

# Teaching Experiences in TEFL Application Process



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# Teaching Experiences in TEFL Application Process

## *Content*

Contenidos





## **Chapter 1.**

Section 1. Teaching English as a Foreign Language (TEFL) fundamentals	
English Speaking Skill Development -----	14

## **Chapter 2.**

Another View of Receptive Skills	
Teaching: listening and reading -----	37

## **Chapter 3.**

Writing Skills Development -----	64
----------------------------------	----

## **Chapter 4.**

Section 2. TEFL implementation experiences	
Socio-emotional learning English as a foreign language experiences using TEFL-----	90

## **Chapter 5.**

Speaking Skill -----	111
----------------------	-----

## **Chapter 6.**

TEFL Application Process: Experiences in the Classroom -----	120
---	-----

## **Chapter 7.**

Situation found in the ESL Classroom -----	138
--	-----

## **Chapter 8.**

TEFL Application Process: Experiences in Lesson Planning-----	148
--	-----

## **Chapter 9.**

Practice English language: teachers' recommendations for Improving the university curriculum after applying TEFL principles -----	166
---	-----

## **Chapter 10.**

TEFL for improving speaking skills in elementary school students: mentoring approach -----	188
---	-----

**Chapter 11.**

Section 3. TEFL action research  
Using Wordwall, ISL collective and  
Genially as a pedagogical resource in English language  
teaching: interaction and communication between  
student and teacher ----- 212

**Chapter 12.**

Teaching English to visual impairment students:  
curricular adaptations for speaking  
and listening lesson plans----- 233

**Chapter 13.**

Advantages of AI in Academic Essay Writing----- 257

**Chapter 14.**

Gamification Strategy to Motivate Writing Skills ----- 280

**Chapter 15.**

The Effectiveness of Community  
Language Learning (CLL) to Enhance Adult's  
English-Speaking Skills. ----- 300

**Chapter 16.**

Section 4. Systematization of research project  
Innovation in teaching social  
sciences in English classes----- 323

**Chapter 17.**

Research project professional development  
teacher of national and foreign languages in zone 4  
of Ecuador of the Laica Eloy Alfaro University of Manabi:  
systematization of experiences. ----- 357

**Chapter 18.**

Developing Writing Skills in TEFL: Strategies, Challenges, and  
Technological Integration in Ecuadorian Classrooms. ----- 387

# Teaching Experiences in TEFL Application Process

## Section 1

Teaching English as a Foreign Language (TEFL) fundamentals

## Chapter 1

English Speaking Skill Development

**AUTHOR:** Germán Wenceslao Carrera Moreno



## **Teaching English as a Foreign Language (TEFL) fundamentals**

### **Abstract**

This Chapter outlines a comprehensive approach to enhancing speaking skills among EFL (English as a Foreign Language) learners. It emphasizes the importance of clearly expressing ideas, opinions, and feelings while focusing on appropriate tone, volume, and body language to improve spoken delivery. The document presents specific, measurable objectives aligned with overall learning goals, catering to students' proficiency levels. It discusses various speaking activities, including planned and unplanned interactions, and highlights the significance of audience awareness, nonverbal communication, and active listening in effective speaking. Additionally, it provides a structured lesson plan that incorporates real-world scenarios and vocabulary internalization, culminating in role-play activities that simulate real estate conversations. The document is a valuable resource for educators seeking to foster fluency and confidence in their students' speaking abilities through engaging and interactive methods.

**Keywords:** Speaking Skills; EFL; Lesson Plan; Teaching Strategies.

### **Introduction**

The development of speaking skills is a critical component of language acquisition, particularly for learners of English as a Foreign Language (EFL). As communication increasingly transcends geographical boundaries, the ability to articulate thoughts, ideas, and emotions effectively in spoken form has become essential for academic success and professional advancement. This Chapter aims to provide educators with a structured framework for enhancing the speaking abilities of EFL learners through targeted lesson planning and interactive teaching methodologies.

Drawing on contemporary research in language pedagogy, the document emphasizes the importance of communicative competence and oral expression as foundational elements in language learning. It outlines specific, measurable objectives that guide speaking activity design, ensuring that learners can apply their language skills in meaningful contexts. This chapter fosters an engaging learning environment that encourages active participation and collaboration among students by integrating real-world scenarios and practical vocabulary usage.

Furthermore, the document highlights the significance of audience awareness, nonverbal communication, and active listening as integral components of

effective speaking. These elements enhance the clarity and impact of spoken language and contribute to learners' overall confidence and engagement in the classroom. This document is a valuable resource for educators seeking to cultivate proficient and confident speakers in the EFL context through a comprehensive approach that combines theoretical insights with practical applications.

## **Speaking Skills**

Language reflects community-specific values and social identity (Sapir, 1921), and speaking is a crucial language skill that allows EFL learners to communicate and express themselves effectively. This second language skill, acquired after listening, is essential for fluency and proficiency. It helps EFL learners improve their pronunciation, vocabulary, and grammar usage. It introduces new words and helps develop language fluency. Practical speaking abilities also boost students' confidence and engagement in the classroom.

Students excel when they understand their study content is pertinent to their immediate requirements and passions. For example, a research-focused curriculum that instructs students on constructing yes-no questions can be combined with creating a survey form or questionnaire. This approach compels students to grasp the importance of crafting precise questions to develop professional survey instruments. These tools enrich their research endeavors and leave a positive impression on their survey participants, who could potentially be their peers. Here is a detailed outline of the process.

Many second—or foreign-language learners prioritize mastering English-speaking skills. As a result, learners often evaluate their success in language learning and the effectiveness of their English course based on how well they feel they have improved in their spoken language proficiency.

Oral skills have hardly been neglected in EFL/ESL courses (witness the significant number of conversation and other speaking course books in the market). However, the best way to teach oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other methods (Richards 1990).

Recent advances in discourse analysis, conversational analysis, and corpus analysis have revealed much about spoken discourse and how it differs from written discourse (McCarthy and Carter, 1997). These differences reflect

the different purposes for spoken and written language use. Jones<sup>1</sup> (1996) comments:

In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper (p. 12).

Research has also highlighted the complexity of spoken interaction, either in a first or second language. Luoma (2004), for example, cites some of the following features of spoken discourse:

- Composed of idea units (conjoined short phrases and clauses)
- It may be planned (e.g., a lecture) or unplanned (e.g., a conversation)
- Employs more vague or generic words than written language
- Employs fixed phrases, fillers, and hesitation markers
- Contains slips and errors reflecting online processing
- Involved reciprocity (i.e., interactions are jointly constructed)
- Shows variation (e.g. between formal and casual speech), reflecting speaker roles, speaking purpose, and the context

### **Creating a Speaking Lesson Plan**

Traditional and modern teaching methods have significantly impacted foreign language instruction classrooms, leading various authors to redefine and propose strategies to enhance second language acquisition. In book 3, “Understanding Teaching Through Learning,” published in 2007 by Josh Kurzweil and Mary Scholl, a new teaching approach emphasizing active student participation is introduced.

The ECRIF Method, represented by the acronym “Encounter, Clarify, Remember, Internalize, and Fluently Use,” is rooted in the teaching process. This method prioritizes language skills acquisition and knowledge over teacher-directed activities during explanations. The primary focus is on planning activities that center on the subject’s content to be learned.

This method facilitates continuous monitoring and timely guidance throughout the student’s learning journey, providing feedback to assess progress

<sup>1</sup> In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper (p. 12).

through the practical application of theories in structured activities designed by the teacher using specific approaches.

ECRIF serves as a framework for comprehending learning by focusing on how individuals learn rather than dictating specific actions for teachers. The ECRIF framework emphasizes the learning process that students experience as they engage with one skill or knowledge rather than solely concentrating on the teacher's actions during the lesson. This framework acts as a tool to enable teachers to view student activities and content through the lens of student learning, fostering a deeper understanding of classroom dynamics. Consequently, ECRIF is intertwined with how teachers perceive and analyze the events unfolding in their classrooms.

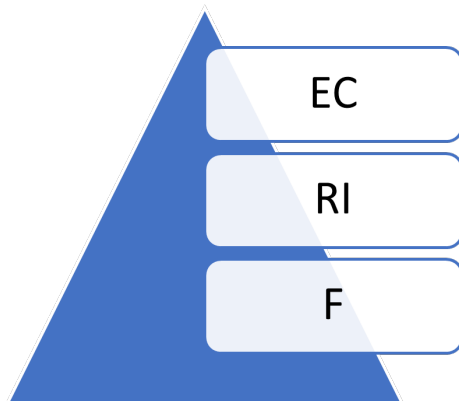
In ECRIF, teachers structure lesson stages based on student-centered learning. This approach allows teachers to commence lessons with fluency practice or phonetics exercises, depending on the assessment of learner performance in the grasping or fluency stages of the lesson.

The ECRIF framework does not advocate for a singular “correct” or “best” method, technique, style, or methodology. Instead, it promotes a more learner-centric approach to reflect on previously taught lessons. By adopting this perspective, educators can view lessons from the learners' standpoint, enabling adjustments to be made as necessary to enhance the learning experience.

**The teachers can use ECRIF to:**

- Plan lessons and adapt course book materials = (reflecting for action).
- Assess where students are in their learning process = (reflecting in action).
- Reflect on student learning after a lesson = (reflecting on action).
- Determine what kind of corrective feedback would be helpful for the learner.

ECRIF encompasses five essential steps of student learning, which are distributed in the lesson plan's three stages: Preparation Stage (Encounter and Clarify), Practice Stage (Remember and Internalize), and Production Stage (Fluency).



### **Stage 1:** Encounter and Clarify

The time assigned to this stage (Encounter – Clarify) is 5 to 10 minutes.

#### **1. Encounter**

Students typically do not come into a learning environment that does not understand the presentation phase. The teacher allows students to share their knowledge about juggling, enabling them to activate their prior knowledge. This initial phase of the juggling lesson, often called experiences, ideas, and feelings (or schema activation), is crucial.

It is essential to highlight that students will encounter fundamental aspects of juggling throughout the lesson. They may exchange important information with each other while observing and discussing their juggling techniques. In a classroom with a large student population, the teacher has a platform to extract existing knowledge from some students so that all students can benefit from it. This approach allows the teacher to tailor the lesson based on the abilities and requirements of individual students.

The incorporation of visuals, demonstrations, verbal explanations, peer teaching, and practical exercises all help students connect new information to their prior knowledge, a critical aspect of the learning process. By utilizing various sensory methods, the teacher assists students with diverse learning preferences in recognizing key elements within the content.

The encounter phase is the first time a learner encounters new material or information. It is where the teacher presents a new aspect of language to be learned. In the ENCOUNTER phase, the learner's background knowledge is activated, and what they already know is discovered.



Methods of Encounter:

- Inductive or deductive presentation.
- Storytelling with or without realia, role play, pictures, recordings, etc.
- Matching exercises
- Categorizing, sorting, predicting

## **2. Clarify**

Clarification is something that happens inside the learner when the learner can determine, for example, a certain meaning or pronunciation of a vocabulary word or use certain grammar construction in certain situations. Teachers, of course, assist in clarifying and checking or assessing learners' understanding of material. One way that teachers check comprehension is with concept-checking questions.

Concept-checking questions (CCQs) are an effective tool for assessing student comprehension in TEFL (Teaching English as a Foreign Language). The primary purpose of using CCQs is to determine if students fully understand the target language concepts taught, without relying on broad questions like "Do you understand?". They are used to check the understanding of anything that learners have encountered or been presented: vocabulary, grammar, appropriateness, etc. They are also to check if students understand instructions for an activity, project, or assignment. It is helpful to write them out first in your lesson plan.

CCQs are targeted questions or prompts that elicit a response demonstrating the student's understanding. They are typically used after a lesson to check comprehension of vocabulary, grammar, communicative functions, and instructions. Some key characteristics of effective CCQs:

- They are reasonably simple questions suitable for the student's age and English level.
- They highlight the essence of the target language and verbally check the understanding.
- They provide insight into the student's comprehension level and are unlikely to be answered with just a yes/no.

They promote active learning as students articulate their knowledge, which the teacher can clarify and build upon.

CCQs can be used in various ways in the language classroom:

- Checking comprehension of new vocabulary or grammar
- Assessing reading or listening comprehension
- Verifying understanding of instructions for activities
- Evaluating speaking or writing tasks
- Reinforcing and reviewing language concepts

Some examples of CCQs:

- After teaching the past tense, ask students to write one thing they did before class today
- For a new vocabulary word, ask “Is it a room or a building?”, “Is it cheap or expensive?”
- For a passive voice sentence, ask “Whom does he take after?”

4 kinds of concept checking questions (CCQ): Examples

- a. Non-verbal affirmation – “Point to the supermarket.”
- b. Positive/negative – “Is this a supermarket?” “Can I buy bread at the supermarket?”
- c. Discrimination – “If I want to buy bread, do I go to the pharmacy or the supermarket?”
- d. Short answer – “What is the name of a local supermarket?”

In this sense, CCQs are an essential part of the TEFL toolkit, allowing teachers to accurately assess learning, promote active participation, and guide instruction. By asking targeted questions before moving on, teachers can ensure students have truly grasped the lesson concepts.

## **Stage 2: Remember and Internalize**

### **3. Remember:**

This is the first step in putting new material in memory. It is usually characterized by repetition, drilling, and referring to support materials using models or prompts.

Notes about activities to *remember and internalize*:

Learners put the target language into short-term and longer-term memory to prepare for later communication by practicing the language in various ways, moving from “teacher-controlled” to “learner-initiated” activities.

The time assigned to this stage (Remember – Internalize) is 10 to 15 minutes.

Typical activities for remembering:

- Drilling.
- Gap filling or cloze test.
- Information gap.
- Searches.
- Scrambled words or sentences.
- Guessing games.
- Matching.
- Reading scripts and dialogues.

The “Remember” stage of the ECRIF framework is crucial in helping students commit new speaking skills and language to memory. Here are some key considerations and strategies for this phase:

### **Repetition and Practice**

The primary focus of the “Remember” stage is to provide students with ample opportunities to practice and reinforce the target language. This can involve:

- Controlled practice activities like drills, dialogues, and information gap exercises
- Repetition of essential vocabulary, phrases, and sentence structures
- Focused speaking tasks that require students to apply the new language

### **Feedback and Correction**

Providing timely and constructive feedback is essential for helping students accurately remember and internalize the new language. Teachers should:

- Identify and correct any errors or mispronunciations
- Offer suggestions for improvement and clarification
- Encourage students to self-correct and monitor their progress

### **Retrieval Practice**

Beyond simple repetition, retrieval practice activities challenge students to actively recall and reproduce the target language. This could include:

- Quizzes or tests that require students to generate the language
- Spontaneous speaking tasks that prompt students to access their memory
- Spaced repetition techniques like flashcards or apps

### **Meaningful Context**

To make the “Remember” stage more engaging and effective, it’s important to situate the language practice in meaningful, real-world contexts. This helps students understand how to apply the new skills in authentic communication.

By incorporating these strategies, the “Remember” stage of the ECRIF framework can significantly boost students’ ability to retain and accurately use new speaking skills and language.

### **Note about remembering:**

The activities for this stage of learning are also called “controlled practice.” Controlled practice means that the learner has lots of support and little or no choice in completing the activity or exercise successfully.

### **4. Internalize:**

When a learner internalizes material, it is transferred to long-term memory. Continued practice is needed to help internalize new language or information. Kinds of practice here differ from the remembering stage in that it will be freer and less controlled. In this stage, learners make more choices in using the information and rely less on outside support.

### **Typical activities for internalization:**

- Guessing games.
- Information gaps.

- Storytelling/role play.
- Short answers.

The “Internalize” stage in the ECRIF framework is crucial for students to integrate new language skills into their own speech and thought processes. Here are some key aspects and strategies for this phase:

### **Definition and Purpose**

The “Internalize” stage involves students making the new language a natural part of their linguistic repertoire. This stage is about internalizing the meaning, form, and usage of the target language, allowing it to become automatic and part of their everyday communication.

### **Strategies for Internalization**

Teachers can use various strategies to help students internalize new language skills:

**Practice Activities:** Engage students in activities that require them to use the new language repeatedly, such as role plays, debates, and information gap exercises.

**Real-Life Contexts:** Situate language practice in real-life contexts to make it more meaningful and relevant to students.

**Feedback and Correction:** Provide constructive feedback and correction to help students refine their language skills.

**Spaced Repetition:** Use techniques like spaced repetition to help students retain the new language over time.

**Active Recall:** Encourage students to recall and reproduce the target language through quizzes, tests, and spontaneous speaking tasks.

### **Non-Linear Nature**

The ECRIF framework is not linear, meaning students may revisit earlier stages as they progress. For instance, they might encounter and clarify new vocabulary items while practicing fluency, then return to drilling or practice activities to reinforce their understanding.

### **Teacher Role**

Teachers should adapt their teaching methods based on student learning. They can start lessons with fluency practice or return to pronunciation drills based on student production in the internalization or fluency stage of the lesson.

By focusing on internalization, teachers can help students develop a deeper understanding and fluency in the target language, making it a natural part of their communication skills.

### **5. Stage 3: Fluency**

In this stage of learning, learners are using new material and information fluidly, following their current understanding and internalized grasp of the material. It is the stage where they freely test internalized knowledge and spontaneously produce the target language creatively in a personal real-life communication task.

The time assigned to this stage is of 20 to 25 minutes.

#### **Typical fluency activities:**

- Guessing games.
- Fluency lines, circles.
- Debates.
- Roleplay.
- Information gap.
- Discussions.

The “Fluency” stage is focused on enabling students to use the language they have encountered, clarified, remembered, and internalized in a natural, flowing manner. The goal is for students to achieve a high level of speaking proficiency where they can communicate their thoughts and ideas without excessive pausing, hesitation, or errors.

#### **Fluency Activities**

To foster fluency, teachers should provide students with opportunities to engage in authentic, communicative tasks such as:

- Discussions and debates on relevant topics
- Role-plays and simulations of real-life scenarios
- Presentations and storytelling
- Interviews and information gap activities

During these activities, the emphasis should be on conveying meaning and ideas rather than perfect grammar or pronunciation. Teachers should avoid in-

interrupting to correct minor errors and instead provide feedback after the activity is complete.

### **Teacher's Role**

In the fluency stage, the teacher's role shifts to that of a facilitator and monitor. The teacher should:

- Set up the fluency activity and provide any necessary language support
- Observe students' performance and take notes on errors or areas for improvement
- Provide feedback and guidance after the activity, focusing on positive aspects and areas for development
- Avoid excessive error correction during the activity to maintain the flow of communication

### **Assessing Fluency**

Evaluating fluency can be challenging, as it involves subjective factors like naturalness, coherence, and communicative effectiveness. Teachers can use rubrics or checklists that assess criteria such as:

- Vocabulary range and appropriateness
- Grammatical accuracy and complexity
- Pronunciation and intonation
- Fluency and hesitation
- Comprehensibility and interaction

By focusing on the "Fluency" stage of the ECRIF framework, teachers can help students develop the confidence and ability to use the target language effectively in real-world situations.

Note: While corrective feedback is helpful at the practice stages of language learning, it is not offered during fluency activities because it interrupts the flow of language production.

### **Creating Objectives for Speaking Lessons**

The main objectives for a speaking lesson should focus on improving students' communicative competence and developing their ability to express themselves orally. Practical speaking lesson objectives typically include the following:

## **Communicative Competence**

- Students will be able to engage in natural conversations on familiar topics.
- Students will demonstrate appropriate use of vocabulary, grammar, and pronunciation for the speaking context.
- Students will be able to ask and answer questions to clarify understanding during discussions.

## **Oral Expression**

- Students will be able to express their ideas, opinions, and feelings clearly and coherently.
- Students will practice using appropriate tone, volume, and body language to enhance their spoken delivery.
- Students will demonstrate the ability to organize their thoughts and speak fluently with minimal pauses.

The objectives should be specific, measurable, and aligned with the overall learning goals for the lesson or unit. They should also consider the students' proficiency level and provide a clear roadmap for the speaking activities and assessment.

By focusing on both communicative competence and oral expression, these speaking objectives will help teachers design effective speaking practices and provide students with meaningful feedback to improve their speaking skills.

The objectives for Speaking Lesson Plans must contain three components: USE- TO- IN and start with the expression: By the end of the lesson, followed by the acronym SWBAT, which stands for students will be able to.

- USE the (target language) for example, the present perfect tense
- TO (function) is the activity where students apply the target language.
- IN (meaningful communicative task) this is a free task.

### **Types of Speaking Lesson Plans**

#### **1. Vocabulary**

When designing a speaking lesson, it is crucial to focus on teaching vocabulary to enable students to communicate effectively on the target topic or theme. Here are some fundamental principles to consider:



**Teach Vocabulary in Context**

- Introduce new words within the context of a conversation, reading passage, or listening activity related to the lesson topic.
- Provide examples of how the words are used in natural speech or writing
- Have students practice using the new vocabulary in their speaking activities

**Focus on High-Frequency and Practical Words**

- Prioritize teaching words that are commonly used in everyday conversations
- Select vocabulary that is relevant and applicable to the students' interests and needs
- Avoid teaching obscure or overly technical words that may not be immediately useful

**Emphasize Collocations and Word Families**

- Present new words together with common collocations (e.g., “make a decision”, “do homework”)
- Teach related word forms (e.g., decide, decision, decisive) to expand students' vocabulary.
- Encourage students to notice and use these connections in their speaking practice.

**Provide Opportunities for Retrieval and Recycling**

- Review and recycle target vocabulary throughout the lesson and in subsequent lessons.
- Incorporate activities that require students to recall and use the new words actively.
- Give feedback on accurate vocabulary usage during speaking activities

**Adapt to Student Proficiency Levels**

- Adjust the difficulty and quantity of new words based on the students' current speaking abilities.

- Scaffold instruction for lower-level students by pre-teaching key vocabulary
- Challenge higher-level students with less common but useful words

By following these principles, teachers can effectively incorporate vocabulary development into speaking lessons and help students build the linguistic resources they need to communicate confidently and fluently.

## **2. Functions**

When students learn functions of language like giving instructions, they must use common vocabulary words and grammatical structures like imperatives (First, put the coffee in the filter), sequencing words (Next, press the button), and checking for understanding (Is this OK?). Repeatedly using these language elements helps cement them in the student's memory.

Functions, even simple ones, require stringing together multiple phrases and sentences. The more students practice this, the more fluent and confident they become in speaking English. Receiving positive feedback when others follow their instructions also boosts confidence.

For example, giving instructions is a practical, real-world skill that students need in many situations. Practicing it in class makes the learning more meaningful and applicable. Students are motivated to communicate clearly when their instructions lead to a successful outcome.

Functions allow students to be able to draw on their own experiences and interests. For example, they could give instructions for making their favorite dish or playing a game they enjoy. This personalization makes the practice more engaging and memorable.

Functions usually involve an exchange between the speaker and listener. Students must listen carefully to the other person's responses and adjust their instructions accordingly. This back-and-forth interaction helps develop conversational skills.

## **3. Grammar**

Before teaching grammar, it is essential to analyze the language of a specific register or grammatical topic. For example, present perfect/past simple or a job interview role-play.

When you teach grammar, you must first analyze the key aspects of form, meaning, and use in language.

**Form:**

- The physical representation of a word or grammatical structure, including its pronunciation, spelling, and word parts (prefixes, roots, suffixes).
- The form describes a word or phrase's required shape or structure to be considered grammatically accurate.

**Meaning:**

- The concept or idea that a word or phrase conveys.
- Meaning involves understanding the associations, relationships, and contexts in which a word or phrase is used.
- Developing strong connections between form and meaning is crucial for effective communication.

**Use:**

- Knowing how and when to appropriately use a word or grammatical structure in real-world contexts and conversations.
- Use includes understanding grammatical functions (e.g., nouns, verbs, gerunds), formality levels, and common collocations.
- The use of a word or structure is often influenced by the register or context in which it appears.

To be proficient in a language, learners must understand the form, meaning, and appropriate use of words and grammatical structures. Focusing only on form or rules without considering meaning and use can limit a learner's communication ability.

**4. Pronunciation**

Pronunciation is a critical component of effective communication in a speaking lesson. Good pronunciation has several key benefits:

**Comprehensibility:** Clear pronunciation ensures the listener understands your message. Mispronouncing words can lead to confusion and misunderstandings.

**Listening Comprehension:** Pronouncing words correctly also aids listening comprehension skills. Familiarity with proper pronunciation helps you recognize and interpret spoken language.

**Cultural Understanding:** Accurate pronunciation demonstrates respect for the language and culture, fostering better cultural understanding between speakers.

**Building Connections:** Native speakers appreciate when learners try to pronounce words correctly. This can lead to more meaningful interactions and relationships.

**Confidence and Employability:** Good pronunciation boosts your confidence in speaking and can be an asset for career opportunities, such as in international business or customer service roles.

Therefore, pronunciation should be a key focus in speaking lessons. Strategies such as practicing minimal pairs, tongue twisters, and using language learning apps with pronunciation feedback can help learners improve their communication skills and confidence in the target language.

For example: rising/falling intonation with Yes/No and Wh- questions, get-to-know-you mingle.

## 5. Strategy

The key is to communicate, concisely, and with awareness of your audience and nonverbal cues. Regular practice and a focus on active listening and respect will help develop strong oral communication abilities.

Here are the key strategies for effective oral communication:

### Clarity and Conciseness

- Use simple, clear language and avoid jargon or overly complex phrasing
- Be concise and get to the point - don't use 10 words when 1 will do
- Use action verbs and concrete, tangible terms instead of ambiguous language
- Eliminate filler words like "um", "uh", "you know"

### Audience Awareness

- Keep your audience in mind and tailor your message to their interests and needs
- Consider the best method to deliver your message, whether verbal, written, or visual

- Get the audience involved by asking for feedback or having them explain concepts

### **Nonverbal Communication**

- Maintain good eye contact to gauge audience engagement
- Use confident body language and avoid distracting gestures
- Modulate your tone, pitch, and volume to keep the audience engaged

### **Active Listening**

- Actively listen to understand the speaker, not just formulate your response
- Ask clarifying questions and reflect on your understanding
- Take notes or record the conversation if appropriate

### **Confidence and Respect**

- Deliver your message with confidence and authority
- Be respectful, avoid offensive language, and thank your audience
- Practice your communication skills regularly to build competence

### **Speaking Lesson Plan Sample**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Level: low intermediate

**Action points** – (These are two things you are working on in your teaching)

1. Real-world scenario for fluent use activity
2. Providing enough opportunities early in the class for Ss to internalize new vocabulary (so they can use the new vocabulary and not only known vocabulary by the end of the lesson)

### **What are your Student Learning Objectives for the lesson?**

By the end of the lesson, SWBAT:

USE furniture vocabulary (bed, chair, etc.)

TO describe the furniture in a rental apartment/house

IN a roleplay phone conversation between “clients” and “real estate agents”

**When/How, in the lesson, will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?**

In the Pictionary activity, I will observe if students can recall new vocabulary words by identifying their partners' drawings.

In the Information Gap activity, I will see if students can describe what's in the rooms to a partner.

Ultimately, they should be able to describe what's in a rental apartment in a conversation, and I'll monitor the groups to check.

**Preliminary considerations:**

a. What vocabulary/grammar/information/skills do your students already know about today's lesson?

I expect some or most students will know a few of the furniture words (bed, chairs) but not many.

I expect students to recognize pictures of the common types of furniture in the lesson.

I expect most students will know how to introduce themselves in English, and many will know how to create basic sentences, especially in writing.

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

I expect that information-gap activities will be new for them, so they may be confused about what to do and frustrated that I don't teach the vocabulary for all of the objects in the information-gap picture.

I expect the logistics of the fluency activity (who takes which role? When do they switch?) could be confusing.

c. How will you avoid and/or address these problem areas in your lesson?

I will demonstrate the information gap and the final conversation activity more than once. I will plan out my instructions for the final conversation in detail because it's a new activity for me and could be confusing.

During the information gap, I may provide extra vocabulary individually to specific pairs of students who appear to know or have memorized the target language vocabulary quickly.

## Encounter and Clarify Stage

Procedure	
Teacher will...	Students will...
Introduce self, toss ball to student saying name.	Toss ball around circle, introducing self and saying name of S they will toss to.
Show picture of furnished apartment advertisement from OLX. Ask Ss about what it is? What's in the apartment? – It has furniture.  Note a few furniture words if they offer some (TV, chairs...)  Distribute worksheet.  After giving Ss time to work, draw furniture on board to review answers and show the pronunciation.	Activity 1: Matching worksheet  Call out words from the picture if they know some.  Match vocabulary words to pictures on worksheet  Repeat pronunciation.

## Remember and Internalize Stage

Procedure	
Teacher will...	Students will...
Hang up papers with rooms of a home. Ask where the toilet goes? Note on paper. Give markers to students.	Activity 2: Categorizing vocabulary Students come up a few at a time to note the vocabulary in the correct categories.
Demonstrate Pictionary drawing one or two furniture items on board; then draw on notebook (big) for them to guess; then draw and have a specific student guess. Then ask the student to draw one for me and demonstrate going back and forth.	Activity 3: Pictionary Students continue playing Pictionary in pairs – one draws furniture, one guesses, switch.
Demonstrate information gap with a volunteer: keep paper secret, "what's in the...living room?" "sofa, chairs..." – draw in the blank room. Give one line paper A and one line paper B.	Activity 4: Information Gap Do information gap activity, exchanging description of what's in different rooms of the house and drawing what their partner describes.

**Fluently Use Stage**

Procedure		
Teacher will...	Students will...	
<p>Hold the picture of the OLX rental advertisement. Write on the board "Real Estate Agency", translate, point to self. Draw another figure and indicate "client". Point to the dialogue on the worksheet, mark A "client", B "real estate agency". Act out a phone conversation with the dialogue. Have Ss read it with you.</p> <p>Have a strong student demonstrate at the front with you – T is the client; S is the real estate agent. As the client, note a description on the worksheet. Ask (in Spanish if necessary) who describes the furniture? Who takes notes?</p> <p>Designate clients / agents.</p>	<p>Activity 5: Real Estate Phone Conversation</p> <p>Read conversation example with teacher</p> <p>Take turns being client/ agent as designate by teacher, do the conversation completing with their own description of what furniture is in the apartment.</p> <p>At the end choose the best apartment/house.</p>	



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# Teaching Experiences in TEFL Application Process

## Chapter 2

Another View of Receptive Skills  
Teaching: listening and reading

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## **Another View of Receptive Skills Teaching: listening and reading**

### **Abstract**

This paper presents a comprehensive framework for enhancing receptive skills in language learning, specifically focusing on listening and reading comprehension. The study delineates a structured approach to lesson planning encompassing three critical stages: Pre-Stage, During, and Post Stage. Each stage facilitates a progressive understanding of texts, moving from superficial to profound comprehension. The authors emphasize the importance of selecting appropriate activities that cater to diverse learner needs and contexts, advocating for flexibility in instructional design. Additionally, the paper distinguishes between extensive and intensive reading, highlighting their respective purposes and methodologies. Strategies such as skimming, scanning, and graphic organizers are recommended to improve reading efficiency and engagement. The authors conclude with a reflective assignment that fosters deeper insights into the teaching and learning process, ultimately contributing to developing effective pedagogical practices in receptive skills instruction.

**Keywords:** TEFL; Listening Comprehension; Reading Comprehension; Lesson Planning; Teaching Strategies.

### **Introduction**

The information presented in this chapter outlines the evolving methodologies used to teach listening and reading skills. It emphasizes the need for a comprehensive rethinking of the aims and structures of listening lessons, as many current practices focus more on testing rather than teaching listening skills. The chapter highlights the limitations of existing approaches, such as the oversimplification of assessing listening comprehension through correct answers to comprehension questions, which fails to recognize the diverse ways learners can achieve understanding.

In addition, it sets the stage for discussing the importance of reading comprehension, detailing the various purposes and strategies involved in the reading process. It distinguishes between extensive reading, which is aimed at pleasure and general skill development, and intensive reading, which focuses on extracting specific information from shorter texts. Furthermore, it underscores the significance of training learners in effective reading strategies, such as skimming and scanning, to enhance their reading efficiency and enjoyment.

This chapter aims to establish a structured and interactive framework that improves students' listening and reading skills while allowing for flexibility based

on the class context and the student's needs. It serves as a foundation for the subsequent sections, which delve deeper into the methodologies and practical applications of these concepts in the classroom.

## **Concepts to understand**

### **Teaching English as a Foreign Language**

Richards (2004) discusses his contributions for listening and reading lessons in several publications, notably in the book “Approaches and Methods in Language Teaching,” co-authored with Theodore S. Rodgers. This work explores various methodologies in language teaching, including specific strategies for enhancing listening and reading skills.

In his discussions, Richards emphasizes the importance of understanding bottom-up and top-down processing in listening comprehension. He advocates for teaching strategies that activate students' background knowledge (schemas) before engaging with listening materials, enhancing their ability to comprehend spoken language effectively.

Richards emphasizes reading as an active process in which learners construct meaning by integrating their prior knowledge with the text. He stresses the importance of teaching different reading strategies, such as skimming and scanning, to improve comprehension.

He shares practical classroom activities and techniques for teachers to implement, focusing on authentic materials and real-life contexts that promote engagement and relevance in listening and reading tasks.

Finally, Richards advocates for extensive reading programs to develop literacy skills, suggesting that exposure to various texts can significantly enhance vocabulary acquisition and overall language proficiency.

## **Listening Skills**

It is a fundamental aspect of Teaching English as a Foreign Language (TEFL) and is crucial in developing language skills. It involves the ability to understand spoken language, which encompasses recognizing vocabulary, grammar, pronunciation, and the context of the speech.

Listening comprehension is understanding speech in a first or second language. It is one of the four primary language skills—alongside reading, writing, and speaking—that learners must develop to communicate effectively (Al-Rasheed & Alsabbagh, 2023). This skill is particularly significant in TEFL because it is the foundation for effective communication and interaction in English.

Michael Halliday (1975) defines listening comprehension within the framework of his systemic functional linguistics (SFL), emphasizing that comprehension is not merely about decoding sounds but involves understanding the meaning constructed through language in social contexts. While the search results did not provide a direct citation from Halliday specifically addressing listening comprehension, his broader theories on language suggest several key points relevant to this topic:

### **Language as a Meaning-Making Resource**

Halliday views language as a semiotic system that facilitates meaning making. In the context of listening comprehension, this means that understanding spoken language involves interpreting not just the words but also the context, speaker intent, and social interactions that shape meaning.

Listening comprehension also relates to Halliday's interpersonal function of language, which involves understanding the speaker's and listener's relationship. This function is crucial in listening, as it helps listeners interpret the tone, emotion, and intent behind spoken words.

For Halliday, comprehension is deeply contextual. Listeners draw on their prior knowledge and experiences to make sense of what they hear, indicating that effective listening comprehension requires an awareness of the situational context in which communication occurs.

### **The Process of Listening Comprehension**

For learners, listening comprehension evolves through several stages:

**Beginners:** Initially, learners listen to an utterance, translate it into their mother tongue, and then understand what has been said.

**Intermediate Learners:** As proficiency increases, learners begin to understand most of what they hear directly but may still need to translate unfamiliar words or phrases.

**Advanced Learners:** Proficient learners can listen to spoken English and comprehend it without translating.

### **Teaching Listening Comprehension in TEFL**

Effective teaching of listening comprehension involves several strategies:

Teachers should prepare students by discussing the topic and predicting content before engaging them with listening exercises. This helps students anticipate what they will hear and reduces reliance on translation during listening tasks.

Incorporating real-life listening scenarios—such as conversations, announcements, or instructions—can enhance learning. Authentic materials help students connect classroom learning with everyday situations.

Listening Activities should include listening for the gist (general understanding) and detailed comprehension checks. This structured approach allows students to build their knowledge progressively.

### **Challenges in Listening Comprehension**

Students often face many challenges when developing listening comprehension skills. Some students struggle with native speakers' natural pace and accents, and external sounds can distract them from the listening task. Finally, a limited vocabulary can hinder comprehension, making it essential for teachers to build relevant vocabulary before listening activities (Bano, 2017).

### **Reading Skills**

Reading comprehension is a critical component of Teaching English as a Foreign Language (TEFL), focusing on the ability to understand and interpret written texts. In a TEFL context, it encompasses various strategies and techniques designed to enhance students' reading skills, enabling them to engage effectively with English-language materials.

Reading comprehension refers to reading a text, understanding its meaning, and responding appropriately. It is essential for language learners as it supports their overall language proficiency and is a crucial skill assessed in many English proficiency tests, such as TOEFL and IELTS (*Reading Comprehension for ESL / EFL - a Guide for Teachers*, n.d.). Mastering reading comprehension enables students to access information, enjoy literature, and communicate ideas effectively.

Students may encounter several challenges while developing their reading comprehension skills: A lack of familiarity with words can hinder understanding; thus, pre-teaching vocabulary is crucial. Advanced texts may contain intricate grammar that can confuse learners. Texts may include cultural nuances unfamiliar to non-native speakers, impacting their ability to comprehend the material thoroughly.

Michael Halliday (1975) defines reading comprehension through the lens of his systemic functional linguistics (SFL) framework, which emphasizes the social context and the meanings constructed through language use. According to Halliday, comprehension is not merely about decoding text but involves understanding how language functions to convey meaning in specific contexts.

### **Three Metafunctions of Language**

Halliday identifies three metafunctions of language that are crucial for understanding any text:

**Ideational Function:** This relates to the content and the representation of experiences and ideas within the text.

**Interpersonal Function:** This concerns the relationship between the reader and the writer, including how attitudes and emotions are expressed.

**Textual Function** refers to how information is organized within a text, influencing how it is understood and interpreted (Halliday & Matthiessen, 2014).

### **Contextual Understanding**

For Halliday, comprehension is deeply rooted in context. Readers bring their backgrounds, experiences, and cultural understandings to their interpretation of texts. Therefore, reading comprehension is a dynamic process where meaning is co-constructed between the text and the reader's prior knowledge.

### **Methodology**

The research method applied in this bibliographic and documental research to collect information on teaching receptive skills likely involves a combination of qualitative and theoretical approaches. The information is upon existing literature in the field of language teaching, mainly focusing on methodologies for teaching listening and reading skills. This involves reviewing scholarly articles, books, and educational resources to gather insights on effective practices and strategies. The methodology emphasizes practical application through structured lesson planning. The authors may have conducted classroom observations or case studies to assess the effectiveness of proposed strategies in real teaching contexts. This would involve collecting data on student engagement, comprehension, and the overall impact of the lessons. This includes reflection assignments in which the authors have gathered qualitative student data regarding their learning experiences. This feedback provides insights into the effectiveness of the teaching methods and the student's percep-

tions of their progress. The authors developed a theoretical framework based on established language acquisition and pedagogy theories. This framework would guide the design of lesson plans and instructional strategies, incorporating concepts such as extensive vs. intensive reading, skimming, scanning, and the importance of pre-task activities. The research method involves an iterative design process, where the authors implement their strategies, collect data on their effectiveness, and refine their approaches based on the findings. This planning, action, observation, and reflection cycle is typical in educational research. The emphasis on flexibility in choosing activities based on class context indicates that the authors considered various teaching environments and student demographics in this research, allowing for a more comprehensive understanding of how different factors influence the effectiveness of receptive skills instruction.

## **Results**

### **Teaching Listening**

The listening methodology has changed a great deal, but some argue that many of the changes have been cosmetic and that what is needed is a rethinking of the aims and structure of the listening lesson. Here are some of the more important limitations of our current approach (Field, 2008).

#### **Teachers still tend to test listening rather than teach it.**

This is often said, but the truth is that we have little option but to use some checking procedure to assess the extent of understanding that has been achieved. What is arguably wrong is not what we do but how we use the results. We judge successful listening very simplistically regarding correct answers to comprehension questions and tasks. We overlook that there may be many ways of achieving correct answers. One learner may have identified two keywords and made an intelligent guess; another may have constructed meaning based on 100% recognition of what was said.

