

Pedagogical Lesson study in Classroom Learning at English Study Program of Faculdade de Ciências da Educação

João da Silva

¹Educational Management of State University of Malang, East Java, Indonesia

¹ English Department of Educational Sciences Faculty of Universidade Oriental Timor-Lorosa'e (UNITAL)

ABSTRACT

Pedagogical lesson study referred it to the understanding student learning and the impact of classroom practices at English Department of Faculty of Education of Universidade Oriental Timor-Lorosa'e (UNITAL). The aim of this study is to identify the gaps and challenges of the students in learning the lesson study at the English department. Educational organizations are progressively integrating creative methods to enhance learning results, with resources becoming vital elements of successful English teaching practices in the classroom interactive. The learners of education faculty of Universidade Oriental Timor Lorosa'e adopts and adapt the effective lesson study practices implemented the technical teaching in the classroom are: Teacher Talking Time and Students Talking Time, which greatly enhance students' conceptual understanding while fostering critical thinking and skills. The method of this research is descriptive analysis method by using the practical implementation teacher talking time (TTT) and the students talking (STT) to develop the skill enhancement in gaining the capacity skills through this simple methods. The effectiveness of this method has given the proof and evidence has been shown that the students increasingly their skills in learning English by practical talks in the classroom interactive with each other. They are not assisted by any media learning as manual systems as similar as in the past time.

KEYWORDS: Pedagogic, Lesson study skills, the learners, Technical English Teaching

1. INTRODUCTION

Pedagogical lesson study emphasizes understanding student learning and the impact of classroom practices on that learning, benefiting them in the process. In today's digital age, educational organizations are progressively integrating creative methods to enhance learning results, with resources becoming vital elements of successful teaching practices (Desagon, et al, 2025). At the start, the instructors or educators serve as essential elements that impact and shape the students in the classroom in a professional, effective, and efficient manner. The most significant impact on students comes from language learning in the classroom or other subjects. The effectiveness of a skilled educator lies in their ability to manage and take responsibility for students, demonstrating a strong capacity to embrace the learning results of their instructors. They typically learn effectively from a high-quality teacher. This is due to the fact that students learn better when they engage actively instead of merely listening to the teacher while practicing their skills in demonstrating their existing knowledge.

The learners of education faculty of Universidade Oriental Timor Lorosa'e adopts and adapt the effective lesson study practices implemented in the classroom are: Teacher Talking Time and Students Talking Time, which greatly enhance students' conceptual understanding while fostering critical thinking and skills. Even though the university continues to encounter minor issues with its facilities, including an absence of language labs and insufficient book references in the library that do not meet the departments' needs. The tasks utilize the lessons, assignments, and curricular resources examined, showing generally comparable methods and no misconduct in the classroom interactions with the students (Krizka, et al, 2024)who are involved and take part in the lesson study for increasing their capacity skills and move forward.

Lesson Study is a key component in a structured, teacher-driven approach where a small group of educators: Collaborate to design a single "research lesson," deliver it while peers observe, analyze learning outcomes (beyond just instruction), enhance the lesson, and repeat the process of teaching. These teaching techniques were passed down by Indonesia's previous integration government via their former educators who applied these methods to

university students throughout the country, extending to both high schools and elementary schools. The practical knowledge and skills they use and apply with the students are more effective and efficient when they showcase their teaching presentations in the classroom, impacting the students through their professional expertise and knowledge.

The educators typically adhere to the technical pedagogy they acquired in college during their previous studies at SPG (Sekolah Pendidikan Guru) and at a previous institution termed Universitas Timor-Timur (UNTIM), which was recognized as a hub for political support for East Timor's quest for self-determination before achieve the general elections in August 1999. The techniques (Krizka, et al, 2024) employed by the educators involved lesson plan preparation known as Satuan Pembelajaran (SP), which encompassed the general instructional objective (Tujuan Instruksi Umum or TIU) and the specific instructional objective (Tujuan Instruksi Khusus or TIK in Indonesia) (Silva, et al, 2024). Thus, the government has embraced and modified the educational methods inherited from Indonesia's administration, including the curriculum, which the Education Ministry applies continually using the previous curriculum (Silva, 2026).

The proof of lesson study's influence on student learning, teacher growth, instructional resources, curricula, professional development, and system improvement. Lesson study should be regarded as a comprehensive approach for development and enhancement across classroom, school, and system levels, rather than simply as a curricular or teaching method intervention (Dudley, et al, 2016). Pedagogical Lesson Study (PLS) is a form of Lesson Study that concentrates on enhancing teachers' pedagogical abilities — the methods teachers use to instruct, oversee learning, and assist students in grasping concepts efficiently. It integrates: Pedagogy → the study/craft of instruction; Lesson Study → cooperative enhancement of lessons.

The lesson study at the higher education institution is effectively and accurately carried out, similar to other institutions like UNITAL, which is a brief form Universidade Oriental Timor Lorosa'e, established in 2002 by several ex-war veterans who coordinated to create a university for future generations, particularly for students from economically disadvantaged backgrounds referred to as 'povu aileba nia oan' in Timor-Leste's public society. The primary aim is to assist and aid in the state's development from the vulnerable conditions existing in the country. The findings from the studies indicate that students from the English department are primarily employed in foreign organizations worldwide, including Australia, New Zealand, England, Korea, Japan, and Portugal (Silva & Sunandar, 2023). This arrangement stems from a collaborative agreement between the Timor-Leste government and foreign nations, mutually deciding to integrate Timorese individuals into the workforce of international companies (Media Tatoli, 2023) through the signing of a Memorandum of Understanding. In this regard, Timor-Leste was officially established in May 2002 after enduring conflict and suffering, during which hundreds of thousands of indigenous people lost their lives (Quinn, 2023).

