INTERACTIVE REFLECTION THROUGH UNDERSTANDING: WHY KNOWING YOUR STUDENTS IS KEY TO EXPERTISE IN TEACHING

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ABSTRACT
This study explores the concept of teacher expertise, focusing on the interactive reflection in which English language teachers engage in real time in their classrooms. An analysis was made of data collected from reflective conversations between three pairs of teachers, each pair made up of a lesser and a more experienced teacher.   The study highlights the importance of a clear understanding of students as individuals as a key factor in effective teaching. The findings suggest that practical teacher deliberation and interactive decision-making play crucial roles in developing expertise in language instruction. Additionally, the study provides implications for both pre-service and in-service teacher education programs, providing support for current trends that emphasizes the need for reflective practices and student-centered approaches.
Key Words: teacher expertise, interactive reflection, knowing students, reflective conversations.

1. INTRODUCTION
1.1 Background
Evaluating teacher expertise through the traditional emphasis on teaching experience has long been a rather confused and even self-contradictory construct. As noted by Raduan and Na (2020), the definition of expertise encompasses a variety of components and remains somewhat obscure. Teaching expertise is associated with instructional effectiveness, as well as teacher cognition and behavior (Palmer et al., 2005). Additionally, it involves the need for well-integrated knowledge about teaching, flexibility, problem-solving strategies, respect for students, and a passion for teaching (Berliner, 2004; Raduan and Na, 2020). Enow and Goodwyn (2018) argue that the development of expertise includes both observable skills and tacit knowledge, particularly in the area of lesson planning, which is identified as a crucial component of expertise development.

Teacher expertise is closely linked to teachers' reflection-in-action behaviors, specifically the interactive decisions they make while teaching. Observing teachers in action and comparing their classroom delivery with their lesson plans can be rather revealing. Novice teachers (0 to 3 years of experience) and less experienced teachers (3 to 6 years) tend to adhere more strictly to their lesson plans, resulting in minimal differences between their pre-active and interactive decisions. In contrast, experienced teachers are more comfortable and confident in adjusting their lesson plans, having reached a state where they can easily reflect on the rationale for their classroom actions due to their long accumulated knowledge and experience (Gün, 2014).

An interesting aspect of the experience-versus-expertise dichotomy is that while teachers bring valuable knowledge and experience to their practice, much of this is unarticulated and even, unconscious. Thus, teachers engaging in reflective conversations with peers of varying experience levels can facilitate critical assessments of their own methods.

1.2 Purpose and Objectives
This research study investigates the concepts of teaching experience and expertise within the context of interactive reflection, emphasizing the role of reflective conversations among peers. The primary aim of the study is to explore how, during the execution of their planned lessons, English Language Teaching (ELT) teachers engage in practical deliberation and make improvised decisions.

Ultimately, the study seeks to provide significant implications for both pre-service and in-service teacher education programs, highlighting the critical importance of reflective practices for effective language instruction.

1.3 Research Questions
The study addresses the following two questions:
1. How do English Language Teaching (ELT) teachers with varying levels of experience make interactive decisions?
2. What is the impact of reflective conversations during peer feedback sessions?

2. Literature Review
2.1 Teacher Expertise and Experience

The relationship between teaching experience and expertise has been a significant focus of educational research. Studies indicate that while novice teachers often possess enthusiasm and innovative ideas, their effectiveness in implementing ideas tends to improve remarkably with experience. This is because, according to Darling-Hammond (2006), experienced teachers develop a deeper understanding of pedagogy, classroom management, and student needs, which enhances their instructional effectiveness.

Tsui (2009) sets expert teachers apart from their novice counterparts, shedding light on what makes them successful in the classroom. Tsui suggests that expert qualities are manifested in three dimensions:

a) 'integration of knowledge', namely, combining their understanding of subject matter, pedagogy, and student needs to facilitate learning;

b) 'contextual understanding', in the sense that they are able to relate their knowledge to specific environments, adapting their approaches to meet the unique demands of their classrooms, and

c) 'reflective practice', which means they continuously assess and refine their methods based on their experiences of their teaching and the desired outcomes; and this leads to increasing effectiveness in their classrooms.

