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UNVEILING PEDAGOGICAL HORIZONS: ASPIRATIONS OF SECONDARY EDUCATION MASTER'S STUDENTS IN TEACHING METHODOLOGIES AND EDUCATIONAL APPROACHES

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ABSTRACT

This study explores the aspirations of secondary education master's students regarding their teaching methodologies and educational approaches. Building upon a previous investigation into the teaching practices observed during a 200-hour internship, the current study analyses responses from students regarding the type of teacher they aspire to become. The focus is on identifying overarching themes related to student-centered learning, communicative language teaching, motivation, respect, collaborative teaching, individualized instruction, cooperative learning, active learning methodologies, the integration of innovative and traditional methods, and the promotion of critical thinking. The insights are contextualized within established educational theories and practices, drawing from influential scholars. The findings highlight a contemporary and dynamic vision for education that emphasizes inclusivity, engagement, technology integration, and the application of diverse instructional methods to meet the diverse needs of students.

METHOD:

The study employs a qualitative approach, utilizing responses from master's students engaged in a 200-hour internship in secondary education. Data collection involves the analysis of 42 comments regarding teaching methodologies and educational approaches provided by the students. The comments are categorized into themes that align with established educational theories, including student-centered learning, communicative language teaching, motivation, respect, cooperative learning, individualized instruction, and active learning methodologies.

To ensure reliability and validity, the study draws on renowned educational theorists and scholars to contextualize the identified themes. The analysis involves linking students' aspirations to these theoretical frameworks, thereby providing a robust foundation for interpreting the findings.

The method further involves categorizing comments based on emerging themes, such as individualized instruction, student-centered learning, cooperative learning, active learning methodologies, and the integration of innovative and traditional methods. Each category is discussed in relation to the

corresponding theoretical framework, showcasing the alignment between students' aspirations and established educational principles.

KEYWORDS: Secondary Education Aspirations, Teaching Methodologies, Student-Centered Learning, Educational Approaches

1. INTRODUCTION

In the ever-evolving landscape of education, the methodologies and practices employed by educators play a pivotal role in shaping the learning experiences of students. The amalgamation of diverse perspectives, as articulated in the provided comments, reflects the multifaceted nature of contemporary pedagogical aspirations. This introduction seeks to contextualize these aspirations within the broader framework of educational theories and practices, invoking renowned scholars whose work has significantly contributed to the understanding of effective teaching and learning.

1.1. Student-Centered Approach, Balancing Authority and Approachability, Cooperative Learning, and Guide and Mentor:

The commitment to fostering optimal student development is encapsulated in the principles of student-centered learning. Pioneered by scholars like Dewey (1938), this approach prioritizes tailoring education to individual needs, promoting a holistic learning experience. Vygotsky's sociocultural theory (1978) further emphasizes the role of social interaction in cognitive development, supporting the notion of guiding students through tasks just beyond their current abilities. Balancing authority and approachability, as advocated by Palmer (1997) and Baumrind (1966), involves creating inclusive environments where teachers exhibit authority rooted in understanding, maintaining a delicate equilibrium to foster respectful classroom cultures. Cooperative learning strategies, championed by David and Johnson (1999), emphasize collaborative group interactions, positively impacting academic achievement and social development. Cohen's work (1994) adds depth to cooperative learning structures, addressing the complexities of implementation across diverse classroom contexts. The desire to guide and mentor students aligns with Gardner's multiple intelligences theory (1983) and Dweck's mindset theory (2006). Gardner underscores the importance of mentors recognizing and fostering students' unique strengths, while Dweck emphasizes cultivating a growth mindset to shape students' beliefs about their abilities.

1.2. Communicative Language Teaching (CLT), Empathy and Support, Positive Classroom Atmosphere, and Immersive Teaching and Individualized Learning:

The preference for a communicative approach in language teaching corresponds with the principles of Communicative Language Teaching (CLT), an approach associated with language acquisition theories and practitioners like Stephen Krashen (1981). The aspiration to be a teacher close to students, transmitting content with empathy, aligns with the principles of humanistic education championed by Carl Rogers (1969), emphasizing the role of empathy and positive regard in the learning process. Creating a positive atmosphere and using the book as a guide aligns with the pedagogical philosophy

of Paulo Freire (1968), who emphasized the importance of dialogical education and the co-construction of knowledge. The active role in the classroom and addressing individual differences reflects the principles of differentiated instruction, with scholars like Carol Ann Tomlinson (1999) advocating for adapting teaching methods to accommodate diverse learning needs.

