimes be unclear or use complex terminology that might be hard to interpret. Below there is a list of commonly used critical remarks, along with definitions and practical tips on how to address these areas for improvement. (see Table 1).

Also (Selvaraj, A. M., & Azman, H. 2020) explored and revealed these principal feedback attributes:

- **Timely:** If feedback is timely, students will assess how their roles have been measured. It is also vital that the feedback timeline is effectively communicated to students, which permits students to use feedback for potential learning and evaluations.
- **Motivational:** Feedback can influence student motivation and trust positively or negatively. It triggers the emotions of students and affects their contribution to the learning process. The formative evaluation shall then be inspiring and useful to encourage and motivate students.

¹ <https://www.bath.ac.uk/guides/feedback-on-your-assignments-what-it-is-and-how-to-use-it/>

- Individual/Personal: The increase of students' performance should be reflected in their learning process. For this reason, formative feedback must match the performance of all students to develop their abilities. It should be adapted and tailored to the strengths and limitations of individual students.
- Manageable: Feedback needs to be specific to ensure students recognize their qualities and weaknesses. Nonetheless, too complicated comments and feedback formats can lead to students being overwhelmed and challenging themselves to separate relevant feedback.

Additionally, Prilop, C. N., Weber, K. E., & Kleinknecht, M. (2020) mentioned the absence of adequate feedback efficient learning is impossible and improvement only minimal even for highly motivated subjects. Regarding pre- and in-service teachers, this means that merely practicing teaching is not sufficient to become an expertly skilled educator.

4.3 Lesson Plans

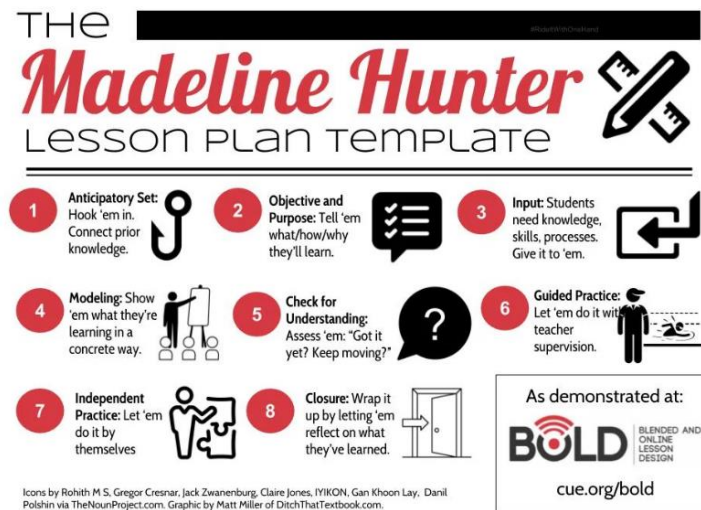
Building on the concepts of preservice teachers and feedback, lesson plans emerge as a central pedagogical resource through which instructional decisions are articulated and evaluated. Within the pedagogical practicum, lesson planning functions as a structured tool that integrates theoretical knowledge, feedback, and reflective practice, supporting preservice teachers' professional development.

In 1976 Madeline Hunter's lesson planning structure, also known as the "Hunter model," follows a series of steps designed to optimize classroom learning. This structure includes the following main elements: objectives, standards, advance introduction (or "hook"), teaching (with input substeps, modeling, and comprehension checking), guided practice, closing, and

independent practice. These steps provide a solid structure for planning effective lessons by increasing the odds of student success.

Picture 1:

The Madeline Hunter's Model Lesson Template.



Note: Instructional framework for lesson planning and direct instruction design by Madeline Hunter

According to the Journal of Curriculum Studies, Zaragoza, A., Seidel, T., & Santagata, R. (2023) define it as a detailed guide created by teachers to outline the content and sequence of a lesson. In other research, a Lesson Plan by Zaragoza, A., Seidel, T., & Santagata, R. (2023) is: a detailed guide created by educators to outline the objectives, activities, and assessments for a specific lesson.

They also mention three items about the importance of Lesson Planning in ESL Teaching, those are: Enhancing Student Engagement talks about “Well-organized lessons with clear objectives and meaningful activities create a positive learning environment, motivating

students to actively participate in the learning process;” Facilitating Learning Progression is by “mapping out the progression of lessons, teachers can ensure a logical flow of concepts, building upon previous knowledge and scaffolding new information to support ESL learners’ language development”. And Maximizing Classroom Management is “with a well-structured lesson plan, teachers can effectively manage their classroom dynamics and allocate time for different activities” In the same research the authors structure five Strategies for Effective Lesson Planning emphasizes the importance of tailoring lessons to the unique needs of ESL learners by considering their learner profiles and incorporating authentic materials to enhance real-world relevance. It highlights the use of technology to create engaging and interactive learning experiences and the necessity of differentiating instruction to cater to diverse learning styles and abilities. Additionally, it underscores the value of monitoring and reflecting lesson effectiveness to ensure continuous improvement and adaptability in teaching approaches.

4.4 Pedagogical Practicum

Some authors like Cochran-Smith and Villegas (2019) conceptualize the pedagogical practicum as a socially situated and inquiry-oriented space in which preservice teachers learn through participation, interaction, and reflection within authentic educational contexts. From this perspective, the practicum is not merely a technical stage for applying previously acquired knowledge, but a complex learning environment where professional understanding is constructed through engagement with real classroom challenges, institutional norms, and mentoring relationships. The authors emphasize that feedback, dialogue, and reflective inquiry are central mechanisms that mediate learning during the practicum, enabling preservice teachers to interpret their experiences, refine instructional decisions, and develop a coherent professional identity.

Thus, pedagogical practice becomes a formative process in which teaching competence emerges from the interaction between experience, reflection, and guided support.

Additionally, Ellis, Alonzo, and Nguyen (2020) define the pedagogical practicum as a mentored professional experience characterized by gradual assumption of teaching responsibilities under the guidance of experienced educators. In their framework, the quality of the practicum largely depends on the effectiveness of mentoring practices, particularly the provision of clear, timely, and pedagogically meaningful feedback. The authors argue that feedback during the practicum serves not only as an evaluative tool but also as a developmental resource that supports preservice teachers in understanding expectations, improving instructional design, and regulating their professional learning. Moreover, the practicum is viewed as a critical space for teacher identity formation, where preservice teachers negotiate their beliefs, emotions, and pedagogical approaches while transitioning from students of teaching to novice professionals. This conception directly highlights the central role of feedback in shaping both pedagogical competence and emotional resilience during early teaching experiences.

5. Research Design

This study utilizes narrative inquiry to gather insights from participant's personal experiences, capturing the depth of their challenges and reflections. Through the detailed data collection instruments analysis, the study examines the recurring themes and patterns that emerge from the feedback provided, aiming to shed light on how structured instructional design and feedback contribute to professional development for novice teachers.

5.1 Qualitative Research

Creswell and Poth (2018) argue that qualitative research is an interpretive process aimed at understanding the meaning that participants assign to a human experience. From this perspective, the researcher functions as a key instrument for data collection and analysis, working with information that is typically descriptive, contextual, and obtained through sources such as interviews, documents, personal narratives, field notes, or pedagogical artifacts.

Qualitative research seeks to understand the how and why behind human behaviors and social contexts. It is typically interpretive, flexible, and context-sensitive, relying on methods like interviews, focus groups, and ethnographic studies rather than quantifiable metrics.

Denzin and Lincoln (1994) emphasize the interpretive nature of qualitative research and explore a variety of methods and paradigms within the field. Their work has helped to define qualitative research as a robust, multidimensional approach to understanding human experiences and social phenomena. In this regard, the objective of this research is to analyze how the feedback provided in lesson plans affects the learning process of preservice teachers. These lesson plans contain detailed information that allows for the description of the type of feedback given by the tutor and the phenomena this feedback implies.

5.2 Narrative Research

Creswell conceives narrative research as a qualitative design focused on human histories and experiences, analyzed chronologically and interpretively. It is defined by Creswell, (2018) as “Narrative research is a qualitative design in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives. This information is then retold or restored by the researcher into a narrative chronology”. This definition highlights three

key elements: the recounting of personal experiences, the active participation of the researcher in the reorganization of the stories, and the chronological structure as an analytical principle.

In addition, Burke Johnson approaches narrative research from a broader methodological perspective, linking it to the construction of meaning and the interpretation of lived experiences. Johnson & Christensen (2020) mentioned that Narrative research focuses on studying and understanding human experience through the collection and interpretation of stories, emphasizing how individuals construct meaning and identity over time. This definition highlighted the interpretive nature of narratives, the construction of meaning and identity, and the analysis of experience over time.

From a methodological perspective: Creswell emphasizes the structure, the process of re-narration and the role of the researcher. Burke Johnson emphasizes the interpretation of meaning and identity constructed through stories. Both definitions agree that narrative research is a qualitative approach, uses stories as data, and seeks to understand the human experience in depth.

Further defining the methodology of this research, Clandinin, D. J., & Connelly, (2000) explain Narrative research is a qualitative research approach that focuses on understanding and interpreting individuals' life experiences through their personal stories. This method centers on the belief that storytelling is a fundamental human activity through which individuals make sense of their lives, identities, and experiences. Narrative research often involves collecting detailed accounts (or "narratives") through interviews or written accounts and analyzing them to uncover themes, patterns, and meanings.

In Narrative Inquiry: Experience and Story in Qualitative Research, Clandinin, D. J., & Connelly, (2000) describe narrative inquiry as both the study of experiences through stories and a way of knowing that respects the complexity and relational nature of human life. They argue that narrative inquiry is uniquely suited for understanding how individuals construct meaning and identity within their cultural and social contexts.

This approach emphasizes understanding how individuals construct meaning through their stories and the implications of those narratives for research.

6. Methodology

This methodology emerges from the need to analyze how professor feedback in lesson plans shapes the learning process of an inexperienced preservice teacher. Using a qualitative narrative approach, the study examines lesson plans, tutor comments, and reflective accounts as written documents. These data were collected, classified, and triangulated to ensure analytical rigor and to interpret the participant's pedagogical development.

For the development of this research, to collect and analyze information, were applied. First, all lesson plans used during the pedagogical practicum sessions were collected in the first semester of 2023, as these documents included various comments from the tutor professor. These comments provided valuable insights into the professor observations and recommendations.

To address the research objectives, the next step involved systematically cataloging these comments. This list was then classified according to the feedback provided on each lesson plan, with a focus on determining the specific pedagogical purpose of each comment. This

classification aimed to elucidate the role of each feedback point in enhancing the pedagogical skills of future educators.

Subsequently, an analysis of the collected data was conducted using a triangulation methodology. This approach enabled a comprehensive examination of the data by cross-referencing the classified feedback with the broader objectives of pedagogical development, thereby ensuring a more thorough understanding of how feedback in lesson plans contributes to the professional growth of trainee teachers.

Besides in his work *The Research Act*, Norman K. Denzin (1978), conceptualized triangulation as the use of multiple methods, data, researchers, or theories to approach a phenomenon from different perspectives, which improves the understanding and credibility of the findings.

This approach not only validates findings through consistency across different methods but also enriches the interpretation by capturing the complexity and multifaceted nature of the phenomena under investigation.

6.1 Population

The population of this study is composed by participant 1, he is 29 years old, a student of the Bachelor's Degree in English, program virtual modality of the Universidad Santo Tomás, Bogotá campus, who completed his last semester and in which he was to study his pedagogical internship 2. Participant 1 had completed all the courses that comprised the Foreign Language Teaching degree without major difficulties, acquiring knowledge about teaching methodologies and teaching didactics as very important elements to be used in practical teaching. However, due to personal issues, the participant had to suspend his studies on several occasions, which also resulted in a slight disconnection in his continuous learning process. On the other hand, the

participant had not had any face-to-face teaching experience, since only during the last two semesters of the program is the opportunity to carry out pedagogical practicum offered, and these are conducted in a face-to-face modality

6.2 Instruments

The instruments used in this study were selected to document the preservice teacher's learning process through written evidence generated during the practicum. These include Diary Journals (see annex 2) and Lesson Plan (see annex 1), which provide firsthand accounts, professor feedback, and reflections essential for narrative analysis. Together, these instruments offer the necessary qualitative data to examine patterns of development and feedback influence.

6.2.1 Diary Journal

The first instrument is the Diary Journal, Griffiee, D. T. (2012) defines it as a document maintained by an individual, writing a report to himself or herself on some topic area, such as learning a language or teaching a course.

To begin a Diary Journal, Griffiee, D. T. (2012) suggests that it must start by simply finding a medium to record your thoughts, whether it's a notebook, computer, or audio recorder. The key is to start writing, even if it's just a pilot entry to explore how the process works. Consider what topics or questions you want to address in your journal. If you prefer a more structured approach, think about upcoming events or issues you want to investigate. Ultimately, the goal is to create a space for reflection and documentation of your experiences and thoughts.

The Diary Journal (see annex 2) is a data collection instrument that was selected due to its relevance, as it was able to gather all the information underlying what occurred both during the development of the Lesson Plan and after the feedback was received. It is a medium that

allows for first-hand access to thoughts, feelings, and emotions after having designed the Lesson Plan and received the professor's comments regarding it.

The Diary Journal is composed of a structured format divided into several sections. The first section includes information related to the Diary Journal number, the date on which it was completed, and the Lesson Plan to which it refers. This is followed by a section in which the development of the Lesson Plan is described, that is, the methodologies, tools, and approaches used for the proposed activities. Subsequently, there is a section called self-reflection, which consists of the preservice teacher expressing and transcribing all thoughts, emotions, and feelings in response to the feedback comments provided by the professor, whether such comments were made or not. This section is perhaps the most important, as it allows for an understanding of everything that the information formulated by the pedagogical practicum professor generated in the student.

Finally, and in order to corroborate the information from the previous section, all feedback comments made by the professor in charge of the pedagogical practicum are transcribed, thus enabling the collection of all the information necessary for this research.

6.2.2 Lesson Plan

Richards and Bohlke (2022) state that a Lesson plan is “a structured outline that specifies what the teacher intends to accomplish in a lesson, the activities to be used, the sequencing of steps, and the expected learning outcomes.” The authors emphasize that the lesson plan functions as a map or script that guides the pedagogical process and helps teachers anticipate difficulties, organize resources, and maintain coherence among objectives, activities, and assessment.

The Lesson Plan is the only instrument used to design and record what is to be carried out in a class session by students enrolled in the pedagogical practicum; therefore, this instrument

was the only element that could contain all the information both from the student who prepared it and the corresponding comments that the teacher was required to make when reviewing this instrument

This Lesson Plan is designed by the Faculty of Education of the Universidad Santo Tomás and is used as the instrument where each pre-service teacher must design and capture their lesson plan, it is also sent to the corresponding professor, so that he can review it and make his corrections prior to the day on which the class will be held. It will also have a note in its development, so it is essential that the preservice teacher improves in each subsequent Lesson Plan and does not repeat mistakes.