Research by Guarino et al. (2006) confirms that there is a positive correlation between teachers' experience and student achievement, particularly when the former engage in continuous professional development. They emphasize that expertise is not merely a product of time served but is particularly influenced by ongoing learning opportunities and reflective practices. Moreover, a meta-analysis by Hattie (2009) highlights that experienced teachers are more skillful in tailoring instruction to diverse learning styles and strategies, further supporting the link between experience and student learning. However, the growth in expertise is not uniform. Without structured professional development, experienced teachers' practices might stagnate, and this points to the need for sustained support. This indicates that experience, while important, should be complemented by opportunities for reflection and collaboration.

Expertise embodies not only knowledge developed through continuing professional development, including reflection and collaboration, but also skills and attitudes for application in practice (Eaude, 2014 in Lentillon-Kaestner, et al, 2023). Two core domains identified in teacher expertise are related to teacher-student relationships and teaching content, respectively (Lentillon-Kaestner, et al, 2023). The former encompasses pedagogical and interpersonal expertise; namely, supporting students' social, emotional, and moral development, and the latter, mainly subject-matter expertise.

Another key point to note regarding teacher expertise is that the working definition of the concept should depend on the specific context. Anderson (2023) defines teacher expertise as an "enacted amalgam of learnt, context-specific competencies" (p. 44), emphasizing the importance of local interpretations, rather than imposing external standards. This premise aligns with Tsui's (2009) 'contextual understanding' dimension of expert qualities.

In conclusion, the wide variety of definitions of teacher expertise suggests that it may be rather subjective, perhaps akin to 'beauty being in the eye of the beholder'.

2.2 Interactive Reflection and Teacher Deliberation

Many teachers, especially experienced ones, possess the ability of reflecting-in-action, referring to thinking about one's actions while performing them in the classroom. Reflection-in-action occurs when there is an emerging issue during teaching, and it requires immediate deliberation and action. This kind of knowing-in-action is usually tacit; and as Schön claims, "professionals 'know' more than they can articulate in language" (in Farrell, 2012, p.12)

Closely related to reflection-in-action behaviors of teachers to develop their expertise is the notion of interactive reflection, which is facilitated by collaborative dialogues among educators, and plays a crucial role in promoting teacher expertise. Research shows that when teachers engage in reflective practices, they can critically assess their teaching methods and make informed adjustments. Vescio et al. (2008) found that professional learning communities foster such interactions, leading to enhanced teaching practices and student learning. Studies by Stoll et al. (2012) demonstrate that interactive reflection has the potential to trigger transformative learning experiences. Teachers who participate in such discussions reported increased confidence and a greater willingness to implement more innovative teaching strategies by taking risks that they may not otherwise take.

Anderson (2023) views interactive reflection as a crucial component of expertise, and highlights that it is linked to the ability of teachers to make instantaneous, well-informed decisions while lessons are in progress, thereby facilitating a balance between maintaining lesson structure and improvised activity in their teaching practices. He describes it as 'reflection while teaching', which allows teachers to maintain their planned aims and intentions while being responsive to the specific and emerging needs of their learners. He emphasizes that expert teachers exhibit this ability to reflect

as lessons are in progress, adapting their practices based on the immediate context and learner responses, particularly unexpected ones.

Overall, the literature supports the assertion that interactive reflection and deliberation are essential components of teacher development.

2.3 Lesson Planning, Peer Observation and Reflective Conversations

Effective lesson planning is essential in ELT, as in all fields of education. Lesson plans offer a structured approach that aligns teaching methods with learning outcomes, ultimately enhancing instructional efficiency. During lesson planning, ELT teachers make pre-active decisions, carefully evaluating and selecting appropriate teaching methods and materials. However, lesson planning changes according to experience, it evolves from being highly visible and structured for novices to a much more tacit and internalized process for those with expertise (Enow & Goodwyn, 2018). It is the lesson plan that provides a framework for the interactive decisions during the lesson (Nunan, 1992). The tacit aspects of teacher lesson planning play an essential role in gaining an understanding the complexities of expert teachers' practice and the underlying internal processes that direct their lesson planning (Enow & Goodwyn, 2018). However, the tacit aspects of the planning are more likely to become invisible as teachers gain experience.

