Exploring Methodological Approaches in Secondary Education in Castellón, Spain: A Comparative Analysis of Traditional, Blended, and Innovative Teaching

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Abstract: The traditional model of teaching-learning process, concerned with the knowledge acquisition within the confines of a classroom, has long prioritised exam preparation and measurable academic success through standardised tests. In contrast, hybrid education integrates in-person teaching with online learning, leveraging Information and Communication Technologies (ICTs) in order to create adaptable and comprehensive learning environments. This paradigm shift acknowledges students individuality, tailoring instruction to their unique learning needs. This research investigated the methodologies employed by secondary education instructors in the province of Castellón (Valencia, Spain), drawing insights from the experiences of 45 master's students specialising in Language and Literature and Language Teaching. Participants were prompted to share their experiences, focusing on identifying whether their supervisors utilised traditional, hybrid, or innovative teaching methodologies. The Padlet platform was employed in the research to collect qualitative data through open-ended responses, providing a rich source of information on the teaching and learning processes observed during 200-hours of internship. Data analysis revealed intriguing insights into the methodologies employed by supervisors. The results indicated a spectrum of teaching methodologies in Castellón's secondary schools, emphasising the importance of considering both traditional and hybrid approaches, while also promoting innovation in educational practices. In conclusion, the findings not only offered a

picture of current teaching methods but also provided valuable insights for future discussions on curriculum development, teacher training, and the overall enhancement of the teaching-learning experience.

Keywords: blended learning, innovative methodologies, traditional methodologies, secondary education

Introduction

The understanding the essence of education involves revisiting Vygotsky's (1978) perspective, emphasising on learning as a result of social interaction and symbolic mediation rather than as simple information transmission. The zone of proximal development underscores the teacher's role as a facilitator, promoting collaborative and cooperative learning. The research highlights a gap in understanding students' perspectives on teaching methodologies, accenting on the importance of considering their experiences for a comprehensive understanding of the teaching-learning process. The literature review contrasts Vygotsky's (1978) collaborative approach with the traditional model, demonstrating a shift from teacher-centric to student-centric methodologies. Hybrid education, blending in-person and online components, is explored as a transformative strategy to address diverse student needs in the digital era. The exploration of innovative methodologies, such as cooperative learning, underscores the transformative impact of social collaboration in education. Notably, the cooperative learning is distinguished from mere group work, emphasising its role in developing interpersonal skills and enhancing narrative paragraph skills. The study introduces a novel dimension by exploring the methodologies of secondary education teachers in Castellón, shedding light on diverse teaching approaches. The need for a balanced consideration of traditional, hybrid, and innovative methods is considered, the research contributes valuable insights for curriculum development, teacher training, and overall improvement in the teaching-learning experience in secondary education. The findings advocate for a nuanced approach, promoting an adaptive and personalised learning environment for students and guiding future discussions in education.

Literature review

In the traditional model of the teaching-learning process, the primary objective is for students to acquire knowledge. The effectiveness of teaching is measured by the extent of students' learning. Typically confined within the classroom setting, traditional teaching methods involve students passively receiving and absorbing the information presented by the teacher. This approach places the teacher at the core of the educational process, while classrooms operate in a regulated manner. Group learning and collaborative activities are often limited, with students primarily relying on lectures for their learning. The main focus of traditional teaching is often directed towards preparing students for examinations and achieving favourable academic outcomes. Within this teacher-centered instructional model, educators hold the central authority, utilising standardised tests and evaluations to assess student learning with an emphasis on objective scoring systems.

Hybrid education, also known as blended learning, is an instructional strategy that merges traditional in-person classroom teaching with online learning. By incorporating Information and Communication Technologies (ICTs) into the educational framework, institutions can create adaptable and all-encompassing learning spaces that accommodate the varying requirements of students, promote digital proficiency, and equip them with the necessary skills to navigate the complexities of the digital era. Blended learning, a pedagogical approach amalgamating traditional in-person teaching with online

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learning components, has garnered substantial researchers attention. Notable contributors include Graham and Dziuban (2007), focusing on the design of blended learning environments. Christensen et al. (2008), explore the potential impact of disruptive innovation on the education system. They argue that traditional education models are not effectively meeting the diverse needs of students and that disruptive technologies, such as online learning and blended learning, have the potential to transform the educational landscape. The authors propose a student-centric approach that leverages technology to provide customised learning experiences, catering to individual learning styles and paces. Bonk and Graham (2005) wrote a comprehensive guide in the realm of blended learning. Targeted at training and HR professionals and designed to provide a broad understanding of blended learning methodologies, with a focus on both global perspectives and locally tailored designs. Garrison and Kanuka (2004) explore the transformative possibilities associated with blended learning within the context of higher education. In this work, the authors likely discuss how combining traditional face-to-face instruction with online learning elements can lead to innovative educational experiences. They may address how blended learning approaches have the potential to enhance student engagement, cater to diverse learning styles, and provide flexibility in the educational process.

The implementation of novel teaching approaches within the educational system is fundamentally reshaping the way learning and teaching are approached. Emphasising the uniqueness of each student, these approaches customize instruction according to the individual needs of each learner.

According to Escudero (2006), the essence of Educational Innovation lies in challenging the status quo, the mechanical and routine, and the formidable influence of existing facts and inertia. It necessitates a collective commitment to what is deemed desirable, a cultivation of creative imagination, and the transformation of the current state of affairs. This approach requires the creation of a utopian breach within systems such as education that tend to uphold tradition and perpetuate the past. Essentially, innovation must foster an environment throughout the entire educational system, from administrators to teachers and students, that encourages investigation, discovery, reflection, criticism, and ultimately, change. Imbernón (1996) stated that educational innovation is the active pursuit and process of exploring novel ideas, collaborative propositions, and collective contributions, aimed at resolving practical challenges. This pursuit results in transformative changes within educational contexts and institutional practices. Rimari (2009), on the other hand, identifies nine objectives for educational innovation that extend beyond enhancing the quality of education. These objectives include fostering positive attitudes, establishing platforms for disseminating new concepts, formulating adaptable curricular changes, implementing relevant theories, processes, methods, and techniques aligned with institutional requirements. Additionally, the objectives involve encouraging research into the professional development of educators, sharing innovative educational experiences, and establishing an enduring framework where innovative practices become an inherent cultural aspect of the organisation. Bonal (2017) stated that innovation encompasses more than just technology; it involves a shift in methodologies, social dynamics, work structures, and ultimately, the entire fabric of society. In the publication by Instituto Politécnico Nacional, Mexico, authors including Ortega Cuenca et al. (2007) asserted that educational innovation operates as a strategic approach to advancing institutional objectives. They accented the contextual significance, highlighting that innovation within one educational setting might not necessarily hold the same innovative value elsewhere. This recognition of contextual influence underscores the inherent nature of an innovative experience.