The mentioned authors have significantly impacted language teaching and education. To grasp a comprehensive view of current practices, it is crucial to include recent perspectives from scholar's post-2000. Diane Larsen-Freeman's work in second language acquisition, particularly "complexity theory," underscores the dynamic nature of language learning and the importance of real-world engagement. James Paul Gee's sociocultural approaches since 2003 emphasize the social aspects of learning and the role of discourse in shaping language development and identity, with practical applications for real-world communication. Vygotsky's Zone of Proximal Development (ZPD), influential since before 2000, continues to shape language education, as contemporary scholars like Lantolf and Thorne (2006) expand on its principles, highlighting the significance of social interaction and collaboration. Task-Based Language Teaching (TBLT), gaining prominence in the 21st century with contributions from Rod Ellis (2003), focuses on meaningful tasks to promote communication and problem-solving in language learning. In the digital age, technology's role in language education, explored by scholars like Warschauer and Kern (2000), remains vital, emphasizing its potential to enhance communication, collaboration, and authentic language use. Together, these scholars and their contributions showcase the evolving landscape of language education, incorporating innovative pedagogical approaches, technological advancements, and the dynamic nature of language acquisition research. Integrating these perspectives offers a more comprehensive understanding of contemporary language teaching practices.

1.3.Motivation and Respect, Collaborative Teaching:

The goal of transmitting confidence and motivation aligns with the principles of motivation theory, with scholars like Edward Deci and Richard Ryan (2000) emphasizing the importance of autonomy, competence, and relatedness in fostering motivation. The desire to co-teach and collaborate resonates with the principles of collaborative learning and the social constructivist approach, with Vygotsky's (1978) work highlighting the significance of social interaction in cognitive development. These aspirations collectively weave a tapestry of contemporary educational philosophies, wherein educators strive to create inclusive, engaging, and effective learning environments that cater to the diverse needs of students.

2. RESULTS

We have categorized the students' insights (see appendix 1) on methodologies and educational approaches, linking all the 42 comments to the primary research and examining their alignment with these overarching themes.

2.1.Educational approaches

2.1.1. “Individualized Instruction:”: Individualized instruction is an educational approach that tailors teaching methods, content, and pace to meet the unique needs and abilities of each student. The goal is to recognize and nurture the individual strengths of students, fostering a personalized learning experience that helps them reach their full potential.

- Comment 1: "A teacher who brings out the best in each student."

Comment 1 aligns closely with the principles of Individualized Instruction, emphasizing a personalized and tailored approach to education. Bloom (1968), notably contributed to the concept of mastery learning, which involves individualized instruction tailored to each student's learning pace. His work laid the foundation for understanding how personalized instruction can unlock the potential of every student by addressing their unique needs and pace of learning. Tomlinson (1999) offers contemporary insights into tailoring education to individual students. Her work delves into adapting teaching methods to accommodate diverse learning styles and needs within the same classroom. Although her major contributions predate the 21st century, her work has continued to shape discussions on personalized instruction and differentiation, aligning with the goal of bringing out the best in each student by recognizing and responding to their individual strengths and learning preferences.

Wiggins and McTighe (2005) have influenced the design of curricula adaptable to individual student needs. Marzano's extensive research (2007) on instructional strategies, including personalized learning, provides valuable insights into tailoring instruction. Jonassen's work (1999) explores the integration of technology in supporting individualized and constructivist learning, while South (2014) contributes to understanding the role of technology in facilitating individualized instruction.