An effective way to explore this often-invisible aspect of lesson planning is through peer observations, followed by feedback sessions. These sessions allow teachers to reflect on their spontaneous, in-the-moment decisions made during the observed lesson. Anderson (2023) emphasizes the value of reflective practice related to such observations for teacher professional development. He believes that reflective conversations enable teachers to assess their practices more critically, recognize areas for improvement, and benefit from peer insights, suggesting that this approach leads to deeper insights and thus allowing overall improvements in teaching. These conversations provide educators with opportunities to discuss not only their challenges, but also successes, fostering a deeper understanding of both the positive and negative factors that exist in their teaching contexts.

The peer feedback sessions conducted after the peer observations create an ideal platform for reflective conversations characterized by intentional dialogues focused on teaching practices. Teachers can enhance their reflective practices by engaging in a more personal style of theorizing (Lee, 2001), involving critically reflecting specifically on their own experiences and related to those, their strongly held beliefs. Those peer-to-peer discussions positively influence teacher efficacy as teachers who participate in reflective dialogues can gain improved problem-solving abilities and a greater openness to adjusting their commonly used teaching methods. This supports Desimone's (2009) views, which points out how this type of ongoing, collaborative professional development enhances teaching practices and, therefore, student performance.

Thus, it is seen that reflective conversations can encourage a growth mindset among educators. A study by Hattie and Timperley (2007) shows that constructive mutual feedback in these dialogues helps each teacher identify areas for their improvement, and thus foster a culture of continuous learning. Through reflective conversations, therefore, teachers not only advance their own practice, but, equally importantly, contribute to the collective growth of their professional community.

In conclusion, the literature illustrates that as teachers engage in reflective conversations, they not only refine their own practices, but also foster an open and collaborative learning environment that benefits all involved.

3. METHODOLOGY

3.1 Research Design

This study used a qualitative research design to examine teacher expertise, aiming to gain an in-depth understanding of teachers' experiences and practices. Data collection involved examining peer classroom observations and the following feedback sessions, allowing for an extensive and contextualized exploration of the topic. Audio recordings of the peer feedback sessions were analyzed through thematic analysis, identifying, and categorizing recurring themes to shed light on teachers' real-time decision-making process. This in-depth approach allowed the researcher to capture the complexities and nuances of teachers' thought processes, which may not be fully conveyed through quantitative methods.

3.2 Participants

The study was conducted at a private English-medium university in Türkiye, with participants drawn from the intensive English preparatory program. The participants were six Turkish nationals, one male and five female teachers of English with levels of experience ranging from 2 to 15 years. These teachers voluntarily agreed to participate in the study, motivated by the opportunity for professional development.

The teachers were paired by the researcher, ensuring that each pair contained one more and one less experienced. The three pairs, based on years of experience, were as follows:

1. Pair One: ***Cemre** (2 years of experience) and **Doruk** (14 years of experience)
2. Pair Two: **Oya** (7 years of experience) and **Sinem** (15 years of experience)
3. Pair Three: **Melis** (6 years of experience) and **Ebru** (14 years of experience)

* Pseudonyms have been assigned to maintain the anonymity of participant teachers.

Prior to the study, the researcher held an informational meeting to explain the procedures involved in the peer observation and feedback sessions. All participants expressed enthusiasm seeing it as a valuable opportunity for their professional growth.

3.3 Data Collection

Six ELT teachers participated, each conducting two peer observations with their partner during the spring semester of the 2023–2024 academic year, so the data consisted of a total of six observations. After each observation, a peer-feedback session was held within a few days. Before the observations, the researcher provided all participants with a lesson procedure form (see Appendix) and requested that teachers share their lesson plans with their partner and the researcher. During the process, observing teachers were asked to reference the lesson plans, focusing on the planned lesson flow and actual classroom delivery. They were specifically asked to note any deviations, along with general observations about the lesson.

The researcher was present at each feedback discussion to observe and take notes regarding any interactive decisions, as well as teachers' reported gains from observing their peers. The researcher rarely intervened, only asking additional questions to clarify the scope and reasoning behind the interactive decisions. With participants' consent, all six feedback sessions were audio-recorded, forming the raw data set for the study.

3.4 Data Analysis

Thematic analysis is a widely used and effective method in qualitative research for identifying, analyzing, and reporting patterns within data. It is a valuable method because it combines flexibility with a systematic approach, providing a structured framework for data interpretation. According to Braun and Clarke (2006), thematic analysis provides a flexible yet rigorous approach to making sense of complex qualitative data, enabling researchers to organize and interpret data meaningfully.

