

LICENCIATURA EN LENGUAS EXTRANJERAS- INGLÉS

Micro Project Title

Challenges that a pre-service teacher copes during the EFL teaching Process with adult students
in the pedagogical practice II



Research Field

The use of the English Language and its Contexts

Research Subproject

The Voices of the LLEI realities: Life stories and experiences

Ligia Yazmin Romero Fernández

CAU Bogotá

Subproject Research teachers

Regional teacher

Mg. Martha Isabel Diaz Ramirez

Bogotá

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Abstract

The narrative helps us to understand the different realities and contexts from the point of view of those who face specific situations, which results in a knowledge of identity. In this study, from the perspective of narrative research, she describes, analyzes, and interprets the challenges faced by a pre-service Teacher during the EFL process with adult students through her life history and experiences. This group was adults between the ages of 39 to 61 years old, students of Basic English I at the Fundación Alianza Social Educativa, which provides informal education to people of all ages, the institution is located in the city of Bogotá. This research was carried out by means of a qualitative and inductive methodology. The instruments collected reflections and experiences about teaching English to students of a mature age in the pedagogical practice. In addition, oral, written, and multimodal narratives were involved. The data analysis was framed in depth through a manual and systematic thematic approach where it is categorized into four main themes that address the little experience in teaching English, interaction with students, planning of classes, and research on methodology and teaching English in a didactic way. The conclusions yielded reflections on the pedagogical role of the teaching voice of a pre-service English Teacher next to the participants.

Keywords: Narrative inquiry, EFL process, teacher's realities, professional development, pre-service teacher.

Section 1. CONTEXTUALIZATION

Throughout the time that I have been a novice English teacher, there have been many situations that I have faced, such as discipline, managing the group of students, encouraging them to carry out activities, teaching English among others. All those experiences and situations that lived in an English class should be reflected and made known to future teachers, who for the most part are also beginning to teach for the first time. This proposal showed the challenges present in a classroom with student adults, in a context of pedagogical practice by part of the university, three men and six women between ages from 39 to 61 years old, they were students of Basic English I in Alianza Social Educativa Foundation (ASE), with a level of English of A2. In that Foundation, I did my pedagogical practice II with 30 hours divided into two hours each Saturday online through the Meet platform in the morning and 10 hours with activities asynchronies in the Classroom platform in 2021. This foundation is located in Bogotá city. Teaching to student adults of different ages and contexts emerging challenges. For example, when I faced teaching with adults my major challenge was the little experience with them. Besides, the interaction with dynamic activities according to your age was new for me, for that reason I had investigated English teaching to adults deeper. On the other hand, teaching to adults requires prior preparation due to the fact that they ask many topics and they wait for answers rapidly. Therefore, the EFL process and also the aspects that involve my learning process as a pre-service teacher and as a professional future. In addition, this proposal will enrich the LLEI, since it will provide information on the actions carried out in an educational context from the perspective of teaching English. Moreover, the reflections and experiences will serve to guide

the teaching practice of future teachers, as well as their responsibility and commitment to education.

This narrative research aims to describe the teaching process of a pre-service teacher in training whose human condition, professional ethics, and potentialities are fully taken into account and can be determined in the future as an intellectual teacher, trainer, and transformer in the teaching of English in meaningfully and with a commitment to research as a fundamental element to transform the classroom. In the same way, the English teacher, through training and preparation through educational experiences can generate development in his being, his knowledge, and know-how, always in search of stimulating, the vocation of teaching and training both professional and personal.

According to the Research field at Licenciatura en Lenguas Extranjeras Ingles: Understanding and characterizing EFL in the LLEI: experiences and phenomena in the pre-service teachers' educational contexts, and the Macroproject: The voices of the LLEI realities: life stories and experiences of investigation of the Santo Tomás University, it is a narrative inquiry. Therefore, understand the study of the English language in context. This research reveals the experiences lived in the ELT process and how the situations in each English class have contributed to the reflection on the teaching of English to adult students. How the perspective has changed regarding the theoretical seen in the university as a student and how is the reality in a classroom with mature students. Also, this research describes those classes where a positive

result was evidenced according to the applied methodology regarding the teaching of the English language. In addition, it shows reflections that result from teaching experiences with students.

Finally, it describes the reality faced by a pre-service English teacher in most classes in terms of creative methodologies for students to capture their attention, and a theoretical class is not held.

The data collection methods in the present investigation are completely qualitative. To do this, a series of significant events were compiled which described the different challenges that the teacher faces in the educational context with English learners.



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Section 2. RESEARCH STATEMENT

My experience in the educational context began just over a year ago, I provided advice and school support to children after school for a while. Also, I entered a formal education school, where I had the opportunity to work as an English teacher and teach children in a private school in the city of Bogotá. Then, I was teaching English to adults in a foundation. Throughout my life, I have worked in many areas, such as the sale of products and services and advice to clients, but without a doubt, I have found the greatest satisfaction in the area of education, it is there that not only knowledge is tested. It is perhaps a profession where it integrates many areas of human knowledge.

The first time that I was in a classroom I was very nervous because it would be my first experience as a teacher in an area as important as English. I had many doubts, questions, and too much insecurity about the ability to exercise that responsibility in front of the students. I also

thought about everything that they taught me during the bachelor's degree and the university, also how to put into practice all that knowledge with the students, I expected a lot from everything and everyone since each situation was new to me. First, each class is different and I must use many teaching tools. Also, I remembered the subjects that I saw at the university. Second, the learning difficulties of some students have made me reflect on my teaching practice. Besides, how to create a better methodology for English learning to be successful. Finally, there are many experiences as a pre-service teacher teaching English that can be useful to new students in the LLEI.

According to this fact, teaching a foreign language like English to different students contributed to my professional process in the bachelor's degree, which allowed me to configure my role as a future English teacher using different teaching strategies and methodologies. This project is based on narrating my teaching experiences from pedagogical practice II as a pre-service teacher and from my voice, I describe the relevant challenges that I must face in the EFL teaching process of adult students, taking into account the different situations lived in the classroom and any educational context both face to face and virtual.

The objective of this narrative research is to make known my life experience in terms of teaching English as a foreign language to adults learners and how my teaching perspective has changed, taking into account the experiences lived both in teaching and learning English. In this way, I describe different aspects and phenomena that occur during the English teaching process to adult learners, which aims the project to describe what have been the challenges that arise in the classroom. In the same way, this research points to the type of narrative of the life experiences of a pre-service teacher in English classes with adults between 39 to 61 years old. Therefore, teaching

to adults in an informal education context. The purpose of this narrative research is to also give a voice to learners who perceive English learning in different ways, even more so at this time where virtual education has taken on great importance over the last year. Also, to make visible those daily challenges that the teacher faces in the classroom, challenges such as class time, activities according to age, and factors that influence their learning in English classes. Another aspect that was evident in the research is the perception that the student has in the English classes, including also the perception that the adult students have towards the way of teaching English to adult students. Therefore, it can give advice to those people who want to take up teaching English as a profession and understand that being a teacher covers many stages of knowledge and being able to understand that those who want to be a teacher must have a good attitude and disposition to carry out their objective, in this case, the teaching of a foreign language such as English. This narrative research aims to give advice on the challenges that are carried out during the process of teaching a foreign language. In addition, it intends to describe relevant aspects experienced in each of the classes such as reactions, methodology, and challenges that interpret a series of positive and negative experiences, which I faced in the educational context.

The learning of English in the last two decades has taken on great relevance in the curriculum of many educational institutions, since the national government, mainly the Ministry of National Education, promotes bilingualism policies in Colombia. However, the reality in some schools is not what is expected, since the students have little knowledge of this language and throughout their school life the teaching of it is insufficient. For this reason, through the narrative research that was

carried out, the reader will be able to understand the particularities that are experienced in English classes with adults.

Finally, this narrative investigation offers the reader a guide or map that will provide great help in finding the best way to carry out the teaching and learning to English learners, which is a fairly complex field of investigation. There are many published studies on the subject. However, this narrative research has selected particular approaches to the methodology that it is hoped that readers will be able to follow as a guide in the process. There is no single way to conduct a narrative investigation or research study, this involves different experiences. Therefore, this research hopes that the reader can see himself reflected in some experiences lived in the educational context and can feed his teaching practice according to the available research approaches, in order to help his role as a future teacher of English.

Question

***How does a pre-service teacher cope with the EFL teaching and learning challenges in practice
II with adult students?***

Objective

- Interpret the educational challenges that a pre-service teacher faces in the EFL teaching process to learners through her life story and experiences.

- ✓ Describe and characterize the challenges presented in the English classroom according to her EFL teaching process.
- ✓ To reflect upon challenges presented in both English classroom and English Language professional development of a pre-service teacher.
- ✓ Analyze the challenges present in English teaching and learning experiences from the voice of a pre-service English teacher.

Section 3. THEORETICAL FRAMEWORK

Currently, narrative research has been strengthened in the field of education and especially in language teaching. The situations and challenges which are experienced by a pre-service English teacher, whether in a classroom or any educational context, can make sense in narrative research since taking into account all these pedagogical experiences can give light to other people interested in improving your own pedagogical practice. Therefore, the stories are definitely helpful for the understanding of the teaching and learning process for both teachers and students, since they are stories based on everyday situations which act as narratives of their own knowledge and experiences. (Mendieta, 2013).

A pre-service teacher

The pre-teaching that students have before teaching in a real context is a period of guided and supervised teaching. Trainees are gradually introduced to the teaching role of a specific class by a mentor or collaborating teacher. The teacher in training carries out observation activities and ends with experiences lived in the classroom. However, is required to have skills so that teaching

can be meaningful. Similarly, he points out (Cangelosi, 2005) that these program requirements may vary from a single teaching experience to multiple teaching experiences. Therefore, training students to have teaching experience is intended to provide students with a context in which they can put what they have learned into practice. Besides, properly provide feedback on their practice to improve each teaching with students in the classroom. Thus, that information obtained from the observations of the supervisor and tutor is intended to provide formative feedback to the teachers in service to allow them to make decisions related to teaching (Barber & Klein 2013).

Most students see the pre-service teaching experience as the first opportunity to put their skills into practice in a real educational context. This can be even more complex than previous experiences; you might even think it is overwhelming. In any case, it will be the last time that pre-service teachers will have resources available to be supervised for instruction (Struyk, 2002). For this reason, pre-service teachers must receive different positive and negative comments from supervisors, tutors, and instructors, who give their opinions on the practice and are supported by the university. On the other hand, (Oliva, 2007) states that the same pre-service teachers can carry out self-criticism since they can get an idea of how their practice is being carried out in the classroom and if they are given criteria for evaluation.

Language teachers have many significant stories about the teaching of English which perhaps have never been so evident or written down and could be really valuable in having a positive impact on the teaching process. As stated by Mendieta (2006), it is necessary for

teachers to share their stories, so they have the opportunity to reflect on their own practice in order to gain a better understanding of their own actions and knowledge and with it, to be able to make a change necessary.

The experiences faced by both students and teachers are equally significant and important throughout the investigation, Pinnegar and Daynes (2006, p.10) mention Narrative inquiry is closely related to both parties, so both parties will learn in the encounter from learning their own experiences.

According to Clandinin (2006), the narrative provides the possibility of understanding how teachers' lives are personally and socially intervened and how these experiences are made through social, institutional, and cultural narratives in which they have lived as teachers. Therefore, those stories are based on experiences given by the school where they have faced different situations.

In recent years, the nature of English as a foreign language has undergone a series of changes both pedagogically and socially. Due to the wide information and progressive creation of new technologies in communication and information in different contexts. Therefore, Vez (2011: 105) points out that education in foreign languages today is based on cultural development and social enrichment. This refers to the fact that society must know and also teach its students how to know how to use a foreign language in order to interact socially.

The research study and the opinions of a pre-service English teacher talk about the success and the different experiences she had throughout teaching a foreign language and the effectiveness according to what was learned in the university education program. Also, the

challenges she faced in the early years of teaching English. According to Farrell (2012), novice teachers started teaching the foreign language after finishing their program. Veenman (2004) points out that the experience of teaching for the first time is the closest thing to a “reality shock”. In other words, teachers could face a survival struggle by facing an alien community and adapting to the prior induction.

- **Challenges through the teaching process of learning English.**

Farrell (2012) argues that one of the reasons for dropping out of teachers in service is that they did not expect to face situations never experienced in their training program, they realize that it is very different and they prefer to state their priorities and needs. Novice teachers are usually disconnected from their trainers once they are faced with a real context, where they themselves must provide a solution since all responsibility falls. In other words, they ask for advice from their immediate surroundings or more experienced colleagues who can guide them in the dynamics of class design, group management, and guidance from other teachers and administrators. However, in most cases they are not always available, so the teacher himself must provide a response or solution to the requirement that arises.

Unquestionably, pre-service teachers must combine the previous knowledge of pedagogy that they received in their training program and apply it to the reality of teaching the language with the students. In this way, it is very likely that they will encounter a series of difficulties since they are not used to the norms and behaviors that govern established educational institutions (Sabar & Scherff, 2008). In contrast, Johnson (2006) points out that second language

(L2) teacher training programs are usually criticized because pre-service teachers tend to teach in a very theoretical way, that is, teachers in training throughout the career receive a lot of theory and in the end, there are few hours of practice with students.

Richards (2008) explained that in most times novice teachers do not make use of the previous knowledge they received in the teacher training program, since they are exposed in real contexts where they must build “new knowledge and theories” that arise in participation in a social context and differences in the activities and processes of teaching English. As a reflection, those pre-service teachers see that the experiences they had doing the pedagogical practice are similar to a real context and it was the part that they benefited the most in teacher training throughout their career (Atay, Faez & Valeo, 2012). Similarly, Faez and Valeo (2012) point out that novice students found learning more effective in a context of real practice, so their expectations and perceptions increased as the experience was acquired in the classroom. It should be noted that the training of a language teacher must be based on what they really want to learn and how they will carry it out in a real context, as well as contributing to obtain an impact that brings many benefits in their teaching practice.

One of the goals of the English teacher is to help and guide students to become critical, efficient, and creative people. In other words, the language teacher must ensure that students can use English to develop themselves and interact with their environment. As a result, teachers in training must have a comprehensive knowledge of bilingualism policies in educational contexts, in the same way, adopt pedagogical processes which are closely linked to the teaching and learning of the foreign language (Van Lier, 1995).

Martínez (2006) argues that the English teacher must know how to combine in a pertinent and therefore creative way the disciplinary knowledge that the learning and teaching of English as a foreign language entail when planning the lessons and that students can communicate in an efficient and timely manner in the constantly changing world. In addition, the English teacher must develop both personally and professionally, make critical reflections on their practice of teaching the language and generate positive attitudes which must allow compromises and opinions.

In a reflection towards the teacher in foreign language training, Agray (2008) argues that society currently has many expectations around the teacher and their work, since they expect it to be efficient, economical teaching and in less time. For its part, the state has the perception of the English teacher as capable of imparting an innovative, investigative and critical methodology from the point of view of quality and effectiveness.

For his part, Feiman-Nemser (2001) refers to five methodological and theoretical orientations that refer to different topics in the training of the English teacher: a) technological orientation, it is related to systematic and scientific knowledge; b) practical orientation, refers to learning through experiences; c) personal orientation, promotes the teacher as being and student, emphasizing that personal training is a prerequisite for teaching; d) academic orientation, the teacher is an intellectual leader in the work of teaching the language; e) critical orientation, the teacher leads classes where democracy predominates and raises questions about learning, knowledge, and teaching as well as meaningful classes.

The 21st century is going through a challenging time in the training of new English teachers, both in the initial preparation and in their qualification (Adler, 2004: 2). The present challenge results from the need of the state and educational institutions that future citizens and students achieve, learn, and achieve high levels of performance in these areas. However, they do not take into account that the population belongs to cultural diversity and cognitive conditions, which makes the teaching of a foreign language heterogeneous. Therefore, it is intended that the language teacher has the ideal characteristics to provide evaluation and teaching strategies that allow them to “adjust” to the needs of the real educational context in their environment (Akan, 2010).

For Rosemberg (2011), it is necessary to create new and improve training activities as a result of permanent changes in the world and knowledge. In the same way, these changes or improvements should transform traditional practices into methodologies where students participate in new language learning strategies, seeking to redefine the teacher's role as a transmitter of new knowledge in the classroom, giving them a place as a collaborator in teaching a foreign language.

Despite the different attempts regarding English teaching methodologies, Vieira and Moreira (2008) point out that in teacher training programs, they usually show standardized procedures or technical instruction of situations presented in the classroom, instead of showing them useful tools to make appropriate decisions in their educational context, leading them to reflective research. This refers to the authors, teachers in training cannot follow a straight path in

language teaching, since it has many nuances throughout the educational experiences as teachers of English with students.

- **Pedagogical Practice II in Bachelor Degree of foreign Language – English**

The pedagogical practice carried out by the Santo Tomas University is based on the Thomistic pedagogical model, which is directed to the gradual and permanent integral formation of the human in order to achieve the perfection of his being. In the same way, through this model, the articulation of the teaching and learning, social projection, and research processes is intended both in social, educational, and community contexts. In fact, pedagogical practice is oriented towards the practice and praxis of the future teacher. This process contributes to the formation of the profile of bachelor's degree graduates in foreign languages - English, who, once they finish the university curriculum, will be able to work as English teachers in different grades from preschool to high school. Likewise, they can hold positions as counselors in the learning of a foreign language. Therefore, they will be able to design didactic materials, syllabus, curricular proposals in the study plans and be researchers in the process of learning and teaching English.

Another meaning of pedagogical practice II is an investigative and pedagogical space in which the pre-service Teacher theorizes, applies, and systematizes each teaching experience. In addition, it seeks to connect and integrate that disciplinary knowledge such as methodology, didactics, research, and pedagogy within reflections made continuously in real practice. Therefore, Beltran (2013) affirms that the practice contributes new knowledge both to the pre-service teacher and to the school contexts which are faced.