The term 'pedagogy' refers to an approach to education understood as a 'teaching' method rather than a philosophical or social theory. The word 'pedagogy' originates from Greek, meaning 'to lead the child,' derived from fundamental terms, *pais*: child and *ago*: to lead. The term 'pedagogy' indicates that education is fundamentally directive and must consistently lead to transformation (Freire, 2005). Pedagogic refers to the teaching techniques used for basic school students, including those in preschool, elementary, and junior high. Pedagogy is a field, science, or theory of teaching arts as knowledge conveyed by educators to students (Smith, 2004).

Knowles (1980) indicated that the term 'pedagogy' comes from the Greek root 'paid' - (which translates to "child") and *agogos* (which translates to "leading"). The derivation implies that pedagogy pertains solely to children and encompasses their education or guidance (Deveci, 2007). Conversely, the term andragogy originates from the Greek word *aner*, where the stem *andra* translates to "man, not boy" or adult, while *agogus* means "leader of." These stems indicate that the two terms point to entirely distinct concepts. The skills of instructing techniques to children or adults in the classroom through subject demonstration. The goal is to impact and shape the individual who utilizes the educational skills and knowledge within the schools.

The emphasis on professional development in assessment must be guided by continuous evaluation of assessment methods by both staff and students at higher education institutions, and it should offer structured formal and informal chances for academic staff to participate in training related to assessment and feedback practices (Evans, 2020). The higher education institutions in Timor-Leste are employing a systematic evaluation and scoring system that utilizes European scoring techniques. An educator has a professional role in impacting and guiding the participants as teachers' followers to engage in the lesson study for interaction, discussion, class assignments, and

homework assigned by the educator. A teacher instructs while the rest watch students' learning activities. Following class, they review what was effective and what needs enhancement.

The emphasis on "pedagogical" aspects indicates that the group focuses intently on teaching methods (questioning, scaffolding, feedback, grouping, representations) and their influence on student cognition. This involves instructing students on strategies during a classroom session where the teacher interacts with a group of students who are listening, observing, engaging, participating, and adhering to the teacher's guidance concerning the subject being taught. The educational (Nallaluthan, et al, 2023) framework promotes a more personalized and context-driven approach to learning by initially acknowledging the importance of the learner's current knowledge base (Williams Middleton & Donnellon, 2014). There are two fundamental concepts of pedagogy: the art and science of education, encompassing the practical implementation of teaching.

Lesson Study is a cooperative approach in which educators plan, instruct, observe, and evaluate a single "research lesson" to enhance students' learning (Dudley, et al, 2016). In collaborative learning, students are assigned to complete their tasks either in the classroom or at home. An educator must enable students to: Select a learning objective (what students are expected to learn); determine a research query (which teaching method may enhance learning); anticipate student thought processes and frequent misconceptions; create the lesson activities + instructor cues. Additionally, part of a teacher's responsibilities involves observing and recognizing: Student thought processes (explanations, reasoning, representations); Misunderstandings (what students misunderstand and the reasons behind it); Engagement patterns (who participates, who refrains, and obstacles); Activity effects (which tasks foster comprehension); Teacher interventions that altered student thought (prompts, scaffolds, feedback). He engages the learner in the creation and assessment of learning activities tailored to the learner's problem areas. The methods encompass group discussions, role-playing, action projects, and case studies, among others (Deveci, 2007).

Lesson Study is a collaborative professional development method for teachers that originated in Japan. In lesson study, teachers work together to:

1. Plan a lesson collaboratively
2. Teach and observe the lesson in a real classroom
3. Discuss and reflect on the teaching and students' learning
4. Revise and improve the lesson based on feedback.

2. Literature Review as Theoretical Framework

The primary aim of these processes for enhancing teaching and learning is to advance: Teaching quality, Student comprehension, and Teachers' professional abilities. In this regard, a teacher can develop greater professional abilities in delivering the content to students during classroom activities. With the highly commitments and responsibility with their own professional enhancement in promoting the students into the excellent future. This is the fundamental concept for teachers and students to reach their primary goal into the future. Thus, the primary focus of educational institutions is to promote capacity building to enhance human dignity, among other aspects, through lifelong learning development.

The skills inherently enhance additional knowledge as the teacher, as a facilitator of the lesson study, shares and distributes these skills to learners who are accepting, listening, watching, and adhering to or following through in completing their learning tasks. Pedagogical Lesson Study is a cooperative and introspective method in which educators enhance their teaching techniques by collectively planning, observing, discussing, and refining lessons.

Teachers' ability to manage the classroom is a crucial factor in students' understanding and, subsequently, in enhancing their skills. This research was intended to examine and provide evidence of the implementation of lesson study in assisting teachers in gaining others' viewpoints, particularly during teaching, to enhance their strategies and classroom management. Utilizing action research with planning, execution, and reflection stages, lesson study effectively enhanced teaching skills to improve teaching and learning quality (Aimah, et al, 2017).

Two distinct concepts of learning theories, known as andragogy and pedagogy, (Silva, et al, 2024) hold specific significance for the adult educator. The educational theory presumes that the learner will just absorb what has been communicated to them. Certain individuals might link pedagogy exclusively to children, yet interestingly, it can also pertain to adult education. Most adult learners today experienced classroom education in past learning situations that encouraged teaching methods. Due to this experience, adults might hesitate to enroll in an adult education course later in life because they believe that the same teaching and learning methods persist in today's adult classrooms (Mcgrath, ____).

Effective pedagogical instruction is essential for educational processes; it enhances the attainment of established objectives, aims, and goals. Instruction quality relies on pedagogy, so educators must utilize effective pedagogical strategies in their teaching. Pedagogical strategies arise from pedagogical theories; thus, every teacher must be flexible in understanding these theories (Rutto, 2017). Pedagogical instruction involves the techniques and approaches of teaching—how an educator conveys information to facilitate effective student learning. An educator clarifies the material of the topic being instructed to the learners. The students pay special attention to focus on the topic provided by the teacher. It is the role of love and impact of an educator in the classroom environment.