The Lesson Plan is composed of several sections that begin with information regarding general data such as the Lesson Plan number, the institution, Pre Service teacher name, the course to which it will be applied, the date, and the duration. Then come the Learning outcomes, both pragmatic and the use of language, these will determine the type of learning activities and procedures proposed, as well as the assessment criteria. Then the warm-up a short and engaging activity to introduce the students the topic to teach, and its time. Next follow 3 stages in which the original part of the class must be developed, depending on the type of sequencing chosen where stages should be logically connected and organized. Finally comes an assessment and evaluation it must be sure that students actually achieved the learning outcomes set for the lesson, and in a last section the sources that were used described under APA standards. For each class that the preservice teacher must take there must be a Lesson Plan. In total, 8 Lesson plans are developed since there are also times of the semester when evaluations are married out and these complement the weeks that each preservice teacher must take in their semester.

6.3 Ethical aspects

In order to protect the identity and privacy of the individuals involved in this study, all participants were assigned pseudonyms or identification codes (e.g., Participant 1). The use of these codes ensures confidentiality and anonymity, preventing the disclosure of personal information that could allow participants to be identified. This ethical measure aligns with established research ethics principles, as it minimizes potential risks and safeguards participants' personal, academic, and professional integrity. Additionally, participants were informed of this procedure prior to their involvement in the study and provided their informed consent, acknowledging the use of coded identifiers in the reporting of findings

For this section, since this is a narrative inquiry about the second-semester teaching practicum, of the student, authorize the use of my name in this research. Including the main resource of this research, the Lesson Plan format of the bachelor's degree in foreign Language of the University of Santo Tomas. It is possible to analyze all the information they is composed of.

7. Data analysis and discussion

This chapter presents the analysis and discussion of the data obtained from the lesson plans, the professor's comments, and the reflective journals, with the aim of interpreting how written feedback influenced the pedagogical and emotional development of the preservice teacher. The findings are discussed in light of the narrative research approach and the theoretical framework underpinning the study.

Besides, Griffiee, D. T. (2012) explains that data is typically analyzed through several key approaches:

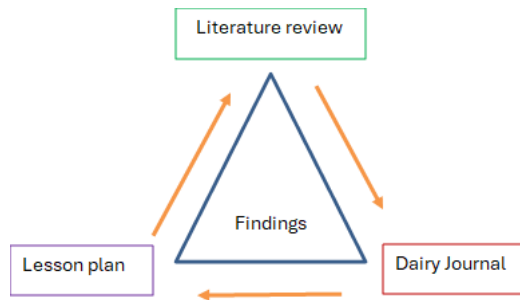
Identifying Patterns: Researchers read through diary entries to find recurring themes or patterns, noting how often these themes appear.

1. **Thematic Analysis:** This involves categorizing the data into themes that emerge from the entries, similar to statistical factor analysis, where themes are identified and listed.
2. **Question-Driven Analysis:** Researchers may frame specific questions to guide their analysis, focusing on what the data reveals about learning or teaching experiences.
3. **Connecting to Theory:** The analysis can also involve relating diary data to existing theories, either to confirm or challenge them.
4. **Triangulation:** To enhance reliability, diary data can be compared with data from other sources, such as interviews or questionnaires, to validate findings. Overall, the analysis aims to refine insights from personal reflections into meaningful conclusions that can inform research or practice. For each lesson plan, a Journal diary will be developed. This diary will include a description, and an objective aimed at fostering self-reflection. The purpose of this reflective process is to serve as a foundational element that informs and guides the creation of the lesson plan. This is the Diary Journal format use to collect the information. (see annex 2)

For this research, the following items have been selected to support the triangulation of the collected information, as described in the image below.

Picture 2:

Data triangulation



Note. Model of the data Jp, and teachers' feedback. The figure was created by the researcher.

Considering the categories outlined above and employing data triangulation, the subsequent section presents the following analysis.

For data analysis, the following color coding was used:

Table 1

Color coding for feedback comments

Comments	Color	Instruments used
Emotional comments	Color Blue	Lesson Plans
Negative comments	Color Red	Journals Diary
Possitive comments	Color Green	

Note: This table shows how through different colors the type of comment received by the student is coded and classified. (see annex 3)

Table 2

Categories and subcategories of the feedback comments

Categories	Definition	Subcategories
Strengths Highlighted by	Winbush, M. J., & Magana, S. (2024) describes this idea as advisers discussing students'	1. Recognition and Evaluation of pedagogical practice. Cuales

professor in the Lesson plan	strengths to build engagement, confidence, and academic self-efficacy. They say that when an adviser highlights what a student does well, it helps the student feel more supported, recognized, and motivated.	2. Organization, Clarity, and Coherence of Instructional Design of the lesson plan.
Critical Constructive Feedback	Liu, X., Li, L., & Wachira, P. (2020), refers to feedback that not only points out specific issues, weaknesses or gaps (the <i>critical</i> component) but also offers helpful, action-oriented suggestions for improvement (the <i>constructive</i> component).	1. Lack of clarity and coherence of the feedback in Lesson plans 2. Insufficient description and level of detail in the feedback.
Emotional reactions as a result of the feedback given by the professor	Para Pekrun, R., Frenzel, A. C., Goetz, T., & Perry, R. P. (2024) in educational psychology, <i>academic emotions</i> (a kind of emotional reaction) include feelings such as anxiety, boredom, or enjoyment that arise in response to learning, assessments, or classroom interactions. These reactions influence motivation, learning behavior, and performance.	1. Initial Reactions 2. Processes of Self-Regulation and Emotional Learning 3. Motivation and Positive Reinforcement

Note: This table summarizes the main feedback categories, and their subcategories identified in the lesson plans. (see annex 4)

7.1 Category 1. Strengths Highlighted by professor in the lesson plan

The first category, called Strengths Highlighted by professor in the Lesson Plans, includes the positive aspects identified by the professor in the feedback of the lesson plans developed during the teaching practice. In this sense, the present category operates as an interpretive tool that synthesizes various forms of positive feedback into a coherent conceptual unit, contributing to the understanding of how evaluative comments reinforce pedagogical development.

This category is essential because it allows us to recognize the achievements of the preservice teacher in relation to the clarity of the objectives, the relevance of the activities, and the methodological consistency. It also highlights successes in lesson design and delivery, helping to consolidate professional identity and build confidence in teaching planning processes.

The positive comments identified focus on aspects such as the effectiveness of content presentation, the use of participatory strategies (e.g., group work and brainstorming), the appropriateness of practice activities, and the integration of graphic resources to support explanations. Frequent expressions such as “Well done” taken from Lesson plan 9, (see annex 5) “Good strategy,” or “Great and well-described outcome” taken from Lesson plan 8 (see annex 6) and Lesson Plan 5 (see annex 7), show that preservice teacher was able to design relevant activities, connect prior knowledge, learning, and structure clear outcomes. This recognition not only values the fulfillment of pedagogical criteria but also serves as motivational reinforcement by highlighting the future teacher's ability to implement effective methodologies and promote active student participation.

From the analysis of positive comments, two subcategories emerge that allow us to specify in greater detail the dimensions of the recognition given by the tutor.

7.1.1 Subcategory 1: Recognition and Evaluation of Pedagogical Practice.

The first subcategory, Recognition and Evaluation of Pedagogical Practice, focuses on the teacher's acknowledgment of the trainee's professional growth, teaching achievements, and ability to apply effective strategies in lesson planning. This dimension highlights how positive feedback serves as an essential component of formative assessment, validating the preservice teacher's capacity to design, organize, and execute pedagogical actions aligned with learning objectives. It also underscores the professor evaluative role, which not only assesses methodological effectiveness but also reinforces the preservice teacher's confidence and sense of accomplishment in the teaching process.

According to the literature recognition and evaluation of teaching practice refer to the systematic process through which teachers analyze, assess, and reflect on their own educational practice in order to improve the quality of teaching, strengthen student learning, and promote professional development for teachers. This process involves observing, documenting, providing feedback, and adjusting teaching strategies, integrating self-evaluation, co-evaluation, and institutional evaluation as mechanisms for continuous improvement (MINEDUC, 2019; Schön, 1983; Murillo & Krichesky, 2020).

Considering the information previously described as part of the assessment process in Lesson Plan 7 (see annex 8) Stage 3, as well as in the Assessment and Evaluation section, the professor acknowledged my performance and pedagogical progress through comments such as: "This activity is great to practice," "Good strategy for increasing awareness," and "This is a good input." These remarks were provided in relation to the activity proposed in Lesson plan 7(see

annex 8) about stage 3, which focused on the use of negations and interrogative forms within the same tense. During this stage, students practiced transforming affirmative sentences into negative ones and made predictions based on visual prompts. Additionally, they were instructed to formulate ten questions using going to, thereby reinforcing their ability to construct and apply the tense in various communicative contexts.

Furthermore, the reflective component highlights the positive impact of such feedback, as I expressed: I received positive feedback on an activity, and what I appreciated most was the justification provided. This explanation helped guide the development of my future activities. This statement illustrates how constructive feedback not only validated my pedagogical decisions but also informed the refinement of subsequent lesson designs.

Likewise, in the context of English as a foreign language (EFL) teaching, Ha, X. V. (2021), mentions that effective or “good” feedback refers to the provision of explicit, constructive, and actionable input that helps learners recognize and correct their linguistic errors. This type of feedback often includes metalinguistic explanations or reformulations that strengthen language awareness and promote self-correction.

Based on the information presented in Lesson Plan 7 (see annex 8), Journal 7 (see annex 9), and the theoretical framework, the category Recognition and Evaluation of Pedagogical Practice refers to the process through which the professor values and provides feedback on the preservice teacher’s performance, emphasizing progress in the planning and implementation of strategies aligned with learning objectives. This recognition not only demonstrates the effectiveness of pedagogical decisions but also functions as a formative stimulus that strengthens reflection, self-confidence, and continuous improvement, thereby contributing to the preservice teacher’s professional growth and the consolidation of their pedagogical identity.

7.1.2 Subcategory 2: Organization, Clarity, and Coherence of Instructional Design

The second subcategory, Organization, Clarity, and Coherence of Instructional Design, centers on the structural and communicative aspects of lesson planning. It refers to the professor evaluation of how the preservice teacher articulates learning objectives, sequences of activities, and ensures logical progression throughout the instructional process. This area of analysis is crucial because it reflects the ability to plan with methodological precision and to present information clearly and coherently, which are fundamental attributes of pedagogical competence. The professor comments in this area often reveal the degree to which lesson design facilitates comprehension, connection between stages, and achievement of expected learning outcomes.

A well-organized instructional design provides a systematic framework for learning; clarity ensures that objectives, tasks, and feedback are explicitly communicated; and coherence maintains logical connections among instructional elements to facilitate meaningful understanding and learner engagement (Ibarra-Sáiz, Rodríguez-Gómez, & Boud, 2020; Prilop, Weber, & Kleinknecht, 2020; Selvaraj & Azman, 2020). A well-structured instructional design, as highlighted by the authors, reinforces the idea that organized, clear, and coherent lesson planning is essential for ensuring meaningful learning experiences. This perspective aligns with the subcategory's emphasis on how these elements guide learners effectively through instructional goals and activities.

Based on the assessment processes detailed in warm up and stages 1,2, and 3 of Lesson Plan 8 (see annex 6), the professor acknowledged the student's pedagogical development and instructional performance through evaluative comments such as "This is a good outcome" and "Good strategy. Combines well with the first explanation." These remarks corresponded to the activity designed for Journal 8 (see annex 10), in which the implementation of the direct method

and the audiolingual approach was demonstrated. With instructional videos to contextualize the use of the past tense, followed by vocabulary-based questioning aimed at familiarizing learners with key lexical items. Subsequently, a comprehensive explanation of the grammatical structures and governing rules of the past tense was provided. To enhance comprehension, a supplementary video was integrated, requiring students to identify and extract essential information.

Regarding the strengths identified by the teacher in Lesson Plan 8 (see annex 6) particularly within the sections on outcomes, Stage 1 (topic presentation) and resources, it was noted in Journal 8 (see annex 10) that these positive observations served as a significant source of motivation. As stated, “these encouraging comments from the initial section were highly motivating, as each component was thoroughly developed and demonstrated a coherent logical connection, which greatly enhanced my sense of motivation.”

From the perspective of Rumelt (2011) he defines a good strategy as a coherent set of analyses, policies, and actions designed to overcome a critical challenge and achieve a meaningful goal.

In summary, the subcategory Organization, Clarity, and Coherence of Instructional Design highlights the preservice teacher’s ability to plan and execute lessons with logical structure and methodological precision. Lesson Plan 8 (see annex 6) demonstrated effective sequencing, clear objectives, and coherent progression among instructional stages. The professor positive feedback reflected alignment between goals, activities, and outcomes, reinforcing the preservice teacher’s pedagogical growth. The integration of videos and guided questioning enhanced comprehension and engagement. These practices embody what Rumelt (2011) defines as a good strategy: coherent actions directed toward achieving meaningful learning goals.

Overall, the preservice teacher exhibited an evolving mastery of instructional design principles grounded in clarity, organization, and coherence.

7.2 Category 2. Critical Constructive Feedback

The second category, “Critical Constructive Feedback,” encompasses the evaluative comments provided by the professor that identify weaknesses or areas for improvement in the preservice teacher’s lesson plans, while simultaneously offering specific and actionable suggestions for enhancement.

According to Liu, Li, and Wachira (2020), this type of feedback combines a critical component—focusing on the identification of gaps in clarity, coherence, or detail—with a constructive element, which guides the learner toward solutions and improvement. In this study, the category serves as an interpretive framework for understanding how the teacher’s formative assessment promotes reflective thinking and professional growth by encouraging the refinement of pedagogical practices.

Through this process, the preservice teacher learns to address shortcomings, strengthen instructional design, and enhance overall lesson effectiveness, thereby transforming feedback into an essential tool for continuous development and methodological precision.

From the analysis of the professor evaluative comments, two subcategories emerge that provide a more detailed understanding of the dimensions encompassed within Critical Constructive Feedback. These subcategories reveal the specific aspects in which the professor identified areas for improvement and offered guidance for refinement. The first subcategory, Lack of Clarity and Coherence in Lesson Plans, addresses the need for greater structural and communicative precision in organizing instructional content and aligning objectives with activities. The second subcategory, Insufficient Description and Level of Detail in Lesson Plans,

refers to the importance of elaborating more comprehensive and explicit explanations of the procedures, materials, and expected outcomes. Together, these dimensions illuminate how constructive criticism operates as a formative tool that encourages reflective practice, fosters pedagogical awareness, and guides the preservice teacher toward achieving greater coherence and depth in lesson design.

7.2.1 Subcategory 1: Lack of Clarity and Coherence of the feedback given in the Lesson Plans

This category refers to comments in which a lack of clarity or coherence was evident in the development of the lesson plan. In particular, difficulties were observed in those activities where the professor did not provide feedback, which generated a high level of uncertainty, as there was no reference point to determine whether the activity was being carried out appropriately or not. Likewise, the most recurrent observations, such as “not clear” and “there isn’t any,” reflected a lack of information and precision in the author’s communication, which hindered the understanding and evaluation of the proposed activities.

Within the theoretical framework of feedback and educational assessment, lack of clarity and coherence can be academically interpreted as: The absence of precision, logical structure, and consistency in the presentation or development of ideas, instructions, or evaluative criteria, which hinders understanding and creates uncertainty about the learning objectives or expected outcomes (Sadler, 1989; Boud & Molloy, 2013; Carless, 2015).