The general objectives of the Bachelor's Degree in English Foreign Language at Santo Tomas University are to provide the pre-service Teacher with fundamental practical - theoretical elements in order to exercise the process of teaching and learning English. Another main objective is to encourage pre-service teachers to reflect on teaching and encourage a sense of research permanently.

According to Ellis (2012), the pedagogical or preparation practices for pre-service teachers are divided into two parts. First, the experimental practices deal with the English teacher and teaching as such, where they put into practice everything they have learned in a real context or classroom with students. Second, reflective practices seek the development of a conscious understanding of the pre-service Teacher between the fundamentals of teaching English and the resources or techniques that teachers in training can carry out in each lesson. Therefore, these two pedagogical practices must be closely linked, although experimentation is seen in most cases in teacher training and awareness/reflection in teaching. According to Jerry (2018), pedagogical practice is an opportunity that pre-service Teachers have to acquire investigative skills which result in research projects that can solve problems evidenced in different educational contexts.

On the other hand, the pedagogical practice carried out by the Santo Tomas University is integrated into the line of research in the Bachelor's Degree, therefore, throughout the last semesters the pedagogical axes and the research axes are located. A research axis is pedagogical practice II, in which pre-service teachers must complete a maximum of 32 hours with high school or higher education students, which must design a syllabus, didactic units, lesson plans,

and didactic materials. This practice has four credits, in turn, the practitioners dedicate the time to plan the classes, readings, support in the activities of the institution, and all the activities pertaining to what the practice requires. In the case of the pre-service teachers of CAU Bogotá, the pedagogical practice II was carried out in an informal education foundation, which provides English courses to the population at a low cost. The students are of different ages from children to seniors. Finally, the evaluation of the practice is based on the performance of the practitioner (interaction in the educational context) which is worth 50%, participation in the activities of the practice (workshops, analysis of the institution's needs, reports) has a value of 25%. Finally, the design of classes and activities for students has a value of 25%.

- **Adult students**

Research has provided a greater understanding of the experiences adults have many years after they complete high school, and this research can provide guidance in identifying barriers to participation in education when they are older. (Kasworm,2010) argues that an adult student population is a group with diverse needs, goals, and experiences. Often, adult students feel excluded from participating in educational fields because they believe that they no longer have an established age to continue studying and, in some cases, they perceive that they would not fit in with students of “traditional age”, in addition, they think that they do not They would meet your expectations according to your needs and goals.

Adults are often categorized as non-traditional students, often referring to disadvantaged or underrepresented students (Chan & Merrill, 2012). In contrast, there is the traditional student who has full-time study and belongs to the age range between 18 and 22 years of age. Pascarella

(2010) Compared to adult or “non-traditional” students, they do not have greater responsibilities or roles that can compete with their studies. The non-traditional student is in the range of 25 or more years of age. These students were not enrolled immediately after finishing high school. Therefore, they attend part of the time and can finance the degree independently, in addition, they have many responsibilities in their charge such as work and family. In recent years, the participation of adult students has been quite evident in the institutions of formal and informal education. Smith (2008) describes this student population as “young mature learners”, at the same time, this category of students stands out for their perseverance and dedication, in addition, they are curious and love to take the topics in depth. In most cases they interact with their classmates and teachers, relating their learning to something specific with their daily lives. Therefore, students seek personal growth, various goals, and development in their common interests, giving the possibility of accreditation of their current occupations.

Section 4. RESEARCH DESIGN

This narrative research is closely related to subproject 3 which is titled, “The voices of the LLEI realities: life stories and experiences”. It was of great importance to carry out this study in order to collect the situations and stories lived in the teaching of English adult learners in order to tell the different experiences which I had in the process of teaching and learning English and how these stories involve such a process. One of the definitions that best fit narrative research is "a way of understanding experience" which implies mutual collaboration between the participant

and the researcher in a defined time and in a real context, in addition to having a social interaction with the media (Clandinin and Connelly, 2000, p. 20). Therefore, each experience lived throughout the investigation is of great value in order to better understand the processes involved in the teaching and learning of English present in a classroom.

According to Mendieta (2013), the stories that are often heard or read in an educational environment are not only a support to understand the different instructions that this entails, they are also very useful so that teachers can make sense of the world. which surrounds them.

Through my voice, I made known the experiences I had as a pre-service English teacher and how some situations in the classroom became a challenge for me in the ELT (English Language Teaching) process, mainly in the search for methodologies to teach and reflect through my experiences teaching to adult students. Therefore, those circumstances that I have experienced in the course of this time were of great personal and professional knowledge and to adopt an identity as a future teacher of English. The points of view of both my students and my superiors were very important since they provide invaluable information for the ideal development of teaching in the educational field.

- **The methodological procedure behind narrative research**

In narrative research, useful tools have been found for the field of education, as stated by Barkhuizen et al. (2014), to carry out a national investigation, it is important to consider a series of steps below:

- a. Identify the research interest based on the story of an EFL teacher.
- b. Design and implement data collection regarding the types of narrative: Oral and written narrative.
- c. Revise trustworthiness criteria for the study's objectivity, data collection, and analysis.
- d. Categorize data by following the approach of thematic analysis.
- e. Demonstrate the trustworthiness and reliability of the study and establish that the research study's findings are credible and confirmable.

In addition, the macro project of the program is related to the understanding and characterization of English as a foreign language, therefore, it takes into account two points of view that describe the contexts. First, it is related to the description and characterization of the context to be investigated, that is, it understands and describes a particular context. Second, the participant experiments and retells the story through her voice following the methodological steps mentioned above based on Narrative Inquiry, Bonilla et al. (2017).

- **Data collection instruments**

Different instruments were used for data collection. Mainly, it was based on the methodological framework carried out by Barkhuizen, Benson and Chick, (2014), one of the main sources to

collect data in an investigation of this type is carried out through oral, written, and multimodal narratives, which document useful information for the study. These are memories and stories that people have based on facts that become relevant as the different stages of life. Therefore, they imply human, cultural, and social facts that are useful for the research that is intended to be carried out, since they are solid and reliable data.

For this study, the following types of data collection instruments were used: semi-structured interviews, both the narrative frames and the interviews were transcribed in writing. In this way, narrative research is defined as qualitative research in which the stories told serve as data. In this research I used the following instruments below:

- a. **Semi-structured Interviews:** Barkhuizen, (2014) notes that researchers use interview guides as resources in order to conduct the interview. At the same time, the questions are usually open so that the participants give a lot of information and the researchers can gather the information according to the research. I did a written interview with an adult student from the ASE Foundation, stating that he was conducting research on teaching English to adult learners, which the student participated gladly. The objective of this instrument is to collect information about the participants and their context. Therefore, this instrument provided me with valuable information for my research and influence on the teaching and learning process.

- b. **Narrative frame:** It is a template where a series of sentences with blank spaces appear about relevant situations. This instrument seeks the respondent to fill in the spaces by writing their experiences and reflections through a coherent story (Barkhuizen et al. (2014. p.45). I made a narrative frame with ideas that arose about the students and my point of view on teaching English as a teacher in training, at the end I completed the narrative frame with some reflections on changes that should be made in future classes so that students can always be motivated to learn English. This instrument was of great help to tell my beginnings as an English teacher for the first time. In addition, through the sentences to fill in I was able to reflect on the process of teaching English to adult students.
- c. **Journals:** It is a notebook where you can write relevant thoughts, wishes, fears, or events, whether of a trip, event or specific moment in life. It is the closest thing to a journal in which you can write every time something significant has happened. I used this instrument at the end of the English class I had with the students, there I wrote the relevant events and challenges that I faced in the course of each class, as well as the fears and insecurities that happened at that time and some reflections on my teaching. I did a journal analysis once the class was over, there I was able to write the reactions and relevant events that occurred during the class through questions that made me reflect on the process of learning and teaching English to adults as an English teacher and student learning according to my methodology.

Chart 1. Narrative frame for data collection

I am an English teacher. The best thing about my teacher training was that _____

_____.

_____. When I first started to teach, _____

_____.

_____. The place where I now teach is _____

_____.

_____. My students are _____

_____.

In my own classroom, I have the power to _____

_____.

_____. Making changes to my teaching practice is something that _____

_____.

_____. This is probably because _____

_____.

_____. In the future, I am going to try to _____

_____.

The following table shows a summary of the data collection instruments applied in the research study and the purposes to be taken into account for the narrative research.

Chart 2. Data collection instruments

Type of narrative	Instruments	Methodological aims and procedure
-------------------	-------------	-----------------------------------

Oral narrative	1. Semi-structured Interviews	1. The interviews were applied to the school coordinator and the students in order to gather their experiences in the process of teaching and learning English.
Written narrative	2. Narrative frame	2. I made a narrative framework to gather the experiences about my pedagogical practice that I have had in the last year as a pre-service English teacher to children and adults.
Multimodal narrative	3. Classes online English activities	3. Lesson plans - Classes through the Jamboard platform. This instrument was useful to enrich my work as an English teacher through the use of new technologies.

Adapted from: (Barkhuizen, Benson and Chick, 2014)

- **Participants**

This study is based mainly on my experience teaching English to adults in an informal institution. This is an autobiographical narrative where I make known through stories about the challenges, I have faced in the field of education teaching English to adult students. Through my experiences, I show relevant situations in the virtual classroom context and some factors that have influenced my development as a future English teacher that was present in the English teaching of adults.

A student of the ASE Adult foundation is the participant of the study, he, in turn, tells his experience in the process of learning English and gives his opinions and points of view about my teaching of a foreign language during the English classes he received Saturdays. Finally, it sought to make visible relevant experiences and challenges that affect the training and professional identity of an English teacher and the aspects that lead to reflection on teaching to adult students of different ages.

Trustworthiness criteria

It is important that the criteria used by the researcher according to the information in the study be truthful, reliable, and credible. The results obtained through this study show the challenges that I faced as a pre-service English teacher in the process of teaching and learning English to adult students in the city of Bogotá. Similarly, (Pilot & Beck, 2014) affirm that reliability refers to the degree of confidence in the data obtained, the interpretation, and the methods which were used to guarantee the quality of a study.

- Through a methodological approach, the data collection established in the narrative inquiry literature is designed and adopted.
- The research is linked in a coherent way with the subproject “Voices of the LLEI: Life stories and experiences of pre-service teachers.”
- It is a narrative investigation about my challenges in the process of teaching and learning English. Therefore, instruments were applied with the aim of interacting with the students

and knowing the perception they had about learning the language and my teaching in an oral and written way.

- Carrying out and planning classes through a virtual platform, gave me enough information to carry out the research.

Section 5. DATA ANALYSIS

5.1 Thematic Analysis

This section focuses on the content of experiences and reflections on my teaching English as a pre-service teacher to adult students. Therefore, through the data collection instruments, four themes emerged that interpret information about the experiences carried out in teaching to adults. The analysis of topics allows grouping topics related to the research into categories which proposes an interpretation and discussion (Barkhuizen, 2015, p.100).

Thus, the question posed in the research responds to the objectives of the thematic analysis. In turn, through the definition of codes that construct "history by themes, which could be divided into sub-themes and categorized according to their relationship or significant pattern" (Barkhuizen, 2020, p.196). Therefore, this study aims to collect data through interviews with students and people who evaluate my teaching of English and through a narrative framework where the thoughts and reflections that arise throughout the teaching and learning process of the

English language are exposed. English and how it has been to face challenges as a pre-service teacher.

I decided to choose thematic analysis because my research project is based on an interpretive paradigm. For this reason, the thematic analysis is completely qualitative and interpretive. With the analysis of the different instruments, I carried out a series of steps or phases which allowed me to become familiar with the data obtained by the instruments. First, Preparation, familiarize me with the collected data and make sense of it according to my research question. Second, organization, which I worked with open coding to create categories and then group all these codes and headings with a common factor that could be headings, patterns, or families. Then, I grouped them in a code that is related to the general description of the research topic through categories. Finally, write the reports of the entire analysis process and results through a detailed analysis of each category, counting on the relevant fragments of the collected data.

5.1.1 Data analysis through interviews semi-structured

This instrument allowed me to collect data on the perception that both my academic coordinator of the university and the students have about my teaching of English. In fact, I established a relationship with the participants, allowing them to express their perceptions about learning English as a foreign language in a virtual way. During each class held over the course of a year, I had the opportunity to develop professionally in a real teaching context and to recognize and reflect on teaching practice in a virtual way. In this way, relevant data was collected on the realities that arise in the students' learning and the perceptions they had about my teaching. Xu

and Zammit (2020) argue that the role of the researcher is to try to construct and interpret realities based on their meanings.

On the other hand, the semi-structured interview that I conducted with a student who perceived my teaching English to adult students was of great value to me, since they saw my role as a pre-service English Teacher in an objective way. A semi-structured interview was conducted where they answered questions based on my teaching English to adults and their learning in class.

Chart 3. Interview an adult English learner

Researcher	¿Cómo describe la enseñanza del inglés de la profesora Yazmin, usted como estudiante de inglés?
Alexander	La profesora Yazmin en sus clases de inglés los sábados utiliza muchas herramientas e imágenes para explicar cada tema , me parece que tiene buenos recursos didácticos para enseñar el inglés. Sin embargo, a veces el tiempo no alcanza y dejamos unas actividades sin realizar .
Researcher	¿Qué percepción tiene sobre las clases de inglés de la profesora Yazmin usted como estudiante?
Alexander	La profesora Yazmin organiza muy bien su clase para cada sábado, ella es muy organizada y sigue al pie de la letra las actividades que realicemos a lo largo de la clase de inglés.
Researcher	Cuénteme sobre una clase de inglés en particular que le haya gustado.
Alexander	Me gustó mucho la clase donde el tema era hacer preguntas “WH Questions” , al final la profesora puso en la pantalla algunas preguntas guía y podíamos preguntarle a cualquiera de nuestros compañeros alguna pregunta . La mayoría de veces al final de cada clase podemos interactuar hablando en inglés con la profesora y los compañeros.

Researcher	Hábleme sobre una clase que le haya parecido no adecuada en cuanto a la guía y enseñanza del inglés a los estudiantes.
Alexander	Hace 15 días tuvimos una clase con muchos inconvenientes pues la profesora tenía problemas con el internet , el tema era pasado simple y pasado continuo. Realmente fue difícil entender porque los ejemplos que nos daba no eran muy claros y al final teníamos muchas dudas y por tiempo no se pudo resolver . Ella también pone ejercicios de práctica en la plataforma del Classroom.
Researcher	¿Qué aspectos relevantes ve en la enseñanza del inglés de la profesora Yazmin?
Alexander	La profesora tiene preparada cada clase y ubica ejercicios de práctica muy adecuado para el tema . Los ejercicios de “listening” son muy interesantes y completar oraciones también.
Researcher	¿Qué aspectos recomendaría mejorar en la enseñanza del inglés a la profesora Yazmin?
Alexander	La profesora Yazmin está realizando una práctica pedagógica en la fundación, pero es muy profesional con los estudiantes y explica los temas de manera que podamos entenderlos por medio de imágenes y ejercicios de práctica .

5.1.2 Data analysis through the narrative frame

Emotions and identities are highly interconnected (Barkhuizen, 2021; Gknou & Miller, 2020; Barkhuizen & Strauss, 2020; Barcelos, 2017), seeing words or gestures in detail can determine in detail changes, reactions, and decisions regarding inquiring who we are, how to perceive the world around us and how we are perceived. Therefore, using writing is an effective way not only to recognize emotions but also to be aware of them. The following table shows different interpretations of emotions according to the basic questions that are related to educational experiences lived with adults.

Chart 4. Narrative framework about the teaching to adults

I am an English teacher. The best thing about my teacher training was	For the following year, the pedagogical practice II was challenging and full of challenges for me who was a teacher of children and adolescents, guided by school curricula and teaching young students. In this practice II I was in charge of adult students between the ages of 39 and 61, with an A2 level of English more or less and who mostly worked and wanted to learn the language with different personal and work objectives.
When I first started to teach, _	It was very frustrating because I did not know a suitable teaching methodology for adults. They were very serious and actually the interaction at the beginning was almost nil. The students were very quiet and serious and I was not really used to that silence. My classes with the young students are active and full of noise and laughter, but with the adults, I discovered that it was totally different. Due to this fact, in the first class I had with them, I realized many situations according to the teaching of English to mature people, therefore, I investigated further how I could improve that teaching and that they feel comfortable learning. . A challenge that I faced in the English class with adults is that they ask about specific things about the topic that is explained, therefore, my task every week was to prepare very well in order to answer all the questions they had for that moment in terms of English topics.
The place where I now teach is	virtual, I had never taught through a screen. Therefore, it is very different, the interaction with the students is limited since they do not turn on the cameras. I literally related them by means of the initial letters of each name and by voice, although sometimes it confused me. Not being able to see the students is very strange and impersonal, on many occasions I insisted that they turn on cameras, but they did not, it is more they never did.
My students are	adult students from 39 to 61 years old, in the first classes they were not so participative but once they were confident, they were very active and asked too much. Therefore, it was necessary to be very well prepared for each class with them, questions like: What is the best way to learn English? Or What would be a trick to differentiate infinitives from gerunds? among other questions that in my experience with young students including my own experience, I had never asked myself. For that reason, each class design had to be prepared for any question.