According to Bruce Aune (Aune, 2007), types of knowledge include a priori knowledge, observational knowledge, and the potential to understand objects and processes that, such as the emotions of others or the microscopic entities of modern physics, cannot be directly perceived. Knowledge arises when previously unknown things become recognized; it stems from experiences and new information processed by the mind, possibly through self-reflection, a concept expanded upon by Wilhelm Wundt (1832-1920) and Edward B. Titchener (1867-1927) (Titchener, 1916, p.2; Hothersall, 1995). Self-reflection involves analyzing and contemplating our thoughts, emotions, actions, and driving forces. It signifies reflecting internally to gain a deeper comprehension of who we are.

Four key critical issues for educators arise from the arguments of William James (Zimmerman, 2003): *The characteristics of the learner, the essence of learning, the ideal conditions for instruction, and the nature of significant learning-instructional results*. A teacher can acquire the materials needed to carry out the technical teaching instructions for students, grounded largely in the educational goals within the classroom. The acquired knowledge and experience are relevant due to the teaching methods they gained from their educational history, making them suitable professionals in their teaching careers and allowing them to fulfill their roles effectively.

Plato examined knowledge of this kind in his *Theaetetus*, which is the initial analytical investigation in epistemology; it focuses on the theory of knowledge, particularly concerning its methods, validity, and scope (Smith, et al, 2003). The nature of knowledge as understood has been the most frequently debated issue in contemporary discussions on the subject (Aune, 2007). Philosophically, knowledge is essential for cognitive functioning, serving as the brain's activity to generate concepts and perceptual abilities throughout human development. Thinking involves the mental effort to understand all aspects of the social living environment. The process of acquiring knowledge can lead to the improvement of human life by enhancing study skills through the impacts and effects of learning. Education is a crucial element for acquiring great knowledge and abilities to discover new concepts.

The implementation of pivot theory as a crucial element in social science primarily: Theory is essential to guide the selection of empirical (experiential knowledge) research subjects and to unify the findings of that research. The second belief outlines characteristics that a theory must exhibit to effectively fulfill this function. The initial belief places theory at the center of social science: Theory is essential to direct the selection of empirical research subjects and to unify the findings of that research. The second belief outlines characteristics that a theory must exhibit in order to effectively fulfill this function (Adcock, 2015). Empirical knowledge emerges from the theoretical understanding of empiricism, as well as from experiences and knowledge constructed solely by other people (Kleinman, 2013).

Pedagogical theory is credited to Johann Friederich Herbert (1776-1841), known as the father of pedagogy, whose works conceptualized the field of pedagogy. Based on his theory and ideas, he recognized five elements of pedagogy (Rutto, 2017), which are: (a) Preparation; it entails organizing for teaching activities; (b) Presentation; it pertains to the real teaching and learning experience; (c) Association; the act of linking concepts or occurrences together, for example. In recollections or dreams, it may also signify a cognitive link or relationship among thoughts, emotions, concepts, and/or perceptions; (d) Generalization; this involves drawing conclusions from specific details to broader principles and can also be described as the creation of general ideas based on particular examples; (e) Implementation; it denotes the act of applying what has been learned.

Johann Henrich Pestalozzi advised “*all mothers to instruct their children at home*”, a concept he outlined and suggested in “*wie Gertrud ihre Kinder lehrt*.” Mothers should educate their offspring, as effective pedagogy requires the involvement of various elements to enhance the children's capacity for knowledge (Erdogan & Tepebasili, 2024). A mother is the first individual who imparts knowledge and experiences to her children, often referred to as ‘mother tongue, or mother language’ with the baby initially learning the first language from her. This aligns with John Locke's (1632-1704) concept of empiricism (Kleinman, 2013), which posits that skills and knowledge are developed solely through experience. These arguments slightly conflict with Plato's innate ability

theory (which states that a baby is born with skills and knowledge), a notion that is impossible for Locke to accept in his view.

Aristotle's argument presupposes that there are just two options concerning our understanding of first principles: we possess it innately or we gain it. In the opening line of the APo, Aristotle asserts that "All education and all intellectual understanding arise from prior knowledge." It is reasonable to conclude that gaining an understanding of first principles requires cognitive learning. In that scenario, Aristotle believes that we cannot gain knowledge of first principles without any prior understanding. Thus, we possess certain prior knowledge that is insufficient compared to the knowledge of first principles from which it is derived. In the subsequent lines of our excerpt, Aristotle states that this previous knowledge (Bronstein, 2020). In Posterior Analytics, Aristotle claims that we cannot possess innate knowledge of fundamental principles, as that would mean we hold the most accurate knowledge without being aware of it, which cannot happen. His statement contradicts and dismisses the existence of inherent concepts and abilities found in Plato's innate theory.

The term constructivist originated from Piaget's developmental theory. According to Piaget, children enhance their understanding and intelligence via interactions with the physical environment and social experiences (Kamii & Ewing, 1996; Piaget, 1970). The foundations of constructive education are deeply embedded in the progressive education movement and draw inspiration from John Dewey (1859-1952) (1909, 1913, 1975, 1916, 1938; Nucci, et al, 2014). The constructive is a method to enrich and developing students' knowledge, where the teacher is functioned as an adviser and supervisor to give the orientation all the activities such as teaching art or pedagogical teaching and the effectiveness of communication, persuasive, and focused on the subject taught deeply based privacy.

Vygotsky contends that mediated activities are crucial for the development of advanced psychological functions, distinguishing psychological tools and physical tools as components of mediation tools. Thus, for Vygotsky, (Langford, 2005) psychological tools like language receive his initial focus. His ideas are grounded in natural reality to advise educational institutions to distinctly comprehend the use of psychological and physical resources for effectively developing teaching and learning in the processes at every school. Vygotsky posits that the psychological aim is language, which is a crucial element of teaching subjects in the classroom. The physical goal is both mental and physical well-being. Language plays a crucial role in understanding any subject presented in classroom communication.