Thematic analysis was the primary method used in this study. The analysis of the audio-recorded feedback sessions focused on: a) the reasons teachers deviated from their lesson plans, and b) how they benefited from peer feedback to enhance their teaching repertoire.

The analysis revealed common themes for the two focus areas: specifically, the teaching tips picked up from their peers during feedback discussions and the reasons behind teachers' real-time decisions to adjust their lesson plans.

4. FINDINGS

The thematic analysis revealed the following results regarding what the teachers learned from each other, and the reasons behind their interactive decisions:

A. Learning from peers

All six teachers, who conducted two observations each with their designated peers, reported learning a range of useful teaching strategies from their partner, including the effective use of technology (e.g., Google apps, online dictionaries, use of pairing tools, Padlet) and interactive activities, such as quizzes and different ways of forming groups. During their observations, they also emphasized understanding the importance of pair work, effective monitoring, various elicitation techniques and asking instruction-check questions. Their conversations revealed a sense of mutual inspiration. For instance, in one feedback session, Sinem noted from observing Oya that she spent too much time on vocabulary instruction and from her, learned some more efficient strategies. In return, Oya mentioned adopting the 'ring circle' technique after seeing Sinem use it effectively in her classroom.

An additional noteworthy insight was that teachers not only acquired new teaching techniques but also gained a deeper understanding of rapport-building, emphasizing student-centeredness and engagement, managing classroom dynamics in varied ways, and interacting with students in a respectful and friendly manner. They observed the importance of energizing students, even if reluctant, using personalization to foster participation, and sparking curiosity by posing controversial questions to stimulate greater use of the target language. For example, Melis suggested that the small age gap between herself and her students positively contributed to building rapport. She mentioned that her students understood her teaching style and appreciated her sense of humor. The students felt able to make jokes in her classes as long as these were in English. Similarly, Cemre, with only two years of experience, was praised by Doruk for her remarkable rapport.

Overall, all agreed that the observations were highly beneficial for enhancing their teaching effectiveness by expanding their repertoires. Additionally, they expressed a willingness to continue peer observations beyond the scope of this study.

Regarding the relationship between experience and tacit knowledge, it was particularly interesting to observe the comments made by Cemre, who had two years of teaching experience, about Doruk, who had 14 years. During the feedback sessions conducted by these two, Cemre not only discussed her own interactive teaching decisions, but also compared her own teaching practices to those of her more experienced colleague. She expressed self-criticism about her perceived shortcomings, including time management, overuse of humor, excessive flexibility, and difficulty in making real-time decisions, such as whether to omit an activity. Cemre stated that she had learned a great deal from Doruk and anticipated learning much more from him in future observations. She expressed admiration for his expertise, which she attributed to his extensive experience. Notably, this level of self-understanding was greater than that observed in the other two pairs. This incident highlights the unique role that experience and tacit knowledge play in shaping a teacher's self-reflection and professional growth, providing a key example of a less experienced teacher's openness to learning from a more experienced colleague.

B. Reasons behind interactive decisions

Data analysis revealed that all six participant teachers deviated from their lesson plans to some extent, with the most common involving changes in the time allocated for certain lesson stages and activities. During the feedback sessions, observers who noted these time-related deviations asked why certain activities overran, which was a frequent cause of the deviations.

The following reasons were identified as the most frequently occurring in the analyzed data:

i. Prioritizing student production:

Most teachers in the study made minor adjustments to their lesson plans, driven by a commitment to student engagement and language production. They noted that they aimed to maximize students' use of the target language—both written and spoken—and, to facilitate this, allowed students to incorporate personal interests, such as fandoms and favorite books or movies. Teachers felt this approach greatly improved classroom dynamics. For example, Cemre reflected on the lead-in stage, noting that it took longer than planned because her students were highly engaged. Similarly, both Oya and Sinem observed that some activities in their lessons extended beyond the planned time; however, they were comfortable with this as their students were actively producing both written and spoken target language. They felt this approach enhanced the lesson's effectiveness and enjoyment. They explained that they allowed activities to run because getting students to speak is not always easy, and when they are engaged, allowing them further practice is more valuable than adhering strictly to the schedule. Oya acknowledged feeling slightly guilty about deviating from the plan, as teachers are expected to follow the curriculum timeline, but recognized that flexibility can sometimes be more beneficial.