In the English class, I followed	A specific order of planning began with a warm-up, where I could realize the prior knowledge that the students had on the subject that I was going to explain, then I continued with the explanation of the subject which proposed practice activities improving the four skills of English in the students, they loved that. One teaching technique that I discovered with them through reading in English is that first I read the paragraph in English slowly and then they. Each one read a sentence and gave feedback regarding pronunciation during the following readings, there were fewer and fewer errors. Another teaching strategy was the practice of what was learned at the end of class as the evaluation. I usually wrote guiding questions for students to answer according to the topic they learned. Questions like: Have you seen any good movies lately that you would recommend? I heard information according to statements such as if I feel sad... as a result, the students participated a lot and liked to share their information with their classmates, it was really very gratifying that they put into practice what I had taught them. In the end, my feedback was positive and always encouraging them to investigate and search for meanings. A permanent tool in each class was the virtual dictionary "Word Reference" which they could consult for meaning and reinforce their pronunciation.
Making changes to my teaching practice is something that	It is permanent, in each class, something new happened and knowing my students guided me to carry out the planning following order but also implementing new strategies for teaching English using all existing resources, in this case, virtuality allowed the use of many visual resources and interactive that are innovative for students, in the case of adults it was very popular and the learning results were very good. On the other hand, make changes with those who can be more connected to the issues.
This is probably because	The education modality that has been carried out throughout the pandemic is insufficient in view of the learning needs of the students, perhaps it is more difficult to teach a foreign language remotely, because it is not possible to demonstrate the faults of the student. Each English class is different, each one brings a challenge to face, on the one hand, the students and the need to learn and, on the other hand, the parents who want to fill out a notebook of activities and tasks regardless of whether the children acquire knowledge or not.

In the future, I am going to try to	All the experience of teaching English to adults reinforces the pedagogy that is so important for the teaching of a new language. Plan each class with themes that are appropriate for age and have many practice activities. The experience I had with adults made me reflect that teaching English is different for each student and even more so for adults since they can be serious, but they are very curious and want to learn in a more practical and functional way, taking into account grammar and more in-depth about English as a foreign language. Tensions and lack of experience at the beginning are common but once it is known in a group of students, there is an idea of how to carry out the teaching and be able to share all that knowledge in the best way. However, challenges and challenges will always be present.
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5.1.3 Data analysis through Journal

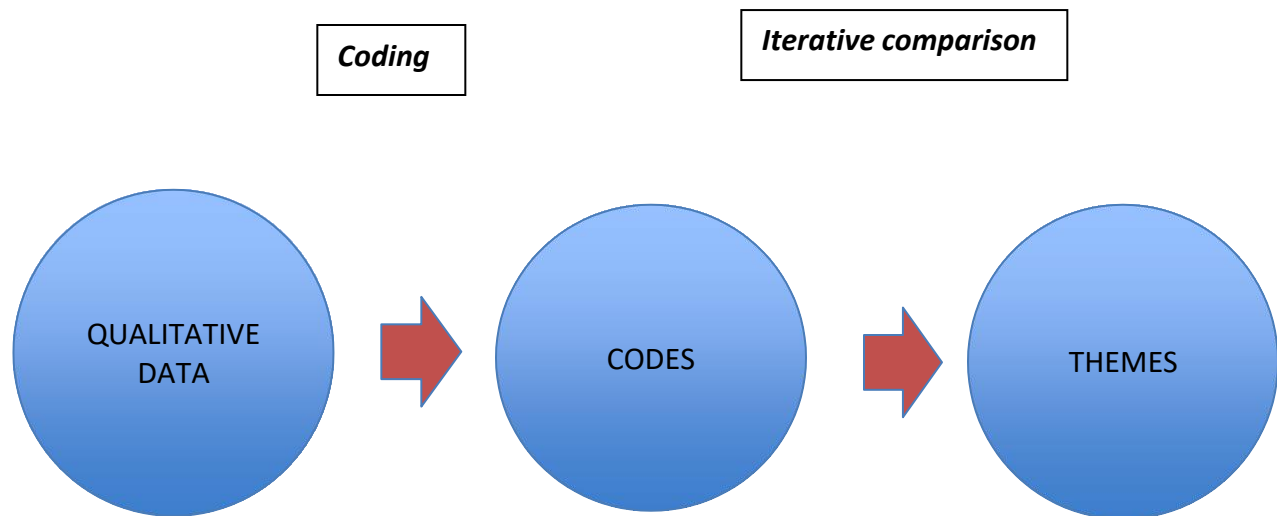
Through this data collection instrument, I asked myself many questions regarding teaching English to adults. From there, many doubts arose, which made me reflect on my pedagogical practice and develop an identity as an English teacher. In addition, thanks to these approaches that emerged throughout each class, they helped me to improve and face the challenges involved in teaching a foreign language to adults. Barkhuizen & Strauss (2020) and Norton (2013) point out that identity is constructed through social interaction, therefore, it also implies what other people see. Developing the role as a pre-service English Teacher in a pedagogical practice context allowed me to assess the educational and learning perception that students have with my teaching of English.

Chart 5. Journal about an English class with adults

Journal - Date: March 6th, 2021 - Course: Basic English class with student Adults	
What did you set out to teach?	Previously, I designed a topic suitable to their level (A2) . In the first meeting, I was with them. I knew their English level was high . For that reason, I always thought of a topic based on improving the four abilities (speaking – listening- reading- writing. For this class, I decided to teach “the preposition of the place” .
Were you able to accomplish your goals?	In this class, I employed several resources such as images, recording, and digital board . At first, students were too shy at the moment to participate , but then everyone said one sentence. I think that I reached the learning outcome since I did all the activities and students were so active and receptive with each explanation , besides they did all the practice exercises. However, there were some students who didn’t participate because they had a lower level than their classmates.
Did students contribute actively to the lesson?	Students contributed actively to activities during the class all time . While there were others who didn’t participate much . Those students were shy and their English level was a little down . However, I did participate too . The plan design is for all students . In the end, those students will appreciate the class and they will reflect on their learning process and the new things they learned .
What satisfaction does language teaching give me?	I must confess at the first I had with them I was too nervous because I had never taught adults , I have always worked with children. In the beginning, I noticed a student who was a little intimidated because he had many questions about anything and he wouldn't allow me to continue the class. That moment was so uncomfortable for me because I didn’t know how to cope with him . During class, that student participated the most in every question, which was upset for other students . In the end, He did understand it and I can follow it with the English class.
What do you think students really learned from the lesson?	The most satisfaction in the English teaching to adult’s students is they say to me that they learned some new and every time is easier to understand the language . I really do those lesson planning taking into account their needs of learning . Also, thinking in the teaching suitable for the age .

What are my limitations present?	one limitation could be the internet connection, sometimes I had it and I lost much time. Another limitation is students don't turn on their cameras, I sometimes feel nobody is listening to the explanation.

5.2 Triangulation of data



The thematic analysis allows us to identify, organize, analyze in detail and provide patterns or themes from a careful reading and rereading of the information collected and thus infer results that promote the adequate understanding and interpretation of the study phenomenon (Braun & Clarke, 2006).

This thematic analysis allowed me to discover through all the analysis of the data the different interpretations and possible themes that arose. Through fragments of qualitative data, relevant information could be obtained, and then a code was named which information was compared over and over again until a pattern related to the code was obtained, obtaining a topic.

Phase	Description of process
1. Familiarizing with the data	-Use of the transcribing process to note down initial ideas. -Read and re-read data to identify ideas
2. Generating initial codes	-Interesting data were highlighted in a systematic way -Data collated and comments tagged
3. Defining and naming interpretive codes for the entire data set into themes.	Collate codes into possible themes with close reference to the research question, gathering relevant data to each possible theme.
4. Identifying patterns across all data to derive themes for the data set.	Cross-check if themes worked in relation to the codes and generate a thematic map of the analysis to address the key areas identified by the research questions.
5. Defining and naming themes	Themes are being refined as the coding process continues.
6. Preparation of a report	- Selection of text fragments with stronger and more powerful examples. - Final analysis of the selected text fragments, related to the previous analyzes according to the research question and the theoretical framework. - Writing an academic report on the analysis.

Adapted from Braun and Clarke, 2006

The triangulation was done systematically and manually. First, through the data collected by the different instruments already mentioned, I highlighted the most relevant information according to the research question, then I printed each one of them and pasted them on the wall. In the end,

some topics and subtopics emerged that led me to the research path. As a result, four categories emerged that are related to the challenges as a pre-service teacher in the process of teaching and learning English to adults in the pedagogical practice II. That information follows an order according to the interpretation of the data collected and corresponds to the stages in which I have taught English to students of different ages.

The process in which the categories are highlighted is shown and the main topics came out as a result.

Table 1

Codification of interviews, narrative frame, journal, and multimodal (Lesson plans)

Participant voice #1	Student adult	
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Researcher Alexander	¿Cómo describe la enseñanza del inglés de la profesora Yazmin, usted como estudiante de inglés? La profesora Yazmin en sus clases de inglés los sábados <i>utiliza muchas herramientas e imágenes para explicar cada tema</i>, me parece que <i>tiene buenos recursos didácticos</i> para enseñar el inglés. Sin embargo, a veces <i>el tiempo no alcanza y dejamos unas actividades sin realizar</i>.	<i>Use of images to explain the topic.</i> <i>Short time to finish the activities.</i>
Researcher Alexander	¿Qué percepción tiene sobre las clases de inglés de la profesora Yazmin usted como estudiante? La profesora Yazmin <i>organiza muy bien su clase</i> para cada sábado, ella es muy organizada y <i>sigue al pie de la letra las actividades para que realicemos</i> a lo largo de la clase de inglés.	<i>Order in class planning.</i> <i>Step-by-step follow-up on the activities to be carried out.</i>

Researcher Alexander	Cuénteme sobre una clase de inglés en particular que le haya gustado. Me gustó mucho la clase donde el tema era hacer preguntas “WH Questions”, al final la profesora puso en la pantalla algunas preguntas guía y podíamos preguntarle a cualquiera de nuestros compañeros alguna pregunta. La mayoría de veces al final de cada clase podemos interactuar hablando en inglés con la profesora y los compañeros.	<i>Interest to ask about topic.</i> <i>Questions Guide for easy understanding.</i> <i>Interaction both Teacher and classmates.</i>
Researcher Alexander	Hábleme sobre una clase que le haya parecido no adecuada en cuanto a la guía y enseñanza del inglés a los estudiantes. Hace 15 días tuvimos una clase con muchos inconvenientes pues a la profesora tenía problemas con el internet, el tema era pasado simple y pasado continuo. Realmente fue difícil entender porque los ejemplos que nos daba no eran muy claros y al final teníamos muchas dudas y por tiempo no se pudo resolver. Ella también pone ejercicios de practica en la plataforma del Classroom.	<i>Sometimes low connectivity with the Internet.</i> <i>Some confusion with examples given about topic.</i> <i>Practice exercises in the virtual platform.</i>
Researcher Alexander	¿Qué aspectos relevantes ve en la enseñanza del inglés de la profesora Yazmin? La profesora tiene preparada cada clase y ubica ejercicios de práctica muy adecuado para el tema. Los ejercicios de “listening” son muy interesantes y completar oraciones también.	<i>Classes prepared in advance.</i> <i>Practice exercise according to your age.</i>
Researcher Alexander	¿Qué aspectos recomendaría mejorar en la enseñanza del inglés a la profesora Yazmin? La profesora Yazmin está realizando una práctica pedagógica en la fundación, pero es muy profesional con los estudiantes y explica los temas de manera que podamos entenderlos por medio de imágenes y ejercicios de práctica.	<i>Pedagogical practice in a foundation.</i> <i>Explanation of Topics in a clear and specific way.</i>

		<i>Too many learning resources like images and practice exercises.</i>
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Table 2

Participant voice #2	Journal	
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Researcher	What did you set out to teach? Previously, I designed a topic suitable to their level (A2). In the first meet, I had with them. I knew their English level was high. For that reason, I always thought of a topic based on improving the four abilities (speaking – listening- reading- writing. For this class, I decided to teach “the preposition of the place”.	<i>Planning according to the level of English. (CEFR)</i> <i>Improvement of English skills.</i>
Researcher	Were you able to accomplish your goals? In this class, I employed several resources such as images, recording, and digital board. At first, students were too shy to participate, but then everyone said one sentence. I think that I reached the learning outcome since I did all the activities and students were so active and receptive with each explanation, besides they did all the practice exercises. However, there were some students who didn’t participate because they had a lower level than their classmates.	<i>Didactics resources for learning English.</i> <i>Shy students participate in class.</i> <i>Achieve the proposed outcomes</i> <i>Students are receptive to explanations about the topic.</i> <i>Some learners feel embarrassed to</i>

		<i>participate in class.</i>
Researcher	Did students contribute actively to the lesson? Students contributed actively to activities during the class all time. While there were others who didn't participate much. Those students were shy and their English level was a little down. However, I did they will participate too. The plan design is for all students. In the end, those students will appreciate the class and they will reflect on their learning process and the new things they learned.	<i>Active participation in class.</i> Perception of low English level in some students. Encourage them to participate in class. <i>The lesson plans are designed for all students.</i> <i>Reflection about the English learning process.</i>
Researcher	What satisfaction does language teaching give me? I must confess at the first I had with them I was too nervous because I had never taught adults, I have always worked with children. In the beginning, I noted a student was a little intimidated because he had many questions about anything and he didn't allow me to continue the class. That moment was so uncomfortable for me because I didn't know how to cope with him. During class, that student was the most participated in every question, which was upsetting for other students. In the end, He did understand it and I can follow it with the English class.	<i>Feeling nervous about learning English to adults.</i> <i>Students makes many questions.</i> <i>To face different situations in each class.</i>
Researcher	What do you think students really learned from the lesson? The most satisfaction in the English teaching to adult's students is they say to me that they learned some new and every time is easier to understand the language.	<i>Learning new vocabulary in English.</i>

	I really do those lesson planning taking into account their needs of learning. Also, thinking in the teaching is suitable the age.	<i>Facility in learning of target language.</i> <i>Keeping mind of need learning</i> <i>Teaching English according to age.</i>
Researcher	What are my limitations at present? one limitation could be the internet connection, sometimes I had it and I lost much time. Another limitation is students don't turn on their cameras, I sometimes feel nobody is listening to the explanation.	<i>Limitations with internet connectivity.</i> <i>Students don't turn on the cameras.</i> Feeling that no one is listening to the explanation.

Table 3

Participant voice #3	Narrative frame	
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I am an English teacher. The best thing about my teacher training was...	For the following year, the pedagogical practice II was challenging and full of challenges for me who was a teacher of children and adolescents, guided by school curricula and teaching young students. In this practice II I was in charge of adult students between the ages of 39 and 61, with an A2	Full of challenges and challenges of teaching English Informal education school curriculum
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	level of English more or less and who mostly worked and wanted to learn the language with different personal and work objectives.	Teaching English to Adult Learners for Different Purposes
When I first started to teach, _	it was very frustrating because I did not know a suitable teaching methodology for adults. They were very serious and actually the interaction at the beginning was almost nil. The students were very quiet and serious and I was not really used to that silence, my classes with the young students are active and full of noise and laughter, but with the adults, I discovered that it was totally different. Due to this fact, in the first class I had with them, I realized many situations according to the teaching of English to mature people, therefore, I investigated further how I could improve that teaching and that they feel comfortable learning. A challenge that I faced in the English class with adults is that they ask about specific things about the topic that is explained, therefore, my task every week was to prepare very well in order to answer all the questions they had for that moment in terms of English topics.	English teaching frustration due to lack of experience Little communicative interaction with students Reflection on the process of teaching English to adults Previous research in class planning. During the classes, the students had many questions
The place where I taught was	virtual, I had never taught through a screen. Therefore, it is very different, the interaction with the students is limited since they do not turn on the cameras, I literally related them by means of the initial letters of each name and by	Teaching English through a platform Educational transformation process Recognition of students through voice

	voice, although sometimes it confused me. Not being able to see the students is very strange and impersonal, on many occasions I insisted that they turn on cameras, but they did not, it is more they never did.	
My students are...	adult students from 39 to 61 years old, in the first classes they were not so participative but once they were confident, they were very active and asked too much. Therefore, it was necessary to be very well prepared for each class with them, questions like: What is the best way to learn English? Or What would be a trick to differentiate infinitives from gerunds? among other questions that in my experience with young students including my own experience, I had never asked myself. For that reason, each class design had to be prepared for any question.	Low participation in class Research possible questions about English Previous planning according to your age.
In my English class, I followed...	A specific order of planning began with a warm-up, where I could realize the prior knowledge that the students had on the subject that I was going to explain, then I continued with the explanation of the subject which proposed practice activities improving the four skills of English in the students, they loved that. One teaching technique that I discovered with them through reading in English is that first I read	Application of a warm-up to validate previous knowledge Track class lessons in order Strengthen the four skills of English New techniques for teaching adults

	the paragraph in English slowly and then they. Each one read a sentence and gave feedback regarding pronunciation during the following readings, there were fewer and fewer errors. Another teaching strategy was the practice of what was learned at the end of class as the evaluation. He usually wrote guiding questions for students to answer according to the topic they learned. Questions like: Have you seen any good movies lately that you would recommend? I heard information according to statements such as if I feel sad... as a result, the students participated a lot and liked to share their information with their classmates, it was really very gratifying that they put into practice what I had taught them. In the end, my feedback was positive and always encouraging them to investigate and search for meanings. A permanent tool in each class was the virtual dictionary "Word Reference" which they could consult for meaning and reinforce their pronunciation.	Guiding questions to motivate them to participate in class Interaction between student-teacher Use of digital tools to reinforce pronunciation
Making changes to my teaching practice is something that	It is permanent, in each class, something new happened and knowing my students guided me to carry out the planning following order but also implementing new strategies for teaching English using all existing resources, in this case, virtuality allowed the use of many visual resources and interactive that are innovative for	Get to know the students before planning the lesson Implement English teaching strategies with technological resources