Without a language, we cannot communicate with one another, whether in a group or individually. Language serves as a connection for human interaction between individuals and groups, enabling communication among people collectively residing within organizations or other settings, allowing for individual expression as well as interaction with others in a shared environment. Communication encompasses similar themes for all individuals, as it stems from the same foundation within human groups. It retains a basic essence in every area, allowing people to appreciate their circumstances and achieve advancement by using a language for sharing the knowledge and skills, (ibid, 2005; ILO, 2010).

3. Practical ideas of triple T and S double T methods during the classroom meeting

The classroom students are provided the opportunity to express themselves more creatively than a teacher does during class participation. In classroom interaction, particularly in language instruction, the terms typically refer to: Teacher Talking Time (TTT), which is the duration the teacher talks throughout the lesson. Instances include clarifying content; providing guidance; inquiring; and delivering lectures. The instructor as a speaker allows limited time to address the students in the classroom. These crucial techniques are employed and embraced by the pedagogical system of teaching methods utilized and applicable in the classrooms of UNITAL (Universidade Oriental Timor-Lorosa'e).

Teacher Talking Time (TTT) is slowly diminishing, while Students Talking Time (STT) is rising as the lesson concludes (Sakoda, 2002); (Adriosha & Osmana, 2022). During the warm-up and pre-listening phases, the teacher takes the lead, whereas students have more Talking Time (TT) during the while-listening and post-listening phases, or speaking opportunities are offered to them in a more creative manner for them to articulate and clarify. The teacher's talking time is reduced to 40% during classroom session activities. This method is quite beneficial for students to reflect on and discuss the topics presented by the teacher in the classroom. In the domain of foreign language acquisition, for instance, speaking acts as an engaging process whereby meaning is formed via the generation, comprehension, and processing of information, thereby making it an essential form of communication (Bui, 2024).

Teacher talk has various definitions regarding the presentation of the subject during classroom interactions with the students. Teacher talk refers to the clarification of difficult words, vocabularies, or sentences that pose challenges for students, which a teacher utilizes when communicating with learners focused on acquiring a new language in the classroom (Ellis, 2015). A teacher's speech in language 2, or second language, begins with the teacher's speech (Chaudron, 1988). Sinclair and Brazil (1982) defined teacher talk as the language employed by educators to clarify assignments, give instructions, and evaluate students' comprehension for a considerable portion of class duration. As stated by Krashen (1981), teacher talk pertains to "the language used for classroom management, the language utilized for explanations in second language and various foreign language classrooms, and the language that goes along with exercises" (Bui, *ibid*, 2024).

4. Curriculum and syllabus are adoptable from both, Indonesia and European countries

Curriculum learning is a training strategy in machine learning where a model is taught in a meaningful order—from easy examples to harder ones, instead of being exposed to all data randomly at once. There are some categories of the classroom subject teaching such as professional subjects, specialization subjects, and general subjects. Professional subject is the subjects are taught to be professional skills to guide them to teach the elementary until secondary school after they final end their study in the academic institution. The writer gives some examples from English study program under the Faculty of Education. The subject taken to professionalize of the university students to be more professional skillful before they enter into a real teacher in the basic to high school's education in the future.

Specialization courses are guiding the university students to have specialize skills before they achieve final end of their study in the future when they enter into the basic to high schools becomes real teacher. The curriculum or subjects that provide the orientation of them from first to final semester (I to VIII) are:

(a) Specialization courses:

- | | |
|--|-------------------|
| 1. Speaking; | (2 credit points) |
| 2. Listening; | (2 credit points) |
| 3. Reading; | (2 credit points) |
| 4. Writing (Research subject); | (2 credit points) |
| 5. Vocabulary; | (2 credit points) |
| 6. Structure; | (2 credit points) |
| 7. Semantics; | (2 credit points) |
| 8. English syntax; | (2 credit points) |
| 9. English Morphology; | (2 credit points) |
| 10. Phonology; | (2 credit points) |
| 11. Pronunciation; | (2 credit points) |
| 12. English for Specific Purpose; | (2 credit points) |
| 13. Translation; | (2 credit points) |
| 14. Literature; | (2 credit points) |
| 15. Descriptive Linguistics. | (2 credit points) |
| 16. Cross Culture Understanding; | (2 credit points) |
| 17. General Linguistics; | (2 credit points) |
| 18. Sociolinguistics; | (2 credit points) |
| 19. Applied Linguistics; | (2 credit points) |
| 20. Comparative Linguistics; | (2 credit points) |
| 21. Psycholinguistics etc. | (2 credit points) |
| 22. English Seminars (research subject); | (2 credit points) |
| 23. Curriculum | (2 credit points) |
| 24. English Typology | (2 credit points) |
| 25. Techniques and Research methodology; | (2 credit points) |
| 26. Speech; | (2 credit points) |
| 27. Literary Appreciation etc. | (2 credit points) |

(b) Professionalization courses:

The professionalization subjects are:

- | | |
|----------------------------|-------------------|
| 1. Teaching profession; | (2 credit points) |
| 2. High School Text Books; | (2 credit points) |

3. Psychology of Education;	(2 credit points)
4. Instructional Design;	(2 credit points)
5. Introduction to History of Education;	(2 credit points)
6. Sociology of Education;	(2 credit points)
7. History and Culture of Timor-Leste;	(2 credit points)
8. Philosophy of Education;	(2 credit points)
9. Teaching and Learning Strategy (TLS);	(2 credit points)
10. Educational counseling;	(2 credit points)
11. Teaching Evaluation & Assessment;	(2 credit points)
12. Classroom Management;	(2 credit points)
13. Language Testing;	(2 credit points)
14. Teaching English as Foreign Language (TEFL)	(2 credit points)
15. Introduction to Curriculum Inquire	(2 credit points)
16. Micro Teaching	(2 credit points)
17. Teaching Practice (practical final end);	(4 credit points)
18. Social works;	(2 credit points)
19. Thesis (final project)	(6 credit points)

(c) General Subjects:

1. Historia de Timor-Leste	(3 credit points)
2. Lingua Portuguese;	(3 credit points)
3. Tetum;	(2 credit points)
4. Statistics;	(2 credit points)
5. Civic Education;	(2 credit points)
6. Basic Computer	(2 credit points)

(d) Institutional Subjects

(1) Empreendedorismo (entrepreneurship) (UNITAL, 2022); (UNITAL, 2014).

