



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“BENEFITS OF PERSONALIZED INSTRUCTION IN SMALL GROUPS IN ESL
CLASSROOM”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper entitled **BENEFITS OF PERSONALIZED INSTRUCTION IN SMALL GROUPS IN ESL CLASSROOM** prepared by **PANCHANA MATIAS HILLARY NAYELI & SORIANO PILAY DAVID GADDIEL** undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,


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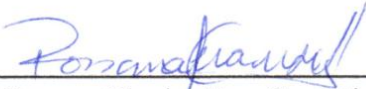
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With love,

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With love,

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Abstract

This research delves into the benefits of personalized instruction in small groups within ESL (English as a Second Language) classrooms, while highlighting how traditional methods often fall short in meeting the diverse needs of learners.

Personalized instruction enhances student engagement by adapting to individual learning styles, abilities, and paces, fostering a more inclusive and dynamic learning environment. The study highlights how this approach improves language retention, motivation, and interpersonal relationships. Furthermore, it emphasizes how small group settings promote critical thinking, empathy, and collaboration, benefiting both students and educators by creating a supportive learning atmosphere where everyone feels valued.

The research also explores the role of continuous assessments, feedback, and differentiated strategies to ensure that personalized instruction effectively meets each student's needs. This comprehensive approach leads to a deeper, more meaningful acquisition of language skills, contributing to long-term academic success and personal growth for both learners and educators.

KEY WORDS: Differentiated Strategies, Inclusive Environment, Motivation Enhancement, Learning Styles, Teacher Satisfaction, Academic Performance.

Resumen

Este estudio profundiza en los beneficios de la instrucción personalizada en pequeños grupos en las clases de ESL (Inglés como Segundo Idioma), al mismo tiempo que aborda cómo los métodos tradicionales frecuentemente no logran satisfacer las necesidades diversas de los estudiantes.

La instrucción personalizada mejora la participación estudiantil al adaptarse a estilos, habilidades y ritmos de aprendizaje individuales, fomentando un entorno inclusivo y dinámico. El estudio resalta cómo este enfoque mejora la retención del idioma, la motivación y las relaciones interpersonales. Además, enfatiza cómo los grupos pequeños promueven el pensamiento crítico, la empatía y la colaboración, beneficiando tanto a estudiantes como a educadores al crear un ambiente de aprendizaje donde todos se sienten valorados.

La investigación también explora el papel de las evaluaciones continuas, la retroalimentación y las estrategias diferenciadas para asegurar que la instrucción personalizada satisfaga efectivamente las necesidades de cada estudiante. Este enfoque integral facilita una adquisición más profunda y significativa de las habilidades lingüísticas, contribuyendo al éxito académico a largo plazo y al crecimiento personal de estudiantes y docentes.

PALABRAS CLAVE: Estrategias diferenciadas, Entorno inclusivo, Mejora de la motivación, Estilos de Aprendizaje, Satisfacción del docente, Rendimiento Académico.

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Introduction

Working in small groups as opposed to using a traditional method brings with it different benefits when choosing to add personalized instructions, this research provides insights into those benefits that are a great advantage when working in an English as a second language classroom.

This research work is to show that learning a second language involves a world of different methods, but beyond learning grammar, regardless of the level at which the students are, is to know the needs of them, in order to create an inclusive environment that leads the group to a better development of skills, better academic performance, promote inclusion among others, which are some of the benefits that we can know of teamwork when learning English as a second language.

The main objective of this work is to analyze the different instructions and mainly their benefits mentioned, with the help of the opinion of professionals, in order to obtain an opinion based on experience, which at the same time provides credibility in this research, thus opening a door to a deeper and safer analysis from experience.

To promote safe learning is to work with different methods, such as group work based on personalized instructions that have benefits to the teacher and the student, when teaching and learning English as a second language in a classroom.

CHAPTER I

The Problem

Research Topic

Personalized Small Group Instruction in ESL.

Title

Benefits of Personalized Instruction in Small Groups in ESL Classroom

Problem Statement

The traditional approach to teaching English within a classroom, although widely used, often does not meet the diverse needs of students learning English as a second language (ESL). This method, which relies on a single methodology for the whole group, overlooks the different levels, paces and learning styles of the learners (Getie, 2020)

As a result, many educators face the challenge of engaging all students in the expectation of effective learning, which can lead to an unproductive learning environment as there is disinterest or low comprehension by a group of students. (Liashuk, 2023)

The absence of personalized instructions and collaborative work among students creates an imbalance in the classroom, frustration, demotivation, and lack of commitment on the part of students, are effects that occur when there is no balance of learning in the classroom, often caused by the relationship of teachers to students, the motivation of teachers through strategies or personalized instructions, are something important in the field of education so collaborative work is part of that. (Yao, 2024)

This environment can affect their academic performance, from other points of view it also generates consequences that can influence their self-esteem and their willingness to participate in school activities, due to the feeling of little support it provides, and that it is

needed, can lead to an absence of commitment and difficulties in learning, creating a negative cycle that is difficult to break, for this reason, it is essential to understand the benefits of personalized instructional strategies that are tailored to the specific needs of each student.

Personalization of learning in the context of English as a second language not only improves comprehension and language retention, but also promotes a sense of ownership and motivation among students. By implementing methods with targeted benefits for different abilities and learning styles, teachers can create an inclusive environment in which all students feel valued and supported. (Cevikbas, 2022)

Support, whether emotional, social or academic, plays a crucial role in the development and well-being of individuals. In educational contexts, such as second language learning, the right support can make a significant difference to experience of students; moreover, these strategies not only benefit students, additionally helps the methodological knowledge of the teachers, allowing educators using personalized approaches to see the benefits through increased student engagement and performance, which in turn enhances their own professional satisfaction. A learning environment that fosters collaboration and mutual support between students and teachers results in a more effective and collective learning experience.

By focusing on the individual needs of students, more dynamic and meaningful learning is encouraged. This not only boosts language development, but also promotes critical skills such as communication, empathy and teamwork. (Keefe & Jenkins, 2002)

In summary, personalized small group instruction in english as foreing language is essential to maximizing each potential of the students creating an inclusive and motivating learning environment.