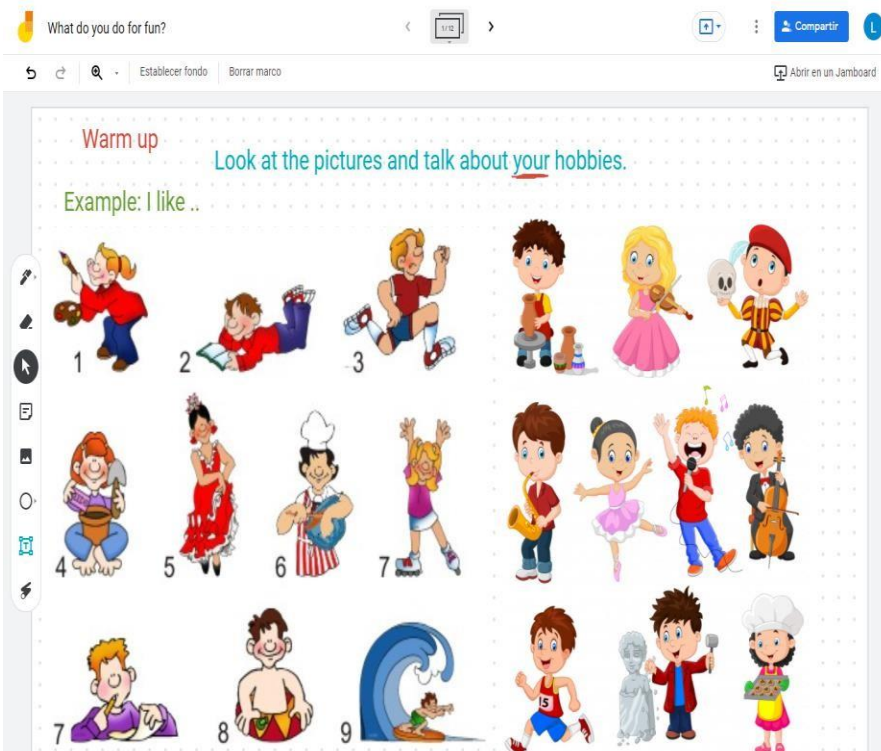
	students, in the case of adults it was very popular and the learning results were very good. On the other hand, make changes with those who can be more connected to the issues.	
This is probably because	The education modality that has been carried out throughout the pandemic is insufficient in view of the learning needs of the students, perhaps it is more difficult to teach a foreign language remotely, because it is not possible to show the faults that the student. Each English class is different, each one brings a challenge to face, on the one hand, the students and the need to learn and, on the other hand, the parents who want to fill out a notebook of activities and tasks regardless of whether the children acquire knowledge or not.	Virtuality reduces English learning Student's learning needs are not visible Each English class must face a different challenge Need to learn due to circumstances.
In the future, I am going to try to	All the experience of teaching English to adults reinforces the pedagogy that is so important for the teaching of a new language. Plan each class with themes that are appropriate for age and have many practice activities. The experience I had with adults made me reflect that teaching English is different for each student and even more so for adults since they can be serious, but they are very curious and want to learn in a more practical and functional way, taking into account grammar and more in-depth about English as a foreign language. Tensions and lack of experience at the beginning are	Reflect on each lesson plan Take into account didactics and motivation in learning activities The English learning process is different for every age Teaching through practical and functional activities Lack of experience teaching English to adults

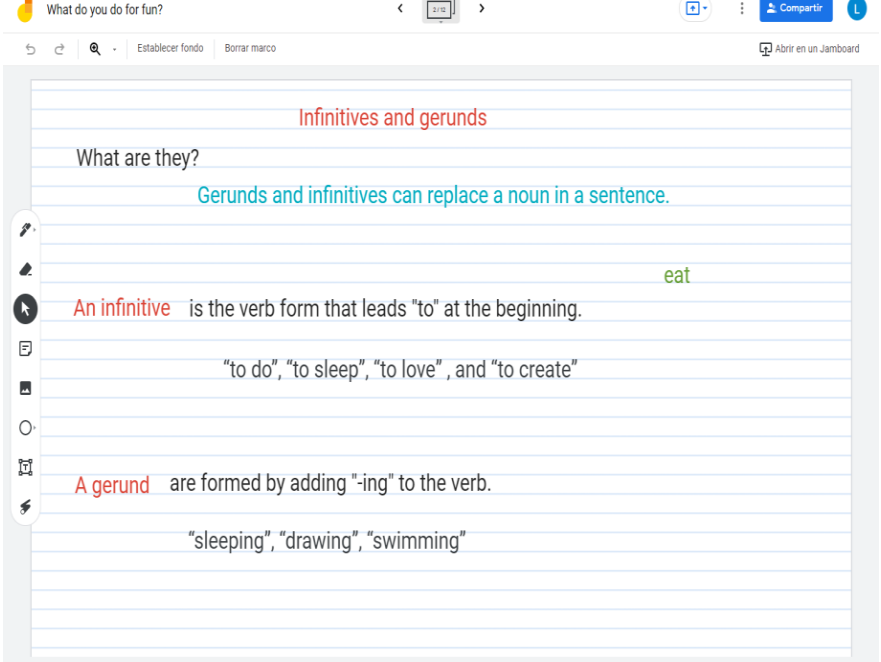
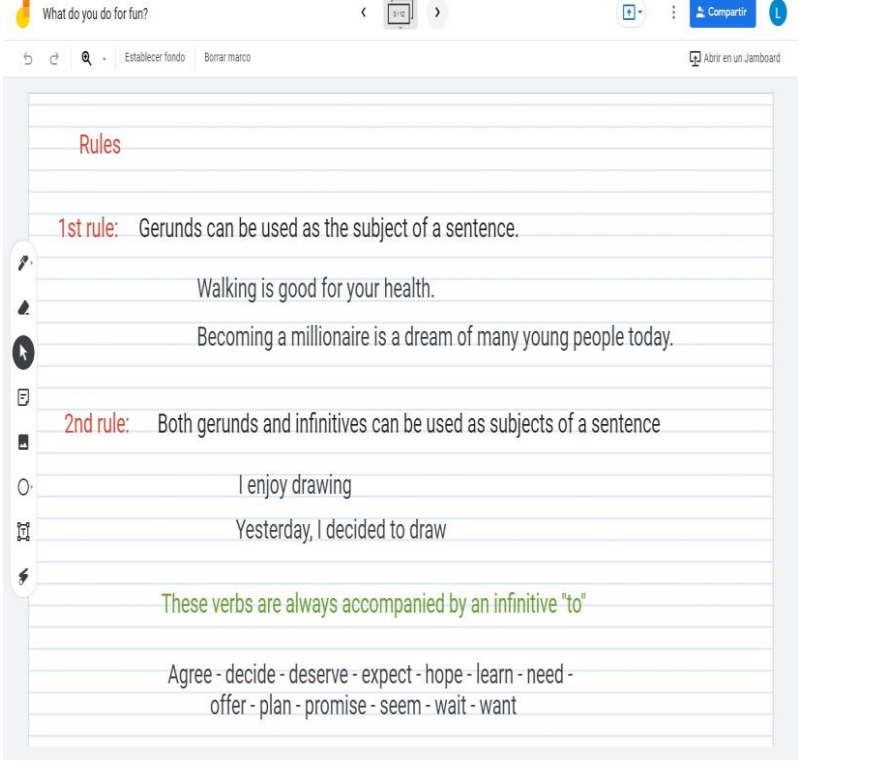
	common but once it is known in a group of students, there is an idea of how to carry out the teaching and be able to share all that knowledge in the best way. However, challenges and challenges will always be present.	Challenges and permanent challenges in the teaching process with adults
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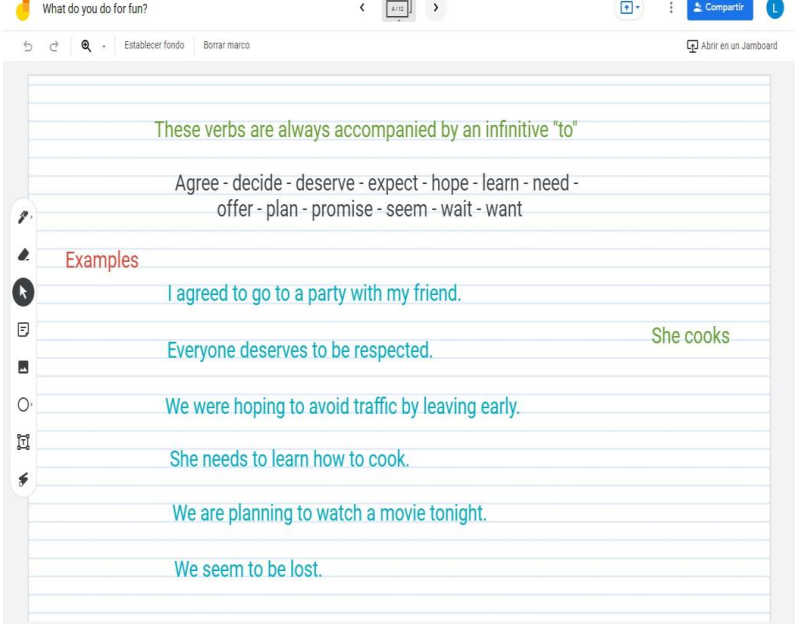
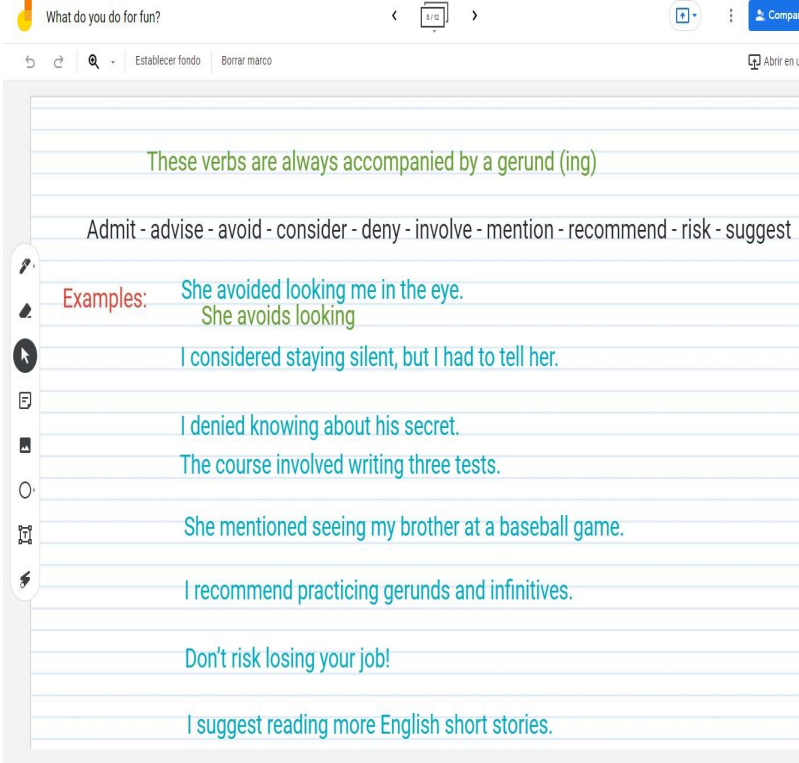
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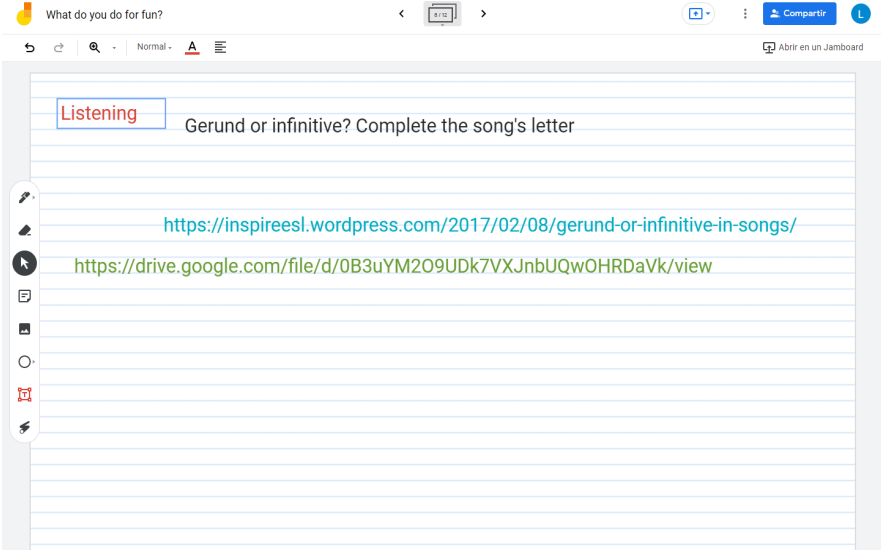
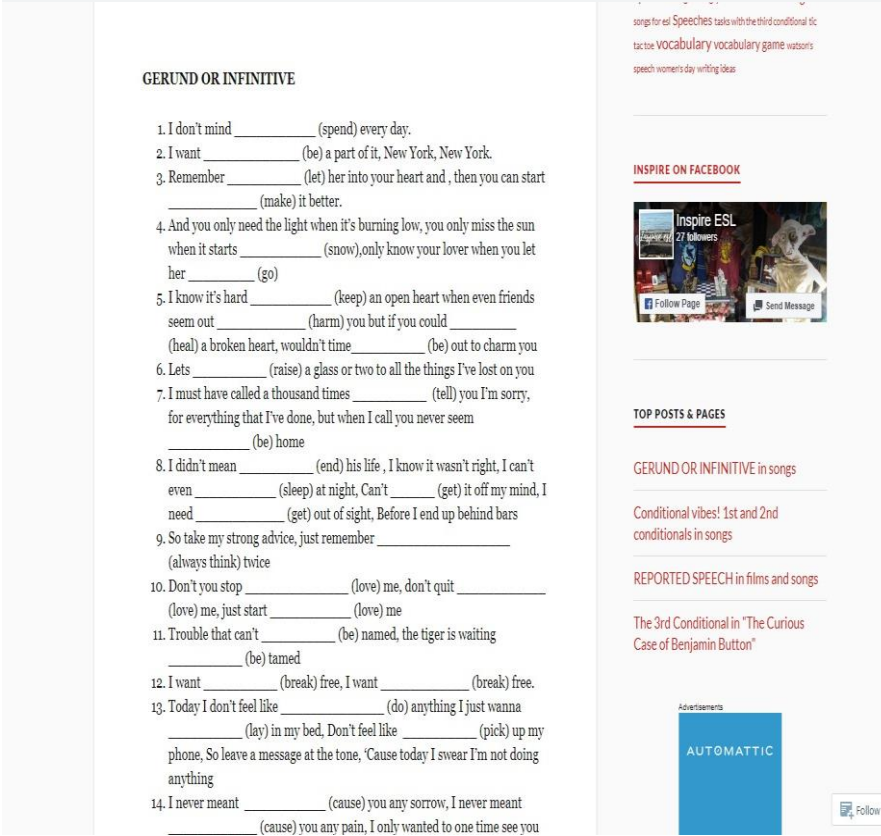
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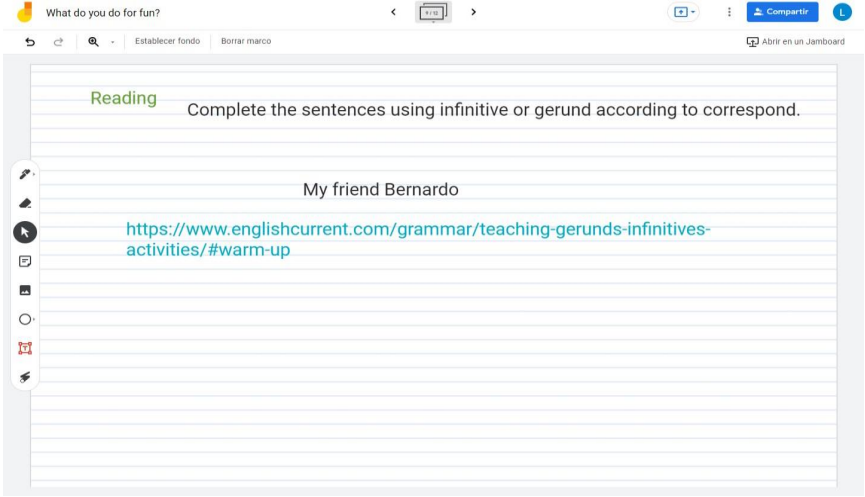
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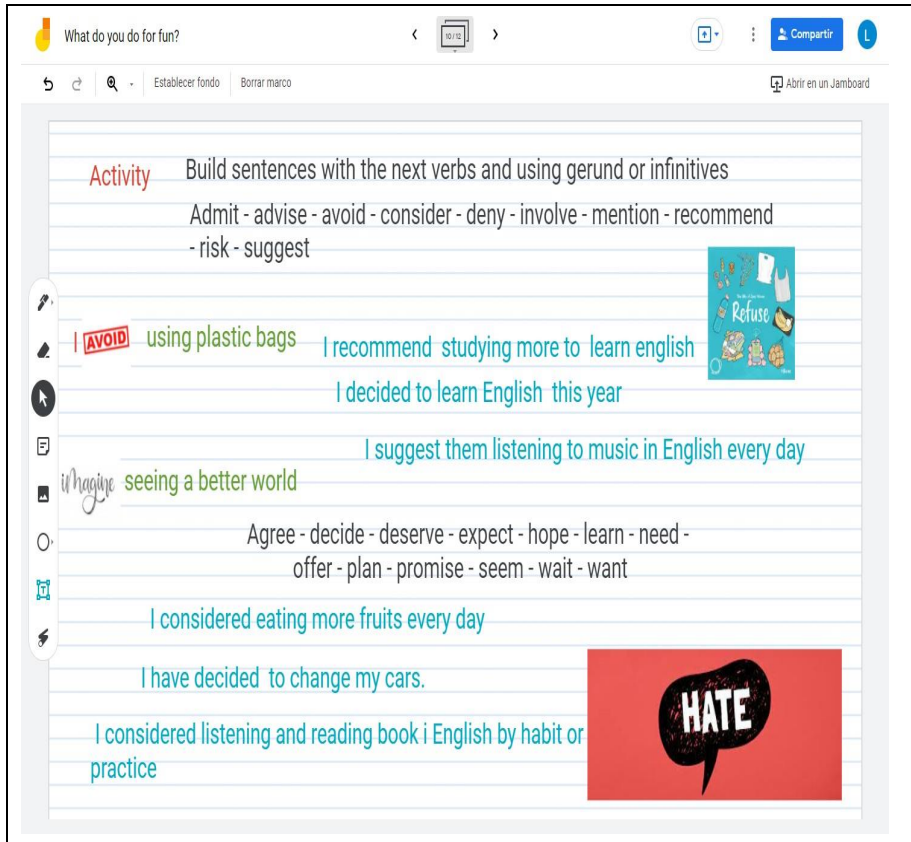
Participant Voice 4: Digital Whiteboard (Jamboard)	
	Question-related to the topic of the class Prior knowledge test Pictures about hobbies along with a guiding sentence

 The screenshot shows a digital whiteboard with the title "What do you do for fun?". The content includes: Infinitives and gerunds (in red) - What are they? - Gerunds and infinitives can replace a noun in a sentence. (in blue) An infinitive is the verb form that leads "to" at the beginning. (in red). Example: "to do", "to sleep", "to love", and "to create" (in green). Example verb: "eat" (in green). A gerund are formed by adding "-ing" to the verb. (in red). Examples: "sleeping", "drawing", "swimming" (in green).	Explanation of the topic clearly Examples of gerunds and infinitives An interactive and attractive platform for students
 The screenshot shows a digital whiteboard with the title "What do you do for fun?". The content includes: Rules (in red) 1st rule: Gerunds can be used as the subject of a sentence. (in red). Examples: "Walking is good for your health." and "Becoming a millionaire is a dream of many young people today." 2nd rule: Both gerunds and infinitives can be used as subjects of a sentence (in red). Examples: "I enjoy drawing" and "Yesterday, I decided to draw" - These verbs are always accompanied by an infinitive "to" (in green). List: Agree - decide - deserve - expect - hope - learn - need - offer - plan - promise - seem - wait - want	Rules used for the use of gerunds and infinitives. List of some common gerunds Use of colors for explanation and examples.