2.1.2. “Student-Centered Learning:”

Student-Centered Learning places students at the forefront of their educational experience, emphasizing active participation, collaboration, and autonomy. Horn and Staker (2014) advocate for the integration of technology to personalize learning, creating a blended environment that accommodates diverse learning styles. This approach allows students to progress at their own pace and engage with content according to their individual preferences. In a complementary perspective, Hattie et al. (2016) contribute insights into effective student-centered learning, emphasizing the crucial role of teacher-student relationships, student engagement, and personalized learning pathways. The authors highlight the need for educators to understand and respond to individual student needs, fostering a learning environment that promotes active involvement and intrinsic motivation. Despite its challenges, Student-Centered Learning is enriched by influential scholars such as Bonwell and Eison (1991), who explore strategies for engaging students actively. Lewis and Watson (2015) offer insights into the challenges and applications of constructivist approaches, while Felder and Brent (1994) delve into the benefits of cooperative learning environments. Bresler (1995) contributes a feminist perspective on critical pedagogy, and Barkley (2010) provides practical strategies for active student

engagement. Weimer (2002) outlines fundamental shifts in teaching practices, and Shavelson (2008) explores the importance of formative feedback in student-centered educational approaches. Together, these scholars contribute to the evolving landscape of Student-Centered Learning, enhancing educational outcomes and preparing students for success in an ever-evolving world.

In the pursuit of Student-Centered Learning, educators aim to foster an environment that values active student participation and self-expression. This philosophy aligns with the principles advocated by King (1993), promoting a shift from traditional, teacher-centric approaches to more collaborative and interactive learning environments. Comment 2 underscores this shift by expressing a desire for an active teaching role while providing space for students to express themselves, emphasizing inclusivity. Authors Horn and Staker (2014) contribute to the communicative aspect of Student-Centered Learning, as reflected in Comment 5, which highlights the importance of connecting with students through effective communication. Furthermore, the desire expressed in Comment 6 to be a teacher close to students, transmitting content empathetically, aligns with the ethos of 'empathetic teaching' as proposed by Rogers (1969), emphasizing student-centered and empathetic education. Comment 9's aspiration to adapt classes to both academic and psychological development, earning respect through understanding rather than fear, resonates with the principles of differentiated instruction promoted by Tomlinson (1999). Additionally, Comment 12 reflects the principles of supportive teaching, aligning with Noddings' (1984) work on the ethics of care in education. The expressed desire in Comment 20 for humane treatment, considering psychological and emotional aspects, aligns with the broader philosophy of whole-person education, a concept emphasized by Freire (1968). Lastly, Comment 35's emphasis on promoting a classroom climate that encourages learning through confidence in making mistakes aligns with the principles of cultivating a positive learning environment, as advocated by educational psychologists like Vygotsky. In summary, these comments collectively advocate for a comprehensive Student-Centered Learning approach that prioritizes collaboration, effective communication, empathy, differentiated instruction, supportive teaching, whole-person education, and a positive learning environment.

- Comment 2: "I would like to be able to have an active role in the classroom, but at the same time give the space to students to express themselves and work in a good environment."

- Comment 5: "A communicative approach that connects with the student."

- Comment 6: "I would like to be a teacher close to her students, to be able to transmit the necessary content and knowledge, but also to be empathetic and accompany them in their evolutionary process."

- Comment 9: "I want to be a teacher who is close and able to adapt the classes to both their academic level and their stage of psychological development, earning their respect for understanding them and not for causing them fear."

- Comment 12: "I would like to be able to empathize with the students and for them to see in me a supportive figure."

- **Comment 20:** "I would like to have a humane treatment that goes beyond the teaching practice, that is, that also gives importance to psychological and emotional aspects of the students."

- **Comment 35:** "Guide and share in your learning process. I would like to promote a classroom climate based on the confidence to make mistakes in order to learn."

2.1.3. "Cooperative Learning:"

Cooperative learning, as highlighted in Comment 3, is recognized as a crucial element for nurturing both academic understanding and essential social skills. Bonwell and Eison's (1991) assertion that active engagement within cooperative learning creates a vibrant classroom environment aligns with the understanding that such strategies extend beyond academic benefits to foster interpersonal relationships. Felder and Brent's (1994) exploration of collaborative educational environments further reinforce the idea that cooperative learning contributes positively to both academic and interpersonal aspects of student development. This emphasizes the need for incorporating cooperative learning strategies to achieve comprehensive educational goals. Comment 10 emphasizes the value of collaborative teaching and co-teaching in enhancing student motivation and learning. This aligns with the principles of collective efficacy, as proposed by Tschannen-Moran and Barr (2004), highlighting the positive influence of educators working collaboratively on student outcomes. The collaborative teaching practices advocated by Weimer (2002) and supported by Lewis and Watson's (2015) research on constructivist approaches underline the importance of shared responsibility in the learning process, extending the notion of cooperation beyond student-student interactions to include collaborative efforts among educators. In the context of primary education, Comment 34 underscores the significance of a diversified and inclusive classroom. Barkley's (2010) practical strategies for engaging students actively resonate with the idea of promoting diversity and inclusivity. Gardner's (1993) recognition of multiple intelligences aligns with the understanding that a one-size-fits-all approach is inadequate. The call for creating education for everyone, expressed in Comment 34, aligns with Tomlinson's (2014) philosophy of addressing the unique needs and strengths of each student, fostering an inclusive perspective where cooperative learning serves as a platform for celebrating diversity and ensuring equitable educational experiences.