Justification

Implementing personalized small group instruction for English as a second language (ESL) offers a tailored educational experience that effectively addresses the diverse needs of students. In smaller class sizes, educators can focus closely on each learner's unique strengths and weaknesses. This individualized attention allows teachers to provide specific feedback and direct support, enhancing the learning process. Furthermore, small groups foster collaboration among students, encouraging them to engage actively with one another in meaningful ways. (Suryati et al., 2024)

This methodology significantly enhances interaction, which is crucial for developing communication skills essential in language acquisition. When students work closely together, they practice speaking, listening, and negotiating meaning in a supportive environment, facilitating greater language comprehension. In larger classrooms, where individual attention can be limited, small group work creates a more inclusive and motivating atmosphere. (Kendall & Khuon, 2023, #)

Additionally, this approach empowers students by allowing them to see tangible progress in their language skills, boosting their confidence and motivation. As they recognize their improvements, students become more willing to participate and take risks in their learning, further enriching their educational experience. Ultimately, personalized small group instruction not only aids in language development but also cultivates a sense of community and collaboration among learners, making the language acquisition process more effective and enjoyable.

Scope of the Research

This study aims to explore the benefits and effectiveness of personalized small group instruction in teaching English as a second language (ESL). The research will focus on the

benefits of tailoring instruction to meet the diverse needs of ESL learners, particularly in terms of language comprehension, student engagement, and collaborative learning. It will examine how personalized strategies address varying learning styles, abilities, and paces, fostering an inclusive and supportive environment.

Inclusion:

- The role of personalized small group instruction in improving ESL learning outcomes.
- The impact of these methods on student motivation, language retention, and classroom engagement; language retention is enhanced by the small group learning structure. When students participate in collaborative activities, they have more opportunities to actively practice the language.
- Strategies used by educators to implement differentiated instruction in ESL settings.
- The benefits of fostering collaboration and peer interaction in small groups for language development.
- How personalized instruction influences both student performance and teacher satisfaction.

Exclusion:

- Broader methods of ESL instruction not involving personalization or small group formats.
- General classroom management techniques that are not directly related to personalized learning strategies.
- Any focus on non-language-specific subjects or methodologies not related to ESL.

By narrowing the scope to these key areas, the research will aim to present a comprehensive analysis of the role of personalized instruction in enhancing the ESL learning experience.

Problem Question

What are the key benefits of implementing personalized instruction in small groups?

Specific questions.

1. How can educators effectively evaluate the needs of students to adapt personalized instruction in small groups ESL setting?
2. What are the benefits of small group strategies to ensure that personalized instruction is effective?
3. How does personalized instruction in small group ESL classroom impact students engagement and language acquisition compared to traditional teaching methods?

General Objective

To analyze the key strategies and benefits of implementing personalized instruction in small groups ESL classroom.

Specific Objectives

1. To identify effective methods for determining the needs of the students in order to tailor personalized instruction in small group setting.
2. To research strategies and benefits that ensure that personalized instruction is effective.
3. To analyze the benefits of small group, personalized English classes, focusing on how these settings foster more effective learning, meaningful student interaction, and improved language retention compared to larger learning environments.

CHAPTER II

THEORETICAL FRAMEWORK

Background

In this study, the theoretical framework is constructed through an analysis of relevant articles within the field of Benefits of Personalized Instruction in Small Groups in ESL Classroom.

Collaboration in small groups is an important point to highlight, in this case “Using collaborative action research to improve differentiated instruction” from an article in the international journal of inclusive education, shows us that many times the methods are good, but we do not apply them in the classroom. (Dulfer et al., 2024)

Therefore, this research will have collected information that will support our work, focused mainly on the benefits of working in groups. The research results point to positive aspects for this research where the main thing is to focus on the benefits obtained by doing group work.

In this work there are theoretical and pedagogical bases that also contribute to the positive result of this research work such as: cooperative learning and cooperative learning that are also supported by the inclusion or development of group work. (Niemi & Vehkakoski, 2023)

It is important to make known many things that involves a group work and one of them is the inclusion, this work is supported in that it is effective is the use of inclusive strategies due to the values and culture that teaches students, and that culture is a factor that influences the way of learning in academic environments of ESL. (Molina Roldán et al., 2021)

Academic performance refers to the level a student has achieved in his or her educational activities, generally measured through grades, evaluations, and other performance indicators.

(Namusoke & Rukundo, 2022)

Within this work is essential to know what strategies to apply within an ESL class, through this we will know what instruction to give, and this opens doors to a world full of learning methods that can be carried out in an inclusive way that improves academic performance, encourages inclusion, and sows an interest in ESL learning. (Leeming, 2024)

Theoretical basis

Personalized instruction-based education is very useful and allows it to be applied in different ways or areas, it can be applied virtually or face-to-face, or informally and informally.

According to constructivist learning theory, in constructivist classrooms, learning is based on interaction among students. More complex mental skills, such as reasoning and comprehension, are developed through these social interactions. By collaborating and communicating with their peers, students not only learn from each other, but also internalize that knowledge and use it in their own thinking. (Chand, 2024)

Differentiated Instruction (LEARNING)

Carol Ann Tomlinson is a leader around differentiated learning and professor of educational leadership, foundations, and policy at the University of Virginia. Tomlinson describes differentiated instruction as factoring students' individual learning styles and levels of readiness first before designing a lesson plan. Research on the effectiveness of differentiation shows this method benefits a wide range of students, from those with learning disabilities to those who are considered high ability.

Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.

According to Tomlinson, teachers can differentiate instruction through four ways:

1. content
2. process
3. product
4. learning environment

Gamification to increase motivation

Gamification has been shown to increase student motivation in educational contexts, according to the theory of self-determination. This theory explains that motivation exists on a spectrum, ranging from a lack of motivation to intrinsic motivation. Between these two extremes lies extrinsic motivation, which is composed of four levels: external, introjected, identified, and integrated. Each of these levels reflects a progression from being driven by external pressures, such as rewards or punishments, to personal motivations. (Zhang & Hasim, 2023)

In the context of gamified education, Self-Determination Theory (SDT) tells us that strategies that encourage autonomous motivation are the most effective. This suggests that it is preferable for students to be internally motivated to engage with the material due to their personal interest or curiosity. (Bullock, 2020)

While external rewards can lead to excellent student outcomes, the issue is that as these rewards diminish, interest in the subject and learning also fade, as there are no new incentives to continue. On the other hand, intrinsically motivated behaviors, such as problem-solving related to an inherent interest, are much more likely to grow and be sustained, leading to deeper learning and greater satisfaction when observing the results. (Kübra Ertan, 2022)

When it comes to basic psychological needs, the literature strongly emphasizes that learners who experience autonomy, competence, and relatedness to others tend to demonstrate higher levels of engagement. When learners are given the opportunity to make decisions about their learning path or feel competent by successfully completing challenging tasks, their intrinsic motivation increases. (Sri Watini, 2023)

Using Self-Determination Theory, educators can implement gamification strategies that enhance internal motivation, going beyond short-term engagement driven by rewards and fostering long-term educational success through autonomy, competence, and relatedness. (Rodrigues et al., 2024)

Language learning in ESL classrooms brings with it particular challenges. One of the most prominent is the difficulty of providing effective feedback in large classes. In an environment with many students, it can be complicated for the teacher to cater to the individual needs of each student, which can affect progress and motivation. In addition, the diversity of ability levels and learning styles in a large classroom adds complexity to the teaching process. Therefore, finding effective methods to provide feedback that is personalized and useful becomes an essential task for educators. (Wulandari, 2022)

From this article we can glean important information that, consistent with the results obtained, indicates that peer, group or paired assessment has important benefits, such as improving language skills and creating a positive learning environment.