5. Teaching based syllabus in the classroom attendances

Syllabus or syllabi refers to the topics in a learning program and the framework or agenda detailing what will be covered in a course or subject (Mayor, 2006; Smith, et al, 2003; Hornby, 2017; 1995). In educational instruction, a syllabus is typically arranged in a systematic manner to facilitate teaching and learning. Below is a suitable framework for a teaching syllabus that educators typically utilize:

- (1) Course/Subject title
- (2) Rank/Position
- (3) Term/Academic year
- (4) Name of the instructor/professor
- (5) Length/Time distribution

The systematic of syllabus uses in the class lesson study a teacher uses a report activity from the beginning until the activities are reached until final end for a semester. The quantity of the taught by a teacher or lecturer provide a report in each syllabus separately prepared by a teaching staff for few subjects that he or she has engaged teaching job in a classroom activities. For an example, a teacher who teaches a single subject such as Reading IV, his or her report is focuses only on Reading IV. This is a detail syllabus is taken from Mr. João da Silva (the author himself) from the English Study Program based on his meeting result activities in the classroom for one fully semester from the beginning until the end in English Department of Faculty of Educational Science as an example for IV teacher who teaches it:

Name of lecturer : João da Silva
 Subject : Reading IV
 Subject code : **EdI.NE.34**
 Semester : IV/B

S/N	Topic	Sub Topic	Date & Day		Time of meetings:		Total students:		sign
			Date	Day	Time enter	Time Out	Participan t	Non-participat e	
1	Introduction	What is reading?	22-09-2025	Monday	10: 12 to	11: 12	33	4 out	
2	Defining of reading	The contexts of reading & discussion	26-09-2025	Monday	10: 15 to	11: 15	29	4 (1 leave), 4 out	
3	Reading text: "Life in the city."	Identifying the hard words and discussions	26/09/2025	Monday	14: 15 to	15: 15	33	4 out	
4	The important component of reading	Discussions and identifying the hard words & translation	04/10/2025	Saturday	10: 15 to	11: 15	31	(4 out), 2 absents	
5	Reading Text: Human Traffic	(Pronunciation & list of words) and defining the difficult words & translation	04/10/2025	Saturday	13: 25 to	14:25	31	(4 out), 2 absents	
6	Reading Text: What is Education?	Pronunciation, list of hard words), defining the vocabularies, translation and discussions	07/10/2025	Tuesday	10: 25 to	11:25	28	(4 out), 4 absents, 1 leave	
7	Reading Text: What is Education?	Pronunciation list of hard words), defining the vocabularies & discussions	07/10/2025	Tuesday	10: 25 to	11:25	28	(4 out), 4 absents, 1 leave	
8	Reading Text: Discussions	Identifying and defining the list of hard words, pronunciation and translation	07/10/2025	Tuesday	13: 25 to	14:25	26	(4 out), 5 absents, 2 leave	
9	Reading Text: The History of Watches	Repeating the pronunciation list of hard words) and defining the hard words	11/11/2025	Saturday	13: 25 to	14:26	28	(4 out), 4 absents, 1 leave	
10	Reading Text: Presenting the Homework for Middle & Final Examination	Discussion and providing the homework task	20/11/2025	Thursday	10: 15 to	11:20	22	(4 out), 11 absents.	

11	Reading Scanning and Skimming	Discussions and questions	20/11/2025	Thursday	12: 11 to	13:15	22	(4 out), 11 absents,	
12	Extensive reading	Discussions and questions	25/11/2025	Tuesday	11: 40 to	12:50	9	(4 out), 23 absents, 1 leave	
13	Reading Scanning and Skimming	Discussions and questions	25/11/2025	Tuesday	12: 56 to	13:26	22	(4 out), 11 absents,	
14	Introducing the use of online sources	Identifying online references for reading subjects, Discussions and questions	26/11/2025	Wednesday	10: 56 to	11:57	21	(2 out), 14 absents, 3 leave	
15	What is the relevant between reading and writing?	Identifying how writing becomes a reading subject. Discussions and questions	27/11/2025	Thursday	11: 53 to	12:54	17	(4 out), 13 absents, 3 leave	
16	Introducing the spelling and uses phonetic alphabetic	Discussions and questions	27/11/2025	Thursday	12: 55 to	13:59	17	(4 out), 13 absents, 3 leave	
17	Collecting	the tasks	for final	exams	Collecting	the tasks	for final	exams	Final

6. The systematic scores given uses both, Indonesia and European systems

The systematic score given to the students learning outcomes through evaluation through examinations is pertaining the scores of the teachers' subject scores as listed in the table below:

Table 1: Indonesian and European scores given systems

Indonesian Score systems	Numerals	Alphabetical	European systems	Numerical	Alphabetical	Observation
Scores	8,6-10	A	Scores	18-20	A; 80%-100%	Excellent, very good excelente, muito bom
Scores	70-75	B	Scores	14-17	B; 70 -85%	Good, bom
Scores	5,5-69	C	Scores	10-13	C; 55 -69%	Sufficient, suficiente
Scores	4,0-5,4;	D	Scores	7-9;	D; 40-54/%	Insufficient, insuficiente (not passed or não pasa).

Jornal da República (2022).