 What do you do for fun? These verbs are always accompanied by an infinitive "to" Agree - decide - deserve - expect - hope - learn - need - offer - plan - promise - seem - wait - want Examples I agreed to go to a party with my friend. Everyone deserves to be respected. She cooks We were hoping to avoid traffic by leaving early. She needs to learn how to cook. We are planning to watch a movie tonight. We seem to be lost.	Reinforcement of the topic with exercises on infinitives Use of everyday examples. Students' questions about grammar rules
 What do you do for fun? These verbs are always accompanied by a gerund (ing) Admit - advise - avoid - consider - deny - involve - mention - recommend - risk - suggest Examples: She avoided looking me in the eye. She avoids looking I considered staying silent, but I had to tell her. I denied knowing about his secret. The course involved writing three tests. She mentioned seeing my brother at a baseball game. I recommend practicing gerunds and infinitives. Don't risk losing your job! I suggest reading more English short stories.	Practice exercises using examples with gerunds Explanation about verb tenses and use of gerunds Striking colors for every theme

	Improved listening skills Use of web pages where they have practical listening exercises
	Complete the lyrics of the song heard Songs that are hit worldwide Students sing the entire sentence Students listen carefully to fill in the blanks.
	Improved writing skill

	Use of web pages according to the theme
Story #1: Verb + Gerund or Infinitive? (+ Cloze Paragraph) My friend Bernardo liked <u>to eat</u> McDonald's hamburgers. But he had a problem. He was gaining weight. He decided <u>to go</u> on a diet. He stopped <u>eating</u> fast food and started <u>buying</u> more fruit and vegetables. After a month, he had lost a few pounds. But he wanted <u>to lose</u> more. I suggested <u>joining</u> a gym. Bernardo disliked <u>exercising</u>, but he agreed <u>to try</u> it. Now he exercises every day and he looks better. He's looking forward <u>to losing</u> more weight. My friend Bernardo liked _____ (eat) McDonald's hamburgers. But he had a problem. He was gaining weight.. He decided _____ (go) on a diet. He stopped _____ (eat) fast food and started _____ (buy) more fruit and vegetables. After a month, he had lost a few pounds. But he wanted _____ (lose) more. I suggested _____ (join) a gym. Bernardo disliked _____ (exercise), but he agreed _____ (try) it. Now he exercises every day and he looks better. He's looking forward _____ (lose) more weight. Story #2 [Easier]: Verb + Gerund or Infinitive? (+ Cloze Paragraph) My friend Bernardo enjoys <u>cooking</u>. He also really likes <u>eating</u>. But one month ago, his girlfriend told him <u>to lose</u> weight, so he decided <u>to join</u> a gym. In the beginning, it was difficult <u>to go</u> regularly. He tried <u>to go</u> every day, but sometimes he forgot <u>to go</u>. Yesterday, he drank beer with me instead of <u>exercising</u>. He prefers <u>drinking</u> alcohol <u>to lifting</u> weights, of course. His girlfriend called him when we were at the pub. He stopped <u>drinking</u> his beer <u>to answer</u> the phone. He promised <u>to be</u> home by 10 p.m. However, we kept <u>drinking</u> until we ran out of money.	Reading where there are highlighted words on the topic Students read and then compare the information taken from: https://www.englishcurrent.com/grammar/teaching-gerunds-infinitives-activities/

 The screenshot shows a Jamboard interface with a title bar at the top that says "What do you do for fun?". Below the title bar is a toolbar with icons for undo, redo, search, and other functions. The main area of the Jamboard contains the following text: Activity Build sentences with the next verbs and using gerund or infinitives Admit - advise - avoid - consider - deny - involve - mention - recommend - risk - suggest AVOID using plastic bags I recommend studying more to learn english I decided to learn English this year I suggest them listening to music in English every day seeing a better world Agree - decide - deserve - expect - hope - learn - need - offer - plan - promise - seem - wait - want I considered eating more fruits every day I have decided to change my cars. I considered listening and reading book i English by habit or practice There are two images on the Jamboard: one showing a person refusing a plastic bag with the word "Refuse" and another showing a speech bubble with the word "HATE".	Oral production using gerunds and infinitives Images related to the topic Students write their sentences on the Jam board platform Interactivity both students and teacher
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LESSON PLAN FORMAT 2021-1

Lesson Number: (From 7-12)

Institution: Fundación Alianza Social Educativa (ASE)

Pre-service teacher's name: Ligia Yazmin Romero Fernández

Grade/ Level: Basic English I (A2) Adults from 39 – 61 years old

Date of implementation: Saturday, April 24th - Duration: Two hours

Learning outcomes:

• **Pragmatic:**

At the end of the lesson, students will be able to talk about actions they carry out through some images.

• **Linguistic:**

The students will be able to recognize some verbs that take gerunds and infinitives in written sentences.

What do you do for fun?

Warm up: Look at the pictures and talk about your hobbies.

Procedure

By means of some images located on the board, each student must say what hobbies they practice or what they like to do. Then the meaning of each verb is indicated.

Time

5 minutes

Stage 1: Infinitives and gerunds

Procedure

The explanation and differences of both the gerund and the infinitive verbs are carried out. In addition, some examples are shown on the screen. Students complete some examples.

Time

15 minutes

Stage 2: Rule's gerunds and infinitives

Procedure

Three basic rules for using gerunds and infinitives in sentences are explained. Students are taught its uses and the differences it has in prayer. Verbs that are accompanied by a gerund or an infinitive are displayed on the screen. Students must complete sentences. Rule by rule is reviewed and students take note of the verbs. Each student must complete at least one practice exercise.

Time

25 minutes

She avoided _____ (tell) him about her plans.

He enjoys _____ (have) a bath in the evening.

I am learning _____ (speak) English.

She helped me _____ (carry) my suitcases.

I've finished _____ (cook) - come and eat!

He decided _____ (study) biology.

She agreed _____ (bring) the pudding to the dinner.

We hope _____ (visit) Amsterdam next month.

Specific objectives according to both the pragmatic and linguistic learning outcomes.

Title of the topic to be discussed in English

Students' prior knowledge activity on the topic to be covered

The lesson plan divided into stages in a specific order

Explanation of the topic, taking into account grammatical aspects and rules of English

Stage 3: Let's listening songs	
Procedure Gerund or infinitive? Complete the song's letter Each student must complete at least one practice exercise. The students listen to a fragment of songs, then the students must fill in the blanks taking into account that if they are gerunds or infinitives that are accompanied by the verb. https://inspireesl.wordpress.com/2017/02/08/gerund-or-infinitive-in-songs/ https://drive.google.com/file/d/0B3uYM2O9UDk7VXJnbUQwOHRDaVk/view	Time 20 minutes
Stage 4: Reading Complete the sentences using infinitive or gerund according to correspond. My friend Bernardo Each student reads at least one paragraph by filling in the blanks. https://www.englishcurrent.com/grammar/teaching-gerunds-infinitives-activities/#warm-up	20 minutes
Assessment and evaluation Build sentences with the next verbs and using gerund or infinitives. Students must say sentences using the verbs seen in class and using the gerunds or infinitives as appropriate. Some pictures and examples are shown on the screen as a guide. Example: I imagine seeing a better world. I avoid eating fast salty food. I refuse to use plastic bags.	
Resources Images: related to hobbies. Listening: https://inspireesl.wordpress.com/2017/02/08/gerund-or-infinitive-in-songs/ https://drive.google.com/file/d/0B3uYM2O9UDk7VXJnbUQwOHRDaVk/view Reading: https://www.englishcurrent.com/grammar/teaching-gerunds-infinitives-activities/#warm-up Jamboard: https://jamboard.google.com/d/1AiGNJnshIWJXxeHSTbu4gqwf160zKm9WS6ilhCtFUo/viewer?f=0	

Improved listening and writing skills through hands-on activities

The assessment consists of performing an oral production based on your environment

The teacher gives some guiding examples

Thematic analysis 1

The instruments used during the research were semi-structured interviews, a narrative framework, and a journal about the English classes. These instruments allowed me to gather information about the experiences of the teaching and learning process of English to adults. According to (Xu & Zammit, 2020) the researcher plays in constructing and interpreting realities from meanings. The data were coded, one part systematically and the other manually, which identified relevant fragments of the narrative and interviews. During the coding process, work is carried out systematically, taking into account the guidelines suggested by Braun and Clarke (2006).

1. A large part of patterns is encoded in the information
2. Relevant information is incorporated into each code so that context perspective is not lost.
3. The text fragments can coincide more than once in the codes.

I did the coding inductively, which, starting from the data without previous coding, I was able to reanalyze the data in the fragments and direct it to the investigation. In addition, with the emerging results, I provided a broader vision regarding the teaching of English in the two contexts, one in pedagogical practice.

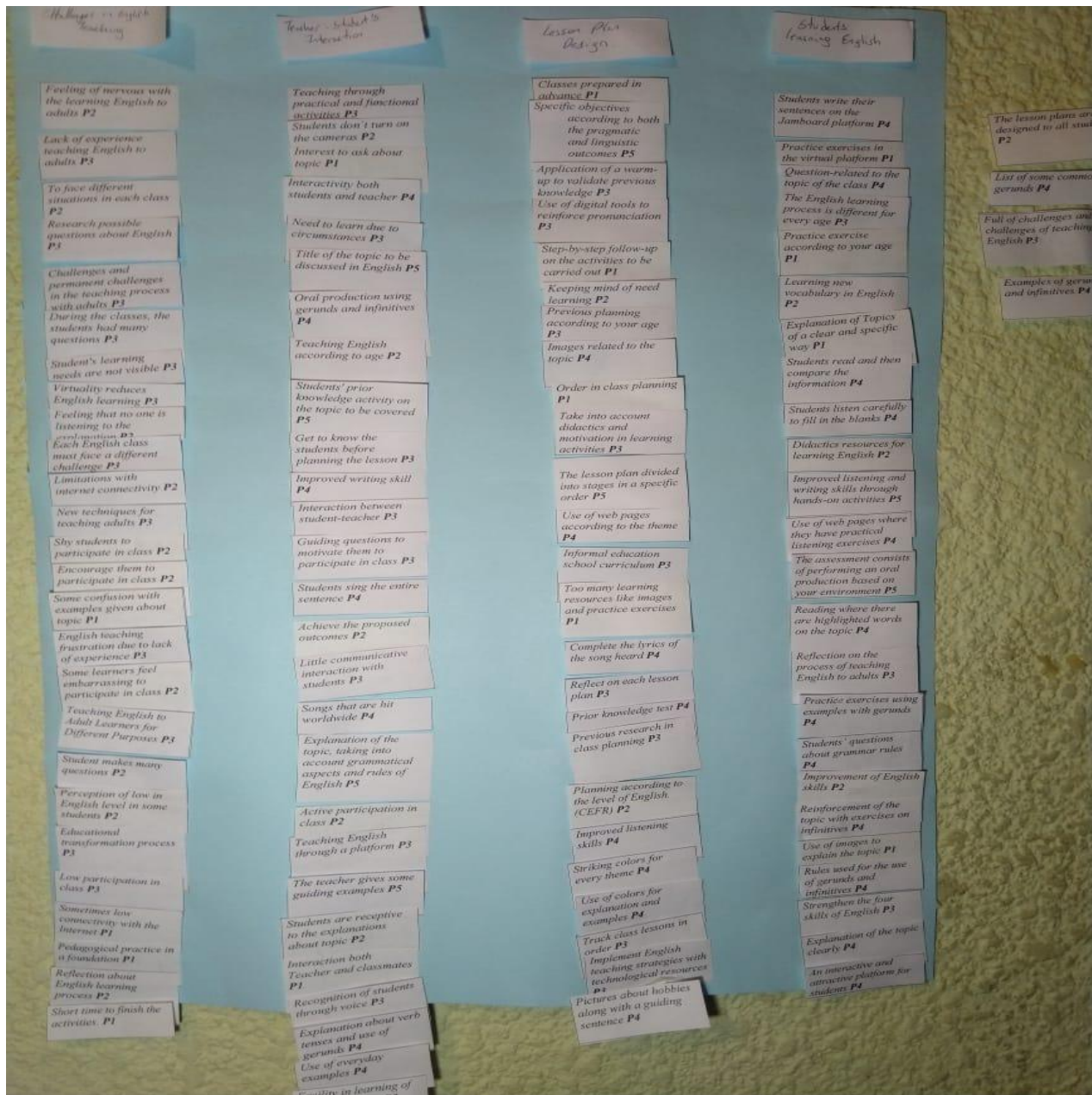
Through the theme of analysis of the instruments used first, four categories emerged that are related to the research. The process by which I determined these categories was to gather relevant patterns that emerged according to the teaching of English to children and adults.

Therefore, once I had highlighted relevant data given by the participants (tables 1 to 7), I performed the thematic analysis according to the data collected. Then I printed that information, cut it out, and then pasted it on the wall keeping in mind some patterns (picture 1). Thus, four categories emerged:

1. Challenges in English Teaching
2. Teacher-student's interaction
3. Lesson plans design
4. Students learning English

It should be noted that again I read the fragments that I deduced from the collected data and then began to paste them one by one taking into account the relevant pattern. For example, for the first category "challenges in English teaching," *I took into account those difficulties that arose in the process of teaching English. Feeling nervous about teaching English to adults, new techniques for teaching adults, and Lack of experience teaching English to adults.* Secondly, *improving writing skills, such as reinforcement of the topic with exercises, improved listening and writing skills through hands-on activities, explanation of topics in a clear and specific way.* Third, *teaching English through a platform, as well as, the teacher gives some guiding examples, use of images for explaining the topic, use of web pages according to the theme, and so on.* The colors represent the participants from whom the data was collected (*chart 3*). Below there is evidence of how the data analysis was done first.

Picture 1



Transcription

Challenges in English Teaching	Teacher-students interaction	Lesson plan design	Students learning English
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Feeling of nervous with the learning English to adults. P2	Teaching through practical and functional activities P3	Classes prepared in advance P1	Students write their sentences on the Jam board platform P4
Lack of experience teaching English to adults P3	Student's don't turn on the cameras P2	Specific objectives according to both the pragmatic and linguistic learning outcomes P5	Practice exercises in the virtual platform P1
To face different situations in each class. P2	Interest to ask about topic P1	Application of a warm-up to validate previous knowledge P3	Question-related to the topic of the class P4
Research possible questions about English P3	Interactivity both students and teacher P4	Use of digital tools to reinforce pronunciation P3	The English learning process is different for every age P3
Challenges and permanent challenges in the teaching process with adults P3	Need to learn due to circumstances P3	Step-by-step follow-up on the activities to be carried out P1	Practice exercise according to your age P1
During the classes, the students had many questions P3	Title of the topic to be discussed in English P5	Keeping mind of need learning P2	Learning new vocabulary in English P2
Student's learning needs are not visible P3	Oral production using gerunds and infinitives P4	Previous planning according to your age P3	Explanation of Topics of a clear and specific way P1
Virtuality reduces English learning P3	Teaching English according to age P2	Images related to the topic P4	Students read and then compare the information P4
Feeling that no one is listening to the explanation P2	Students' prior knowledge activity on the topic to be covered P5	Order in class planning P1	Students listen carefully to fill in the blanks P4
Each English class must face a different challenge P3	Get to know the students before planning the lesson P3	Take into account didactics and motivation in learning activities P3	Didactics resources for learning English P2
Limitations with internet connectivity P2	Improved writing skills P4	The lesson plan is divided into stages in a specific order P5	Improved listening and writing skills through hands-on activities P5
New techniques for teaching adults P3	Interaction between student-teacher P3	Use of web pages according to the theme P4	Use of web pages where they have practical listening exercises P4
Shy students to participate in class P2	Guiding questions to motivate them to participate in class P3	Informal education school curriculum P3	The assessment consists of performing an oral production based on your environment P5
Encourage them to participate in class P2	Students sing the entire sentence P4	Too many learning resources like images and practice exercises P1	Reading where there are highlighted words on the topic P4

English teaching frustration due to lack of experience P3	Achieve the proposed outcomes P2	Complete the lyrics of the song heard P4	Reflection on the process of teaching English to adults P3
Some learners feel embarrassing to participate in class P2	Little communicative interaction with students P3	Reflect on each lesson plan P3	Practice exercises using examples with gerunds P4
Teaching English to Adult Learners for Different Purposes P3	Songs that are hit worldwide P4	Prior knowledge test P4	Students' questions about grammar rules P4
Student makes many questions P2	Explanation of the topic, taking into account grammatical aspects and rules of English P5	Planning according to the level of English. (CEFR) P2	Improvement of English skills P2
Perception of low in English level in some students P2	Active participation in class P2	Improved listening skills P4	Reinforcement of the topic with exercises on infinitives P4
Educational transformation process P3	Teaching English through a platform P3	Striking colors for every theme P4	Use of images to explain the topic P1
Low participation in class P3	The teacher gives some guiding examples P5	Use of colors for explanation and examples P4	Rules used for the use of gerunds and infinitives P4
Sometimes low connectivity with the Internet P1	Students are receptive to the explanations about topic P2	Track class lessons in order P3	Strengthen the four skills of English P3
Pedagogical practice in a foundation P1	Interaction both Teacher and classmates P1	Implement English teaching strategies with technological resources P3	Explanation of the topic clearly P4
Reflection about English learning process P2	Recognition of students through voice P3	Pictures about hobbies along with a guiding sentence P4	An interactive and attractive platform for students P4
Short time to finish the activities P1	Explanation about verb tenses and use of gerunds P4	The lesson plans are designed to all students P2	
Some confusion with examples given about topic P1	The facility in learning of target language P2		
	Questions Guide for easy understanding P1		
	Use of everyday examples P4		

Chart #3. Participant's voice

P1	<i>Interview with an adult student</i>
P2	<i>Journal</i>
P3	<i>Narrative frame</i>
P4	<i>Digital whiteboard</i>
P5	<i>Lesson plan adult</i>

Thematic analysis 2

With the first thematic analysis that I carried out, I realized some categories that were similar, for this reason, I decided to make a table again where I further merged the patterns and four categories emerged that point to my research. The information that I pasted on the wall does not have colors, only when I organized it systematically, I assigned the colors to them. First, yellow, *little experience: Beginning to teach English to students*, this category arose according to the identity that I have as a pre-service English teacher where I highlighted the lack of experience in the field of teaching English to adults, as well as facing different challenges in the classroom. Second, green, *Teacher – students' interaction: Improving participation and interest in English classes*, this category results from the English learning needs of students according to their age and how to achieve their interest and attention both teaching and learning a foreign language. Third, purple *lesson plan design: teaching English according to their age*, this category is very important since through the design of the classes I reflected on the teaching of English to and adult students, therefore, each class planning had a previous investigation according to their learning needs and my growth as an English teacher. Finally, blue, *building methodology and*

teaching English: designing didactic classes, Unquestionably, this category made my teaching of English relevant since I had some knowledge regarding the management of virtuality due to my study at the university, but it is totally different when it is used to teach English, there were many challenges for each English class with them. I have investigated previously about playful teaching to every class was attractive and interesting. Thus, I represent the aforementioned categories with four colors, where I show the process below.