We tend to focus on the product of listening when we should be interested in the process -what is going on in the heads of our learners.

Wrong answers are more informative than the right ones. Spend time asking learners where and how understanding broke down. Make listening diagnostic rather than construct remedial tasks. If it is evident that learners are finding it challenging to recognize weak forms (*/wəz/* for *was*, */t /* for *to*, */u/* for *Who*), dictate a series of sentences containing examples of these forms to ensure that students recognize and interpret them correctly the next time they occur.



Remedial exercises can also be used to develop higher-level skills, such as distinguishing essential pieces of information, anticipating, noticing topic markers, and so on.

Teaching listening or reading, rather than testing it, involves changing the lesson shape. Instead of the long pre-listening period that some teachers employ, it is much more fruitful to allow time for an extended post-listening period to identify and tackle learners' problems.

### **Teachers need to practice listening to real life.**

If we are to use authentic texts (and there is every reason why we should), it is pointless to work on the assumption that learners will identify most of the words they hear. We need a new type of lesson where understanding what is said could be better. The process that non-native listeners adopt seems to be:

- Identify words in a few fragmented sections of the text. Feel relatively certain about some, less certain about others.
- Make inferences linking the parts of the text about which you feel most confident.
- Check those inferences against what comes next.

This strategy is not confined to low-level learners; my experience suggests it is used up to the highest levels.

We must reshape some (not all) of our listening lessons to reflect this reality. Let us encourage learners to write down the words they understand, to form and discuss inferences, to listen again and revise their inferences, and then to check them against what the speaker says next. In doing this, we not only give them practice in the listening they are likely to do in real life; we also ensure that guessing is not seen as a sign of failure but something that most people must resort to when listening to a foreign language.

### **Listening work is often limited in scope and isolating in effect.**

The old methodology reinforces the teacher's instinct to provide answers. We need to design a listening lesson in which the teacher is much less interventionist, encouraging learners to listen, re-listen, and do as much of the work as possible for themselves. On the other hand, we should also recognize that listening can be an isolating activity, in which the liveliest class can quickly become a group of separate individuals, each locked up in their auditory efforts.

The solution is to get learners to listen to a short passage and then compare their understanding of it in pairs. Teachers should encourage them to disagree, increasing motivation for a second listening. Play the passage again, and let the pairs revise their views. Ask them to share their interpretations with the class. We must resist the temptation to tell them who is right and who is wrong. When the class has argued about the accuracy of different versions, play the text again and ask them to make up their minds, each student providing evidence to support his/her point of view. In this way, listening becomes a much more interactive activity with learners, not because the teacher tells them to but because they are vested in justifying their explanation of the text. By listening and re-listening, they improve the accuracy with which they listen, and by discussing possible interpretations, they improve their ability to construct representations of meaning from what they hear.

The listening lesson methodology has come a long way but let us not be complacent. Unless we address the three problem areas outlined earlier, our teaching will remain hidebound, and we will miss out on our true aim -not simply providing practice but producing better and more confident listeners.

### **Teaching Reading**

Sometimes, we read for pleasure (when we have the time!), sometimes we read for a specific purpose (to study for an exam), and other times, we read to find out information (what time is the next train?). We read these different text types using different strategies because we read for various purposes.

Reading is a receptive skill in which the reader constructs meaning from the reading text. We use different reading strategies to make this process as efficient and easy as possible.

The first skill we can use is skimming. Skimming is reading a text very quickly to understand the general idea behind it, often using headlines, titles, and pictures. This is what we do when we read a newspaper. We don't read every article in detail; rather, we glance at each article briefly to decide whether to continue reading it.

In contrast, we scan the text if we need to find specific information. We scan a text to find keywords or phrases that will show us where the relevant text is. Once we have seen the needed information, we read in detail to get the whole picture. This is what we do when we want to find out at which cinema a particular film is playing or exactly what someone said.

Because we naturally use these strategies when reading, we must train our learners to adopt the same approach when reading an English text. Even though it may seem unnatural to focus on these strategies rather than spending time reading the text, it is necessary to be explicit about using them so that they become unconscious skills for the learners.

Once our learners become skilled in reading and reading becomes more accessible and enjoyable, hopefully, they will take this enjoyment out of the classroom and spend time reading English texts independently. This is the ideal situation: just as reading is known to improve your language skills and increase your vocabulary in your language, the same is true for reading in a foreign language. Because we have limited time in our EFL lessons, we must encourage our learners to read texts for themselves. Hopefully, soon, they'll be reading *Pride and Prejudice* or *War and Peace*!

### **Reading: Who + What + Why = How**

Taylor Hicks (2023) focuses on enhancing reading comprehension by exploring questions such as who the author is, what the text is about, and why it was written, ultimately guiding readers on how to approach texts critically.

This phrase refers to a comprehensive approach to understanding the reading process. Here, we explain each component:

**Who:** This refers to the reader. Each person has their own identity as a reader, which includes their previous experiences, interests, and abilities. Understanding who the reader is helps tailor reading strategies to their needs and motivations.

### **Who are you as a reader?**

Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds.

**What:** This refers to the types of texts being read. This can include novels, news articles, emails, recipes, and more. The variety of texts influences how reading is approached, as different genres require different strategies.

### **What do we read?**

Novels, newspapers, diaries, letters, emails, accounts, pamphlets, recipes, instructions, comic strips, statistics, directories, dictionaries...

Why: This refers to the reason behind reading. People read for a variety of reasons: to gain information, for enjoyment, for study, and so on. The reader's motivation impacts their approach and the strategies they will use.

### **Why do we read?**

reading for pleasure reading for information

How: This is the result of combining the three elements above. The way in which one reads (reading strategies) is determined by who the reader is, what they are reading, and why they are reading. For example, a reader who enjoys fiction may read in a more relaxed manner with a focus on general comprehension, while a student reading an academic text may use intensive reading strategies to extract specific information.

### **How do we read?**

**skimming:** quickly running your eyes over a text to get the main idea

**scanning:** quickly going through a text to find a particular piece of information

**extensive reading:** reading more extended texts, usually for pleasure

**intensive reading:** reading shorter texts, usually to extract specific information

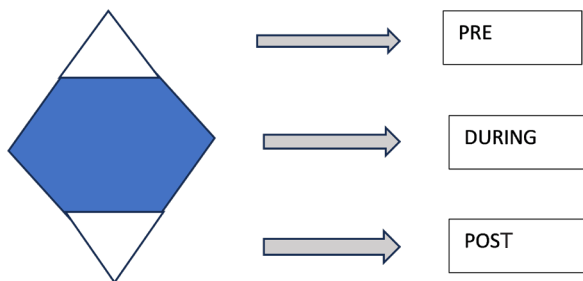
In short, to improve reading, this approach suggests that it is critical to consider the reader's identity, the type of text, and the motivation behind the reading, which in turn influences the strategies to be employed.

### **PDP Framework for Lesson Planning**

A diamond is used as a figure for designing a listening or reading lesson plan. The first stage (PRE) and the third stage (POST) are shorter than the second stage (DURING), as at this stage, students develop the activities that allow them to understand the message of the text (audio or written).

**Figure 1.**

*PDP Framework stages.*



### **Pre-Stage**

In the pre-stage, the text (the audio/video/written material students will listen to, watch, or read, has yet to be introduced.

Learners first develop an interest in the topic and desire to listen/watch/read the text. They get prepared to listen/watch/read by **activating their background knowledge** of the topic. They **get familiar with essential vocabulary** or concepts they will encounter and **predict** the content of the text.

Teachers provide an activity for students to get ready to listen/watch/read. They may present visuals, the name of the text, etc., and elicit ideas from students.

They may explain a limited amount of **essential** vocabulary and definitions or offer students an opportunity to familiarize themselves with them through an independent activity. This stage should last 5 to 10 minutes.

### **Possible activities in the Pre-stage**

The pre-stage of the lesson usually contains only 1-2 activities. These activities are focused on setting the context, grabbing students' attention, and pre-teaching any essential vocabulary or information.

### **During Stage**

This is the stage where students use and develop listening/reading skills by interacting with the text. It is the longest stage of the lesson (usually 25-30 minutes of a 45-minute lesson) and usually consists of 3-4 activities. The activities start relatively simple (focused on main ideas or superficial understanding)

and gradually become more challenging as students build on the earlier activities to extract more meaning from the text (more profound and complete sense). Every activity requires students to interact with the text.

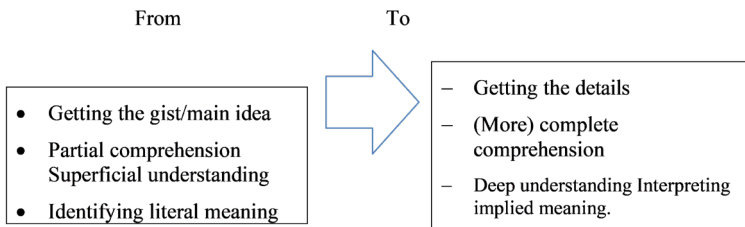
In this stage, the text is played/read multiple times. All the activities in this stage are focused on the text and require learners to extract information and meaning directly from the text. The time assigned for this stage should last from 20 to 25 minutes.

Learners do a series of interactive tasks *while* listening/reading. *Every* time they listen to or read a text; they simultaneously strive to complete a specific task. By doing these tasks, learners extract information and meaning from the text. After the task, learners compare and discuss/debate their results, depending mainly on themselves and on peers to check comprehension and reach a deeper understanding of the text.

Teachers *establish the purpose* for listening/reading, *model the skills* and strategies needed for a given activity (checking predictions, guessing & inferring, focusing on main ideas or on specific words...), and *check comprehension of instructions* before each task. The teacher designs a series of activities to help learners move from the left side of the following chart towards the right side of the chart. Typically, this involves three tasks: an early superficial task, a later, more complete task, and a final task involving the most complete/deep understanding.

**Figure 2.**

*Levels of understanding the text.*



*While students listen/read, the teacher observes progress on the task, decides if more repetitions/time is needed, and refocuses students' attention to the task and the text when necessary.*

### **Possible activities in the During stage**

Early During stage activities get students to identify main ideas, general content, purpose, and/or keywords. They serve as a foundation for later activities.

**Later, during stage activities, students** start obtaining details, reasons, examples, specific information, etc. They build on the earlier activities and serve as a foundation for the final task.

**Final-during-stage activities** get students to reach beyond what they could understand the first time they interacted with the text by interpreting, inferring, identifying further details and specific information, and/or deciphering particularly challenging parts of the text. Students draw on what they accomplished in the previous tasks and then return to the text for more understanding.

### **Post Stage**

This is the stage where students make connections with other skills and with personal opinions or experiences. This stage does not try students to meet the receptive skill objective, but it makes receptive skill development feel meaningful, relevant, and worthwhile. This is the final stage of the lesson, and it usually lasts 5-10 minutes of a 45-minute lesson.

**In this stage, the text is an inspiration but is not the main focus.**

Learners use the information or ideas from the text to do something new, using other skills (speaking, writing). They can personalize their learning, be creative, and use ideas outside the text.

Teachers encourage students to make connections and find personal meaning in listening/reading in English. The teacher may also connect with productive skills lessons (for example, using this stage as a segue into a productive skills lesson on a related topic).

### **Possible activities in the Post stage:**

Add to and amend your lists on the previous pages as needed. Remember, these aren't absolute rules. What activity is appropriate at which stage will always depend on the class context and the details of the activity design.

- Look at a picture and make guesses
- Discussion questions related to context

### **The relationship between a receptive task and understanding a text**

In the context of Teaching English as a Foreign Language (TEFL), receptive tasks are pivotal in facilitating students' understanding of texts. This relationship can be examined through various dimensions:

## **Definition of Receptive Tasks**

Receptive tasks involve activities that require learners to listen or read in order to comprehend information. These tasks are designed to assess and enhance students' ability to process language input, which is crucial for effective communication. In TEFL, common receptive tasks include reading comprehension exercises and listening activities where students respond to questions based on the material presented.

## **Cognitive Processes Involved**

Understanding a text involves complex cognitive processes, which can be categorized into two main approaches:

**Top-Down Processing:** This approach relies on background knowledge and context to interpret the text. Students use their prior experiences and knowledge to make sense of new information<sup>1</sup>.

**Bottom-Up Processing:** This focuses on decoding the actual language input, such as vocabulary and grammar, to derive meaning from the text itself.

Effective receptive tasks often incorporate both processes, enabling learners to build connections between what they know and what they read or hear.

## **Importance of Pre-Task Activities**

Before engaging with a text, pre-reading or pre-listening activities are essential. These tasks activate relevant background knowledge and set the stage for comprehension. For example, discussing themes or vocabulary before reading can enhance students' understanding of the text by preparing their cognitive frameworks. Such preparatory activities help mitigate cultural differences that may hinder comprehension, ensuring learners can relate effectively to the material.

## **Assessment vs. Teaching**

In TEFL, there is a distinction between using receptive tasks for assessment versus teaching. While comprehension questions often serve as assessments of understanding, they can also provide insights into students' processing difficulties. Teachers should focus on evaluating answers and guiding students to identify areas where they struggled and how they might improve their comprehension strategies in future tasks.



## Real-World Application

Receptive tasks in TEFL are designed to mirror real-world communication scenarios, allowing learners to practice skills that will be useful outside the classroom. Educators can enhance learners' ability to navigate everyday interactions effectively by developing tasks that reflect authentic listening and reading situations. This practical application reinforces the significance of understanding texts as a foundational skill in language acquisition.

### How Teachers Can Determine Student Understanding from a Text

Assessing students' understanding of a text is crucial for effective teaching, especially in Teaching English as a Foreign Language (TEFL). Teachers can employ various strategies and assessment techniques to gauge comprehension effectively. Here are some essential methods:

#### 1. Comprehension Questions

Teachers can use comprehension questions that target different levels of understanding:

**Literal Questions:** assess the ability to recall specific facts or details from the text.

**Interpretive Questions:** require students to make inferences or draw conclusions based on the information presented.

**Applied Questions:** involve using information from the text to express opinions or generate new ideas.

#### 2. Summarization Techniques

Encouraging students to summarize what they have read can provide insights into their understanding. This can be done through:

**Graphic Organizers:** Tools like story maps or 5Ws organizers help students structure their thoughts and highlight key elements of the text.

**Verbal Summaries:** Students can verbally summarize text sections to demonstrate their grasp of the material.

#### 3. Think-Pair-Share Activities

In this collaborative approach, students first think about a question related to the text, then discuss their thoughts with a partner before sharing with the larger group. This method promotes deeper engagement and allows teachers to hear different interpretations and understandings.

#### **4. Drawing and Visual Representation**

Having students illustrate scenes or concepts from the text can reveal their comprehension in a creative way. They can draw images that represent key ideas or events, accompanied by written explanations<sup>2</sup>.

#### **5. Making Connections**

Teachers can ask students to make connections between the text and their personal experiences, other texts, or broader world issues. This strategy helps assess whether students are able to relate content meaningfully, indicating a deeper level of understanding.

#### **6. Formative Assessments**

Implementing formative assessments throughout instruction allows teachers to monitor comprehension continuously. Techniques such as quick quizzes, exit tickets summarizing key points, or informal discussions can provide immediate feedback on student understanding.

#### **7. Response to Text Activities**

Following reading or listening tasks, teachers can engage students in activities that require them to respond critically to the content. This can include writing reflections, discussing themes, or debating viewpoints presented in the text.

#### **8. Diagnostic Assessments**

These assessments help identify specific areas where students may struggle with comprehension. By analyzing performance on various tasks, teachers can tailor instruction to address gaps in understanding.

#### **Potential Dangers of Not Giving Students a Receptive Task**

Failing to provide students with receptive tasks can lead to significant challenges in their language acquisition and overall academic success. Here are some potential dangers associated with neglecting these tasks:

##### **1. Impaired Comprehension Skills**

Without receptive tasks, students may not develop the necessary skills to understand spoken or written language effectively. This can result in difficulties with:

Following Instructions: Students may struggle to understand classroom directives, leading to confusion and frustration during lessons.

Decoding Language: They may find it hard to extract meaning from texts or conversations, impacting their ability to engage with content critically.

## **2. Reduced Academic Performance**

Receptive tasks are crucial for learning new information across subjects. Without them, students may experience:

**Lower Academic Achievement:** Students who cannot comprehend texts or instructions are likely to perform poorly on assessments, leading to lower grades and academic setbacks.

**Increased Reliance on Peers:** Students might depend excessively on classmates for cues and support, which can hinder their independent learning and confidence.

## **3. Social and Emotional Consequences**

The absence of receptive tasks can negatively affect a student's social interactions and emotional well-being:

**Social Isolation:** Difficulty understanding language can lead to challenges in peer interactions, making it hard for students to participate in discussions or group activities.

**Low Self-Esteem:** Struggling with comprehension can result in feelings of inadequacy, leading to decreased confidence and reluctance to participate in class.

## **4. Long-Term Language Development Issues**

Not engaging students in receptive tasks can have lasting effects on their language development:

**Delayed Language Skills:** Children who do not practice receptive skills may experience delays in both receptive and expressive language abilities, affecting their future communication skills.

**Increased Risk of Language Disorders:** Students may be more susceptible to developing language disorders if they lack opportunities to practice understanding language in context.

## **5. Missed Opportunities for Critical Thinking**

Receptive tasks often encourage critical thinking and analysis of texts. Without these tasks, students may miss out on:

**Developing Analytical Skills:** Engaging with texts through receptive tasks helps students learn to analyze information critically, a skill essential for academic success and informed citizenship.

**Building Connections:** Receptive tasks facilitate connecting ideas, enhancing overall comprehension and retention of knowledge.

### Creating Objectives for Receptive Skill Lessons

The objective of a receptive skill lesson plan involves how students will demonstrate they have understood a text, which would typically be challenging because of its language, style, or organization.

Use the following structure to create objectives for listening lesson plans:

By the end of the lesson, SWBAT:

- **SHOW UNDERSTANDING OF** (text)
- **BY** (observable student action showing the most complete/deep understanding of the text)
- **AND THEN** (an activity that expands on or personalizes the ideas in the text)

### Tips for Planning with PDP

- a. Choose the text. Do not get stuck here—there is no perfect choice!
- b. Examine the text and identify what meaning/information students could derive from it superficially and more profoundly.
- c. Brainstorm 3+ DURING tasks that students can do to extract that meaning/information.
- d. Check that the first task involves only superficial understanding. (If you expect your students to be able to reach a more complete understanding of the first task, your text may be too easy.)
- e. Check that the order of activities progresses from superficial/general to deeper/detailed understanding and that the final task involves fairly deep and complete understanding.
- f. Test the DURING activities. If they seem too difficult, adjust the task(s) to make it more achievable. (Even complex texts can be used for more manageable tasks!)

- g. Identify essential vocabulary that students need to know and the context and background information they need to have in mind, and then plan the PRE activity accordingly.
- h. Choose a post-activity. Try to make it fun and flexible, keeping in mind that, depending on how the previous activities go, you may have more or less time and a complete understanding of the text.
- i. Write the objective, and check that you will be able to see evidence of Ss' comprehension.

This process seems "linear," but you can move back and forth as you plan each stage. Your plans for one stage will affect your plans for other stages.

### Choosing Stage-Appropriate Activities

Brainstorm some possible activities for each stage in the spaces provided:

#### **Pre-Stage**

- Brainstorming with a mind map on a topic
- Examining realia about the topic
- Taking notes on essential vocabulary or matching words to definitions/pictures as a menu or a movie schedule
- Predicting what will be in the listening text

#### **EARLY-During-Stage**

- Ss choose which of 3 pictures/options relates to the text.
- Identify the text's mood, i.e., is it happy, angry...?
- Identify the general position of the text: is it for X or against X, or is permission granted or refused?
- Identify general opinion: good/inadequate, valuable/worthless, convenient/inconvenient.
- Listen to background noise to establish the setting (movie theater, restaurant, office...)
- Identify how many people are speaking.
- Label general sections of the text (perhaps in a graphic organizer or chart)

- Identify purpose: to persuade, apologize, invite, ask permission
- Mark if predictions were correct/incorrect
- Check off relevant information from a list
- Hold up cards when you hear certain words

### **LATER-During-Stage**

- Hold up cards when you hear certain words
- Complete gap fill/cloze activity.
- Add details to a graphic organizer
- Fill in a chart
- Make guesses about the meaning or interpretation of specific sections
- Ordering/numbering items
- Ranking
- True/false
- Multiple choice
- Label pictures or parts of pictures
- Matching picture with description
- Writing short answers
- Stand up/sit according to what you hear

### **FINAL-During-Stage**

- Decide based on the information
- Fill in cloze passages
- Check information & correct mistakes
- Take notes to retell the story
- Draw a picture of what you heard
- Answer interpretation questions
- Order events or lyrics
- Writing short answer

- Labeling details in pictures
- Decipher rapid speech by writing out specific words, numbers, phrases
- Marking stress or intonation

### **Post-Stage**

- Discussion questions about opinion & experience with the topic
- Writing an alternate ending to the text
- Writing a response to the text (advice, disagreement ...)
- Creating a new verse of the lyrics of a song
- Making a poster about a related topic
- Discussing/listing how the topic applies to the Ss' country/city/school
- Writing a review of the text
- Recommending similar songs/movies etc.
- Correcting mistakes in a transcript/lyrics
- Learning to use structures encountered in the text (segue into productive skills lesson)

### **Tips for Listening Lessons**

- Pre-teach vocabulary that is *essential* to the completion of tasks—be selective.
- Ensure students know you do not expect them to understand every word.
- Encourage and reassure the students before and after listening.
- Give achievable and clear tasks.
- Check understanding of the instructions.
- Play the audio as often as needed until they can (at least partially) achieve the task.
- If you think students have understood as much as possible, declare victory and move on.

- Give your students time to process and become more confident in what they hear before they answer. This can often be achieved by asking students to check their answers in pairs.
- Raise students' awareness of the sentence-level features of pronunciation (linking, blending, reduction). Thus, they will be better able to understand what they hear.
- Expose your students to a wide variety of accents.

### **PDP Reading Activities**

Reading lessons use the same PDP framework we used in the Listening Module. In addition to the activities and planning recommendations in the previous module, here are some activities and tips specific to the reading skill. But first analyze the following questions:

- Why would you read this text? Can you recreate that purpose?
- How will you ensure that your students skim (rather than read slowly and carefully) in the Early During stage?
- How will you ensure that students read the text multiple times (rather than content themselves with what they understood the first time)?

### **Possible Pre-Stage Activities**

- Students discuss the subject of the text and decide for themselves what questions they would like answered by the text.
- Students answer questions about the text as best they can, using their knowledge of the world, guessing, etc.
- Predicting the content of a text from clues in the text type.
- Given the subject of the passage, predicting vocabulary items that might come up (and possibly using dictionaries to look up desired unknown vocabulary related to the topic)

### **Possible EARLY During Stage Activities**

- Tasks that require skimming in a limited time
- Recognizing the function of a text. Is the text a newspaper article? A bus timetable? An advertisement? A travel brochure?
- Recognizing the function of text parts: titles, sub-headings, bibliography, footnotes, paragraphs, sidebars...



- Identifying section topics based on headings
- Inferring the writers' tone or attitude (based on superficial features)
- Reading an introduction and predicting the content of the later portion
- Skimming through the passage in a limited time and giving it a title, choosing the best title
- Ordering sections of the text based on clear discourse markers (such as "First...", "Next...")

### **Possible LATER During Stage Activities**

- Tasks that require scanning for specific information
- Underlining topic sentences of paragraphs
- Inferring the meaning of unknown words from context
- Summarizing paragraphs in your own words
- To follow discourse cohesion, e.g., mark with arrows what pronouns are, such as he, she, it, they, them, this, etc.
- Filling in predictable words/phrases/ headings that have been blanked out

### **Possible FINAL During Stage Activities**

- Inferring the writers' tone or attitude (based
- on specific evidence and interpretation)
- Summarizing the text in your own words
- Sharing the information/opinion in the text with someone who hasn't read it
- Making a choice based on evidence in the text

**Note:**

During-activities are from general to specific or deep analysis.

Students don't have to read aloud. The important thing is for them to understand and show understanding.

Don't try to explain to students if they do not understand; demonstrate the activity instead.

### **Possible Post Stage Activities**

- Applying a quotation from the text to a different context
- Rewriting some of the text in a different tone/register
- morpheme or suffix, -ga, to focus attention on a word.

### **Discussion**

This research calls for reevaluating current teaching methodologies for listening and reading, emphasizing that many existing practices focus more on testing than fostering genuine comprehension skills. It distinguishes between two types of reading: extensive reading, which is aimed at pleasure and general skill development, and intensive reading, which focuses on a detailed understanding of shorter texts. Both types serve different educational purposes.

The importance of teaching specific reading strategies, such as skimming (for general ideas) and scanning (for specific information), is highlighted. These strategies are essential for improving reading efficiency and enjoyment.

The information presented emphasizes the need for structured yet flexible lesson planning that can adapt to students' diverse needs. This approach allows for more effective engagement and learning outcomes. We recommend various assessment techniques, including formative and diagnostic assessments, to monitor student comprehension and tailor instruction accordingly.

Strategies that promote collaboration, such as Think-Pair-Share and making personal connections to texts, are encouraged to deepen student engagement and understanding.

The information collected emphasizes that comprehension is a dynamic process influenced by the reader's background, experiences, and text context. This highlights the importance of considering these factors in teaching.

In a TEFL context, we agree with Halliday's insights that teaching listening comprehension should focus on three important aspects: first, preparing students by discussing topics and predicting content before listening tasks; second, engaging students in discussions about their interpretations and reactions to what they hear; and finally, helping students recognize how different linguistic choices affect meaning in spoken discourse.

On the other hand, teaching reading comprehension should encourage students to relate texts to their own experiences and cultural contexts. Fur-

thermore, discussions and collaborative activities should be utilized to explore texts' meanings collectively. Finally, teach students to recognize how different language choices affect meaning, helping them become more critical readers.

Halliday posits that language is a "semiotic resource for meaning," suggesting that reading comprehension involves interpreting texts as strings of words and constructs that convey complex ideas and cultural meanings. This perspective highlights that readers actively engage with texts to derive meaning based on their social experiences and knowledge.

By integrating these principles into reading instruction, educators can enhance learners' comprehension skills and enable them to navigate texts more effectively in various contexts.

## **Conclusion**

There is a significant need to rethink the methodologies used in teaching listening and reading skills. Current practices often prioritize testing over teaching, limiting students' comprehension development.

Reading comprehension is emphasized as a critical skill. Extensive reading (for pleasure and general skill development) and intensive reading (for extracting specific information) are distinguished. Both types serve different educational purposes and should be integrated into lesson planning.

This chapter highlights the importance of teaching students effective reading strategies such as skimming and scanning. These strategies enhance reading efficiency and enjoyment, allowing students to engage more deeply with texts.

We advocate for a structured yet flexible approach to lesson planning. This allows educators to adapt activities based on their students' specific context and needs, promoting better engagement and understanding.

Various assessment techniques, including formative and diagnostic assessments, are recommended to monitor student comprehension continuously. This helps identify areas where students may struggle and allows tailored instruction.

To foster deeper engagement and understanding among students, strategies such as Think-Pair-Share and connecting texts and personal experiences are encouraged.

Comprehension is portrayed as a dynamic process that involves the interaction between the text and the reader's prior knowledge and experiences. This underscores the importance of context in understanding.

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# Teaching Experiences in TEFL Application Process

## Chapter 3

### Writing Skills Development

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## **Writing Skills Development**

### **Abstract**

This chapter explores effective strategies for teaching writing to English language learners (ELLs), emphasizing approaches tailored to their unique challenges. It distinguishes between the acts of writing and copying, underscoring the value of originality in content creation. Additionally, it examines the techniques employed by skilled writers and explores common obstacles faced by students during the writing process. It highlights actionable strategies for educators to support ELLs, including leveraging first-language skills and encouraging regular writing practice. By adopting these methods, educators can empower students to develop proficiency and confidence as English writers.

**KeyWords:** Writing process, teaching, ELL

### **Introduction**

Writing is a fundamental skill for English language learners (ELLs), serving as a key means for them to communicate effectively, articulate their thoughts, and engage in academic discourse. However, learning to write in a second language introduces unique challenges that require deliberate and structured instructional methods. Unlike speaking, which provides immediate feedback and often relies on real-time interactions, writing is a more deliberate process. It necessitates a solid understanding of grammar, vocabulary, and structure, and it also involves higher-order cognitive tasks such as organizing thoughts, generating ideas, and revising drafts to produce coherent and polished texts.

Effective instruction in writing for ELLs extends beyond correcting grammar errors or focusing on sentence structure. It involves a holistic approach, taking into account learners' cultural backgrounds, language proficiency, and individual strengths and weaknesses. This approach emphasizes building a foundation in essential skills like grammar and vocabulary while nurturing creativity, critical thinking, and self-expression. Utilizing mentor texts, implementing structured writing processes, and providing authentic writing opportunities grounded in real-world experiences can significantly enhance student engagement and skill development.

One proven method of teaching writing involves guiding students through the five stages of the writing process: pre-writing, drafting, revising, editing, and publishing. Each stage offers distinct benefits, helping students develop both the content and clarity of their writing.

**1. Pre-Writing:** In the pre-writing stage, students brainstorm and plan their ideas. This stage is essential for generating topics, organizing thoughts, and identifying a working thesis or main idea. Techniques such as free-writing, mind mapping, and clustering help students gather ideas and structure their initial approach to the topic. These exercises are particularly valuable for ELLs, as they provide a safe space to explore ideas without the pressure of immediate production.

**2. Drafting:** Once students have gathered ideas, they move into drafting. At this stage, the focus is on transferring ideas onto paper without worrying about perfection. Drafts allow students to develop their topics with enough detail to support their arguments, and they encourage students to explore and clarify their ideas. Drafting is crucial for ELLs, as it promotes cognitive processing of language and ideas, helping them refine their thesis, establish a coherent flow, and address their target audience.

**3. Revising:** Revising is where students refine and restructure their drafts, often with a focus on clarity, logic, and flow. During this stage, students take on the role of the reader, assessing their work for coherence, appropriate transitions, and overall effectiveness. Revising also allows ELLs to deepen their understanding of their audience and ensure that their purpose is clear. This stage may involve reorganizing information, expanding on ideas, and eliminating irrelevant content.

**4. Editing:** In the editing stage, students fine-tune their drafts to meet the conventions of standard written English. Editing includes correcting grammar, punctuation, word choice, and sentence structure. For ELLs, editing can be a challenging but rewarding step as it enhances their understanding of linguistic accuracy and helps them communicate more effectively.

**5. Publishing:** Finally, publishing marks the culmination of the writing process, where students release their work to an audience. For ELLs, this could mean submitting a paper to their teacher, posting on a blog, or participating in a class presentation. Publishing validates students' hard work and reinforces the purpose of writing as a communication tool. It also provides opportunities for authentic feedback, encouraging them to improve in subsequent writing tasks.

By integrating these stages into classroom instruction, teachers can help ELLs develop writing skills systematically while fostering a sense of achievement and confidence. Furthermore, distinguishing between writing and copying is essential, as writing requires creativity, originality, and critical thinking.

Skilled writers often use strategies such as consistent writing practice, reading widely, and iterating through revision and feedback. These practices can help ELLs overcome common challenges, including idea generation, organization, and time management, making the writing process a more engaging and manageable journey.

The purpose of this paper is to explore effective instructional approaches for teaching writing to ELLs, examining the stages of the writing process and the distinct skills needed at each stage. Additionally, it provides insights into strategies employed by proficient writers, addressing common challenges and offering solutions to help students become confident and competent writers. Through these strategies, educators can foster a supportive learning environment that encourages students to express their ideas clearly and effectively in English.

### **Teaching Writing**

Teaching writing to students of other languages involves specific strategies that cater to their unique needs and challenges. Here are effective approaches to enhance writing instruction for English language learners (ELLs):

***Understand Student Needs and Levels.*** - Before beginning instruction, assess the students' language proficiency, writing goals, and individual strengths and weaknesses. This understanding helps tailor lessons to meet diverse needs effectively.

***Emphasize Core Writing Skills.*** - Focus on essential components of writing such as grammar, vocabulary, and structure. Providing targeted lessons on common errors can help students develop a solid foundation in writing.

***Incorporate the Writing Process.*** - Teach the writing process in stages: prewriting, drafting, revising, editing, and publishing. Encourage brainstorming sessions where students generate ideas using techniques like mind mapping or outlining.

***Use Mentor Texts.*** - Introduce students to exemplary texts that demonstrate good writing practices across different genres. Analyzing these texts helps students understand structure, style, and audience awareness.

Inspire students to express their unique voices through creative writing exercises. This can include personal narratives or poetry that connect with their experiences and cultural backgrounds.



***Foster Peer Collaboration.*** - Engage students in peer review and collaborative writing activities. This not only builds confidence but also allows them to learn from each other's strengths and perspectives.

***Provide Constructive Feedback.*** - Offer tailored feedback that highlights strengths while guiding improvements. Focus on specific areas such as clarity, coherence, and grammar to help students refine their writing skills.

***Utilize Technology and Resources.*** - Incorporate technology tools such as grammar checkers, online dictionaries, and writing platforms to support students in their writing endeavors. These resources can enhance their learning experience and provide additional practice opportunities.

***Create Authentic Writing Opportunities.*** - Engage students in real-world writing projects that have meaningful purposes and audiences. This relevance can motivate them and make the learning process more engaging<sup>34</sup>.

***Encourage Multilingual Approaches.*** - Allow students to draw from their first languages when appropriate. This can enhance their understanding of concepts and provide a richer context for their writing development.

By implementing these strategies, educators can create a supportive environment that fosters the growth of writing skills among students of other languages, helping them become confident and effective communicators in their new language.

## **Differences Between Writing and Copying**

Understanding the distinction between writing and copying is essential, particularly in the context of content creation. Here's a breakdown of the key differences:

### ***Definition and Purpose***

Writing refers to the act of creating original content, which can include various forms such as articles, essays, or creative pieces. The primary goal is often to inform, entertain, or express ideas.

Copying, on the other hand, involves reproducing existing text or ideas without original contribution. This can be for purposes like plagiarism, note-taking, or creating derivative works.

### ***Intent***

Writing is typically aimed at conveying a message or idea uniquely. It seeks to engage the reader through original thought and creativity.

Copying lacks this intent; it merely replicates what has already been said or written. The focus is not on engaging or informing but rather on duplication.

### *Creativity and Originality*

Writing requires creativity and originality. Writers often draw from their experiences, knowledge, and insights to produce something new.

Copying does not involve creativity; it is about mirroring another's work. This can lead to ethical issues if not properly attributed.

### *Skillset Required*

Writing necessitates various skills such as research, critical thinking, and a strong command of language. Writers must be able to articulate their thoughts clearly and effectively.

Copying typically requires less skill since it involves following existing formats or texts without the need for deep understanding or analysis.

### *Application*

Writing can be applied in numerous contexts including academic work, creative writing, journalism, and more.

Copying is often used in contexts requiring replication of information, such as transcribing lectures or duplicating documents.

In summary, writing is an act of creation that involves originality and intent to communicate effectively, while copying is a straightforward act of duplication without original input. Understanding these differences is crucial for anyone involved in content creation or academic work to maintain integrity and originality in their outputs.

### **What strategies do skilled writers use?**

Skilled writers employ a variety of strategies to enhance their writing abilities and produce high-quality content. Here are some effective strategies commonly used by proficient writers:

#### *Develop Strong Writing Habits*

Consistent writing practice is crucial. Setting aside dedicated time each day to write helps establish a routine that fosters improvement over time. Creating a distraction-free environment also enhances focus and productivity<sup>2</sup>.

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2 <https://www.enago.com/thesis-editing/blog/strategies-to-improve-essay-writing-skills>

### *Read Extensively*

Reading diverse materials exposes writers to different styles, techniques, and vocabulary. This exposure helps writers analyze and incorporate effective elements from various authors into their own work, improving their overall writing style.

### *Master Grammar and Style*

A solid understanding of grammar and writing principles is foundational for effective communication. Writers should familiarize themselves with resources like *The Elements of Style* to refine their technical skills, ensuring clarity and professionalism in their writing<sup>3</sup>.

### *Conduct Thorough Research*

Good research skills are essential for producing well-informed content. Writers should learn to find, evaluate, and integrate credible sources into their work, enhancing the depth and reliability of their writing.

### *Outline Before Writing*

Creating an outline helps structure thoughts and organize content logically. This strategy allows writers to visualize the flow of their piece, ensuring that each section supports the overall argument or narrative effectively.

### *Edit and Revise*

Editing is a critical step in the writing process. Writers should review their work for grammatical errors, clarity, and coherence. Taking breaks before editing can provide fresh perspectives, making it easier to spot issues<sup>4</sup>.

### *Seek Feedback*

Sharing work with others and soliciting constructive criticism can provide valuable insights into areas for improvement. Being open to feedback helps writers grow and refine their skills over time.

### *Practice Different Styles*

Experimenting with various genres and styles expands a writer's versatility. Trying out different topics or formats can challenge writers and help them discover new techniques or approaches that enhance their overall skill set.

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3 <https://www.wordstream.com/blog/ws/2014/08/07/improve-writing-skills>

4 <https://www.coursera.org/articles/writing-skills>

### *Write Concisely*

Effective writing often involves brevity; avoiding unnecessary words makes arguments clearer and more impactful. Writers should aim for straightforward language that communicates ideas efficiently.

### *Use Strong Verbs and Vary Sentence Structure*

Choosing dynamic verbs and varying sentence lengths can make writing more engaging. Strong verbs convey action vividly, while varied sentence structures maintain reader interest.

By integrating these strategies into their writing practice, skilled writers can continuously improve their craft and produce compelling content that resonates with readers.

## **What makes writing particularly challenging for students?**

Writing can be particularly challenging for students due to a variety of factors that affect their ability to express ideas clearly and effectively. Here are some key challenges they face:

### **Language Proficiency**

Many students struggle with language proficiency, which includes vocabulary limitations and poor grammar skills. This can hinder their ability to construct coherent sentences and articulate their thoughts effectively.

### **Idea Generation**

Generating ideas can be a significant hurdle. Students often find it difficult to brainstorm or develop topics, which can lead to writer's block and frustration when trying to start or complete a piece.

### **Structural Issues**

Students frequently encounter difficulties with the structure of their writing. This includes organizing their thoughts logically, creating outlines, and ensuring that their writing flows well from one idea to the next.

### **Lack of Motivation**

A lack of interest or motivation in writing tasks can further complicate the process. Students may feel overwhelmed by assignments or perceive writing as a chore, leading to procrastination and subpar work.

## **Time Management**

Effective time management is crucial for writing tasks, yet many students struggle with balancing deadlines and managing their time efficiently. This often results in rushed work that lacks depth and quality.

## **Cognitive Skills Development**

Developing cognitive and analytical skills is essential for effective writing. Students may not have fully developed these skills, which affects their ability to think critically about topics and express their arguments coherently.

## **External Pressures**

External factors such as teaching styles, classroom environments, and peer support can also impact students' writing experiences. A lack of supportive feedback or guidance can leave students feeling isolated in their struggles.

## **Psychological Barriers**

Internal factors like self-doubt, anxiety about performance, and fear of criticism can inhibit students' willingness to engage in writing activities, further complicating their ability to produce quality work.

Addressing these challenges requires tailored approaches that consider individual student needs, including targeted instruction, practice opportunities, and supportive feedback mechanisms to enhance their writing skills.

## **What helps students with writing?**

To help students improve their writing skills, various strategies can be implemented both in the classroom and at home. Here are some effective approaches:

### **Encourage Regular Writing Practice**

Students should be encouraged to write frequently, both in structured assignments and informal settings like journals. Regular writing helps them develop fluency and confidence in their abilities.

### **Provide Clear Instructions and Expectations**

When teachers offer clear and concise instructions, students are better equipped to meet expectations. This clarity can reduce anxiety and confusion, allowing students to focus on their writing tasks.