In Lesson Plan 4 (see annex 11) the absence of professor feedback indicated as “none” on the proposal comprising seven different activities and their corresponding outcomes evidences a significant insufficiency in formative feedback. This omission generated uncertainty regarding the adequacy and pertinence of the proposed design. Likewise, in Lesson Plan 5,

(see annex 7) feedback was provided for only five out of the eleven proposed activities, revealing limited guidance to support pedagogical improvement. Finally, in Lesson Plan 9 (see annex 5) the lack of presentation of the resources that substantiated the proposed activities within the Assessment and Evaluation section reflects an incomplete articulation between instructional planning and evaluative components.

In Journal 4 (see annex 12) the absence of professor feedback made it impossible to determine whether the planned activities contained errors or met the expected standards. This lack of response contributed to a sense of being disregarded, particularly given that this section included four activities designed to be completed within a one-hour session. Similarly, Journal 5 (see annex 13) discussed Stage 3 of Lesson Plan 5 (Development, see annex 7), which also lacked feedback. Consequently, there was no basis for assessing whether the proposed activities were suitable for evaluating the intended learning outcomes. The absence of feedback once again deprived me of a reference point for improvement in subsequent lessons, thereby reinforcing the perception of being overlooked in the teaching–learning process.

According to H. West (2025), students commonly struggle with interpreting assessment feedback when the language used is ambiguous, referencing that terms frequently used by faculty (e.g., “needs improvement”, “be clearer”) lacked shared meaning and caused confusion about what action to take. More concretely, the University of New South Wales staff guidance states: When feedback is unclear (for example, ‘More’, ‘What’s this?’, ‘Link?’, or simply ticks and crosses), students may not be able to gauge whether a response is positive or negative, whether and how the feedback is related to their mark and what they might do to improve.

In conclusion, the Lack of Clarity and Coherence in Lesson Plans subcategory reveals significant limitations in the instructional design and assessment processes, primarily due to

insufficient or absent feedback. As observed in Lesson Plans 4, Lesson Plan 5, and Lesson Plan 9 (see annex 11, 7 and 5) the absence of precise and structured guidance hindered the preservice teacher's ability to evaluate the adequacy and alignment of planned activities with learning objectives. This lack of formative feedback generated uncertainty and a sense of disregard, preventing meaningful reflection and improvement in subsequent tasks. Consistent with Sadler (1989), Boud and Molloy (2013), and Carless (2015), clarity and coherence are essential for understanding and pedagogical development; without them, feedback loses its formative value. Moreover, as West (2025) notes, ambiguous or missing feedback obstructs interpretation and learning progress, emphasizing the critical role of explicit communication in fostering coherent and effective lesson planning.

7.2.2 Subcategory 2: Insufficient Description and Level of Detail in the feedback

This subcategory 2 introduces an analytical focus on the degree of elaboration and specificity provided in lesson planning. This subcategory examines how limited explanation or superficial descriptions in instructional components such as objectives, materials, and procedures can restrict the teacher's and learner's understanding of the intended learning process. Within the context of Critical Constructive Feedback, this area highlights the importance of detailed and explicit planning as a foundation for effective implementation and evaluation. As emphasized in prior analyses, insufficient detail weakens the logical connection between instructional stages and learning outcomes, impeding both coherence and formative assessment. Therefore, this section explores how the professor's feedback regarding the need for greater precision and elaboration contributes to the preservice teacher's methodological refinement and professional growth.

Analyzing the document A study of the pre-service teachers' problems in designing lesson plans, "Insufficient Description and Level of Detail in Lesson Plans" refers to the lack of specificity and completeness in lesson planning, where pre-service teachers fail to clearly describe objectives, materials, activities, and classroom procedures, resulting in ineffective lesson implementation and misunderstanding of students' needs (Alanazi, 2019).

The most frequent remarks within this category such as "More description needed" and "Description needs to be more specific" were predominantly linked to Lesson Plans 2 (see annex 14) and Lesson Plan 5 (see annex 7).

However, at least one comment of this nature appeared in almost all lesson plans, revealing a persistent need for greater accuracy and elaboration in the formulation of instructional elements.

In Journal 2 (see annex 15) regarding Stage 2 activities, it was described how a task-based learning approach was implemented, guiding students to create and describe their own daily routines. Audiovisual materials, including videos, were subsequently employed to enhance comprehension, as students were required to watch the recordings and respond to content-related questions. Nevertheless, the procedure for developing these activities was not sufficiently clear or detailed for the professor, which hindered an accurate understanding of the instructional sequence.

As a result, this analysis within the lesson plan led to the perception that much of the work produced was either inaccurate or lacking in completeness. The continuous questioning of nearly every section generated feelings of frustration and uncertainty, highlighting the need to adopt a more explicit, structured, and comprehensive approach to both lesson planning and academic writing. Furthermore, in Journal 5 (see annex 13), concerning Stage 1, it was

acknowledged that the professor's critique was valid and reflected an accurate assessment of the areas requiring improvement.

According to Hattie and Timperley (2007), effective feedback should provide clear information about "where to next", i.e. it should indicate how to improve the quality and level of detail of the work. A comment such as "More description needed" points out that the text or plan lacks explanatory depth, preventing the reader from fully understanding the reasoning or connection between the ideas.

In conclusion, the analysis of the subcategory Insufficient Description and Level of Detail in Lesson Plans demonstrates that the lack of specificity and elaboration in lesson planning undermines coherence, clarity, and instructional effectiveness. The recurring feedback—such as “More description needed”—reflects a consistent need to strengthen the precision and depth of pedagogical design. Although initially perceived as discouraging, this feedback ultimately contributed to the preservice teacher's professional development by fostering greater awareness of the importance of explicit, structured, and detailed planning, in line with Hattie and Timperley's (2007) view that effective feedback guides improvement through clarity and direction.

7.3 Category 3. Emotional reactions as a result of the feedback given by the professor

Based on Table 2 (see annex 4), Category 3 is titled “Emotional Reactions as a Result of the Feedback Given by the professor.” This category focuses on the affective responses experienced by the preservice teacher after receiving evaluative comments from the tutor during lesson plan development. The table references Pekrun et al. (2024), who explains that academic emotions such as anxiety, enjoyment, or frustration emerge in response to feedback, assessments,

or learning interactions, significantly influencing motivation, self-regulation, and overall performance.

According to the Category 3, contains three subcategories:

- a) Initial Reactions of Insecurity and Disorganization, referring to the immediate emotional responses (e.g., anxiety, confusion, or self-doubt) experienced upon receiving feedback that challenges the teacher's expectations or exposes areas for improvement.
- b) Processes of Self-Regulation and Emotional Learning, emphasizing how reflection and adaptation transform initial negative emotions into learning opportunities, allowing the preservice teacher to manage frustration and develop resilience.
- c) Motivation and Positive Reinforcement, which relates to how constructive and supportive feedback promotes enthusiasm, confidence, and engagement in subsequent lesson planning.
- d) In the context of the thesis, this category complements Category 1 (Strengths Highlighted by the professor) and Category 2 (Critical Constructive Feedback) by addressing the emotional dimension of the feedback process. While the first two categories focus on cognitive and pedagogical aspects—recognizing achievements and identifying areas for improvement -Category 3 adds a humanistic layer, revealing how emotional responses mediate professional growth. Together, the three categories illustrate a comprehensive developmental process: feedback not only enhances instructional design and methodological clarity but also fosters self-awareness, emotional regulation, and intrinsic motivation in the preservice teacher's professional formation.

7.3.1 Subcategory 1: Initial Reactions.

This subcategory addresses the preservice teacher’s immediate emotional responses such as insecurity, confusion, and self-doubt triggered by the professor’s evaluative comments.

Remarks like “Is this your creation?”, “How will students receive feedback?” and “What is the purpose of pair activity?” generated uncertainty regarding the clarity and validity of the instructional design. These observations initially produced feelings of disorganization and hesitation, as they questioned the coherence and pedagogical intent of the proposed activities.

Based on the theories and constructs discussed across the texts particularly in Developing Student Competence through Peer Assessment: The Role of Feedback, Self-Regulation, and Evaluative Judgement (Ibarra-Sáiz et al., 2019) and Feedback Loops and the Longer-Term: Towards Feedback Spirals (Carless, 2019) the phrase can be interpreted as describing an early emotional and cognitive response that occurs when individuals confront evaluative or instructional challenges, especially in contexts of formative feedback or professional training.

It is important to emphasize the progressive development of trust that unfolded throughout the process of lesson plan creation. The initial plans received extensive feedback due to limited clarity and precision, prompting the professor to raise several questions concerning the implementation of specific activities. Furthermore, although various methodologies were employed—such as task-based learning, communicative language teaching, the audio-lingual method, and the use of audiovisual materials to promote collaborative learning, as recorded in Journal 2 (see annex 15) and Journal 8 (see annex 10) the professor’s comments on Lesson Plan 8 (see annex 6) (e.g., “Are these related to the ones in the video?”, “How are these two activities connected?”, “Did you create this?”) reflected a perceived lack of confidence and organizational coherence.

In Journal 2 (see annex 15), it was expressed that “this critique left me feeling that much of my work was either incorrect or incomplete. The repeated questioning of nearly every paragraph led to feelings of frustration and confusion, underscoring the necessity for me to adopt a more explicit and thorough approach in my planning and writing.” Similarly, in Journal 8 (see annex 10), the reflection acknowledged that “it was a frequent mistake, as many times the idea was clear in my mind, but I needed to explain it better on paper.” These reflections illustrate how the feedback process contributed to recognizing the gap between conceptual understanding and written articulation, reinforcing the importance of clarity, structure, and self-awareness in professional pedagogical development.

Biggs, J., & Tang, C. (2011) said that Instructional alignment refers to the degree to which learning objectives, instructional activities, and assessments are mutually supportive and consistent with one another. When a teacher asks whether activities relate to a video or resource, it reflects an evaluation of alignment between materials and intended learning outcomes. And Hattie, J. (2012) mentions that Pedagogical coherence refers to the logical and conceptual linkage among the elements of a lesson, ensuring continuity and flow between instructional stages. This question highlights the teacher’s concern for whether learning experiences are sequenced coherently and build upon one another to promote cumulative understanding.

In conclusion, the subcategory Initial Reactions of Insecurity and Disorganization reflect the preservice teacher’s early emotional and cognitive struggle when confronted with evaluative feedback questioning the clarity, coherence, and authenticity of instructional design. Although these reactions initially generated frustration and uncertainty, they ultimately fostered self-awareness and professional growth by highlighting the importance of explicitness, alignment, and pedagogical coherence in lesson planning. As emphasized by Biggs and Tang (2011) and

Hattie (2012), the teacher's feedback functioned as a catalyst for developing a deeper understanding of instructional alignment and continuity, enabling the preservice teacher to transform initial insecurity into reflective practice and methodological improvement.

7.3.2 Subcategory 2: Processes of Self-Regulation and Emotional Learning

This subcategory emphasizes how reflection and adaptation transform initial negative emotions into learning opportunities, allowing the preservice teacher to manage frustration and develop resilience.

Based on Pekrun (2021) & Zimmerman (2017), a definition of processes of self-regulation and emotional learning describes the integrated set of cognitive, metacognitive, motivational, and affective mechanisms through which learners monitor their understanding, adjust their actions, and manage the emotional responses triggered by academic tasks or feedback to sustain effective learning.

The professor's positive comments highlight strategies that support students' self-regulation and emotional learning. In Lesson Plan 1 (see annex 16), the feedback "Greater learner autonomy could be achieved through visual aids, pair interaction, and inductive vocabulary exploration" emphasizes fostering autonomy. In Lesson Plan 7 (see annex 8) comments like "Good strategy for increasing awareness of possible mistakes" and "Good. How will you choose them? Randomly, volunteers or any game included" points to metacognition, emotional control, and anxiety management during participation. In Lesson Plan 8 (see annex 6), remarks such as "Brainstorming. Good" and "These activities... must be more connected. Transitions... recommended" highlight activation of prior knowledge and the need for clearer sequencing to aid self-regulation. Overall, these comments show that while useful strategies are present, lesson plans can further enhance autonomy, emotional management, and process clarity.

The professor's questions reveal missing elements essential for self-regulation and emotional learning. Comments such as: "How will students receive feedback? In Lesson Plans 3 (see annex 17) "How would they know if they did it right or not?", and "How will they get feedback?" in Lesson Plan 4 (see annex 11) highlight the need for clear feedback mechanisms so students can monitor their progress and feel emotionally supported. Questions like "How these two activities are connected?" in Lesson Plan 8 (see annex 6) and "What is the purpose of confirmation?" in Lesson Plan 2 (see annex 14) shows that unclear activity purpose and sequencing can hinder students' ability to organize and regulate their learning. Additionally, queries such as "Did you create this?" and "Where are the references?" emphasize the need for transparency and structure, which strengthen students' sense of clarity and emotional security. Overall, these questions signal gaps in guidance, coherence, and feedback that directly affect learners' cognitive and emotional self-regulation.

In Diary Journal 2 (see annex 15), the student openly acknowledges experiencing "frustration and confusion" in response to extensive feedback and recognizes "the necessity for me to adopt a more explicit and thorough approach," demonstrating clear cognitive and emotional regulation. In Diary Journal 3 (see annex 18), feelings of being "overlooked" emerge due to limited feedback, leading the student to reconsider the clarity of activity descriptions, noting that the comments "led me to reconsider the level of detail required." Similarly, Diary Journal 4 (see annex 12) shows emotional fluctuation, as the student describes the comment "great activity" as "encouraging," while also admitting that unclear feedback left them feeling "uncertain," prompting acknowledgment that "a deeper analysis... might have provided clearer justification." In Diary Journal 5 (see annex 13), emotional and metacognitive regulation become more prominent: the student states that some comments "left me feeling overlooked and

unacknowledged,” yet also affirms that feedback “underscored the importance of adhering to academic standards for citation,” concluding with personal responsibility by admitting “I acknowledged my mistake.” Finally, Diary Journal 7 (see annex 9) reflects similar patterns, where positive comments “reassured me that I was progressing effectively,” but the recurring lack of feedback again made the student feel “overlooked,” leading to recognition that the experience “highlighted the importance of providing explicit explanations.” Taken together, these expressions illustrate a continuous process of emotional awareness and cognitive self-regulation across the journals.

According to Panadero (2017), feedback can trigger both positive and negative emotional reactions, influencing the learner's capacity for self-regulation. This aligns with the student's reflections such as feeling “frustration and confusion,” “overlooked,” or “uncertain,” as well as more positive reactions such as feeling “encouraging” or “reassured.” Panadero's model supports the idea that emotions are central mediators in how feedback is interpreted and integrated into future learning behaviors.