As per UNESCO (2014), "educational innovation entails a purposeful and systematic approach to problem-solving, striving to enhance the quality of student learning by surpassing traditional methods. It necessitates a shift beyond conventional academic knowledge, emphasising active student engagement and interaction as the cornerstone of the learning process. This perspective by UNESCO

underscores the importance of collaborative learning over individual learning, positioning the latter as passive and the former as interactive." Robinson (2015) suggests that educational innovation encompasses fostering a culture of creativity and experimentation within educational institutions, promoting a climate that encourages risk-taking and collaboration among teachers, students, and other pertinent stakeholders within the educational ecosystem. García-Peñalvo (2016) asserts that any educational reform must be approached holistically, considering the various components within the system to ensure balance and coherence among them. Meanwhile, Fullan (2016) argues that effective educational leadership should be intentional, transparent, and cultivated over an extended period. He states the necessity of fostering a culture of change founded on a well-defined vision, common objectives, and collaborative innovation. Mosquera Gende (2022, 2023) highlights the misconception of equating educational innovation solely with the integration of ICT resources within the classroom. According to the author, the utilisation of robotics, dronotics, programming, or 3D printing, although introducing novelty, does not inherently signify innovation on its own. Furthermore, she emphasises that the implementation of methodologies like the flipped classroom, gamification, or neuroeducation must be coherent and well-structured to qualify as innovative practices. Mosquera Gende (2023) underscores the error of pursuing the novelty for its own sake, cautioning against the superficial adoption of trending educational approaches, underlining the crucial role of adaptation, asserting its significance in the educational context as a fundamental element in effective teaching practices.

Macanchí Pico et al. (2020) expound on the multifaceted nature of the term "innovate," linking it with synonymous terms like "change," "renovation," "transformation," and "reform." Their research underlines the importance of a deliberate and calculated process of decision-making as a crucial element in fostering the integration of new knowledge, technology, and resources. They state that innovation stems from the application of theoretical or scientific ideas in practical contexts, leading to tangible advancements. The authors' analysis is complemented by empirical research, affirming the significance of readiness, effective communication, collaboration, and organisational structure in promoting teacher engagement within innovative processes. According to Olivé (2020), the pursuit of methodological innovation is driven by a genuine desire to transform the teaching approach in a meaningful and authentic manner. Reflecting on his own teaching journey, the author acknowledges the potential for extracting greater capabilities from his students by igniting their inner curiosity and nurturing their critical thinking. For him, the key lies in attentively listening to his students and striving to cater to their genuine educational needs. He considers that the joy of learning should be an organic, infectious experience rather than a forced one. Renowned for his adaptability, particularly in the context of language and literature, Cristian tailors his curriculum to align with the present realities and diverse backgrounds of his students. Furthermore, the valuable feedback from his students serves as a constant source of motivation, prompting him to remain informed and actively foster a culture of critical thinking.

Mosquera Gende (2019), Imbernón (1996), and Macanchí Pico et al. (2020) have provided definitions that, when examined dialectically, intertwine key concepts essential for discussing innovation in the education sector. On the one hand, Mosquera Gende (2019) stresses "adaptation to circumstances", the need to relate to the team and the students with emotional intelligence, that is, being empathetic and constructive with others and with oneself, and the relevance of sharing learning and committing to a process of constant training. In this context, Imbernón (1996), proposes a definition close to these concepts, adds that innovation also consists of proposing a change in the face of prior observation of problematic situations in learning, which is essential for entering into the aforementioned process of constant improvement: practising, evaluating and modifying. Finally, Macanchi et al. (2020) state the importance of teamwork (making the organisation more dynamic) and the implementation of knowledge or technology. Authors insist on the fact that prior to implementation

there is a whole body of research work on the part of the teacher. Torres Ramírez (2023) defines educational innovation as a comprehensive integration of technology, didactics, pedagogy, processes, and individuals. It denotes a substantial transformation in the teaching-learning process, necessitating modifications in materials, methods, content, and the instructional settings. Contrary to the perspective of Mosquera Gende (2019), while technologies often play a role, they are not imperative, as innovation encompasses a broader spectrum of elements.

Building on Vygotsky's (1978) emphasis on collaborative learning, the exploration of innovative methodologies, particularly the cooperative learning, further underscores the transformative impact of social collaboration in education. Through practices rooted in the Social Interdependence Theory and pioneered by influential figures like Johnson and Johnson (2017a, 2017b), Slavin (1991), Aronson (1978), and Kagan (1994), the cooperative learning emerges as a powerful strategy that enhances student engagement, fosters positive interdependence, and establishes a dynamic approach to education based on shared objectives within a collaborative framework. When dealing with innovative methodologies, it is mandatory to mention cooperative learning. In this study, examples of best practices emerge where teachers use group work and cooperative learning. Cooperative learning, an instructional strategy wherein students collaborate in small groups to attain shared objectives, has been shaped by the pioneering work of influential figures in educational theory. Johnson and Johnson (2017a, 2017b) have championed the Social Interdependence Theory, stressing positive interdependence and individual accountability in models like "STAD" and "Jigsaw." Slavin (1991), advocating for Student Team Learning since the 1980s, underscores group goals and individual accountability to enhance student engagement. Aronson (1978), with the Jigsaw Classroom technique from the 1970s, encourages small groups to become subject "experts" and teach their peers. In 2021, Aronson applied the jigsaw method with fifth-grade students, achieving success as the students gained an appreciation for each other's differences, fostered friendliness, and developed a positive attitude toward the school. Kagan (1994) offered specific interaction frameworks like "Round Robin" and "Numbered Heads Together" to foster positive interdependence. Sharan and Sharan (2021), active from the 1970s to the 2000s, contributes to Cooperative Learning in Small Groups, emphasizing positive interdependence and social skill development. Collectively, these theorists have significantly influenced the landscape of cooperative learning in educational settings, recognizing its dynamic nature with potential for continued evolution and additional contributors in the future.