Main categories

- Little experience: beginning to teach English to students
- Teacher -students' interaction: improving participation and interest in English classes
- Building methodology and teaching English: designing didactic classes

● Initial themes that frame the research study

Chart 4. Interpreting data from themes to emerging sub-themes

Main Theme	Categories	Evidence from data collection	Emerging sub-themes
-Little experience: beginning to teach English to students	● Challenges in English teaching	it was very frustrating because I did not know a suitable teaching methodology for adults. (Participant voice, lesson plan adult) I must confess at the first I had with them I was too nervous because I had never taught adults, I have always worked with children. (Participant voice, journal)	English teaching frustration due to lack of experience <i>Feeling of nervous with the learning English to adults.</i>

		I faced in the English class with adults is that they ask about specific things about the topic that is explained. (Participant voice, narrative frame) Realmente fue difícil entender porque los ejemplos que nos daba no eran muy claros y al final teníamos muchas dudas y por tiempo no se pudo resolver. (Participant voice, interview student adult) Tensions and lack of experience at the beginning are common but once it is known in a group of students, there is an idea of how to carry out the teaching and be able to share all that knowledge in the best way. (Participant voice, narrative frame) During class, that student was the most participated in every question, which was upsetting for other students. In the end, He did understand it and I can follow with the English class. (Participant voice, journal) it was necessary to be very well prepared for each class with them, questions like: What is the best way to learn English? Or What would be a trick to differentiate infinitives from gerunds? (Participant voice, narrative frame) In view of the learning needs of the students, perhaps it is more difficult to teach a foreign language remotely, because it is not possible to show the faults	During the classes, the students had many questions <i>Some confusion with examples given about topic</i> Lack of experience teaching English to adults <i>To face different situations in each class.</i> <i>Research possible questions about English</i> <i>Student's learning needs are not visible</i>
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		of the student. (Participant voice, narrative frame) Those students were shy and their English level was a little down. However, I did they will participate too. (Participant voice, journal) Sin embargo, a veces el tiempo no alcanza y dejamos unas actividades sin realizar. (Participant voice, student adult) in the first classes they were not so participative but once they were confident, they were very active and asked too much. (Participant voice, narrative frame) The education modality that has been carried out throughout the pandemic is insufficient in view of the learning needs of the students. (Participant voice, narrative frame) students were shy to participate, but then everyone said one sentence. (Participant voice, journal) with an A2 level of English more or less and who mostly worked and wanted to learn the language with different personal and work objectives. (Participant voice, narrative frame) I noted a student was a little intimidated because he had many questions about anything and he didn't allow me to continue the class. (Participant voice, journal) La profesora Yazmin está realizando una práctica pedagógica en la fundación, pero es muy profesional con los estudiantes y explica los temas de	<i>Perception of low English level in some students.</i> <i>Short time to finish the activities.</i> <i>Low participation in class</i> <i>Virtuality reduces English learning</i> <i>Shy students participate in class.</i> <i>Teaching English to Adult Learners for different Purposes</i> <i>Student makes many questions</i> <i>Pedagogical practice in a foundation.</i>
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		manera que podamos entenderlos por medio de imágenes y ejercicios de práctica. (Participant voice, student adult) In the end, those students will appreciate the class and they will reflect on their learning process and the new things they learned. (Participant voice, journal) There were some students who didn't participate because they had a lower level than their classmates. (Participant voice, journal) one limitation could be the internet connection, sometimes I had it and I lost much time. Another limitation is students don't turn on their cameras. (Participant voice, journal) However, challenges and challenges will always be present. (Participant voice, narrative frame)	<i>Reflection about English learning process</i> <i>Some learners feel embarrassed to participate in class.</i> <i>Limitations with internet connectivity</i> <i>Challenges and permanent challenges in the teaching process with adults</i>
Teacher - students Interaction: improving participation and interest in English classes	Teacher-Student's interaction	I usually wrote guiding questions for students to answer according to the topic they learned. (Participant voice, Narrative frame) I think that I reached the learning outcome since I did all the activities and students were so actives and receptive with each explanation, (Participant voice, journal) Me gustó mucho la clase donde el tema era hacer preguntas "WH Questions", al final la profesora puso en la pantalla algunas preguntas guía y podíamos	<i>Guiding questions to motivate them to participate in class</i> <i>Students are receptive to explanations about the topic.</i> <i>Interest to ask about topic</i>

		preguntarle a cualquiera de nuestros compañeros alguna pregunta (Participant voice, student adult) I literally related them by means of the initial letters of each name and by voice, although sometimes it confused me. (Participant voice, narrative frame) Warm up: Look at the pictures and talk about your hobbies. Procedure: By means of some images located on the board, each student must say what hobbies they practice or what they like to do. Then the meaning of each verb is indicated. (Participant voice, Lesson plan adult) but they are very curious and want to learn in a more practical and functional way, taking into account grammar and more in-depth about English as a foreign language. (Participant voice, narrative frame) Another limitation is students don't turn on their cameras, I sometimes feel nobody is listening to the explanation. (Participant voice, journal) The students can write on the digital whiteboard. (Participant voice, digital whiteboard) What do you do for fun? By means of some images located on the board, each student must say what hobbies they practice or what they like to do. Then the meaning of each verb is indicated. (Participant voice, lesson plan adult) Activity: build sentences with the next verbs using gerund or infinitives. Admit –	<i>Recognition of students through voice</i> <i>Students' prior knowledge activity on the topic to be covered</i> <i>Teaching through practical and functional activities</i> <i>Student's don't turn on the cameras.</i> <i>Interactivity both students and teacher</i> <i>Title of the topic to be discussed in English</i> <i>Oral production using gerunds and infinitives</i>
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		advise- deny- consider-suggest. (Participant voice, digital whiteboard) Also, thinking in the teaching is suitable the age. (Participant voice, journal) In each class, something new happened and knowing my students guided me to carry out the planning following order. (Participant voice, narrative frame) Students must fill space in blank with gerund or infinitives, taking account of the verbs. (Participant lesson, digital whiteboard) The students participated a lot and liked to share their information with their classmates. It was really very gratifying that they put into practice what I had taught them. (Participant voice, narrative frame) Listening! Gerund or infinitive? Complete the song's letter. (Participant voice, digital whiteboard) I think that I reached the learning outcome since I did all the activities and students were so active and receptive with each explanation, besides they did all the practice exercises. (Participant voice, journal) The students were very quiet and serious and I was not really used to that silence. My classes with the young students are active and full of noise and laughter, but with the adults, I discovered that it was totally different. (Participant voice, narrative frame) Stage 2: Rules gerunds and infinitives Procedure: Three basic rules for using gerund and infinitives in sentences are explained. Rule by rule is review and	<i>Teaching English according to age</i> <i>Get to know the students before planning the lesson</i> <i>Improved writing skill</i> <i>Interaction between student-teacher</i> <i>Students sing the entire sentence</i> <i>Achieve the proposed outcomes</i> <i>Little communicative interaction with students</i> <i>Explanation of the topic, taking into account grammatical aspects and rules of English</i>
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		students take note of the verbs. (Participant voice, lesson plan adults) I had never taught through a screen. Therefore, it is very different, the interaction with the students is limited since they do not turn on the cameras. (Participant voice, narrative frame) Assessment and evaluation: Complete the sentences using infinitive or gerund according to correspond. Each student reads at least one paragraph by filling in the blanks. (Participant voice, Lesson plan adult) Examples: Everyone deserves to be respected, we are planning to watch a movie tonight. (Participant voice, digital whiteboard) Me gustó mucho la clase donde el tema era hacer preguntas “WH Questions”, al final la profesora puso en la pantalla algunas preguntas guía y podíamos preguntarle a cualquiera de nuestros compañeros alguna pregunta. (Participant voice, student adult)	<i>Teaching English through a platform</i> <i>The teacher gives some guiding examples</i> <i>Use of everyday examples.</i> <i>Questions Guide for easy understanding.</i>
Building methodology and teaching English: designing didactic classes		also implementing new strategies for teaching English using all existing resources, in this case, virtuality allowed the use of many visual resources and interactive programs that are innovative for students, in the case of adults it was very popular and the learning results were very good. (Participant voice, narrative frame) All the experience of teaching English to adults reinforces the pedagogy that is so important for the teaching of a new language. Plan each class with themes that are appropriate for age. (Participant voice, Narrative frame)	Implement English teaching strategies with technological resources Reflect on each lesson plan

		sigue al pie de la letra las actividades que realicemos a lo largo de la clase de inglés. (Participant voice, student adult) Plan each class with themes that are appropriate for age and have many practice activities. (Participant voice, narrative frame) La profesora Yazmin en sus clases de inglés los sábados utiliza muchas herramientas e imágenes para explicar cada tema, me parece que tiene buenos recursos didácticos para enseñar el inglés. (Participant voice, student adult) Previously, I designed a topic suitable to their level (A2). In the first meeting I had with them. I knew their English level was high. For that reason, I always thought of a topic based on improving the four abilities (speaking – listening- reading- writing. (Participant voice, journal) it was necessary to be very well prepared for each class with them, questions like: What is the best way to learn English? Or What would be a trick to differentiate infinitives from gerunds? (Participant voice, narrative frame) among other questions that in my experience with young students including my own experience, I had never asked myself. For that reason, each class design had to be prepared for any question. (Participant voice, narrative frame) La profesora tiene preparada cada clase y ubica ejercicios de práctica muy adecuado para el tema. (Participant voice, student adult)	<i>Step-by-step follow-up on the activities to be carried out.</i> <i>Take into account didactics and motivation in learning activities</i> <i>Use of images to explain the topic.</i> <i>Planning according to the level of English. (CEFR)</i> <i>Research possible questions about English</i> <i>Previous planning according to your age.</i> <i>Classes prepared in advance.</i>
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		Learning outcomes: Pragmatic: At the of the lesson, students will be able to talk about actions they carry out through some images. Linguistic: Students will be able to recognize some verbs that take gerunds and infinitives in written sentences. (Participant voice, Lesson plan adults) A specific order of planning began with a warm-up, where I could realize the prior knowledge that the students had on the subject that I was going to explain. (Participant voice, narrative frame) A permanent tool in each class was the virtual dictionary "Word Reference" which they could consult for meaning and reinforce their pronunciation. (Participant voice, narrative frame) I really do those lesson planning taking into account their needs of learning. (Participant voice, Journal) La profesora Yazmin organiza muy bien su clase para cada sábado, ella es muy organizada y sigue al pie de la letra las actividades que realizamos a lo largo de la clase de inglés. (Participant voice, student adult) Web pages are useful tools to practice exercises and to show examples. (Participant voice, digital whiteboard) For the following year, the pedagogical practice II was challenging and full of challenges for me as a teacher of children and adolescents, guided by school curriculum and teaching young students. (Participant voice, narrative frame)	<i>Specific objectives according to both the pragmatic and linguistic learning outcomes.</i> <i>Application of a warm-up to validate previous knowledge</i> <i>Use of digital tools to reinforce pronunciation</i> <i>Keeping mind of need learning</i> <i>Order in class planning.</i> <i>Use of web pages according to the theme</i> <i>Informal education school curriculum</i>
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		explica los temas de manera que podamos entenderlos por medio de imágenes y ejercicios de práctica. (Participant voice, adult student) therefore, my task every week was to prepare very well in order to answer all the questions they had for that moment in terms of English topics. (Participant voice, narrative frame) Through some songs, students hear words according to the topic and they can complete the song's letter. (Participant voice, digital whiteboard) However, I did that they will participate too. The plan design is for all students. In the end, those students will appreciate the class and they will reflect on their learning process and the new things they learned. (Participant voice, journal)	<i>Too many learning resources like images and practice exercises.</i> Previous research in class planning. <i>Improved listening skills</i> <i>The lesson plans are designed for all students.</i>
Building methodology and teaching English: designing didactic classes	Students learning English	Los ejercicios de "listening" son muy interesantes y completar oraciones también. (Participant voice, student adult) Stage 3: Let's listening song. Procedure: gerund or infinitive? complete the song's letter. Each student must complete at least one practice exercise. The students listen to a fragment of songs, then students must fill in the blanks taking into account that if they are gerunds or infinitives that are accompanied by the verb. (Participant voice, Lesson plan adult) Fue difícil entender porque los ejemplos que nos daba no eran muy claros y al final teníamos muchas dudas y por tiempo no se pudo resolver. Ella también pone ejercicios de práctica en la plataforma del	<i>Practice exercise according to your age.</i> Improved listening and writing skills through hands-on activities <i>Practice exercises in the virtual platform.</i>

		Classroom. (Participant voice, student adult) To show a short question about the topic of the lesson plan. What do you do for fun? (Participant voice, digital whiteboard) The experience I had with adults made me reflect that teaching English is different for each student and even more so for adults since they can be serious, but they are very curious and want to learn in a more practical and functional way. (Participant voice, narrative frame) The most satisfaction in the English teaching to adult's students is they say to me that they learned some new and every time is easier to understand the language. (Participant voice, journal) es muy profesional con los estudiantes y explica los temas de manera que podamos entenderlos por medio de imágenes y ejercicios de práctica. (Participant voice, adult student) Complete the sentences using infinitives or gerunds accordingly. Through a reading students read in aloud and they compare the information, then complete the sentence. (Participant voice, digital whiteboard) Through a set of songs, students fill in the blanks hearing the letter carefully. (Participant voice, digital whiteboard) In this class, I employed several resources such as images, recording, and digital board. At first, students were too shy at the moment to participate, but then everyone said one sentence. (Participant voice, journal)	<i>Question-related to the topic of the class</i> <i>The English learning process is different for every age</i> <i>Learning new vocabulary in English.</i> <i>Explanation of Topics of a clear and specific way</i> <i>Students read and then compare the information</i> <i>Students listen carefully to fill in the blanks.</i> <i>Didactics resources for learning English</i>
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		In the text there are words with gerund and infinitive highlighted, students can see the difference and your use in each sentence. (Participant voice, digital whiteboard) Therefore, my task every week was to prepare very well in order to answer all the questions they had for that moment in terms of English topics. (Participant voice, narrative frame) I always thought of a topic based on improving the four abilities (speaking – listening- reading- writing. For this class, I decided to teach “the preposition of the place”. (Participant voice, journal) These verbs are always accompanied by an infinitive “to”: agree-decide- deserve- hope-learn-need Example: I agreed to go to a party with my friend. (Participant voice, digital whiteboard) La profesora Yazmin en sus clases de inglés los sábados utiliza muchas herramientas e imágenes para explicar cada tema, me parece que tiene buenos recursos didácticos para enseñar el inglés. (Participant voice, adult student) I continued with the explanation of the subject which proposed practice activities improving the four skills of English in the students, they loved that. (Participant voice, narrative frame) Students can interact on the platform, and it contains images and examples clearly to learn in an easy way. (Digital whiteboard)	<i>Reading where there are highlighted words on the topic</i> <i>Reflection on the process of teaching English to adults</i> <i>Improvement of English skills.</i> <i>Reinforcement of the topic with exercises on infinitives</i> <i>Use of images to explain the topic</i> <i>Strengthen the four skills of English</i> <i>An interactive and attractive platform for students</i>
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5.3 Data analysis: Interpretation of information

In the same way that the techniques in the construction of data are complemented, their analysis and interaction with the participants must be linked to a series of steps that are related to the dialogue between the parties (Quintero, 2011). Therefore, methodological routes must be established that a coding record of the collected data is made, which information is transcribed and then the patterns are taken into account in order to assign them a category or identification code, which are appropriate and tools. In this narrative research, the information was taken into account through the data collection instruments, making a textual transcription of the same. In turn, was the relevant information taken from the events narrated, such as what? How? Why? When? ¿And where? The information collected, which provided valuable information about the events, actions, and experiences about the process of teaching and learning English to adult students, which reflected the realities in the educational context of both the students and the pre-service English teacher.