The analysis of the lesson plans and reflective journals demonstrates that the preservice teacher progressively transforms initial emotional reactions—such as feeling “frustration and confusion,” “overlooked,” or “uncertain”—into opportunities for growth through deliberate cognitive and metacognitive adjustment. Consistent with the perspectives of Pekrun (2021), Zimmerman (2017), and Panadero (2017), the feedback received operates as both an emotional trigger and a regulatory mechanism, fostering awareness, autonomy, and resilience. Positive comments such as “great activity,” “encouraging,” and “reassured me that I was progressing effectively” support motivation and emotional stability, while questions and critiques that request clearer sequencing, justification, or feedback processes prompt deeper reflection and self-

correction. Across the journals, expressions like “the necessity for me to adopt a more explicit and thorough approach,” “led me to reconsider the level of detail required,” and “I acknowledged my mistake” illustrate the development of self-regulatory competence. Overall, the interaction between feedback and emotional responses reveals an emerging capacity to monitor performance, adjust practice, and manage affective reactions, thereby strengthening the preservice teacher’s processes of self-regulation and emotional learning.

7.3.3 Subcategory 3: *Motivation and Positive Reinforcement*

This subcategory relates to how constructive and supportive feedback promotes enthusiasm, confidence, and engagement in subsequent lesson planning

Motivation and positive reinforcement refer to the psychological processes through which learners are encouraged to persist, engage, and refine their performance, supported by feedback that highlights progress and successful actions. As Selvaraj and Azman (2020) emphasize, feedback that is clear, specific, and improvement-oriented reinforces constructive learning behaviors and sustains learner engagement. Similarly, Ibarra-Sáiz et al. (2019) demonstrate that peer assessment fosters motivation by enabling learners to recognize both their strengths and areas requiring refinement, thereby enhancing self-regulation and evaluative judgment. In this context, the professor’s feedback not only served as evaluative commentary but also functioned as a form of positive reinforcement that guided the preservice teacher toward greater clarity, organization, and methodological coherence throughout the lesson-planning process.

Across the lesson plans, several positive comments underscored the effectiveness of the instructional design. In Lesson Plan 7 (see annex 8), the feedback “Well done here on the outcomes” reflected the accuracy of the learning outcomes, which aligned with the practice of expressing future plans. This was evident when the preservice teacher modeled the target

structure by sharing his own weekend plans and engaging students in discussing theirs. The warm-up activity was also validated through the comment “good,” indicating its suitability for preparing learners. In Stage 3, the remark “This activity is great to practice how to create negative sentences” corresponded to an activity where students transformed affirmative sentences into negative forms and made predictions using visual prompts. Additionally, the comment “Good strategy for increasing awareness of possible mistakes” confirmed that the assessment procedures successfully promoted error awareness. Overall, Lesson Plan 7 (see annex 8) effectively integrated the direct and audiolingual methods to structure and evaluate three key activities, each positively reinforced through targeted professor feedback.

In Lesson plan 7 (see annex 8) at the beginning, I received positive feedback on the learning outcomes I had written, which reaffirmed my confidence in this aspect of my lesson planning. This validation strengthened my belief that I had effectively mastered this section. Then, for the warmup the feedback reassured me that I was progressing effectively in my instructional planning. In stage 3 I appreciated most was the justification provided. This explanation helped guide the development of my future activities.

Finally, for the assessment and evaluation section in Lesson Plan 7 (see annex 8), I received another comment that was particularly meaningful to me, as I had previously received little feedback in this area. The professor noted that I had implemented a strong strategy in the second activity of this section and provided an explanation that I found valuable for my professional development. This recognition made me feel that my efforts in refining this section were being acknowledged. Additionally, another comment from this section further boosted my confidence, as the teacher indicated that my approach was effective but suggested that it might

have been better placed in an earlier section. This constructive feedback allowed me to reflect on my sequencing decisions, and I welcomed it with appreciation.

The professor's comments can be theoretically supported by established research on instructional design, language pedagogy, and feedback practices. For instance, remarks such as “Well done here on the outcomes” align with Biggs and Tang's (2011) principle of constructive alignment, which emphasizes the coherence between learning outcomes, activities, and assessment. The positive feedback “This activity is great to practice how to create negative sentences” corresponds to the principles of Focus on Form described by Ellis (2017), who argues that task design supporting attention to grammatical structures facilitates linguistic accuracy. Moreover, the comment “Good strategy for increasing awareness of possible mistakes” is grounded in Schmidt's Noticing Hypothesis and later developments by Lyster and Saito (2018), which highlight the importance of error awareness for interlanguage development.

In conclusion, this subcategory demonstrates that motivation and positive reinforcement played a pivotal role in strengthening the preservice teacher's confidence, engagement, and instructional decision-making throughout the lesson-planning process. The professor's comments such as acknowledging well-aligned learning outcomes, validating the warm-up activity, praising the effectiveness of practicing negative sentences, and highlighting successful strategies for fostering error awareness served not only as evaluative remarks but as catalysts for sustained motivation, clarity, and pedagogical growth. Grounded in research demonstrating that constructive and improvement-oriented feedback enhances learner engagement and self-regulation (Ibarra-Sáiz et al., 2019; Selvaraj & Azman, 2020), these comments enabled the preservice teacher to refine sequencing decisions, strengthen methodological coherence, and gain confidence in areas where feedback had previously been limited. Thus, positive reinforcement

functioned as an essential mechanism driving both emotional reassurance and professional development in subsequent lesson planning.

8. Conclusions

The findings of this study reveal the complex interplay between written feedback, instructional design, and the emotional experiences of preservice teachers navigating their pedagogical practicum. The analysis of the lesson plans, journals, and triangulated data indicates that feedback functions simultaneously as a cognitive scaffold and an emotional catalyst, shaping the preservice teacher's understanding of instructional coherence, clarity, and methodological rigor. The categorization of feedback into strengths, critical-constructive guidance, and emotional reactions demonstrates that the learning process is neither linear nor solely technical; rather, it evolves through cycles of uncertainty, reflection, and progressive refinement. Throughout the study, it became evident that the preservice teacher's pedagogical development was deeply influenced by the clarity and depth of the feedback received, highlighting the essential role of formative assessment in enhancing novice teachers' instructional decision-making and self-regulatory abilities.

From a critical standpoint, the findings suggest that while positive reinforcement played a crucial role in strengthening confidence and fostering motivation, the lack of systematic, specific, and consistent feedback often generated confusion and hindered the preservice teacher's capacity to evaluate the appropriateness of instructional activities. The recurring issues of insufficient detail, unclear sequencing, and weak alignment between outcomes and procedures identified across several lesson plans were exacerbated by moments in which feedback was absent or vague. These gaps impeded pedagogical clarity and led to emotional responses of insecurity, frustration, and perceived neglect. However, the reflective processes documented in

the journals illustrate how these emotional reactions became catalysts for improved self-regulation. Over time, the preservice teacher developed a stronger understanding of instructional alignment, coherence, and explicit explanation, demonstrating the transformative potential of feedback when accompanied by sustained reflection.

In terms of professional development, this study provided substantive growth both as a teacher and as a researcher. Pedagogically, the iterative analysis of professor comments strengthened the preservice teacher's capacity to conceptualize learning outcomes, structure coherent lesson stages, and justify instructional decisions. These competencies are essential in the early stages of teaching, where methodological intuitions are still forming. Emotionally, the exposure to recurrent critique fostered resilience and self-awareness, leading to an improved ability to manage uncertainty and persist through challenges skills fundamental to long-term teacher identity formation. From a research perspective, the use of narrative inquiry allowed for a deeper understanding of personal experience as a legitimate source of knowledge, reinforcing the value of reflective documentation, systematic coding, and triangulation as rigorous analytical tools. The process of interpreting data through theoretical frameworks further sharpened the researcher's analytical sensitivity and capacity to transform subjective experiences into empirical insights.

The pertinence of the selected research design was clearly demonstrated throughout the investigation. The qualitative narrative approach, supported by Creswell and Poth (2018), Denzin and Lincoln (1994), and Clandinin and Connelly (2000), proved particularly appropriate for exploring the nuanced ways in which feedback influences emotional states, instructional behaviors, and professional growth. Lesson plans, journals, and literature were effectively triangulated to produce a multi-layered understanding of the phenomenon, revealing both

cognitive and affective dimensions that would have been difficult to capture with quantitative methodologies. The narrative design allowed the researcher to portray instructional development as an evolving experience, embedded in contexts, relationships, and emotions, rather than as a static set of measurable indicators.

Regarding the object of study, the investigation successfully met its aim of analyzing how feedback in lesson plans affects the learning process of preservice teachers with no prior experience in pedagogical practicums. The categories identified strengths, constructive feedback, and emotional reactions demonstrate that the object of study was fully explored, offering a clear understanding of the mechanisms through which feedback shapes pedagogical growth. The analysis also revealed that the process is not merely technical but deeply relational and emotional, broadening the understanding of how novice teachers internalize, interpret, and act upon feedback.

Despite these contributions, the study faced several limitations. First, the analysis was based on a single participant, which limits the transferability of the results to broader populations. Although narrative inquiry values depth over generalization, the findings could have been enriched by including multiple preservice teachers to compare experiences or identify common patterns. Second, the study relied exclusively on Lesson plans and Journals which limited the inclusion of classroom observations or interviews that might have provided additional layers of analysis, particularly regarding how feedback translated into actual teaching performance. Third, the availability and quality of tutor feedback itself constituted a limitation, as inconsistent or absent comments restricted the depth of analysis in some categories. Finally, emotional reflections were self-reported, which may have introduced bias or incomplete recollection.

For future research, several avenues emerge from the findings. First, studies including multiple preservice teachers could provide comparative insights into how different individuals respond to similar feedback patterns, considering variations in emotional resilience, prior knowledge, and educational background. Second, incorporating classroom observations or audio/video recordings would deepen the understanding of how feedback influences actual pedagogical practice beyond lesson-plan writing. Third, exploring mentor professors' perspectives could shed light on their intentions, expectations, and constraints when providing feedback, helping to create more effective guidance practices in teacher education programs. Fourth, future research could examine how digital tools such as automated feedback systems or collaborative platforms support or challenge feedback processes in teaching practicums. Finally, there is significant value in exploring the long-term effects of feedback on teacher identity formation, particularly how early experiences shape beliefs, confidence, and instructional philosophy throughout the teaching career.

In conclusion, this study demonstrates that feedback in lesson planning is a multidimensional phenomenon that significantly influences the cognitive, emotional, and professional development of preservice teachers. The findings highlight the importance of clear, consistent, and actionable feedback to support novice teachers in navigating the complexities of instructional design. At the same time, the research underscores the essential role of emotional responses and reflective processes in transforming criticism into growth. By employing a qualitative narrative design and triangulating multiple sources of data, the study offers a nuanced and comprehensive understanding of how preservice teachers learn through feedback—an understanding that holds valuable implications for teacher education programs, mentoring practices, and future research in the field of pedagogical development.

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9. Annexes

Note: Zoom in to verify the information contained in the annexes, such as the comments, in order to gain clarity when analyzing them.

Annex 1: Lesson Plan Format



LESSON PLAN FORMAT 2022-2

Lesson Number: <u>1</u>	
Institution: _____	
Pre-service teacher's name: _____	
Grade/ Level: _____	
Date of implementation: _____	Duration: (in hours or minutes) _____

Learning outcomes:	
- Pragmatic: <i>By the end of the lesson the students will be able to (e.g. understand the main plot in a short story).</i> - Use of Language: <i>The students will be able to (e.g. recognize linking words in a text)</i>	

Warm up	
Procedure	Time

Stage 1	
Procedure	Time

Stage 2	
Procedure	Time

Autor
Establish the duration of your lesson as needed. The total amount time in your practicum should be 30 hours.

Autor
Write down the learning outcomes you defined in the syllabus unit. Remember that these learning outcomes will determine the type of learning activities and procedures you propose, as well as your assessment criteria.

Autor
Plan a short and engaging activity to introduce your students (Ss) to the topic you will teach, or/and to activate your Ss' prior knowledge.
Make sure this activity has some connection to the language you expect your Ss to recycle or use in the lesson.

Autor
The name and number of stages in your lesson plan may vary depending on the type of sequencing you choose (e.g. PPF, ESA, TBL, etc.)
Regardless of your choice, stages should be logically connected and organized.



Stage 3	
Procedure	Time



Assessment and evaluation (How the student will be evaluated through the activities proposed)
Resources / APA References (Write the resources references according to APA rules)

Autor

Evaluation requires you to think about how you will make sure that your students actually achieved the learning outcomes set for the lesson.

Describe the parts of your lesson in which you will carry out formative / summative assessment and the procedures to do so. Reference any resources you want to use (e.g. forms, rubrics, tests, etc.)

Autor

List the resources you plan to use in your lesson. Include links when possible.

NOTE: Make sure adapted resources and resources you designed yourself are predominant.

Annex 2: Dairy Journal Format

DIARY JOURNAL
Numero:
Fecha:
Lesson Plan: #
How to develop:
Autoreflexion:
Teacher comments:

Annex 3: Table 1. Color coding for feedback comments

Comments	Color	Instruments used
Emotional comments	Color Blue	Lesson Plans
Negative comments	Color Red	Journals Diary
Possitive comments	Color Green	

Annex 4: Table 2. Categories and subcategories of the feedback comments

Categories	Definition	Subcategories
Strengths Highlighted by teacher in the lesson plan	Winbush, M. J., & Magana, S. (2024) describes this idea as advisers discussing students' strengths to build engagement, confidence, and academic self-efficacy. They say that when an adviser highlights what a student does well, it helps the student feel more supported, recognized, and motivated.	2. Recognition and Evaluation of teaching strategies and resources. Cuales son las estrategias de enseñanza que utilizaste y recursos. 3. Organization, Clarity, and Coherence of Instructional Design of the lesson plan.
Critical Constructive Feedback	Liu, X., Li, L., & Wachira, P. (2020), refers to feedback that not only points out specific issues, weaknesses or gaps (the <i>critical</i> component) but also offers helpful,	3. Lack of clarity and coherence in lesson plans

	action-oriented suggestions for improvement (the <i>constructive</i> component).	4. Insufficient description and level of detail in the lesson plans.
Emotional reactions as a result of the feedback given by the teacher	Para Pekrun, R., Frenzel, A. C., Goetz, T., & Perry, R. P. (2024) in educational psychology, <i>academic emotions</i> (a kind of emotional reaction) include feelings such as anxiety, boredom, or enjoyment that arise in response to learning, assessments, or classroom interactions. These reactions influence motivation, learning behavior, and performance.	4. Initial Reactions of Insecurity and Disorganization 5. Processes of Self-Regulation and Emotional Learning 6. Motivation and Positive Reinforcement

Annex 5: Lesson Plan 9



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LESSON PLAN FORMAT 2022-2

Lesson Number: <u>9</u>	
Institution: <u>ASE foundation</u>	
Pre-service teacher's name: <u>Ivan Mauricio Franco Aldana</u>	
Grade/ Level: <u>A 2.1</u>	
Date of implementation: <u>07/05/2023</u> Duration: <u>(3 : 30 minutes)</u>	

Learning outcomes:	
- Pragmatic: By the end of the lesson, the students can use common connectors in simple sentences. By the end of the lesson, the students can write very simple personal letters expressing thanks and apologies. By the end of the lesson, the students can write short, simple notes, emails, and text messages. - Use of Language: By the end of the lesson, the students will use linking words. By the end of the lesson, the students will know how to write formal or informal letters for different occasions.	Comentado [D11]: This is more like a use of language Comentado [D12]: Well done on this. Comentado [D13]: This looks like a

Warm-up	
Procedure	Time 10' minutes
Time line	1. 10 min
The teacher read a short informal letter to the students about applying to a university using connectors.	