## **Model Good Writing**

Demonstrating good writing practices through examples or shared writing sessions helps students understand what effective writing looks like. Teachers can use mentor texts or write alongside students to illustrate key concepts.

## **Foster a Reading Habit**

Encouraging students to read a variety of high-quality texts exposes them to different styles and vocabulary, which can enhance their own writing. Reading widely helps students see the mechanics of good writing in action.

## **Utilize Brainstorming Techniques**

Teaching students how to brainstorm ideas before they begin writing can alleviate the pressure of starting from scratch. Techniques such as mind mapping or free writing can help them organize their thoughts effectively.

## **Incorporate Peer Feedback**

Facilitating opportunities for peer review allows students to give and receive constructive feedback. This process not only enhances their editing skills but also fosters a collaborative learning environment.

## **Emphasize the Importance of Revision**

Encouraging students to revise their work is crucial for improving writing quality. Teaching them specific revision strategies helps them recognize areas for improvement and refine their drafts accordingly.

## **Use Writing Prompts and Sentence Starters**

Providing prompts or sentence starters can help students overcome writer's block and guide them in structuring their thoughts. This scaffolding supports less confident writers in getting started.

## **Teach Different Writing Styles**

Introducing students to various genres and styles of writing allows them to explore different forms of expression. Understanding the characteristics of different types of writing enhances their versatility as writers.

## **Create a Supportive Environment**

A classroom culture that values effort and improvement can motivate students to engage more fully in their writing tasks. Celebrating successes, no matter how small, encourages a positive attitude towards writing.

By implementing these strategies, educators can significantly enhance students' writing skills, helping them become more confident and proficient communicators.

### **How is teaching writing different from teaching speaking?**

Teaching writing and teaching speaking involve distinct approaches due to the inherent differences between these two forms of communication. Here's a detailed comparison based on key aspects:

#### **Nature of Communication**

Writing is generally more structured and formal. It allows for planning, drafting, and revising, resulting in polished and coherent texts. Writers can take their time to craft sentences, choose precise vocabulary, and ensure grammatical accuracy.

Speaking, in contrast, is often spontaneous and less structured. It typically involves formulating thoughts in real-time, which can lead to incomplete sentences, repetitions, and informal language. This immediacy requires speakers to adapt quickly to feedback from their audience.

#### **Permanence vs. Transience**

Written language is permanent; once something is written down, it remains unchanged unless edited or erased. This permanence allows for careful consideration of content since readers can revisit the text at any time.

Spoken language is transient; it exists only for the duration of the conversation unless recorded. This means that speakers must convey their messages effectively in the moment, often relying on immediate feedback to clarify or adjust their communication.

#### **Feedback Mechanisms**

In writing, feedback is usually delayed. Writers do not receive immediate responses from readers, which can make it challenging to gauge understanding or engagement with the material. This necessitates clarity and completeness in writing since readers cannot ask questions until after they have read the text.

Speaking allows for real-time interaction, where speakers can adjust their message based on audience reactions. This dynamic feedback loop enables more fluid communication and helps clarify misunderstandings instantly.

## **Complexity and Formality**

Written texts tend to be more complex and formal, often requiring adherence to specific grammar rules and conventions such as punctuation. This complexity supports detailed expression but can be intimidating for students who are still mastering these skills.

Spoken language is typically more informal and conversational. It often includes colloquialisms, slang, and simplified structures that reflect everyday speech patterns, making it more accessible for learners but potentially less precise.

## **Teaching Approaches**

When teaching writing, educators focus on developing skills such as organization, coherence, grammar, and style. Instruction often includes techniques for brainstorming ideas, structuring essays, and revising drafts to enhance clarity and effectiveness.

In teaching speaking, the emphasis is on interactional skills such as turn-taking, listening actively, and responding appropriately in conversations. Activities may include role-playing, discussions, and presentations that encourage students to practice verbal communication in a supportive environment.

In summary, while both writing and speaking are essential forms of communication, they require different teaching methodologies due to their unique characteristics. Understanding these differences helps educators tailor their instruction to meet the specific needs of students in each area effectively.

## **Why do people write?**

People write for a multitude of reasons, each reflecting personal motivations, goals, and the desire to connect with others. Here are some of the primary reasons why individuals engage in writing:

### **Self-Expression**

Writing serves as a powerful outlet for expressing thoughts, emotions, and experiences. Many writers find that articulating their feelings through words allows them to process their thoughts and gain clarity about their lives.

### **Creating Meaningful Work**

For many, writing is not just a job but a passion. Writers often seek to create works that resonate with readers, leaving a lasting impact through stories, poems, or essays that explore profound themes and ideas.



## **Helping Others**

Many writers aim to support or inspire others through their work. This can involve sharing personal stories that offer insights or writing informative content that educates readers on important issues.

## **Entertainment**

Writing is a vital part of the entertainment industry, providing joy and escapism through novels, scripts, and other forms of creative writing. Writers craft narratives that captivate audiences and transport them to different worlds.

## **Achieving Goals**

Whether it's completing a novel or writing a blog post, many writers set specific objectives for their work. This goal-oriented approach helps them focus and maintain motivation throughout the writing process.

## **Storytelling**

At its core, writing is about storytelling. Many people feel compelled to share their unique stories or perspectives, believing that their experiences can resonate with others and foster connection.

## **Building a Brand or Legacy**

Writers often use their work to establish a personal brand or leave a legacy. Writing books or articles can enhance professional credibility and create a lasting impact that continues beyond their lifetime.

## **Enjoyment and Creativity**

For some, writing is simply enjoyable. The act of creating something from nothing can be fulfilling and fun, providing an avenue for creativity that many find rewarding.

## **Reflection and Healing**

Writing can also serve as a therapeutic tool for reflection and healing. Many individuals write to explore their thoughts and feelings, which can be particularly beneficial during difficult times.

## **Reducing Loneliness**

Through writing, individuals can connect with others across distances and cultures. Many writers find solace in sharing their thoughts with a broader audience, helping to alleviate feelings of isolation.

The motivations behind writing are diverse and deeply personal, encompassing everything from self-expression to the desire to influence others positively. Each writer's journey is unique, shaped by their experiences, passions, and aspirations.

### **What first-language writing skills do my students bring to the classroom?**

Students bring a variety of first-language writing skills to the classroom, which can significantly influence their writing development in a second language. Here are some key skills and characteristics that students may possess:

#### **Understanding of Syntax and Structure**

Students typically have a foundational understanding of the syntax and structure of their first language, which can aid in their writing. This knowledge helps them comprehend how sentences are constructed and how ideas can be organized logically, even if they are learning to write in a different language.

#### **Vocabulary Knowledge**

Many students come equipped with a robust vocabulary from their first language. This vocabulary can serve as a resource when they attempt to express their thoughts in writing, although they may face challenges in translating these words accurately into their second language.

#### **Narrative Skills**

Students often have experience with storytelling and narrative construction in their first language. This skill can translate into their writing, enabling them to create engaging narratives or essays that reflect their cultural contexts and personal experiences.

#### **Familiarity with Text Types**

Students may have been exposed to various text types in their first language, such as reports, letters, or creative writing. This exposure can provide them with a framework for understanding different writing conventions and styles when tackling similar tasks in a second language.

#### **Personal Expression**

Writing in their first language allows students to express themselves more freely and authentically. This ability can foster confidence when transitioning to writing in a second language, as they may draw on similar themes or ideas from their personal experiences.

## **Cognitive Skills**

The cognitive skills developed through first-language literacy—such as critical thinking, analysis, and synthesis—can enhance students' ability to engage with writing tasks in a second language. These skills are essential for constructing coherent arguments and analyzing texts critically.

## **Cultural Contexts**

Students bring cultural perspectives that influence their writing style and content. Understanding the cultural nuances of storytelling, argumentation, or persuasive writing can enrich their contributions to classroom discussions and written assignments.

## **Error Patterns from First Language**

While students possess many strengths, they may also carry over specific error patterns from their first language into their second language writing due to linguistic interference. Recognizing these patterns can help educators tailor instruction to address specific challenges.

In summary, the first-language writing skills that students bring to the classroom include structural understanding, vocabulary knowledge, narrative skills, familiarity with various text types, personal expression capabilities, cognitive skills, cultural insights, and potential error patterns. Leveraging these skills can enhance their learning experience as they develop proficiency in writing in a second language.

## **How is teaching writing different with students of various literacy levels?**

Teaching writing to students of various literacy levels requires tailored approaches that address the unique needs and capabilities of each group. Here are some key differences and strategies based on literacy levels:

### **Early Literacy Learners**

**Focus on Basics:** For students just beginning to write, instruction should emphasize foundational skills such as handwriting, spelling, and basic sentence structure. Activities like tracing letters and dictating sentences can help solidify these skills.

**Multisensory Approaches:** Engaging students through tactile experiences (e.g., writing in sand or using manipulatives) can enhance their understanding of letter formation and writing mechanics.

**Modeling and Shared Writing:** Teachers can demonstrate writing processes through shared writing activities, where students contribute ideas while the teacher models how to construct sentences and paragraphs.

### **Developing Writers**

**Encouraging Creativity:** As students gain confidence, they should be encouraged to express their ideas creatively. This can involve storytelling exercises that help them understand narrative structure (beginning, middle, end) and develop their voice.

**Writing About Reading:** Integrating writing with reading activities allows students to reflect on texts they engage with, enhancing comprehension and writing skills simultaneously.

**Structured Feedback:** Providing regular feedback on drafts helps developing writers learn the revision process. Teachers can guide them in planning, revising, and editing their work to improve clarity and coherence.

### **Proficient Writers**

**Advanced Techniques:** For proficient writers, instruction can focus on advanced writing techniques such as persuasive writing, argumentation, and the use of literary devices. Encouraging them to analyze various genres will help refine their style.

**Peer Review and Collaboration:** Engaging students in peer review sessions allows them to critique each other's work constructively. This not only builds critical thinking skills but also fosters a collaborative learning environment.

**Independent Projects:** Allowing proficient writers to pursue independent projects or research papers can challenge them further and encourage deeper engagement with topics of interest.

### **Diverse Literacy Backgrounds**

**Cultural Relevance:** Recognizing the diverse backgrounds of students is crucial. Incorporating culturally relevant texts and themes into writing assignments can make learning more relatable and engaging for all literacy levels.

**Scaffolding Techniques:** Using scaffolding techniques such as sentence starters or graphic organizers can help students at all levels organize their thoughts and improve their writing structure.

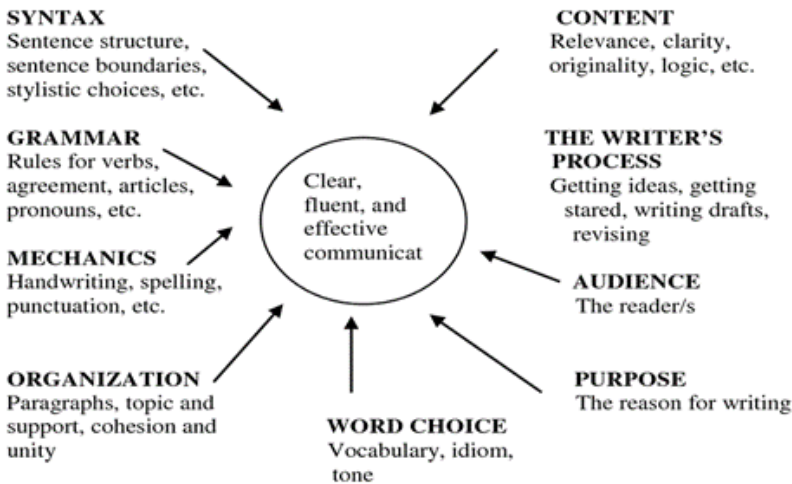
### Addressing Challenges

***Differentiated Instruction:*** Teachers must be prepared to differentiate instruction based on individual needs. This may involve small group work or one-on-one support for struggling writers while providing enrichment opportunities for advanced learners.

***Motivation Strategies:*** Incorporating fun and engaging activities, such as creative prompts or technology tools, can motivate students who may otherwise feel reluctant about writing.

Teaching writing effectively across various literacy levels involves a combination of foundational skill development, creative expression, structured feedback, cultural relevance, and differentiated instruction. By adapting teaching methods to meet the diverse needs of students, educators can foster a supportive environment that encourages growth in writing proficiency.

### The Raime's Chart



**Source:** Gayane, P. (2019)<sup>5</sup>

The diagram above from Raimes (1983:6) shows the large number of issues all writers have to deal with in order to produce a successful piece of writing.

5 Pozharina, Gayane. (2019). THE EFFECTS OF USING MOBILE AUGMENTED REALITY INTEGRATED MATERIALS ON STUDENTS' MOTIVATION AND ATTITUDE LEVEL IN EFL ACADEMIC WRITING CLASSES.

There are three kinds of writing in the L2 classroom: writing for literacy, writing for reinforcement and writing for communication. These may be combined.

1. Writing for literacy includes learning how to recognize and form letters, and how to combine them into words.

2. Writing for reinforcement is done in conjunction with lessons which focus on other skills and includes activities such as: copying and transcribing words, sentences, and texts; filling in blanks; writing labels or captions for pictures; changing texts grammatically (e.g. from present to past tense); writing a summary of what has been read, discussed, or listened to; taking dictation.

3. Writing for communication involves learning writing as a skill. Students learn to express their ideas accurately, to organize their ideas into recognizable written forms, and to write well.

In a potentially intentionally effective writing lesson (adapted from Raimes):

1. The teacher considers students' needs and chooses to focus on:

- mechanics (e.g. spelling, punctuation)
- organization (e.g. paragraphs, salutations, topic and support)
- content and style
- vocabulary
- editing (for grammar and cohesion)

2. The topic is of interest to students

3. There is an audience other than the teacher

4. Students do more than one draft and engage in the writing process








5. Students revise, edit, and correct errors

6. Students' work is read and responded to by others (there is an audience)

7. There is enough time for the above

Peer editing symbols

Having a common set of symbols can help facilitate peer editing. The following is one example of a set of error correction symbols.

Guide to Editing Symbols	
Verb error 	Incorrect word order 
Wrong word 	Don't translate word-for-word { }
Agreement error 	Omit [ ]
Spelling error 	Accent needed 
Word(s) missing 	Incomprehensible ??
Need new paragraph ¶	Very nice +
No new paragraph No ¶	Other symbols:

Taken from the University of Delaware website: [www.udel.edu](http://www.udel.edu)

## The Writing Process

### Stage 1: Pre-writing

The key to a great paper is in the planning. Before you sit down to write something, you need to figure out what you are going to write about. Most of us start with a topic, and then decide what we have to say about this topic. For an essay, you might generate a “working thesis” or a main idea that you would like to explore, and then start collecting information and ideas that relate to that idea.

#### Ways to Generate Ideas

- Free write or use a journal
- Brainstorms your likes and dislikes, and things, people, place, and hobbies that are important to you
- Review assignments and discussion questions, and notes
- Use graphic organizers
- Participate in class or small group discussions; talk out ideas others
- Determine the who, what, where, when, why, and how of a topic
- Determine what you already know and what you still need to learn
- Ways to Plan Your Writing
  - create a cluster, diagram, or web
  - create a storyboard

- make an outline
- identify pros and cons
- list supporting arguments
- sort and organize note cards by topic

### **Stage 2: Drafting**

Once you have planned out your ideas, the next step is to start drafting, or writing. As you write, keep referring back to your notes and the plan that you determined in Stage 1, but don't be afraid to change the plan when needed. During the drafting stage, you should concentrate on getting your ideas on paper, organizing your information logically, and developing your topic with enough detail for your audience and purpose. As you work, keep the following things in mind:

Drafts are for the writer: Our brain processes information as we write things down. You will find yourself making connections and discovering new ideas as you are wiring your first drafts. When this happens, you should go back to the planning stage (State 1) to work in the new ideas. You may even need to change your thesis or the angle you are taking on the topic. Many writers wait to write their introduction until they have finished the body of the paper.

Drafts are not perfect: Because you are really drafting for yourself, to understand your ideas and put them into words, you might be unhappy with your early results.

Don't agonize over every word and sentence because you'll give yourself writer's block! You will never send off a draft to your audience without at least SOME sort of revision or at least editing. Just get some words down on the paper even if they sound silly or awkward. You can always go back and fix it later- that's what revision is for.

Drafting takes time: The more complicated your writing task is, the more time you should allow yourself for drafting. As you discover new ideas and connections, you need the time to incorporate them into your plan! Don't procrastinate, and don't feel that you have to finish your whole paper in one sitting.

### **Stage 3: Revising**

Revision works best when you have some time to let your writing sit. You will be better able to look at your writing with a reader's eye if you can put it aside for a day or two before working on it again. If drafting is for the writer,



revision is for the reader. During revision you consider your writing from your audience's point of view. In fact, to revise means literally to “re-see” or “re-look” at your writing.

You may need to change the order of your information, expand certain sections, or cut details in others. Often, you will need to go back to the drafting stage and re- word parts of your paper. Revising is NOT editing! Save the spelling, grammar and sentence fixes for later.

Most writers find it helpful to have someone else read their writing and thesis statement. A reader who is unfamiliar with your document can help you identify which parts are working and which parts are still unclear.

### **Revising for Audience**

- Is the level of detail appropriate for my audience (not too general or too specific.)?
- Are my ideas presented in a logical order that will be evident to the reader?
- Do I use clear transitions to help the reader follow my train of thought?
- Are my sentences clear and specific?
- Do I say what I mean and mean what I say?
- Is my tone and style appropriate for my audience?

### **Revising for Purpose:**

- Is my purpose clearly stated for the reader?
- Do I clearly maintain that purpose throughout the document?
- Does all of my supporting information clearly relate to my purpose?
- Do I organize my ideas to best fulfill my purpose?

### **Revising for Form:**

- Do I follow the established form of the document I am writing?
- Do I separate ideas into paragraphs with clear topic sentences?
- Do I maintain balance among my points, developing each to the same extent?

### **Stage 4: Editing**

While revising focuses mainly on making your content clear for your readers, editing focuses on making your documents meet the conventions of stands written English. During the editing stage, check the following:

Grammar, Sentence structure, Word choice, Punctuation, Capitalization, Spelling, Citation and document format.

### **Stage 5: Publishing**

Writing is communication- if you have written something, you must have intended for someone to read it, even if that person is only yourself. When you publish a document, you are releasing it to the public for others to read. Not all of your writing will be taken through the publishing stage, but even turning a paper into your teacher constitutes “publishing”.

Ways to publish your writing include:

- Turning in a paper to your teacher.
- Entering an essay contest
- Sending a letter to the editor.
- Writing for your school newspaper, yearbook, or literary magazine.
- Posting a piece of writing on the Internet.
- Writing a letter to a public official or company
- Submitting your work to a young writer’s magazine

### **Writing Activities**

The following activities can be used in a writing lesson, or as a part of a lesson focused on another skill: speaking (grammar, vocabulary), listening, reading.

<p>Grammar Fill-in</p> <p>Directions: Write in, at, or on.</p> <ol style="list-style-type: none"> <li>Chicago is a large city in Illinois.</li> <li>"Can you tell me where the post office is?" "Yes, turn right _____ the stop sign.</li> <li>The bags are _____ my car.</li> <li>I usually eat breakfast _____ Bickford's Diner.</li> <li>Look - there's cat _____ the roof.</li> <li>My brother lives _____ New Orleans.</li> </ol>	<p>Freewriting</p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>Choose a trigger (below) and write!</li> <li>Keep your hand moving and writing. Repeat words or ideas if you feel stuck but keep your hand moving!</li> <li>Don't worry about spelling or grammar. Don't erase or cross out anything!</li> <li>Anything in ENGLISH is okay!</li> <li>If you do not know what to write, write the trigger word again until something more comes out.</li> <li>If you want to change topics or triggers...do it!</li> <li>Its free!</li> </ol> <p>Triggers: Yesterday I.../ I always wanted.../ I will never.../ I LOVE.../ I do not really like it when.... / TESOL.../ Ecuador.../ Vacation.../ The most important.... / The biggest surprise..../ The people here...</p>
<p>Self-portrait Poem</p> <p>Follow the guidelines to write your own self-portrait:</p> <p>Line 1: your first name</p> <p>Line 2: 4 adjectives that describe you.</p> <p>Line 3: relationship to someone, e.g. mother of __, son of __</p> <p>Line 4: speaker of _____ (languages you speak)</p> <p>Line 5: who loves (name 3 things)</p> <p>Line 6: who dislikes (name 3 things)</p> <p>Line 7: who would like to see (name 3 things)</p> <p>Line 8: your profession</p> <p>Line 9: your last name</p>	<p>Advice for future participants</p> <p>Please write a brief letter outlining some advice for future participants:</p> <p>What do you think they need to know about, and know how to do, in order to succeed on this course?</p> <p>What sort of encouragement would you offer?</p> <p>What else might they need to know or what questions might they ask themselves?</p> <p>Please fold the letter and turn it in so we can send it out!</p>

<p><b>Chain Story</b>          The sentence below is the beginning of a story. Please add a sentence to continue the story.          Once upon a time, there was a group of teachers in ...          Now rotate papers, so that a new person will continue the story. Each person will contribute one sentence before rotating. The teacher may add additional prompts to start sentences.</p>	<p><b>Cinquain Poetry</b>          A cinquain is a five-line poem. Follow the guidelines below.          Line 1: State a subject in one word (usually a noun)          Line 2: Describe the subject in 2 words          Line 3: Describe an action about the subject in 3 words          Line 4: Express a feeling/emotion you have about the subject in 4 words          Line 5: Restate the subject in another, single word that reflects what has already been said (usually a noun) Example: Rain, cool, refreshing, suddenly cascading down renewed, alive with anticipation downpour. Now try writing your own poem.</p>
<p><b>Haiku Poetry</b>          A haiku is a three-line poem. Follow the instructions below:          1. Choose a topic, and brainstorm some words and phrases related to that topic.          2. Count the syllables in your list of words and phrases.          3. The first line of the haiku must have 5 syllables. Choose words and phrases that fit.          4. The second line of the haiku must have 7 syllables. Choose words and phrases that fit.          5. The third line of the haiku must have 5 syllables. Choose words and phrases that fit.          6. Have a partner check the syllable count on your lines and make any changes.          Example: Four weeks. Time flies. Ish.          Today has been a year or An instant. Not sure.</p>	<p><b>Picture Writing</b>          Look at the picture. Write about the situation and/ or characters you see. Use your imagination!</p>

<p>Story Cards</p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Choose a set of story cards.</li> <li>2. Put the cards in a logical order so that they tell a story. (Check for numbers on the back if you need to!)</li> <li>3. Write one or two sentences for each picture.</li> <li>4. Shuffle the cards for the next person.</li> </ol>	<p>Peer Feedback</p> <p>Read your classmate's work and write comments on an index card.</p> <p>Your comment card should include:</p> <ol style="list-style-type: none"> <li>1) Something interesting you learned</li> <li>2) A question you have after reading it</li> </ol> <p>Write your name with your comments and attach it to the paper using a paperclip. Continue reading other classmates' work.</p>
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## Conclusions

**Tailored Instruction:** Understanding the diverse needs of students is crucial for effective writing instruction. By assessing their proficiency levels and individual challenges, educators can design lessons that cater to various learning styles and promote growth in writing skills.

**The Importance of Originality:** The distinction between writing and copying emphasizes the value of creativity and originality in content creation. Encouraging students to develop their unique voices not only enhances their writing but also fosters critical thinking and engagement with the material.

**Consistent Practice and Feedback:** Regular writing practice, combined with constructive feedback, is vital for student development. Educators should create a supportive environment that encourages peer collaboration and the revision process, allowing students to refine their skills and gain confidence in their writing abilities.

**Leveraging First-Language Skills:** Students bring valuable first-language writing skills to the classroom that can facilitate their writing development in a second language. By recognizing and building upon these existing skills, educators can enhance the learning experience and help students transition more effectively into writing in English.

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# Teaching Experiences in TEFL Application Process

## Section 2

TEFL implementation experiences

## Chapter 4

Socio-emotional learning English as a  
foreign language experiences using  
TEFL

**AUTHORS:** Jordy Steven Quinatoa Rodríguez; Verónica Vanessa Chávez Zambrano



## **Socio-emotional learning English as a foreign language experiences using TEFL**

### **Abstract**

This work is about social-emotional learning, which focuses on the process of learning social and emotional skills I experience in my daily personal life, whether at school or university. However, at times I have come to have low self-esteem due to my learning and evolution of how I would function speaking English. The main objective of this work is how to help young people and adults lose fear and panic based on a real experience to interact and learn a new language. When I became interested in learning a language, I did not have knowledge of the four most relevant skills, that was when I began to discover the wonderful world of English. When you come to learn something, it comes due to the desire, passion and performance that one puts into it, personally I had an impact of acquiring it with passion, that is where socio-emotional learning comes in my life, learning with patience, zero frustrations and carrying out self-preparation. To conclude, the best way to learn a new language is based on fun dynamics and interactions.

**Keywords:** Social-emotional, skills, passion, personal experience, evolution.

### **Introduction**

Social-emotional learning is the educational approach that will be described in this work, through the experiences in the different stages of the author's academic trajectory. According to a study by (Durlak, Weissberg, & Pachan, 2016), Social-emotional learning has a positive impact on students' academic performance, mental health, and well-being. (Bailey, Jacobson, & Jones, 2014), express the importance of teachers developing their own social-emotional skills to be able to effectively teach these skills to their students. However, (Domitrovich, Bradshaw, & Poduska, 2018), point out that social-emotional learning is essential to prevent violence in schools and promote a safe and positive environment. They state the need for social-emotional learning programs to be implemented systematically and sustainably to achieve long-term results. Nowadays, there are cases of violence, mistreatment, bullying in educational centers, but how can we create environments of peace and harmony in the classrooms as teachers, taking into account these problems that directly affect the emotional and psychological state of the students. Well, it leads to think that having a deep talk they gain confidence and generate high self-esteem. Socio-emotional education provides resilience and tolerance to be able to overcome the difficulties that arise in the student's life during their training,



in their professional development and throughout their life (Tobon , 2017). It is worth mentioning that the author refers to the fact that students do not manage to develop well academically and that they often lose confidence and interest in learning English as a foreign language, which hinders their knowledge and lack of confidence in speaking the language calmly. In my internship I learned many fundamental things to lead the teaching life on an adequate path; and in my inexperience I had to be part of how the teacher from the institution communicated with the students; what was his way of encouraging the kids to pay attention and whether they should work individually or in groups; all of that was learned along the way and through what they see or learn, take those references to encourage and develop English students at a high level of teaching with varied and new learning styles wherever they are in. Furthermore, all the benefits from social-emotional learning contribute to the development of writing, listening, speaking and reading skills.

### **1.1. Main motivations to study English**

My first beginnings in getting involved in a new language arose from a very early age. Between 7 or 8 years old I began to attend an Evangelical Church where for the first time I had the pleasure of meeting two Americans, at that time I remember that I was very curious, when they began to speak to me; they did not do it with the same Spanish accent that I spoke or that people around me spoke. I asked my parents why they had a different way of speaking than us and it was there where they explained to me that they were from another country and that their language was English. From that moment on I was curious to know more about them and the language, that was where my passion for wanting to learn it was born and even my dream of going to the United States or England. Actually, neither my parents, nor brothers, uncles, grandparents influenced me to choose the Pedagogy of National and Foreign Languages (PINE) university career, it was a personal decision that I maintain to this day. Something I want to emphasize is that American series, cartoons and American or English programs had a great influence on me loving this language, and not only that but also marveling at the great countries of the world, and that is something that was highlighted since with everything of great relevance to me.

1.2. Personal experiences as a student of Pedagogy of National and Foreign Languages major.

Once I graduated from high school, my adaptation process at the university was very fast. At that time, I went with a basic knowledge of English, I did not

know ways or methods of what the teachers would teach; I was inexperienced at that time. I met good teachers, I remember having an excellent tutor in one of the English Language level, who since the first semester had an impressive quality when it came to teaching British English. He told us that he had gone to England where he learned many new things, about English culture, its customs, clothing and different dialects among English, Irish and Scottish. His way to speak was spectacular because beyond telling us his experience, he encouraged us with words of wisdom that if we try hard, if we really want to learn English and become a teacher or translator in a work company, everything will depend on the desire we have. In the sixth semester, I had my first experience in charge of teaching a class to school and college kids. When the day arrived, my nerves took over, but at that time the classes were in groups along with my classmates, each person giving their own voice. Only one student had to teach the class per day and the rest we all collaborated on showing the slides or doing an activity before the lessons; we were a good team. Furthermore, these groups filled us with confidence to get into the role of the teacher. Something curious is that the lessons were virtual, since at that time the pandemic arose; that prevented us from going to educational institutions for reasons of precaution and avoiding infections. Personally, that experience got me nervous, although I managed to control a little the fear I had in my mind and interact with the students. My second pre-professional internships were totally different and incredible. Once I had exposed my fears for the first time I had to interact and teach classes to children, I had the courage to go and teach in-person classes to children at the 'Guadalupe Larriva' high school in Jaramijó. That was where the university assigned me and it is worth mentioning that it was one of the best experience I have ever had, because of the working environment, the kids and knowing how prepared I was to undertake my classes to the students. I learned from many of the teachers who taught at that institution, I had advices from them and they showed me that being a teacher is a task of great responsibility and patience; it is tiring but it has its outcomes and rewards later on. If you show in your teaching, values and dedication to children they will see that you are an example to follow. Now, once I finished my pre-professional internship, I received a new challenge for community service, where in a few words it was to support the teaching to children of that place with their homework; therefore, teach them English with various interactive and dynamic ways to entertain children. When I got to the place, I put myself into the role of a teacher, zero nervousness, very focused on what I had to do, very friendly and respectful with each child and of course a great teaching together with them. I found the support I needed with a classmate, and we complemented

each other to give excellent classes. In this career of teaching English, many students that are already in the career may not like it, others may, and it may be understandable; but living it, meeting people who involve you into the teaching role is usually very effective and you realize that it is nice to teach and give a glimmer of hope to the kids that English language is fundamental in his life.

### **1.3. Journal aims.**

This journal aims explains about social-emotional learning and how the student can get involved in PINE once they leave school, focused on university life in making good decisions and what future awaits them later.

### **SITUATION FOUND IN ESL CLASSROOMS IN THE LOCATION (Head-quarter)**

In the situations encountered in my student experience before entering the world of teaching, I can mention the problems that have arisen over the time, such as the development of teaching skills that are known to be necessary to execute and plan effective classes according to the needs of the students. Another problem would be the lessons with ambiguous and uninteresting methodologies that cause the student to lose interest, participate or develop new skills. I remember that the classes I received were in books which was common but today technology has advanced so having these tools in the classroom helps to enhance the level of students to learn English effectively. Ecuador is one of the Spanish-speaking countries with the lowest English rate in Latin America, which means that people are not very interested in the language; now how can we collaborate with the society and be influential as future teachers, encourage young people the real interest that learning English as a foreign language can give opportunities in each person's life. I am sure that if we want to have leaders in the future, we must start with the challenge of encouraging students to acquire the language; we will be training people with socio-emotional learning to make intelligent decisions in their daily lives of English. Another important aspect that should be emphasized is that one learns English through factors that we see every day, such as watching series or sports from another English-speaking country, in which we learn from the lowest to the highest. In my case, I was greatly influenced by watching American programs where I learned new words for my vocabulary, that was incredible because once we soaked up that, the words are recorded in us and we can use them when we learn the language. When I had my community services, I had to get to know the place and write down what tools would be useful to teach the children English.

**Table 1.**

*Situation found in ESL classrooms in Manta.*

Situation found	Writer's recommendations for improving the limitations found	Potential improvement using TEFL
Limitation found in the classrooms for the Reading practice (writer's domain). The classes of reading are based on the methodology	-Create individualized plans that include extra practice, step-by-step instructions, and special assignments for struggling students	- TEFL mentions that it is important to use a communicative approach where real situations are developed so that students understand and create texts in English.
Limitation found classrooms in the Writing practice (writer's domain).	-Writing a story, letter, history or research paper, where you write fluently, respecting punctuation step by step.	-TEFL mentions that working with ICTs can significantly improve students' English writing.
Limitation found in schools for the Listening practice (writer's weakness)	-Accepting that not understanding everything at first is normal, just like when a baby learns his or her native language. Exposing yourself to English content without fear is key to improving your listening comprehension.	-TEFL uses English stories, tales, and music to expose students to interesting, level-appropriate listening material.
Limitations found in the school for the Speaking practice. (writer's weakness)	- Assign tasks and activities that require students to practice speaking, such as dialogues, presentations, debates, etc.	-Implement role-playing activities and simulated dialogues in class. This allows students to practice speaking in relevant contexts.
Limitations in Grammar usage. (writer's weakness).	-Break down difficult grammar concepts into smaller, more manageable chunks. This helps students better understand the rules and apply them more easily.	-Builds familiarity with common grammar challenges faced by English language learners. This awareness allows TEFL-certified teachers to anticipate and address students' specific grammar difficulties.

## TEFL LESSON PLANS AND SHORT JOURNALS

### LESSON PLANS

Speaking Lesson Plan Exam

**Name:** Jordy Quinatoa Rodriguez **Date:** 16/09/2023 **Target:** A2 (18 students)

**Grade:** 7<sup>th</sup>

**Action points-** –

1. Provide clear and short examples.
2. Carry out dynamic and entertaining activities.
3. Establish clear rules in the class, in case of not paying attention.
4. Ensure the participation of all students.

### **What are your Student Learning Objectives for the lesson?**

By the end of the lesson, SWBAT: **Use** the comparative adjectives (affirmative and negative) **to** compare qualities of people **in** a pair's conversation.

**When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?**

I will check students' progress when doing these activities:

- Check if they answer the (CCQs) correctly in the clarify phase
- In the remember phase, I will check if they have done great or still have difficulty placing the adjective with their rule.
- In the internalization phase I will check if they have created sentences with the given adjectives with their correct rule to verify their progress.
- In the fluency phase through a conversation, their creativity will be approved with comparisons of qualities from objects and classmates.

### **Preliminary considerations:**

**a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**

The students already know how to identify comparative adjectives.

The students have clear activities on the comparison and placement of the adjectives.

They know how to change irregular adjectives

They already know how they change affirmative to the negative form.

**b. What aspects of the lesson do you anticipate your students might find challenging/difficult?**

Students may find irregular comparatives difficult as they may use the -er, -ier- or more/less rules and forget that they change.

### c. How will you avoid and/or address these problem areas in your lesson?

Write very specific examples on the board (exceptions)

Practice using images or resources in the classroom.

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 minutes	E	show the students two people, ask 1- Which is what they observe? 2- Make the comparison of these two characters. 3- What qualities do you find in both?	- Students will pay a lot of attention to the teacher. - Students will look at the images and mention the qualities of each character.	T-S	Projector Computer Graphics
10 minutes	C	Introduce the topic, explain that comparative adjectives Affirmative and negative by showing the following examples: Affirmative: 1. She is taller than him. 2. My dogs are lazier than my cats. Negative: 3. The computer is not heavier than the refrigerator. 4. Zebras are not faster than lions. After explaining, ask comprehension checking questions (CCQ) According to the explanation, which example is correct? "Marcos is more handsome than Juan." Or "Marcos is handsomer than Juan." How can I change this affirmative comparative sentence into negative? The motorcycle is bigger than the car. How can I change these adjectives into comparative? Good _____ Bad _____ Far _____ How can I change one or two syllable adjectives that end in Y? Healthy _____ Happy _____ Dry _____	- Students will pay close attention to the explanation shown. - Answer the CCQs that the teacher asks about the examples and their rules.	T-S	Power Point Computer Projector Board Markers

9 minutes	R	<ul style="list-style-type: none"> <li>- Give instructions to students to look at a picture and according to it, fill in the gaps with the right adjective form.</li> <li>- Inform students that they can check their answers with their classmates once the activity has been completed.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will pay attention to the teacher's instructions</li> <li>- Students will see a picture, fill in the gap some sentences with the appropriate comparative adjective.</li> </ul>	T-S Visual	<a href="https://www.liveworksheets.com/w/en/english-language/372099">https://www.liveworksheets.com/w/en/english-language/372099</a> pencil eraser
9 minutes	I	<ul style="list-style-type: none"> <li>- Give instructions to students on how to create sentences with the words given in the following activity.</li> <li>- Maintain order and monitor if they are working.</li> <li>- Have 2 or 3 students read their work.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will pay close attention to the teacher's instructions.</li> <li>- Students will create sentences with the adjectives given to them.</li> <li>- Students will read your answers.</li> </ul>	T-S	eraser pencil pen Sheets of paper
12 minutes	F	<ul style="list-style-type: none"> <li>- Explain role play with the "Compare objects" activity.</li> <li>- Ask students to compare the qualities of classmates in the classroom and share it with their partner.</li> <li>- Pay attention to students' ideas and sentences, give feedback if needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Work in pair.</li> <li>- They will compare the qualities of classmates in the classroom and share it with their partner.</li> </ul>	S-S	Class objects as: ruler marker

## Comparative adjectives

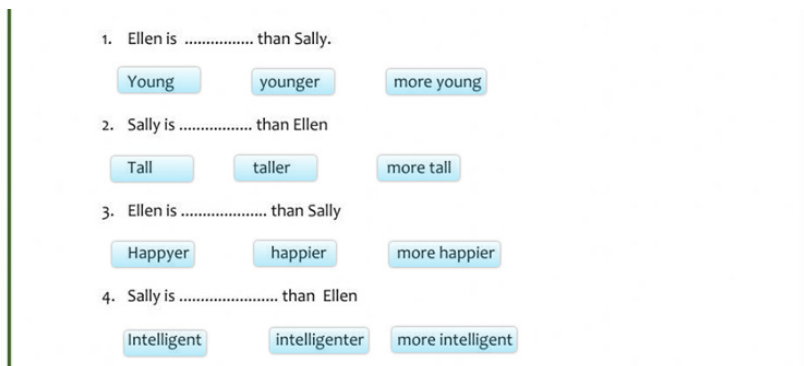
Choose the correct adjective form to complete the sentences:



## Remember

When comparing between 2 things we use:

Adjective + **er** + **than**  
with **short adjectives**  
Or  
**More** + adjective + **than**  
with **long adjectives**



1. Ellen is ..... than Sally.  
 Young      younger      more young

2. Sally is ..... than Ellen  
 Tall      taller      more tall

3. Ellen is ..... than Sally  
 Happyer      happier      more happier

4. Sally is ..... than Ellen  
 Intelligent      intelligenter      more intelligent

**Create sentences with the following adjectives, placing the correct comparative according to the rules stated.**

Beautiful   Fast   Happy   Good   Large   Big

Writing Lesson Plan Exam

**Name:** Jordy Steven Quinatoa Rodriguez   **Date:** 25/10/2023   **Target:** A2  
 (15 students)

**Action points-** – (These are two things you are working on in your teaching)

- Choose the topic based on the students' interests.
- Carry out short and entertaining activities.
- Give clear and detailed instructions to students
- Encourage the participation of all students.

**What are your Student Learning Objectives for the lesson?**

By the end of the lesson, Students will be able to **write** a synopsis of a movie to describe the type (comedy, horror, drama, action) **in** a group work, **then** share it via WhatsApp and vote for the best one.

**When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?**      I will check it when:

- Write the synopsis according to the focus of the movie you have chosen.



- Focusing on the structure of the synopsis and the paragraphs they saw.
- If the type of movie is consistent with the writing of the synopsis and if it gives the reader an impact of knowing more about it.

**Preliminary considerations:**

**a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**

- Each of them has their favorite movies and what they are based on.
- You already know how to make a synopsis with the proposed structure.
- They know about creativity and make their synopses according to the title of the movie.

**b. What aspects of the lesson do you anticipate your students might find challenging/difficult?**

- The difficulty may be that students do not know how to start writing the synopsis and, therefore, do not apply the structure correctly, which makes it difficult for them to make paragraphs with the detailed steps of the synopsis.