The study delved into how ESL students' motivation can influence instructors' leadership skills, the way teachers interact with their students not only influences learning outcomes, but also plays a crucial role in the overall classroom atmosphere. (Wang, 2023)

It was felt that a motivated instructor can inspire and foster greater involvement among students, showing that same motivation in them, creating a more positive and effective learning environment. In addition, it gives us insight into the students' attitude towards the language, as a favorable attitude helps to enhance their commitment to learn more of the language and practice it, while a negative attitude could hinder their progress with very low results in terms of performance. (Rustamova & Qizi, 2023)

Pedagogical basis

The impact of cooperative learning in comparison to traditional learning, this study contributes to what we know as students learn English as a second language better when they work in small groups, as opposed to those who learn by using the traditional method, which is important to recognize that it has good results but does not adapt to the needs of the whole group, but English applied in small groups satisfies all the needs of the students giving an effective end result. (Zhang Lei, Lilliati Ismail, Fazilah Razali, Norliza Ghazali, 2023)

Cooperative work encourages collaboration among students, which can improve their language skills in several ways. First, by working in pairs or groups, it is important to encourage interactive language, as teachers are no longer the sole authority or leader in the classroom. This also helps to address the challenge of large classes, allowing more students to participate. This can increase their fluency as they become more comfortable communicating in English. (Ika Harianingsih, 2022)

English is a global language that is widely used in communication and education. However, many students learning it as a foreign language face various challenges. One possible solution to help them is the "think-pair-share" cooperative learning method or group work. This approach is simple and can be easily implemented in the classroom. (Alam et al., 2022)

Another benefit of cooperative work is improved information retention by discussing and working together on tasks, students reinforce what they have learned, which helps them better remember vocabulary and grammatical structures. This is especially useful for English language learners, as they can practice in a real and meaningful context. (Tullis & Goldstone, 2020)

Another part of the field of pedagogy are the advantages of small group teaching at all levels of education, in any area, lie in its ability to adapt to the needs of each student, promote active participation which is a plus, and establish a collaborative learning community. (K-, 2024)

In summary, cooperative learning, through the "think-pair-share" method, not only improves English learners' language proficiency, but also increases their motivation, engagement, retention and fluency. Implementing this type of work in the classroom can be an effective fostering leadership.

Legal Basis

This research work is supported by the laws of the Constitution of Ecuador

Organic Law of Intercultural Education (LOEI):

In Article 26 of the Ecuadorian Constitution, tells us that education is a right that cannot be bypassed and is intended to promote equality and social inclusion. This broadly complements the concept of personalized learning as it adapts to the individual needs of learners and ensures that each learner receives the support necessary to reach their highest potential. (LOEI, 2011)

In Article 27 of Ecuadorian Constitution, emphasizes human-centered education that encourages inclusion, critical thinking and the development of individual competencies. Personalized small group learning directly supports these constitutional values by providing tailored instruction that enhances student engagement and ensures individual development. (LOEI, 2011)

CHAPTER III

Methodological Framework

Methods

Qualitative methodology

This research work uses a qualitative method based on interviews in order to collect information that contributes to this research, since this type of method explores complex phenomena through in-depth interviews. A qualitative approach allows people to share their views from their own experiences and perspectives. (Tenny et al., 2022)

This method allows a deep understanding of the experiences and as it relates to this research work, it reinforces the work in terms of credibility as it allows you to explore within a realistic field through a professional point of view.

The qualitative method allows to obtain results in a more detailed and deep way establishing or providing credibility and confirmability to have a more consistent work. (Lim, 2024)

It focuses on collecting information that helps to support a specific topic through the experiences of professionals, in this case opinions or experiences of teachers of educational institutions.

In this work this method is used as a support through interviews where it is important to listen to the answers to questions that are related to the research topic.

Qualitative methods seek to provide a deep and contextualized understanding of the experiences of people.

Characteristics of qualitative research

Naturalistic setting

Studying in the natural environment of people practicing in a classroom helps the researcher to understand how they perceive and experience the world. It is a close way for the researcher to understand the participants from their experiences. The elements under investigation are more easily observed in a real environment because social interactions generally influence in the experiences and behaviors of the people

Reality is socially constructed

Qualitative research wants to understand how individuals feel about their experiences in different contexts and it is assumed that there is no objective reality.

The primacy of subject matter

The purpose of this research methodology is to understand the views of individuals who have experienced the phenomenon we are investigating, rather than the average experiences of groups of individuals.

Emic (insider's point of view)

This is used to detail the behavior of the individuals to be interviewed while inside the research and with the environment around them. (McCall, 2024)

Type of Research

Phenomenological Studies

Phenomenological research methodology, as presented in the paper, seeks to understand lived experiences from the perspective of the individual. Through this qualitative approach, it attempts to determine the essence of the specific phenomenon from the viewpoint of how individuals perceive and interpret their experiences on that issue.

The conduct of this specific study will take into consideration interviews and flexible investigative strategies to allow the attainment of deep, subjective insights into the phenomenon under study, which, in this case, happens to be cultural transitions in educational contexts. This approach integrates both descriptive and interpretative phenomenology through an emphasis on human experience contextualized within specific social settings. (Alhazmi & Kaufmann, 2022)

Data collection Techniques

Interview

In-depth interviews are a very particular type of conversation for specific purposes, in this work the use of interviews helps primarily to uncover and explore different opinions that are useful for this research. Interviews can be conducted through open-ended questions so that the data collection will be clearer and allow to focus on the key points of the research. It prioritizes the voices and perspectives of participants, allowing them to express their opinions in their own words.(Knott et al., 2022)

Instruments

Questionnaires

A questionnaire is a technique that is structured for collecting data from respondents. Generally, there is a set of carefully designed questions that aim to draw particularly relevant information on specified topics, e.g., attitudes, experiences, or behaviors. When properly designed, the questionnaire allows researchers to collect a large volume of data quickly and in an identical manner. Typically, questions are standardized in a way that responses are made comparable, facilitating trend analyses and sound drawing of inferences. Designing involves the selection of clear and unbiased questions that reduce the probability of respondent confusion; hence, the data collected will be related to the research objectives.