Table 2: General scores given criteria

3, 50 – 4, 00	→	Excellent or excelente; cum laude, com louvor.
3, 00 – 3, 49	→	Very good or muito Bom;
2, 00 – 2, 49	→	Sufficient or suficiente.

(Ibid, 2022); (UNITAL, 2016)

7. Result and finding

Universidade Oriental Timor Lorosa'e (UNITAL) and other higher education institutions have recently adopted the criteria of Indonesia-European scores, which is due to the government's political policy that incorporates both countries' curricula in Timor-Leste using the latest Indonesian and European ECTS curriculum (Silva, 2026); (Quinn, 2023). The Timor-Leste government, specifically the Ministry of Education, Culture and Youth, is

implementing a blend of the two countries' mixed curriculums—European ECTS and Indonesia's curriculum—for the enhancement and backing of the education system in Timor-Leste thus far.

(Nasution, 2020) Education experts and researchers (Jarrah, Khasawneh, & Wardat, 2020; Alotaibi, Khalil, & Wardat, 2021; Tami & Roger, 2000) believe that assessment is a systematic process that requires collecting objective and authentic data from multiple sources using various tools, in line with specific objectives, to reach quantitative estimates and descriptive evidence. These estimates and evidences are used to make appropriate judgments or decisions (Tashtoush, et al, 2025).

The class engagement promptly teaching based on the school curriculum, list of subject taught by the teaching staff to use the assessments, evaluation that match the learning goals, such as: Require pupils to give explanation on their tasks; Require students or pupils to explain the questions are provided; Require the students to achieve their goals and objective; Students are assessed through the evaluation in getting result with scores levels of their capacity differently: **lower**, **good**, **better** and the **best**, and measured their capacity skills with the scores **A** (18-20) is a highest or excellent category; **B** (14-17) is a medium level and **C** (10-13, 75) sufficient category and scores **D** (7 – 9) as categorized as not passed from the test result and it is not able to be passed (Timor-Leste, 2022) from the subject taught evaluation result in the classroom examination tests. The subject examinations test, middle and final evaluation tests are done to move the students' capacity to enter into the next levels, from one semester to the next semester.

8. Discussion

Practical implications of education denote how a concept, theory, or finding can be utilized in real-life contexts—its significance in practice, rather than solely in theory, within the actual scenarios of education systems that are applied universally. Education is utilized to address different issues in human life everywhere as long as humanity exists on the planet universally and globally. Through education, humans can solve and discover numerous things; for instance, historically, humans lived in caves from the start, and today they understand how to construct proper buildings using stones, cement, sand, metals, and various building tools. From the early stone ages to the modern era, the enhancement of human thinking abilities and knowledge has continually progressed over time, with each generation uncovering diverse new discoveries.

Education is a fundamental concept for shaping the future of students and fostering overall progress in the nation. *Without education, life is like a tree without roots.* Education is the essence of humanity. Capacity skills and knowledge are developed through different experiences known as empiricism concepts, as presented by Locke (1632-1704) (Kleinman, 2013). There are certain realities that have been shown in today's world regarding contemporary concepts of teaching and learning within pedagogical frameworks. The students are concentrated on gaining the skills and knowledge from their classroom instructors who possess the teaching materials for them. In this context, students develop their capacity skills from their knowledge gaps, influenced by John Locke's ideas, which emphasize that all skills and knowledge are constructed and developed by others.

The idea of education at the dawn of humanity can be viewed from various angles, such as philosophical, historical, anthropological, and religious aspects. Even though formal education systems were absent in prehistoric communities eras, learning developed as an inherent process for passing knowledge, values, beliefs, and survival skills from one generation to the next. Researchers widely concur that education is as ancient as humanity, as every culture has created ways to equip its youth for life.

Education started with the rise of human civilization. Ancient humans taught their offspring by means of observation, mimicking, involvement, and verbal teaching. The main goal was to survive, which involved hunting, gathering, making tools, communicating, and collaborating socially. As stated by Durkheim (1956), education serves as the method through which society perpetuates itself by passing its culture, values, and norms to the youth. "Education is the process carried out by older generations on those unprepared for social existence" (Durkheim, 1956). Likewise, John Dewey (1916) contended that education is essential for life as every society endures solely by transmitting its experiences to succeeding generations. "Education is a way of life and not merely a preparation for living in the future" (Dewey, 1916, p. 239). Seen this way, education commenced when humans first began sharing knowledge and cultural traditions with their descendants.

From an anthropological standpoint, anthropologists contend that education emerged well before the advent of writing or formal educational institutions. Early societies taught children by involving them in daily tasks. Margaret Mead (1943) stated that in traditional societies, education took place organically via family and community interactions instead of through formal institutions. Features of early education comprised: (a) Imitative

learning; (b) Verbal storytelling; (c) Spiritual rituals; (d) Apprenticeships; (e) Involvement in community; (f) Training for survival. These teaching methods contributed to maintaining cultural identity and guaranteed continuity across generations.

The philosophical viewpoint of Plato (427–347 BCE) indicates that he lived significantly better than at the dawn of human civilization, where he formulated one of the earliest structured philosophies of education. In his work ‘*The Republic*,’ Plato maintained that education must foster wisdom, justice, courage, and moderation. Education nurtures both mental and ethical superiority. Plato states: (1) Early childhood is the starting point for education; (2) The aim of education is to uncover truth; (3) Knowledge guides individuals towards goodness.

According to Aristotle (384–322 BCE) in his reasoning, he perceived education as the cultivation of virtue through practice, intellect, and experiential knowledge. He thought education should progress through: (a) Intellectual virtue; (b) Moral virtue. (3) Bodily superiority. (4) Social duty. He suggests that education allows people to attain *eudaimonia* (human flourishing).