**c. How will you avoid and/or address these problem areas in your lesson?**

- Give ideas to students, correct each structured part of their movie synopsis, check spelling.
- Show them again the steps of the synopsis structure so that they can correct any errors.

Time 45 minutes	Framework Stage	Procedure Teacher will... Students will...	Interaction T-S/S-S VAKT	Materials Needed	
11 minutes	Preparation	<p>Show some type of images about some movies to the students and ask: Which of these movies do you find most interesting or catches your attention the most?</p> <p>- I will ask you about each image shown and you will tell me what type of movie it is, for example I ask: What is it? A romantic movie? A science fiction movie? A horror movie?</p> <p>Then ask: How do you think a movie synopsis is structured?</p> <p>-Explains the parts of the synopsis of a movie through an image or projected image.</p> <p>Now ask the Ss: -Is it necessary to follow the steps in the synopsis to create a reference for the movie? -What is the duration that a movie should have? -What is the difference between a movie and a series?</p>	<p>-Listen carefully to the teacher's instructions and participate in what the teacher indicates.</p> <p>-Take notes to explain the structure of a movie.</p> <p>-Respond to the teacher's (CCQ) Questions.</p>	T – S	<p>-Projector -Laptop -Whiteboard -Marker -Sheets -Eraser</p>
17 minutes	Drafting	<p>- Divide the students into groups of 3.</p> <p>- Give the instructions to the students, each group will think of a favorite movie, if there is more than one movie that they love, they will only choose one among everyone in the group.</p> <p>- Tell students that they will write a 4-paragraph synopsis of the movie they chose.</p> <p>- Each member must contribute ideas to the group and write the synopsis of the movie with its final design.</p>	<p>- Form groups of 3 and listen to the teacher's instructions.</p> <p>- Create a synopsis of a movie with the steps they already know.</p> <p>- Help develop the synopsis so that it looks great, mentioning what type of movie it is (drama, horror, fiction, romance, etc.).</p>	T – S	<p>-Sheets -Pencil -Pen -Colored pencil -Eraser</p>
7 minutes	Revision	<p>-Gives a review of the synopsis of the film, created with elements such as: semicolons, paragraphs and coherence.</p> <p>-Check something very important like spelling.</p> <p>-If something is not clear to you, provide help and make comments about the series you are doing.</p>	<p>-Add other elements if you want to add and see it necessary.</p> <p>-Check and correct if they have spelling errors.</p> <p>-Request clarification if you have questions about anything in your movie synopsis.</p>	T – S	<p>-Image Projector -Pen -Pencil -Eraser -Sheets</p>
5 minutes	Editing	<p>- Tell the groups to draw a drawing of the movie in which they created its synopsis and color it in detail.</p> <p>- Supervise in each group whether the students are making their corrections to the synopses.</p> <p>- Finally, ask the students to conclude the synopsis by placing the last details.</p>	<p>- Bring the synopsis to life with a drawing about the film.</p> <p>- Correct the last details.</p> <p>- Finish their jobs.</p>	T – S	<p>-Pencil -Pen -Eraser -Colored pencil -Sheets</p>

5 minutes	Extension	-Ask the 3 groups of students to send it through the WhatsApp group once they have finished their synopsis of the chosen film so that their classmates can read what they have prepared. -Indicate which of the films has the most votes and that will be the winner, remember that there cannot be ties. -Tell them that they have to paste the synopsis with their drawing on the wall as the final part of the work.	-Send your work to the WhatsApp group so that your other colleagues can read it. -Vote for the best series created. -Only paste your movie synopses with the drawing on the wall for viewing.	S - S	-Sheets -Cell phone
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**Preparation:** Show students some pictures about movies



**Ask students:** How do you think this series is structured?

Explain the parts of the movie through an image.



**The boy in striped pajamas.** Eight-year-old Bruno is the spoiled son of a Nazi officer. When his father is promoted, the family is forced to leave their comfortable home in Berlin and move to an isolated area where the lonely boy has nothing to do and no one to play with. Bored to death and attracted by curiosity, Bruno ignores what his mother tells him: he should not go beyond the garden under any circumstances. Bruno heads towards the 'farm' that can be seen in the distance and meets Shmuel, a boy his age who lives a strange and parallel existence on the other side of a fence. Bruno's encounter with the boy in the striped pajamas leads him to enter in the most innocent way into the adult world that surrounds them. The two children establish a deep friendship whose consequences will be terrible.

## Order of the synopsis

The synopsis of a movie is written in paragraphs. Each paragraph represents an aspect of the film to highlight and tell. The final paragraph should include the outcome. Although its structure should not be rigid, synopses usually present four paragraphs:

**1st paragraph.** Present the scene and the initial problem.

**2nd paragraph.** The problem of the film is presented in its entirety.

**3rd paragraph.** The twist or turn of the story is shown.

**4th paragraph.** The outcome or ending is presented with its resolution.

## Characteristics of a synopsis

- Does not take into account dialogues.
- It is written in the form of a chronological story.
- It tells the main plot and does not focus on the details.
- It must contain the end of the story

## REFLEXIVE WHEELS JOURNAL

Speaking as a beautiful way to express yourself with others.

**Name:** Jordy Steven Quinatoa Rodríguez

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, chords, tongue, teeth and lips. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a “dialogue”. Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Children develop the ability to produce speech sounds at different ages. By For example, research shows that two-year-olds are between 50 and 75% understandable, while three-year-old children are between 75 to 100% understandable (Kelly & Navarro, 2000, 2019). It is normal that a child of 3 years old speaks, and the adult only understands three quarters of what she talks or mentions, or that an adult can understand what a 3-year-old child can talk about. Generally, speaking is the most efficient way to put communication into practice, children from a young age have an easier time learning it than adults.

**Feelings:**

To begin, one of my favorite qualities since I was a child was always starting to speak accents, such as Argentinian, Chilean, Mexican, Colombian among others. It started as a simple routine and fun and I still love them to this day. Hence my passion for a new challenge to speak a new language and in this case it was English. The most beautiful feeling that has characterized me to come to love English is that it is not difficult for me to speak it, in fact, it is something special for me because I demonstrate my intonation and pronunciation technique when it comes to saying a word, whether known or new. (Chacon, 2011), consider that learning the pronunciation of the second language in school-age children is significantly facilitated through recreational activities, in which psychomotor games are integrated with the language. I was able to learn words that I didn't know in video games and also through signs that said new words in another language. That was the journey of learning what they meant and what those words were used for in everyday life. I never felt that difficulty that it was going to be difficult for me to speak it, rather I felt joy and happiness that I was going to have the opportunity to express myself well with an almost perfect tone and I motivated myself. On other occasions, from my own perspective, I feel that there are people who try to learn to speak English, however, they become easily discouraged because there is no motivation from a daily person or they simply become demotivated because they think that they are not going to learn it, even if they study everything. a life, as the following author says. Lack of motivation is a problem that affects students who are disengaged from learning. When motivation is lacking in the learning process, serious consequences can occur. (Rosado Morales, 2023). And it is a great truth that this reaches a point where learning a language for them and not learning it quickly, they do not care and they do not find that ideal help from someone who teaches them or encourages them to learn it. They really are beautiful feelings found everywhere, from kindergarten, to school, reaching College, High School and now at the University, in the same way that feeling of continuing to speak and pronounce more, continues because I am passionate about it and it is a daily habit.

**Thoughts:**

When I started to speak and demonstrate my skills it was with the natives who came to Ecuador, I spoke the basics, one of the thoughts that came to my mind was when I talked to one of them and I said that when I speak English to them, they will say, they will cross me out. like a fool for maybe pronouncing something wrong, or they will just laugh at how funny it could be to pronounce a

word wrong. Well, there were different ways I thought about them. It should be noted that he was still a child, he was 12 or 13 years old at the time. However, it was the axis to continue growing and lose fear when talking to natives. The thoughts about what others will say about me never affected or discouraged me in the slightest. I think that for many people it is difficult to talk to someone and have them make fun of you, but in my own experience what say people will never affect me, because I know that what I am knowing and learning from the new language are gigantic opportunities in life, to go to another country, learn about different cultures, native dialects, see historic cities and everything that is around us. This is knowing how to speak English or another different language. According to (Varo, 2000), English as a foreign language “occupies the number one position in the primary and secondary education curricula of almost all countries in the world.” Just as learning another language, be it French, German, Arabic, Chinese, etc., which are Romance languages at their maximum splendor, English is super relevant because if I don’t master one of those languages mentioned above, English can make it easier for me to communicate with others. other people from different countries in the world because it is the number one language globally. So, my thinking about all this is positive and there is a minority of negativity but it doesn’t matter.

## **Learnings**

One of the most satisfying lessons that acquiring a new language has taught me is to never give up and continue with what you love most. I have learned from mistakes and if I tend to make them, I can guide myself on different platforms that help me know how to say them. word by word in a real and effective way, as I mentioned, the world of the Internet is vast to investigate and investigate languages, cultures and idioms. Learning to master speaking in a great way opens doors, it is obvious that one does not learn a language overnight but with practice, motivation and perseverance everything becomes easier. «A different language is a different vision of life», Federico Fellini. At school, being really honest, I did not pay due attention to the teacher in English classes, not because I did not like English, but because I did not like the teacher’s way of teaching. But even so, it is always good to pay attention to the person who teaches because in one way or another an unknown word or phrase that he mentions may stay with us and be useful when we speak the language. These are some of the great learnings and lessons that can be taught to me. Give your life later.

## Applications

Now, as a teacher, what would be the effective and efficient way to teach students to acquire and apply the language? later. Through different applications that exist in the world of the Internet, I would use methodologies such as role-playing, materials such as speakers with phrases or words to formulate conversations with each other, and a countless number of materials that in the long run will help me interact with the children. I would not do the typical classes like having one or 2 or 3 students participate and the class ends there, my classes will be very dynamic, very interactive, with videos, audios, flashcards among other ways to draw the student's attention that will strengthen their spirit, the passion and love towards English. Speaking is incredible since it is the main degree of pronouncing words correctly, formally or informally, it has a little bit of everything, it is essential for communicating with people and it helps you know the level of English that you are putting into it. practice. Without speaking, English could not be expressed or communicated to others.

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**Writing as a beautiful way to express yourself with others.**

**Name:** Jordy Steven Quinatoa Rodríguez

Writing is the process of using symbols, such as letters of the alphabet, punctuation, and spaces, to communicate thoughts and ideas in a readable form. It involves creating a persistent representation of human language through a set of symbols and rules that encode aspects of spoken language. Writing is a cognitive and social activity that results in a series of physically inscribed, mechanically transferred, or digitally represented symbols, known as a “text.” It is a means of encoding language to be read by others across time and space, complementing spoken language by creating durable forms of communication. Writing involves a complex interaction among tools, intentions, cultural customs, cognitive routines, genres, and writing systems. It serves various purposes, from personal enjoyment to communication with targeted or unknown audiences. Writing is an essential skill that plays a significant role in daily life, work environments, and academic settings, requiring a combination of creativity, problem-solving, and communication skills. The reasons that drive writing are multiple. They range from the intellectual, social, cultural to the aesthetic and moral. This, precisely “because of the indisputable benefits that are derived: solace or aesthetic pleasure, instruction, work, learning, a means to organize or clarify ideas, mnemonics and even some type of therapy” (Niño, 2006) The use of writing as a teaching-learning instrument, however, would imply that the teacher assumes the challenge not only of training in the respective discipline, but also of helping to “develop in his students attitudes and skills that allow him to understand and problematize the contents specific to their disciplinary field” (Arcienagas & Lopez, 2000).

**Feelings:**

I could say one of my main virtues in that sense is to write, but not to write for the sake of writing but because this way I can verify my progress and evolution and the things I have to improve to avoid making the same mistakes. The feeling for writing began when some time ago foreigners arrived in Manta and offered pamphlets with English writing. My curiosity was what it said in that writing and I was pleased to see how to decipher what it said. So, an important point was to feel that attachment to the language and therefore, wanting to know and write something with the language. Although not everything turns out the way you want, since when you want to learn in depth the level of difficulty increases and sometimes, I was left empty of vocabulary and new words to know and learn, but with time and dedication they are included in words never



seen before in our minds and then write them down and discover their meaning to make an essay or summary.

### **Thoughts:**

In general, most people think that writing is boring or even unimportant, since I had that anecdote, I quite like it and I like it because I can see how far I can go and know. Writing, like everything else, cannot be completely enjoyable, it is true that sometimes it tends to be hard on a personal level, but it is very important to write, because this way we keep our mind engaged and thinking when it comes to writing a paragraph or striking text typical of clear and coherent manner. I think that writing has all the unique and true nuances to express we clearly and give a message to students.

### **Learnings**

Learning leaves a significant impact on me personally, as it helps me to have self-knowledge, that is, to reflect and have a specific understanding, which can influence decision-making and the way in which challenges are addressed. Something that also catches my attention is that I can learn to develop creative writing, which makes it easier for me to write something interesting. And finally, it improves communication, the practice of writing can improve communication skills by helping to clarify ideas and express them in an affective way.

### **Applications**

In an effective and appropriate way when applying writing to my students as a teacher, I would do it in a very interesting way, placing images about the interests of young people and once the graph is shown, explain to them very clearly the activity that They will express what catches their attention about the graph, then they will receive an idea and start writing. I really find it very interesting because it is not the same writing teaching of always writing about something irrelevant. With this method I would apply it in an interesting way so that the student digs into his mind and obtains a clear brainstorm for the writing.

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## **LESSONS LEARNED – WHAT YOU LEARNED IN THE TEFL PROCESS?**

In this branch of teaching I have discovered weaknesses and strengths to continue improving daily, as you know when teaching English you have to take into account the four most important and influential skills of the language, with-in everything that encompasses that, I as a teacher and what the experience has given me is that one must be fully prepared to make students interact, include them in group conversations, project interactive games that provide that approach to language learning, for example, a skill that What I like is Listening, since through this I can make the student pay attention to which words are familiar to them and which are new to them. A useful tool for this activity is through a speaker with high volume or projection of a video. of the students' interest, I think it is good because it provides more connection and draws the attention of the kids. A long-term professional goal that I would love to pursue would be to create a language institute, where I can teach English to people from different parts of the country, but before this, a first plan is to go for a few years to prepare for the United States since From there I can develop many skills and abilities in the language, come with another perspective having perfectly developed the language and the way of communication in the real life of Americans or even English people.

### **Final Thoughts**

The achievements and learning throughout the process of teaching English as a foreign language were positive in their way of managing the four most influential skills used in teaching, obtaining viable tools for teaching and useful teaching materials. From my teaching perspective and how I see reality, I can suggest to future colleagues that they investigate the results of this magazine and draw conclusions about how a teacher experiences English as a foreign language in different educational development centers, taking into account what methods has been practiced by the teacher and if they have been effective in improving results for the students, based on that, he can write his own experience and which methodologies have been favorable for the adequate growth of the children. I would recommend that in your daily life, you always practice your communicative oratory, where you reflect on what you are failing and how to improve it, in the writing part see if your progress remains the same or has improved considerably, with respect to the didactic materials that have been given to you. served. or not to change style and enhance it, I believe that all these recommendations will be of great help for strengthening the teacher around English.

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# Teaching Experiences in TEFL Application Process

## Chapter 5

### Speaking Skill

**AUTHORS:** Nidian Elena García; Cintya Maribel Zambrano Zambrano



## **Speaking Skill**

### **Abstract**

This chapter examines the significance of effective communication skills in academic and real-life contexts, emphasizing the development of speaking competence among language learners. It presents a speaking lesson plan grounded in the ECRIF framework, designed to help students internalize and use grammatical structures in interactive and meaningful conversations. It also highlights the challenges learners face, such as fear of making mistakes and limited opportunities for practical application and provides strategies for overcoming these barriers through dynamic and structured classroom activities. The teacher's role in facilitating motivation and participation is also addressed, alongside reflections on improving instructional practices. By integrating cognitive, physical, and socio-cultural processes into lesson design, the chapter advocates for authentic learning scenarios that foster fluency, confidence, and real-world applicability. This approach enhances students' speaking skills and allows them to communicate effectively in various contexts, advancing their overall language proficiency.

**Keywords:** Speaking skill, Ecrif, lesson plan, Tefl

### **Introduction**

Communicating effectively is not only an essential skill but a cornerstone of human interaction. As Harmer (2001) highlights, effective speakers must process language in a way that ensures coherence, comprehensibility, and accurate conveyance of meaning and context. In academic settings, speaking skills are particularly vital, as students are often tasked with presenting their ideas and research to diverse audiences.

This chapter explores the design and implementation of a speaking lesson plan aimed at improving students' conversational abilities while addressing the challenges they encounter in real-time language use.

Given the cognitive, physical, and socio-cultural complexities of speaking, the proposed lesson plan incorporates the ECRIF (Encounter, Clarify, Remember, Internalize, Fluency) framework (Amaya, 2021) to structure activities that progressively build fluency and confidence. The lesson focuses on helping students apply grammatical structures, such as "used to," in meaningful, context-rich interactions. Moreover, the chapter reflects on practical insights gained during classroom implementation, emphasizing the teacher's role in fostering an engaging and motivating environment.

Ultimately, the lesson plan encourages learners to transition from understanding grammatical rules to effectively using them in dynamic, everyday communication scenarios. This approach underscores the importance of creating authentic learning experiences to enhance students' speaking skills and confidence.

### **The experience applying the lesson plan – ECRIF -**

As a student preparing to become an English teacher, I recently had the opportunity to teach an English class using a lesson plan based on the ECRIF framework. This experience was both challenging and rewarding, as it allowed me to put my theoretical knowledge into practice while navigating the realities of a classroom.

The lesson focused on helping students use the phrase “used to” to describe past habits and activities. My goal was to create an environment where students could not only understand the grammar but also apply it in meaningful, real-life conversations. I aimed to gradually build their confidence and fluency through activities that increased in difficulty. However, I quickly realized that speaking in English is not easy for all students, as fear of making mistakes can sometimes inhibit their participation.

During the lesson, I followed the ECRIF sequence—Encounter, Clarify, Remember, Internalize, and Fluency. I started with a warm-up activity to introduce the topic and gauge the students' familiarity with the structure. As we moved into the clarification stage, I noticed that some students were confused about the specific meaning of “used to” and struggled with its pronunciation. To address this, I modeled the correct usage and pronunciation while encouraging them to repeat after me.

The most challenging part was encouraging active participation in the role-play activity. While some students were eager to engage, others hesitated due to a lack of confidence. I found that demonstrating the activity myself helped to break the ice and make them feel more comfortable. Additionally, I praised their efforts, which seemed to motivate even the more reserved students to participate.

One critical lesson I learned was the importance of asking concept-checking questions to ensure understanding. During the lesson, I missed a few opportunities to ask these questions, which led to some confusion among the students. For example, a few of them misunderstood that “used to” refers only to past habits or states that no longer occur. While I clarified this individually afterward, I realized that addressing such issues during the lesson would have been more effective.

Despite these challenges, the ECRIF method proved invaluable in structuring the class. It allowed me to guide students from encountering the grammar point to fluently using it in real-world scenarios. Observing their progress was incredibly rewarding, especially as they gained confidence and began to use “used to” more naturally in conversation.

This experience reinforced the importance of creating a supportive and interactive learning environment. As a future teacher, I understand that my role extends beyond delivering content—I need to inspire confidence, foster participation, and adapt my methods to meet students’ needs. By applying what I’ve learned from this experience, I am committed to designing lessons that motivate students to use English effectively and confidently in their daily lives.

### **Speaking Lesson Plan**

The design of this speaking lesson plan is rooted in the ECRIF framework, aiming to develop students’ ability to use “used to” in meaningful, real-world conversations. The primary objective is to enable students to describe activities they used to do in the past, particularly in role-play scenarios that simulate casual conversations among friends. Recognizing the importance of minimizing teacher talk time (TTT) and maximizing student engagement, the lesson incorporates interactive activities that encourage active participation and practical application of the target structure.

To ensure success, the lesson builds on students’ existing knowledge of pronouncing “used” according to regular past tense rules and introduces targeted strategies to address anticipated challenges. For instance, potential confusion between “used to” and “use,” as well as pronunciation difficulties, will be mitigated through clear demonstrations and pronunciation practice. The plan also considers the hesitancy of some students to participate in role-play by fostering a supportive environment and praising efforts to build confidence. Throughout the lesson, student progress will be assessed through activities such as Pictionary, reading comprehension, and concept-checking questions to confirm understanding and mastery of the material.

ECRIF Lesson Plan

#### **Action points:**

Set up real-world scenarios for fluent use activity.

Reduce TTT (Teaching Talking Time)

**What are your Student Learning Objectives for the lesson?**

By the end of the lesson, students will be able to use “used to” to describe activities that they used to do when they were children in a roleplay conversation among friends.

**When/How in the lesson will I check students’ progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?**

In the Pictionary activity, I will observe if students can remember the correct way to use the grammar by completing the sentences. In the reading activity, I will see if students can organize the sentences by inferring the information from each statement. I will ask concept-checking questions during the EC and RI stages.

**Preliminary considerations:**

*a. What vocabulary/grammar/information/skills do your students already know in relation to today’s lesson?*

- Students know how to pronounce “used” according to the ending sound rules for regular verbs in the past.

*b. What aspects of the lesson do you anticipate your students might find challenging/difficult?*

- I guess, some students will be afraid to participating in the role-play activities.
- I expect that some students will get confused with the meaning in context of Used to and Use. I guess, some students will not pronounce correctly the verb Used.

*c. How will you avoid and/or address these problem areas in your lesson?*

- I will demonstrate by doing the activities before the students do the exercises by themselves.
- I will emphasize the right pronunciation of “used to”, reminding them when and how it is used.
- I will be patient with the students who do not participate at the beginning of the class and praise those who do.



Time	Frame-work Stage	Teacher will...	Procedure will...	Students	Interaction T-S/S-S VAKT	Materials Needed
5 minutes	Encounter	Ask students to choose a piece of paper from a bowl and simulate the action verb so that their partners guess the action accordingly.	Take a piece of paper from the bowl and simulate the action.		T-Ss V-A	Pieces of paper Bowl
10 minutes	Clarify	Introduce the topic by showing a sentence with "used to". Presents slides with the grammar to be taught. Ask concept checking questions: Are Used to and Used the same or different? Could you tell us the difference?	Read the sentences shown.  Answer the concept-checking questions.		T-Ss V-A	Computer Projector Slides
10 minutes	Remember	Show different sentences and ask them to choose the correct forms to complete the sentences using "Used to" Provide feedback for wrong answers given by students. Ask concept-checking questions. Share a link with some scrambled words and sentences.	Complete the sentences using Used to and words in each statement.  Answer the concept-checking questions. Organize the scrambled words or sentences.		T-Ss V-A	Computer Projector Slides Link for activity
5 minutes	Internalize	Ask the students to work with a partner and ask this question: What did you use to do when you were a child? Keep talking adding follow-up questions.	Ask a partner What did you use to do when you were a child? Report three activities their partners used to do.		Ss - Ss K-A	---
15 minutes	Fluently use	Ask students to think about their lives when they were children and in group of three create a roleplay where some old friends meet and ask about their lives in the last 10 years.	Work in group of three and create a short role-play where old friends meet and ask about their lives in the last 10 years comparing their lives before and now. Use "Used to" most of the time. Performance the role-play.		Ss - Ss K-A	---

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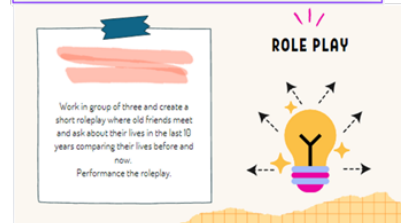
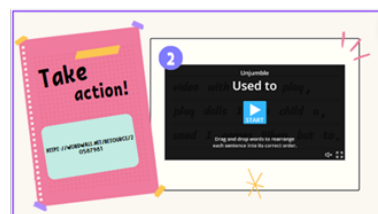
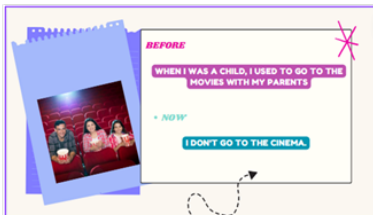
## **Conclusions**

Implementing the ECRIF framework in speaking lessons allows students to build confidence progressively by engaging with grammar in meaningful, real-life contexts. By following a structured sequence, teachers can guide students from understanding to fluently applying language concepts, making the learning process more effective and impactful.

The teacher's approach significantly influences students' willingness to participate. Demonstrating activities, providing clear explanations, and offering encouragement can reduce students' fear of making mistakes and increase their motivation to engage in speaking activities. Creating a supportive and dynamic classroom environment is key to fostering participation and learning.

Teaching and learning grammar rules is not enough; students must also be given opportunities to use these rules in various contexts. Addressing common challenges, such as confusion over meanings and pronunciation, requires teachers to ask concept-checking questions and use real-world scenarios to reinforce understanding.

Lesson plans that incorporate real-world scenarios and encourage active use of the language help students develop their fluency, accuracy and also their confidence to communicate effectively in diverse contexts.



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# Teaching Experiences in TEFL Application Process

## Chapter 6

### TEFL Application Process: Experiences in the Classroom

**AUTHORS:** Stefany Anabell Gómez Bailón; Germán Wenceslao Carrera Moreno



## **TEFL Application Process: Experiences in the Classroom**

### **Abstract**

This chapter explores the methodologies and strategies for effective English language instruction in a globalized context. It underscores the significance of developing core language skills—speaking, listening, reading, and writing—while proposing structured lesson plans facilitating second language acquisition. The author highlights the interplay between theoretical frameworks and practical applications, advocating for innovative teaching strategies that engage students and enhance their learning outcomes. Through reflective practices and action research, the paper examines personal teaching experiences, challenges, and successes, ultimately aiming to create a dynamic learning environment that fosters effective communication and cultural exchange. The findings emphasize the importance of collaborative activities, real-life scenarios, and creative writing exercises in promoting student engagement and confidence in language use.

**Keywords:** TEFL, Language skills, FMU, Second language acquisition, Lesson Planning.

### **Introduction**

In the ever-evolving landscape of education, teaching English as a foreign language (TEFL) has emerged as a critical component in fostering effective communication and cultural exchange in a globalized world. This chapter serves as a comprehensive portfolio that encapsulates the methodologies, lesson plans, and reflective practices employed in teaching English. The author highlights the importance of language acquisition and emphasizes the significance of structured lesson planning and innovative teaching strategies.

The content is organized into sections, each focusing on different language skills—speaking, listening, reading, and writing—while integrating theoretical frameworks and practical applications. Through a series of journals, the author reflects on personal experiences, challenges, and strategies implemented to enhance student engagement and learning outcomes. The information presented aims to create a dynamic learning environment that encourages students to express their thoughts and ideas effectively by incorporating collaborative activities, real-life scenarios, and creative writing exercises.

Speaking skills involve developing the ability to formulate simple sentences and express basic needs. They focus not only on grammar and vocabulary but also on the confidence to communicate in everyday situations. This enables students to express ideas, opinions, and emotions clearly and coherently, strengthening

interpersonal communication and facilitating interaction.

Listening skills are essential as they enable students to understand simple words and phrases in familiar contexts, such as simple instructions or questions on personal topics. Listening is fundamental to essential interaction with native and non-native English speakers, which improves interpersonal communication and facilitates the acquisition of vocabulary and understanding of grammar in context.

Likewise, reading skills enable students to comprehend short and simple texts, which helps them develop vocabulary and understand English sentence structure. Reading various texts also improves grammatical understanding.

Conversely, writing skills in English are fundamental to expressing ideas clearly, effectively, and accurately. These skills include writing names and addresses and formulating simple answers, which are crucial for communicating in writing.

Ultimately, this document aspires to contribute to the ongoing discourse on best practices in language education. It provides insights and recommendations for educators seeking to improve their teaching methodologies and foster a love for the English language among their students. English language teaching is not only about linguistic proficiency. Still, it is based on the gradual development of the essential skills of speaking, listening, reading, and writing to provide students with the foundations necessary to improve their command of the language at advanced levels.

### **Literature Review**

This study revolves around several key concepts and approaches related to language acquisition and teaching methodologies. These include:

#### **Communicative Language Teaching (CLT)**

This approach emphasizes the importance of interaction and communication in language learning. It focuses on developing students' ability to use the language effectively in real-life situations, which is evident in the document's emphasis on speaking, listening, reading, and writing skills.

The Communicative Language Teaching (CLT) approach does not have a single author; rather, it emerged as a response to traditional language teaching methods in the 1970s and 1980s, influenced by various linguists and educators. Key figures associated with the development and promotion of CLT include:

Dell Hymes (1972) laid the foundation for CLT in his work on communicative competence, emphasizing the ability to use language appropriately in social contexts.

Michael Halliday (1978) contributed to the theoretical underpinnings of CLT through his functional approach to language and emphasis on language's social functions.

M. A. K. Halliday (1994), with his ideas on language as a social semiotic system, influenced how language teaching was conceptualized within CLT.

Wilga Rivers (1981) was an influential educator who advocated for the importance of communication in language learning and contributed to developing CLT principles.

Henry Widdowson (1978), who worked on the relationship between language and context, also significantly shaped CLT.

### **Process Writing Approach**

The Process Writing Approach is a pedagogical approach that focuses on the process of writing rather than just the final product. This approach recognizes that writing is a complex activity that involves several stages, each of which is crucial to the development of practical writing skills. The Process Writing Approach is a pedagogical framework developed and popularized by various educators and researchers in writing instruction. However, several key figures have significantly contributed to the development of this approach:

Donald M. Murray (1972) emphasizes the importance of the writing process; Murray's work in the 1970s highlighted the stages of writing and the need for writers to engage in drafting, revising, and editing.

Peter Elbow (1998) is known for advocating process-oriented writing. His ideas about freewriting and the importance of revision have influenced how writing is taught.

Nancie Atwell (1987), in her book "In the Middle," emphasizes the writing process and the importance of teaching writing as a process rather than a product, focusing on student choice and voice.

Lucy Calkins (1994) is a prominent figure in writing education; she has developed frameworks for teaching writing that incorporate the process approach, particularly in elementary education.



John Trimbur (1989) has also contributed to understanding writing as a process, particularly in collaborative writing and peer review.

Overall, the Process Writing Approach is a collective development in writing education, drawing from the contributions of multiple scholars and practitioners rather than being attributed to a single author. Next, I present the main advantages of this approach:

### **Writing Process Stages**

The process writing approach is generally divided into several key stages:

- **Planning:** In this stage, students generate ideas, organize their thoughts, and establish a purpose for their writing. This may include creating outlines or concept maps.
- **Drafting:** Students begin writing an initial draft, where they put their ideas down without worrying too much about perfection. The goal is to put what they have planned on paper.
- **Revising:** After completing the draft, students revise their work to improve clarity, structure, and content. This may involve rewriting sections, reorganizing ideas, or adding details.
- **Editing:** At this stage, students focus on correcting grammatical, punctuation, and spelling errors. Editing is crucial to polishing the text and preparing it for final presentation.
- **Publishing:** Finally, students share their work with others, whether through a class presentation, blog posting or handing it to a peer. This stage gives them a sense of accomplishment and recognition.

### **Focus on the Process, Not the Product**

Unlike traditional approaches, which focus on the quality of the final product (the written text), the process writing approach encourages students to view writing as a journey. This allows them to experiment and explore their creativity without fear of immediate judgment on the result.

### **Fostering Creativity**

Allowing students to focus on the writing process fosters an environment where they can experiment with different styles, voices, and formats. This improves their writing ability and helps them develop their voice as writers.

## **Improving Writing Skills**

Students develop stronger writing skills through continued practice at each stage of the process. They learn to self-assess and receive constructive feedback, which helps them identify areas for improvement and grow as writers.

## **Boosting Confidence**

By viewing writing as a process, students can feel more confident in their ability to write. Revising and editing their work allows them to improve and learn from their mistakes, which can increase their confidence in their writing skills.

In short, the Process Writing Approach is a comprehensive approach that transforms writing into a dynamic and creative learning experience. By focusing on the stages of the writing process, students improve their writing skills and develop a greater appreciation for the art of writing.

## **Grammar, Form, Meaning, and Usage (FMU)**

The Form, Meaning, and Use (FMU) framework is not attributed to a single author. Still, it is a concept that has been developed and discussed by various scholars in the field of language education. However, two prominent figures often associated with the FMU approach are:

Diane Larsen-Freeman (2011) has written extensively on grammar and language teaching, emphasizing the importance of understanding grammar in context and its application in communication.

Marianne Celce-Murcia (1999), along with Larsen-Freeman, has contributed significantly to the understanding of grammar teaching and the integration of form, meaning, and use in language instruction.

Their collaborative work, particularly in the book “The Grammar Book: An ESL/EFL Teacher’s Course,” has been influential in promoting the FMU framework as a comprehensive approach to teaching grammar effectively. This framework encourages educators to teach grammar in a way that connects grammatical forms to their meanings and uses in real communicative contexts. The Grammar, Form, Meaning, and Usage (FMU) framework emphasizes grammatical rules’ interconnectedness and practical application in communication. Here’s a breakdown of its key components:

**Grammar:** This refers to the set of rules that govern the structure of a language. Understanding grammar is essential for effective communication, as it helps individuals construct clear and coherent sentences.

**Form:** This aspect focuses on the structural elements of language, such as syntax (sentence structure), morphology (word formation), and phonology (sound patterns). Recognizing the form of language helps learners understand how different grammatical structures are constructed.

**Meaning:** Meaning involves the semantic aspect of language—what words and sentences convey. It is crucial for learners to grasp how different grammatical forms can change the meaning of a sentence. For example, the difference between “The dog bites the man” and “The man bites the dog” illustrates how form affects meaning.

**Usage:** This refers to the practical application of grammar in real-life communication. It encompasses the context in which language is used, including social norms, registers, and appropriateness. Understanding usage helps learners apply grammatical rules in relevant and practical ways in various communicative situations.

The FMU framework advocates for integrating grammar instruction with meaningful communication. Instead of teaching grammar in isolation, learners should engage with language in context, allowing them to see how grammatical rules function in real-life scenarios. This approach enhances grammatical understanding and improves overall communication skills, making language learning more relevant and engaging for students.

By applying the FMU framework, educators can create a more dynamic and interactive learning environment where students are encouraged to use grammar as a tool for effective communication rather than viewing it as a set of abstract rules to memorize. This integration fosters a deeper understanding of language and prepares learners to use it confidently in various contexts.

### **Reflective Practice**

The author engages in reflective practice, analyzing personal teaching experiences and the effectiveness of different strategies. This approach is grounded in the belief that educators can improve their teaching by reflecting on their practices and learning from their experiences.

### **Task-Based Language Teaching (TBLT)**

The use of collaborative writing, real-life scenarios, and creative activities suggests an alignment with task-based approaches, where students engage in meaningful tasks that promote language use and development.

I consider integrating these concepts to create a holistic approach to English language teaching. It emphasizes developing essential language skills through interactive, reflective, and process-oriented methodologies.

This chapter cites several authors and their works, contributing to understanding language teaching methodologies and practices. The key authors mentioned include:

Larsen-Freeman, D. & Celce-Murcia, M. (2015): Their work, "The Grammar Book: Form, Meaning and Use for English Language Teachers," is referenced to support the integration of grammar instruction within meaningful communication contexts.

Yilmaz, A. (2018): Cited for research on the Form-Meaning-Use (FMU) framework, which is effective in helping second-language learners improve their grammatical knowledge and application.

Zhang, J. (2022): His study on the effectiveness of the FMU approach in teaching grammar to Chinese EFL learners is referenced to highlight the relevance of this framework in language education.

Graham, S. & Alves, R. (2021): Their work is mentioned concerning the importance of writing instruction and the process writing approach.

Lestari, P. (2018) and Melati, A. (2020): These authors are also referenced, although specific details about their contributions are not provided in the excerpts.

These authors collectively provide a foundation for the theoretical framework, emphasizing the importance of integrating grammar, communication, and reflective practices in language teaching.

## **Methodology**

This work's methodology combined qualitative research methods. The author references various studies and academic works, such as those by Graham and Alves (2021), Lestari (2018), and Melati (2020), indicating a review of existing literature to inform the lesson plans and teaching strategies.

The author engaged in reflective practice, analyzing personal experiences, challenges, and successes encountered during the teaching process. This method allows for a deeper understanding of teaching and learning dynamics.

The author applied observation techniques to check teachers during internships to gather insights on effective teaching practices and lesson planning related to writing and other language skills.

The development of lesson plans based on linguistic skills was designed through an action research approach, where the author implemented specific strategies in a classroom setting to evaluate their effectiveness in enhancing student learning.

These methodologies collectively contribute to a comprehensive understanding of the teaching process and the application of English language instruction.

### **Process**

**Lesson planning guidance:** A structured model for lesson planning was followed, with advice from the tutor on best practices in teaching reading.

**Lesson planning design:** To facilitate learning, a lesson plan focused on reading comprehension was developed using the PDP (Presentation, Practice, and Production) methodology.

**Execution:** A demonstration lesson was conducted in a real-world setting. The instructor collaborated with a group of students during their regular schedules to apply the reading strategies.

### **Reflections**

A reflective journal was kept documenting the experiences and learning that arose during the execution of the classes, allowing us to evaluate the impact of the activities on the development of reading skills.

### **Results**

The results of this work are the lesson plans and their implementation in the classroom. Next, I present one of the four lesson plans prepared.

#### **Reading Lesson Plan Sample**

**Teacher's Name:**

**Date:**

**Level:** A2

Action points – (These are two things you are working on in your teaching)

1. Avoid too much walking in the classroom
2. Use of digital platforms to incorporate more visuals in the classroom.

**What are your Student Learning Objectives for the lesson?**

At the end of the lesson, SWBAT:

Show understanding of the reading “The Tortoise and the Hare” by summarizing and then representing a moment from the fable and relating it to a real-life situation.

When and how will I check students’ progress toward the above Learning Objective in the lesson? What behaviors or activities will show me whether they have mastered the material?

- In the activity “select the correct option,” I will be able to determine whether they understand the story, as they will have to select according to what they read.
- In the “making a summary” activity, students will demonstrate their knowledge and ability to summarize the story.
- Finally, in the activity “Acting out the scene, “ students will let their imagination run wild and choose a moment from the reading to act out, relating it to a real-life situation.

**Preliminary considerations:**

a. What vocabulary/grammar/information/skills do your students already know about today’s lesson?

Students already identify the types of simple sentences (affirmative, negative), grammatical tenses, and the past form of basic verbs.

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

New vocabulary can be complex for students, as they may not fully understand the reading.

c. How will you avoid and/or address these problem areas in your lesson?

**I will avoid it by clarifying the meaning at the first stage.**

Time 45 minutes	Frame-work Stages	Procedure	
		Teacher will...	Students will...
5 min	Pre	<p>Ask students to brainstorm the topic "The Tortoise and the Hare."</p> <p>Use specific words related to the reading:</p> <ul style="list-style-type: none"> <li>• Steady</li> <li>• Resting</li> <li>• Cheering</li> <li>• Excitement</li> <li>• Bragging</li> <li>• Foolish</li> </ul> <p>Present images of the animals involved in the reading.</p>	<ul style="list-style-type: none"> <li>• Write on the board the words related to the topic.</li> <li>• Match the words with definitions</li> <li>• Listen and repeat new words</li> <li>• They then describe the animals and identify the differences between the hare and the tortoise.</li> </ul>
5 min	During	<p>Early during stage</p> <ul style="list-style-type: none"> <li>• Hand out the reading passage.</li> <li>• Ask Ss to work in pairs to skim the reading.</li> <li>• Then Identify and underline new words they do not understand.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the words that they do not understand.</li> <li>• Then they read the sentence before the word they don't understand and then read the next sentence so that they know from the context what the word they don't know is about.</li> </ul>

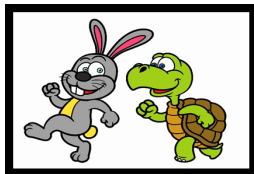
8 min		<p>Later during stage</p> <ul style="list-style-type: none"> <li>• Ask students to work in pairs and complete a worksheet on which they should select the correct information from the reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the story again and answer the questions in the worksheet.</li> <li>• Share the answers with their classmates and interact with each other.</li> </ul>
12 min		<p>Final during stage</p> <ul style="list-style-type: none"> <li>• They read the reading.</li> <li>• They form pairs.</li> <li>• Then summarize the text in your own words.</li> <li>• Then, they randomly exchange their sheets of paper with their thoughts with their partners.</li> </ul>	<ul style="list-style-type: none"> <li>• They exchange the sheets with their partners to review the summaries.</li> </ul>
15 min		<ul style="list-style-type: none"> <li>• Create groups of 5 people to choose a moment in the story that has caught their attention.</li> <li>• They will then act out a scene relating that moment in the story to something from real life.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in groups.</li> <li>• Prepare a role play about a moment from the story that you liked the most and compare it with real life situations.</li> </ul>

**Reading Link**

<https://arbolabc.com/cuentos-en-ingles/clasicos/hare-and-turtle>

**Later-During Stage Activity**





### **The Tortoise and the Hare**

Once upon a time there was a hare who spent all day bragging about how fast he could run. Tired of hearing him boast, the tortoise, challenged him to a race.