Overall, during feedback sessions, teachers reflected on the importance of adjusting lessons to allow for increased participation, even if deviating from the original plan.

ii. Valuing student needs and well-being:

Analysis of the feedback session recordings revealed a key reason for deviating from original lesson plans: the emphasis on fostering a supportive learning environment where students felt comfortable and engaged. The sessions underscored the importance of considering students' emotional well-being and connecting lesson topics to their lives. Teachers noted that they often adjusted their plans during lessons to build rapport, prioritizing a comfortable, stress-free environment. As a result, they were flexible with the time allocated for activities in the original plans. In one of the feedback sessions, Melis explained that she adjusted her timing to gather student feedback on the activities. She prioritized understanding her students' enjoyment of the activities and their feelings about them, believing that without enjoyment, students do not gain much from the lesson. She also mentioned that she often chose lighter-hearted activities for the later periods of the day, considering that her students might be tired. Similarly, Ebru shared her aim to make lessons more enjoyable when she sensed that the course book topics lacked interest. As an example, she designed a Barbie-themed lesson, which her students greatly appreciated. Another striking example is from Melis who stated that when she assigned group tasks in a competition format, she created categories like the "most fun", "most creative", "most interesting", etc. rather than simply choosing the best; thus, making as many as possible feel special and giving a sense of achievement.

These reflections demonstrate that the teachers were clearly attuned to their students' learning needs and adapted their lessons to make students feel comfortable and engaged.

iii.   Creating routines:

Another notable theme that emerged from the analysis of reflective conversations was the strategies teachers used to manage student behavior and expectations by establishing consistent classroom routines. Some teachers were willing to deviate from their lesson plans prioritizing the classroom routines that they believed their students both enjoyed and found beneficial. Among the examples of such routines are the following: starting the lessons with quotes or extracts from the students' favorite novels such as Harry Potter; using online dictionaries to check unknown words during tasks; implementing specific classroom management tools such as using a buzzer to end peer discussions; or allowing the students to use different note-taking strategies after teaching them.

In the teachers' reflective conversations, it was clear that these routines provided structure, promoted engagement, and ultimately, enhanced teaching effectiveness.

iv.   Addressing emerging needs:

Analysis of the reflective conversations during the feedback sessions revealed that teachers made spontaneous decisions based on the flow of the lesson and student responses. As lessons progressed, based on these responses some teachers recognized that students needed additional practice on specific language aspects. They viewed these moments as opportunities to cover content outside of their lesson plans. For instance, Sinem said she spent some extra time getting the students to practice a grammar point, namely, gerunds, which was not the target language the lesson had originally been planned for. Similarly, Oya said she made an instant decision to omit the planned 'using the internet to collect more data for the completion of a given task' part, considering that her students already had sufficient data.

By addressing these emerging language needs, the teachers demonstrated flexibility and responsiveness to classroom dynamics.

5. DISCUSSION
5.1 Interpretation of Findings

This study focuses on the factors influencing ELT instructors' interactive decisions and the role of peers' reflective dialogues and identifies two key findings:

a) There exists, irrespective of level of experience, a strong correlation between teachers' reflection-in-action behaviors, which prioritize student-centered classroom instruction, and their depth of knowledge and understanding of their learners.

b) Through engaging in reflective dialogues with peers, teachers enhance their reflective skills, which are critical for the development of teaching expertise.

Overall, the findings of the study highlight one clear conclusion: the importance of understanding students for improving the effectiveness of teaching. During the six feedback sessions after two rounds of peer observations per pair, it became evident that these teachers had developed a deep and individualized understanding of their students. They were familiar with their students' names, character traits, academic and language levels, personal challenges (mentioning aspects such as ADHD or stage fright), and even specific phobias. It was particularly interesting to note that teachers adapted their teaching methods depending on the group, tailoring their approach based on their knowledge of individuals. As reflected in their conversations, their classroom decisions were consistently informed by their strong relationships with students and their keen insights into each one's needs. Senior (2002) claims that "experienced language teachers are not behaving in a haphazard way; rather, their classroom behavior is governed by an intuitive understanding of certain key principles" (p.402). The teachers in this study, regardless of their experience level, exhibited, to various degrees, intuitive understanding of their students.