From a religious dimensions, education essentially involves understanding God and acting in accordance with divine wisdom. Education started with God's guidance to Adam and Eve in the Garden of Eden. Several instances demonstrated from Christian Biblical perspectives, including (Genesis 2:19-20). Examples include: The naming of animals (Genesis 2:19–20); Ethical guidance related to the Tree of Knowledge (Genesis 2:16–17). Parents are directed to impart God's commandments to their offspring (Deuteronomy 6:6–7).

The idea of education began with humanity's obligation to pass on knowledge, abilities, values, beliefs, and culture across generations. At first, education was unstructured and focused within households and localities, depending on observation, mimicry, oral customs, and involvement in everyday activities. Philosophers like Plato and Aristotle subsequently created systematic theories that highlighted moral and intellectual growth, whereas religious traditions interpreted education as a sacred duty rooted in the quest for wisdom and ethical existence. As time passed, education transformed into structured institutions, but its core aim—to equip individuals for significant engagement in society and the quest for human flourishing—has stayed unchanged.

9. Methods

The methodology of this study employs paraphrasing, where knowledge compilations backed by citations from diverse digital books or journals, copies of hard books are gathered, subsequently checked with Turnitin, and augmented using Mendeley efficiently in these writing systems. This study utilizes a qualitative descriptive analysis method through direct and indirect involvement in the practical application of teaching during classroom lesson study activities with students learning English, aimed at improving their skills and knowledge in English language subjects for their educational processes.

The researcher actively participates in an English teaching activity and engages with students who are anticipating the lesson study conducted by English teachers through classroom interaction processes. In addition, the writer gathered some data from the English Department, which is a study program within the Faculty of Education at Universidade Oriental Timor Lorosa'e. The writer also compiled the curriculum study for the lesson study in the classroom and the models of classroom teaching materials in providing the classroom teaching syllabus as the evidences on this research concluded.

Indirect activities involve the writer utilizing extra information supported by references or books accessible through various online sources on the internet then collects them to assist the success of this research analysis.

10. Conclusion

The development of every nation is clearly shown in the contemporary evolution of living societies, owing to improvements in educational systems implemented in diverse practical ways, supported by legal structures in every country worldwide. Timor-Leste is a newly established country in the contemporary globalized landscape, rising from a difficult past of striving for independence from colonial powers over numerous years, encompassing the Portuguese, Japanese, and Indonesian occupations. The education systems are progressively and efficiently implemented by the government across the whole nation.

This represents the complete commitment maintained by the government of Timor-Leste, currently known as *República Democrática de Timor-Leste*, or RDTL, along with its parliament. The practical application of the curricula is derived from trilateral countries through effective collaboration, involving East Timor—a former

integration state—Indonesia, and European partners in harmonizing the curriculum to enhance the education system across the entire region in the country.

11. Acknowledgment

Sincere gratitude to the two university Rectors, Mr. Florindo Pereira, M.Sci., PhD., and Prof. Dr. Haryono, M.Pd., for their collaborative agreement that enables the researcher to pursue further studies in Educational Management at the Faculty of Sciences of State University of Malang, East Java, Indonesia, from 2023 to 2026. Their attempts to achieve the utmost mutual collaboration now and in the future. The relationship agreements are mutually provided to the researcher to fully pursue the Doctoral degree study program for the future advancement of Universidade Oriental Timor-Lorosa'e to support in the country's development of Timor-Leste moving forward.

REFERENCES

- Adriosha, M. & Osmana, N. (2022). Quantity and Quality of Teacher Talking Time (TTT) versus Student Talking Time (STT) in EFL Undergraduate classrooms: A Case Study in Libyan Context. [Alasmarya Islamic University. https://www.researchgate.net/publication/375001649 Quantity and Quality of Teacher Talking Time TTT versus Student Talking Time STT in EFL Undergraduate Classrooms A Case Study in Libyan Context](https://www.researchgate.net/publication/375001649)
- Aimah, S., Ifadah, M., Bharati, A.A.L. (2017). Building Teacher's Pedagogical Competence and Teaching Improvement through Lesson Study DOI:<https://dx.doi.org/10.24093/awej/vol8no1.6>.
- English Education Department, Faculty of Foreign Language and Culture University of Muhammadiyah Semarang, Central Java, Indonesia; English Education Department, Faculty of Foreign Language and Culture University of Muhammadiyah Semarang, Central Java, Indonesia; English Department, Faculty of Languages and Arts State University of Semarang, Central Java, Indonesia.
- Aristotle. (2004). *Nicomachean Ethics* (R. Crisp, Trans.). Cambridge, UK: Cambridge University Press. (Original work published ca. 4th century BCE).
- Aune, B. (2008). *An Empiricist Theory of Knowledge*. Copyright 2008 by Bruce Aune, at: <https://www.amazon.com>
- Bronstein, D. (2020). Aristotle's Critique of Plato's Theory of Innate Knowledge. <https://www.academia.edu/31086712/> *Aristotles Critique of Platos Theory of Innate Knowledge*
- Bui, K.D. (2024). Teacher Talk in EFL Speaking Lessons and The Implications for Learner Volunteering: A Case Study at a Vietnamese University. By Kieu Diem Bui. International Conference on Research in Education and Science. www.icre.net or Antalya, Turkiye. www.istes.org
- Dewey, J. (1916). *Democracy and Education: An Introduction to the Philosophy of Education*. New York, NY: The Macmillan Company.
- Desagon, J., Capiral, P. J., Buenaseda, J. A., Sanjorjo, E. T. G., Paner, C., Reyes, J., Palasin, R. (2025). Utilization of Videocast in Enhancing Audio-Visual Learning Skill of Grade 7 Students. *Journal of Effective Teaching Methods (JETM)* ISSN: 2755-399X, JETM. European Institute of Knowledge. <https://doi.org/10.59652/jetm.v3i2.490>
- Deveci, T. (2007). Andragogical and Pedagogical Orientations of Adult Learners Learning English as a Foreign Language. © by Tanju Deveci, Language Instructor Sabanci Universitesi, Turkey *New Horizons in Adult Education and Human Resource Development*, 21(3/4), 16-28. <http://education.fiu.edu/newhorizons>. This manuscript was accepted for publication under Nova Southeastern University editorship.
- Dudley, P., Xu, H., Vermunt, J.D., & Lang, J. (2016). Empirical evidence of the impact of lesson study on students' achievement, teachers' professional learning and on institutional and system evolution. Faculty of Education, University of Cambridge; 184 Hills Road, Cambridge, CB2 8PQ; UK.
- Durkheim, E. (1956). *Education and Sociology* (S. D. Fox, Trans.). Glencoe, IL: The Free Press. (Original work published 1922).
- Erdogan, S. P., & Tepebasili, F. (2024). The Method Recommended by Pestalozzi for Mothers to their Children: "Wie Gertrud ihre Kinder lehrt". Necmettin Erbakan University. <https://doi.org/10.54535/rep.1508609>. e-ISSN: 2602-3733 <http://dergipark.org.tr/rep>
- Evans, C. (2020). Learning & Teaching Paper Student assessment Thematic Peer Group Report. University of Birmingham, United Kingdom EUA coordinator: Luisa Bunesco March 2020.
- Freire, P. (2005). *Pedagogy of the Oppressed* 30th Anniversary Edition. Translated by Myra Bergman Ramos. With an Introduction by Donaldo Macedo. Copyright © 1970, 1993 by Paulo Freire Introduction © 2000 by Donaldo Macedo. Printed in the United States of America.
- Hothersall, D. 1995. *History of Psychology*. United States of America ISBN:007030529.
- [Edward B. Titchener | Structuralism, Cognitive Psychology, Experimental Psychology | Britannica](#)