“You must be kidding!” said the hare laughing. “I am so much faster than you.”

“We shall see,” the tortoise replied.

The next day, the animals of the forest gathered to watch the race. Everyone wanted to see if the tortoise could beat the hare.

The bear started the race yelling “On you mark, get set, go!”

The hare immediately raced ahead, running faster than ever. He looked back and saw the tortoise was only a few steps away from the starting line.

“Foolish tortoise,” thought the hare. “He is so slow. Why would he want to race me if he has no chance to win?”

Confident that he was going to win the race, the hare decided to stop in the middle of the road to rest under a tree. The cool and pleasant shade of the tree was very relaxing, so much so that the hare fell asleep.

Meanwhile, the tortoise continued walking slowly, but steady. He was determined not to give up. Soon, he found the hare sleeping peacefully.

The tortoise was winning the race!

When the tortoise approached the finish line, all the animals in the forest began cheering with excitement. The noise woke the hare, who could not believe his eyes: the tortoise was crossing the finish line and he had lost the race.

**According to reading: Select the correct option.**

**1.-Who was the hare bragging about his speed to?**

- (a) The other hares
- (b) The tortoise
- (c) All the animals in the forest

**2.-What did the tortoise do when the hare bragged about his speed?**

- (a) He challenged the hare to a race.
- (b) He ignored the hare.
- (c) He told the hare that he was faster.

**3.-Why did the hare decide to stop and rest under the tree?**

- (a) He was tired from running.
- (b) He was confident that he would win the race.
- (c) He wanted to enjoy the shade.

**4.-What did the tortoise do while the hare was sleeping?**

- (a) He stopped and rested.
- (b) He continued to walk slowly but steadily.
- (c) He gave up on the race.

**5.-Who won the race?**

- (a) The hare
- (b) The tortoise
- (c) The bear

## Discussion

Reading is a cognitive process in which humans decode graphic symbols to understand their meaning. This process goes beyond just reading, it is a fundamental development for human beings, as it enriches them with culture, information, and knowledge. Within education, reading is essential for students' success, as it forms them, educates them, and boosts their skills. Creating lesson plans focused on reading is essential to promote this incredible tool's advantages. To understand better, it is necessary to analyze expectations and feelings, new learning experiences, problems to solve with this lesson plan, ideas to use in these cases, and the difference between PDP Listening and Reading lesson plans.

Reading is a receptive skill, meaning the reader must construct what the text means from what he or she has read. During reading, we can use two tools: skimming and scanning. These reading techniques use rapid eye movement and keywords to move quickly through text for slightly different purposes (Nasution, 2023; Susanty, 2019).

Reading is one of four skills that should be taught in teaching English (Subayil, 2017). It is reading aloud the passage or the text and comprehending the meaning of the passage and the text through reading comprehension (Zalha et al., 2020; Rohani et al., 2022).

The expectations of this module were encouraging. Learning something new and passing that knowledge on to the students is rewarding. Reading is a powerful tool for learners' lives, so planning around this essential tool is extremely important for their success. It was a challenge to create successful and effective planning, but with effort, anything is possible.

Internships help us incessantly during our teaching process because they give us experience. Through this activity, I could observe and participate in the activities proposed in the planning to promote reading in pupils. I learned that it is necessary to encourage pupils and provide them with a pleasant and positive atmosphere. It is crucial to monitor pupils' progress. This experience helped me train myself and use several strategies to teach well. Even though most of the experience was positive, they still used traditional exercises proposed in reading books, making it monotonous and unattractive. So, by using the PDP framework, they can create creative planning.

To ensure practical reading lessons, it is essential to add activities that work and encourage reading. Activities such as answering questions based on the text, discussing, recognizing the function of the text, summarizing, inferring the author's tone or attitude, activating prior knowledge, brainstorming, and asking questions about the topic are also excellent alternatives. However, we must choose strategies that are relevant, interesting, and meet the needs of the students.

Although the listening and reading lesson plans share the same PDP framework, there are differences between them; one of them is the focus; the listening lesson plan includes strategies focused on improving listening comprehension, such as understanding different accents or enhancing listening skills, while the Reading lesson plan focuses on reading comprehension, i.e., vocabulary development, reading speed, and others. Another critical point is the use of specific resources. For example, in listening, activities such as watching films or listening to songs or podcasts would be used, unlike in reading, where activities such as reading books, articles, essays, or others would be used. The PDP framework helps develop students' reading skills and comprehension by incorporating activities to prepare, engage, and assess students throughout the reading process. By integrating various activities and resources, educators can ensure that students develop strong reading skills and a genuine interest in reading.

In summary, reading is a fundamental cognitive process that enriches an individual's culture, information, and knowledge. Effective lesson plans focu-

sing on reading are critical to students' success as they contribute to their development, education, and skill enhancement.

## **Conclusions**

Language is not only a fundamental tool for human communication but also a conclusive means of expressing thoughts and emotions and establishing meaningful connections. In education, the study of grammar using the form, meaning, and usage (FMU) approach is a powerful tool for effective teaching. It not only helps learners understand grammatical rules but also enables them to apply them appropriately in different communicative contexts.

Speaking skills are not only fundamental to communication and social interaction but are essential for learning and personal development, creating speaking lesson plans is crucial for building students' confidence and improving their oral expression, which prepares them to deal effectively with communicative challenges; adopting pedagogical strategies that promote the effective use of oral language and adopting the ECRIF framework, educators create dynamic and enriching learning environments that prepare students for successful communication in and out of the classroom.

The ability to listen facilitates understanding the thoughts and emotions of others, strengthens interpersonal relationships, and promotes more effective communication. Implementing listening-centered lesson plans is important for developing students' receptive skills, contributing to a dynamic and enriching learning environment where listening becomes an effective tool for understanding and learning.

Teaching reading is not only an integral part of the educational process but also plays an important role in forming students. Creating lesson plans focused on reading is essential, as it allows students to fully benefit from this skill. Effectively implementing strategies such as skimming and scanning improves reading speed and strengthens students' reading comprehension and critical analysis skills.

The ability to write in English not only improves communication skills but also fosters creativity, allowing students to communicate their ideas clearly and accurately through written language, writing summaries, essays, or emails; teachers should design lesson plans that are attractive and relevant to students, they should use methods such as collaborative writing and creative games, thus preparing students to face academic challenges, a process that,

if guided correctly, transforms the perception of writing, turning it into a tool for expressing ideas.

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# Teaching Experiences in TEFL Application Process

## Chapter 7

Situation found in the ESL Classroom

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## **Situation found in the ESL Classroom**

### **Introduction**

In ESL classrooms, several limitations often arise when implementing reading activities. A prevalent challenge is the difficulty students face in summarizing key ideas. Learners frequently find it hard to identify the main points within a text and condense them effectively, as their comprehension skills may still be evolving. Furthermore, vocabulary challenges can hinder understanding, particularly when students encounter unfamiliar words, even in subjects they might have previously studied, such as food or dates.

Another common concern is time management. When asked to skim or read texts swiftly, students may feel pressured, leading to incomplete understanding. Additionally, maintaining engagement during reading tasks can be challenging if the content does not resonate with students or lacks stimulation. Creative activities, such as generating new questions or designing visual aids, may pose further difficulties for students who lack the necessary confidence in the language or previous experience with such tasks.

### **Recommendations for Improving the Limitations Found**

To tackle these constraints, educators can implement several strategies to enhance the efficacy of reading practices:

**1. Modeling and Guiding Summarization:** Offering examples or templates for summarizing tasks can provide students with a clear framework to adhere to. Teachers may also employ think-aloud techniques to illustrate how to pinpoint main ideas.

**2. Pre-teaching Key Vocabulary:** Familiarizing students with essential terms before reading through matching exercises or vocabulary games can booster their confidence and comprehension during the reading process.

**3. Flexible Time Allocations:** Modifying the time given for reading or skimming can alleviate students pressure and promote deeper engagement. Pair or group reading may further encourage students to exchange insights and collaboratively build understanding.

**4. Using Personalized and Relevant Content:** Customizing reading topics to align with students' interests can enhance motivation. For instance, discussions about familiar themes or local traditions related to food may increase participation and render reading more significant.



**5. Incorporating Visual Aids and Interactive Tools:** Utilizing images, diagrams, or timelines as part of reading tasks can assist students by rendering abstract concepts more tangible. Additionally, encouraging the use of dictionaries or other resources supports autonomous learning.

### **Potential Improvement Using TEFL Methodologies**

TEFL methodologies, such as the PDP (Pre-, During-, Post-reading) model, provide a structured approach to cultivating reading skills in ESL contexts. The pre-reading phase activates prior knowledge and prepares students to engage with the text by establishing clear objectives. This phase can also spark interest through predictions and discussions about the topic, motivating students to read purposefully.

During-reading activities concentrate on comprehension strategies, such as skimming for main ideas, scanning for specific details, or responding to comprehension questions. These tasks aid students in developing critical reading skills and enhance their capability to interact with the text meaningfully.

Post-reading activities encourage reflection and consolidation of knowledge through summarizing key points or formulating questions regarding the content. This approach extends learning beyond the immediate reading experience, fostering deeper engagement with the language and prompting students to adopt critical thinking.

By utilizing TEFL frameworks like PDP, teachers can systematically structure lessons that progressively build reading skills. These methodologies also encourage active student involvement, diminish teacher-centered instruction, and cultivate a more engaging learning environment. With such organized guidance, students are better prepared to navigate common reading challenges and develop vital language skills.

### **Lesson plan**

**Level:** A2 **Class:** 10<sup>th</sup>

**Action points** – (These are two things you are working on in your teaching)

2. *TTT (Teacher Talking Time)*
3. *Time management*

**What are your Student Learning Objectives for the lesson?**

**By the end of the lesson, SWBAT showed an understanding of** the text “Pizza” **by** summarizing the reading in a timeline **and then** writing questions about the topic that the text didn’t mention.

**When/How in the lesson will I check students’ progress toward the above learning Objective? What behaviors/activities will show me whether they have mastered the material?**

- When students summarize the text in a timeline adding a small drawing representing the event.
- When students write questions about the topic.

**Preliminary considerations:**

**a. What vocabulary/grammar/information/skills do your students already know in relation to today’s lesson?**

- Food Vocabulary
- Dates

**b. What aspects of the lesson do you anticipate your students might find challenging/difficult?**

They may find difficult to summarize the ideas of the text in the timeline.

**c. How will you avoid and/or address these problem areas in your lesson?**

- Provide the opportunity to use a dictionary to look for words to use in their summarizing.
- Provide an example of the timeline they must do.
- Answer questions if needed.

Time 45 minu- tes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5min	Pre-stage	-Show students the image at- tached to the text.  -Ask students what they think the text is about	-Watch the image.  -Share what they think the text is about.	S-T	Projector Computer

7min	Early During Stage	<ul style="list-style-type: none"> <li>- Give students the worksheet with the text.</li> <li>-Ask students to skim the text in 2 minutes to get the general idea.</li> <li>-Then, ask students to share their opinions about what the general idea is.</li> <li>-Ask students to read the full text.</li> </ul>	<ul style="list-style-type: none"> <li>-Skim the text.</li> <li>- Share their opinions about what the general idea is.</li> </ul>	S-T	worksheet
15min	Late During Stage	<ul style="list-style-type: none"> <li>- Ask students to continue with the True or False activity in the worksheet where they must answer if the sentences are true or false by putting a checkmark in the corresponding box.</li> <li>-In the same worksheet ask students to continue with the next activity where they have to look for specific information in the text to choose the best option.</li> </ul>	<ul style="list-style-type: none"> <li>-Complete the True or False activity by putting a checkmark in the corresponding box.</li> <li>- Complete the next activity by looking for specific information in the text.</li> </ul>	T-S	Worksheet Pencil Eraser
10min	Final During Stage	<ul style="list-style-type: none"> <li>-Ask students to summarize the text in a timeline with the main events. Ask them to add a small and simple drawing representing each event.</li> </ul>	<ul style="list-style-type: none"> <li>- Summarize the text by creating a timeline with the main events.</li> </ul>	T-S	Notebook or paper Color pencils Pencil
		<ul style="list-style-type: none"> <li>-Ask students to use their notebooks or provide a blank sheet of paper if needed.</li> </ul>			Eraser
8min	Post-stage	<ul style="list-style-type: none"> <li>-Ask students to think and write 3 questions about the topic that the text didn't answer.</li> <li>-Choose 3 random students to share their questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Think and write 3 questions about the topic that the text did not answer.</li> <li>-Share their questions with the class.</li> </ul>	S-S	Notebook or paper Pencil Eraser

**Material:** [https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Reading comprehension/Pizza fn2844028tc](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Reading_comprehension/Pizza_fn2844028tc)

## Journal

Reading is a fundamental skill that is essential for academic success and personal growth.

As an English teacher, it is important to understand the best practices for teaching reading to students. Reading skills are essential for TEFL (Teaching English as a Foreign Language) students for several reasons. One of them is that reading is a fundamental skill that is necessary for academic success and personal growth. As said by Jim Cummins, "Reading is the gateway skill that makes all other learning possible". Without strong reading skills, students may struggle to access information and ideas in a variety of contexts, which can limit their opportunities for learning and growth. Another reason is that reading is an important component of language learning. By reading in English, students can improve their vocabulary, grammar, and comprehension skills. Reading also provides opportunities for students to practice their pronunciation and intonation, which can help them develop more natural-sounding speech.

As said in past journals, the PDP model is a framework for creating lesson plans that focuses on three stages. When used for reading, it focuses on pre-reading, during- reading, and post-reading. According to Tompkins (2014), the pre-reading stage involves activating prior knowledge, setting a purpose for reading, and previewing the text.

**During-reading activities include strategies for comprehension, such as predicting, questioning, and clarifying. Finally, post-reading activities involve reflecting on the text, summarizing, and extending learning.**

The PDP model is an effective way to structure reading lesson plans because it provides a clear framework for teachers to follow. As said by Vacca and Vacca (2014), "The PDP model provides a systematic approach to teaching reading that helps students develop the skills they need to become proficient readers" (p. 55). By breaking down the reading process into three stages, teachers can focus on specific skills and strategies that will help students become more successful readers.

**While the PDP model can be used for both listening and reading lesson plans, there are some key differences between the two.** According to Rasinski and Padak (2013), "Listening and reading are different processes that require different strategies and skills" (p. 12). For example, during the pre-reading stage of a listening lesson, students may need to focus on listening for specific vocabulary. In contrast, during the pre-reading stage of a reading lesson, students may need to preview the text and make predictions about what they will read.

Another difference between listening and reading PDP lesson plans is the focus on comprehension strategies. According to Tompkins (2014), "Comprehension strategies are essential for both listening and reading, but the specific strategies used may differ depending on the mode of communication" (p. 74). For example, during a listening lesson, students may need to focus on understanding the tone of voice or the speaker's intent. In contrast, during a reading lesson, students may need to focus on understanding the author's purpose or making inferences based on the text.

**About my experience implementing reading skills**, during my current community internship, due to the context of the people I work with it is difficult to try to teach reading skills because most of them are not literate in Spanish. For this reason, I focus more on productive skills than receptive skills. Still, I believe that implementing reading skills with students with the right knowledge base is essential for their second language learning.

In conclusion, reading is a fundamental skill that is necessary for academic success and personal growth. English students need to develop strong reading skills not only to improve their learning of a second language but also to have access to information in a variety of contexts and the PDP model framework allows teachers to plan effective lessons where students can develop reading skills step by step.

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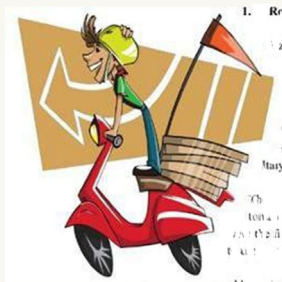
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**Slides**



**READING LESSON**

**PRE-STAGE (5 MIN)**



What do you think is text about?

**PIZZA**

**1. Read the article.**

Pizza is the world's favorite fast food. We eat it everywhere – at home, in restaurants, on street corners. Some three billion pizzas are sold each year in the United States alone, an average of 46 slices per person.

First "pizzas" were baked on flat stones. These were large pieces of bread were called focaccia bread. Focaccia is still popular in Italy as an appetizer or snack. This snack is easy to make.

The innovation came when Europeans came to America and discovered tomatoes which they then took back to Europe. The people of Naples were the first to put tomatoes on focaccia bread. At first, people did not want to use tomatoes because they thought this vegetable was poisonous!

The world's first pizzeria in New York City was opened in 1889 when an Italian restaurant owner was asked to create a special dish for the special guest - Queen Margherita. He wanted to use the colors of the Italian flag so he added tomatoes (red), mozzarella cheese (white), and basil (green) to focaccia bread.

In 1905, Gennaro Lombardi opened the first American pizzeria in New York City and it is still there today. Today, pizza is one of the most popular and delicious foods in the world!

Skim the text and answer:

**EARLY DURING- STAGE (4 MIN)**

# Time to read!

Take the next 3 minutes and

If you have a question, raise



EARLY DURING- STAGE (3 MIN)

## true or false

Complete the activity with the information of the article. Put a checkmark in

2. Are the sentences true or false?

- Some five billion pizzas are sold each year in the United States.
- First "pizzas" were called focaccia bread.
- Focaccia is still popular in Italy as a main course.
- The people of Naples were the first to put basil on focaccia bread.
- At first, people thought that tomato was poisonous.
- The world's first pizzeria in Port' Alba opened in 1840.
- The first pizza delivery was in 1889.
- A Dutch restaurant owner was asked to create a special dish for the special guest.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
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LATE DURING - STAGE (15 MIN)

## answer the following questions

4. Answer the following questions:

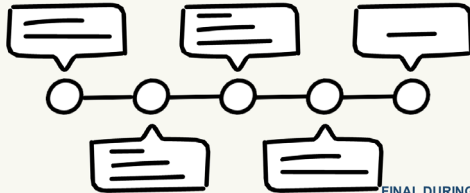
- Which is the world's favourite fast food?  
a. bread  
b. pizza  
c. basil
- How many pizzas are sold each year in the USA?  
a. three billions  
b. a million  
c. a thousand
- Where were the "first pizzas" baked?  
a. in an oven  
b. on flat stones  
c. on a cooker
- Who were the first who put tomatoes on focaccia bread?  
a. Italian people  
b. people of Naples  
c. Gennaro Lombardi
- Who opened the first American pizzeria in New York City?  
a. Antonio Mattozzi  
b. Queen Margherita  
c. Gennaro Lombardi

Based on the article,

LATE DURING - STAGE (15 MIN)

## be creative:

Create a timeline summarizing the main events of the



FINAL DURING - STAGE (10 MIN)

## let's think:

Think about what we read. What doubts

Write down 3 questions you have about  
pizza that are not mentioned in the article.



POST- STAGE (8 MIN)

## time's up!

Share your work with the class



POST- STAGE (8 MIN)



# Teaching Experiences in TEFL Application Process

## Chapter 8

### TEFL Application Process: Experiences in Lesson Planning

**AUTHORS:** Melanie Fernanda Bustamante Moncayo; Germán Wenceslao Carrera Moreno



## **TEFL Application Process: Experiences in Lesson Planning**

### **Abstract**

This work explores the Teaching English as a Foreign Language (TEFL) application process, focusing on language skills development: speaking, listening, reading, and writing. The document outlines the structured approach taken during the curricular integration work at Universidad Laica Eloy Alfaro de Manabí, highlighting the importance of reflective practices through journals and lesson planning. Each module employs frameworks such as Form, Meaning, and Use (FMU) and ECRIF (Encounter, Clarify, Remember, Internalize, and Fluently Use) to enhance teaching methodologies and student engagement. The portfolio culminates in demonstrative lessons that showcase the application of learned theories and practices in natural classroom settings.

**Keywords:** TEFL, Form Meaning Use, ECRIF, language skills, lesson planning.

### **Resumen**

Este trabajo explora el proceso de aplicación de la enseñanza del inglés como lengua extranjera (TEFL), centrándose en el desarrollo de las habilidades lingüísticas: hablar, escuchar, leer y escribir. El documento describe el enfoque estructurado adoptado durante el trabajo de integración curricular en la Universidad Laica Eloy Alfaro de Manabí, destacando la importancia de las prácticas reflexivas a través de diarios y planificación de lecciones. Cada módulo emplea marcos como Forma, Significado y Uso (FMU) y ECRIF (Encuentro, Clarificación, Recordar, Internalizar y Usar con Fluidez) para mejorar las metodologías de enseñanza y la participación de los estudiantes. El portafolio culmina con lecciones demostrativas que muestran la aplicación de las teorías y prácticas aprendidas en entornos naturales de aula.

**Palabras clave:** Enseñanza del inglés como idioma extranjero, Forma, Significado, y Uso, ECRIF, habilidades lingüísticas, planificación de lecciones.

### **Introduction**

The knowledge gained from the enriching internships and the invaluable guidance provided by a dedicated tutor in both in-person sessions has been pivotal in shaping this written work. The following chapter summarizes the academic assignments completed during the two stages of the Curricular Integrator Work, the design and the result phases. This final project for my degree has allowed me to delve deeper into TEFL's four language skills, showcasing my significant growth in understanding and applying these skills.

Firstly, we were taught how to create a comprehensive Reflection Wheel Journal, which consists of the following sections: expectations, events, feelings, thoughts, learnings, and applications. The main aim of the journals was to demonstrate our understanding of each skill as it was applied to our situation, our ideas about our abilities, and how we may relate to each other. Furthermore, the journals include a considerable list of experiences.

Secondly, as I was learning the structure of the journals, I also learned how to structure lesson plans discussed in tutoring sessions. The subsequent phases pertained to the structure of every lesson plan, which, in my case, was completed by first completing the grammatical examination produced by the Form Meaning and Use (FMU). This examination included analyzing how to use grammar in spoken, written, and read English.

Thirdly, the speaking module, which used the ECRIF (Encounter, Clarify, Remember, Internalize, and Fluently Use) framework, was the second step that came after. Instead of using activities to teach courses like a teacher would typically do, the ECRIF technique concentrates its abilities on how the learners gain language information. This approach aims to focus on the topic's substance.

The next step was the listening module, carried out by the PDP Framework (Pre et al. stage). Reading and listening are two receptive skills taught using this Framework (PDP). It assists educators in creating and implementing successful listening classes by utilizing stimulating, captivating, and interactive activities. The reading module follows the same principles and aids in improving students' comprehension and reading abilities.

The writing process, which involved planning, drafting, rewriting, editing, and extension, was the final step in completing lesson plans. I diligently followed this process to improve students' writing proficiency and encourage them to write academically.

The journals were included in each phase; they were written in a specific format to help understand the preparation process for demonstrative classes. The tutor and the student suggested and approved that the schedule followed in in-person sessions. The last part of the degree process, the demo classes, was a testament to my commitment, where I displayed what was learned, followed the stages of each lesson plan, and evaluated the skills: speaking, listening, reading, and writing explained earlier.

## **Conceptual Framework**

### **Form, Meaning, and Use**

Grammar is an essential tool of language for good communication. Language teachers must analyze every aspect of language before teaching it. Moreover, grammar provides us with a way to comprehend the meaning of words. People must understand the form to catch the meaning due to the use of phrases and even only words. In this chapter, I will share the fundamental aspects of language analysis, such as my expectations and feelings, new learnings, experiences, and the importance of FMU.

When I started learning FMU, my expectations were complex because I thought this module would be hard to understand, and it was something new for me. After that, I received explanations from my tutor about what the FMU is and how and when it is used in TEFL. Once I attended the first tutor session, I could comprehend all about the FMU thanks to my tutor's insight. FMU means "form, meaning, and use," which clarifies the different applications in grammar. On the other hand, I felt overwhelmed because it was a new experience and learning; FMU taught me how grammar is used, and in the same way, it guided me in how teachers should teach grammar throughout a speaking lesson.

Once I learned about FMU, I could comprehend how people learn language rules; furthermore, I read about activities that could be options to apply them in the classroom. Some studies have shown that Form focuses on lexical and morphological forms that determine how grammar structure is organized, even the sequence in sentences or texts (Larsen-Freeman, 2001 in Yilmaz, 2018). Additionally, they have discovered strategies to catch students' attention regarding English language forms, such as games and writing activities, like complete sentences or dialogues (Fausiani, 2018).

Meaning concentrates on the structure and means and what is conveyed by a word or phrase (Larsen-Freeman, 2001 in Yilmaz (2018). If students have problems understanding the meaning, the teacher must plan activities to practice what students learned (Ellis, 1998 in Yilmaz, 2018).

Finally, the use consists of pragmatics, studies of the language, and the natural context (Larsen-Freeman, 2001 in Yilmaz, 2018). This stage allows the children's community to use the language more efficiently, understand it better, and apply it in the real world (Pinter, 2006 in Fausiani, 2018).

## Planning with ECRIF

The success of education depends on applying the appropriate methods and techniques in the classroom. These methods use frameworks to guide the learning process. ECRIF (Encounter, Clarify, Remember, Internalize, and Fluently Use) is one such framework. The teacher must create activities that align with the student's main learning goal. In this journal, I will present some important aspects I considered during my experience in this module.

First, my expectations and feelings in this module were surprising. I felt slightly anxious, although I knew some aspects of ECRIF and its application in a Speaking Lesson Plan. Nevertheless, I needed to see the time for each stage, which was very helpful when I prepared my Speaking Lesson Plan. I expected that I could quickly understand the topic and do it without mistakes. However, I got some parts of ECRIF wrong and had to correct them. For that reason, I could do a better job that made me happy and intelligent.

This lesson plan taught me new things to help me understand the ECRIF framework and what activities are used. Once I did the Language Analysis: FMU, I applied the same topic in ECRIF, which was better for comprehending what I would do in my Lesson Plan. ECRIF helps teachers do an interactive class where the students are the center of the classroom, and their learning is the main objective. An investigation has demonstrated activities teachers can apply in their lessons, such as storytelling, role-plays, recordings, realia, and more (Tosuncuoglu, 2017). ECRIF is a suitable method if the teacher wants to involve the classes more. The activities that were mentioned are used depending on the stage.

The most famous activity in ECRIF is role-play. Therefore, instructors usually used a procedure to put it into practice: the engage stage, during which the teacher gave instructions; the study stage, during which students read a dialogue; and the active stage, during which students role-played a discussion. The study concluded that because students found role-playing engaging, it helped them strengthen their speaking abilities (Kusnierek, 2015 in Caiza, 2021). In my opinion, the investigator tries to say that role-play activities develop students' speaking skills since they like to work in pairs or groups. Furthermore, ECRIF helps understand students since teachers can adjust the lesson plan (AlSaleem, 2018).

In conclusion, the ECRIF framework is founded on learning the target language. The teacher must design exercises with the primary objective of focusing the pupils on the subject matter. A teacher must inspire others, so it is essential to be creative and incorporate dynamics for students.

## Planning with PDP

Listening is a fundamental skill for approaching successful communication. There are many aspects that a person must be aware of in listening, such as intonation, pronunciation, and context, which is why it is essential to teach vocabulary before a listening lesson. Listening can become frustrating for learners since they must understand most of the audio words. An excellent tip for students' comprehension is to play the audio when students need it.

Students learn the talent of listening through their sense of hearing, and interacting with classmates makes them more inclined to speak and generate that language. They discover how a native speaker pronounces those words and the correct intonation for each expression. Because learners today listen to a lot of foreign music, they even gain practice with listening skills. This helps them identify certain complex sounds. When listening to music, especially English music, one's ears are automatically trained to take in the content being heard in its entirety.

Planning a listening lesson helps me understand why listening skills are essential compared with other skills. Duffy (1977) and McErlain (1999) believe that understanding oral language is a prerequisite for reading comprehension. This author means that attending lectures requires listening skills fundamentally needed for academic work. Nevertheless, there are problems that students need clarification on in this skill, such as speaking speed, limited vocabulary, interpretation, established language habits, and accent. Two features of speed speaking that are discussed are speaking fluency and speed. Undeniably, native English speakers talk faster than non-native speakers, which explains why the native speaker listening exam was significantly more difficult. Limited vocabulary and interpretation are the two challenging listening issues that students encounter. Learners with a bit of vocabulary have a high chance of misinterpreting what they hear (Amir et al., 2019). Therefore, it is fundamental that all branch instructors receive practical in-service training and understanding (Coşkun & Uzunyol Köprü, 2021).

Some activities that are used in listening lesson plans depend on the stage; for instance, in the Pre-stage, which is a short stage that lasts 5-10 minutes, there are activities focused on establishing the background, engaging the learners' interest, and providing any necessary vocabulary or knowledge in advance. During-stage is the longest stage and lasts 25-30 minutes; this stage has three substages (early-during-stage, later-during-stage, and final-during-stage). The early-during stage involves identifying main ideas, general content, purpose,

and/or keywords. Some possible activities at the later-during stage include obtaining details, reasons, examples, specific information, etc. The last substage is the final-during stage, which involves interpreting, inferring, identifying, and locating further information and details. Finally, in the post-stage, which lasts 5-10 minutes, there are activities such as discussion, correcting mistakes, and others.

To conclude, the PDP framework (Pre, During, and Post) should be used to teach reading and listening, the two receptive skills. A teacher should inspire others and be creative to create dynamism in students.

### **The Sequence of the Writing Lesson Plan**

Writing is a skill in which learners can produce and demonstrate what was learned. Nevertheless, this productive skill gives learners a new perspective on English. This skill allows us to express our feelings and thoughts about a subject; there are three kinds of writing such as writing for literacy, which includes acquiring the skills of letter recognition, formation, and word construction; however, writing for reinforcement consists of tasks like copying and transcribing words, sentences, and texts; filling in the blanks, summarizing what has been read, discussed, or heard. On the other hand, learning to write is necessary for writing for communication. Students learn to write effectively, accurately convey their thoughts, and arrange them into understandable written forms. This process contains interesting subtopics such as feelings and emotions, new learnings, experiences, ideas used in a Writing Lesson Plan, and others.

During my writing lesson planning experience, I realized many essential aspects. First, writing is a skill that may be acquired with practice. It is rarely learned in a single session but somewhat over a sequence of steps. Writing is more than just writing down what you have learned; it also involves thinking critically about what you already know to generate an innovative idea that stays true to the original concept's goal (Selvia et al., 2017). Second, it is fundamental for students to practice this skill because it is impossible not to be mistaken in this learning process, which is why it might be a challenging ability. The fundamental difficulties learners face is determining between written and spoken words and phrases, reviewing grammar, especially subject-verb coherence, and linking sentences to form logical paragraphs (Al Fadda, 2012 in Al Badi, 2015). Third, these challenges are increasing for students who need more linguistic interaction. Students' difficulties include not having enough exposure to English vocabulary, not reading extensively or intensively, not being proficient in structures, not having enough references, and not being motivated (Wahyuningsih, 2018).

Writing is a journey of self-discovery rather than merely a set of procedures. By following every phase of the process, students improve their communication, critical thinking, problem-solving skills, and writing ability. Furthermore, writing is an essential process for achieving success in any chapter of our lives, but this requires resilience and perseverance.

In summary, today's exploration of Writing Lesson Plans has reinforced my belief in the transformative power of writing. It's not merely about conveying information; it's about connecting with others, exploring ideas, and shaping our understanding of the world. As educators, we are responsible for this learning process and help students find their own voice through writing. In addition, I am inspired to continue improving my teaching skills, incorporating new ideas and techniques, and developing a culture of creativity and expression among my students.

## **Methodology**

This work uses qualitative methodology to show the process of teaching English as a Foreign Language (TEFL) for speaking, reading, writing, and listening skills in high school and school contexts. The methodology used for creating the writing lesson plan was the preparation, during, and post (PDP).

### **Process**

**Lesson planning guidance.** – Lesson planning sample was followed. Some advice was received from the tutor.

**Lesson planning design.** - A lesson plan is designed to execute classes focused on writing skills. The methodology used is PDP.

**Execution.** - The demo class execution in the natural context. A group of students in a school collaborated to execute the EFL class during their regular schedule.

**Reflections.** - One journal is prepared with the information emerging from the experiences of execution of the lessons.

## **Results**

In the following paragraphs, I share my experiences and learnings from applying four lesson plans. But first, it is necessary to talk more about language analysis as an essential tool for a speaking lesson plan to teach grammar.



## **FMU Language Analysis**

My experience in pre-service teaching was rewarding because I could learn from my students, and they could learn from me. There were difficulties in encountering activities that could catch their attention, so I was always searching for videos or doing Word wall activities. My institution tutor used FMU since she focused on the form or grammar structure, then explained the meaning, and finally, presented the uses of the grammar. It was a great example of how to teach and achieve our main objective as teachers, which is to prepare students' communication skills in the target language. FMU solves the grammatical part, helping to develop speaking skills better.

In the teachers' community, it is important to know how to employ the content of the FMU and then apply it to a speaking lesson plan (ECRIF). FMU and Speaking lesson plans help each other carry out a lesson and make it a harmonious class. Preparing a grammar class with FMU is fundamental since it allows teachers to better plan a Speaking Lesson with ECRIF.

In conclusion, I read and learned the steps to plan an FMU lesson. Teachers must find an excellent way to catch students' attention. Therefore, educators must create dynamic activities that make the lesson fun and exciting. Dynamic activities increase students' motivation and help them develop their skills.

## **Teaching with ECRIF Framework**

During pre-service teaching, there were great experiences to expand my knowledge. ECRIF is used in classes because the teacher wants students to speak, put their skills into practice, and feel less shy. From my experience, when students are at the center, we must encourage them to participate so they pay more attention. My main point is to try to teach differently, make students feel distressed, and get better learning. As I mentioned, ECRIF tries to be an excellent method for speaking lessons. However, when we apply the ECRIF Lesson Plan, we solve communication issues since students usually dislike speaking.

Nevertheless, now that I am working at a school, I have more experiences that I would like to share and some things that need to be improved in following the lesson plan. First, there were fewer children than I thought they would be. I kept the activities the same, but I had to adapt them for only those students, which was challenging. Furthermore, teachers must be more dynamic with little kids and control the class most of the time. In the last part, it was different to work in groups because they, as children, got distracted easily, but as I said, I controlled it.

Just as there are problems, there is a possible solution that could help in the future. Working in groups or pairs could be a great solution because students are in a zone of comfort and confidence where they can give feedback to each other. From my perspective, it is an excellent manner to practice or do homework, and as a teacher, I applied them during my internships.

### **Teaching with PDP Framework**

In my pre-service teaching, I had beautiful experiences and learned a lot. PDP (Pre, During, and Post) is a framework for teaching reading and listening, two receptive abilities used during my internship. Trying to help learners not get frustrated and enjoy this learning process, the instructor encouraged them to practice listening and gaining more vocabulary. In my experience, children pay better attention when the class is student-centered and are allowed to participate. The most important thing is to attempt teaching differently so students can feel comfortable and learn more effectively. Some schools have a different lesson plan format for listening sections, but following the lesson stages in class is essential. Students love video activities, and most importantly, they understand without difficulty.

I found some challenges to add to the lesson plan. To begin with, there were not as many students as I had anticipated. It was challenging since I had to modify the exercises for just that number of learners, even though I had kept the activities the same. In addition, we teachers need to be more engaging with younger students; for the most part, I could maintain control over the class. In the last section, working in groups was unusual since, as kids, they were easily distracted, but as I mentioned, I managed it. Even though there were other challenges, such as the vocabulary they had to learn before the listening, since they already knew some words, we reviewed some of those words to complete the lesson plan.

### **Teaching Writing Lessons**

In my pre-service teaching, I had some fantastic experiences. During my internship, I had not learned how to teach writing since I knew it after my internship. In the writing process (Preparation, drafting, revising, editing, and extension), teachers want students to expand their knowledge and improve their learning. From my perspective, learners get confused when teachers mention a writing activity, but it is better to show students a sample to guide how to write any text. Sometimes, this process is different in other schools; there is another way to teach students how to write. There is a subject called “Literature and Composition” in which students learn the best way to write. Even though

students are not motivated to write, increasing and supporting students' skills is necessary. Within the planned activities, I could see that they have a high level; even if they do not like writing, they did the activity and had good results.

Activities used in this lesson plan include grammar fill-in, freewriting, advice, stories, etc. Nevertheless, each stage has its activities. First, in preparation, there are possible tasks: brainstorm ideas, create an idea map, copy a sample, and write a personal journal. In drafting, revising, and editing, there are typical activities such as writing a first draft based on the sample, and students share their drafts to get feedback from each other. The last stage is the extension, which has tasks like posting or "publishing" the final drafts or reading students' work loudly.

Next, I share a sample writing lesson plan used during my teaching experience.

### **Writing Lesson Plan**

*Teaching time: 45 minutes      Students: 15-20 ss      Level: B1*

**Action points** – (These are two things you are working on in your teaching)

1. *Using engaging topic for keeping students' attention awake.*
2. *Talking too fast.*

### **What are your Student Learning Objectives for the lesson?**

By the end of the lesson, SWBAT: Write a Formal E-mail to justify an absence and then publish their final work on the institutional website.

**When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?**

- *I will check students' progress when they practice their writing skills through the e-mail during the class.*
- *I will check students' progress when students answer teacher's question.*

### **Preliminary considerations:**

**a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**

- *Students already know the vocabulary of greetings.*

- *Students already know formal expressions.*

**b. What aspects of the lesson do you anticipate your students might find challenging/complex?**

- *Students might need help understanding the structure of a formal e-mail.*

**c. How will you avoid and/or address these problem areas in your lesson?**

- *Providing spoken explanation*
- *Provide an example of Formal E-mail.*
- *Providing a Symbol chart*

Time 45 min	Framework Stages	Procedure		Materials
		Teacher will...	Students will...	
10 min	Preparation	<ul style="list-style-type: none"> <li>- Write on the board and ask students to brainstorm the following question: Why do you think students are often absent from class?</li> <li>- Clarify to students that they are going to write a Formal E-mail in class.</li> <li>- Provide students the structure of a Formal E-mail and a sample.</li> <li>- Clarify to students in detail each step they must follow to write an e-mail.</li> </ul>	<ol style="list-style-type: none"> <li>1. Tell their point of view in a brainstorming about the question written on the board.</li> <li>2. Read the sample e-mail and identify its parts.</li> </ol>	Whiteboard, markers. Printed sample, computer.
15 min.	Drafting	<ul style="list-style-type: none"> <li>- Tell the students that they will have to write a Formal E-mail in which they have to justify an absence from school using the structure given.</li> </ul>	Write a draft of the Formal E-mail by following the structure given by the teacher.	Notebook, email sample, worksheet, eraser, pen.