The teachers in this study could be effective as they possess, in Carr's (2007) terms, both moral character and practical wisdom, Carr defines moral character as exhibiting virtues such as honesty, courage, self-control and justice, all of which are essential for building strong, positive relationships and fostering a supportive learning environment. Practical wisdom, or *phronesis*, enables sound judgments in complex classroom situations, by interpreting diverse challenges and responding effectively to create optimal learning experiences.

These findings contribute to the ongoing debate surrounding the "experience-expertise" dichotomy, as they suggest that all the teachers in this study— except for Cemre, the novice teacher— could be regarded as expert practitioners to varying degrees, despite their differing years of experience in ELT. The underlying premise of these results seems to be that a clear understanding of one's students as individuals is the most crucial factor in creating effective learning environments and achieving teaching excellence. This insight aligns with the notion that expertise in teaching is not solely dependent on length of experience but is strongly influenced by the ability to create an optimal learning environment for students by gaining insights into their characters and preferences.

5.2 Implications for Teacher Education Programs

The findings of the study have several significant implications for both pre-service and in-service teacher education programs:

1- Teacher education programs should provide adequate opportunities for reflection and conscious deliberation. As noted by Borg (2003), structured reflection has been used by researchers as a means of investigating teachers' beliefs, cognitive processes, and decision-making practices. Teachers can also benefit from this approach; Tsui (2009) suggests that encouraging them to critically analyze their practices fosters the development of reflection, an essential skill for becoming expert educators. Research by Yost et al. and McMeniman et al. in Mann (2005) further emphasizes that the more reflective the teachers, the better their real-time decisions and adaptation to the changing needs of their students. Therefore, integrating reflective practices into teacher education programs is crucial for helping teachers improve decision-making skills and enhancing adaptability in the classroom.

2- Teacher education programs should prioritize assisting teachers in connecting their contextualized understanding of students with their more abstract knowledge of pedagogy and subject matter. This integration is crucial for fostering effective teaching practices.

3- Teacher education programs should be firmly grounded in the realities of teachers' classrooms. Context-specific training enables educators to address the unique learning opportunities and challenges in their individual teaching environments, thereby enhancing the program's relevance and effectiveness.

To sum up, this study highlights the significance of pedagogical knowledge, as opposed to mere subject content knowledge, by discussing the participant teachers' ability to adapt their lesson plans to align with learner needs and interest. As Nixon et al. (2013) emphasize, current pre-service teacher training programs, including certification courses, should shift the emphasis further towards developing pedagogical skills.

5.3 Recommendations for Future Research

This study simultaneously addresses several key concepts, such as lesson planning, reflective decision-making, peer observations and reflective conversations, all of which are essential for improving both teaching practices, and thus student learning. As highlighted by Enow and Goodwyn (2018), future research could examine the different ways in which English teachers share their lesson planning expertise according to stages of their careers and levels of experience. Additionally, future research should continue to explore the dynamic interplay between the factors of experience, reflection, and teacher learning, leading to potential advances in educational practices and professional growth.

6. CONCLUSION

This study aims to explore the concept and development of teacher expertise, with a particular focus on English language teachers' interactive reflection situated within their specific contexts. It also examines teacher learning and how it is impacted by reflective conversations between partner teachers with different experience levels.

By delving into the intricate nature of teaching, the study highlights the essential role of awareness of students as individuals in the development of teaching expertise. Knowing one's students in this way—considering their backgrounds, abilities, interests, and learning styles—empowers educators to tailor instructional strategies to meet diverse learning needs, foster meaningful student-teacher relationships, and create effective learning environments. Such a personalized approach not only enhances student engagement and thus, outcomes, but also promotes a more responsive teaching practice, a hallmark of true professional expertise.

Ultimately, teaching expertise extends beyond content mastery and length of experience, embracing the ability to adapt that content to the unique dynamics of each context. The art of teaching lies in this adaptability, which is nurtured through careful reflection, close collaboration, and a deeper understanding of students. This confirms that the notion of 'teacher expertise" is, in fact, largely subjective and context-dependent, akin to beauty in that it 'lies in the eye of the beholder'.

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APPENDIX
Lesson procedure form

Name: Level/Program: Time: Room:

i. Stage & Stage Aims	Procedure	Timing	Interaction Patterns

Lesson Objective/s:
Anticipated problems and solutions: (e.g. Students' previous knowledge, setting up activities and organizing the room)