The significance of questionnaires is that they enable obtaining measurable and repeatable insights that assure the validity and reliability of the research findings. High-quality questionnaires improve the quality of data, as they also minimize response biases and enable the researcher to recognize patterns within the target population. Data, when analyzed, may show very useful relationships between variables that will allow the researcher to draw informed conclusions or recommendations based on participant input. In essence, it is through obtaining real and meaningful data that directly informs the study; then, the questionnaire can be said to work effectively. (Guide, 2022)

Types of Questions

Open-ended Questions

The elaboration of open-ended questions that are applied in the interviews of various investigations, are very useful especially when you need to have a broader response especially when there are topics that may require a variety of answers that with a brief explanation leaves

much to be desired when we apply a closed question, ie allows you to navigate behind that answer to get even more of what you expect to hear. (Rouder et al., 2021)

Most of the time these types of questions are often a sure way to obtain authentic opinions of a true fact and to capture the why that often helps to complement the research, depending on the formulation of the question it allows you to have more information since you do not plan a way of answering for the respondent but you get a concept that you can break down and analyze

Population and sample

As a population, this questionnaire is directed to five teachers in charge of the English area in order to obtain more reliable answers since they have experience and a broader knowledge of strategies and benefits, which is what this research work requires.

CHAPTER IV

Analysis of findings

The interviewees' responses highlighted teachers' perceptions of the use of personalized small-group instruction in the ESL classroom, and how these practices impact student learning. Through their experiences and pedagogical approaches, teachers provided a detailed exploration of incorporating differentiated instructional strategies to promote English proficiency in a small group setting. As a result, their reflections provided valuable information on the effectiveness of this approach in improving language skills of students, particularly in the comprehension of some topics, and other areas such as inclusion.

The experiences shared showed how small group work can foster greater interaction, personalized attention, and improved academic performance, highlighting the importance of tailoring instruction to the individual needs of students in the ESL classroom.

Report of the questions

Table 1

Results obtained from the interview with different teachers in charge of the English area of different schools.

QUESTIONS	TEACHERS
<i>From your experience, how does working in groups work by applying personalized instruction in a classroom where you teach EFL?</i>	<i>Teachers agree in the interviews that group work helps students to do their best based on the instruction they are given, thus showing their abilities.</i>
<i>What advantages do you consider to be the most salient when working in teams in English classes?</i>	<i>The interviewees agree that one of the advantages is the support among students, how one can help another and at the same time foster values such as respect, which helps to have better communication in the group.</i>
<i>What strategies do you use to carry out group work in English?</i>	<i>Teachers agree that the use of inclusion and interaction are part of good teamwork as well</i>

	<i>as the sharing of roles as strategies.</i>
How do you assess the English level of students to form appropriate groups?	<i>Knowing and evaluating the abilities of students, according to the interviews the teachers emphasize that they all have different abilities, in grammar, speaking and even leading.</i>
How do you adapt personalized learning strategies to cater for different learning styles within a group in English?	<i>Teachers agree that it is necessary to know the learning style to which each one is teaching and to apply an inclusive environment in order to adapt according to the needs of the students and their abilities.</i>
As an English teacher, can you describe any challenges you have faced in implementing personalized learning in small groups and how you overcame them?	<i>Teachers feel it is a challenge to be inclusive in the classroom, and to maintain a balance between them. All were able to face their challenges by learning to maintain order, communication and mutual support between students.</i>
What role do you think collaboration plays in enhancing individual English learning through group activities?	<i>Teachers say that doing group work helps students to understand the topics more easily, because they help and teach each other.</i>
How do you balance individual needs with group goals to ensure that all students benefit equally from personalized instruction?	<i>Good planning ensures positive results by grouping students in a variety of ways, so that they benefit from each other's knowledge.</i>

Interpretation of data from the interview.

The first question asks how groups work by applying personalized instructions. Teachers 1, 2 and 3 focus on recognising the strengths and abilities of the students to know that they are able to put their 'artistic touch' to the group activities; once these strengths are recognised by the students themselves, they are able to put their best effort into whatever they are doing. However, teacher number 4 affirms that the work works if the instructions are clear and very specific, as does teacher number 5, who adds to the answer that working in a group is like a puzzle, that the students are the pieces and that the teacher must find a way to make them fit together.

The second question asks What benefits do you consider to be the ones that stand out the most when working in teams. All the interviewees agreed that teamwork brings as an advantage the respect for each other's different opinions, in this way everyone is given the task of understanding their teammates, having many more ideas and obtaining a successful result. Teacher 3 affirms that mutual help between students is fundamental for topics that one of them did not fully understand and that at least one of the group members can cover the missing information.

Question three says What strategies do you use to carry out the work in a group. Teacher number 1 says that it is important to be equitable when creating their groups and not always by affinity because this way they can understand each other; this idea is complemented with the answer of teacher number 3 because he affirms that this way they interact gives a positive result in the activity. The ideas of teachers number 2, 4 and 5 assure that defining roles for each student and a clear goal will make them advance more efficiently with multiple supports and together with the technological tools that today it is possible to use for free, we can obtain favorable results.

The fourth question talks about how to evaluate the level of the students in order to form appropriate groups. Teacher number 1 shares that it is important to identify the skills of each student, such as writing, public speaking, drawing, among others, so that the group can excel. In addition, teachers 2 and 4 mentioned leadership, communication and collaboration when confronting group conflicts. Teachers 3 and 5 add that it is important to conduct a diagnostic test prior to the start of classes or during the weeks prior to the content.

Question five talks about adapting personalized learning strategies for different learning styles. Teachers number 2 and number 4 indicate that the different ways of learning of each student is useful when adapting the topics of study with the teaching method to be used; on the other hand, they talk about inclusion adding the comment of teacher number 3 saying that it is really important inclusion in the classroom, not allowing any student to feel left out or excluded because everyone has multiple ideas to complement the work indicated. Teacher number 5 adds that it is necessary to adapt the activities to the different learning styles, using didactic material, making posters and things that encourage creativity.

In question six they describe a challenge they have faced in implementing personalized learning and how they were able to overcome it. Teacher number 1 and 4 had a very similar challenge with autistic children and in the case of teacher number 4 he used to play songs making the class very didactic for this type of student which helped him to understand the topics that he kept in constant repetition; we could say that the case of teacher number 1 also connects with teacher number 2 and 3, since the class became more exclusive for the student with autism, reinforcing the topics already studied inside the classroom, however, teacher number 5 had a completely different challenge, namely the fact that many students do not get out of their comfort zone and rely too much on others, and he tries to counteract this by applying individual rubrics and checking the progress of each group.