5 min.	Revising	<ul style="list-style-type: none"> <li>- Ask students to make pairs.</li> <li>- Present the symbol chart for writing mistakes</li> <li>- Explain that they have to exchange their own e-mail with their classmates to identify any mistake they might have done (grammar, spelling, punctuation, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>o Share their drafts</li> <li>o Identify mistakes using the symbol chart</li> </ul>	Notebook, worksheet.
10 min	Editing	Ask students to improve their e-mails from their classmates' correction.	Correct their mistakes	Pen, pencil, eraser, worksheet.
5 min.	Extension	Ask students to publish their E-mails on the institutional website.	Publish the E-mails on the institutional website.	Computer, access to internet

Questions/ Statement for Formal E-mail:

You missed one school day as a regular student, and your absence must be justified.

So, you must write a formal email to your class tutor and explain why you missed class.

### Sample: How to write a Formal E-mail

The image shows an email draft interface with the title "How to Write a Formal Email?". On the left, there are labels with arrows pointing to specific parts of the email: "Recipient" points to the email address, "Greeting" points to "Dear Ms. Johnson,", "Introduction" points to the first paragraph, "Body" points to the meeting details, "Closing & Signature" points to the sign-off, and "Conclusion" points to the final request. On the right, a label "Subject" points to the subject line. The email content includes a formal invitation to a project update meeting, meeting details (date, time, location), a request for confirmation, and a polite closing. The interface also shows a "Send" button and a "LeaveBoard" button.

**Example of a Formal E-mail:**

Person@gmail.com

Dear, Mr Person,

I hope you are well.

I am writing this e-mail since I missed the last class.

I couldn't be in your class because I was sick and needed to see a doctor. The doctor said I needed to rest, so I stayed at home. I hope you can understand my situation. I do not know if you can help me with a leveling day so I can understand the homework.

Please tell me if it is possible to get a mentoring session, I would be glad to be there.

Best Regards,(YOUR NAME)

## **Discussion**

*Writing* is a skill in which learners can produce and demonstrate what they already know. Nevertheless, this productive skill gives learners a new perspective on English. This skill allows us to express our feelings and thoughts about a subject; there are two kinds of writing: first, writing for literacy, which includes acquiring the skills of letter recognition, formation, and word construction; second, writing for reinforcement, which are tasks like copying and transcribing words, sentences, and texts; filling in the blanks, summarizing texts, discussed, or heard. Therefore, writing skills are crucial for communication. Students learn to write effectively, accurately convey their thoughts, and arrange them into understandable written forms. This journal contains interesting subtopics such as feelings and emotions, new learnings, experiences, ideas used in a Writing Lesson Plan, and others.

Writing is a skill that students learn with practice. It is impossible to learn in a single session but with a sequence of steps. Writing is more than just writing down what you have learned; it also involves thinking critically about what you already know to generate an innovative idea that keeps to the original concept's goal (Selvia et al., 2017).

It is fundamental for a student to practice this skill because it is only possible to be mistaken in this learning process, which is why it might be a challenging ability. Learners' fundamental difficulties are selecting between written and spoken words and phrases, reviewing grammar, especially subject-verb coherence, and linking sentences to form logical paragraphs (Al Fadda, 2012 in Al Badi, 2015).

These challenges are increasing, and students need linguistic interaction. Students' difficulties include not having enough exposure to English vocabulary, not reading extensively or intensively, not being proficient in structures, not having enough references, and not being motivated (Wahyuningsih, 2018).

The writing process uses three stages: Preparation, Drafting, Revising, Editing, and Extension. Teachers should encourage students to use methods and practices to expand their knowledge and improve learning. From my perspective, learners need clarification when teachers mention a writing activity, but it is better to show students a sample to guide how to write any paragraph or phrase. It is different in other schools; there is another way to teach students how to write. There is a subject called "Literature and Composition" in which students learn the best way to write. Even though students are not motivated to write, teachers must increase and support students' skills. They have a high level within the planned activities, and even if they do not like writing, they do the activity and have good results.

Activities used in this lesson plan include grammar fill-in, freewriting, advice, stories, and others. Nevertheless, each stage has its activities. First, in preparation, these are possible tasks: brainstorm ideas, idea map, copy a sample, and write a personal journal. In drafting, revising, and editing, there are typical activities such as writing a first draft based on the sample, and students share their drafts to get feedback from each other. The last stage is an extension, with tasks like posting or "publishing" the final drafts or reading students' work loudly.

Writing is a journey of self-discovery rather than merely a set of procedures. By accepting every phase of the process, students improve their communication, critical thinking, problem-solving, and writing ability. Furthermore, writing is an essential process to success in any chapter of our lives, but this requires resilience and perseverance.

Finally, today's exploration of Writing Lesson Plans has reinforced my belief in the transformative power of writing. It is not merely about conveying information; it is about connecting with others, exploring ideas, and shaping our understanding of the world. As educators, we are responsible for this learning process and help students find their voice through writing. In addition, I am motivated to continue improving my teaching skills, incorporating new ideas and techniques, and developing a culture of creativity and expression among my students.

## Conclusions

My experience with the TEFL Application Process has been very satisfying. It has provided me with a wealth of knowledge that has helped me improve my teaching skills. To enhance this process, I propose that TEFL AP offers future students more opportunities for group tutoring. This will help them develop their communication skills and provide a platform for dynamic and participative mentoring sessions. Additionally, providing students with examples or ideas for teaching activities will enrich their learning experience. The successful implementation of these recommendations will undoubtedly lead to significant improvements in the program.

This research work has improved my comprehension of how to design and address a lesson so that it benefits both the students and me. Every word in this chapter refers to my experiences during internships and the information gained from Curricular Integration Work, which has helped me become more aware of the techniques discussed in this paper.

The student and tutor collaborated to develop lesson planning skills tailored to individual needs and aimed at strengthening weaker areas. This partnership was instrumental in establishing the sections of this work, highlighting the importance of mutual learning and growth in the teaching process.

This work presents the approaches used in teaching English as a foreign language. These frameworks are essential for teaching English to speakers of other languages and make it easier for kids to acquire the target language. This communicative approach makes students feel more relaxed while learning the target language. Rather than studying English the conventional way, the learners' approach is more grounded in everyday life.

During each module, I learned new things, including controlling and making a class successful. Creativity is essential to this process, making the students feel more engaged and comfortable. In the first module, FMU, I learned how language can be analyzed, and it has a structure that is essential to follow.

In the ECRIF framework, I learned a lot about how to plan a speaking lesson. In addition, I used many dynamic activities in these beautiful classes. In the third and fourth modules, PDP, I suggest not using long and tedious audio to test the students' listening; instead, funny videos with exciting subject matter help them to pay much more attention. Likewise with reading, having exciting and attention-grabbing readings is very important. The last module, writing, was a challenging class for me, even though I could improve at writing. However, I liked my class and the students; they are brilliant and could do an excellent job.



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# Teaching Experiences in TEFL Application Process

## Chapter 9

Practice English language: teachers' recommendations for Improving the university curriculum after applying TEFL principles

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## **Practice English language: teachers' recommendations for improving the university curriculum after applying TEFL principles**

### **Abstract**

This work examines the experiences and lessons learned from practice teachers participating in the TEFL program for graduating at the program *Pedagogía de los Idiomas Nacionales y Extranjeros* (PINE) in a national Ecuadorian university. It explores the student teachers' motivations, personal experiences, the main challenges and solutions encountered during teaching planning, material design, and practice in demonstrative classes to peers aged between 19 to 36 years, receiving A1 and B1+ classes in lower semesters university context. The results highlight the importance of using modern approaches to teaching and learning such as Computer-Assisted Language Learning (CALL) to enhance lesson planning and execution. This work presents a sample of two lesson plans with their corresponding resources and journals. Authors conclude that it would be beneficial to incorporate technological tools such as AI for the material design to foster more interactive and personalized teaching to help students in their practices in the community outreach programs, where books or materials are not provided.

**Keywords:** Teaching, English as a Foreign Language, lesson planning, Computer-Assisted Language Learning.

### **Introduction**

In the rapidly globalizing world, proficiency in English has become a crucial skill, creating a substantial demand for effective English language instruction. Teaching English as a Foreign Language (TEFL) has emerged as a vital pedagogical approach to meet this demand, particularly in non-English-speaking countries. Its principles focus on equipping students with the necessary language skills to communicate effectively in English, thereby enhancing their academic, professional, and personal opportunities. However, the effectiveness of TEFL largely depends on the quality of the curriculum and the competency of the teachers who implement it.

The role of practice English teachers, those who are currently teaching and gaining practical experience, is pivotal in the continuous development and improvement of English language curricula. These educators are uniquely positioned to provide valuable insights and recommendations based on their first-hand experiences in the classroom. Their feedback is instrumental in identifying the strengths and weaknesses of the existing curriculum and suggesting practical improvements to better align with TEFL principles.

Despite the clear benefits, integrating TEFL principles into the career curriculum poses several challenges. One significant obstacle is the resistance to change among educators who are accustomed to traditional teaching methods. Additionally, there may be a lack of resources and support for teachers who wish to adopt more innovative approaches. Furthermore, the existing curriculum may not adequately address the specific needs and contexts of different learning environments, making it difficult for teachers to effectively apply TEFL principles.

Practice English teachers, who are actively engaged in teaching, often encounter these challenges firsthand. Their experiences and observations provide valuable insights into the practical difficulties of implementing TEFL principles and the potential solutions to overcome these obstacles. By gathering and analyzing their recommendations, it is possible to develop a more effective and responsive curriculum that better supports both teachers and students.

The findings of this study will have significant implications for the field of English language education. By incorporating the recommendations of practice English teachers, it is possible to create a more effective and responsive curriculum that better supports the needs of both teachers and students. This, in turn, can enhance the overall quality of English language education, promoting greater student engagement and success.

### **This study is guided by the following research questions**

1. What specific changes in the topics/contents of the different subjects of the career can be applied to improve students' performance in their TEFL graduation project?
2. How can this TEFL framework raise awareness of shortcomings in the English teaching practices and students' performance?

This work aims to examine the experiences and lessons learned from practice teachers participating in the TEFL program for graduating at the program *Pedagogía de los Idiomas Nacionales y Extranjeros* (PINE).

### **Methodology**

This work uses the descriptive research methodology to show the Teaching English as a Foreign Language (TEFL) process for reading and listening skills in university context. Participate 27 students from a national university from Ecuador and 4 reserachers. The methodologies used is writing process on preparation during and post (PDP).

**Process:**

Lesson planning guidance. – Researchers followed the guide of ULEAM for the design of lesson planning. They received advice from professors expert on Lesson Planning in a tutoring pro

Lesson planning design. - A lesson plan is designed to execute classes concentrate on writing skill and listening skills. The methodology used is PDP.

Execution. - The demo class execution in the real context. A group of university students collaborated in the execution of the EFL class during their regular schedule.

Reflections. – Two journals are prepared including the information emerging from the experiences of execution of the lessons.

**Situation found in ESL classrooms in the location*****1.1.Limitations in writing and listening practices.***

The practice of the Writing skill has three limitations. The first limitation is the omission of materials. The planning chart stated the provision of a wordlist with relevant vocabulary in the “Preparation” stage, but it was not printed nor provided to students during the demonstrative class. It was necessary to allow students to have a specific vocabulary of descriptive adjectives and phrases for expressing opinions, evaluating, and recommending on hand. The second weakness is the absence of instruction checking questions (ICQs) such as “How many words should you write?” to ensure students’ understanding of every task. Therefore, learners received an instruction and were immediately asked to start doing the activity. That is why in some cases, some of them were asking each other for repetition or clarification. Just a few of them asked the teacher directly. This could have ended in poor performance not for a lack of ability but understanding. Sometimes, the utilization of this type of question was replaced by the translation of the commands to Spanish, which was unnecessary for the audience’s English level was B2. The third drawback consisted of showing students directly the kind of information, words, and phrases that should be included in each section of the review, instead of doing it inductively by asking them to analyze each part to identify what the function was and the pattern to be followed at the time of working on their drafts. That could save time to accomplish one of the purposes of the preparation stage: copy a model.

Other inconveniences to consider are those found in the instruction of the Listening skill. The first one is related to time management. The student had

about twenty flashcards of animals and some activities to do with them in the “preparation” stage. The issue is that he presented the flashcards repeatedly right after doing every different task (playing the animal sound and asking students to guess the animal, confirm or correct their guesses, and asking them to repeat the pronunciation). Another drawback is the lack of audio and video resources available and accessible for English lessons, especially when the content should be customized to the topic requested by the university tutor and students’ level.

### *1.2. Recommendations for improving the limitations found:*

Regarding the omission of materials in the Writing lesson, the glossary was declared in the chart of activities; therefore, its exclusion could have been prevented by using a checklist of materials rather than just procedures to ensure the completeness of this task. That material can be added as a resource at the end of each lesson plan instead of just having it stated in the “materials needed” column in every chart. The checklist can have more details such as the specific number of resources needed, considering if it should be handed to every individual or group depending on the number of students. Second, to solve the lack of ICQs during instruction, the application of these questions should be included in the criteria of the rubric of the written work and execution of the demonstrative class, just as the use of comprehension checking questions (CCQs) is requested and consequently, prepared and detailed in the lesson plans. Third, teaching inductively can also boost the development of reading skills such as scanning and skimming during the preparation stage for identifying the main idea and specific vocabulary in each fragment.

Concerning the recommendations for listening lesson plans, students should be familiarized with the use of AI for creating / customizing teaching material such as reading passages, tests, and text-to-speech platforms that convert text into human-sounding voice audio for using those in the instruction and assessment of their lessons. With respect to time-consuming activities used along with flashcards, the practice teacher can integrate various tasks while presenting each flashcard only once. Therefore, the material can be properly exploited, allowing other activities to take place. It is worth mentioning that this kind of things is achieved with teaching experience, which is the intention of this TEFL project at the faculty.

These practices can also be included in the teaching and assessment material of the pedagogy and technology subjects of the career such as TEFL for Instruction, CALL (Computer Assisted Language Learning), and TEFL for As-

essment, taking advantage of the fact that those courses of study are taught before the semesters in which they start their TEFL graduation project. These aspects can also be incorporated into the rubrics and checklist of the dissertation of their graduation project. Furthermore, an Integrative project of knowledge can be created to blend Academic Writing with TEFL for Assessment, and CALL in the creation of didactic material when resources such as books are not available or cannot be afforded by teacher students or the institutions where they work.

### *1.3.Potential improvement using TEFL.*

The use of this TEFL approach has proved to be a valuable technique for students of the last two semesters of PINE not to lose the continuity of the planning and teaching practice because, during that period, they neither study pedagogy subjects nor have the chance to apply their knowledge in the program of community outreach because there they are requested to provide kids and teenagers from different schools with homework assistance at the community centers rather than a structured design of curriculum. Apart from that, they are allowed to teach adults before graduating, a plus to their preparation and experience gained during their pre-professional practices, which only included primary and secondary students. Therefore, a potential improvement would be to include students' work in book chapters as a graduation requirement, strengthening and increasing the rates of scientific publications of university students and professors every semester.

## **Results**

The results are two lessons plans and journals about lesson execution.

### TEFL LESSON PLAN 1

#### **Writing Lesson**

**Level:** B1+

**Grade:** 4<sup>th</sup> semester of University    **N° of students:** 16

#### **Action points**

1. Give clear instructions.
2. Time management

#### **What are your Student Learning Objectives for the lesson?**

By the end of the lesson, SWBAT: WRITE a review TO describe a movie or a book that they had read/watched recently THEN exchange their reviews with



another partner and agree or disagree with their partners' opinions, providing reasons to support their views.

**When/How will I check students' progress toward the above Learning Objective in the lesson? What behaviors/activities will show me whether they have mastered the material?**

To check students' progress toward the learning objective of writing movie or book reviews. Their mastery can be assessed in the "during" lesson stage. Observing their use of the provided vocabulary, incorporating the required sections of an effective review, and their ability to express opinions, evaluate, and recommend can determine if they have grasped the material.

**Preliminary considerations:**

*a. What vocabulary/grammar/information/skills do your students already know about today's lesson?*

- Descriptive adjectives
- Expressions for expressing opinions, evaluating, and recommending
- Present Simple, Present Perfect, and Past Simple tenses
- Ability to apply appropriate tenses when discussing movies or books

*b. What aspects of the lesson do you anticipate your students might find challenging/difficult?*

Selecting the right adjectives to accurately describe the movie or book, expressing opinions in a nuanced and persuasive manner, and providing insightful evaluations can be difficult for some students. Additionally, organizing their thoughts and ideas coherently within the different sections of the review might pose a challenge.

*c. How will you avoid and/or address these problem areas in your lesson?*

Provide clear explanations and examples of descriptive adjectives and phrases for expressing opinions, evaluating, and recommending.

I will teach the structure of a review and provide individualized support to students who may be struggling, ensuring they receive the necessary guidance to overcome challenges and improve their writing skill.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
10 minutes	Preparation	<p>Reinforce the concept of writing movie or book reviews.</p> <p>Provide students with a model of a review and ask them to read it identify the different sections of the text and the purpose of each with CCQs like these:</p> <ul style="list-style-type: none"> <li>- What is the section in which I give a brief synopsis of the movie?</li> <li>- If I want to share my opinion about the book I read, should I write it at the conclusion?</li> </ul> <p>Ask students to brainstorm about what they think a review is and clarify that it has two meanings:</p> <ol style="list-style-type: none"> <li>1) information or a practice exercise about a subject to be studied. E.g. Their teacher distributed a review for the exam.</li> <li>2) a report in a newspaper, magazine, or program that gives an opinion about a new book, film, etc. E.g. The play got excellent reviews when it was first seen.</li> </ol> <p>For this lesson, everyone is going to focus on the second.</p> <p>Also give them a wordlist with relevant vocabulary: descriptive adjectives, phrases for expressing opinions, evaluating, and recommending.</p>	<ul style="list-style-type: none"> <li>- Engage in a brainstorming session about what a review is</li> <li>- Read the model and identify the different sections of the text and the purpose of each.</li> <li>- Answer teacher's questions</li> <li>- Read the wordlist and identify how the sentences given could be used</li> </ul>	T-S V-A	<p>A board</p> <p>Copies of the model and the word list.</p> <p>Markers</p>
25 minutes	Drafting / Revising / Editing	<p>Instruct students to choose a movie or book and write a review using the provided vocabulary and elements such as introduction, summary, analysis, evaluation, personal respond and conclusion.</p> <p>Once they have finished, ask them to exchange their drafts with a peer and have them evaluate it according to the provided rubric.</p>	<ul style="list-style-type: none"> <li>- Write a review using the provided vocabulary and elements.</li> <li>- Exchange reviews and apply the feedback given by the teacher</li> </ul>	T-S V-K	<p>Copies of the model and the word list.</p> <p>Notebooks</p> <p>Pens</p>
10 minutes	Extension	<p>Ask students to stick their reviews on the wall, after that, ask them to stand up and read their partners reviews and draw a heart on their favorite one.</p>	<ul style="list-style-type: none"> <li>- Stick their reviews on a wall</li> <li>- Stand up and read their partners reviews</li> <li>- Choose their favorite one and draw a heart on it</li> </ul>	S-S V-A	<p>Students themselves</p> <p>Scotch tape</p>

## Resources:

Wordlist:

1. **Descriptive adjectives:** captivating, thrilling, thought-provoking, entertaining, gripping, heartwarming, suspenseful, hilarious, moving, visually stunning, inspiring, well-crafted, compelling, memorable, engaging, etc.

2. **Expressions for expressing opinions:** I believe, I think, in my opinion, from my perspective, personally, to my mind, it seems to me that, I am of the view that, etc.
3. **Expressions for evaluating:** It excels in, the acting is superb, the plot is well-developed, the characters are well-rounded, the storyline is engaging, the cinematography is impressive, the dialogue is witty, the pacing is well-balanced, the special effects are breathtaking, etc.
4. **Expressions for recommending** I highly recommend, I strongly suggest, it is worth watching/reading, I encourage you to see/read it, I urge you to give it a try, I would recommend it to others, it is a must-see/must-read, etc.



**Title:** Shrek

**Introduction:**

Shrek, directed by Andrew Adamson and Vicky Jenson, is an animated fantasy-comedy film that has become a beloved classic. This unconventional fairy tale has won over audiences of all ages with its unique blend of humor, memorable characters, and refreshing take on traditional storytelling.

**Summary:**

In the world of fairy tale creatures, the grumpy ogre Shrek (voiced by Mike Myers) embarks on a quest to rescue Princess Fiona (voiced by Cameron Diaz), who is imprisoned in a tower. Along the way, he forms an unlikely friendship with a talkative donkey named Donkey (voiced by Eddie Murphy), leading to hilarious and heartwarming adventures.

**Analysis and Evaluation:**

Shrek's strength lies in its clever and self-aware script, which subverts fairy tale tropes and offers a fresh perspective. The film balances its vibrant animation and enchanting story to engage both children and adults. The wit-

ty dialogue and well-timed comedic moments keep the audience entertained throughout.

The characters in *Shrek* are incredibly memorable. *Shrek* himself showcases a vulnerable side beneath his gruff exterior, making him relatable and endearing. Donkey's relentless chatter and comedic timing add levity to the story, creating delightful interactions. Princess Fiona evolves from a traditional princess to a strong and independent character, defying expectations. These well-developed characters contribute to the film's emotional depth.

The animation in *Shrek* is visually impressive, with attention to detail and a vibrant color palette. It seamlessly blends traditional fairy tale elements with modern visual aesthetics, resulting in an immersive world. The combination of CGI and traditional animation techniques adds to the film's overall charm.

### **Personal Response:**

*Shrek* is a true gem in the world of animated films. Its ability to entertain both children and adults is a testament to its clever storytelling and memorable characters. The film's humor, endearing characters, and visually appealing animation make it an enduring classic that continues to captivate audiences.

### **Structure and Organization:**

- Does the review follow a clear and coherent structure, as presented in class?
- Is there a strong introduction that grabs attention and provides an overview of the book or movie?
- Does the review include a concise summary and analytical evaluation?
- Does the conclusion provide a final evaluation and effectively wrap up the review?

### **Analysis Quality:**

- Does the review provide a detailed and well-founded analysis of key aspects of the work (plot, characters, dialogue, writing style, cinematography, etc.)?
- Are specific examples and relevant quotes offered to support the expressed viewpoints?
- Does the student demonstrate a solid understanding of the narrative and thematic elements of the work?

**Personal Perspective:**

- Does the review include a clear and well-founded personal response to the work?
- Does the student express how the work affected them emotionally, intellectually, or personally?
- Are solid reasons provided to support the expressed opinions and evaluations?

**Language and Style:**

- Does the review use clear, concise, and appropriate language for the target audience?
- Is the writing fluid and coherent?
- Does the student demonstrate the ability to effectively communicate ideas?

**Originality and Creativity:**

- Does the review exhibit an original and creative approach in presenting ideas and opinions?
- Does the student offer unique perspectives or interesting insights about the work?

Criterion	2.0 - Excellent	1.5 - Satisfactory	1.0 - Needs Improvement	0.50 - Insufficient
Structure and Organization				
Analysis Quality				
Personal Perspective				
Language and Style				
Originality and Creativity				

REFLECTION WHEEL JOURNAL OF THE WRITING LESSON PLAN

a. *Expectations and feelings about the Writing lesson plan*

At the beginning, I experienced some anxiety because the lesson was originally designed for a B2 level, but I ended up having to adapt it for a B1+ level. The uncertainty about the students' proficiency level added a layer of complexity, as I did not have precise information about their language skills.

Despite these initial challenges, the class went very well. The experience gained from my previous practicum and engagement in teaching activities proved to be valuable tools. The familiarity with the group of students, being from the same academic program and similar age range, facilitated interaction and created a more comfortable atmosphere. This allowed me to adjust my teaching style more effectively, fostering a smoother and more engaging class dynamic.

In summary, although I initially felt nervous due to the necessary adjustments in the lesson, the combination of my previous experience and connection with the students contributed to a successful and enriching class.

### *New learnings from readings:*

The three articles I read address key aspects related to the development of lesson plans. In the first article, Widodo (2003) proposes a genre-based approach for English as a Foreign Language (EFL) writing courses. This approach involves using CALL (Computer-Assisted Language Learning) resources for students to seek related information for their compositions. Cooperative work is encouraged, and student-student and teacher-student conferences are utilized to enhance the writing process. In the second article, Courey (2013) emphasizes the importance of efficient lesson planning with Universal Design for Learning (UDL), enabling teachers to meet students' individual needs more effectively. Teachers who received UDL training incorporated differentiated options and varied strategies based on UDL principles into their lesson plans, making the content more accessible to all students. However, the article notes that teachers require more experience in implementing UDL principles in their classrooms.

In the third article, Indriyani (2023) recognized that the skill of developing lesson plans is a crucial competency for teachers, and it did not meet expectations, as they lacked an overview of the learning process in the classroom. To address this, the study investigated the effect of using the Project-Based Learning (PjBL) model with the Copy the Master method to enhance the skills of prospective teacher students in developing lesson plans. The results indicated that utilizing the PjBL model with the Copy the Master method effectively improved the students' skills in developing lesson plans.

In conclusion, the three articles highlight the significance of creating effective lesson plans. The genre-based approach, combined with CALL resources, Universal Design for Learning (UDL), and the Project-Based Learning (PjBL) model with the Copy The Master method, emerges as a promising approach to enhance the development of lesson plans. These strategies enable teachers to provide more interactive, personalized, and accessible learning opportunities for students. However, it is emphasized that teachers need to gain practical experience in implementing these approaches to maximize their effectiveness in the classroom.

**b. Your experiences during your demo class and what issues you consider are possible to solve with this PDP framework.**

During the demo class, I had the opportunity to implement my contingency plan when the power went out. Consequently, I had to adapt the class to a situation without electricity and, therefore, without the slides. Nevertheless, I also had printed the resources, so the class proceeded without any issues.

Regarding the students' attitude, initially, I sensed some shyness when I asked them questions, but as the minutes passed, they became more at ease. The unexpected power outage did not negatively impact the class dynamics, and the students showed willingness to participate actively.

Overall, I felt that my class went very smoothly, and this sentiment was shared by the students. At the end of the class, the students acknowledged that they quite liked my teaching methodology, which was very rewarding. The ability to adapt to unforeseen circumstances and the students' receptiveness contributed to a positive experience during the demo class.

Additionally, the fact that the TEFL framework for this skill requests a sample structured text must be shown as reference for students to write their own drafts avoids students being misled by examples available on the Internet, which might not match students' specific English level or the requested format. Another issue that can be solved with this framework is students' awareness of the mistakes made when writing drafts as they must exchange their works with a peer and have them evaluate it according to the provided rubric. This is valuable because usually, when they are asked to check their own piece of writing even against a rubric, they seem to be unable to detect their own weaknesses.

*Ideas to be used in real classrooms:*

The review writing class, originally planned for a B2 level, can be easily adapted to different proficiency levels. Reviews with simpler vocabulary could be conducted for A2-B1 levels, and literary analyses could be explored for C1 levels, depending on the class's objective. This flexibility allows addressing writing and expression skills at any language proficiency level.

An additional suggestion, particularly for more advanced English classes, would be to create a book club. In this format, each student could read a book weekly or monthly and subsequently provide a critical review. These reviews could be shared and published on a student blog accessible to any interested student across different levels. What starts as an in-class project could evolve into an institutional forum, enriching the learning experience and encouraging interactive participation. Additionally, this activity would allow students to practice their language skills by reading books and watching movies or series to actively participate.

The same idea could be applied to the analysis of movies and series. Establishing a film club would provide students with the opportunity to explore and share their opinions on various audiovisual works, fostering oral expression, critical analysis, and cultural exchange in the educational process.

**TEFL LESSON PLAN 2****Listening Lesson****Level:** A2**Grade:** 2<sup>nd</sup> semester**Students:** 11**Action points**

Reduce TTT (Teaching Talking Time)

Time management.

**What are your Student Learning Objectives for the lesson?**

By the end of the lesson the students will be able to SHOW UNDERSTANDING OF the vocabulary of animals through audio files BY matching the description listened to in the audio file with the pictures of animals AND THEN play a speaking game to ask and answer questions to guess the animals described through a game.



**When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?**

- When the students can identify the vocabulary of animals when solving the matching worksheet and playing BINGO and later when they are able to describe the animals.

**Preliminary considerations:**

**What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**

They are used to working on listening activities according to their level.

**What aspects of the lesson do you anticipate your students might find challenging/difficult?**

- Forget how to say some animals in English.

**How will you avoid and/or address these problem areas in your lesson?**

I will consider that the students can have a correct pronunciation of each word and focus on a word they are having trouble with.

Continue to repeat the vocabulary of the animals taught and see that everyone can recognize them without probing.

Time	Framework Stage	Procedure			Interaction T-S/S-S VAKT	Materials Needed
		Teacher	will...	Students will		
10 minutes	Pre- Stage	Play an animal sound at a time and ask the students what animal they think it is. Then introduce the flashcard with its name and ask them to repeat after him.		Answer the questions and repeat the vocabulary of animals after the teacher.	T-S A	- A board -A laptop - Speaker -Flashcards



10 minutes	Post Stage	<p>Explain the instructions of the activity called Who am I?</p>	<p>Join a partner. One of them will go out, try to guess the animal they have behind, classmates should not say the name only phrases or references about the animal, so on until everyone is finished, it is decided by winning by the following categories:</p> <ul style="list-style-type: none"> <li>-Last time</li> <li>-Best group order</li> <li>-Best explanations</li> <li>-Highest number of riddles</li> </ul>	<p>S-S</p> <p>V-A-K</p>	<p>A board</p> <p>Markers</p>
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## Resources.



## FIRST ACTIVITY

They will perform the first activity where they will have to join the animals with a line.

Match the animal and its name

SHEEP		MOUSE
PORK		PIG
RABBIT		CAT
DOG		PARROT
COW		TURTLE
PONKEY		HORSE

## SECOND ACTIVITY

They will put the word of some animals depending on the description they can hear.

 dog	 cat	 hedgehog
 rabbit	 goat	 squirrel

### Transcription of the audio recording of the animals' description:

They are generally small rodents with slender bodies, bushy tails and large eyes. The color of their fur is also highly variable and can be whitish, gray, yellow, red, brown, or even black.

They are popular domestic small animals with a long tail. They have different colored eyes that can see well at night.

They are 'man's best friends'. They are mammals with sharp teeth, an excellent sense of smell, and a fine sense of hearing. They have four legs. They are one of the two most popular domestic animals in the world. They bark.

They are curious horned mammals. People keep them for their meat, milk, and wool. They can live on thin grass. Goats can be raised on land.

They have small but powerful legs and big feet with five toes each. By curling into a tight ball and tucking in their heads, tail, and legs, they protect the parts of their bodies that do not have stiff, sharp spines.

They are small, furry mammals with long ears, short fluffy tails, and strong, large hind legs. They like to live in groups and dig tunnels under the ground to protect themselves. They are herbivores, which means they like to eat only plants.



## REFLECTION WHEEL JOURNAL OF THE LISTENING LESSON PLAN

### **Expectations and feelings about the topic:**

It has the potential to be a very entertaining class as the activities are very interactive (including a game). As a teacher student, I am very prepared to apply this lesson plan in the class with teacher students of lower semesters for I have been very involved in the design and edition of the activities that the students will work on. I hope to be able to manage time wisely for doing all the activities as they seem too long to be done in a short time. In conclusion, the resources contribute to the students' understanding and enjoyment of the whole lesson.

### *New learnings from readings (papers):*

The need to use listening as a learning tool is very important because listening skills are essential for learning and perfecting a foreign language. The ability to use hearing as a learning tool makes a substantial contrast between more successful and unsuccessful students since acquiring linguistic information is the basis of language learning.

“Reflection represents the learner developing some degree of self-awareness in learning and shows how a given learner may appreciate his or her strengths and weaknesses. Flexibility arising from metacognitive strategy use organizes and gives purpose to the way cognitive and social-affective strategies are used, and increase the likelihood of appropriateness of strategy choice” (Skehan, 1998, p.265)

Listening strategies can be classified into four main types: cognitive, metacognitive, affective, and social strategies. Cognitive listening strategies refer to all mental abilities and processes related to knowledge (Von Eckardt, 1995)

Recent research into metacognition has provided evidence that effective listening performance can happen through classroom instruction to assist learners’ mental process in coping with listening materials (Rost & Ross, 1991).

**Your experiences during your demonstrative class and what issues you consider are possible to solve with this framework.**

My experience was spectacular. I had a great time in the demonstrative class as rapport with my students was evident. The activities and the vocabulary were very entertaining for them. They even said they felt as in primary again because they had the opportunity to learn and play at the same time, which led to a greater understanding of the topic and instruction for it was very intuitive for them.

I was able to have a total balance between the teacher’s and the students’ talking time. I made minor mistakes as was expected. Among them, there is the number of animals taught. I should have taught less for the lesson not to be too time-consuming. Another mistake was not having had an order for students’ participation because many of the people in the back did not talk as much as those in the front.

This TEFL framework allowed me to be aware of balancing students’ talking time and mine as I stated that aspect in the action points of the lesson plan. Through this framework, I was also aware of planning a lesson plan that permits me to check students’ progress toward the above learning objective, making the activities go from low to a higher level of complexity and identify students’ behaviors and activities that will show me whether they have mastered the material or not. Additionally, I learned that even in receptive skills lessons, in the last stage, students must be able to perform a Writing or Speaking (productive skills) task autonomously, and the previous stages should prepare pupils for that.

*Ideas to be used in real classrooms:*

Some ideas for teaching listening correctly could be to use pre-listening activities because these help a lot before each class. They are very useful at the time of checking the students' level in relation to the audio files. Games like "Simon says" that ask students to perform actions based on oral instructions are also good to examine comprehension because they permit to lose the fear or nerves which makes listening more enjoyable, calmer for them and fun. I consider it would be a good option for making the content to be integrated to achieve a better understanding in the classroom.

Most of the ideas discussed within the sections help a lot to keep the interest within the class and it is very important to have in mind that these activities should be according to the level of the students so that the class is challenging but also achievable.

**LESSONS LEARNED:** In answer to the question: What did you learn in the tefl process as a teacher?

As practice teachers, we could notice that planning Speaking according to the ECRIF framework was our strength for the development of that productive skill was the main goal of our teachers along the English levels (A1-B2) taught along the career; consequently, its continuous application provided us with a variety of ways and examples on how to teach it. Furthermore, the books from different publishers we had included many resources oriented to foster that skill, as well as most of resources available online. It was also helpful as our temporary students from lower semesters in the demo classes were also used to speaking in class and were eager to learn new abilities and expressions that contributed to their spoken discourse.

On the other hand, Listening was our weakness due to the books used along the semesters only included one or two short Listening tasks per unit. Besides that, the quality of most resources available online for free was not good, and the good audio files from reliable sources sometimes did not match the context of the unit studied. In addition, we were not trained in the use of text to audio converter platforms and the AI, which would have solved our problems related to mispronunciation and Grammar mistakes when we had the intention of creating resources of our own.

Regarding my short- and medium-term professional objectives, there are registering in courses related to the use of digital resources and AI in the classroom, while taking advanced English lessons for getting an English level certification exam.

## Final Thoughts

Throughout the TEFL process, several key lessons were learned. Firstly, the importance of clear and structured lesson plans cannot be overstated. Effective lesson planning ensures that all necessary materials are prepared and that the teaching process is smooth and coherent. Secondly, the use of technology in the classroom, such as AI tools and CALL resources, can significantly enhance the learning experience by making lessons more interactive, resourceful, and engaging. Thirdly, understanding and implementing UDL principles helps in catering to the diverse needs of students, ensuring that each student can access and benefit from the lessons. Finally, continuous reflection and adaptation are essential for professional growth. Regular feedback from peers and students helped in identifying areas of improvement and refining teaching strategies. To conclude, TEFL teachers can use the results of this journal as an inspiration for the elaboration of their lesson plans, resources and for expanding their list of reliable TEFL sources and platforms that they can use in their teaching path.

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# Teaching Experiences in TEFL Application Process

## Chapter 10

TEFL for improving speaking skills in  
elementary school students: mentoring  
approach

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## **TEFL for improving speaking skills in elementary school students: mentoring approach**

### **Abstract**

Speaking skills in a foreign language requires physiological efforts, emotions, and knowledge that require teacher support. This chapter aims to propose routes to innovate language practices in basic education students in Ecuador. The methodology used are the models (1) Form, Meaning and Use and (2) preparation, drafting, revising and editing, and extension. Two teachers who graduated from the PINE program participated, supported by their mentors from ULEAM, who shared their classroom experiences. The results are two lesson plans and two argumentative essays. In addition, it presents teaching materials designed to accompany the practices executed. It concluded that English language instruction can reach higher complexity and effectiveness when practiced from a planned and reflective process.

**Keywords:** Speaking skills, English language instruction, mentoring approach, Innovation, teachers' evolution.

### **Introduction**

The observation of English classes in the Manta, Ecuador allowed the research team to contribute to the improvement of lesson plans with the hope that students shortly be more motivated in learning English as a Foreign Language (EFL). Thus, the portfolio is the evidence of the process of training executed in the modality TEFL in the Program *Pedagogía de los Idiomas Nacionales y extranjeros en la Universidad Laica Eloy Alfaro de Manabí*. It consists of the compilation of academic tasks carried out in the Curricular Integration Work and the support of the educational research project titled: *Desarrollo humano y sostenible en la formación de docentes: Mentoría y Aprendizaje Socioemocional*.

This integrating work aims to propose ideas, resources, organization, and class management on the topics reviewed for English as a foreign language instruction. All the works were oriented, guided, and reviewed by the designated tutor during face-to-face and virtual tutorial sessions.

The portfolio is organized as follows: It begins with a grammar analysis developed through the Form, Meaning and Use (FMU) consists of the perspective of how grammar is used in spoken, written, and read in English language. In addition, the appropriate framework used for the speaking lesson plan is ECRIF, for listening and reading using the preparation, drafting, revising and editing, and extension (PDP) model for writing the lesson plan.

The portfolio contains “Reflection Wheel Journals” as a data collection and research tool. They present the author’s reflections that emerged on the use for each lesson planning. Each Reflection Wheel Journal has the following sections: Events, Feelings, Thoughts, Learnings, and Applications. They describe the instance and thoughts regarding the skills and how mentoring can help the learners to improve their speaking skills in EFL.

The method ECRIF focuses on the skills to be learned or on the knowledge of the language instead of the activities that teachers usually execute in a traditional EFL class without concern for the topic. Consequently, the ECRIF method focuses on the topic contents for every lesson. The method PDP (Pre, During, and Post stage) can be used to improve the teaching of the receptive skills of reading and listening. PDP can help teachers to plan and effectively deliver the practice of listening and motivating students for learning EFL using engaging and activating activities.

The reading practice can help students to develop their reading comprehension. Reading is a relevant communicational skill today because knowledge is transmitted and transferred using a wide variety of reading resources. Finally, the writing phase is used to prepare, draft, revise, edit, and extension. The main purpose of these stages is making writing for students a meaningful experience for improving the learners’ ability to write correctly with the hope, they get into writing act as a leisure for their lives.

Every phase presented in this portfolio also contains didactic materials used in demo classes that in the future can guide the professional practice of the new EFL teachers in Manabi, Ecuador.

Incorporating approaches such as FMU, ECRIF and PDP into lesson plans benefits both educators and students by providing a solid framework for teaching and learning. These approaches help create more effective engaging, and meaningful learning experiences for students, while providing structured guidance for teachers.

Creating effective lesson plans is an essential aspect of language teaching as they are a guide to developing students’ language skills. When designing lesson plans that cover key English skills, it is critical to address the unique goals of each skill and to adapt to students’ skill levels and requirements.

The present chapter joins two TEFL experiences centered in the speaking skill as well as the method ECRIF. The proposed approach allows for clear objectives, provides a coherent structure for each stage of the course and encourages the inclusion of a range of activities that combine different types of

exercises such as discussions, listening exercises, text analysis and speaking activities to engage students and address different learning styles.

Incorporating methods such as FMU (form, meaning, and use for grammar instruction), ECRIF (Encounter, Clarify, Review, Internalize, and Fluency for speaking) and PDP into lesson plans can benefit both teachers and students by providing a solid learning framework. These methods help create more effective, engaging, and meaningful learning experiences for students while providing structured instruction for teachers.