The cooperative learning is commonly recognised as the educational application of group work; however, it is important noting that not all group work is synonymous with cooperative learning (Baines et al., 2016; Ghahraman & Tamimy, 2017; Kutnick & Blatchford, 2014). Currently, instructional approaches centered on collaboration are increasingly employed to promote teamwork, enabling students to acquire collaborative skills, enhance performance, and foster interpersonal development (Baena-Morales et al., 2020; Del Barco et al., 2015; Gaudet et al., 2010; Gottschall & Garcia-Bayonas, 2008; Mendo-Lázaro et al., 2021). A highly sought-after skill is the ability to work effectively in teams (Cavazotte et al., 2012; Dyson et al., 2021). According to the dominant social interdependence theory, regarded as the most influential cooperation theory (Johnson & Johnson, 2017a, 2017b), "...the manner in which interdependence is organised shapes individual interactions, and these interaction patterns dictate the outcomes of the situation" (Johnson and Johnson, 2017b, p. 286). In this sense, Mendo-Lázaro et al. (2021) assert that cooperative learning fosters the cultivation of interpersonal skills and stimulates heightened engagement from students in the educational process and also, cooperative learning enhances narrative paragraph skills, emphasises the understanding, leading to improved learning and positive behavioral change is observed (Khair et al, 2021). According to Sudirman et al. (2023), cooperative learning effectively fosters the incorporation of democratic ideals, attitudes, and principles

in writing contexts. It serves transformative purposes, enhancing global writing competence and facilitating the expression of transformational values through in-class activities, contributing to global cooperative learning. Cooperative learning is defined as "work together in small groups that are typically self-selected, self-managed, and loosely structured" Davidson (2021, p. 12). Despite having distinct objectives and priorities, cooperative learning methods all tend to structure group interactions to ensure equal participation and individual accountability (Bruffee, 1995, 1999; Oxford, 1997; Sharan & Sharan, 2021).

By exploring the methodologies employed by secondary education teachers in Castellón, this research introduces a novel dimension to the discourse, shedding light on the diverse spectrum of teaching approaches, including traditional, hybrid, and innovative methods. The findings fill a crucial gap by emphasising the need for a balanced consideration of these approaches, thereby contributing valuable insights for future discussions on curriculum development, teacher training, and the overall improvement of the teaching-learning experience in secondary education. The findings from this research significantly impact the future educational landscape by advocating for a nuanced approach that embraces a spectrum of teaching methodologies, thus fostering a more adaptive and personalised learning environment for students and offering crucial guidance for shaping future discussions on curriculum development, teacher training, and the continual improvement of the teaching-learning experience in secondary education.

Research Problem

The education system in Spain confronts various challenges. Notably, the decentralised nature of education led to significant regional disparities in policies and resources, creating inequalities in the quality of education and opportunities for students across different areas. Issues such as a historically higher rate of early school leaving than the European Union average, difficulties in aligning education with labour market demands resulting in youth unemployment, and challenges associated with bilingual education, including teacher training and resource allocation, were prominent. Additionally, economic challenges impacted education funding, essential for the infrastructure maintenance, resource provision, and teacher support. The debate over the emphasis on standardised testing as well as the ongoing efforts to fully integrate students with disabilities into mainstream classrooms also contributed to the complexities of the education landscape. It is crucial to acknowledge that educational issues evolve, and new policies and methodologies should be implemented to face these challenges.

Research Focus

Having observed the prevailing patterns in the education teaching-learning process, the focus was to examine the methodology employed by secondary education instructors in the province, leveraging the insights provided by the students' experiences. The prime objective was to gain direct insight, derived from the real experiences of the students, into whether teachers employed traditional, hybrid, or innovative methodologies.

Research Aim and Questions

The objective of this research was to illustrate the specific methodologies employed by teachers in the secondary schools within the province of Castellón (Valencia, Spain), where the master's students completed their internships. Based on the research problem and aim, 2 Research Questions arose:

1. How do secondary education instructors in Spain approach the teaching-learning process, and to what extent do they utilise traditional, hybrid, or innovative methodologies?

2. How do teachers visualise and implement specific methodologies during the teaching-learning process in the context of secondary schools in the province of Castellón, ?

Research Methodology

General Background

The research methodology employed in this study was primarily qualitative, aiming to gain direct insights into the teaching methodologies used by secondary education instructors in the province of Castellón, Spain. The qualitative approach was chosen to explore the nuances and real-life experiences of students during their internships, allowing for a deep understanding of the methods employed by teachers. The qualitative data collection method involved gathering rich, descriptive information from the students' perspectives, allowing for a nuanced understanding of the teaching methods employed in the observed educational settings, undergoing to ensure its validity and relevance to the research objectives. The open-ended nature of the questions enabled students to share their perceptions, observations, and insights, providing a comprehensive view of the teaching-learning process.

Sample / Participants / Group

The study focused on 45 students who were currently enrolled in the course SAP405 (Teaching Innovation and Introduction to Educational Research) within the master's program for teaching in Compulsory Secondary Education, Baccalaureate, Vocational Training, and Language Teaching. These students were specialising in Language and Literature and Language Teaching, with the majority falling within the age bracket of 23 to 25 years. The student cohort included individuals specialising in English, Catalan, and Spanish. During the 200-hour internship, the students undergo a comprehensive observation phase to familiarise themselves with the organisational dynamics of the educational community. This initial stage, guided by their assigned supervisors, paves the way for their active involvement in classroom interventions.

Instrument and Procedures

Upon the completion of their 200-hour internship at a secondary school, students were requested to provide their feedback through an open-ended question. Specifically, they were prompted to reflect on their experiences within the educational centres, examining the role of their supervisor (the teacher leading the class) in the context of traditional, hybrid/blended learning, and innovative methodologies. During students' 200-hour internship at the secondary school, they were asked to reflect on their experiences within the educational center.

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1. General Feedback:

   - How would you describe your overall experience during the internship?

   - What aspects of the educational center positively contributed to your learning experience?

2. Role of the Supervisor:

   - Describe the role of your supervisor (the teacher leading the class) during your internship.

   - To what extent did your supervisor facilitate a positive and engaging learning environment?