As a result of investigating the information and analyzing the data collected taking into account the similarities according to the narrative research, four categories resulted which allowed me to realize the perception that students have about the teaching of English and to be developed and

develop myself. Indeed, this reflection is based on the field of education as an English teacher in training.

The next section addresses the analysis of the sub-themes that emerged from the process of categorization and triangulation of data described in thematic analyses 1 and 2.

- 5.3.1 Category one: little experience: beginning to teach English to adult students

In this category, it is shown that, despite my little experience as an English teacher, I had to face ideal teaching of English through a didactic methodology. At the same time, the different experiences in the process of teaching and learning English have marked me an identity as a teacher, due to each class and planning which must be designed according to their learning needs. As Rodriguez (2018) affirms the different learning experiences and contextual characteristics are related to the co-construction process since it involves the participation of teacher educators and pre-service teachers. It is of great value since constructive criticism towards teaching helps me in professional development as an English teacher.

In the fragment which refers to the *“it was very frustrating because I did not know a suitable teaching methodology for adults”* (Narrative frame) This refers to the fear that I felt when I first taught adult learners, as I was not sure of their reactions or learning needs. Therefore, *“I faced in the English class with adults is that they ask about specific things about the topic that is explained.”* (Narrative frame) they often asked about topics they wanted to learn about and the why of English grammar. At first, I couldn't answer some of the questions they asked me.

“Realmente fue difícil entender porque los ejemplos que nos daba no eran muy claros y al final teníamos muchas dudas y por tiempo no se pudo resolver” (Adult student), each class with the adult learners was full of questions, sometimes straying from the topic. Another case was *“at the first I had with them I was too nervous because I had never taught adults, I have always worked with children ” (Journal)* I remember that first class, I had prepared my first topic with them but I didn’t know how to start, *“. At first, students were shy at moment to participate, but then everyone said one sentence” (Journal)* The students seemed to be very quiet, therefore, I started asking them about the expectations of the course, *“who mostly worked and wanted to learn the language with different personal and work objectives” (narrative frame)* based on those expectative I started to plan the next lesson plans for them. However, I perceived in that class *“there were others who didn’t participate much. Those students were shy their English level was a little down” (Journal)* for that reason I should encourage them to participate and search new techniques for teaching to adults *“One teaching technique that I discovered with them through reading in English is that first I read the paragraph in English slowly and then they” (narrative frame).* During the classes students had many questions which was a challenge *“I faced in the English class with adults is that they ask about specific things about the topic that is explained” (Narrative frame),* adult students are curious and they wanted knowing about specific grammar rules. Also, in the first classes there was a student who did make many questions *“During class, that student was the most participative in every question, which was upset for other students” (Journal)* At the beginning of the English class with adults, there was a student who interrupted the class and it was quite annoying for me and the classmates. Finally, I could reflect on teaching a foreign language and as

a pre-service English teacher and *“those students will appreciate the class and they will reflect on their learning process and the new things they learned” (Journal)*

- **5.3.2 Category 2: Teacher -students’ Interaction: improving participation and interest with English classes**

English learners are often frustrated in the process of learning a foreign language, as they encounter limitations in the teaching of language teachers, which is difficult to learn. (Tamin & Grant, 2013) point out that it is reflected when students have to perform an oral production and do not feel safe speaking. Throughout each class that I did with adult students, I focused my teaching of English in relation to its environment. However, *“there were some students who didn’t participate because they have a lower level than their classmates” (Journal)*, There were many occasions where students felt shy about participating since they had a low level of English in comparison to other students. Through *“I usually wrote guiding questions for students to answer according to the topic they learned” (Narrative frame)* They were more expressive and constantly encouraged to participate, regardless of whether they failed in pronunciation, the guiding questions helped them to put into practice what they had learned in class. The teaching of English should be based on practical and fun practices. The knowledge test should be based on meaningful learning in turn *“I reached the learning outcome since I did all the activities and students were so active and receptive with each explanation” (journal)* and the results were evident at the end of each class. On the other hand, the interaction she had with adult students *“I literally related them by means of the initial letters of each name and by voice, although*

sometimes it confused me” (Narrative frame), some of them did not turn on cameras and were silent. They were very receptive to learning new ways to speak English communicatively and according to their purposes. It was very helpful *“Some pictures and examples are shown on the screen as a guide” (Lesson plan adults)* since the students related those images and tried to express them in English. At the same time, (Blumenfeld et al., 2011) argues that students learn from others and are motivated to continue investigating inside and outside the classroom. This is how I always tried to make the classes communicative, where each topic was related to its environment and with it to the learning needs of each one. Some students were more active than others. However, the interest in learning and attending each English class was seen with each of them. The experiences I had as an English teacher to adults were different since each class made me reflect even more about my teaching and which aspects, I should improve according to their learning needs.

5.3.3 Category 3: Lesson plan design: teaching English according to their age

Designing a class is a multi-faceted process, and can sometimes be a complex task. Therefore, lesson planning is the key skill that future teachers, in general, must develop. Therefore, knowing the appropriate students and learning needs is imperative. Brittin (2005) points out that planning is essential to establish an effective and suitable learning environment, involving teaching materials, time, and pedagogical strategies. A lesson plan shows what will be taught in a set time (Whitton, Sinclair, Barker, Nanlohy & Nosworthy, 2004). Therefore, *“it was necessary to be very well prepared for each class with them, questions like: What is the best way to learn*

English? Or What would be a trick to differentiate infinitives from gerunds?” (Narrative frame),

Students are curious and want to learn tips for learning English in an effective way. For this reason, it is essential to research each topic very well. As to *“Los ejercicios de “listening” son muy interesantes y completar oraciones también” (student adult)* Practice exercises give students a better understanding of the subject and look for age-appropriate exercises. It is also very important to consider *“each class design had to be prepared for any question” (Narrative frame).* Students often ask about specific points, for this reason, it is essential to prepare the class very well and be able to answer each question. The class design must have visual aids, a fun and easy way to learn vocabulary in English. Another aspect of the class design is *“Previously, I designed a topic suitable to their level (A2). In the first meeting, I had with them” (Journal)* It is essential to validate the level of English taking into account the parameters of the *Common European Frame Reference (CEFR).* Accordingly, the topics for each level are taken into account. The use of teaching resources for each class helps to encourage students to learn easily *“La Profesora Yazmin organiza muy bien su clase para cada sábado, ella es muy organizada y sigue al pie de la letra las actividades para que realicemos a lo largo de la clase de inglés” (Student adult)* the use of didactic material helps in learning the foreign language. Besides, *“implementing new strategies for teaching English using all existing resources, in this case, virtuality allowed the use of many visual resources and interactive resources that are innovative for students” (Narrative frame).* It is important to follow a step-by-step order in the activities that will be carried out *“sigue al pie de la letra las actividades para que realicemos a lo largo de la clase de inglés” (student adult).* In order for students to follow a sequence in the English

learning process. Educational activities for adults are carried out for the purpose of remembrance *“improved listening skills” (Digital whiteboard)* and it is very useful to learn English in a fun way. Also, use of digital tools to reinforce pronunciation *“A permanent tool in each class was the virtual dictionary "WordReference" which they could consult for meaning and reinforce their pronunciation” (Narrative frame)*. Besides, use of colors and images for explanation and examples. Therefore, designing each lesson plan takes time and to investigate how it can be applied to the teaching of English to adult students. *“Implementing new strategies for teaching English using all existing resources, in this case, virtuality allowed the use of many visual resources and interactive that are innovative for students, in the case of adults it was very popular and the learning results were very good” (Narrative frame)* Virtuality allowed me to explore new ways of teaching using various digital resources, becoming a tool that complements the process of teaching and learning English.

5.3.4 Category 4: Methodology and teaching English: Building methodology and teaching English designing didactic classes

The didactic approach of teaching refers to the way of instruction and information which the teacher presents directly to the student, which previously the teacher designs a class where he will deal with the different topics and the student gives an answer which the teacher performs a follow-up in terms of a knowledge test and later a reinforcement for the correct answers or feedback of the incorrect ones. The methodology that governs the teaching of English should be varied and full of didactic strategies that encourage students to learn it and investigate in-depth

concepts and ways of learning. In the case of adult students, they like practice exercises that are according to their age. Therefore, *“A specific order of planning began with a warm-up, where I could realize the prior knowledge that the students had on the subject that I was going to explain” (Narrative frame)* It is very important to know what previous knowledge they have on the subject, with this I realized the activities that are consistent for each subject. For it, *“Ella también pone ejercicios de práctica en la plataforma del Classroom” (student adult)* the virtual platform was of great help since it allowed the student to practice many times and find much more information. One difficulty that arose with virtuality was *“learning needs of the students, perhaps it is more difficult to teach a foreign language remotely” (Narrative frame)* due to connection problems that appeared on some occasions. Also, *“to do those lesson planning taking into account their needs of learning” (Journal)* It was necessary so that the teaching of English was according to his age. Language teaching through practical and functional activities *“A permanent tool in each class was the virtual dictionary “Word Reference” which they could consult for meaning and reinforce their pronunciation” (Narrative frame)*, with this digital tool, try to reinforce the pronunciation and writing of words in English at all times. With that *“I employed several resources such as images, recording, and digital board” (journal)*, once they knew the pronunciation of each word, the students were confident to say it correctly. The planning was always directed to improve communication skills, so the pragmatic objective *“At the of the lesson, students will be able to talk about actions they carry out through some images” (Lesson plan adults)* It was always based on developing the communicative part taking into account images of real situations. The methodology of teaching English to adults *“me parece*

que tiene buenos recursos didácticos para enseñar el inglés. Sin embargo, a veces el tiempo no alcanza y dejamos unas actividades sin realizar” (Adult student) students was marked by attractive images and try to ensure that *“explanation of the topic clearly” (Digital whiteboard)* with the aim that the learning of words in English was visually remembered. The use of digital tools reinforced pronunciation to adult students *“they can be serious, but they are very curious and want to learn in a more practical and functional way” (narrative frame)*. Sometimes having a lot of text in English as a learning methodology for adult *“use of web pages where they have practical listening exercises” (Digital whiteboard)* students can cause the opposite effect. For this reason, it is better to use a dynamic methodology that leads students to learn in a practical and functional way. In the case of reinforcing knowledge *“practice exercises using examples with gerunds” (Digital whiteboard)*. The use of the readings was very useful because it brought examples and images that complement the explanation of the topic and the students can practice in a playful way. Secondly, virtuality refers to the technological advances that the 21st century has had and also to their wide use in most fields. Therefore, education has had a large share, as it can be accessed from anywhere in the world, giving people access to learning in any area. This in turn, in the last year has had greater relevance, due to the Covid 19 pandemic that the whole world still faces. For that reason, they decided to transfer education from face-to-face to virtuality, which is completely different for both the student and the teacher. Therefore, the presence was abruptly changed by the virtuality. virtuality *“The education modality that has been carried out throughout the pandemic is insufficient in view of the learning needs of the students, perhaps it is more difficult to teach a foreign language remotely”.* (Participant voice,

narrative framework). As the author (Duart, 2018) points out, virtuality offers possibilities to create new environments, however, these must be treated in a different way in order to extract the maximum potential from them. Taking into account the educational environment, communicative training actions should be generated by replacing the classroom with a digital screen. Furthermore, by this means written documents are no longer exchanged, but messages and elaborated works are sent via email (Unigarro Gutiérrez, 2001). In my case, doing classes through a virtual platform required research on didactic resources that could express all the topics to be taught, taking into account the needs and age of the students. Therefore, students have “*an interactive and attractive platform*” (*Digital whiteboard*)

In addition, certain limitations arose according to the learning of English “*the learning needs of the students, perhaps it is more difficult to teach a foreign language remotely because it is not possible to show the faults of the student. (Narrative framework)*. Also, the visual interaction of the students is insufficient “*Another limitation is students don’t turn on their cameras, I sometimes feel nobody is listening to the explanation. (Participant voice, Journal)* it is difficult to develop the class without having that visual interaction with the students since “*I sometimes feel nobody is listening to the explanation. (Journal)*. Another positive aspect was to make the comparison of a face-to-face class with a virtual class. This allowed me to reflect on the teaching in each place and how to develop it in the most effective way, taking into account my professional growth as a language teacher. In addition, constantly looking for pedagogical strategies to carry out each class with adults, which was a challenging challenge because they were a completely different educational population, through the process of teaching and learning

English, allowed me to show strengths and weaknesses. As an English teacher, therefore, the experiences gained during this time were valuable in building my identity as a language teacher.

Section 6. CONCLUSIONS AND IMPLICATIONS

The evidence from this narrative research results in unique findings on the experiences and challenges experienced in the process of teaching and learning English in the role of an English pre-service Teacher, with adult students through pedagogical practice. Throughout the classes that were developed virtually, it was possible to analyze and reflect on those situations and challenges present in each English class, which allowed me to build coherent narrative texts where the process of teaching a foreign language could be shown and how these situations contributed to my personal, academic and professional growth.

The result obtained from this research allowed me to reflect on my process of teaching English to adults and to build my identity as an English teacher in training, and how these educational experiences influenced me to carry out my pedagogical work in the future. This analysis has helped me understand the role I belong in society and the responsibilities it brings when it comes to planning a class and the significant impact it can have on students. The opportunity to learn through experience is a valuable resource due to the fact that each English teacher in training will experience similar situations, but they will never be the same for each case. On the other hand, this narrative research will become an enriching process for me from my

current role as an English teacher and will also contribute to future language teachers feeling identified with teaching English to adult students in any educational context.

This research project gave me a voice in a significant way through the experiences and challenges present in the classroom, interpreting some situations that I faced regarding the process of teaching English to adults and how I carried out my teaching responding in the best way to every challenge. First, the little experience I had teaching adults; it was very interesting how the process of teaching English to adults was contributing to my professional growth as a language teacher. Since implementing methodologies according to their age and according to their learning needs allowing me to reflect on the planning of classes and the teaching of English to adult students, which contributed to my identity as a language teacher. Second, the interaction of the teacher and students motivates them to participate and that the explanation of the topic is clear and they will be encouraged to communicate in English through guiding questions. Third, through the design of each lesson plan for adults using didactic resources where they learned in a clear and effective way according to their age and the use of technological resources in order to provide them with an alternative to learning English in a more accessible way. Finally, build a methodology and teach English by designing didactic classes, where students feel confident to speak in another language through practical exercises designed to improve the four skills for learning English.

On the other hand, a limitation that arose in some of the English classes with adult students was internet connectivity, since on many occasions it was unstable and the explanations of the topics tended to be lost. Another limitation that arose throughout the English classes with them

was the time since the class was only given once a week. However, the Classroom platform was very useful, since practice activities could be sent and the students always followed the instructions for both practice exercises and delivery of evidence.

In terms of future research, this narrative research could be useful to know in-depth other experiences related to teaching English to adults, which is also a field that is widely investigated in the formal educational context, but you can find findings in terms of the teaching of English in informal contexts. It is necessary to continue making connections by analyzing biographies, experiences, emotions, and identities lived by a pre-service English teacher in teaching English to mature students.

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APPENDIX

- A-1. Student's interview:

Date: March 27th, 2021 **Interviewed:** Alexander Castañeda
Interviewer: Ligia Yazmin Romero **Place:** Alianza Social Educativa Fundation (ASE)

Objective: Know the perceptions that a student has about the teaching of English by teacher Yazmin Romero in the process of learning a foreign language.

Researcher	¿Cómo describe la enseñanza del inglés de la profesora Yazmin, usted como estudiante de inglés?
Alexander	La profesora Yazmin en sus clases de inglés los sábados utiliza muchas herramientas e imágenes para explicar cada tema, me parece que tiene buenos recursos didácticos para enseñar el inglés. Sin embargo, a veces el tiempo no alcanza y dejamos unas actividades sin realizar.
Researcher	¿Qué percepción tiene sobre las clases de inglés de la profesora Yazmin usted como estudiante?
Alexander	La profesora Yazmin organiza muy bien su clase para cada sábado, ella es muy organizada y sigue al pie de la letra las actividades para que realicemos a lo largo de la clase de inglés.
Researcher	Cuénteme sobre una clase de inglés en particular que le haya gustado.
Alexander	Me gustó mucho la clase donde el tema era hacer preguntas “WH Questions”, al final la profesora puso en la pantalla algunas preguntas guía y podíamos preguntarle a cualquiera de nuestros compañeros alguna pregunta. La mayoría de veces al final de cada clase podemos interactuar hablando en inglés con la profesora y los compañeros.
Researcher	Hábleme sobre una clase que le haya parecido no adecuada en cuanto a la guía y enseñanza del inglés a los estudiantes.
Alexander	Hace 15 días tuvimos una clase con muchos inconvenientes pues a la profesora tenía problemas con el internet, el tema era pasado simple y pasado continuo. Realmente fue difícil entender porque los ejemplos que nos daba no eran muy claros y al final teníamos muchas dudas y por tiempo no se pudo resolver. Ella también pone ejercicios de practica en la plataforma del Classroom.
Researcher	¿Qué aspectos relevantes ve en la enseñanza del inglés de la profesora Yazmin?
Alexander	La profesora tiene preparada cada clase y ubica ejercicios de práctica muy adecuado para el tema. Los ejercicios de “listening” son muy interesantes y completar oraciones también.

Researcher	¿Qué aspectos recomendaría mejorar en la enseñanza del inglés a la profesora Yazmin?
Alexander	La profesora Yazmin está realizando una práctica pedagógica en la fundación, pero es muy profesional con los estudiantes y explica los temas de manera que podamos entenderlos por medio de imágenes y ejercicios de práctica.