Comentado [D14]: Only Reading to them probably does not warm up the class. Consider including something additional to just reading.

Stage 1	
Procedure	Time 50 min
Teacher will present a video about connectors (Appendix 1).	
The teacher asking for the students about vocabulary use for connect sentences e.g: and, later, then, etc.	1. 10 min. 2. 5 min. 3. 10 min. 4. 5 min. 5. 5 min. 6. 15 min
Then the teacher will explain a list of connectors depends of the use.	
Teacher will present a video about connectors (Appendix 2).	
The teacher asking for the students about common vocabulary use writing letters.	

Comentado [D15]: This video is in Spanish. Change suggested to have input in English.

Comentado [D16]: This one is in English. More context in contents

Comentado [D17]: Brainstorming is ok.

Then the teacher will explain how to write a formal or informal letters.

Stage 2	
Procedure	Time 50 min
Students must match the connectors to the group they belong. (Appendix 3).	
Students listen an audio and identify the connector in the song. (Appendix 4)	1. 10 min 2. 20 min 3. 20 min
Then by pairs students must a short dialogue using at least 5 connectors.	
Students listen an audio and resume how to write a letter. (Appendix 5)	

Comentado [DI8]: In pairs, individual?

Comentado [DI9]: Must... create? Repeat? Practice?

Comentado [DI10]: These activities are not connected to each other. Transition suggested.

Stage 3	
Procedure	Time 45
Students must read information and then must write 5 opposite things happened on the reading. (Appendix 5). Eg: She began to cry again, <i>She did not begin to cry again.</i>	1. 15 min 2. 15 min 3. 10 min
Then, students write what did they do yesterday	
Then students must write 5 questions about a picture (Appendix 6), e.g: Who were on the airplane?	

Comentado [DI11]: Try to change style of exercise

Comentado [DI12]: Connectig to last class, very good

Comentado [DI13]: Again lacking of connection between activities

Assessment and evaluation (How the student will be evaluated through the activities proposed)	Time 30
They will be evaluated from 1 to 5, being 5 the highest grade and 1 the lowest.	
Students must choose the correct form, there are 5 sentences. (Appendix 7).	
Then they have to Find the mistake and highlight it in a reading. (Appendix 8).	
Finally the students will listen an audio about a murder interrogatory, and answer What were you doing at the time of the murder? (Appendix 9)	

Comentado [DI14]: There isn't any

Comentado [DI15]: There isn't any

Comentado [DI16]: There isn't any

Resources / APA References (Write the resources references according to APA rules)

Appendix 1:

https://www.youtube.com/watch?v=Vs7vIKeTT_A |

Comentado [DI17]: You can explain this and take the examples from the video. Because it is 13 minutes long talking in Spanish. You can change it to one in English to have contextualized input.

Appendix 2:

<https://youtu.be/nwMI97hDTjk>

Comentado [DI18]: This one is better because it is English input.

Appendix 3:

Cause & Effect Connector Words	Finally
Contrast	Because
Purpose	In addition
Connectors of Sequence and Conclusion	But
Advanced Connectors	In order to
Opinion English Connectors List	To be honest

Appendix 4:

<https://youtu.be/CZ4KjyKQbc>

Appendix 5:

USPS TV. (2022, feb 4). *How to Write a Friendly Letter* [Video]. YouTube. <https://youtu.be/ctCaLQDWs1Q>

References:

Appendix 1:

Inglés Para Perezosos. (2022, may 11). *CONNECTORS and LINKING words en inglés GAME - Ejemplos, ejercicios y explicación B1-B2-C1* [Video]. YouTube. https://youtu.be/Vs7vIKeTT_A

Appendix 2:

Bristol Council: Employment, Skills & Learning. (2019, jul 10). *Formal vs Informal writing* [Video]. YouTube. <https://youtu.be/nwMI97hDTjk>

Appendix 3:

Annex 6: Lesson Plan 8



UNIVERSIDAD
SANTO TOMÁS
— SEDE PRINCIPAL —

LESSON PLAN FORMAT 2022-2

Lesson Number: <u>8</u>	
Institution: <u>ASE foundation</u>	
Pre-service teacher's name: <u>Ivan Mauricio Franco Aldana</u>	
Grade/ Level: <u>A 2.1</u>	
Date of implementation: <u>29/04/2023</u> Duration: <u>(3 : 30 minutes)</u>	

Learning outcomes:	
- Pragmatic: By the end of the lesson the students can ask and answer simple questions about an past events (where and when it took place, who was there and what it was like). - Use of Language: By the end of the lesson the students will use simple past tense.	

Warm-up	
Procedure	Time 10' minutes
Time line	1. 10 min
The teacher draws a simple timeline on the board. In the middle of the timeline write 'today' and ask students randomly what day it is today and write that day on the board, then the teacher asks students what day it was yesterday and write that day on the left side of the timeline. Then the teacher does the same for tomorrow and write that day on the right side. Using this simple timeline, demonstrate the meaning of 'past' to students	

Stage 1	
Procedure	Time 50 min
Teacher will present a video about simple past tense (Appendix 1).	1. 10 min.
The teacher asking for the students about vocabulary use for talking about the past e.g: last, before, and the most common verbs in past	2. 10 min.
Then the teacher will explain simple past tense: uses, and the structure. Eg: subject + verb with ed.	3. 15 min.
Then students watch a video about conversation between to people talking about past conversation. Then everyone must try to write at least 3 events happened on the video (Appendix 2). (they can use a dictionary to check the past of the verbs)	4. 15 min.

Comentado [D11]: This is a good outcome. Well done

Comentado [D12]: These graphics are always good to present topics like this. Well done

Comentado [D13]: Good strategy. Combines well with the first explanation.

Comentado [D14]: Brainstroming Good.

None

Stage 2	
Procedure	Time
Students must match the verbs on a copy teacher will give them (Appendix 3).	50 min
Students listen an audio and answer some questions about it. (Appendix 4)	1. 10 min 2. 20 min 3. 20 min
Finally, by pairs students must ask their partner What did he/she do last weekend. then they write that information, and then present that information by pair to the others.	

Comentado [D15]: Are these related to the ones in the video?

Comentado [D16]: Is there any space for them to prepare the questions?

Stage 3	
Procedure	Time
Students must read information and then must write 5 opposite things happened on the reading. (Appendix 5). Eg: She began to cry again, <i>She did not begin to cry again.</i>	1. 15 min 2. 15 min 3. 10 min
Then, students write what did they do yesterday.	
Then students must write 5 questions about a picture (Appendix 6), e.g: Who were on the airplane?	

Comentado [D17]: Same sentences in negative form.

Comentado [D18]: How these two activities are connected?

Comentado [D19]: These activities are all appropriate for practice, but they must be more connected. Transitions between them recommended.

Assessment and evaluation (How the student will be evaluated through the activities proposed)	Time
They will be evaluated from 1 to 5, being 5 the highest grade and 1 the lowest.	30
Students must choose the correct form, there are 5 sentences. (Appendix 7).	
Then they have to Find the mistake and highlight it in a reading. (Appendix 8).	
Finally the students will listen an audio about a murder interrogatory, and answer What were you doing at the time of the murder? (Appendix 9)	

None

Resources / APA References (Write the resources references according to APA rules)	
Appendix 1:	
	
Appendix 2:	

Comentado [D10]: Good strategy. Combines well with the first explanation.

Annex 7: Lesson Plan 5

LESSON PLAN FORMAT 2022-2

Lesson Number: <u>5</u>
Institution: <u>ASE foundation</u>
Pre-service teacher's name: <u>Ivan Mauricio Franco Aldana</u>
Grade/ Level: <u>A 1 2</u>
Date of implementation: <u>25/03/2023</u> Duration: <u>(3 : 30 minutes)</u>
Learning outcomes:
- Pragmatic: By the end of the lesson the students will be able to give and understand information about how to get a place. - Use of Language: By the end of the lesson the students will <u>can find</u> and understand simple, important information in advertisements, in programs for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.). By the end of the lesson the students will use preposition <u>s</u> of place, and identify some signals of to get a place

Comentado [D1]: Great and well described outcome

Warm-up	
Procedure	Time 15' minutes
What happened?: Teacher describe the first day on the General Santander School, and how to get there. Then ask to some students, how did they get to the school the first day of classes. 	1. 5min 2. 10 min

Comentado [D12]: Do they already know basics of past tense?

Stage 1	
Procedure	Time 50 minutes
Students should make a list with names of places that <u>the remember</u> , like bakery or library or police station. After that students and the teacher create a list on the board with all possible places knew it.	1. 10 min. 2. 20 min. 3. 10 min. 4. 10 min.
The teacher will do a presentation about how to get a place, that he has in <u>a own</u> power point presentation, with some pictures to make more clear the learning process. (Appendix 1) The presentation shows a <u>dialogue</u> between a tourist and a citizen how the share information to	

None

Comentado [D13]: Where is it?

visit difference places on Manizales.	
The Students will watch a picture on the TV with some signs that they have to identify and write its name. (Appendix 2)	
Finally that the teacher will show two pictures from a city and the students must guide to a person with giving directions to get a specific place. (Appendix 1 and 3).	

Comentado [D14]: It is a good activity, however, description needs to be more specific because it is not completely clear.

Comentado [D15]: Activities are not connected.

Stage 2	
Procedure	Time
The students will get a word search and must find some frequently <i>adverbs</i> and prepositions about giving directions. (Appendix 4)	1 hour
Then students must write some sentences filling the blanks with the information necessary like: Do ___ know where ___ museum is? (Appendix 5)	1. 10 min 2. 15 min 3. 20 min 4. 10 min
After students watch a video about giving directions. Then they have to write some routes to go from one place to another using the map on the video. (Appendix 6)	
Finally, students by pairs share information about a favorite place in Bogota and they write, how to get there (from students house).	

Comentado [D16]: In the word search there is only one preposition. There is only places.

None

Stage 3	
Procedure	Time
For the first activity students must develop true or false exercise with 10 questions about a map on a city. They will be grade from 0 to 10 in how good or bad answer get. (Appendix 8).	25
Using computer the teacher will show a map and then he will play a 5 question from a website, asking for a empty place with a number, so according to the number the must choose a correct option. They individually answer, and those will be grade it.	1. 10 min 2. 10 min 3. 5 min
Finally, as a homework the students must write the route to go from their houses to the school. They have to send it to my e-mail during the week until Friday.	

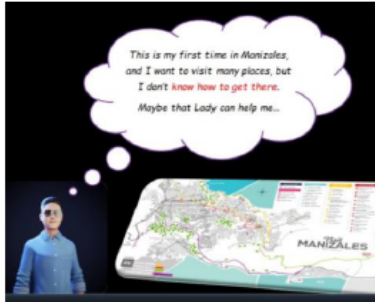
None

Assessment and evaluation (How the student will be evaluated through the activities proposed)
All the activities in stage 3 will be used as way to grade the development of students

None

Resources / APA References (Write the resources references according to APA rules)

Appendix 1:



Appendix 2:

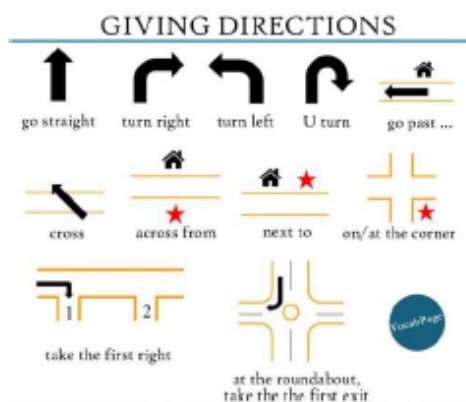


Symbols, Signs and Signposts. (2021, November 19). KASHMIR READER.

<https://kashmirreader.com/2021/11/19/symbols-signs-and-signposts/>

Comentado [D17]: Great the references

Appendix 3:



Giving directions (info). (2018, April 29). Pinterest.

<https://www.pinterest.es/pin/608971180837926913/>

Appendix 4

B	S	G	I	U	X	A	X	K	Q
E	W	C	L	M	M	B	O	J	M
T	V	T	J	K	B	B	I	H	N
W	X	C	C	N	P	K	U	G	B
E	L	K	J	M	H	C	Y	F	V
E	Q	W	E	R	T	O	T	D	C
N	H	G	F	F	A	L	R	S	X
S	T	R	E	E	T	B	E	A	Z

Between – street – block – cross – hospital – avenue – on



Appendix 5:

My office building is in _____ of the mall.

Go _____ on for about one kilometer.

The cinema is _____ to the bank.

Hello. _____ you help me, please?

Good morning. May I _____ for some help?

Could you tell me _____ to get to the bank?

Do you know _____ the museum is?

We can't _____ the subway station. Is it near here?

Where can we find a park near _____?

Are we on the _____ road to the city center?

_____ this the right way to the mall?

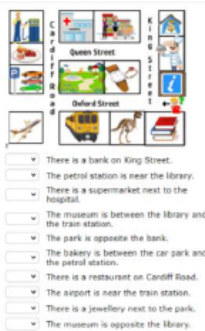
What's the best way to _____ to the airport?

Appendix: 6

AMES836.(2016, April 16). Pedir y dar indicaciones: idioma ingles. Youtube.

<https://www.youtube.com/watch?v=-YoeEY8FPM>

Appendix: 7



There is a bank on King Street.

The petrol station is near the library.

There is a supermarket next to the hospital.

The museum is between the library and the train station.

The park is opposite the bank.

The bakery is between the car park and the petrol station.

There is a restaurant on Cardiff Road.

The airport is near the train station.

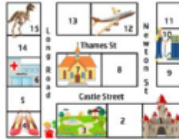
There is a jewellery next to the park.

The museum is opposite the library.

Comentado [D18]: **Where did you get these from?**

Comentado [D19]: **Where is it taken from?**

Appendix: 8



- ☐ supermarket
- ☐ post office
- ☐ car park
- ☐ train station
- ☐ chemist
- ☐ hotel
- ☐ restaurant

<https://agendaweb.org/exercises/vocabulary/city/directions-2>

Comentado [D110]: **Referencias?**

Annex 8: Lesson Plan 7

LESSON PLAN FORMAT 2022-2

Lesson Number: <u>7</u>	
Institution: <u>ASE foundation</u>	
Pre-service teacher's name: <u>Ivan Mauricio Franco Aldana</u>	
Grade/ Level: <u>A 2.1</u>	
Date of implementation: <u>22/04/2023</u> Duration: <u>(3 : 30 minutes)</u>	
Learning outcomes:	
- Pragmatic: By the end of the lesson the students will be able to talk about plans to do. - Use of Language: By the end of the lesson the students will use future be going to.	
Warm-up	
Procedure	Time 10' minutes
What are you going to do this weekend?	1. 10 min
The teacher will talk about his plans for the weekend, later ask for students about what are they going to do the weekend.	
Stage 1	
Procedure	Time 50 min
Teacher will present a video about how to make plans on the future (Appendix 1).	
The teacher asking for the students about vocabulary use for talking about the future and for making plans, create a list.	1. 10 min. 2. 10 min. 3. 15 min. 4. 15 min.
Then the teacher will explain Be going to: uses, and the structure. Eg: subject + be + going + to-infinitive.	
Then students watch a video about conversation between to people talking about making plans for the future. (Appendix 2).	
Stage 2	
Procedure	Time 50 min

Comentado [D11]: Well done here on the outcomes

Comentado [D12]: Good. How will you choose them? Randomly, volunteers or any game included.