3. Teaching Methodologies:
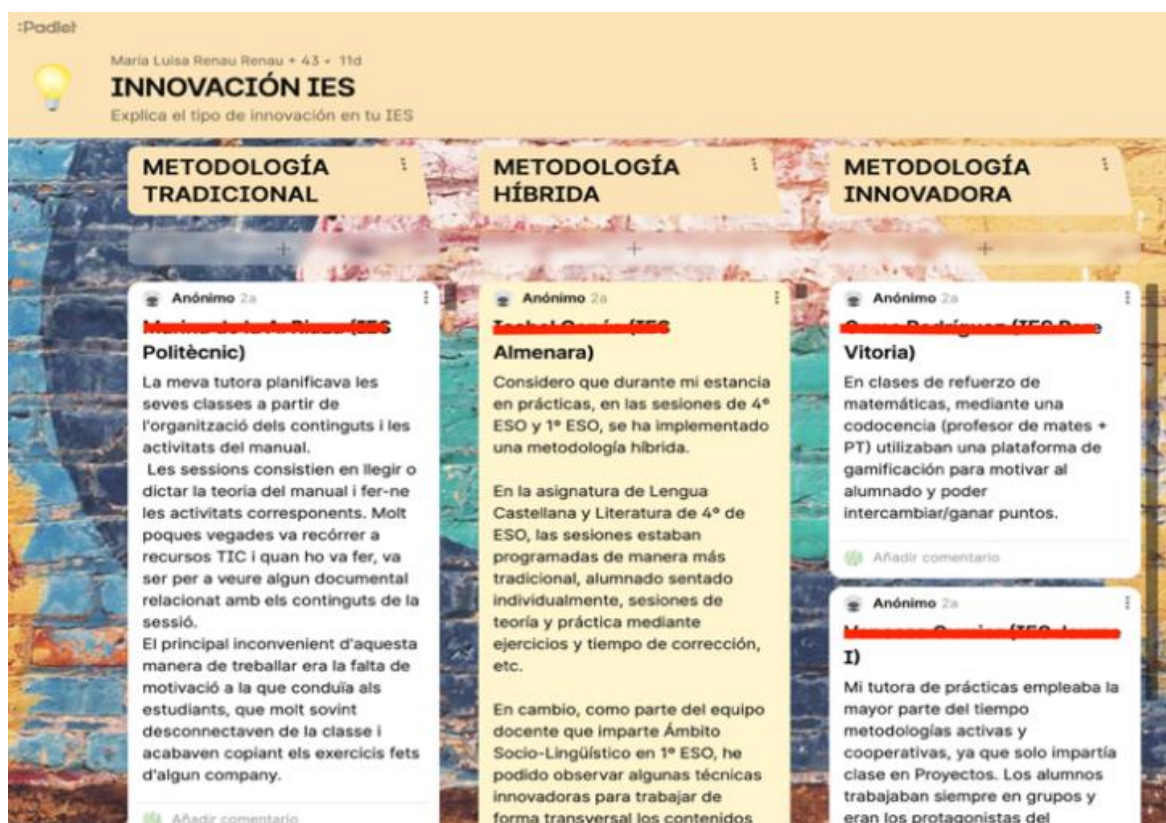
   - Traditional Methodologies:

- Can you identify instances where traditional teaching methods were employed during your internship?

- How effective did you find traditional teaching methods in enhancing the learning experience?

- Hybrid/Blended Learning:

- Were there any instances where hybrid or blended learning approaches were integrated into the teaching process?

- Innovative Methodologies:

- Were there any innovative teaching methods or approaches used during your internship?

- In your opinion, how did these innovative methodologies contribute to a deeper understanding of the subject matter?

Data Analysis

A Padlet platform was established in order to aggregate the exchanges among the students. Padlet, acting as a digital canvas, allowed students sharing their experiences within the secondary school setting while also enabling them to engage with the contributions of their fellow peers. This tool proved highly beneficial as it fostered an active response culture within the student community, ultimately facilitating the collection of valuable materials pivotal to the culmination of this study's results. The students responded on Padlet in Spanish, Catalan, or English. Here we can see a screenshot of the platform with their answers.

Figure 1

Students' Responses on Padlet

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Research Results

The results of the study comparing different methodologies revealed interesting insights. Out of the total 45 analysed answers, the traditional methodology demonstrated steady performance with an average success rate of 18. On the other hand, the hybrid methodology, blending traditional and contemporary approaches, exhibited a higher success rate, effectively delivering 25 successful projects.

Surprisingly, the innovative methodology, though promising, yielded only 2 successful projects, indicating the need for further research and refinement to fully harness its potential. These results underscore the importance of striking the right balance between established practices and cutting-edge strategies to ensure consistent project success and innovation.

Figure 2

Results of Supervisors' Methodology
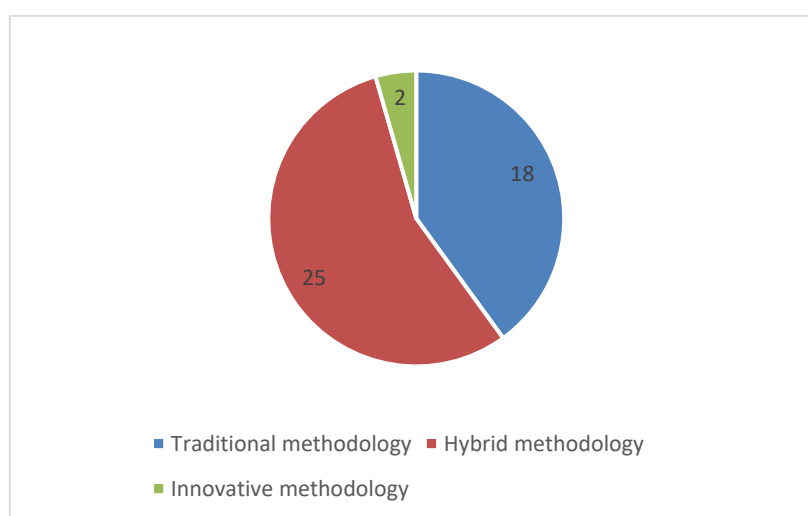
Source: author's own development.

The subsequent three tables display all the feedback provided by our students following their assessment of the methodology employed by their supervisors.

Table 1

Comments on Supervisors' Traditional Methodology

TRADITIONAL METHODOLOGY
1. The sessions consisted of reading or dictating the theory of the manual and doing the corresponding activities. Very few times did she resort to ICT resources and when she did, it was to watch a documentary related to the contents of the session.
2. My teacher followed a traditional methodology, based on lectures. Her explanations of the contents were not bad per se, but she also did not dedicate time to the students who required it. The classes were boring and only a few students participated in them.

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3.	The teacher used a traditional methodology following the book and explaining on the blackboard. His explanations were quite clear and adapted to the educational level of the group, but he did not use any extra resources or prepare additional exercises.
4.	The class was organised on an individual basis; no group or pair work or projects were carried out.
5.	The textbooks were the basis for all the classwork.
6.	Most of the classes were based on explanation, exercises, and correction. The book was quite up to date, and this allowed the activities to be quite dynamic. Sometimes the book was left aside, but only when the timing of the program allowed it.
7.	Master class, in which he did not pay attention to those who did not follow the explanation, the same people always participated in class, sometimes, he badly answered the students.
8.	The supervisor explained the English grammar on the blackboard, asked the students to do the exercises and then corrected them out loud. Then she would send them exercises from the workbook to do the same activity the next day.
9.	My supervisor used a completely traditional methodology. Book, exercises, homework, listening and writings, all the same as when I started having English classes at school more than 15 years ago. The explanation on the blackboard in a moment, the class completely silent. At no point did he deviate from the master class, even to the point of rather sadly wasting resources like having a Philippine conversation assistant in the classroom.
10.	My supervisor used the Burlington materials on the computer and projected the book and activities on the classroom whiteboard. The students followed the lectures quite well as the teacher had a lot of energy and they didn't have a moment to wander off or chat.
11.	My supervisor, although she put a lot of effort and tried to motivate her students, used almost exclusively the textbook in class, doing the exercises of each unit and correcting them by projecting the book in digital format.
12.	My supervisor during the internship used a traditional methodology. Although she combined the online book (Student's Book) and the physical book (Workbook), the exercises and worksheets to be completed by the students were traditional (fill in the gaps, correct the sentences, write the sentences in the correct order...).
13.	My supervisor was a very good teacher and was able to get her students to learn without any problem. However, her methodology was not innovative in any way, nor was she able to motivate the students.
14.	The sessions were scheduled in a more traditional way, students seated individually, theory and practice sessions with exercises and correction time, etc.
15.	The main dynamic was to follow the book without any kind of preparation, which led to a demotivation of the students towards the subject.