- **Comment 3:** "Personally, I think I will use cooperative learning a lot, as I think it is a key stage to learn to establish interpersonal relationships apart from the contents of the subject."

- **Comment 10:** "I hope to be able to co-teach and join forces with other teachers because I believe that students value it very much, promote their motivation and facilitate their learning if everyone works similarly."

- **Comment 34:** "As a primary school teacher, for me, the main goal is to make an education for everyone. Then, over the internship, I've realized that the diversified classroom is the best."

2.2.Methodologies

2.2.1. "Active Learning Methodologies:"

- **Comment 4: "I would like to be a guide teacher, where my task is mainly to accompany students in the teaching-learning process. So, I would like to work with active methodologies."**

- **Comment 8: "I would like to play an active role in the classroom, that is, to work with students in an immersive way, working with them from their individual differences and specific needs."**

- **Comment 32: "I would like to know how to motivate my students and learn how to combine new technologies with the traditional method. I would use active and collaborative learning methodologies as much as possible."**

- **Comment 33: "I would like to implement a methodology based on gamification through more dynamic resources, and communication for freedom of expression."**

Active learning has gained prominence in educational discourse, with scholars and researchers contributing to its evolving understanding and implementation. Fink (2003) emphasizes the importance of active engagement for meaningful learning and introduces the concept of "significant learning" providing a structured framework for course design that incorporates active learning strategies to enhance student comprehension and application of knowledge.

Barkley (2010) delves into practical methods to actively involve students in the learning process and explores a range of active learning techniques and strategies that faculty can employ across diverse disciplines. Research on active learning has consistently demonstrated its positive impact on student engagement, comprehension, and retention of course material. A meta-analysis conducted by Freeman et al. (2014) examined 225 studies across various STEM disciplines and found that students in active learning environments outperformed their counterparts in traditional lecture-based classes. The study emphasized that active learning strategies, such as group work, peer instruction, and problem-solving activities, contribute to increased student achievement. Additionally, Prince (2004) conducted a meta-analysis focusing on engineering education, concluding that active learning methods enhance student understanding and problem-solving skills while also fostering a positive attitude toward the subject matter. Furthermore, recent research has explored the implementation of active learning in online and virtual environments. For instance, means et al. (2013) investigated the effectiveness of digital simulations and interactive technologies in promoting active engagement and learning outcomes. The findings suggested that well-designed digital tools can facilitate active learning experiences, even in virtual settings.

The four comments collectively reveal a resounding endorsement of active learning methodologies, signaling a departure from traditional, passive teaching models toward more interactive and participatory educational approaches. Comment 4 underscores a desire to be a guide teacher, emphasizing a student-centered approach characteristic of active learning, fostering critical thinking and collaboration (Fink 2003). Similarly, Comment 8 articulates a commitment to an immersive, personalized teaching style that aligns with active learning principles, recognizing and accommodating

individual differences among students (Barkley, 2010). Furthermore, Comments 32 and 33 provide insights into the integration of technology and innovative strategies within active learning frameworks (Miller, 2014). Comment 32 acknowledges the importance of motivating students and the evolving educational landscape, advocating for the use of active and collaborative learning methodologies (Oakley, 2014). Comment 33 introduces the concept of gamification and dynamic resources, highlighting a dedication to engaging and inventive teaching practices (Kapp, 2012; McGonigal, 2011). In essence, these comments collectively underscore a contemporary and forward-thinking teaching philosophy that prioritizes student engagement, interaction, and the application of diverse and dynamic instructional methods to enhance the learning experience.