Comentado [D13]: They watch the video and what is next? you must do an activity with the video. Comprehension or practice can be.

Students must organize sentences (Appendix 3).	1. 10 min 2. 20 min 3. 20 min
Students must <u>listen</u> an audio and complete the <u>information missing</u> , then mark the statement true (T) or (F) false. (Appendix 4)	
Finally, by pairs students must ask their partner What is he/she going to do next weekend. and write that information, then present that information by pair to the others.	

Stage 3	Time
Procedure	45
Students must read information and then must write 5 opposite things happened on the reading. (Appendix 5). Eg: She is going to travel next week: She is not going to travel next week.	1. 15 min 2. 15 min 3. 10 min
Then, students make some predictions with some pictures present by the teacher. (Appendix 6)	
Then students must write 10 questions with the future going to.	

Comentado [D14]: This activity is great to practice how to create negative sentences

Comentado [D15]: Are these questions about the prediction? What is the topic of them ?

Assessment and evaluation (How the student will be evaluated through the activities proposed)	Time
They will be evaluated from 1 to 5, being 5 the highest grade and 1 the lowest.	30
Students must choose the correct form, there are 5 sentences. (Appendix 7).	
Then they have to Find the mistake in each sentence and correct it. (Appendix 8).	
Finally the students will listen an audio about a conversation, they must write 5 plans from the conversation.	

Comentado [D16]: Good strategy for increasing awareness of possible mistakes.

Comentado [D17]: Is this is part of the assessment? This, a good input. Probably you could do something else with this. And probably goes better in a previous stage.

Resources / APA References (Write the resources references according to APA rules)
Appendix 1:

Appendix 2:




Appendix 3:

1. is Saturday going swim to He this next.
2. next going I'm to dance Friday.
3. You homework are finish going to your.
4. is travel going She to week next.
5. their relatives They are visit going to.

Appendix 4:

My _____ and I are going to have the most amazing weekend together! We are going to see some _____ and eat out on Friday evening. Then, on _____, we are going to make some sandwiches and go on a picnic _____. I love the trees in spring. The weather is going to be _____ and warm. I am going to _____ and relax. On Sunday, I am going to work out, and my sister is going to _____ the internet. After that, we are going to rent a _____ and spend the evening at home.

1. My sister is going to surf the internet on Sunday.
2. The weather is going to be very cold.
3. I am not going to relax, because I will be very busy.
4. We are going to make some sandwiches and go to the park.
5. I am going to spend Sunday evening at home.

Appendix 5: Reading

Hannah Montana is a famous actress. She is from United States of America and she loves traveling. Hannah is planning to travel to Cuzco in Peru, she's going to travel next Friday and she's going to stay in Peru for three weeks. She's going to visit Sacsayhuaman and then Machu Picchu. She likes Peruvian culture, and she's going to eat a delicious Cuzco traditional food. Hannah has friends in Lima; so after Cuzco, she's going to go there and she is going to visit her friends, too. They live in San Luis and they are going to prepare a big welcome party for Hannah, they love her a lot and they are going to buy a lot of presents for her. After one week, she's going to travel to Arequipa, she is going to take a lot of pictures and she's going to buy some souvenirs and take them back to United States.

Appendix 6:



<https://www.upmatters.com/weather/local-3-mondays-weather-forecast-3-9-2020/>

Comentado [D18]: Where can teachers find the audio (in case someone else).

Comentado [D19]: Where did you take it from? No references here.



Appendix 7:

Read the sentence. Circle the correct answer.

- I'm going to _____ TV tonight. watching / watches
- He's going to _____ to the park on Sunday. go / going / goes
- She's going to _____ a doctor when she grows up. being / be/ is
- They're _____ to do their homework after dinner. _ going / go to / going to
- I'm not _____ play computer games today. go / going to / going

Appendix 8:

I'm ~~go~~ to visit a museum tomorrow with my school.

I'm *going to visit a museum tomorrow with my school.*

- My parents aren't going to buying me a new phone.
- I'm going go to Hong Kong for the holidays.
- We don't going to go out today because it's raining.
- Is she going to having a party for her birthday?
- Where you are going to go for the holidays?

Appendix 9:



References:

Appendix 1:

Futuro simple con Be Going To: gramática y tiempos verbales. (2020, September 14). [Video]. Ellii (Formerly ESL Library). <https://www.youtube.com/watch?v=IpmTWcjVbM>

Appendix 2: **Listening is Appendix 4. Isn't it?**

English Conversation / Listening Practice - Talking about your plans for the weekend. (2022, November 25). [Video]. Rock Rabbit English. <https://www.youtube.com/watch?v=1FP3amclqGg>

Comentado [D110]: This is unclear. Appendixes before

Appendix 9:

¿Qué haces este fin de semana? Unidad 9 Fundamentos de primer nivel. (2013, November 19).

[Video]. Sandro Borem. <https://youtu.be/fkkDZWnlQNs>

Annex 9: Journal 7

DIARY JOURNAL

Numero: 7

Fecha: 22/04/2023

Lesson Plan: 7

How to develop:

The topic covered in this lesson was the use of the future tense with *going to* for discussing future plans. To introduce the concept, I provided an example by sharing my own plans for the upcoming weekend, demonstrating the appropriate usage of the tense. I then engaged the students by asking about their plans for the following weekend, encouraging them to use the target structure in their responses.

In Stage 1, I employed methodologies such as the audiolingual and direct methods. I began by presenting videos featuring individuals discussing their future plans, which served as contextual input for the lesson. Following this, I introduced key vocabulary relevant to the topic. Additionally, I provided a detailed explanation of the grammatical structure on the board to ensure students had a clear understanding of how to construct sentences using *going to*.

For Stage 2, I continued using the audiolingual and direct methods while also incorporating task-based learning. Students engaged in various activities, including arranging scrambled sentences to form grammatically correct structures, listening to audio recordings, and verifying information by determining whether given statements were true or false. To reinforce the concept further, students worked in pairs to share and report their future plans, fostering both comprehension and speaking practice.

In Stage 3, the focus shifted to negations and interrogative forms using the same tense. Students practiced transforming affirmative sentences into negative ones and made predictions based on visual prompts. Additionally, they were tasked with formulating ten questions using *going to*, reinforcing their ability to construct and apply the tense in different contexts.

For assessment and evaluation, I allocated 30 minutes at the end of the lesson. During this time, I utilized the direct and audiolingual methods to facilitate three evaluated activities. One of these activities required students to identify the correct sentence structure from a set of five options, ensuring their understanding of the grammatical rules governing the use of *going to* in future statements.

Autoreflexion:

At the beginning, I received positive feedback on the learning outcomes I had written, which reaffirmed my confidence in this aspect of my lesson planning. This validation strengthened my belief that I had effectively mastered this section.

For the warm-up activity, the teacher posed a question regarding my selection process for students but also provided positive feedback, indicating that the activity itself was well-designed. This reassured me that I was progressing effectively in my instructional planning.

In Stage 1, I received feedback on only one of the proposed activities. The comment suggested that the video activity should have been preceded by another task. However, I realized that this misunderstanding was due to my failure to clearly explain that the video was part of the final evaluation activity. This highlighted the importance of providing explicit explanations in my lesson plans.

In Stage 2, I once again did not receive any comments on three of the planned activities, similar to the previous lesson plan. This lack of feedback left me feeling overlooked and uncertain about whether my activities were appropriate or needed improvement. At the very least, I had hoped for a simple acknowledgment, such as "OK," to confirm that my approach was on track. The absence of feedback in multiple instances led me to believe that there was a recurring issue in the evaluation process.

In Stage 3, I received positive feedback on an activity, and what I appreciated most was the justification provided. This explanation helped guide the development of my future activities. However, another comment caused some confusion, as the teacher asked whether the students' questions should be related to the *going to* structure. Since my explanation clearly indicated that the entire lesson focused on this topic, I was unsure whether the teacher had misunderstood the question or was himself uncertain.

In the assessment and evaluation section, I received another comment that was particularly meaningful to me, as I had previously received little feedback in this area. The teacher noted that I had implemented a strong strategy in the second activity of this section and provided an explanation that I found valuable for my professional development. This recognition made me feel that my efforts in refining this section were being acknowledged. Additionally, another comment from this section further boosted my confidence, as the teacher indicated that my approach was effective but suggested that it might have been better placed in an earlier section. This constructive feedback allowed me to reflect on my sequencing decisions, and I welcomed it with appreciation.

Lastly, in the references section, the teacher pointed out that I had failed to properly cite an audio recording that I had used for one of the activities. This oversight was my responsibility, as I had not credited the source appropriately. Similarly, I neglected to provide a citation for a reading activity, and the teacher was entirely correct in addressing this omission. These comments underscored the importance of properly documenting all sources used in my lesson planning.

Teacher comments:

In the learning outcomes:

- Well done here on the outcomes.

Warm up:

- Good. How will you choose them? Randomly, volunteers or any game included.

Stage 1:

- They watch the video and what is next? You must do an activity with the video. Comprehension or practice can be.

Stage 2:

- None

Stage 3:

- This activity is great to practice how to create negative sentences.
- Are these questions about the prediction? What is the topic of them ?

Assessment and evaluation:

- Good strategy for increasing awareness of possible mistakes.
- Is this is part of the assessment?
- This, a good input. Probably you could do something else with this. And probably goes better in a previous stage.

Annex:

- Where can teachers find the audio (in case someone else).
- Where did you take it from? No references here.
- This is unclear. Appendixes before.
-

Annex 10: Journal 8

DIARY JOURNAL
Numero: 8
Fecha: 29/04/2023
Lesson Plan: 8
How to develop: For this session, the focus was on developing students' understanding and use of the past tense. I began the lesson by drawing a timeline on the board to visually represent the concept of past events, ensuring that students had a clear understanding of temporal relationships. Using the direct method, I then engaged students by asking questions about past events to reinforce their comprehension of the tense. In Stage 1, I employed methodologies such as the direct method and the audiolingual approach. As an introduction to the topic, I presented videos that contextualized the use of the past tense, followed by vocabulary-related questioning to familiarize students with relevant terms. Additionally, I provided a detailed explanation of the grammatical rules and structure governing the past tense. A supplementary video was also included, in which students were required to extract key information. For Stage 2, I distributed worksheets containing exercises designed to reinforce the students' grasp of the past tense. Following this, students listened to an audio recording and answered comprehension questions based on its content. To further enhance interaction and language production, students worked in pairs to share and report information to the class. In Stage 3, I implemented a task-based learning approach. Students engaged in activities that required them to apply the knowledge acquired in previous exercises, such as converting sentences into their negative forms. Additionally, they were tasked with writing about their past experiences and formulating questions using the past tense. For the assessment and evaluation component, I designed three activities to measure students' understanding. The first involved selecting sentences with the correct grammatical structure. The second required students to analyze a reading passage and identify grammatical errors. Finally, students listened to an audio recording describing a mystery that had occurred and were responsible for finding the correct answers related to the event. Autoreflexion: For this Lesson plan I ratified my good development in the learning outcomes since for the teacher these were well formulated. Both in the wam up and in the first stage, I was also approved for the tools I used and the strategies I had proposed, which were combined with the previous section were very connected. All these good comments from this first section motivated me a lot since each part was well developed and on top of that it had a logical connection, so it made me feel very motivated.

For stage 2, for the first time in several lesson plans, I received comments again, and these were questions about the development of the activities, which for me were appropriate since perhaps I had not been very clear or had detailed correctly the activities proposed there. But I felt confident and calm again that in this section they would make comments again, of any kind, the important thing for me is that everything was reviewed by the teacher.

For stage 3 I received three comments, the first a correction in the wording that was precise and ideal, in my opinion, it is very important not to find the right words and it served as a guide. The next one talked about how I had to be more explicit in order to understand how two activities were related, and I think it is a frequent mistake since many times in my mind it is clear what is going to be developed but on paper I needed to explain it better. And the last comment was a suggestion about the connection of the activities that they should have, and that they were well developed but reminded me again of the need for transitions. And perhaps this was because he did not pay much attention to connecting them but to what they had to do.

For the assessment I did not receive any comments and as on previous occasions I had no way of knowing if the development of these was correct, adequate or needed some correction or were really not right, I felt ignored and lost again, in this section.

For the annexes I received information that these were a good strategy and had a good connection with the activities so this reaffirmed the idea that at the beginning I had done a very good job but it was necessary to detail more my activities at the end. Also the last comment in the annexes asked if the activities proposed there were my authorship and so it was. I had written a paragraph that I didn't pay much attention to and I didn't put any reference of mine on it, but it reminded me that everything had to be well referenced.

Teacher comments:

In the learning outcomes:

- This is a good outcome. Well done.

Warm up:

- These graphics are always good to present topics like this. Well done!

Stage 1:

- Good strategy. Combines well with the first explanation.
- Brainstroming. Good.

Stage 2:

- Are these related to the ones in the video?

Stage 3:

- Same sentences in negative form.
- How these two activities are connected?

- These activities are all appropriate for practice, but they must be more connected. Transitions between them recommended.

Assessment and evaluation:

- None.

Annex:

- Good strategy. Combines well with the first explanation.
- Did you create this?
- You can include this in the appendix as well.

Annex 11: Lesson Plan 4

LESSON PLAN FORMAT 2022-2

Lesson Number: <u>4</u>
Institution: <u>ASE foundation</u>
Pre-service teacher's name: <u>Ivan Mauricio Franco Aldana</u>
Grade/ Level: <u>A1</u>
Date of implementation: <u>18/03/2023</u> Duration: <u>(3 : 30 minutes)</u>
Learning outcomes: Pragmatic: By the end of the lesson the students will be able to understand and produce questions for to get information and reply to a request for information. By the end of the lesson the students will be able to express likes and dislikes. Use of Language: The students will be able to ask for information with "wh" questions verbs and modal verbs at the same time to answer those questions Students will be able to express likes and dislikes using the present simple tense.

None

Warm-up	
Procedure	Time 10' minutes
What happened?: Teacher simulate an accident like falling down and hitting his head, then he wakes up and pretends to lose his memory, then he will start to do some questions like Who am I? Where am I? Who are you? What happened?	1. 10min

Comentado [D11]: This is a great activity

Stage 1	
Procedure	Time 55 minutes
Have you ever been lost? What did you do? The teacher asks some students about the possible difficult situation have ever faced.	1. 10 min.
The teacher will show a video about the "wh" question. (Appendix 1)	2. 10 min.
Then the teacher will do a presentation on the board with the common use of different "Wh" questions, and ask them which situations are necessary for the use of "Wh" question	3. 15 min.
In addition, the teacher asks any student what does he/she like and what does dislike	4. 10 min.
	5. 10 min.

Comentado [D12]: According to previous lessons, is it appropriate to include two grammar topics now?