Question seven talks about the role of collaboration in improving individual learning through group activities. The answer of teacher number 1 and number 3, agree that when working in groups, the most knowledgeable partner is the one who teaches the others, to this we can add the answer of teacher number 2 and 5, because he mentions that students in addition to learning from each other, can share their points of view and by working individually, they will have a deep understanding from the teachings of the teacher and peers, living together in an educational and academic way. Teacher number 4 adds information about points of view and the importance of not seeing the subject as a competition but trying to understand the perspectives of the classmates in order to implement them to each other.

Finally, question number eight, which talks about balancing individual needs with the objectives of the group to ensure that everyone benefits equally. Teacher number 3 focuses his answer on planning and a good choice of methodologies if the group activity is to be successful. The ideas of teachers 1, 2, 4 and 5 point out that balancing the needs of learners requires opportunities for everyone to move at their own pace through challenges by stepping out of their comfort zone while the teacher monitors progress by providing the necessary feedback.

Analysis and discussion of the interview versus bibliographic review

Question one, according to Şevk & Kurumu (2022), motivation leads to deeper learning, in this case in group work in language teaching it creates motivation through interaction, generates motivation which is related to the experiences of the interviewees who report that students show their best level when they work in teams guided by a teacher, since they demonstrate their skills, in other words they increase their motivation.

Question number two seeks to rediscover those advantages or benefits of working in groups, the result does not let us know that the support among students is one of the advantages in terms of retention of what they have learned, as well as communication and other factors that make a good group work, this helps us to better understand according to Lei et al. (2023), said about group work and its advantages in satisfying all students.

Question three was asked in order to get a clear answer based on the different experiences of professionals working with one-to-one group instruction, in relation to interaction and inclusion in group work in the classroom, the interview results agree with Wang (2023), in deepening the issue of teachers' involvement influences students' learning, teachers consider it a way to manage group work well.

The fourth question in order to know how to evaluate the skills to form more effective groups, first we rely on the idea of Harianingsih & Jusoh (2024) that when working in pairs or groups, it is important to encourage interactive language, since teachers cease to be the sole authority or leader in the classroom, which is complemented by the responses of teachers to answer that through this can evaluate the different skills and apply them to future work.

The answers to question five, show that through group work, the abilities of each one can also be evaluated and thus strategies can be adapted and instructions can be given, that is to say, it helps to root the capacities so that they adapt to the needs of all as mentioned by (K- Elevate, 2024)

The result obtained from question number six lets us know that doing group work helps students to understand the topics more easily, which leads to an improvement in academic performance according to (Namusoke & Rukundo, 2022).

The seventh question was asked in order to know whether or not there is an improvement in individual work after working in small groups as Dulfer et al. (2021), argues that this is because the concept of students helping and teaching each other is a key principle in collaborative learning, which has a solid foundation in constructivist theory and is a direct benefit of working in small groups resulting in better individual performance.

The last question focuses on how individual needs can be accommodated in group work, according to Niemi & Vehkakoski (2023) reinforces the idea that, by working in groups, students can take advantage of the knowledge of their peers, and according to the teachers interviewed, this takes place through good planning that involves everyone, which is the core of the statement about the benefits of good planning in group organization.

CHAPTER V

Conclusions and recommendations

The following excerpt of this work shows the detailed conclusions of this work on these benefits.

Conclusion 1. The main objective of this study is to analyze the key strategies and benefits of the application of personalized teaching in small groups in the classroom of English as a foreign language, after the research we were able to know what those benefits were, that is to say what is produced by working in groups, as a result we obtained as there is a better academic performance, as it promotes inclusion, improved learning and collaborative work.

The implementation of continuous assessments to monitor each individual progress of students and adjust teaching strategies according to their specific needs, ensuring a more effective and personalized approach.

Recommendation 1. It is recommended to continue implementing the personalized small group teaching approach in the ESL classroom, reinforcing the importance of conducting continuous assessments to monitor each student's individual progress.

Likewise, it is suggested to invest in the continuous training of teachers so that they can effectively manage these groups and apply innovative methodologies that favor more dynamic and meaningful learning.

Conclusion 2. "To identify effective methods for determining the needs of the students in order to tailor personalized instruction in small groups settings."

It is essential for teachers to identify individual learners' abilities and needs, especially in contexts of teaching English as a foreign language. Small group work, when well structured,

allows students to benefit from collaborative interaction, sharing knowledge and skills with each other which also helps students to better adapt to their own needs, as they can learn from their peers and, at the same time, reinforce their own competencies in the process. Adapting teaching methods according to the specific needs of the students is a sure strategy to improve their performance and development in language learning.

Recommendation 2. It is crucial that teachers use diagnostic assessment tools to identify the skills and individual needs of each student, this serves to make a more polished work, since group work is effective but in this way it works even better.

Conclusion 3. “Research on strategies to ensure that personalized instruction is effective” reveals that group work, inclusion, and ongoing assessment of abilities of students are key to ensuring that each student receives the attention and support needed to develop to his or her full potential. Teachers agree that understanding the different abilities of students and learning styles facilitates tailored instruction that optimizes student performance.

Recommendation 3. To ensure effective personalized instruction, teachers should continue to assess individual abilities. It is important to adapt activities according to the particular needs of each student and to foster an atmosphere of respect that fosters a respectful working environment.

Conclusion 4. “To analyze the benefits of small group, personalized English classes, focusing on how these settings foster more effective learning, meaningful student interaction, and improved language retention compared to larger learning environment” The analysis of the benefits of small, personalized classes in English demonstrates that these environments favor more effective learning, as they allow for more meaningful interaction among students, which promotes greater language retention. In addition, group work facilitates cooperation among students, helping them to better understand topics and reinforce their learning through mutual support.

Recommendation 4: To maximize the benefits of small, personalized classes, teachers should implement planning that favors group dynamics and role rotation among students. This not only optimizes the active participation of everyone, but also allows them to benefit from different perspectives and knowledge, which enriches the learning experience and improves language retention.

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Annexes

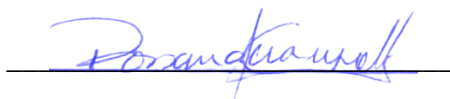
Annex A: Certified Anti-plagiarism System

La libertad, noviembre 22 de 2024

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “**BENEFITS OF PERSONALIZED INSTRUCTION IN SMALL GROUPS IN ESL CLASSROOM**” elaborado por los estudiantes **PANCHANA MATIAS HILLARY NAYELI y SORIANO PILAY DAVID GADDIEL** de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema antiplagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con **0 %** de la valoración permitida, por consiguiente se procede a emitir el informe , para proceder a la revisión por parte del especialista.