2.2.2. “Innovative and Traditional Methodologies:”

- **Comment 17: "I would use both innovative and traditional working methodologies."**
- **Comment 23: "I would like to apply new methodologies but without neglecting some more 'traditional' ones, because they are sometimes necessary."**

These comments express a balanced and pragmatic approach to methodologies, particularly the combination of innovative and traditional methods. Comment 17 reflects an openness to utilizing both innovative and traditional working methodologies by leveraging the strengths of innovative methods for cutting-edge solutions while acknowledging the reliability and effectiveness of traditional methods. Comment 23 also emphasizes the importance of integrating new methodologies but without completely disregarding traditional ones.

In the realm of education, numerous influential authors have made significant contributions to the discourse on the integration of innovative and traditional methodologies. Hattie (2008) shed light on effective teaching strategies and the impact of various educational approaches on student outcomes. Robinson (2011) advocated for a paradigm shift in education, emphasizing the role of creativity and innovation in unlocking the full potential of learners. In this line, Barber et al. (2011) explored innovative approaches to educational delivery, focusing on outcomes and accountability. Darling-Hammond (2010) contributed to discussions on teacher education, curriculum development, and the importance of equitable and effective teaching practices. These authors collectively provide diverse perspectives on how the integration of innovative and traditional methodologies can enhance educational practices, improve student engagement, and foster a more dynamic learning environment.

2.2.3. “Critical Thinking and Questioning:”

- **Comment 13: "To maximize the performance of my students, I would always treat the content from a gendered, subversive perspective that fosters the ability to question and critical thinking."**
- **Comment 38: "I want to inspire, encourage, stimulate and provoke constant questioning. Recover and update maieutic and claim that education is an art."**

Both Comment 13 and Comment 38 emphasize the importance of fostering critical thinking and questioning in an educational context. In Comment 13, the individual expresses a commitment to maximizing students' performance by adopting a gendered, subversive perspective. This suggests an intention to engage students in thinking critically about content through a lens that challenges traditional or normative viewpoints. Comment 38 expresses a desire to inspire, encourage, stimulate, and provoke constant questioning. The mention of maieutic, which refers to the Socratic method of questioning to stimulate critical thinking, aligns with the goal of fostering active inquiry and dialogue. In summary, both comments advocate for an educational approach that goes beyond rote memorization and encourages students to question, analyse, and think critically about the content.

Critical thinking, a concept central to intellectual development and problem-solving, has been the focus of exploration by diverse authors across different disciplines over the years. Elder and Paul (2006) emerged as prominent voices in the field of critical thinking. Both, founders of the Foundation for Critical Thinking, significantly, contributed to shaping the discourse and fostering the development of critical thinking skills through various works. Landrum and McCarthy (2015) also played a key role in advancing the understanding of critical thinking by measuring critical thinking skills and providing valuable insights into defining critical thinking skills. Additionally, Halpern (2019), Brookfield (2012), and Willingham (2007) have further expanded the exploration of critical thinking, offering insights from the realms of psychology, adult education, and cognitive science.

3. DISCUSSION

The integration of identified themes reveals a holistic vision among secondary education master's students, reflecting a contemporary and dynamic perspective on teaching methodologies and educational approaches. The themes of individualized instruction, student-centered learning, cooperative learning, active learning methodologies, the integration of innovative and traditional methods, and the promotion of critical thinking collectively paint a rich tapestry of aspirations that transcends traditional teaching paradigms. The desire for individualized instruction resonates with the recognition that students are diverse learners with unique needs. Scholars like Bloom (1968), Tomlinson (1999), and Marzano (2007) have laid the groundwork for understanding and implementing personalized instruction. The emphasis on recognizing and nurturing individual strengths aligns with the broader ethos of addressing students as unique individuals, as advocated by influential figures such as Gardner (1983) and Dweck (2006). Student-centered learning, a prevailing theme, reflects a commitment to creating inclusive, engaging environments where students actively participate in their educational journey. Dewey's (1938) student-centered approach and Vygotsky's (1978) sociocultural theory underpin this theme, emphasizing the importance of tailoring education to individual needs and recognizing the social context of learning. The incorporation of recent perspectives from Larsen-Freeman, Gee, and others showcases the evolving landscape of language education, incorporating innovative pedagogical approaches and technological advancements. Cooperative learning emerges as a key theme, emphasizing the importance of collaborative group interactions. David and Johnson's (1999) foundational work on cooperative learning is complemented by insights from Tschannen-