● A-2. Journal 1: reflections about an English class with student adults

Date: March 6th, 2021

Course: Basic English I (A2)

Researcher	What did you set out to teach? Previously, I designed a topic suitable to their level (A2). In the first meet, I had with them. I knew their English level was high. For that reason, I always thought of a topic based on improving the four abilities (speaking – listening- reading- writing. For this class, I decided to teach “the preposition of the place”.
Researcher	Were you able to accomplish your goals? In this class, I employed several resources such as images, recording, and digital board. At first, students were shy at moment to participate, but then everyone said one sentence. I think that I reached the learning outcome since I did all the activities and students were so actives and receptive with each explanation, besides they did all the practice exercises. However, there were some students who didn't participate because they have a less level than their classmates.
Researcher	Did students contribute actively to the lesson? Students contributed actively to activities during the class all time. While there were others who didn't participate much. Those students were shy their English level was a little down. However, I did they will participate too. The plan design is for all students. In the end, those students will appreciate the class and they will reflect on their learning process and the new things they learned.
Researcher	What satisfaction does language teaching give me? I must confess at the first I had with them I was too nervous because I had never taught adults, I have always worked with children. In beginning, I noted a student was a little intimidated because he had many questions about anything and he doesn't allow to me continue to the class. That moment was so uncomfortable for me because I didn't know

	how to cope with him. During class, that student was the most participated in every question, which was upset for other students. In the end, He did understand it and I can follow with the English class.
Researcher	What do you think students really learned from the lesson? The most satisfaction in the English teaching to adult's students is they say to me that they learned some new and every time is easier to understand the language. I really do those lesson planning taking into account their needs of learning. Also, thinking in the teaching suitable the age.
Researcher	What are my limitations at present? one limitation could be the internet connection, sometimes I had it and I lost much time. Another limitation is students don't turn on their cameras, I sometimes feel nobody is listening to the explanation.

● A-3. Narrative Frame

Objective: Get information about my role as English teacher in the learning and teaching process with adult students.

Date: June 2nd - 2021

Course: Basic English I (A2)

I am an English teacher. The best thing about my teacher training was that	For the following year, the pedagogical practice II was challenging and full of challenges for me who was a teacher of children and adolescents, guided by school curricula and teaching young students. In this practice II I was in charge of adult students between the ages of 39 and 61, with an A2 level of English more or less and who mostly worked and wanted to learn the language with different personal and work objectives.
When I first started to teach, —	it was very frustrating because I did not know a suitable teaching methodology for adults. They were very serious and actually the interaction at the beginning was almost nil. The students were very quiet and serious and I was not really used to that silence, my classes

	with the young students are active and full of noise and laughter, but with the adults, I discovered that it was totally different. Due to this fact, in the first class I had with them, I realized many situations according to the teaching of English to mature people, therefore, I investigated further how I could improve that teaching and that they feel comfortable learning. . A challenge that I faced in the English class with adults is that they ask about specific things about the topic that is explained, therefore, my task every week was to prepare very well in order to answer all the questions they had for that moment in terms of English topics.
The place where I now teach is	virtual, I had never taught through a screen. Therefore, it is very different, the interaction with the students is limited since they do not turn on the cameras, I literally related them by means of the initial letters of each name and by voice, although sometimes it confused me. Not being able to see the students is very strange and impersonal, on many occasions I insisted that they turn on cameras, but they did not, it is more they never did.
My students are	adult students from 39 to 61 years old, in the first classes they were not so participative but once they were confident, they were very active and asked too much. Therefore, it was necessary to be very well prepared for each class with them, questions like: What is the best way to learn English? Or What would be a trick to differentiate infinitives from gerunds? among other questions that in my experience with young students including my own experience, I had never asked myself. For that reason, each class design had to be prepared for any question.
In my own classroom, I have the power to	A specific order of planning began with a warm-up, where I could realize the prior knowledge that the students had on the subject that I was going to explain, then I continued with the explanation of the subject which proposed practice activities improving the four skills of English in the students, they loved that. One teaching technique that I discovered with them through reading in English is that first I read the paragraph in English slowly and then they. Each one read a sentence and gave feedback regarding pronunciation during the following readings, there were fewer and fewer errors. Another teaching strategy was the practice of what was learned at the end of class as the evaluation. He usually wrote guiding questions for students to answer according to the topic they learned. Questions like: Have you

	seen any good movies lately that you would recommend? I heard information according to statements such as if I feel sad... as a result, the students participated a lot and liked to share their information with their classmates, it was really very gratifying that they put into practice what I had taught them. In the end, my feedback was positive and always encouraging them to investigate and search for meanings. A permanent tool in each class was the virtual dictionary "WordReference" which they could consult for meaning and reinforce their pronunciation.
Making changes to my teaching practice is something that	It is permanent, in each class, something new happened and knowing my students guided me to carry out the planning following order but also implementing new strategies for teaching English using all existing resources, in this case, virtuality allowed the use of many visual resources and interactive that are innovative for students, in the case of adults it was very popular and the learning results were very good. On the other hand, make changes with those who can be more connected to the issues.
This is probably because	The education modality that has been carried out throughout the pandemic is insufficient in view of the learning needs of the students, perhaps it is more difficult to teach a foreign language remotely, because it is not possible to show the faults that the student. Each English class is different, each one brings a challenge to face, on the one hand, the students and the need to learn and, on the other hand, the parents who want to fill out a notebook of activities and tasks regardless of whether the children acquire knowledge or not.
In the future, I am going to try to	All the experience of teaching English to adults reinforces the pedagogy that is so important for the teaching of a new language. Plan each class with themes that are appropriate for age and have many practice activities. The experience I had with adults made me reflect that teaching English is different for each student and even more so for adults since they can be serious, but they are very curious and want to learn in a more practical and functional way, taking into account grammar and more in-depth about English as a foreign language. Tensions and lack of experience at the beginning are common but once it is known in a group of students, there is an idea of how to carry out the teaching and be able to share all that knowledge in the best way. However, challenges and challenges will always be present.

● A-4. Lesson plan Adult

Institution: Fundación Alianza Social Educativa (ASE)

Group of Participants: Basic English I – Adults from 39 to 61 years old

English Level: (A2)

Date: April 24th, 2021

LESSON PLAN FORMAT 2021-1

Lesson Number: (From 7-12)	
Institution: Fundación Alianza Social Educativa (ASE)	
Pre-service teacher's name: Ligia Yazmin Romero Fernández	
Grade/ Level: Basic English I (A2) Adults from 39 – 61 years old	
Date of Implementation: Saturday, April 24 th	Duration: Two hours
Learning outcomes: Pragmatic: At the end of the lesson, students will be able to talk about actions they carry out through some images. Linguistic: The students will be able to recognize some verbs that take gerunds and infinitives in written sentences.	
What do you do for fun?	
Warm up: Look at the pictures and talk about your hobbies.	
Procedure	Time
By means of some images located on the board, each student must say what hobbies they practice or what they like to do. Then the meaning of each verb is indicated.	5 minutes
Stage 1: Infinitives and gerunds	
Procedure	Time
The explanation and differences of both the gerund and the infinitive verbs are carried out. In addition, some examples are shown on the screen. Students complete some examples.	15 minutes
Stage 2: Rule's gerunds and infinitives	
Procedure	Time
Three basic rules for using gerunds and infinitives in sentences are explained. Students are taught its uses and the differences it has in prayer. Verbs that are accompanied by a gerund or an infinitive are displayed on the screen. Students must complete sentences. Rule by rule is reviewed and students take note of the verbs. Each student must complete at least one practice exercise.	25 minutes
She avoided _____ (tell) him about her plans. He enjoys _____ (have) a bath in the evening. I am learning _____ (speak) English. She helped me _____ (carry) my suitcases. I've finished _____ (cook) - come and eat! He decided _____ (study) biology. She agreed _____ (bring) the pudding to the dinner. We hope _____ (visit) Amsterdam next month.	

Stage 3: Let's listening songs	
Procedure Gerund or infinitive? Complete the song's letter Each student must complete at least one practice exercise. The students listen to a fragment of songs, then the students must fill in the blanks taking into account that if they are gerunds or infinitives that are accompanied by the verb. https://inspireesl.wordpress.com/2017/02/08/gerund-or-infinitive-in-songs/ https://drive.google.com/file/d/0B3uYM2O9UDk7VXJnbUQwOHRDaVk/view	20 minutes
Stage 4: Reading Complete the sentences using infinitive or gerund according to correspond. My friend Bernardo Each student reads at least one paragraph by filling in the blanks. https://www.englishcurrent.com/grammar/teaching-gerunds-infinitives-activities/#warm-up	20 minutes
Assessment and evaluation Build sentences with the next verbs and using gerund or infinitives. Students must say sentences using the verbs seen in class and using the gerunds or infinitives as appropriate. Some pictures and examples are shown on the screen as a guide. Example: I imagine seeing a better world. I avoid eating fast salty food. I refuse to use plastic bags.	
Resources Images: related to hobbies. Listening: https://inspireesl.wordpress.com/2017/02/08/gerund-or-infinitive-in-songs/ https://drive.google.com/file/d/0B3uYM2O9UDk7VXJnbUQwOHRDaVk/view Reading: https://www.englishcurrent.com/grammar/teaching-gerunds-infinitives-activities/#warm-up Jamboard: https://jamboard.google.com/d/1AiGNJnshIWJXxeHSTbu4gqwF160zKm9WS6ilhCtFUo/viewer?f=0	

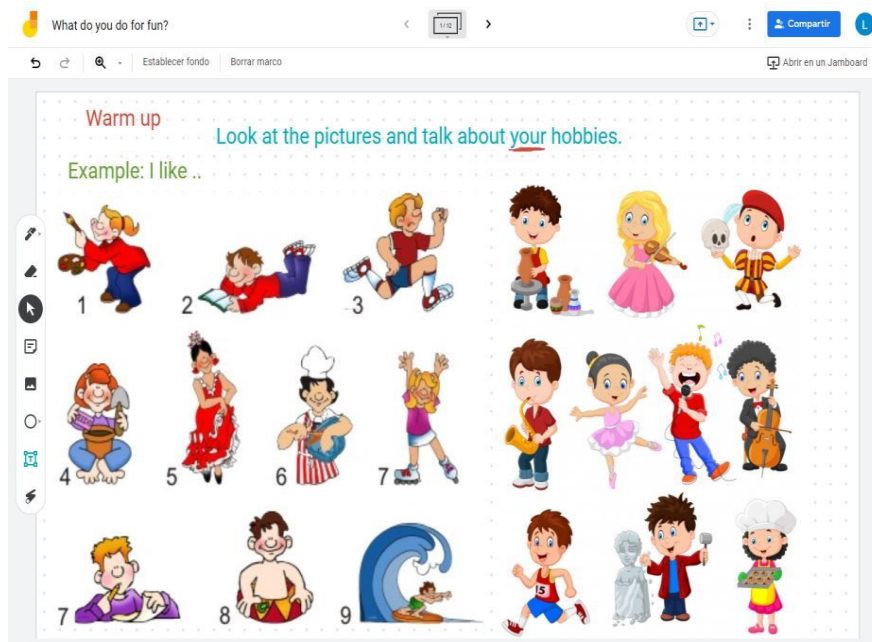
● A-5. Digital Whiteboard (Jamboard)

Institution: Fundación Alianza Social Educativa (ASE)

Group of Participants: Basic English I – Adults from 39 to 61 years old

English Level: (A2)

Date: April 24th, 2021



What do you do for fun?

Infinitives and gerunds

What are they?

Gerunds and infinitives can replace a noun in a sentence.

An infinitive is the verb form that leads "to" at the beginning.

"to do", "to sleep", "to love", and "to create"

A gerund are formed by adding "-ing" to the verb.

"sleeping", "drawing", "swimming"

What do you do for fun?

Rules

1st rule: Gerunds can be used as the subject of a sentence.

Walking is good for your health.

Becoming a millionaire is a dream of many young people today.

2nd rule: Both gerunds and infinitives can be used as subjects of a sentence

I enjoy drawing

Yesterday, I decided to draw

These verbs are always accompanied by an infinitive "to"

Agree - decide - deserve - expect - hope - learn - need -
offer - plan - promise - seem - wait - want

What do you do for fun?

Establecer fondo | Borrar marco

Compartir | Abrir en un Jamboard

These verbs are always accompanied by an infinitive "to"

Agree - decide - deserve - expect - hope - learn - need -
offer - plan - promise - seem - wait - want

Examples

I agreed to go to a party with my friend.

Everyone deserves to be respected. She cooks

We were hoping to avoid traffic by leaving early.

She needs to learn how to cook.

We are planning to watch a movie tonight.

We seem to be lost.

What do you do for fun?

Establecer fondo | Borrar marco

Compartir | Abrir en un Jamboard

These verbs are always accompanied by a gerund (ing)

Admit - advise - avoid - consider - deny - involve - mention - recommend - risk - suggest

Examples:

She avoided looking me in the eye.
She avoids looking

I considered staying silent, but I had to tell her.

I denied knowing about his secret.
The course involved writing three tests.

She mentioned seeing my brother at a baseball game.

I recommend practicing gerunds and infinitives.

Don't risk losing your job!

I suggest reading more English short stories.

The screenshot shows a Jamboard interface with a title bar at the top that reads "What do you do for fun?". Below the title bar is a toolbar with various icons for editing and sharing. The main area of the Jamboard is a large grid of blue lines. In the top-left corner of the grid, there is a red box containing the word "Listening". To the right of this box, the text "Gerund or infinitive? Complete the song's letter" is written. Below this text, there are two URLs: a blue one, <https://inspireesl.wordpress.com/2017/02/08/gerund-or-infinitive-in-songs/>, and a green one, <https://drive.google.com/file/d/0B3uYM2O9UDk7VXJnbUQwOHRDaVk/view>. On the left side of the grid, there is a vertical toolbar with icons for erasing, drawing, and other editing tools.

What do you do for fun?

Listening

Gerund or infinitive? Complete the song's letter

<https://inspireesl.wordpress.com/2017/02/08/gerund-or-infinitive-in-songs/>

<https://drive.google.com/file/d/0B3uYM2O9UDk7VXJnbUQwOHRDaVk/view>

GERUND OR INFINITIVE

1. I don't mind _____ (spend) every day.
2. I want _____ (be) a part of it, New York, New York.
3. Remember _____ (let) her into your heart and , then you can start _____ (make) it better.
4. And you only need the light when it's burning low, you only miss the sun when it starts _____ (snow), only know your lover when you let her _____ (go)
5. I know it's hard _____ (keep) an open heart when even friends seem out _____ (harm) you but if you could _____ (heal) a broken heart, wouldn't time _____ (be) out to charm you
6. Lets _____ (raise) a glass or two to all the things I've lost on you
7. I must have called a thousand times _____ (tell) you I'm sorry, for everything that I've done, but when I call you never seem _____ (be) home
8. I didn't mean _____ (end) his life , I know it wasn't right, I can't even _____ (sleep) at night, Can't _____ (get) it off my mind, I need _____ (get) out of sight, Before I end up behind bars
9. So take my strong advice, just remember _____ (always think) twice
10. Don't you stop _____ (love) me, don't quit _____ (love) me, just start _____ (love) me
11. Trouble that can't _____ (be) named, the tiger is waiting _____ (be) tamed
12. I want _____ (break) free, I want _____ (break) free.
13. Today I don't feel like _____ (do) anything I just wanna _____ (lay) in my bed, Don't feel like _____ (pick) up my phone, So leave a message at the tone, 'Cause today I swear I'm not doing anything
14. I never meant _____ (cause) you any sorrow, I never meant _____ (cause) you any pain, I only wanted to one time see you

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Reading

Complete the sentences using infinitive or gerund according to correspond.

My friend Bernardo

<https://www.englishcurrent.com/grammar/teaching-gerunds-infinitives-activities/#warm-up>

Story #1: Verb + Gerund or Infinitive? (+ Cloze Paragraph)

My friend Bernardo liked to eat McDonald's hamburgers. But he had a problem. He was gaining weight. He decided to go on a diet. He stopped eating fast food and started buying more fruit and vegetables. After a month, he had lost a few pounds. But he wanted to lose more. I suggested joining a gym. Bernardo disliked exercising, but he agreed to try it. Now he exercises every day and he looks better. He's looking forward to losing more weight.

My friend Bernardo liked _____ (eat) McDonald's hamburgers. But he had a problem. He was gaining weight.. He decided _____ (go) on a diet. He stopped _____ (eat) fast food and started _____ (buy) more fruit and vegetables. After a month, he had lost a few pounds. But he wanted _____ (lose) more. I suggested _____ (join) a gym. Bernardo disliked _____ (exercise), but he agreed _____ (try) it. Now he exercises every day and he looks better. He's looking forward _____ (lose) more weight.

Story #2 [Easier]: Verb + Gerund or Infinitive? (+ Cloze Paragraph)

My friend Bernardo enjoys cooking. He also really likes eating. But one month ago, his girlfriend told him to lose weight, so he decided to join a gym. In the beginning, it was difficult to go regularly. He tried to go every day, but sometimes he forgot to go. Yesterday, he drank beer with me instead of exercising. He prefers drinking alcohol to lifting weights, of course. His girlfriend called him when we were at the pub. He stopped drinking his beer to answer the phone. He promised to be home by 10 p.m. However, we kept drinking until we ran out of money.

What do you do for fun?

Establecer fondo | Borrar marco | Compartir | Abrir en un Jamboard

Activity Build sentences with the next verbs and using gerund or infinitives
Admit - advise - avoid - consider - deny - involve - mention - recommend
- risk - suggest

AVOID using plastic bags | I recommend studying more to learn english
I decided to learn English this year

Refuse

Imagine seeing a better world | I suggest them listening to music in English every day

Agree - decide - deserve - expect - hope - learn - need -
offer - plan - promise - seem - wait - want

I considered eating more fruits every day

I have decided to change my cars.

I considered listening and reading book i English by habit or practice

HATE