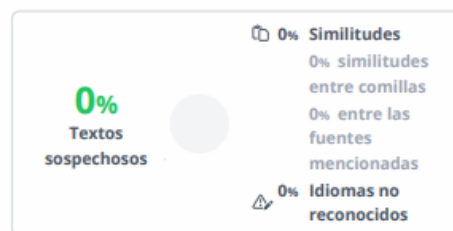
Atentamente,



Vera Cruzatti Rossana Narcisa, MSc.

TUTOR

Panchana Matias Hillary Nayeli & Soriano Pilay David Gaddiel-Thesis



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Annex B: Questionnaire

BENEFITS OF PERSONALIZED INSTRUCTION IN SMALL GROUPS IN ESL

CLASSROOM

Population: Teachers of different institutions of provincia de Santa Elena

Sample: 5 teachers in charge of the English area.

Questions aimed at teachers

1. From your experience, how does working in groups work by applying personalized instruction in a classroom where you teach EFL?
2. What advantages do you consider to be the most salient when working in teams in English classes?
3. What strategies do you use to carry out group work in English?
4. How do you assess the English level of students to form appropriate groups?
5. How do you adapt personalized learning strategies to cater for different learning styles within a group in English?
6. As an English teacher, can you describe any challenges you have faced in implementing personalized learning in small groups and how you overcame them?
7. What role do you think collaboration plays in enhancing individual English learning through group activities?
8. How do you balance individual needs with group goals to ensure that all students benefit equally from personalized instruction?

Annex C: Interviews transcribed using the tagging method

QUESTIONS	DOCENTE 1	DOCENTE 2	DOCENTE 3	DOCENTE 4	DOCENTE 5
<p>Desde tu experiencia, ¿cómo funciona el trabajo en grupos aplicando la enseñanza personalizada en un aula donde impartes EFL?</p>	<p>Si hablamos de instrucciones personalizadas es lo que yo quiero que los estudiantes realicen, ¿verdad? Entonces, el trabajo en equipo funciona, considero yo, que si cada estudiante le pone su toque artístico, su toque de trabajo, dependiendo del tema también, porque a veces son trabajos en equipo como maquetas, donde ellos tienen que poner toda su creatividad, o si hablamos de lo que es</p>	<p>Pues, el trabajo en equipo se basa en reconocer las fortalezas y habilidades de cada estudiante. Entonces, cuando uno se junta con otros estudiantes pues trata de sacar lo mejor de cada uno. Las instrucciones se adaptan para que cada estudiante pueda aportar lo mejor de sí mismo, pero al mismo tiempo trabajar en conjunto para un objetivo.</p>	<p>Buenos días. Respondiendo a la pregunta, es algo diferente, personalizado porque una tiene que evaluar antes las habilidades de cada niño, tiene que tomar en cuenta muchas de las cosas en las que son buenos y en las que no.</p>	<p>Pues el trabajo de mi equipo siempre funciona cuando das instrucciones detalladas y con vistas, no tan complejas ni con muchos detalles como que al aire, sino que muy específicas, ¿no? Entonces con eso tienes que ver e indicar las pautas a considerar en la calificación.</p>	<p>Funciona muy bien cuando las instrucciones están claras y adaptadas a las necesidades de los estudiantes. Por ejemplo, suelo asignar roles específicos dentro del grupo que se ajusten a las fortalezas y áreas de mejora de cada estudiante. También debemos considerar que el trabajo en grupo con instrucciones personalizadas es como un rompecabezas. Cada estudiante es una pieza única, y realmente mi</p>

	<p>hablado, nada más ellos tienen que igual realizar algún tipo de diapositiva o algo, entonces ellos, bajo las instrucciones que yo les doy, considero yo que ellos no se desplazan, ellos no aplican todo su conocimiento, porque solamente están basados a los puntos específicos que yo les doy.</p>				<p>rol como docente es encontrar cómo encajan dichas piezas. Es inevitable diseñar y planear actividades que desafíen a los más avanzados y apoyen a los que necesitan más ayuda. Al final, todos se sienten involucrados y aprenden a su propio ritmo, pero siempre trabajando hacia un objetivo común. Debo mencionarlo, por supuesto. Los equipos de trabajo los configuro de acuerdo con el estilo de aprendizaje de cada estudiante. En mi colegio trabajamos con el ampliamente conocido Test CHAEA que determina</p>
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					precisamente aquello. Es por eso que cada grupo debe ser la amalgama entre un teórico, un reflexivo, un pragmático y un activo, en lo posible.
¿Qué ventajas consideras más destacables a la hora de trabajar en equipo en las clases de inglés?	Por ejemplo, lo que es el respeto, el respeto de la opinión de los otros compañeros, eso yo considero que es lo que más debe destacar en un trabajo. Es una ventaja, que se aprendan a respetar y una vez que ellos aprendan a escuchar las opiniones de los demás, entonces el trabajo en equipo que ellos hagan se va a desplazar hasta donde ellos quieran	Pues, el intercambio de ideas y el desarrollo de las habilidades sociales. Debido a que, como hay más de un participante, cada uno tiene una idea distinta y así puedes comprender un poco mejor a tu compañero y fomenta la responsabilidad compartida y la construcción de soluciones colectivas.	Bueno, a la hora de trabajar en grupo destacan de que cuando los uno, uno o un niño puede enseñar al otro algo que no sepa, algo que desconoce en el tema, algo que tal vez otro niño así lo sabe hacer con más facilidad y pues así de esa manera se pueden ayudar mutuamente.	Pues bueno en equipo hay muchas más ideas que tu las puedes ir complementando, discutiendo, organizando para que igualmente tu puedas llegar a un mejor resultado y si aprenden a trabajar en equipo es una forma de tener mucha más organización al momento de entregar un proyecto grande	De hecho, existen muchas ventajas. Siempre hay algo por aprender. Tengo un principio que he desarrollado durante mi trayectoria de 15 años de experiencia: MIENTRAS MÁS ENSEÑO ALGO, MÁS LO APRENDO. Es muy gratificante poder aprender de los demás. Concerniente a la pregunta, considero que el trabajo en equipo fomenta la colaboración, la