Moran and Barr (2004), Weimer (2002), and Gardner (1993), collectively highlighting the positive impact of shared responsibility in the learning process and the value of diverse and inclusive classrooms. Active learning methodologies take center stage in students' aspirations, aligning with the principles of significant learning (Fink, 2003) and the positive outcomes associated with active learning strategies (Freeman et al., 2014). The desire to be a guide teacher, engage with students in an immersive way, and utilize dynamic resources underscores a commitment to contemporary teaching practices that prioritize student engagement and interaction. The integration of innovative and traditional methodologies reflects a nuanced understanding of pedagogical diversity. Hattie (2008), Robinson (2011), and Darling-Hammond (2010) contribute to this theme, emphasizing the need to leverage both innovative and traditional approaches to enhance educational practices, improve student engagement, and foster a dynamic learning environment. Finally, the promotion of critical thinking and questioning as a thematic aspiration aligns with the broader recognition of critical thinking as a fundamental skill for intellectual development. Elder and Paul (2006), Landrum and McCarthy (2015), and Halpern (2019) have significantly shaped the discourse on critical thinking, emphasizing its importance in fostering analytical skills and a deeper understanding of content.

4. CONCLUSION AND IMPLICATIONS FOR EDUCATION

The identified themes hold significant implications for the field of education. Firstly, the emphasis on individualized instruction and student-centered learning underscores the need for educators to recognize and cater to the diverse needs of students. This aligns with the ongoing shift towards more personalized and inclusive educational practices. Cooperative learning and the desire for collaborative teaching highlight the importance of fostering a sense of community within educational spaces. Educators need to consider strategies that encourage teamwork, shared responsibility, and diverse perspectives to create a vibrant and inclusive learning environment. The strong endorsement of active learning methodologies reflects an awareness of the evolving educational landscape. This implies a need for continuous professional development to equip educators with the skills and knowledge to effectively integrate active learning strategies into their teaching practices. The integration of both innovative and traditional methodologies emphasizes a balanced and flexible approach to teaching. Educators should be encouraged to explore and adopt new technologies and pedagogical approaches while also recognizing the value of time-tested methods, ensuring a well-rounded educational experience. The thematic aspiration for promoting critical thinking and questioning aligns with the broader goal of nurturing students' analytical skills and fostering a culture of inquiry. This implies a need for curriculum design and instructional practices that actively encourage students to think critically, ask questions, and engage in meaningful dialogue. In conclusion, the identified themes collectively suggest a vision for education that is student-centric, collaborative, engaging, and adaptable to the evolving demands of the 21st century. Educators and educational institutions should take cognizance of these aspirations to inform curriculum development, instructional practices, and professional development initiatives, ultimately contributing to the creation of dynamic and effective learning environments.

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APPENDIX 1

1. A teacher who brings out the best in each student.
2. I would like to be able to have an active role in the classroom, but at the same time give the space to students to express themselves and work in a good environment.
3. Personally, I think I will use cooperative learning a lot, as I think it is a key stage to learn to establish interpersonal relationships apart from the contents of the subject.
4. I would like to be a guide teacher, where my task is mainly to accompany students in the teaching-learning process. So, I would like to work with active methodologies.
5. A communicative approach that connects with the student. I would like to establish a "healthy" connection that allows me to reach them and from there get serious and learn from them.
6. I would like to be a teacher close to her students, to be able; to transmit the necessary content and knowledge, but also to be empathetic and accompany them in their evolutionary process.
7. Give the confidence; enough to the group so that there is a relaxed and optimal atmosphere for learning. Use the book as a guide and not the main element. Show reality of the language.
8. I would like to play an active role in the classroom, that is, to work with students in an immersive way, working with them from their individual differences and specific needs.
9. I want to be a teacher who is close and able to adapt the classes to both their academic level and their stage of psychological development, earning their respect for understanding them and not for causing them fear.
10. I hope to be able to co-teach and join forces with other teachers because I believe that students value it very much, promote their motivation ⁶ and facilitate their learning if everyone works similarly.
11. What I intend to be as a teacher is always to exercise from the values, relate it to the content and work from empathy. Each student is different, and it is essential to know them in order to work.
12. I would like to be able; to empathize with the students and for them to see in me a supportive figure. I also want the classes to have a primarily communicative focus and meaningful tasks.
13. To maximize the performance of my students, I would always treat the content from a gendered, subversive perspective that fosters the ability to question and critical thinking.
14. I would like to be a teacher who helps students cope with life after high school. Train future citizens using social media, ICT and everything that focuses the attention of a news programme.
15. I would like to be a teacher who motivates students to study. I would do this by using different methodologies and planning activities in which students actively participate.
16. I would like to be a teacher with very good communication ⁶ with students and, above all, who is able; to motivate them. I think he would do that by asking a lot and relating the theory to his interests.