28. Jornal da Republica (2022). Criteria da sistema de valor. Jornal da Republica, 12 de Janeiro de 2022.
29. Kleinman, P. (2013). Philosophy from Plato and Socrates to ethics and metaphysics, an Essential
30. Primer on the history of Thought a crash course in the principles of knowledge, Reality, and values the allegory of the cave reads as a conversation between socrates and plato's brother, glaucon. Paul Kleinman 101.
31. Langford, P.E. (2005). Vygotsky's Developmental and Educational Psychology. Peter E.
32. Langford is a freelance psychologist, previously affiliated to Birkbeck College, University of London, the University of Tasmania, and La Trobe University, Australia. First published 2005 by Psychology Press 27 Church Road, Hove, East Sussex BN3 2FA.
33. McGrath, V. (___). Reviewing the Evidence on How Adult Students Learn: An Examination of
34. Knowles' Model of Andragogy. University of Limerick, Limerick Institute of Technology and the National College of Ireland. She is also a voluntary literacy tutor.
35. Mead, M. (1943). *And Keep Your Powder Dry: An Anthropologist Looks at America*. New York, NY: a. William Morrow. (Contains discussions of cultural transmission and informal education.)
36. Nallaluthan, Masran, Thurasingam, Kanapathy, Md., K., Kaaminy, N. V. (2023). Malcolm Knowles'
37. Theory of Andragogy at Research Management and Innovation Centre University Pendidikan sultan idris (rmic-upsi): work-based learning model. eISSN 0128-0473 Vol 4(2)/ 2023 (30-50) <https://ejournal.upsi.edu.my/index.php/ESSS/index> DOI: <https://doi.org/10.37134/esss.vol4.2.4.2023>
38. Nasution, H. A. (2020) Inspection and Processing Techniques of Assessment results in Learning
39. Hambali Alman Nasution UIN Sunan Kalijaga Yogyakarta, Indonesia. DOI: 10.30829/tar.v27i2.760. JURNAL TARBIYAH 27 (2) (2020) 93-112. Jurnal Tarbiyah
40. <http://jurnaltarbiyah.uinsu.ac.id/index.php/tarbiyah>.
41. Nicholas, K., E., Whitney, Lauren, B., McFarlane, S. (2024). American Lesson Plan Teaching US
42. History in Secondary Schools A Report by the American Historical Association Research Coordinators. Published by the American Historical Association 400 A St. SE Washington, DC 20003 historians.org
43. Plato. (1997). *Republic* (G. M. A. Grube, Trans.; C. D. C. Reeve, Rev.). Indianapolis, IN: Hackett a. Publishing Company. (Original work written ca. 380 BCE).
44. Rutto, D.K. (2017). Pedagogical Theories. International Journal of Scientific & Engineering
45. Research, Volume 8, Issue 6, June-2017 ISSN 2229-5518 IJSER © 2017 <http://www.ijser.org> Dickson Kimeli Rutto
46. Sakoda, N. (2002). Classroom Observation: Teacher Talking Time and Student Talking Time.
47. Research Assistant Hiroshima University of Economics. Hiroshima, Japan. https://www.academia.edu/124932854/Classroom_Observation_Teacher_Talking_Time_and_Student_Talking_Time
48. Tashtoush, M. A., Shirawia, N. & Rasheed, N. M. (2025). Scoring Rubrics Method in Performance
49. Assessment and its effect of Mathematical Achievement By Mohammad A. Tashtoush, Nawal Shirawia± & Noha M. Rasheed. Athens Journal of Education - Volume 12, Issue 1, February 2025 – Pages 39-60 <https://doi.org/10.30958/aje.12-1-3> doi=10.30958/aje.12-1-3
50. The Holy Bible, New International Version (NIV). (2011). Grand Rapids, MI: Zondervan.
51. Zimmerman, B. J., Schunk, D. H. (2003). Educational Psychology: A Century of Contributions.
52. Edited by Barry J. Zimmerman City University of New York Graduate Center Dale H. Schunk, University of North Carolina at Greensboro A project of Division 15 (Educational Psychology) of the American Psychological Association 2003 2003 Lawrence Erlbaum Associates, Publishers Mahwah, and New Jersey London.