16. In most of her classes, the teacher used the master class methodology, where she explained the topic to be covered and then sent activities from the book to the students.
17. Even she used the textbook in all the sessions, the students paid attention and followed the classes in silent.
18. Students followed the textbook, completed the exercises and then, the supervisor said the correct answers.

As table 2 shows, the comments from students regarding the traditional methodologies indicate a reliance on conventional teaching methods, such as lectures, blackboard explanations, and textbook-based activities. 5 key themes emerge:
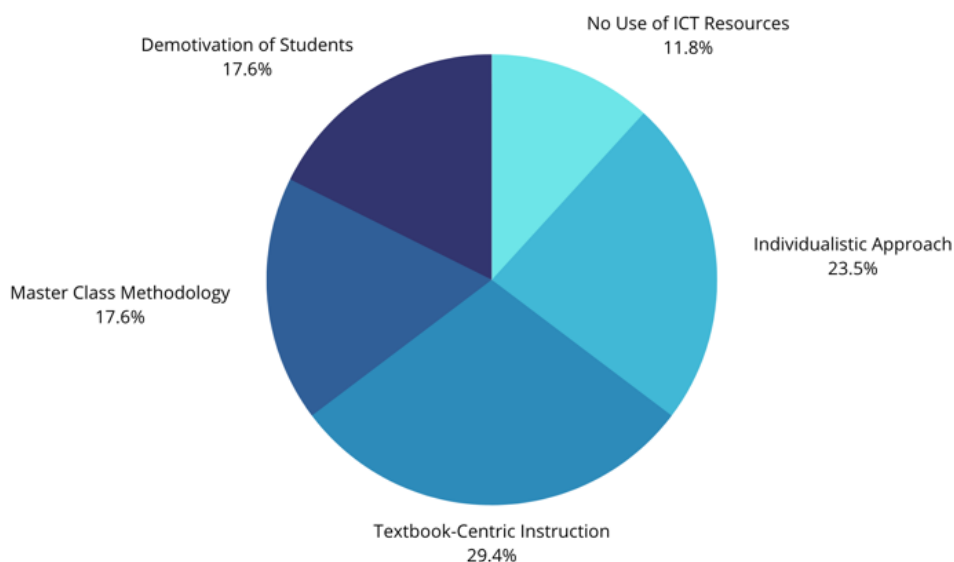
Table 2

Key Main Themes on Supervisors' Traditional Methodology

No Use of ICT Resources	Individualistic Approach	Textbook-Centric Instruction	Master Class Methodology	Demotivation of Students
Several supervisors were observed to infrequently incorporate ICT resources, such as documentaries or computer-based materials, into their sessions	A prevalent characteristic was the individualised nature of the classes, with minimal group or pair work, and a lack of projects or collaborative activities	The textbooks were consistently identified as the primary resource, forming the basis for classwork, exercises, and homework	A common observation was the use of the master class approach, where the supervisor primarily delivered content with limited interaction and engagement	The reliance on traditional methods, such as following the book without additional preparation, was associated with student demotivation

Figure 3

Results of the table transformed into percentages.

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Pie chart with the following segments:
- No Use of ICT Resources — 11.8%
- Individualistic Approach — 23.5%
- Textbook-Centric Instruction — 29.4%
- Master Class Methodology — 17.6%
- Demotivation of Students — 17.6%

Table 3

Comments on Supervisors' Hybrid Methodology

HYBRID METHODOLOGY
1. During my internship I have seen that my tutor applies a hybrid methodology in her classes. She usually uses lectures as a methodology in the classroom. However, it is worth mentioning the implementation of oral projects every Friday in the first cycle. These projects are creative and innovative, making the students the protagonists since they are dynamic group exercises. One example is the creation of an invention, which they then had to present to see if their classmates would buy it.
2. Sometimes used digital platforms to encourage student motivation, as well as educational videos, games or platforms such as Padlet or Quizlet.
3. In my case, I have been fortunate to be able to enrich myself with two teachers, because I have had a tutor assigned to me, but in a way she has shared my tutoring with another teacher. Marta is a teacher who has not lost her vocation and her desire and enthusiasm for her students to learn. She uses ICT and has developed together with other teachers the material for the students. In addition, she is the head of the department and is constantly trying to learn from both teachers and students. The classes have a certain traditional form, because although she constantly asks the students to find out what their previous knowledge is and to expand it (she questions them), the structure is to explain the theory and then do exercises. However, the students are very motivated and sometimes they are rewarded with songs.
4. My supervisor is the spitting image of a young teacher who is eager to make a change and to meet the real needs of the students. He knows the curriculum he has to teach, but he sees that sometimes it does not meet the needs of the students and that, in the traditional way, many

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students are left behind or do not feel motivated. He constantly implements activities that require group discussion, dialogical discussions, cooperative groups, so that all students are very motivated and eager to go to class.

5. The projects themselves are quite an innovative methodology, the students always work in cooperative groups and often use ICT. However, in general, the classes were very traditional.

6. My tutor could be said to employ a hybrid methodology. Although he used the textbook to do exercises daily in a traditional way, he also used innovative techniques in:
    - presenting the grammar using info-graphics and involving them in the explanation
    - collecting the most common mistakes in the essays and projecting them on word clouds to discuss them in class
    - look for videos related to the topic studied in the class readings
    - expanding vocabulary by offering different uses of the same word or other related expressions.

7. My experience during the practicum was very good and profitable. I had a splendid tutor, with 30 years of experience and it showed. He did project-based learning (for example, in one project the students had to contact certain authors of books around to interview them and the professor knew some of them and offered the students advice to achieve it: contact by private message through social networks, send them an email to ask them the relevant questions, meet with them if they were willing. ...), cooperative learning (not now, because of the pandemic), co-teaching (last year in English because he is also specialized in this discipline) and active learning (if he ever used texts or exercises from the book, he did it in such a way that the students participated). He always adapts to the needs of the students and accompanies and guides them in a way that always gives them feedback. He promotes critical thinking in the classroom through routines or thinking skills. He is very open methodologically (he goes more towards the innovative side, although at times he is conservative, using a little bit the book but with a different approach).

8. In the subject of World Literature, the center's tutor used a hybrid methodology. They did not have books and she looked for the material in different sources. In addition, the readings of classical works were active and dynamic.