	<p>y obtener la nota que ellos deseen obtener en ese momento.</p>				<p>comunicación y el pensamiento crítico. Los estudiantes aprenden a escuchar diferentes puntos de vista, a resolver problemas juntos y a construir sobre las ideas de los demás. Además, ese intercambio de ideas resulta interesante y eso hace que el aprendizaje sea mucho más significativo. Es importante destacar que los estudiantes introvertidos o tímidos suelen sentirse más cómodos expresándose en grupos pequeños, lo que les ayuda a ganar confianza. De esa forma, todos podemos salir ganando. Hay que ver el trabajo en</p>
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					equipo como una fortaleza, no como una amenaza.
¿Qué estrategias utilizas para llevar a cabo el trabajo en grupo en inglés?	Bueno, dependiendo, a veces se les deja que ellos escojan a sus compañeros, en otras ocasiones realizamos sorteos porque hay que ser todo equitativo. Mediante el sorteo ahí va el que sabe, el que no sabe, van mezclados. Entonces ahí- no tengo que estar viendo la capacidad, este sabe, este no sabe, este lo pongo con el de acá, no, si no que yo considero que la inclusión de todos.	Pues, cada uno de los estudiantes tiene una tarea. Algunos son los protagonistas, otros son los directores, los que supervisan, entre otras cosas. Hay que fomentar la comunicación constante y promocionar oportunidades de reflexión. Es útil establecer metas claras y asignar roles para todos, ya que todos deben participar en el mismo.	Ya que estrategias utilizo, por ejemplo, que se puede utilizar una A3, una hoja y que dibujar aspectos grandes como, por ejemplo, si estamos enseñando el abecedario o los colores dibujar mucho y que ellos interactúen entre ellos, poner la orden, cuál es el color rojo o encontrar el color rojo y que ellos puedan encontrarlo de una mejor forma, más divertida y emocionante entre ellos.	Normalmente siempre se utilizan diferentes estrategias en donde hay asignaciones, ¿no?, de quién va a hacer cada cosa para poder avanzar mucho más rápido y llegar a los resultados que se quieren.	En cuanto a las estrategias, procuro variar, pero algunas de mis favoritas son: los roles específicos para cada miembro del grupo, las rotaciones de tareas, las presentaciones en grupo. También me gusta utilizar e integrar herramientas tecnológicas para facilitar la colaboración, como Padlet, Quizziz, Kahoot, Wordwall, Socrative. Que prime el espíritu competitivo pero sin querer imponerse a los demás o menospreciar la actividad de cada uno.

					La clave es que las instrucciones sean claras y que los chicos conozcan los tiempos para que logren enfocarse, revisar y decidir.
¿Cómo evalúas el nivel de inglés de los alumnos para formar los grupos adecuados?	Porque algunos son hábiles para escribir, otros son hábiles para dibujar, otros son hábiles para hablar ante el público, entonces hay que buscar de todo para que el grupo pueda sobresalir	Se puede hacer observando las habilidades como comunicación, liderazgo y colaboración. Es útil realizar dinámicas previas que revelen la disposición de los estudiantes y su capacidad para manejar el conflicto.	Bueno, como dije en la primera pregunta, esto se lanza a que hay que hacer una prueba de diagnóstico antes, hay que hacerla de forma oral y escrita	Bueno, siempre hay el alumno que va a querer liderar. Ese siempre uno lo va asignando con las personas que quieren a lo mejor a alguien que lo guíe, que lo dirija, ¿no? Y pues cada uno tiene una habilidad diferente. Yo creo que en ese momento uno tiene que ya ver, ¿no?, las actitudes de cada uno de sus alumnos y en base a eso hasta los grupos.	Es una tarea ardua pero necesaria. Para formar grupos adecuados, tengo en cuenta varios factores: el nivel de inglés de cada estudiante, sus habilidades sociales, sus intereses y sus estilos de aprendizaje. Observo mucho antes de formar los grupos. Analizo quién se lleva bien con quién, quién tiende a liderar, y quién necesita apoyo adicional. También evalúo su nivel de

					inglés en las semanas previas.
¿Cómo adaptas las estrategias de aprendizaje personalizado para atender a los diferentes estilos de aprendizaje dentro de un grupo en inglés?	<p>Como nosotros sabemos, trabajamos con diferentes grupos de aprendizaje de los estudiantes.</p> <p>Entonces, primero tengo que conocer el estilo de aprendizaje de cada estudiante para poder unirlo o para poder buscar las estrategias de que el grupo se pueda desarrollar bien.</p>	<p>Hay diferentes formas, por ejemplo, visual, auditivo, kinestésico, de naturaleza, entre otras, permitir que los estudiantes eligen uno de ellos para demostrar su aprendizaje.</p> <p>También se pueden utilizar bastantes actividades prácticas y dinámicas para cubrir diferentes necesidades, ya que nosotros también trabajamos bastante con niños de inclusión, entre otras cosas.</p>	<p>Bueno, pues, primeramente hay que hacer un poco inclusivo con los niños, porque en el aula hay niños que son autistas, entonces es una metodología diferente, también igual aplicamos para los niños que no tienen ningún síndrome, pero aun así a todos se le brindan la atención adecuada.</p> <p>Más inclusivo.</p>	<p>Ya, las estrategias de aprendizaje personalizados normalmente se toman en cuenta a los tipos de... uno tiene que ir viendo a qué alumno se le puede aplicar ciertas pautas diferentes que le ayuden a su aprendizaje. Por ejemplo, los niños que son kinestésicos o auditivos o visuales, pues uno tiene que ir adaptando mucho lo que va a enseñar a mostrar para ver de la mejor manera que ellos lo adquieran y lo pueden aprender de manera optima, ¿no?</p>	<p>La clave es ofrecer una variedad de actividades que se adapten a los diferentes estilos de aprendizaje, como lo he mencionado en preguntas anteriores. Por ejemplo, si tengo un estudiante que es muy visual, le pido que cree un póster o una presentación. Si otro estudiante es más kinestésico, le propongo un juego de roles. Si estamos trabajando un tema de gramática, puedo hacer que un estudiante kinestésico lidere una actividad tipo juego, mientras uno más lógico organiza ideas</p>

					<p>en un cuadro comparativo. También incluyo recursos como audios, Reels de Instagram enfocados en gramática y vocabulario, además de ejercicios prácticos en diferentes plataformas.</p> <p>Los chicos disfrutaban mucho de hacer posters con diferente contenido. Además, el hecho de recompensarlos con stickers es algo que me ha ayudado, pues incrementa la motivación y participación continua en clases.</p>
Como profesor de inglés, ¿puedes describir los retos a los que te has enfrentado a	Bueno, en mi tiempo de docente solamente tuve una niña que tenía, no era autismo	Un reto es que los estudiantes son individuos distintos, que a cada uno tiene una idea distinta y un	A ver, cuando hay trabajo y grupos normalmente suelen emocionarse de más.	Bueno, una vez tuve un reto de enseñarle a un niño con autismo inglés, yo trataba de	Sin duda, y no creo ser el único profesor de inglés que lo enfrente, es que algunos