Comentado [D13]: This organization is not clear

Finally that the teacher will explain the structure to express likes and dislikes, with the simple present tense.

Stage 2	
Procedure	Time 1 hour
The teacher writes on the board 10 jumbled sentences and students individually must organize and write orderly questions using: what, where, when, who, which, and how E.g: time is what it. (Appendix 2)	1. 15 min 2. 15 min 3. 15 min 4. 15 min
Then in pairs, students ask his/her partner, "wh" questions to get information about his/her life, eg: How old are you? Then they replay that information with the class. (Appendix 3)	
Next, the teacher will show several pictures and the students must guess what "wh" questions could use about that picture.	
Finally, students write a list of their own likes and dislikes	

None

Stage 3	
Procedure	Time 1 hour
Students will watch a short video about a person's life, and then everyone must write a question about what happened on the video using a "wh" question (at least 5) e.g: When is her birthday? Then by pairs share those questions and answer them.	1. 20 min 2. 20 min 3. 15 min
Using computer students must choose the correct option on an interactive game, so one by one answer. (Appendix 4)	
Finally, like Pictionary, students must draw something that they like or dislike on the board and the others must guess.	

Comentado [D14]: Do students have a computer and internet connection?

Assessment and evaluation (How the student will be evaluated through the activities proposed)

All the activities in stage 3 will be used as way to grade the development of students

For the first activity after watching a video they have to write 5 "wh" questions at least, so 5 will be excellent and 1 poor.

In the second activity, there are 10 questions, students who develop correctly 10 will get excellent and 0 is none.

Comentado [D15]: How would they know if they did it right or not?

Comentado [D16]: How will they get feedback?

Resources / APA References (Write the resources references according to APA rules)

Appendix 1:

Ellii (formerly ESL Library). (2021, November 12). *Wh- Questions – English Grammar Lesson* (Video). YouTube. https://youtu.be/x_4AJSwTXdc

YoutalkTV. (2021, December 28). *Preguntas en INGLÉS con WHAT / WHERE / WHEN / WHY / WHO / WHOSE / WHICH*. YouTube. https://youtu.be/bmWU56E_xDM

<https://www.englishexercises.org/makeagame/viewgame.asp?id=5283>

Appendix 2:

1. is Where phone my?
2. Name what your name is?
3. Old how you are?
4. You do where live?
5. That color is What?
6. Are you how?
7. Is birthday your When?
- 8.

Appendix 3:



Appendix 4:



- | | |
|---|--------------------------------|
| 1. <input type="text"/> are you excited? | because I have birthday today. |
| 2. <input type="text"/> are you today? | I'm fine ,thank you. |
| 3. <input type="text"/> is your coat ? | in the bedroom |
| 4. <input type="text"/> is she at the moment? | at home |
| 5. <input type="text"/> is your birthday ? | in September |
| 6. <input type="text"/> is Mr. Bean ? | 55 years old |
| 7. <input type="text"/> is that woman? | She is our sport teacher. |
| 8. <input type="text"/> are they working? | in the book shop |
| 9. <input type="text"/> apples do you have ? | three apples |
| 10. <input type="text"/> are the children? | in the swimming pool |
| 11. <input type="text"/> is Rita doing ? | She is watching TV now. |

Comentado [D17]: Did you create this? Where are the references?

Comentado [D18]: is this your creation?

Annex 12: Journal 4

DIARY JOURNAL
Numero: 4 Fecha: 11/03/2024 Lesson Plan: 4
How to develop: In this fourth lesson plan, I aimed to teach two topics: asking for information using <i>Wh</i> questions and discussing likes and dislikes. To introduce the lesson, I performed a scenario where I pretended to lose consciousness and subsequently began asking questions to set the context. For the first topic, <i>Wh</i> questions, I began by engaging the students in a discussion, asking if they had ever been lost and how they had responded. To support this, I incorporated a multimedia resource—a video illustrating the use of <i>Wh</i> questions. Following the video, I provided a board explanation and facilitated a question-and-answer session to enhance students' understanding of the concept. Transitioning to the second topic, I adopted the direct method by asking students about their likes and dislikes. This interaction was followed by an explanation of the topic using the present simple tense. In the second part of the class, I employed task-based learning techniques. Students worked with jumbled sentences, reorganizing them into proper <i>Wh</i> questions. In pairs, they practiced forming and using <i>Wh</i> questions to gather information about their partners, which they later shared with the class. Continuing with the topic, I presented a series of images, prompting students to identify the appropriate <i>Wh</i> question for each image. For the likes and dislikes topic, students created personal lists reflecting their preferences. The third stage involved additional practice and integration of the topics. Students watched a video about a person's life and wrote five related questions, which they shared and discussed in pairs. Following this, students engaged in an interactive computer game, selecting the correct answers to reinforce their learning. To conclude, students drew something representing their likes or dislikes, and their classmates guessed the subject of the drawing. At the end of the lesson plan, I outlined the evaluation criteria for each activity, assigning scores to ensure clarity in assessment and alignment with the lesson objectives.
Autoreflexion:

For this fourth lesson plan, I approached the session with significantly more confidence, setting ambitious goals to maximize the time available and deliver as much information as possible to my students. Consequently, I decided to teach two topics: understanding and forming questions to request information (*Wh* questions) and expressing likes and dislikes.

Regarding the objectives, there were no substantive comments, only minor spelling corrections. This led me to assume the objectives were well-constructed, though I believe it would have been helpful if the reviewer had explicitly acknowledged their adequacy by adding a simple "ok."

The lesson began with a warm-up activity in which I simulated an accident and then asked questions. For the first time, I received the comment "great activity," which was both surprising and encouraging, boosting my confidence for the subsequent feedback on the lesson plan.

In the first stage, I received a comment questioning my decision to teach two topics, as I had not done so in previous lessons. This observation was reasonable, as my intent was to offer a broader learning experience to my students. Since the second topic was less complex, I believed it was feasible to integrate it. However, I understood the teacher's concern and acknowledged that a deeper analysis of the activities might have provided clearer justification for this decision. Another comment highlighted that the time allocation for the activities was "not clear." This feedback puzzled me because the format and distribution of time in this lesson plan were consistent with previous plans, which had not received similar remarks. Unfortunately, the lack of further explanation left me uncertain about what needed to be corrected.

For the second stage, there were no comments provided. As a result, I was unable to discern whether the activities I had planned contained errors or met the required standards. This lack of feedback left me feeling overlooked, especially since this section included four activities intended to be completed within one hour.

In the third stage, I received a single comment inquiring whether students had access to computers and an internet connection for the planned activity. At the time of writing, I had not clarified that the activity relied on my personal computer, as the institution did not have its own computers or internet access. My intention was for the students to participate by selecting options they observed on my device.

Finally, in the assessment and evaluation section, the teacher asked about the grading and feedback process for student activities. This feedback highlighted a gap in my planning, as I typically provided immediate results and explanations to students during the activity. The teacher's comment made me realize the importance of a more structured and transparent evaluation process, ensuring students receive clear feedback on their performance. This insight was valuable and necessary for improving my approach.

Teacher comments:

In the learning outcomes:

- None

Warm up:

- This is a great activity.

Stage 1:

- According to previous lessons, is it appropriate to include two grammar topics now?
- This organization is not clear.

Stage 2:

- None

Stage 3:

- Do students have a computer and internet connection?

Assessment and evaluation:

- How would they know if they did it right or not?
- How will they get feedback?

Annex:

- Did you create this? Where are the references?
- Is this your creation?

Annex 13: Journal 5

DIARY JOURNAL
Numero: 5 Fecha: 25/03/2024 Lesson Plan: 5
How to develop: For this fifth lesson plan, the objective was to teach students how to give and receive directions to reach a destination, complemented by the introduction of prepositions of place. In the warm-up activity, I used my own experience of arriving at the school for the first time as an example, sharing how I navigated the journey. I then encouraged students to reflect on and share their experiences of finding their way to school on their first day. In the first stage of the lesson, I employed the direct method, beginning with a brainstorming session where students identified vocabulary related to places. Following this, I presented a dialogue between a tourist and a local in Colombia, illustrating how to ask for and give directions. I then showed an image containing various signs and asked students to identify those that provided directional cues. Finally, in small groups, students worked together to guide a person from one point to another. The second stage utilized a task-based learning methodology. Students completed two activities: first, a word search where they identified prepositions of place, followed by a fill-in-the-blank exercise using those prepositions. Next, I incorporated the audiolingual method, where students watched a video and, based on the information provided, plotted routes on a map that had been distributed beforehand. To conclude this stage, students worked in pairs to write directions to their favorite location in the city. The final stage involved activities designed for evaluation. Students first completed a set of 10 true-or-false questions about locations on a map. This was followed by a sequencing activity where they arranged five given questions in the correct order. For homework, students were tasked with writing directions from their homes to the school and submitting their work via email. All activities were structured to be graded collectively, ensuring consistency in the assessment process.
Autoreflexion: I believed I had done a satisfactory job with the objectives, as the feedback indicated they were well-written and appropriately described. This validation gave me confidence that I had understood how to properly articulate objectives. I must admit, however, that I dedicated significant time and effort to researching how to write them effectively. During the warm-up, the teacher made a thoughtful observation, asking if the students were already familiar with the past simple tense, which was relevant to the topic I intended to teach. I

realized that I had overlooked this detail, and I acknowledged my mistake in failing to account for it in my planning.

In Stage 1, I received two similar comments. The first concerned the references, specifically noting that they were incomplete. The feedback was valid, as I had only included an image from a PowerPoint presentation as a reference, which did not meet the teacher's expectations for thorough documentation. The second comment highlighted the need for a more detailed description of one activity. Although I had provided a general overview, the lack of specific details may have caused confusion, and I recognized that the teacher was correct in this critique.

For Stage 2, the teacher mentioned that the activities were not connected. However, I disagreed with this feedback, as prepositions are integral to giving directions and describing locations, which were key components of the lesson. I felt the teacher may not have fully considered the explanation or reference materials where these connections were illustrated. Additionally, the inclusion of frequency adverbs, while a new topic, was not overly complex and complemented the lesson content. Regarding the word search activity, the teacher commented that it only included places and a preposition. This feedback was inaccurate as I had explicitly included two prepositions, one adverb, and four places in the reference for this activity. It seemed the teacher had not reviewed this activity in detail, which left me feeling overlooked and unacknowledged.

In Stage 3, I received no feedback, despite this section including 25 minutes of activities designed for assessment and evaluation. These activities were intended to determine the students' understanding and contribute to their grades. Without feedback, I had no way of knowing whether these activities were appropriate for evaluating learning outcomes. This lack of response also left me without a reference point to improve for the next class, which further reinforced my feeling of being ignored.

Finally, in the references and resources section, I received four comments. The first was positive, commending one of the references. However, the other three comments pointed out omissions in citing sources for certain information I had included. The teacher's critique was entirely valid, as I had failed to properly reference these materials. This feedback underscored the importance of adhering to academic standards for citation, which I need to prioritize moving forward.

Teacher comments:

In the learning outcomes:

- Great and well described outcome.

Warm up:

- Do they already know basics of past tense?

Stage 1:

- Where is it?
- It is a good activity, however, description needs to be more specific because it is not completely clear.

Stage 2:

- Activities are not connected.
- In the Word search there is only one preposition. There is only places.

Stage 3:

- None

Assessment and evaluation:

- None

Annex:

- Great the references.
- Where did you get these from.
- Where is it taken from?
- References?

Annex 14: Lesson Plan 2

LESSON PLAN FORMAT 2022-2

Lesson Number: <u>2</u>
Institution: <u>ASE foundation</u>
Pre-service teacher's name: <u>Ivan Mauricio Franco Aldana</u>
Grade/ Level: <u>A1</u>
Date of implementation: <u>04/03/2023</u> Duration: <u>(3 hours)</u>
Learning outcomes:
- Pragmatic: By the end of the lesson the students will be able to recognize daily activities. - Use of Language: The students will be able to recognize daily activities in sequence, from the first to the last one. Students will be able to pronounce correctly the daily activities.

Comentado [D11]: Great, but only to recognize?
They probably can produce language.

Comentado [D12]: It is great. However, the component of "sequence" is not closest to reality, some people follow different sequences on routines.

Warm-up	Time
Procedure	15' minutes
Teacher's mime: The teacher begins the class by doing a mime about a sequence of daily routines like waking up, getting up, taking a shower, etc then students must guess what daily routines do. After every activity students guessed, and the teacher ask them what activity is next until completed the full day.	

Comentado [D13]: Punctuation. Something's missing.

Comentado [D14]: Normally described in present tense (future works as well).

Stage 1	Time
Procedure	45 minutes
Make a list of all the Daily routines you know:	
The teacher will show some pictures about daily routines, with the names. Picture 1.	1. 15 min. 2. 15 min. 3. 15 min.
Then students will organize 10 daily routines, which they must identify in a picture. Every student must develop the activity individually on a piece of paper. Picture 2.	
The teacher tells some daily routines to the students and they must write on the board what part of the day belongs like "have breakfast" (morning), Have lunch (afternoon), and have dinner (evening).	

Comentado [D15]: Well done. It is very important to include activities about prior knowledge.

Comentado [D18]: Numbers not clear. Are they about the activities described? If yes, you must put numbers there as well. For clarity.

Comentado [D16]: According to what? Cause can be based on likes, real routine, the ones they do or not.

Comentado [D17]: Well done here.

Stage 2	
Procedure	Time
	1 hour
The teacher will show a video two times, about a boy's daily routine. Students will list those activities. Then, the teacher confirmed with the students asking for the correct order in the routine was developed.	1. 20 min 2. 15 min 3. 15 min 4. 10 min
Then the teacher explains with the list of the last activity how the verbs change in the third person on these regular routines.	
In couples, students share information about their own daily routine (in English) and they will write it on paper. Then some students share that information.	
Finally, every student should mime one daily routine, to share with their partners.	

Comentario [D19]: Which is the video? In the didactic sources section.
Example: Appendix 1

Comentario [D110]: What is the purpose of confirmation? Is it that students remember vocabulary or sequence? It is important to clarify.

Comentario [D111]: More description needed.

Comentario [D112]: Do they just create list?

Comentario [D113]: Well done! Just more description would've been good.

Stage 3	
Procedure	Time
	1 hour
Students in pairs will listen to 2 times a daily routine presentation from someone young, and they have to write all the information possible. (audio)	1. 20 min 2. 20 min 3. 15 min
After that, every student will choose a favorite person (relative, actor, artist, etc), and write her or his daily routine.	
Finally, every student will do a presentation with the last information to the class sharing the information.	

Comentario [D114]: To review: Writing style. They listen and then in pairs they write, or what is the purpose of pair activity?

Comentario [D115]: This activity has elements of a pragmatic objective. Students are able to describe someone else's routine.

Assessment and evaluation (How the student will be evaluated through the activities proposed)

This will be developed in stage 3

Comentario [D116]: In stage 3 but how? What will you use to perform assessment?

Resources / APA References (Write the resources references according to APA rules)

Picture 1:



Picture 2:

MY DAILY ROUTINE

1. I wake up	2. I get dressed	3. I go to school	4. I have lunch	5. I study
6. I brush my teeth	7. I get up	8. I have a shower	9. I listen to music	10. I walk to school
11. I eat my breakfast	12. I go to bed	13. I have dinner	14. I go to the gym	15. I watch TV

Use the expressions from the box to label the pictures below.