17. I would use both innovative and traditional working methodologies. In addition, I would like to teach through their particular interests so that learning is significant.
18. I would like to be serious in such a way that students enjoy my classes and not just be "forced" to come to pass it. That they could enjoy the language and learn beyond the subject.
19. I would like to be able to transmit confidence and security to the students so that they can feel free in class to share doubts, make mistakes and have motivation to solve ourselves and learn in the process
20. I would like to have a humane treatment that goes beyond the teaching practice, that is, that also gives importance to psychological and emotional aspects of the students.
21. I would like students to learn from me by osmosis since the hidden curriculum is much more important than normal and I think it should be prioritized.
22. I would like to be a different, original and fun teacher. And above all, I would try not to make them afraid or obsessed with English (language and subject), with more enjoyable games and techniques.
23. I would like to apply new methodologies but without neglecting some more "traditional" ones, because they are sometimes necessary. I like to be close to them, although with certain limits and motivate them to continue.
24. I would like to connect with them, ask them what they like and what interests them, so that I can adapt the activities in the textbook, through games that encourage their critical thinking.
25. I would like to be a teacher who uses interesting methodologies for students. Furthermore, I would like to help you personally, it is a very important stage to train people (not only students)
26. To always show myself as a critical and responsible being, and to transmit these attitudes to the students. Know how to connect with them and be important in their personal experience.
27. A professional who knows how to generate and sustain interest, attention and pleasure in learning, not just in passing the subject. With professional and personal skills to achieve this.
28. I would like to be a reference that transmits passion and motivation in the subject of English as well as apply innovative and enriching methods for the students.
29. Above all, I would like to be a teacher who is close and sensitive to the stupidity of the students. As for the methodologies, they would be interactive and dynamic.
30. The main objective to be pursued in the classroom will be to create a collaborative work climate in which the teacher, without losing authority, can connect with the concerns and day-to-day life of the students
31. As a teacher, I would like to work on the relevant content in a way that captures the attention and interest of the students, in order to maintain a good atmosphere in the classroom.
32. I would like to know how to motivate my students and learn how to combine new technologies with the traditional method. I would use active and collaborative learning methodologies as much as possible.
33. I would like to implement a methodology based on gamification through more dynamic resources, and communication for freedom of expression.
34. As a primary school teacher, for me, the main goal is to make an education for everyone. Then, over the internship, I've realized that the diversified classroom is the best.
35. Guide and share in your learning process. I would like to promote a classroom climate based on the confidence to make mistakes in order to learn. Fostering communication and understanding as a tool



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| 36. I will get involved as much as possible with each group considering their needs. Use innovative techniques, individual and group, in which they can see their strengths and weaknesses, and guide them in them. |
| 37. Foster a relationship of trust and mutual respect. Create a positive learning environment that promotes collaboration and active participation of your students in close. |
| 38. I want to inspire, encourage, stimulate and provoke constant questioning. Recover and update maieutic and claim that education is an art. |
| 39. I would like to create an educational environment based on trust and respect among peers, more specifically in cases of diversity, and seeing each other as protagonists of their learning. |
| 40. Combine both innovative and traditional methodologies that motivate them to learn and develop as people. To get closer to their interests and maintain a close relationship with the students. |
| 41. I don't pretend to be friends with my students. What I want is for them to put in the effort and gain meaningful knowledge. Through constructivist methodologies. With a clear barrier between teacher and student |
| 42. I would like to ensure that students have a critical spirit with the ability to reflect and their concerns are considered. They must have the ability to be autonomous in learning. |