<p>la hora de aplicar el aprendizaje personalizado en grupos reducidos y cómo los has superado?</p>	<p>sino que era el retraso en edad, o sea, ella tenía una edad, pero su nivel venía a ser como de una niña de 9 a 10 años, pero el grupo la incluía muy bien, o sea, los estudiantes sí-, o sea, no tuve ningún inconveniente así-. Yo trabajaba personalmente con ella, le explicaba las cosas a ella, pero los compañeros también la ayudaban, o sea, los compañeros mismos.</p> <p>Bueno, en esta escuela, gracias a Dios, que he trabajado varios años ya, los niños incluyen a los niños o sea los niños no los hacen a un lado nada sino que los niños mas vale los incluyen y ellos les</p>	<p>reto es poder trabajar en armonía con esas ideas, con esas actitudes, con esas personalidades. Para superarlo, he implementado actividades de apoyo para que los alumnos que necesiten refuerzos puedan hacerlo mediante aprendizaje, proporcionar desafíos adicionales para los más avanzados. La clave está en mantener un equilibrio.</p>	<p>Okey, entonces esa emoción conlleva que se distraiga un poco. Y sobre eso ya nada más lo que queda hacer es yo sentarme con ellos y explicarles mejor el tema. Decirles, estamos trabajando acá, por favor, no se distraiga, ya mismo llegará la hora de interactuar con toda el aula y lo hacemos.</p>	<p>utilizar bastante las canciones porque a ellos les gusta bailar, moverse, lo visual, lo musical, lo que se les quede, o sea, algo que puedan ellos repetir constantemente en su mente para que les guste, ¿no? Entonces, ese fue mi reto, gracias a Dios se cumplió y se pudo seguir con todas las indicaciones en el currículo que estaba adaptado, representado para él.</p>	<p>estudiantes se apoyan demasiado en los demás y no trabajan lo suficiente, pues se ven en su zona de confort y hacen pocos esfuerzos. Es un reto muy común, para en algo minimizarlo, empleo rúbricas individuales dentro del trabajo grupal, es decir, no todos tienen la misma calificación. También me aseguro de pasar por cada grupo mientras trabajan, haciendo preguntas directas para que todos participen.</p>
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	<p>ayudan en algo que ellos no pueden y por decir les hacen barra cuando les toca hablar a ellos y dicen vamos vamos que tu si-puedes vamos y cuando no les da el punto por ese niño que tiene este síndrome de Down o como es alguna discapacidad o una capacidad distinta vendrí-a a ser este los chicos lo animan para que los que funcionen al mismo nivel bueno no funcionarán al mismo nivel de ellos pero ellos tratan de que el compañero se sienta con esa acogida, incluido.</p>				
<p>¿Qué papel crees que desempeña la colaboración en la</p>	<p>Si-, porque uno ve cómo trabaja en grupo y el compañero que</p>	<p>Permite que los estudiantes aprendan unos de otros,</p>	<p>Ya, voy a decir los beneficios porque también hay</p>	<p>Bueno, esto representa que no todo en la vida es una competencia,</p>	<p>La colaboración da paso a que los estudiantes expliquen</p>

<p>mejora del aprendizaje individual del inglés a través de actividades en grupo?</p>	<p>más sabe como le enseña a los demás, entonces cuando ya es momento de trabajar individual, ese estudiante ya va con la explicación del compañero más la explicación de nosotros como docentes, entonces va a existir un... siempre y cuando exista una buena interacción dentro de ese grupo y para eso nosotros como docentes estamos como moderadores de cada grupo, o sea, de estar vigilando que cada grupo funcione bien.</p>	<p>compartan diferentes perspectivas y reciben problemas de manera conjunta, lo que empuje el aprendizaje individual y reporta la comprensión profunda de los temas.</p>	<p>desventajas, pero me voy a enfocar más en las ventajas. Una de ellas es que cuando uno tiene más habilidades pueden enseñar al otro, como le dije en otra pregunta, lo mencioné. Y cabe recalcar que esto es muy importante porque así ellos se interrelacionan más con ellos. Se conocen más y así mismo pueden tener una convivencia mejor educativa y académica.</p>	<p>siempre puedes desarrollar esas habilidades blandas para entender las ideas de otras personas y complementarlas con tu idea, tener diferentes tipos, diferentes puntos de vista, de algunas cosas para poder aplicarlas a la vida más sencillas, cotidianas y en este caso, pues en caso de algún deber, una tarea o una ejecución, pues poder llegar a los resultados que se quieren, ¿no?</p>	<p>conceptos entre ellos, así sea que evidentemente lo hacen en idioma español. Puede reforzar su aprendizaje ese contacto. Lo veo muy seguido en clases. Y realmente lo recalco con el estudiante que toma el rol de constituirse en una especie de "ayudante de cátedra". A veces, entienden mejor a sus compañeros que al profesor o quizá tengan más confianza. Cuando trabajan en equipo comparten sus diferentes formas de pensar, eso es muy significativo para el aprendizaje individual</p>
<p>¿Cómo equilibra las necesidades</p>	<p>Ya le digo, es poniendo diferentes</p>	<p>Equilibrar estas necesidades requiere ofrecer oportunidades</p>	<p>Okey, ahí es donde viene una buena</p>	<p>Claro, muchas veces cuando uno hace un</p>	<p>Divido las tareas de forma que todos</p>

<p>individuales con los objetivos del grupo para garantizar que todos los alumnos se beneficien por igual de la enseñanza personalizada?</p>	<p>estudiantes en los grupos o sea no solamente poner grupos de los que sobresalen más en la clase y de los que menos saben, no, sino que trato de mezclar todos los estudiantes. Todas las habilidades para que ellos puedan todos tener beneficios de todos, inclusive yo poder tener beneficios de ellos mismos.</p>	<p>para que cada estudiante avance su propio ritmo dentro de un marco común. Se puso la diferencia en las actividades, asegurando que las tareas grupales sean accesibles para cada alumno, pero también tengan su grado de desafíos.</p>	<p>metodología en el Lesson Plan. Hay que planificar demasiado para que esto tenga buenos resultados</p>	<p>grupo, uno aprende a leer el problema desde otra perspectiva, ¿no? Entonces, una vez que uno tiene esos problemas un poco más claros, el grupo te ayuda de manera visual, auditiva, kinestésica para que puedan entender todos y todos saquen una nota que les beneficie y que también ellos aprendan, ¿no?</p>	<p>tengan algo que hacer según sus fortalezas, pero también los desafío a salir de su zona de confort. Por ejemplo, si un estudiante es bueno escribiendo, le pido que redacte, pero también que explique sus ideas al grupo para mejorar sus habilidades de comunicación. Reviso el progreso individual y grupal constantemente, ofreciendo retroalimentación o corrección a cada estudiante en lo posible, pues debo monitorear todos los grupos. Es imposible que un docente esté sentado mientras sus estudiantes trabajan en</p>
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					grupos. Es una práctica nociva, en mi opinión.
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