9. My internship tutor used a hybrid methodology, since the textbook was a fundamental tool and, in many cases, served as a guide during the sessions, but he also resorted to other more interactive and dynamic tools. This is the case of audiovisual material, such as music, videos or films, and of debates initiated in the classroom.

10. The tutor used more innovative practices, such as collaborative learning when speaking and some exercise or review game, where students were put in pairs or groups, or more communicative classes where students had to practice oral skills spontaneously, in addition to using ICT in an interactive way in all her classes.

11. My internship supervisor was predisposed to the practice of a more innovative methodology, but in practice she resorted to traditional methods in most cases. On occasion, she used technology in her classes, projecting some images related to the contents of the subject. The book was a resource, not an indispensable one.

12. My tutor used a traditional methodology, making use of the textbook, together with ICT resources and gamification. On the other hand, depending on the course the methodology changed, i.e., for the 1st ESO students she focused more on vocabulary and grammar, although sometimes she used games like Kahoot or Quizizz, while for the 4th grade students the textbook was more secondary and she was the one who created or used other resources. In this case the students used the space of the class, it was not a class in which they had to sit for the whole hour.

13. In my case, the tutor used a hybrid methodology, since sometimes she did rely on activities from the book, but when she wanted to review a specific content, she designed different activities so that students could learn through play.

14. My tutor combined the book with innovation. Although she followed the order of the topics set out in the textbook, her explanations were alternatives to it and she simply used it to do some review exercises.

15. In general, her teaching was based on group learning and, on many occasions, it was the students who deduced the rules through dialogue.

16. The teacher gave traditional classes in which he explained the theory, but then, in order to put it into practice, he used ICT and made them work in pairs or groups. Normally the application of the theory was based on doing some work, such as creating/analyzing a poem that they had to choose themselves.

17. She used a hybrid methodology. In many of the classes she explained following the book and then the students did activities, but she also used some more active methods. For example, she would have dialogical discussions to work on the reading books, group work using new technologies and social networks, etc.

18. As for my secondary school, I consider that my internship tutor had a hybrid methodology, since although most of the time she used the book and lectures, at specific times she did use technology to achieve some of the concepts that had been reviewed in class. For example, they used Canva to create comics and review some specific verb tenses.

19. The center's tutor combined both. In the lectures, especially for literature content, she gave an explanation accompanied by an outline/summary. However, she also used project-based learning and cooperative work.

20. The main dynamic of the classes was traditional but combined innovative techniques such as gamification or project-based learning.

21. Although my supervisor focused on the textbook, I also used innovative methodologies: ICT, cooperative learning or gamification. I adapted the methodologies to the needs of the students and the type of content.

22. My tutor did a mix: she followed the thematic structure of the textbook, but she elaborated and renewed the materials every year according to the group. Thus, the learning process was effective, because she adapted to the profile of the students, but most of the classes were master classes. Occasionally he did carry out different and innovative activities (Kahoot, active and cooperative learning...).

23. My supervisor used the book. However, in high school she focused more on a flipped classroom where she would send them the visual material and they had to watch it at home and in class they would solve doubts and do the exercises. I also combined some gamification but not much.
24. The combination of textbook with cooperative group work, pencils in the center, students as teachers, learning line, dialogic gatherings, creative projects (reading passport, interviews with elderly people, theatrical representation of a Roman myth, oral presentations).
25. Though the textbook was her main support, she tried to get her students involved by working in cooperative groups.

Table 4 presents feedback related to supervisors employing a hybrid methodology, combining traditional and innovative elements. The comments suggest a variety of approaches, incorporating digital platforms, group projects, and diverse teaching techniques:
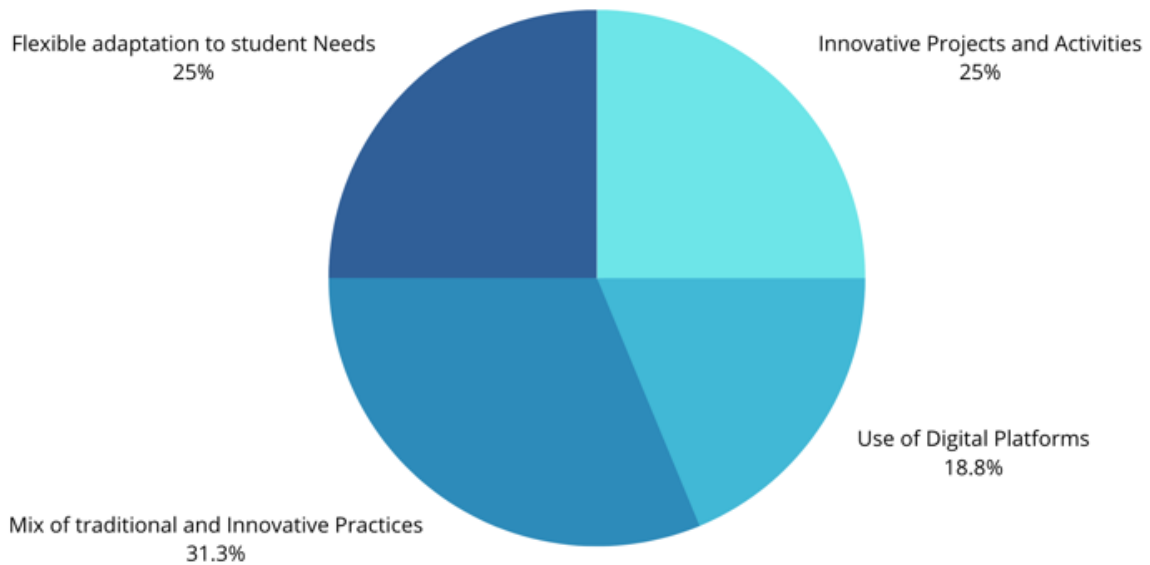
Table 4

Key Main Themes on Supervisors' Hybrid Methodology

Innovative Projects and Activities	Utilization of Digital Platforms	Mix of Traditional and Innovative Practices	Flexible Adaptation to Student Needs
Many supervisors incorporated innovative projects, such as oral presentations on inventions and group discussions, providing students with dynamic and engaging learning experiences.	Some supervisors incorporated digital platforms, educational videos, and games to enhance student motivation.	Several supervisors integrated traditional methods with innovative practices, such as using info-graphics, word clouds, and videos to supplement textbook exercises.	Notable were instances where supervisors demonstrated flexibility, adapting their methods based on the needs of the students and the specific content being taught.

Figure 4

Results of the Table Transformed into Percentages

Table 5

Comments on Supervisors' Innovative Methodology

INNOVATIVE METHODOLOGY
1. In the reinforcement classes, through a co-teaching (Math teacher + English teacher) they used a gamification platform to motivate the students and to be able to exchange/earn points.
2. My internship tutor used active and cooperative methodologies most of the time since she only taught in Projects. Students always worked in groups and were the protagonists of their learning: they researched the contents that were part of the project and developed final projects.