These approaches, coupled with activities such as discussions and listening exercises, aim to captivate students and address individual learning preferences. Furthermore, the inclusion of a journal throughout different stages offers valuable insights into the intern's preparation process, complemented by tutorials conducted both in-person and virtually, adhering to mutually agreed schedules. Overall, this proposed methodology establishes a comprehensive and structured foundation for effective language teaching and learning, using distinct and varied techniques.

## **Reflection Wheel Journal**

### **Speaking Lesson Plan**

By Luis Morquecho

Improving our abilities to learn a second language is good. In the English language, speaking is one of the biggest problems that people speak Spanish have due to how difficult is for us to pronounce correctly a second language. However, if we practice it, we make it a habit in which we strive to speak every day, practicing your pronunciation correctly, it will greatly facilitate the development of this skill.

Speaking skills are defined as the abilities that allow us to communicate effectively using vocabulary, grammar, pronunciation, and fluency. They give us the ability to convey information verbally and in a way that the listener can understand. Speaking is an interactive process in which information is shared and, if necessary, acted upon by the listener. Therefore, it is important to develop both speaking and listening skills to communicate effectively (Gakonga, 2021).

### **Feelings**

I feel very good since speaking is a very fun method, but Spanish speakers are afraid or ashamed to express themselves, which makes students avoid

speaking English. But in my instance as a teacher, in which I was able to make use of tics, making the classes more dynamic, I managed to maintain the curiosity of my students, where each one is interested in listening and repeating what I say or what they hear through an application thus maintaining the rhythm and motivation.

Sometimes I feel frustrated because the lack of practice in speaking is because in our country more attention and time is paid to the study of grammar, which is how the structure of a language is known, instead of teaching students to become familiar with the language, to understand it or to express it. Another thing with which I get complicated is the variety of intonations that the language has on several occasions, this confuses the student and the teacher, this causing confusion now a subject is being taught. So, why is speaking methodology so important? When we start to practice a new language, it is very important to communicate properly so that another person understands what we are trying to convey, then thanks to speaking it gives us confidence and the ability to communicate. I am afraid that as a teacher my students will stop practicing and not give importance to speaking. Not knowing how to speak a second language well impairs communication with other people, this could affect their academic and professional future.

### **Thoughts:**

Some thoughts have great importance and since when we speak, we must have the knowledge to be able to express ourselves as well as help us to better understand the intonation of words, studying and understanding the importance of speaking teaches us to listen, speak and communicate correctly in a language.

The English language is not spoken the same way it is written, so many times I have seen students or people who do not know how to express some words, so it is necessary to study the intonation of words or even letters.

Language learners are often afraid to speak or express themselves but if you practice the speaking skills where you practice your vocabulary, grammar and pronunciation and use it for real communicative purposes you will achieve the goal of conveying information verbally in a way that can be understood.

### **Learning**

From this perspective, the learning of the English language entails a relevant difficulty for the students due to the phonological character it represents in contrast to the phonetic character of the mother tongue, i.e., Spanish. The

phonological character of the English language, in contrast to the phonetic character of the mother tongue, i.e., Spanish, makes it difficult for learners. The phonological character of the mother tongue, i.e., Spanish. It is somewhat complicated for English learners to recognize a word in writing, but having to pronounce it in a different way, considering the phonological character of the mother tongue, i.e. Spanish. the phonological characteristic that this foreign language represents. However, the relevance of the language in the XXIst century deserves a greater effort to demonstrate a communicative proficiency that favors the personal preparation of the students for a globalized (Ferman, 2018).

Phonology is one of the core fields that compose the discipline of linguistics, which is the scientific study of language structure. One way to understand the subject matter of phonology is to contrast it with other fields within linguistics. A very brief explanation is that phonology is the study of sound structure in language, which is different from the study of sentence structure (syntax), word structure (morphology), or how languages change over time (historical linguistics). But this is insufficient. An important feature of the structure of a sentence is how it is pronounced – its sound structure. The pronunciation of a given word is also a fundamental part of the structure of the word. And certainly, the principles of pronunciation in a language are subject to change over time. Then phonology has a relationship to numerous domains of linguistics (Odden, 2014).

## **Usage**

Teaching Speaking is a very complicated task since we must find a way in which students feel confident and stop feeling that fear when speaking another language, we have to look for dynamic methods since every time we practice an intonation, we must think about how to do it.

One of the points that is most used in schools or educational institutions is a formal method of speaking, this is good, but up to a certain point, since when we communicate with English speakers whose dialect is broader and they use an informal language, it makes that we get confused That's why I recommend using an informal and informal joint method so that it's not encouraging or challenging, but instead makes it more fun as the structure of the lesson allows.

The way I apply it is by asking questions for the first few minutes at the beginning of each class, you can have students ask and answer a question with their partner. This can be a question about what they had for breakfast, what the weather was like that day, their subject, etc. Using routines like this will get

students into a favorite habit of speaking English in class and help them see that their input is valued. Likewise, to teach and practice intonation or accent, I recommend the use of movies, music, and videos where we expose the student to improve their vocabulary, listening comprehension and fluency.

### **Speaking Lesson Plan Exam**

#### **Future perfect simple (sports)**

**Teacher student's Name:** Luis Morquecho

**Date:** 5/04/202X

**Target:** B1 (20 students)

**Level:** B1

**Grade:** 2 BGU.

**Action points** – (These are two things you are working on in your teaching)

1. Have more control of time.
2. Group management
3. Keep the students active and motivated.

#### **What are your Student Learning Objectives for the lesson?**

By the end of the lesson, SWBAT:

By the end of the lesson, students will be able to use the future perfect simple to describe their future sports achievements in conversations groups.

**When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show whether they have mastered the material?**

I will check students' progress when doing these activities:

- when students in the clarify phase answer comprehension check questions.
- When the students are in the remember phase, write correctly the positive, negative and interrogative sentences in their respective columns.
- When the students in the internalize phase use the future perfect simple appropriate when describing the images.

#### **Preliminary considerations:**

**a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**

Students already know some sports in English. Students know the past participle of many verbs.

Students may have some knowledge of some prepositions of time.

**b. What aspects of the lesson do you anticipate your students might find challenging/difficult?**

Students will find it difficult to use positive and negative contractions.

Confusion with the future simple. Difficulty in the pronunciation of some verbs.

**c. How will you avoid and/or address these problem areas in your lesson?**

Before class, send them to practice the topic that is going to be given and focus on the use of contractions.

Bring a list of some other verbs with their past participle to expand the vocabulary of students.

Ask students to repeat slowly after each sentence to focus on the pronunciation of the sentence and verbs.

Time 45 minutes	Framework Stage	Procedure Teacher will... Students will...		Interac- tion T-S/S-S VAKT	Materials Needed
5 minutes	E	<ul style="list-style-type: none"> <li>Show them pictures of some sports and ask them,                             <ul style="list-style-type: none"> <li>What sports are they?</li> <li>which of them will you practice in the next years?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognize the images shown by the teacher and say which sport they are, and which of them they will practice in the future.</li> </ul>	T-S Visual Audial	Projector/Com- puter images



10 minutes	C	<ul style="list-style-type: none"> <li>Introduce the topic, explain why and when we use simple future perfect.</li> <li>Present 3 examples of the form:               <ol style="list-style-type: none"> <li>I will have finished my tennis training by tomorrow. I'll</li> <li>I will not have finished my tennis training by tomorrow. Won't</li> <li>Will you have finished your tennis training by tomorrow? Yes, I will have. No, I will not have. Ask Comprehension checking questions:                   <ul style="list-style-type: none"> <li>To describe something that will happen before a specific time in the future. I need to say: he'll have completed his soccer training next month. / He has training next month.?</li> <li>If my sister is going to describe something that she won't finish doing in the future, it would be she won't have played soccer over the weekend. / She will not play soccer over the weekend?</li> <li>A student answers the following question: Will José have finished playing chess by the next hour?</li> <li>Which form of the verb does the future perfect use?</li> </ul> </li> </ol> </li> </ul>	- Ss Listen to and answer the questions.	T-S Visual	Board Pen Pencil paper
7 minutes	R	Give instructions: <ul style="list-style-type: none"> <li>Give students the worksheets. Read the sentences in the future perfect simple and turn them into negative interrogative with their answers.</li> <li>Tell ss to join with a partner and check their answers</li> </ul>	- Identify the structure of the sentences and place them in the correct column. - Check their answers.	T-S V	Paper Pencil/pen

8 minutes	I	<ul style="list-style-type: none"> <li>- Give instructions for the second activity</li> <li>- Divide the students in pairs.</li> <li>- Ask students to use pictures to create sentences in affirmative, negative and interrogative sentences in the future perfect simple.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will join the pairs.</li> <li>- They will create sentences according to their perception of the images.</li> </ul>	T-S/ S-S v	Paper Pencil/pen images
15 minutes	F	<ul style="list-style-type: none"> <li>- Pairs of students should come to the front of the class.</li> <li>- Wrap up the lesson and encourage the students to continue practicing their speaking skills using the simple future perfect tense outside of class.</li> </ul>	<ul style="list-style-type: none"> <li>- Join the pairs.</li> <li>- Practice the question and answer.</li> <li>- Standing in front of the class, he asked his partner: What will that person 4 have finished doing in the future? Use prepositions of time. Answer the classmate.</li> <li>- The student who answered a question must ask the same question again to his first partner. Etc.</li> </ul>	S-S/T-S V - A	Images

Read the following sentences in the future perfect simple and turn them into negative interrogative with their answers.

I will have finished playing basketball.

Negative:

Interrogative:

Tomorrow he will have jogged on the beach.

Negative:

Interrogative:

They will have finished their gym training by next year.

Negative:

Interrogative:

He will have lifted his volleyball championship by next week.

Negative:

Interrogative:

Mom will have played baseball next year.

Negative:

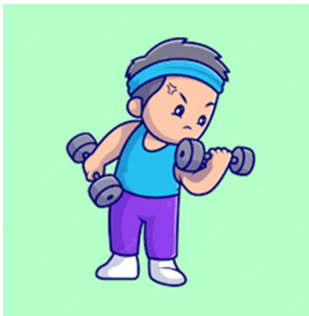
Interrogative:

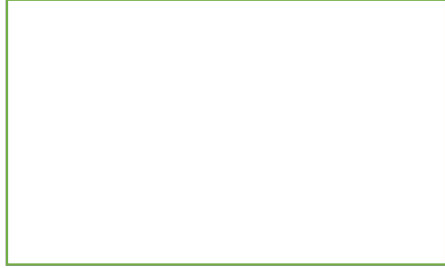
1. In pairs look at the image and create positive, negative and interrogative sentences. Use the prepositions of time.

Example:



He'll have surfed next month.  
He won't have surfed next month.  
Will he have surfed next month?  
Yes, he will have.  
No, he will not have.





2. Speaking time! In pairs of up to four students, they will have to come forward to ask questions and answer using the images from the previous question.

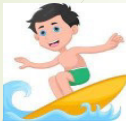
In pairs will ask. What will this person have done in the future? Another member of the group will respond. Whoever answers will have to ask the question again. Etc.

- Use the correct structure of the future perfect simple
- Describe what the people in the image will have done.

## Encounter

5MIN

Look at the pictures and say which of the following you think could be your sporting achievements in the future.



Watch the following video.

<https://www.youtube.com/watch?v=H5SSpR6mI18>

**CLARIFY**

Comprehension checking questions:

Mark the correct answer.

•To describe something that will happen before a specific time in the future. I need to say:

he'll have completed his soccer training next month. / he has training next month. ?

•If my sister is going to describe something that she won't finish doing in the future, it would be:

she won't have played soccer over the weekend. / She will have not played soccer over the weekend? .

Answer the following question.

Will José have finished playing chess by the next hour?

**REMEMBER**

7 MIN

I. Read the following sentences in the future perfect simple and turn them into negative interrogative with their answers.

I will have finished playing basketball.

Negative:

Interrogative:

Tomorrow he will have jogged on the beach.

Negative:

Interrogative:

They will have finished their gym training by next year.

Negative:

Interrogative:

he will have lifted his volleyball championship by next week.

Negative:

Interrogative:

Mom will have played baseball next year.

Negative:

Interrogative:

**INTERNALIZE**

8 MIN

In pair look at the image and create positive, negative and interrogative sentences. Use the prepositions of time.

Example:



1

He'll have surfed next month.  
He won't have surfed next month.  
Will he have surfed next month?  
Yes, he will have.  
No, he will not have.



4



2



3



5

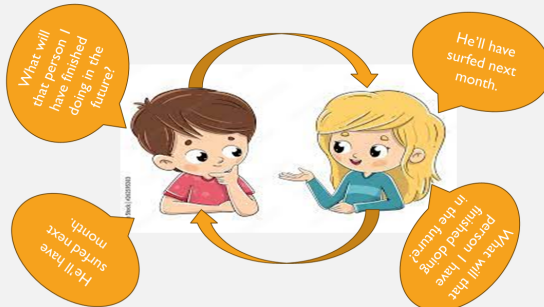
**FLUENCY**

10 MIN

In pairs or in groups of up to four students, they will have to come forward to ask questions and answer using the images from the previous question.

One of the pair members will ask, What will this person have done in the future? Another member of the group will respond. Whoever answers will have to ask the question again. Etc

- Use the correct structure of the future perfect simple
- Describe what the people in the image will have done.

**Reflection Wheel Journal 2****Speaking Lesson Plan**

By Carlos Victor Calderón Pino

**Introduction**

Speaking skill is the ability to speak fluently to process information and language. It is defined as the process of transmitting ideas and information orally in a variety of situations.

Therefore, if our purpose is to develop our speech, with constant practice, the only objective is to adapt our hearing with the language to our daily routines. Speaking skills must be supported in the speaking class by effective classroom management. It is used to communicate though of information period (Arini & Wahyudin, 2022).

**Feelings:**

Personally, speaking is the people's ability to produce the language and share their ideas. Most of the students think that speaking is one of the skills that you can get stress easily, some many people can read English document even they can understand a native speaker but we they could speak they can get a stress and panic.

Likewise, we like teachers can improve their speaking even we can help them with an activity to forget that panic. Good pronunciation should be shown to the students correctly, so that they can differentiate each word and the meaning well when they produce the language in their speaking.

**Thoughts:**

Well, one of the most common thoughts is that if everything will turn out as one expects, in speaking what one expects from the student is that they can get a performance speaking English but that is not achieved overnight, you have to do a without number of activities and use different methods so that the student can let go of the fear of talking to other people.

English is an international language used as a secondary language in many countries, for example in Ecuador it is essential and mandatory to learn English since the child begins to study at school. In an investigation the results reflect that the students were able to

practice oral and written aspects of the English language, being more aware of their traditions and customs, origins, and cultural diversity with the support of technology. The methodological procedures and strategies applied improved the teaching-learning process of English and attention to multi-intercultural diversity in a language academy in Ecuador (Bonilla-Tenesaca, 2022).

**Learning**

¿What is an ECRIF? Well, is a framework to help students learn new language and skills so that they can use them fluently and, it has to do with adopting a more learning-centered model of learning the lessons that the teacher conducted. If we analyze; E means encounter, C means clarity, R means remember, I mean internalize, F means fluency.

This is based on 5 stages, which are intended for the student to have a favorable learning, that is, in the long term.

ECRIF Framework certainly facilitates the planning of activities to develop speaking skills among teenagers in view of the fact each stage offers clues and enough practice to speak with accuracy and spontaneity. As a conclusion, the researcher found out that students demonstrated a low speaking proficiency level in the pretest, English teachers do not use any type of planning design to develop the speaking skill instead they applied alternative teaching media to fulfill their class. Moreover, the activities based on ECRIF framework needs to be thoughtful chosen by teachers in order to achieve the final objective. In light of these conclusions, the researcher recommended to apply a planning design that focuses on the speaking skill, use the stages of ECRIF Framework because it facilitates the planning of activities which go from teacher-controlled to spontaneous student-initiated activities and consider the list of activities based on ECRIF Framework to design the planning for a speaking skill lesson (Sulca Guale, 2021).

The teacher can give the students the feeling of studying cooperatively sometimes as a group not as an individual, which creates a team soul among them. Traditional teaching techniques do not provide the students with the awareness that they need to share and learn the new knowledge they have perceived from their errors or mistakes. Thus, the students can feel more productive and safer while learning the target language.

## Applications

It is recommended to use the activities based on ECRIF to develop the speaking skill either in a face-to face or online class. The activities considered in the planning design of this research were the following. In the encounter and clarify stages: YouTube videos, pictures, compare meanings, and choose the best response. In the remember and internalize stages: games, think-pair-share, information gap activities and questioning. In the fluently use stage, 4/3/2 activity, simulations and describing activities about vocabulary already practiced either in pairs or small groups.

### Speaking Lesson Plan

**Name:** Carlos Calderon Pino  
weekend

**Topic:** Activities in the

**Teaching Time:** 45 minutes

**Students:** 15

**Level:** 7th

### Action points

1. Real-world scenario for speaking practice.
2. Provide clear instructions.
3. Manage the time appropriately.

### What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT: Students will be able to **use** “be going to” **to** describe plans **in** a dialogue in pairs.

**When/How in the lesson will I check students’ progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?**

I will check students write some sentences using going to.

- In the demonstration of picture projection, I will check when they use “be going to”.



- A behavior that will show me whether they have mastered the content will be the participation of the students when they play a game.
- When at the end of the class they use -be going to- in a dialogue.

Preliminary considerations:

a. **What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**

- I already know some new verbs.
- I expect students already know some expressions of time for future.
- The students already had a class about "be going to" for future.

b. **What aspects of the lesson do you anticipate your students might find challenging/difficult?**

-Some students probably will find difficulties to pronounce new vocabulary

- Some students will have some confusion to explain future.

c. **How will you avoid and/or address these problem areas in your lesson?**

- Students that show mistakes in the pronunciation will do exercises using the audio recommended in the resources section of this plan.
- I will give them clear instructions at the beginning of the speaking practice to clarify any doubt.

Time	F r a - m e w o r k Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
10 minutes		<p>Teacher will do one question. What are you going to do the weekend?</p> <p>Like:</p> <p>Go shopping.</p> <p>Play videogames.</p> <p>The teacher will write the answer of the students on the board, then the teacher will show a dialogue with the audio:</p> <p><a href="https://www.eslfast.com/robot/topics/social/social01.htm">https://www.eslfast.com/robot/topics/social/social01.htm</a></p> <p>The second question is:</p> <ul style="list-style-type: none"> <li>¿What is the plan they mentioned in the audio?</li> </ul>	<p>Students will say the answers.</p> <p>They will interact with the teacher.</p>	T-S VAK	-Marker -Board
8 minutes	Clarify	<p>The teacher will explain the use of going to with examples of the videos.</p> <p><a href="https://youtu.be/Sc5CV-5VzMqk">https://youtu.be/Sc5CV-5VzMqk</a></p> <p>Teacher does the following question.</p> <p>-What are they going to make on Saturday?</p>	<p>Students will pay attention and watch the video</p> <p>Students will learn more vocabulary related to the topic shown in the video</p>	T-S V-K	YouTube video, Internet connection, Projector, Computer.
7 minutes	Remember	<p>Teacher will play a game about "going to" and will monitor the games</p> <p><a href="https://wordwall.net/es/resource/4939134/be-going-to">https://wordwall.net/es/resource/4939134/be-going-to</a></p>	<p>Students will play the game and participate.</p>	T-S T	Wordwall, Internet, Computer, Projector.
10 minutes	Internalize	<p>The teacher will show papers writing with words about personal pronouns, going to, verb to be, activities to do on the weekend.</p>	<p>Students organize sentences ordering the paper.</p> <p>They use the structure of going to.</p>	S-S	Papers with the words, verbs, be going to, etc.
10 minutes	Fluency	<p>Teacher organized groups of 4 students to speak short dialogues using be going to.</p>	<p>Students exchange the information about activities they are going to in the weekend</p>	S-S V-K	Cards with questions about activities to do in the weekend.

**Resources:**

**Short dialogue:**

**Dialogue one:**

Teacher: What are you going to do this weekend?

Student 1: I'm going to buy a new book with my father

Student 2: I'm going to visit my grand mother

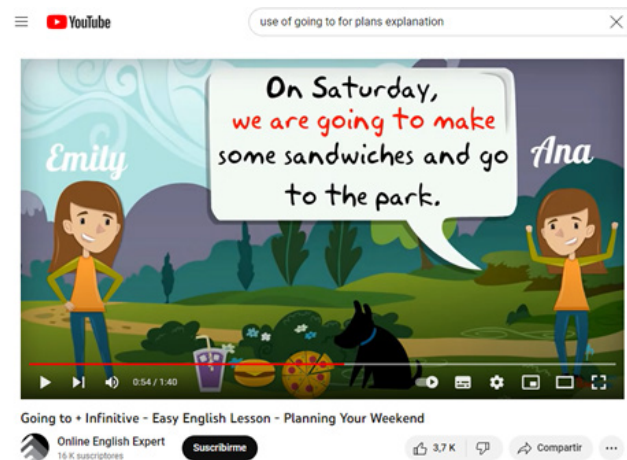
Student 3: I'm going to eat in a restaurant. Etc.

**Papers and sentences**

Students make sentences putting in order the pieces of papers

Personal pronoun	Be going to	Activities	Possible Sentence
She	is going to	Swim in the pool	
He, They	is going to	BBQ	
We, I, our	is going to	walk at the mall	
You, Me,	is going to	Have a hamburger	

**YouTube video:**



<https://youtu.be/Sc5CV5VzMqk>

Teacher will ask to the students.

What are they going to make on Saturday?

**Audio Practice:**

<https://www.eslfast.com/robot/topics/social/social01.htm>

Students answer the questions teacher makes: *Are you going to a party this saturday?*

The screenshot shows a web browser window with a tab titled "Conversation: 1. Going to a Party". The main content area has a red heading "1. GOING TO A PARTY". Below the heading is an advertisement for Google. Underneath the ad is an audio player for a 0:32 minute clip, labeled "1.". Below the player is a list of dialogue lines between A and B. At the bottom of the page, there is a banner for "NEW ARRIVAL Affordable Fiber Laser" with a "GWEIKE" logo.

1. GOING TO A PARTY

Ads by Google

Stop seeing this ad Why this ad?

1. 0:03 / 0:32 Repeat

A: Are you going to the party on Saturday?

B: I was thinking about it. Are you?

A: Yeah, I heard it's going to be a lot of fun.

B: Really? Well, what time does it start?

A: It starts at 8:00 pm, and I really think you should go.

B: Well, who else is going to be there?

A: Everybody from school.

B: How do you know it's going to be so fun?

A: This party is going to have a DJ, food, and drinks.

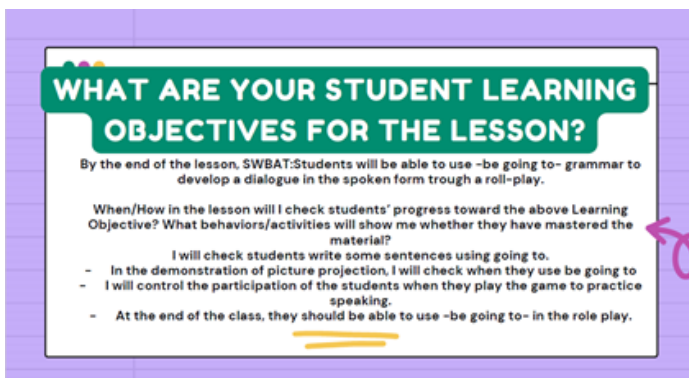
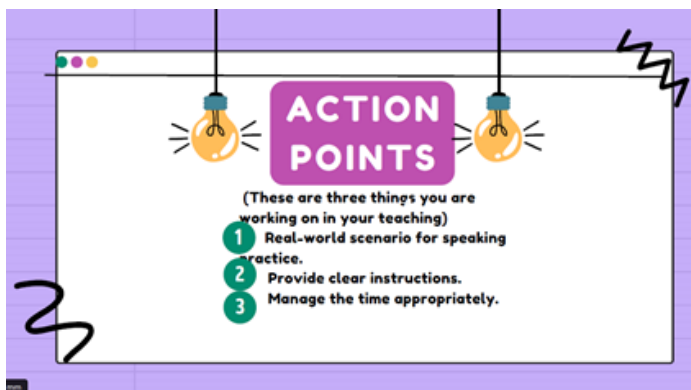
B: Wow, that does sound like it's going to be fun.

A: So am I going to see you at the party?

B: Yeah, I will be there.

GWEIKE NEW ARRIVAL Affordable Fiber Laser

## Demonstrative Lesson



**PRELIMINARY CONSIDERATIONS:****• WHAT VOCABULARY/GRAMMAR/INFORMATION/SKILLS DO YOUR STUDENTS ALREADY KNOW IN RELATION TO TODAY'S LESSON?**

- -I expect students learn some new verbs to practice speaking.
  - I expect students know the structure of to be going to when they practice the role play.
  - b. What aspects of the lesson do you anticipate your students might find challenging/difficult?
    - I expect some students find difficult to pronounce new vocabulary.
    - I expect that some students might have forgotten the use of going to be.
    - C. How will you avoid and/or address these problem areas in your lesson?
      - I will give them clear instructions at the beginning of the speaking practice to clarify any doubt.
  - After the role play, I will correct their pronunciation mistakes that I identify in the role play.

Audio Practice:  
[https://www.eslfast.com/  
robot/topics/social/social  
01.htm](https://www.eslfast.com/robot/topics/social/social01.htm)

1. ▶ 0:00-1:00 ◀ ⏮ ⏭ ⏪ ⏩ ⏹

A: Are you going to the party on Saturday?  
B: I was thinking about it. Are you?  
A: Yeah, I heard it's going to be a lot of fun.  
B: Really? Well, what time does it start?  
A: It starts at 8:00 pm, and I really think you should go.  
B: Well, who else is going to be there?  
A: Everybody from school.  
B: How do you know it's going to be so fun?  
A: This party is going to have a DJ, food, and drinks.  
B: Wow, that does sound like it's going to be fun.  
A: So am I going to see you at the party?  
B: Yeah, I will be there.

## Conclusion

Based on the review of fundamental concepts, English language teaching strategies, and theories, the author presents a portfolio that consists of a set of lesson plans that were created with the relevant support of the tutor. They become the final result of the Teaching English Foreign Language (TEFL) degree modality in the program Pedagogy of National and Foreign Languages (PINE) at the University Laica Eloy Alfaro de Manabí. Consequently, in the condition of the author, I declare the 100% fulfillment of the aims proposed in this work.

Thus, the technical planning process of English as a foreign language lesson plans contributed positively to the construction of my professional profile, providing me with teaching techniques, communicational skills, and professional competencies that allow a new EFL teacher to respond efficiently to local needs and by global technological progress.

Thus, it is possible to satisfactorily fulfill the objective of proving the knowledge acquired in the program PINE concerning English as a second language instruction and the professional lesson planning, design of didactic material, class management, and strengthening of the communicative skills in the English language.

This portfolio is concrete evidence of the development of the professional profile made in the process of graduation during the 8th and 9th semesters. The results generated in this process can be used to contribute to the improvement of the current instruction of English as a foreign language in Manta and Manabí. The construction of the lesson plans also evidences all the experiences and teaching abilities obtained during the internships and community service as part of the professional training program as an EFL teacher.

Thus, the articulation of the wheels journals, lesson plans, didactic material adaptation and design, and demonstrative classes shown in this portfolio, evidence the contribution of the PINE program to strengthening the professional profile of a new generation of EFL teachers with the hope of becoming in a productive member of the local educational community, and having the willingness to continue the professional improvement with the hope of contributing locally as a new professional of the republic of Ecuador.

The execution of the Curricular Integrator Work with the modality Teaching English as a Foreign Language (TEFL) has contributed to my transformation process as an EFL teacher with a specific awareness of teaching since a technical but human position. The graduation process supported by the tutor has offered me the opportunity to grow as a professional and individual. I have

become a new professional able to select, use and adapt teaching strategies and resources to motivate learners of different ages to study English as a foreign language successfully. To have a better understanding of the appropriate routes to follow in the professional design of lesson plans made this process a relevant experience in my professional training.

Every word and idea presented in this paper was written down according to the knowledge acquired in the university since the functions of the academy, research, and community service. All the experiences were articulated in this Curricular Integrator Work, which has contributed to specific awareness presented in this portfolio.

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# Teaching Experiences in TEFL Application Process

## Section 3

TEFL Action Research

## Chapter 11

Using Wordwall, ISL Collective and  
Genially as a Pedagogical Resource  
in English Language Teaching:  
Interaction and Communication  
Between Student and Teacher

**AUTHORS:** Jerime Josue Delgado López; Steven Darío Menéndez Meza; Cintya Maribel Zambrano Zambrano



## **Using Wordwall, ISL collective and Genially as a pedagogical resource in English language teaching: interaction and communication between student and teacher**

### **Abstract**

The objective of this research was to analyze the effectiveness of digital platforms—Wordwall, Genially, and ISLCollective—in enhancing speaking skills, as well as their role in fostering a positive social environment in the classroom. This case study involved 16 adolescent participants who attended 52 English classes. The research utilized a variety of instruments, including pre-tests and post-tests to assess speaking skills, observation sheets for learning achievements, ECRIF-based lesson plans, and a checklist to evaluate social interaction among participants. The results indicated a significant improvement in the participants' speaking abilities, with notable increases in motivation and enjoyment during lessons. Furthermore, the use of these platforms created a dynamic learning environment that facilitated social interaction, transforming a group of initially unfamiliar students into a cohesive, collaborative group.

**Keywords:** Speaking skill, Digital platforms, Social interaction, ECRIF lesson plan

### **Introduction**

There is no doubt that oral skills in a language are a fundamental pillar and of continuous use when handling a language. Speaking, often catalogued as one of the most complicated skills to develop and a fact for Ecuadorian students according to the work of Patiño, & Reyes, (2020) where 132,493 Ecuadorian students were evaluated, resulted in a low level of English in speaking. It is this complexity in the skill that makes it the protagonist of this paper. This complexity of oral production is shared by the group of 16 adolescent participants in the city of Manta.

At the same level, educational innovation is increasingly a pillar in the teaching process. However, the presence of these in the Ecuadorian educational system is very low and null Patiño, & Reyes, (2020) so the benefits that digital platforms provide can be seen for English language teaching. Therefore, the objective of the study is to analyze the digital platforms: Wordwall, Genially and ISL collective for the development of the speaking skill and how the environment generated in classes by these platforms establishes positive bases for social interaction among them.

Based on these problems presented and as a guide to answer in the research,- the following research questions were established:

- How can be use the platforms to improve the English as a foreign language practice?
- Which topics did the participants gain the most knowledge about?
- What are the frequencies of interaction of the participants using the English language?
- What are the changes reported in the speaking skill of the project participants?

The intervention to answer these research questions took place during 52 class sessions of 2 hours duration per session in space of integral development support. In which the use of these digital platforms was present during the sessions. The instruments applied in this work were a focus group to understand the learning preference of the participants, a speaking assessment pre-test and post-test, an observation sheet and a check list.

Thanks to the implementation of these, it was concluded that the use of these digital platforms in this study positively benefits the students in the speaking skill and generates an optimal learning environment for their healthy social interaction.

## **Methodology**

The approach for the present research is the case study. The study was conducted within a space of integral development support in a classroom called “the teenager’s classroom” in the canton of Manta-Ecuador. The case study consists in 16 students in the age of 13 and 17 years. During this research they attended the course of English language offered by the community service project of the Eloy Alfaro university. The group was confirmed by students from Ecuador, Venezuela, and Colombia. They decided to participate freely and voluntarily in this research.

The communicative methodology is the basis of the present research, moreover, such approach also falls around the student to make learner centered and the self-confidence environment for friendship.

The complementary resources needed to complete the study were a computer, a projector for performance, Internet, loudspeakers (for the listening comprehension activities) and a printer for the role play activities.

## Instruments

- **Focus group:** the objective of this focus group was to determine information regarding the students' learning preferences. This instrument was developed by the researcher. This dialogue consisted of 7 questions that covered topics such as: personal information, the schedule of the classes and what aspects motivated them to attend the course. This instrument was evaluated by a panel of experts composed of professors from the English program at Eloy Alfaro university with experience in teaching English and managing groups for more than five years. The panel of experts suggested reducing from the 15 questions of the initial draft to the 7 questions asked in the focus group. The development of this instrument lasted 60 minutes and the session was recorded to leave evidence.
- **An English-Speaking Assessment Test** aligned to the contents within the Common European Framework of Reference (CEFR) with the objective of knowing the level of speaking skill. This test had topics of Vocabulary of professions, food, feelings, present simple, verb to be, greetings, time, adjectives. The instrument consisted of 10 oral response questions applied in the second meeting in group. This test was elaborated by the researcher and evaluated by a panel of experts of professors of the English program at Eloy Alfaro university. Their suggestions were to reduce the number of questions from 20 to 10 and to modify the level and focus of certain remaining questions. The time needed to apply this test was 90 minutes and was conducted by the researcher as a pre-test and post-test.
- **Observation sheet:** The objective of this instrument was to identify what were the knowledge weaknesses that the students had through their participation with the digital platforms during six sessions where the teacher could monitor the activities give reinforcements in the topics that the students did not master. Each session lasted 90 minutes. This instrument was created by the researcher and was evaluated by a panel of professors of the English program at Eloy Alfaro university who recommended that the feedback should be given after each class.
- **Checklist:** This instrument aims to determine the frequency observed in the social interaction among students during the English class. It was developed by the researcher and was evaluated by the panel of

professors of the English program at Eloy Alfaro university. The variables considered were trust, frequency of conversation among peers, willingness to play during class, frequency of demonstration of esteem among peers, and the preference of using the cell phone or dialoguing with classmates during free time. This checklist was executed in each session from March to June.

### **Educational Intervention**

For this qualitative research, the intervention focuses on speaking skill where the students are the main source of research carried out for 19 weeks, 52 sessions giving in person with two hours each one.

The develop of the speaking skill and the friendship atmosphere was given from the implementation of the use of three websites named Wordwall, ISLcollective and genially within the teaching of classes, as a means to give the gamification by these applications and analyze their contribution in the learning process, the execution structure of each of these pedagogical tools was given in classes as follows:

1. Great as a presenter of the topic and grammatical explanation, with diverse presentations and with focus on games such as among us where the explanation was given similar to the structure of the game.
2. The Wordwall helped mainly in vocabulary exercises, conversational or grammatical topics, as well as in didactic use in relation to the language such as group remember games.
3. ISLcollective provided more auditory and visual support using its interactive videos or reading activities depending on the topic of the class.

This resulted in a better focus and interest of the participants, seeding in them a greater motivation to attend the class sessions due to the colorful facets that each of them and their activity structures provided, in addition to the friendly atmosphere that was provided by the activities presented and the way that teacher host the activities in classes.

Mostly the amazement and ease of understanding was due to the lack of use of these within a conventional classroom for them. This supports that the study objective of these applications for didactic use is oriented to the improve the learning experience of the study population.

This class model was easily replicable to different grammar syllabuses within this English-speaking language and the use of this is not of great difficulty. In addition, we already have a large resource of quality material available and re-usable, which makes the planning of the teacher's didactic resources much faster, effective, and comfortable. Even the resources created in Genially and Wordwall can be edited to the personal objectives of each teacher's class.

## **Preliminary Phase**

### **Approach to the field of study**

It was March 2022, it was observed that the students showed a low development in their capacity speaking through the observation of the teacher and the firsts games, they should have developed the speaking skill according to the national curriculum.

Students had difficulty understanding and analyzing concepts and ideas while they were asked to performance oral information. Students face the problem of being uncomfortable with the oral participation and fluency to present their thoughts during the speaking activities. These factors created interest in the researcher, then it was decided to start the planning of the classes according to the ECRIF lesson plan which focuses on developing of the speaking skill.

### **Data collection procedure**

The researcher provided a proposal that helped the English teacher to implement the Wordwall, Genially and ISLcollective websites in a technological environment in the use of video, dynamics activities, and text.


Throughout the first four stages the researcher used an extensive variety of material related to the topic of the class, however most of these activities were introduced like competitions in random teams created by the teacher, later the fluency activities to show the extension of their learning result.

## **Results**

The results obtained from the studies are presented following the order of response to the research questions posed in the introduction.

In response to the first question that How can be use the platforms to improve the English as a foreign language practice? the following tables present the lesson plans of the classes using the platforms in English practice and following the stages of Encounter, Clarify, Remember, Internalize and Fluently Use.

**By the end of the lesson, SWBAT USE common expressions TO introduce their personal information among others IN an inside-outside circle (onion ring).**

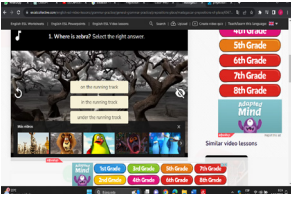
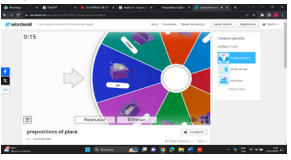
Time	Framework Stage	Teacher Will	Procedure Student will	Interaction S-S/T-S VAKT	Materials needed
15 minutes	Encounter	<ul style="list-style-type: none"> <li>-Present a video where people are introducing themselves.</li> <li>-Ask the students what expressions people used to introduce themselves.</li> </ul>	<ul style="list-style-type: none"> <li>-Watch the video and identify the expressions people use to introduce themselves.</li> </ul>	T/S	Projector Board Youtube video
20 minutes	Clarify	<ul style="list-style-type: none"> <li>-Project a genially presentation with dynamic slides and illustrations that show the common expressions for giving and asking personal information.</li> <li>-Teach how to use the expression in a real context focusing on their form meaning and use.</li> </ul>	<ul style="list-style-type: none"> <li>-Look at the slides and read the information on them and practice the pronunciation.</li> <li>-Use the expressions with a partner.</li> </ul>	T/S	Projector Board Genially slides
20 minutes	Remember	<ul style="list-style-type: none"> <li>-Project through Wordwall a matching task and a scrambled task.</li> <li>-Assess the pronunciation and equal participation.</li> </ul>	<ul style="list-style-type: none"> <li>-Match the images with their right meanings.</li> <li>-Order the expressions for introducing themselves.</li> </ul> 	T/S	Projector Board Wordwall activities
15 minutes	Internalize	<ul style="list-style-type: none"> <li>-Show a video where people introduce themselves.</li> <li>-Divide the students in two groups and ask questions relating to the video.</li> </ul>	<ul style="list-style-type: none"> <li>-Watch a video and try to remember the information as much as possible.</li> <li>-Answer questions relating to the video.</li> </ul>	T/S	Projector Board Youtube video

30 minutes	Fluently use	<ul style="list-style-type: none"> <li>-Ask the students to form two circles, one is going to be the largest (outside) and the second one is going to be the smallest (inside), this is the onion ring strategy.</li> <li>-Tell the students inside, they have to rotate once each of them introduces the personal information to each student from the outside circle and vice versa.</li> <li>-Ask the students about the personal information they received from their classmates in the onion ring.</li> </ul>	<ul style="list-style-type: none"> <li>-Stand in circles (inside and outside).</li> <li>-give and ask for personal information in the circle.</li> <li>-Answer the teachers' questions about their classmates' personal information.</li> </ul>	T/S	Classroom
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**By the end of the lesson, SWBAT USE prepositions of places TO give indication of the position of hidden objects in a picture IN a paired competition.**

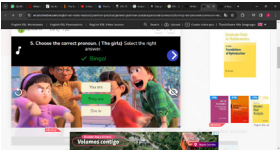
Time	Framework Stage	Teacher Will	Procedure	Student will	Interaction S-S/T-S VAKT	Materials needed
15 minutes	Encounter	<ul style="list-style-type: none"> <li>-Ask students about their moods, the weather.</li> <li>-Show a video of a kid describing where he hides his favorite toys.</li> <li>-Ask students' guessing meaning of the words in bowl in the video.</li> </ul>	<ul style="list-style-type: none"> <li>-Answer the teacher's questions.</li> <li>-Watch he video. Say their guessing.</li> </ul>		T/S	Projector. Board. Youtube video.
25 minutes	Clarify	<ul style="list-style-type: none"> <li>-Present a Genially slides with the topic, vocabulary and uses.</li> <li>-Ask students to guess the meaning and identify the grammar structure.</li> <li>-Clarify doubts and pronunciation mistakes. Show examples.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the teacher's presentation.</li> <li>-Ask questions and practice pronunciation.</li> </ul>		T/S	Projector. Board. Genially slides.