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	

Daily Routines and Activities - English Vocabulary - Vocabulario Inglés Rutinas Diarias. (s. f.).

https://www.vocabulary.cl/Lists/Daily_Routines.htm

Ficha de My Daily Routine para A1. (s. f.).

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Daily_routines/My_Daily_Routine_pm1783527lh](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Daily_routines/My_Daily_Routine_pm1783527lh)

Annex 15: Journal 2

DIARY JOURNAL
Numero: 2
Fecha: 6/03/2024
Lesson Plan: 2
How to develop: To introduce the topic of "daily activities," I initiated the lesson with a mime activity where students were tasked with identifying various daily activities based on my non-verbal actions. Following this engaging introduction, I formally presented the topic using visual aids, such as images, to reinforce their understanding. Adopting a task-based learning methodology, students were then guided to create and describe their own daily routines. Audiovisual resources, including videos, were subsequently utilized to deepen their comprehension; students were required to watch the videos and answer questions related to the content. To promote collaborative learning, students worked in groups to exchange information about their routines and collectively prepared their own mimed representations of daily activities. Finally, each group delivered a formal presentation on the topic, consolidating their learning and fostering communication skills.
Autoreflexion: In my second semester of internship, I developed my first Lesson Plan, marking a significant step in my teaching practice. Unlike my experience in the previous semester, this time I worked under the guidance of a different supervising teacher, whose expectations for academic rigor were notably higher. After attending a comprehensive tutorial alongside my peers, during which I took detailed notes, I began drafting the Lesson Plan. I carefully considered the distinct characteristics of the new group of students, their proficiency level, and the established guidelines. The group consisted of 30 children aged 6 to 9, who had completed an introductory level of English the previous year. This required me to adopt a gradual approach in presenting the topics, aiming to assess and address both their strengths and areas for improvement. As part of the evaluation process, I received extensive feedback from my supervising teacher, comprising 16 comments. The majority highlighted corrections, areas of ambiguity, and suggestions for improvement, while only three were explicitly positive. The feedback covered various aspects, including writing style, punctuation, clarity in citing annexes, insufficient or unclear ideas, and the need for more detailed descriptions across all stages of the Lesson Plan, particularly in the warm-up activities and learning outcomes. This critique left me feeling that much of my work was either incorrect or incomplete. The repeated questioning of nearly every paragraph led to feelings of frustration and confusion,

underscoring the necessity for me to adopt a more explicit and thorough approach in my planning and writing.

Teacher comments:

In the learning:

- Great, but only to recognize?
- They probably can produce language.
- It is great. However, the component of "sequence" is not closet o reality, some poeple follow different sequences on routines.

Warm up:

- Punctuation. Something's missing.
- Normally described in present tense. (future works as well).

Stage 1:

- Well done. It is very important to include activities about prior knowledge.
- Numbers not clear. Are they about the activities described? If yes, you must put numbers there as well. For clarity.
- According to what? Cause can be based on likes, real routine, the ones they do or not.
- Well done here.

Stage 2:

- Which is the video? In the didactic sources section.
Example: Appendix 1
- What is the purpose of confirmation?
Is it that students remember vocabulary or sequence?
- It is important to clarify.
- More description needed.
- Do they just create list?
- Well done! Just more description would've been good.

Stage 3:

- To review: Writing style. They listen and then in pairs they write, or what is the purpose of pair activity?
- This activity has elements of a pragmatic objective. Students are able to describe someone else's routine.
- In stage 3 but how? What will you use to perform assessment?

Annex 16: Lesson Plan 1

Dairy Journal 1*Dairy Journal about Lesson Plan 1, 28/02/2023***How to develop:**

Esta era la primera vez que me presentaba como profesor antes un grupo de estudiantes diversos que aun no habían sido categorizados en grupos ya fuera por sus edades o nivel de ingles. Asi que decidí utilizar a una niña de noveno grado quien iba a ser la monitora y que además participaba haciendo su servicio social, como un ejemplo para que los estudiante estuvieran un poco mas familiarizados y sintieran un poco mas de confianza con alguien conocido. Empecé a hacer una descripción física de la monitora, usando adjetivos que fueran lo mas comprensibles y familiares para los estudiantes.

Posteriormente como una clase magistral empecé a explicar la información con un enfoque conductista, sobre como se podía hacer una descripción física en el tablero para que los estudiantes tuvieran la información de una forma clara. Asi mismo trataba de hacer partícipes a los niños haciendo preguntas si sabían por ejemplo “Do you know what is fat?” y desde este aprendizaje activo los estudiantes tuvieran la oportunidad de mostrar sus conocimientos previos. Posteriormente para generar un aprendizaje colaborativo y establecer una mayor confianza entre ellos por parejas debían los estudiantes describirse entre ellos.

Luego desde un enfoque comunicativo use un video donde se describían unas personas entre si, para que los estudiantes pudieran escuchar el idioma de forma nativa y pudieran practicar su escucha. Para luego como método audiolingual pudieran llevar esa información y escribirla. Este video se repetiría un par de veces para ayudarle a tener una mejor comprensión.

Finalmente, buscando un aprendizaje cooperativo y competitivo, para generar una actividad mas dinámica y de mayor participación por grupos con una previa lista de adjetivos, debían

entre ellos competir y ser los primeros en escribir en el tablero 10 adjetivos sobre una imagen previamente mostrada antes de iniciar la competencia.

Para generar un proceso de repaso mas que de evaluación ya que era la primera sesión, y desde un enfoque constructivista propuse una actividad individual donde los estudiantes debían hacer un descripción sobre un personaje favorito con toda la información vista en clase y así reelaborar lo aprendido, personalizarlo y conectar con su experiencia.

Autoreflexion:

I believe this was a session where we all felt somewhat confused and maybe not very comfortable, since it was the first impression and it revealed many shortcomings. First, disorganization, as there was no clarity from the institution about the students' level, the classrooms where we were supposed to be, the teacher assigned to each group, and some other things. I had students ranging in age from 6 to 14, so that first impression was not easy. I think we were all expecting that things would improve as the following classes went on.

For my first Lesson Plan, I felt that I had all the expectations ahead of many corrections and suggestions. Even though these were my second professional practices and the level of demand was going to be higher, this first session was not easy for me because the groups had not been structured. On the other hand, I also knew that it could not be assessed in the same way as the following Lesson Plans.

In his comments on the objectives and the warm-up, the teacher was very clear, coherent, and objective. The objectives I proposed lacked measurement in order to be later assessed. However, regarding the comments about the first stage, I felt that it was not being considered that this was a first encounter, and that I should have been the teacher who, by example, presented myself as a model, and also that the students should have had the presentation of the topic with all the information that we were later going to use. **But I suppose that with my little experience I needed to try to understand that comment.** In the second stage, the teacher's comment was very important, since the description of a resource

such as a video should justify its content and purpose. I also know that my proposal lacked much more description in each stage. In the last stage, I felt that the teacher appreciated the activity I proposed due to the group participation, but there was a lack of clearer criteria for its development.

Finally, even though the implementation of the assessment was not evaluative in this case, since it was only the first class, I believe the teacher's comments were very accurate, suggesting several things to take into account both in this Lesson Plan and in the following ones. Consequently, I gained a clear understanding of the shortcomings present in this plan and identified the aspects that require further development.

Teacher comments:

In the learning:

- Outcomes are aligned with the level, but they should be reformulated using measurable Bloom's verbs to facilitate assessment and pedagogical coherence.

Warm up:

- The warm-up is motivating, yet it lacks methodological detail on scaffolding, transitions, and ensuring direct linkage to the lesson's communicative objectives.

Stage 1:

- Presentation of content is effective, though teacher-centered. Greater learner autonomy could be achieved through visual aids, pair interaction, and inductive vocabulary exploration.

Stage 2:

- Videos promote authentic input, but lesson design must specify length, linguistic complexity, and strategies for differentiated comprehension scaffolding to support less proficient learners.

Stage 3:

- Group work supports collaborative learning, though participation management and explicit evaluation criteria should be included to ensure balanced involvement and academic rigor.

Assessment and evaluation

- Assessment is appropriate, but clearer rubrics specifying grammar, vocabulary, coherence, and creativity would provide transparency and stronger pedagogical alignment.

Resources

- Resources lack proper APA citation. Including accurate bibliographic references and varied materials would strengthen the lesson's academic validity and methodological consistency.

Annex 17: Lesson Plan 3

LESSON PLAN FORMAT 2022-2

Lesson Number: <u>3</u>
Institution: <u>ASE foundation</u>
Pre-service teacher's name: <u>Ivan Mauricio Franco Aldana</u>
Grade/ Level: <u>A1</u>
Date of implementation: <u>11/03/2023</u> Duration: <u>3 : 30 minutes</u>
Learning outcomes: - Pragmatic: By the end of the lesson, the students will be able to recognize daily activities. - Use of Language: The students will be able to recognize daily activities in sequence, from the first to the last one. Students will be able to pronounce correctly the daily activities.

Comentado [D11]: Only recognize?

this should be connected with the final activity. You propose a good final activity but you need to make it evident here in the outcomes.

Warm-up Procedure	Time 15' minutes
Teacher's mime: The teacher begins the class by doing a mime about a personal description, with a physical description, how looks like, etc. Then the teacher invites 2 students with different physical characteristics and shows the others students an example of a description about them.	1. 5min 2. 10 min

Comentado [D12]: How previous knowledge is activated or evidenced?

None

Stage 1 Procedure	Time 45 minutes
The teacher will do a presentation about physical appearance, that he has in a power point presentation, with some pictures to make more clear the learning process. Picture 1 Then teacher will continue to explain how to describe personality with some adjectives. Picture 2 And finally the teacher makes an explanation about feelings and emotions, with emoticons. Picture 3.	1. 15 min. 2. 15 min. 3. 15 min.

Stage 2	
Procedure	Time
The teacher will show several sentences to complete with physical appearance, and all the students participate guessing between three options what is the correct. Picture 4	1. 20 min 2. 15 min 3. 25 min
Then the teacher share a reading about describing people and students by pairs must answer some question about comparison between 2 people. Picture 5	
Finally students will watch a video about someone presentation and they must write all the information possible.	

Comentado [D13]: How will students receive feedback?

Comentado [D14]: What do they need to do with this information?

Stage 3	
Procedure	Time
Students in pairs will listen to 2 times a daily routine presentation from someone young, and they have to write all the information possible. (audio)	1. 20 min 2. 20 min 3. 15 min
After that, every student will choose a favorite person (relative, actor, artist, etc), and write her or his daily routine.	
Finally, every student will do a presentation with the last information to the class sharing the information.	

None

Comentado [D15]: This is a good activity for the lesson, but is time enough?

Assessment and evaluation (How the student will be evaluated through the activities proposed)
This will be developed in stage 3

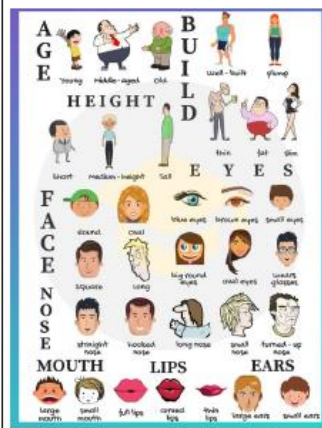
None

Resources / APA References (Write the resources references according to APA rules)
Picture 1:

None



Picture 2.



Picture 3.

Comentado [D16]: did you create this?



Picture 4.

Picture 5.

READING WORKSHEET DESCRIBING PEOPLE

Read about Maria and Sam. Then, answer the questions below.



MARIA
My sister Maria is 23 years old and she is a student. She is very beautiful and she has long brown hair. She is very smart and she is very kind. She is very happy and she is very healthy. She is very good at school and she is very good at sports. She is very good at everything she does.



SAM
My brother Sam is 25 years old and he is a student. He is very handsome and he has short brown hair. He is very smart and he is very kind. He is very happy and he is very healthy. He is very good at school and he is very good at sports. He is very good at everything he does.

Maria is 23 years old.

- How old is Maria?
- How old is Sam?
- What does Maria do?

Comentado [D17]: Where is this taken from?
No references.

Annex 18: Lesson Plan 3

DIARY JOURNAL
Numero: 3 Fecha: 11/03/2024 Lesson Plan: 3
How to develop: To introduce the topic of physical appearances, the lesson began with a warm-up activity involving mime exercises, which highlighted the teacher's physical characteristics and those of some students. Following this, the lesson proceeded with a PowerPoint presentation displayed via a video projector. This presentation, prepared in advance, incorporated images to explain how to describe people using adjectives. Additionally, common emoticons were utilized to provide a visual explanation of emotions. The next activity involved students completing sentences by selecting the correct option from three choices. This was followed by a reading activity, conducted using the audio-lingual method, in which two different individuals were described. Students were then prompted to answer questions about the text in pairs. Subsequently, applying the task-based learning methodology, students prepared brief presentations based on their answers. The lesson concluded with an activity using the communicative language teaching method. Students listened to an audio recording describing a person and were tasked with retrieving as much information as possible, building upon content from previous lessons. Finally, each student selected their favorite character and delivered a brief presentation, utilizing the knowledge acquired over the past three classes.
Autoreflexion: In this third stage of the process, I had already established a defined group, a clear focus for completing the course, and a foundation built through the previous two lessons. I was progressing toward a stage where students began to reveal their strengths and weaknesses. Additionally, I felt more confident in generating a structured process with clear objectives. However, during this phase, I received only six comments in my feedback, which raised concerns since the feedback from previous lesson plans had been twice as extensive. The first comment provided a detailed explanation, highlighting a disconnect between the stated objectives and their implementation, which prompted me to reflect on this aspect. Unfortunately, no feedback was provided for Stage 1, which consisted of three activities lasting 45 minutes. This omission left me uncertain about whether the design of this stage was correct or needed revisions, which made me feel overlooked in that part of the review process. In Stage 2, I received two comments suggesting that I should reflect on the clarity of the proposed activities, as they were not entirely comprehensible to the teacher. This feedback led me to

reconsider the level of detail required to ensure that all activities were clearly understood by the reviewer.

Finally, in Stage 3, I received positive feedback on a specific activity, though there was a concern about whether the allocated time was sufficient for its execution. Regarding the annexes, which contained materials supporting the lesson plan's development, the teacher inquired whether I had created one of the images included. Unfortunately, I had sourced the image from the internet without proper citation, which highlighted the importance of adhering to academic standards for referencing.

Teacher comments:

In the learning outcomes:

- Only recognize?
- This should be connected with the final activity. You propose a good final activity but you need to make it evident here in the outcomes.

Warm up:

- How previous knowledge is activated or evidenced?

Stage 1:

-

Stage 2:

- How will students receive feedback?
- What do they need to do with this information?

Stage 3:

- This is a good activity for the lesson, but is time enough?

Annex:

- Did you create this?

TABLES

Table 1: Color coding for feedback comments

Table 2: Categories and subcategories of the feedback comments

PICTURE

Picture 1: The Madeline Hunter's Model Lesson Template.

Picture 2: Data triangulation.