Table 6 captures feedback on supervisors employing innovative methodologies, with an emphasis on active and cooperative learning. Key observations include:

Table 6

Key Main Themes on Supervisors' Innovative Methodology

Co-Teaching and Gamification	Active and Cooperative Learning	Student-Centric Approaches
Some supervisors engaged in co-teaching scenarios and employed gamification platforms during reinforcement classes, fostering student motivation and participation .	Supervisors utilizing innovative methodologies predominantly employed active and cooperative learning methods, where students actively participated in projects, group work, and research.	The innovative methodologies often focused on making students the protagonists of their learning, involving them in research, project development, and collaborative activities.

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Figure 5

Results of the table transformed into percentages
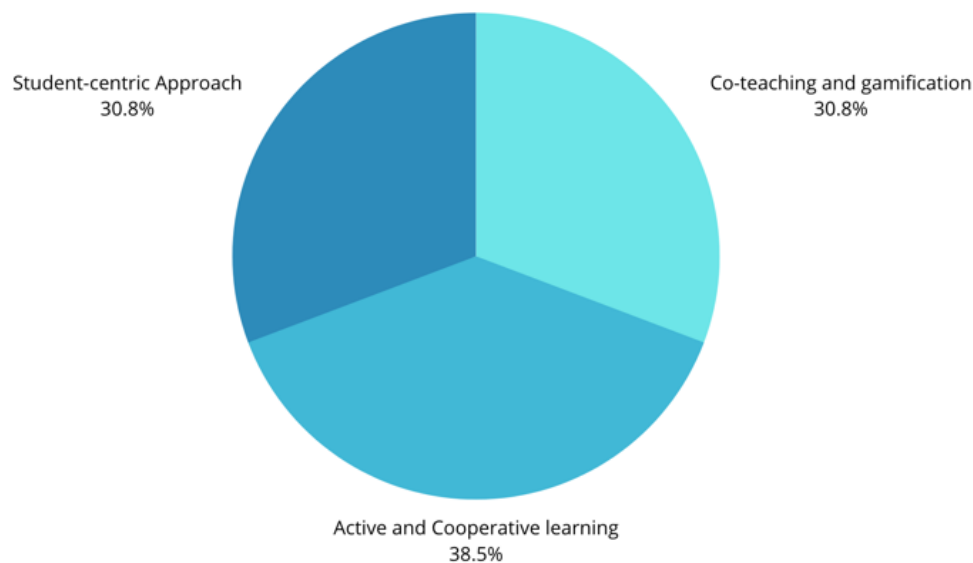
These findings highlight the diversity in teaching approaches among supervisors, ranging from traditional methods to hybrid and innovative practices. The feedback emphasises the importance of incorporating engaging and student-centric strategies in pedagogical approaches.

Discussion

The results showed a common thread of traditional teaching methodologies employed by various supervisors. The predominant features included reliance on textbooks, blackboard explanations, limited use of ICT resources, and a lack of innovative or interactive approaches. The classes were primarily organised as lectures, with little to no group or project work. Despite some teachers demonstrating clear explanations, the overall learning experience was often characterised as dull and demotivating for students. Most classes followed a pattern of explaining the subject matter and assigning exercises from the textbook for practice and correction. The essence of the teaching style remained largely conventional and did not incorporate modern or dynamic approaches to engage students. All comments express dissatisfaction or drawbacks related to the traditional teaching methodology. Common negative aspects include a lack of student engagement, boredom, minimal use of technology, limited interaction, and a predominant reliance on textbooks and traditional exercises. Some comments highlight demotivation among students due to the repetitive nature of the classes and the exclusive use of traditional methods. Although it is important to note that the comments reflect the opinions of the respondents and may not represent the experiences of all students. The use of a hybrid teaching approach, incorporating both traditional and innovative methods to enhance the learning experience showed that the use of textbooks and lectures remained prevalent, but additionally these supervisors integrated a range of techniques such as ICT tools, gamification, project-based learning, and cooperative group work. There were instances of collaborative learning, dialogical discussions, and a focus on active learning, catering to different learning styles. These educators demonstrated a willingness to adapt their methodologies, incorporating both traditional and modern techniques to create a more dynamic and engaging classroom environment. The 80%, regarding the use of the hybrid methodologies, were positive comments highlighting the use of innovative and creative projects, making students protagonists in dynamic group exercises. Some supervisors were recognised for their efforts to implement activities that foster group discussion, cooperative learning, and active participation.

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Mention of the incorporation of digital platforms, educational videos, games, and interactive tools like Padlet or Quizlet to enhance student motivation. Positive feedback on supervisors who adapt to students' needs, promote critical thinking, and constantly implement activities that require group discussion. Some negative comments suggested that while there are innovative elements, the overall class structure remains somewhat traditional. Occasional comments noted a mix of traditional and innovative methods, but with a leaning towards traditional approaches in certain instances. Instances where the textbook remained a fundamental tool, and activities from the book were used alongside more interactive and dynamic tools. The majority of comments expressed a positive view of the hybrid methodology, emphasising the incorporation of innovative elements, group activities, and the use of technology to enhance the learning experience. The negative comments often acknowledged a blend of traditional and innovative methods but still highlighted the positive aspects of the hybrid approach. Finally, the employed innovative teaching methodologies showed the use of gamification platforms and cooperative learning strategies aimed at motivating students and encouraging active participation. Additionally, there were instances of project-based learning where students took on an active role in researching and developing final projects, fostering a student-centred approach to education. These innovative practices aimed to enhance student engagement and promote a deeper understanding of the subject matter through interactive and collaborative learning experiences. The use of innovative methodologies in education is crucial for keeping students engaged and enhancing their learning experiences. In the presented context , supervisors have implemented various strategies to make the learning process more dynamic and student centric. Delving into the key themes highlighted, concerning co-teaching and gamification, it can be affirmed that the incorporation of co-teaching involving both Math and English teachers, along with the use of gamification platforms, is commendable. This approach not only diversifies the teaching styles but also provides a holistic learning environment. Gamification adds an element of fun and competition, motivating students to actively participate and earn points. While the idea of co-teaching is excellent, there may be concerns about the effectiveness of gamification for all students. Some students may be more motivated by traditional teaching methods, and the reliance on gamification might inadvertently leave certain individuals feeling left out or disinterested. About active and cooperative Learning, the emphasis on active and cooperative learning methodologies is a significant step towards fostering critical thinking and teamwork skills. The involvement of students in projects, group work, and research ensured a hands-on learning experience, making education more practical and relevant. However, one might argue that active and cooperative learning might not suit every student's learning style. Introverted students, for example, may find it challenging to express themselves effectively in group settings, potentially hindering their academic performance and finally, about student-centric approaches, the results show the focus on making students the protagonist of their learning is highly commendable. Involving students in research, project development, and collaborative activities not only enhances their understanding of the subject matter but also promotes a sense of ownership over their education. On the flip side, the practical implementation of student-centric approaches might be challenging in larger class sizes. Providing individualized attention to each student in research and project development can be time-consuming, potentially leading to variations in the depth of understanding among students. Innovative methodologies, such as gamification platforms and cooperative learning strategies, directly address the challenges identified in the Spanish education system by aiming to motivate students, encourage active participation, and provide interactive and collaborative learning experiences. These approaches, as highlighted by scholars like Davidson (2021), Mosquera Gende (2019, 2022, 2023), Olivé (2020), Torres Ramírez (2023), and Mendo-Lázaro et al. (2021) offer a departure from the predominant traditional teaching methods characterised by textbook reliance and limited use of ICT resources.

Providing a critical evaluation of the two research questions, regarding the 1RQ: How do secondary education instructors in Spain approach the teaching-learning process, and to what extent do they utilise traditional, hybrid, or innovative methodologies? It is mandatory to mention the predominant teaching methodology observed among secondary education instructors in the province of Castelló is traditional, characterised by textbook reliance, blackboard explanations, limited use of ICT resources, and a lack of innovative or interactive approaches. Classes primarily followed a lecture format with minimal group or project work. The students feedback indicated dissatisfaction and demotivation, citing a lack of engagement, boredom, minimal technology use, and a predominant reliance on textbooks. Hybrid teaching approaches, combining traditional and innovative methods, were also prevalent. While textbooks and lectures remained common, supervisors integrated ICT tools, gamification, project-based learning, and cooperative group work. Positive feedback highlighted innovative projects, group exercises, and the incorporation of technology to enhance engagement. However, some comments noted a mix of traditional and innovative methods, with occasional reliance on traditional approaches. Innovative teaching methodologies, such as gamification platforms and cooperative learning strategies (Sharan, 1980, 2021), aimed at motivating students and encouraging active participation, were also identified. The project-based learning, where students took an active role in research and development, was observed. Innovative practices aimed to enhance student engagement and promote a deeper understanding of subjects through interactive and collaborative learning experiences. Regarding the 2RQ: How do teachers visualize and implement specific methodologies during the teaching-learning process in the context of secondary schools in the province of Castelló? Teachers predominantly visualised and implemented traditional methodologies, including lectures and textbook-based activities, as evidenced by student feedback. The hybrid approach, incorporating both traditional and innovative methods, received positive comments for its dynamic and engaging nature, with an emphasis on student participation and the use of technology. Innovative methodologies, such as co-teaching involving multiple subjects and gamification, were commendable for diversifying teaching styles and creating a holistic learning environment Mosquera Gende (2022, 2023), Olivé (2020) and Torres Ramírez (2023). Active and cooperative learning methodologies, focusing on critical thinking and teamwork skills, were positively highlighted by Davidson (2021) and Mendo-Lázaro et al. (2021). Involving students in projects, group work, and research fostered a hands-on learning experience. However, concerns were raised about the effectiveness of gamification for all students, potential challenges for introverted students in group settings, and the practical implementation of student-centric approaches in larger class sizes.

In summary, the research findings illustrated a diverse landscape of teaching methodologies in Castelló's secondary schools, ranging from traditional to hybrid and innovative approaches. The results emphasise the importance of considering the individual needs of students and the potential challenges associated with implementing certain methodologies in varying educational contexts.

Conclusions and Implications

In conclusion, while traditional teaching methods persist, the incorporation of a hybrid and innovative approach demonstrates a progressive mindset among educators. By embracing a diverse range of teaching techniques, educators can create a more stimulating and inclusive learning environment that nurtures critical thinking, creativity, and active engagement among students. This shift towards a more dynamic pedagogical approach holds the potential to enhance overall learning outcomes and foster a more holistic educational experience for students. The potential implications of this study can lead to a deep reflection on the current methodologies used in secondary schools and for educational practice. The insights gained from our students inform and provide information to future

teacher training or instructional practices and also leads them to reflect on whether they want to follow the examples they have seen in the classrooms or not."

The novelty and importance of this study lie in its exploration of a hybrid and innovative teaching approach as a progressive mindset among educators. Traditionally, teaching methods have often followed conventional practices, but this study advocates for a shift towards a more dynamic pedagogical approach. This innovation involves incorporating diverse teaching techniques to create a stimulating and inclusive learning environment. The significance of this study is underscored by its potential to enhance overall learning outcomes. The adoption of a more diverse range of teaching methods can nurture critical thinking, creativity, and active engagement among students. The study suggests that this approach fosters a holistic educational experience, acknowledging that education is not just about imparting information but also about developing essential skills and fostering a love for learning. Furthermore, the implications of this research extend beyond individual classrooms. The study prompts a deep reflection on the prevailing methodologies in secondary schools and educational practices. It challenges educators and institutions to reconsider their approaches, encouraging them to embrace change and innovation. The insights gained from students' experiences offer valuable information for future teacher training and instructional practices. In essence, this study contributes to the ongoing discourse on educational reform by advocating for a more dynamic and inclusive approach. Its findings can serve as a guide for educators and policymakers, prompting them to reevaluate and adapt their methods to meet the evolving needs of students in a rapidly changing world. The study opens the door for further research and exploration into innovative teaching methods and their impact on the overall quality of education.

Suggestions for Future Research

In the upcoming year, the commitment to advancing educational research in secondary schools will remain steadfast. It is vital to actively delve into the dynamic landscape of teaching methodologies, aiming to understand and incorporate emerging approaches that can enhance the overall learning experience for students. To ensure the effectiveness of the research, the importance of closely monitoring the integration of these new teaching approaches within the secondary school environment is recognised. This involves continuous assessment, feedback loops, and adaptability to address the evolving needs of both educators and students. It is crucial to acknowledge that while our primary focus may be on a specific province and a particular master's program, there is an awareness that this could potentially limit the generalisability of the findings to a broader educational context. As such, the key insights and principles from the research are extrapolated. It can be applicable and beneficial beyond the confines of the immediate study scope. In outlining the main prospects for further research on the identified problem, it is aimed to contribute to the development of a robust framework that can be adapted and implemented in diverse educational settings. This broader perspective will not only enhance the relevance of the findings but also foster a more comprehensive understanding of the challenges and opportunities associated with the integration of innovative teaching methodologies in secondary schools. By maintaining a focus on adaptability, scalability, and transferability of the research outcomes, it is aimed to create a foundation for educational improvements that can resonate across various regions and educational programs. This approach aligns with the commitment to advancing the field of education and ensuring that the proposed research has a meaningful and lasting impact on the broader educational landscape.

Acknowledgements

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