20 minutes	Remember	<ul style="list-style-type: none"> <li>-Project two short videos from movies from ISL collective, with fill in the gap activities.</li> <li>-Ask students to participate.</li> <li>-Show a worksheet in ISL collective with questions to fill in the gap but using images as referent for the answer.</li> </ul>	<ul style="list-style-type: none"> <li>-Pay attention to the videos.</li> <li>-Participate in the questions.</li> <li>-Fill the worksheet.</li> </ul> 	T/S	Projector. Board. ISL collective video. ISL collective worksheet.
15 minutes	Internalize	<ul style="list-style-type: none"> <li>-Present a Wordwall roulette with a picture and the preposition.</li> <li>-Choose randomly a student to participate.</li> <li>-Show a picture with a hidden objects list.</li> <li>-Ask students to find as many as they can.</li> </ul>	<ul style="list-style-type: none"> <li>-Construct the sentence properly with the picture and preposition given.</li> <li>-Look for the objects and explain where they are located it.</li> </ul> 	T/S	Projector. Board. Wordwall roulette. Picture with hidden objects.
40 minutes	Fluently use	<ul style="list-style-type: none"> <li>-Create pairs to work together in a competition against other pairs.</li> <li>-Project three different images with the list of the hidden objects.</li> <li>-Assess the grammar in the student's answers.</li> </ul>	<ul style="list-style-type: none"> <li>-Compete in pairs finding as fast as possible the objects hidden in the picture.</li> </ul>	T/S	Projector. Board. Pictures with hidden objects.


**By the end of the lesson, SWBAT USE personal pronouns and verb be TO give information of people IN an oral story.**

Time	Framework Stage	Teacher Will	Procedure	Student will	Interaction S-S/T-S VAKT	Materials needed
10 minutes	Encounter	<ul style="list-style-type: none"> <li>-Speak on an anecdote an experience using personal pronouns and verb be.</li> <li>-Ask students questions about the names of the People of the story.</li> </ul>	<ul style="list-style-type: none"> <li>-Pay attention to the teacher's story.</li> <li>-Answer the teacher's question and realize the personal pronouns instead of real names.</li> </ul>		T-S	Classroom

25 minutes	Clarify	<ul style="list-style-type: none"> <li>-Introduce the Topic with a genially presentation of among us.</li> <li>-Explain the topic with the thematic of the game.</li> <li>-Ask students to participate in the games inside the slides.</li> </ul>	<ul style="list-style-type: none"> <li>-Pay attention to the teacher's explanation.</li> <li>-Participate in the games in genially slides.</li> </ul>	T/S	Projector. Genially slides. Board.
10 minutes	Remember	<ul style="list-style-type: none"> <li>-Present an ISLcollective video about pronouns and verb to be.</li> <li>-Present two Wordwall activities about personal pronouns and verb to be.</li> </ul>	<ul style="list-style-type: none"> <li>-Pay attention to the video activity and full in the gap</li> <li>-Answer the teacher activities in word-wall.</li> </ul> 	T/S	Projector. ISLcollective video. Speakers. Board.
20 minutes	Internalize	<ul style="list-style-type: none"> <li>-Give the students a worksheet from ISLcollective.</li> </ul>	<ul style="list-style-type: none"> <li>-Answer the worksheet.</li> </ul>	T/S	Worksheet from ISLcollective.
25 minutes	Fluently use	<ul style="list-style-type: none"> <li>-Explain the activity and the presentation parameters with their own story.</li> <li>-Ask students to present one by one.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the teacher's instructions</li> <li>Participate one by one in an oral presentation.</li> </ul>	T/S	Classroom.

**By the end of the lessons, SWBAT USE possessive s' TO name the owner of things in the classroom IN a guessing game against the other classmates.**

Time	Framework Stage	Teacher Will	Procedure will	Student	Interaction S-S/T-S VAKT	Materials needed
15 minutes	Encounter	<ul style="list-style-type: none"> <li>-Ask about a "lazy town" character named Stingy</li> <li>-Ask about Who IS the owner of some things in the classroom.</li> <li>-Ask about family members vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the teacher's questions.</li> <li>-Answer the questions.</li> </ul>		T/S	-Stingy photo
25 minutes	Clarify	<ul style="list-style-type: none"> <li>- Use interactive slides on Genially with examples of possessive 's in sentences.</li> <li>-Involve students in a interactive activity on Genially to test their understanding of possessive 's.</li> </ul>	<ul style="list-style-type: none"> <li>-Follows the teachers' instructions.</li> <li>-Participate in the interactive activity.</li> </ul>		T/S	Genially slides. Projector. Whiteboard. Computer. Internet.

10 minutes	Remember	-Assign possessive 's practice exercises from ISLCollective for students to complete individually. -Discuss the answers as a class and address any questions or misconceptions.	-Complete the worksheet -Discuss the answers.	T/S	Projector. Whiteboard. Computer. Internet. ISLcollective worksheet.
15 minutes	Internalize	-Engage students in an interactive activity on Wordwall where they match possessive 's examples with the correct nouns.	-Answer the wordwall questions 	T/S	Projector. Whiteboard. Computer. Internet. Wordwall.
25 minutes	Fluently use	-Explain the rules of the game where students have to guess the owner of an object using possessive 's. -Conduct the guessing game, encouraging students to use possessive 's in their questions and answers.	-Students create guessing questions for their classmates. -Students answer the guessing questions from their classmates	T/S	Classroom

**By the end of the lesson, SWBAT USE time phrases TO tell the time IN different clocks questions.**

Time	Framework Stage	Teacher Will	Procedure will	Student	Interaction S-S/T-S VAKT	Materials needed
10 minutes	Encounter	-Ask about different time activities in the student's day. -Refresh the numbers vocabulary.	-Answer to the teacher questions. -Guess today's topic class. -Remember numbers vocabulary.	T/S	Whiteboard Markets	
25 minutes	Clarify	-Project a Genially slide presentation about What time is it? -Ask students to participate in the questions.	-Pay attention to the teacher explication. -Participate answering.	T/S	Projector Board Genially slides	
15 minutes	Remember	-Assign telling time practice exercises from Wordwall -Discuss the answers with the class and solve any questions or misconceptions.	-Participate actively in the Wordwall activities. -Discuss the answers.	T/S	Projector Wordwall Computer Internet	
20 minutes	Internalize	-Form pairs and give the instructions to solve short answer questions about time -Monitor the process walking around the classroom	-Choose a partner and make and answer short questions	T/S	Classroom.	
20 minutes	Fluently use	-Present different clock images and students have to tell the time.	-Answer the activities of the different types of clocks.	T/S	Projector Clock images	

**By the end of the lesson, SWBAT USE profession vocabulary TO describe the activities of the different jobs IN a short presentation.**

Time	Framework Stage	Teacher Will	Procedure dent will	Stu-	Interac- tion S-S/T-S VAKT	Materials needed
10 min- utes	Encounter	-Show a YouTube video about what do you want to be when you grow up? -Ask students what they want to be when they grow up.	-Pay attention to the videos and answer the teacher's question.		T/S	Projector. Board. YouTube video speaker
30 min- utes	Clarify	-Use interactive slides on Genially to present images of various professions and encourage students to guess the profession in English. -Present and clarify the vocabulary related to professions through interactive content on Genially, including pronunciation and usage. -Engage students in a matching activity on Genially, where they match the profession with its description.	-Pay attention to the genially presentation. -Answer the teacher's activity in genially. -Ask questions to the teacher to solve doubts.		T/S	Genially slides. Whiteboard. Computer. Internet. Projector.
10 min- utes	Remember	-Assign teams and a Wordwall activity where students must fill in the missing letters to complete the names of the professions.	-Fill the Wordwall activities in teams.		T/S	Wordwall Whiteboard. Com- puter. Internet. Projector.
15 min- utes	Internalize	-Share an ISLcollective worksheet where they match the profession with the corresponding workplace or tools used.	-Answer the worksheet and match the professions.		T/S	Worksheet
25 min- utes	Fluently use	-Make questions to each student in front of the class about what certain job performance in its profession.	-Pay attention to the classmate's participation.		T/S	Classroom

**By the end of the lesson, SWBAT USE describing physical adjectives TO describe appearance of people IN a full body photography description.**

Time	Framework Stage	Teacher Will	Procedure dent will	Stu-	Interaction S-S/T-S VAKT	Materials needed
10 min- utes	Encounter	-Ask the students what the part of their body they love the most. -Refresh colors and clothes vocabulary.	-Answer teacher's question. -Remember the colors and clothes vocabulary.		T/S	Classroom

30 min-utes	Clarify	-Use interactive slides on Genially to present images of people and encourage students to guess the physical characteristics in English. -Present and clarify the vocabulary related to describing people through interactive content on Genially, including pronunciation and usage.	-Pay attention to the teacher's class -Participate in the activities of questions and pronunciation.	T/S	Genially slides. Whiteboard. Com-puter. Internet. Projector.
10 min-utes	Remember	-Assign to each student a picture and ask them to describe it. -Help students with direction and solving misunderstandings.	-Analyze and describe the picture assigned. -Ask and accept the teacher guidance sometimes.	T/S	Images of people. Projector. Computer.
15 min-utes	Internalize	-Form pairs between the students and direct them to describe the other in full body.	-Work in pairs describing the full body of their pair.	T/S	Classroom
25 min-utes	Fluently use	-Assign different full body pictures -Explain the structure for the description time.	-Analyze and describe in front of the class the image assigned.	T/S	Classroom

### Created by the research team

A sample of the 52 lessons given is presented, but here is a collection that was very successful in the classes and is composed of seven lesson plans. Lessons whose success can guide the repetition of this method with a new group.

In response to the second question, which was: Which topics did the participants gain the most knowledge about? These are the answers:

### Observation sheet created by the research team.

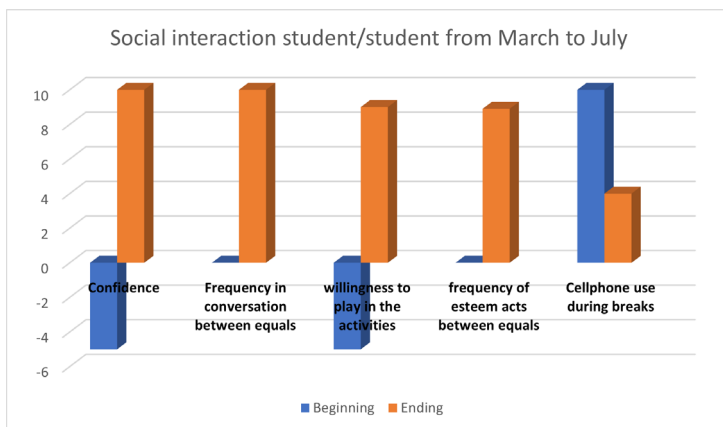
Topics	Students																
	1	2	3	4	5	6	7		9	10	11	12	13		15	16	Total
Introducing my self	1	1	1	1	0	1	1		1	1	1	1	1	1	1	1	15
Personal pro-nouns and verb be	1	0	1	1	1	0	1		1	1	1	1	0	1	1	1	13
Possessive S'	1	0	1	0	1	0	0		1	1	0	1	0	1	0	1	10
Prepositions of places	1	1	1	1	1	1	1		0	1	1	0	1	1	1	1	14
What time is it?	1	1	1	1	1	1	1		1	1	1	1	1	0	1	1	15

Plural s/es/ies/oes	0	1	0	0	1	1	1		0	0	0	1	1	1	1	0	8
Questions in simple present	0	1	0	0	1	0	1		0	0	1	1	0	0	0	1	6
Vocabulary about professions	1	1	1	1	1	1	1		1	1	1	1	0	1	1	0	14
Describing people	1	1	1	1	1	1	0		1	1	1	1	1	1	1	1	15
Countries Vocabulary	1	1	1	1	0	1	1		1	1	1	1	1	1	0	1	14

According to the results found in the observation sheet, a small sample of all the topics to which the students were exposed and their performance in obtaining knowledge is presented. As can be seen, the diversity of topics in EFL teaching is very diverse. The great majority with a high retention of knowledge. Especially in topics whose planning included games with the platforms either in groups or in pairs, such as the introducing myself class with 15 points of acceptance and the describing people class with 15 points of acceptance as well. Nevertheless, the classes with the highest lack of scores are those whose subject matter depended on a large amount of previous vocabulary to be able to perform as expected, also some of these classes were given in a different classroom due to an event in the space of integral development support, so the change of environment could have influenced the result obtained. It refers to the classes of “questions in simple present” and “plurals”.

One of the bases in this process was the well-known “learning community” that occurred organically among the students, who explained from their conceptualization how they had managed to assimilate the knowledge to the classmates who had not yet achieved it, which generated new perspectives to obtain the knowledge and allowed a greater progress for the class and in which the bonds of friendship and esteem were more noticeable.

This aspect of friendship not only remained in that class, but it was a feature that was developing more and more from the structure of the classes and communication between teacher and students in the management of these digital platforms. So the third question is: What are the frequencies of interaction of the participants using the English language? And the table below exemplifies the result.



### Created by the research team

This table shows aspects of the social interaction between students exposed to this methodology of classes using digital platforms in the period of March and July. In 52 sessions the aspect of friendship among them had several changes. Aspects that exceeded zero as the cases of confidence and willingness to participate in the games were the lowest, due to all this new environment for them and the use of platforms to which they had never been exposed.

Such shyness is what caused the value of zero in aspects such as frequency of conversation and affected the frequency of showing affection among peers. The highest and most perfect value at the beginning was that of cell phone use during breaks and changes of activities. The use of cell phones provided a companionship and a barrier to the loneliness they were exposed to as they were complete strangers to each other.

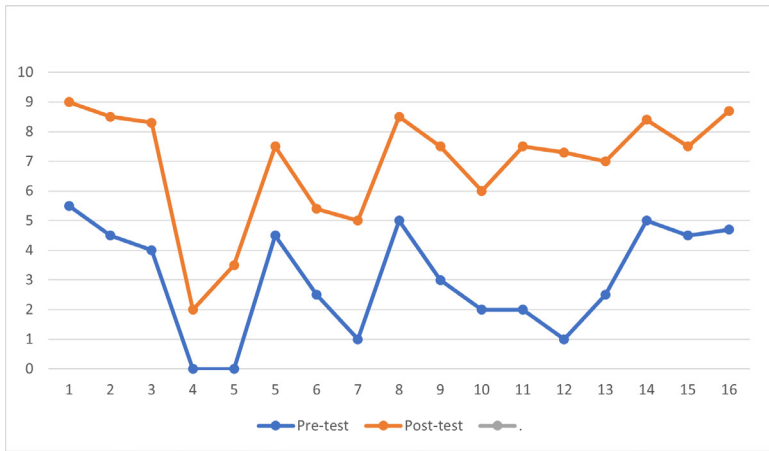
During the project these first four values increased, with the implementation of the study with these digital platforms. They have the confidence to orally produce English, the frequency of conversation and showing affection for each other increased considerably for the better on a score scale of 10 and 8.9 respectively.

The reduced value present in this completion of the chart was that of cell phone usage, since now they could coexist with each other and preferred to play with each other, now why this one did not reach zero? Because now that they were using it, it was for things like taking pictures, showing messages to each other, people in their personal lives at school, playing video games on joint platforms and recording dance videos on trending. So, its use ceased

to be a wall and became an implement that helped in their coexistence and bases of esteem and friendship. Not to mention the physical games such as playing volleyball and the ease of playing yenga or twister in the facilities of the place.

Now, the fourth research question was about the results obtained academically speaking, measured by the pre and post test that measures their speaking skill, so the question: What are the changes reported in the speaking skill of the project participants? It is answered with the following table:

**Pre-test and post-test results.**



**Graphic 1.** Results of English-Speaking Assessment Test

The graphic shows the results of the 16 adolescent participants in their first speaking assessment test up to their post-test. The post-test results show a remarkable growth in relation to their initial results; in which the highest score was that of student 1 with a total of 9, followed by students 16 and 2 with 8.7 and 8.5 respectively. While they were the highest scorers, the one with the highest score growth on the other hand was student 12, obtaining a score growth of 1 on his pretest and 7.3 on his posttest.

Although students 4 and 5 were the lowest scores in the post-test, considering their pre-test, they had a growth of knowledge, besides that factors of their personal lives could not be left out in their production, so it is an encouraging result anyway. In conclusion they all showed progress from their pre-test thanks to the use of lesson planning using Word wall, genially and ISL collective.



## Discussion

Based on the literature review and the comparison of their own results obtained from the study, the researchers affirm the position of Pradini & Adn-yayanti, (2022) when they investigated the use of improving young learners' English vocabulary using Wordwall, which resulted in a 37.50% improvement for the students in vocabulary. A fact that can also be affirmed in our research, specifically in the vocabulary classes applied in the research sessions.

The position of the researcher Castillo-Cuesta, (2022) whose research focused on a private university in Loja, Ecuador to determine the use of genially games to improve the skills of listening and reading as EFL is also affirmed. The results showed that the use of genially games was effective in improving writing and reading skills. This aspect of effectiveness is also corroborated in this research. In turn, their findings emphasize the positive perception that their students had with these games in this app and the increase in their motivations, something that is also remarked in this research.

It is also worth mentioning the affirmation to the position of Ayunda, & Nuran's (2023) research in which the aim was to investigate whether the student had interest to ISL collective videos quizzes for interactive medium in listening skill. In which the student result was condensed in the participants' agreement that this approach had easy to understand material, with a positive and enjoyable approach, aspects in which their results are shared. Additionally, the researcher thinks that this digital platform can also improve the listening skill, and this work coincides with this.

Among the most striking results, great progress was achieved in a group of participants whose oral production was very short or null depending on the case, since their oral production at the end is more extensive. The best classes included a large factor of group or pair activities. The striking visual resources provided by the digital platforms in this study were of great help in the concentration and motivation of the students. Moreover, in the audio-visual activities of ISL collective, having stories while doing exercises provided moments of entertainment and moved feelings, one of them even cried because of the sentimental message of some videos while practicing.

One of the best results was the vocabulary of professions class, which stands out because 90% of the class was able to remember 10 of the professions by analyzing what each one did and repeating activities.

While the least successful was that of the questions with simple present, because the environment was different, and the low knowledge of verb

resources limited the performance to 30% of structural success in forming these sentences.

An unexpected result in the present study was that, in a certain way, the dynamic and playful structure of the class generated an atmosphere of trust with the teacher, to whom some students gave their confidence in topics of personal nature of the students, being in a certain way this class structure and the teacher's attitude a variable that contributes to build this teacher-student trust.

For future research on this topic of digital platforms, especially with Wordwall, Genially and ISLcollective, and this methodology approach, it is recommended that during the middle of the sessions a 5-minute break is given to the students, because the adolescent brain needs to relax in order not to stress and absorb the knowledge in a better way. At the same time, the structure presented in the lesson plans should be followed, replicating the class is easy to replicate, comfortable to use and effective for the learning process. It is worth noting that it is recommended to visit the huge and free variety of resources with activities already done and easy to adjust to your syllabus that all these study platforms provide, to simplify the process of planning materials for the teacher/researcher.

## **Conclusion**

In conclusion, the objective of enhancing speaking skills in adolescents through digital platforms such as Wordwall, Genially, and ISLCollective was largely achieved, with 87% of the target met according to the literature and study results. Notable advances were observed in grammar and vocabulary acquisition. Additionally, the learning environment fostered by these platforms provided a valuable space for developing friendships among the participants. The communicative development goals and interactive features of these platforms were successfully met. Students showed significant improvement, with some increasing their scores by as much as 6 points, marking the highest gain. Interaction barriers, such as shyness, reluctance to communicate, and low participation in classroom activities, were effectively addressed. These factors, which initially hindered interaction, were transformed, with two key aspects reaching perfect scores and a 6-point reduction in issues related to cell phone distractions, leading to improved focus and engagement. This study offers important insights and encourages educators who may be hesitant to integrate digital tools into their teaching. The positive outcomes suggest that

digitizing teaching methodologies can enhance the learning process and is well-received by students, as supported by previous research. While this study focused on speaking skills, the platforms used can be adapted to develop a wide range of language skills. The dynamic and engaging nature of these tools helps increase student motivation and concentration, making the learning experience more effective for both students and teachers. However, one limitation of the study was the small sample size, which restricts the generalizability of the findings. Despite this, the research makes a valuable contribution to pedagogy by demonstrating the potential of digital platforms to improve foreign language learning. It also highlights the importance of fostering a positive and collaborative learning environment where students can build both language skills and social connections. This study serves as a call to action for educators to embrace innovative teaching approaches that prioritize dynamic materials and foster a more engaging and effective language learning experience. The ECRIF model allowed students to engage with new language forms, clarify their understanding, and progressively internalize and apply the language more fluently through interactive activities on platforms such as Wordwall, Genially, and ISLCollective. The importance of using the ECRIF lesson plan structure lies in its ability to scaffold the development of speaking skills. By guiding students from initial exposure to language through practice and ultimately fluent use, this model encourages active engagement, deeper understanding, and retention of language skills. Additionally, the digital tools complemented this framework by providing dynamic and interactive exercises that facilitated both individual practice and collaborative learning, thus enhancing the overall speaking proficiency of the students.

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# Teaching Experiences in TEFL Application Process

## Chapter 12

Teaching English to visual impairment students: curricular adaptations for speaking and listening lesson plans

**AUTHORS:** Christopher Josue García Mantuano; Germán Wenceslao Carrera Moreno



## **Teaching English to visual impairment students: curricular adaptations for speaking and listening lesson plans**

### **Introduction**

Mastery of a foreign language offers a range of academic, professional, and cultural opportunities through inclusive education, promoted by the United Nations Educational, Scientific and Cultural Organization, commonly abbreviated as (UNESCO) and the United Nations (UN), inciting changes in teachers through the implementation of new policies for teaching students with special needs (UNESCO, 2024).

The Constitution of the Republic of Ecuador highlights the importance of inclusive education; however, despite the efforts by the National Executive, the country faces significant limitations (Constitution of Republic of Ecuador, 2008, Art. 35). In the 2022 report of the National Institute of Statistics and Censuses (INEC), the percentage of students with some visual disability, even wearing glasses, is 3%.

Vision, as a crucial sense for learning, establishes significant obstacles within the educational process. The growing need for language learning in academic settings highlights the urgency of addressing the challenges of teaching a second language to this specific group of students. Studies focused on teaching a foreign language to students with VI have identified several problems, including time management, student behavior, poor classroom conditions, and lack of resources (Marzulina et al., 2021). Therefore, the question arises about how a specific lesson plan can improve the listening and speaking skills of visually impaired students learning a foreign language.

This research aims to create a proposal for developing, evaluating, and implementing an adapted lesson plan to improve the language skills of visually impaired students. The proposal includes the design of specific activities, such as active listening exercises and guided conversation practices, according to the needs and abilities of VI students. The author presents several activities in this research. They were the first to identify best practices in inclusive foreign language teaching through a critical literature review. Second, activities adapted to the needs of students with VI, such as active listening exercises and guided conversation practices. Third, assistive technologies, such as speech recognition software, should be incorporated to facilitate learning. Next, develop teacher training programs on technological tools and inclusive pedagogical techniques. Finally, evaluate the effectiveness of the proposed lesson plan in improving the language skills of students with VI.

This research focuses on developing and implementing a lesson plan aimed at improving the oral expressions and listening comprehension skills of VI students, learning a foreign language, utilizing assistive technologies, and inclusive pedagogical techniques. To this end, a systematic review of existing literature and tailored activities to integrate assistive technologies such as speech recognition software. In addition, it is essential to implement teacher training programs to ensure an inclusive learning environment, and the effectiveness of the plan will be evaluated through case studies and analysis of Pre and Post intervention outcomes (Fernández et al., 2019).

Other problems include deficiencies in the curriculum and a need for teacher preparation (Almaki, 2021). Administrative challenges, such as divided ministerial responsibility, lack of legislation, insufficient teacher training, and resource shortages, pose significant obstacles (Moreno et al., 2017). Similarly, Sirirungruang (2015) highlights the responsibility of authorities to provide the necessary budget to make resources accessible to all visually impaired students, noting that teachers alone cannot address these issues.

Research on best practices for teaching foreign languages to students with VI is limited but growing. Recent studies have shown that assistive technologies, such as voice recognition software and accessible language learning apps, can be very effective (Almufare, 2024). In addition, training teachers in specific methods for instructing visually impaired students is crucial. This training must include technological tools and pedagogical techniques that promote an inclusive and participatory learning environment (Jones et al., 2019). Although this topic is relevant to academics, there is little research on it. Mastering the senses of touch and hearing is necessary to develop the potential of students with VI. (Phuong & Phuong, 2020).

A recent study by O'Brien E. (2023) highlights the importance of teaching oral expression and comprehension to students with visual impairments. The research emphasizes that interactive activities and adapted technological tools, such as online games and accessible applications, can significantly improve oral communication skills in these students. Furthermore, students' active participation in planning activities and incorporation of their interests are effective strategies to foster an inclusive and participatory learning environment.

The proposal developed in this work consists of a combination of traditional methods and modern technologies designed to maximize the accessibility and effectiveness of learning. (Díaz & Ruiz, 2020). A recent article in IntechOpen discusses how combining traditional methods and modern technologies can



significantly improve the quality of education. Research highlights that when integrated with traditional educational methods such as augmented reality, virtual reality, and gamification, modern technologies increase student interactivity and engagement and enable more effective personalization of learning. These hybrid approaches, also known as “blended learning,” have proven particularly effective in adapting to students’ diverse needs and learning styles, ensuring that no one is left behind (Abbood et al., 2023).

El-Hossary (2017) proposed a lesson plan model for teaching a foreign language. However, it does not fully cover all skills and highlights the need to dedicate additional time to these skills to address the challenges VI learners face. This model emphasizes the use of specific materials and strategies adapted for students with VI but recognizes that it is essential to develop the necessary competencies in these students fully.

The proposed lesson plan is structured around critical activities, including active listening exercises, guided conversation practices, and interactive listening resources. These activities are to reinforce the ability to understand spoken language, as well as the ability to express it orally, offering students with VI rich and varied opportunities to practice and develop their language skills. In addition, important aspects such as adaptive assessment and constructive feedback are essential for continuous progress and positive reinforcement. (López, 2019). The main objective of this research is to develop an adapted lesson plan that improves expression and listening comprehension skills in students with visual disabilities (VI) who are learning a foreign language. This lesson plan integrates assistive technologies and inclusive pedagogical techniques to create an accessible and effective learning environment.

In contemporary education, it is necessary to identify practices that allow the literature review to carry out a critical analysis and thus identify the best practices in the inclusive teaching of foreign languages. This way, it is necessary to design activities adapted to the needs of students, such as active listening exercises and guided conversation practices, that adapt to the needs and abilities of students with VI (Bugaj, 2022)

By incorporating the use of assistive technologies, such as voice recognition software, to facilitate the learning of students with visual disabilities and developing training programs for teachers in the use of technological tools and inclusive pedagogical techniques to ensure an environment of participatory learning, we can thus test and evaluate the effectiveness of the proposed lesson plan in improving students’ skills (Keefe, 1999).

This approach justifies the need to comply with global laws and policies that require inclusive education.

Within the Ministry of Education, the aim is to offer quality education where the main practical challenge is based on the need to implement more resources and insufficient teacher training. It is important to emphasize that the effectiveness of this lesson plan depends mainly on the educational context and the individuality of each student.

Personalization and flexibility are fundamental principles in inclusive teaching. Therefore, the lesson plan is an adaptable model that can and should be modified according to the specific needs and abilities of the students involved (Fernández et al., 2019). This research highlights the importance of teacher training and personalized learning, presenting an adaptable and practical model for teaching foreign languages to this specific student population. In doing so, it seeks to contribute to the debate on inclusive education and promote strategies that make language learning an accessible and enriching experience for all students.

### **Literature Review**

Foreign language teaching for visually impaired students comprises different pedagogical theories and approaches, which suggest that students learn best when information is provided through multiple sensory channels (Mayer, 2009).

Visually impaired students may experience several degrees of vision loss, including low vision or total blindness. These conditions share a common denominator: affected individuals have difficulty seeing and, in some cases, may lose vision completely (Keefe, 1999).

The use of specific teaching techniques designed for students with visual impairment (VI), such as active listening exercises and guided conversation practices, allows the implementation of assistive technologies such as speech recognition software and accessible language learning applications, including AWS (Job Access With Speech), NVDA (NonVisual et al.), TalkBack among others which allow students to use an accessibility tool for Android devices that provides voice feedback.

In this order of ideas, the problems and barriers that VI students face, according to their research by Marzulina et al. (2021), are time management and curriculum issues. In this sense, it is essential to mention the importance of the lesson plan, which Moore-Cox (2017) affirms is a documentation process

used widely in education and helps the teacher plan what will happen throughout the class, including activities, tools, and strategies that help develop an organized class.

Additionally, educational accessibility theory emphasizes the importance of adapting teaching materials and methods to students' individual needs by removing barriers in the educational environment to ensure that all students, regardless of their physical or cognitive abilities, have equal access to learning opportunities (UNESCO, 2020). This literature review explores how this theory can be applied specifically to teaching English to students with visual disabilities (VI), using principles of Universal Design for Learning (UDL), assistive technologies, and inclusive pedagogical strategies; therefore, various sources that support these principles are necessary for practices (Xiangling et al., 2020).

Within the critical principles of educational accessibility theory, one of the fundamental frameworks of educational accessibility theory is Universal Design for Learning (UDL); this framework proposes multiple means of representation, expression, and participation to adapt teaching students' differences. The DUA seeks to make content accessible and understandable for all students, eliminating educational barriers and promoting inclusion (Moreno & Mayer, 2019).

Multisensory resources for students with visual disabilities are crucial to facilitate foreign language learning in students with VI. Audiobooks and podcasts effectively improve listening comprehension by allowing students to access content through their sense of hearing. (Díaz & Ruiz, 2020). These resources provide an alternative to written material, making learning more accessible.

Studies on assistive technology show how specific devices and applications can facilitate foreign language learning for students with VI (Robles et al., 2024); this theoretical framework analyzes these theories and studies to provide a solid foundation for the proposed lesson plan as they play a vital role in inclusive education. Speech recognition software, such as Dragon Naturally Speaking, allows students with VI to dictate and navigate digital content without a keyboard. These tools facilitate oral and written expression, promoting independence and active participation in the classroom. (Svensson, et.al., 2021).

Using technologies such as screen readers and text amplification devices effectively improves the language skills of students with visual impairments. (Inclusive Schools Network, 2024)

Educational activities are essential to adapt to the specific needs of students with VI. Active listening exercises and guided conversation practices are essential to developing oral comprehension and production skills. Moreno and Mayer (2019) highlight that interactive and personalized activities are crucial to these students' success, as they allow greater participation and adaptation to their individual needs.

Teacher training is essential for effectively implementing assistive technologies and inclusive pedagogical strategies. Bugaj (2022) underlines the importance of continuous teacher training in using these tools. Training programs should include pedagogical techniques that promote an inclusive and participatory learning environment, ensuring teachers are prepared to support students with VI effectively.

Adaptive assessments are essential to measuring the true potential and progress of students with disabilities (Fernández et al., 2019). They emphasize the importance of using flexible assessment methods, such as oral assessments and projects, instead of traditional written exams. These assessments should be necessary to reflect students' abilities and needs, providing a fair and accurate assessment of their language skills.

Educational accessibility theory provides a solid framework to ensure that students with visual impairments can fully access and benefit from English language instruction. Multisensory resources, assistive technologies, inclusive activities, teacher training, and adaptive assessments can create a truly inclusive learning environment. Implementing these principles improves the language skills of students with VI and promotes more significant equity and accessibility in education.

## **Methodology**

This literature review used a qualitative methodology that combines bibliographic and documentary research, supported by a critical analysis of the selected sources. This methodological approach allowed for a deep and detailed understanding of the best practices and strategies for inclusive foreign language teaching to students with visual impairments. (Hernández et al., 2014).

The bibliographic research comprises a comprehensive review of relevant academic literature, including books, journal articles, and other academic documents that address teaching foreign languages to students with disabilities, particularly those with VI. Ten bibliographies were analyzed. According to Gallardo (2017), a literature review is essential to identify previous studies, relevant theories, and methodologies used in similar research, providing a solid foundation for

developing the proposed lesson plan.

In addition, the documentary review compiles and analyzes the adaptation guide issued by the Ministry of Education of the Republic of Ecuador, official curricula, and specific instructional materials for inclusive education. This type of research is crucial to understanding the regulatory framework and pedagogical guidelines that influence teaching foreign languages to students with VI (Aguilera, 2013). The documentation collected offered a broad perspective on current resources and limitations in the educational context.

Combining bibliographic and documentary research helped identify the most effective practices and common challenges in teaching foreign languages to students with VI.

For Hernández et al. (2014), triangulation of different data sources is essential to ensure the validity and reliability of research findings. In this sense, analyzing empirical studies allows us to evaluate the effectiveness of various pedagogical strategies and assistive technologies in developing linguistic skills in students with VI.

This review aims to identify and analyze the most effective assistive technologies for learning foreign languages in students with visual disabilities. The research questions include: How do people with visual disabilities learn a second language? What techniques or methods are necessary with them without focusing on braille? Moreover, How do speech recognizers and other technological tools influence the learning of foreign languages for students with visual disabilities, according to recent studies?

Some studies evaluated the use of assistive technologies in foreign language learning for students with visual impairments, considering studies published between 2019 and 2024, written in English, and empirical studies that provide quantitative data or qualitative inclusion criteria. Non-peer-reviewed articles and studies that did not provide empirical data were not necessary.

### **Data collection**

The databases used were Google Academy, PubMed, Scopus, and Web of Science. Through keywords like “assistive technology,” “foreign language learning,” and “visually impaired students.” The search applied filters in the databases using combinations of the keywords and applying filters to include only studies published between 2019 and 2024 written in English that had met a process evaluated by experts in the same field before its publication. This process ensures that the work meets quality standards and scientific rigor.

Reviewing titles and abstracts allowed us to identify relevant studies and evaluate the quality of the selected studies that meet the established inclusion and exclusion criteria.

### **Lesson Plan**

The research focused on designing a specific lesson plan that includes listening activities, guided conversation practices, and interactive listening resources. The plan considers the principles of inclusive teaching and recommendations derived from the reviewed literature.

The listening lesson plan also uses the PDP framework, an acronym for its three stages: **Pre, During, and Post**. This framework is commonly used in English listening classes for its process and format in this crucial skill for students with VI.

The analysis of available instructional materials and current educational policies allowed the creation of a lesson plan that is not only accessible but also effective in developing speaking and listening skills. As Díaz and Ruiz (2020) indicate, adapting teaching materials and methods to students' needs is crucial to ensuring academic success. Therefore, special attention should be necessary to select appropriate auditory and tactile resources.

The first module, Listening, provides a structure for developing students' listening skills. This method consists of three main stages, each with a specific purpose in teaching and learning listening comprehension.

The listening lesson plan proposed in a document module with the PDP structure offers a detailed guide to effectively developing students' listening skills. By following this structure and focusing on preparation, active interaction with instructional audio, and consolidation of understanding, teachers can create rich learning experiences that promote the development of receptive skills in the classroom.

It is essential to follow a clear structure that spans from initial preparation to the consolidation of understanding to design an effective "Listening" lesson plan; when choosing audio instructions, it is essential to consider both the surface and more profound meaning that students can extract from it. Additionally, activities that guide students from general understanding to detailed and in-depth understanding are necessary for the During Stage.

In the **Pre-stage**, which typically lasts 5 to 10 minutes in a 45-minute lesson, students prepare to listen to the instructional audio. In this phase, the context, the student's attention, and the vocabulary or necessary information

are essential to understanding and analyzing the didactic material. This Stage ensures that students are ready to tackle the listening material effectively.

**The Stage** is the most extended phase of the lesson, taking approximately 25 to 30 minutes. In this phase, students interact with educational audio material through activities designed to develop listening and comprehension skills. These activities begin with simple tasks focused on main ideas or surface understanding and progressively become more challenging as students extract deeper meaning from the educational audio. Each activity requires students to interact actively with audio texts, allowing them to build a deeper and more complete understanding throughout this Stage.

In the **post-stage**, generally lasting 5 to 10 minutes, students connect with other skills and relate the text/audio/video to their personal opinions or experiences. Although this Stage is optional for achieving receptive skill objectives, it helps students feel that developing listening skills is meaningful and relevant. Here, creativity and personalization of learning are encouraged, enabling students to apply the information from the text practically and connect it to other areas of learning.

The methodology proposed by Kurzweil & School (2007), Encounter, Clarify, Remember, internalize, and Fluently (ECRIF), was used because it is adaptable at all stages of the structure in the context of broad language oral classes for students with VI. It served as a guide to structure the speaking lesson plan.

The plan uses the ECRIF method. Its primary objective is for students to acquire and use specific vocabulary related to means of transportation. The plan facilitates the creation of a travel plan through interactive conversations with their classmates. These activities allow students to internalize and apply new vocabulary in real communicative situations.

The second module, "Speaking," focuses on developing oral expression skills within an English as a second language learning environment. The lesson begins with the first Stage, Encounter, where the student has contact with the new material or information, or prior knowledge is activated, and discovers what you already know. It then continues with Clarify, a stage in which the learner can determine, for example, the meaning or pronunciation of a vocabulary word or the use of a grammatical construction in a situation. In addition, the Teacher clarifies and verifies students' questions.

In the third Stage, Remembering, students memorize the material or information through repetition, exercises, and references to supporting materials using models or prompts. After this step, in the internalized Stage, students

take in the material, which is transferred to long-term memory. It takes practice to internalize new information, and there are more options for how to use the information, relying less on external support.

Finally, in the last Stage, Fluency, students use information fluently, producing the target language creatively in a personal and real communication task. During this Stage, students apply the vocabulary and grammatical structures learned in authentic situations that simulate everyday life contexts.

In this order of ideas, by including debates, presentations, role-plays and group discussions, they allowed students to practice linguistics in a spontaneous and meaningful way with the aim of gaining confidence and competence in the use of the language, transferring what they have learned in the classroom to interactions with the real world. This approach encourages the development of comprehensive communication skills.

The structured and participatory lesson plan focuses on developing oral expression skills through varied and contextualized activities. The aim is for students to apply new vocabulary in real communicative situations and improve their Fluency in English or other foreign languages.

## **Results**

This literature review provides a comprehensive view of the best practices and strategies for teaching foreign languages to students with visual impairment (VI). The studies' results highlight the importance of an inclusive and adapted approach that combines assistive technologies with specific pedagogical methodologies to address these students' needs.

### **Listening Lesson Plan**

"The Listening lesson plan" was developed using the PDP framework for the English class as a Second Language learning environment. The objective of the class is to show an understanding of the song "Count on Me" through discussion where the class interacts. Then, students create a small verse using the gained knowledge.



**Table 2.**

*Pre-stage.*

Stage	Teacher will	Students will	VI students will
Objective:	SWBAT shows an understanding of the song "Count on Me" by discussing and creating a small new verse.		
Pre 5 minutes	<p>Pre-teach the song's vocabulary. Words: Sea      Dark Friend   Light Cry      Guide World   Lost Sing      Song</p> <p>Ask Ss to predict the message of the song.</p>	<p>Listen and repeat the words. Ask questions if have doubts.</p> <p>Ss predict the message of the song</p>	<p>Listen and repeat the words. Ask questions if have doubts.</p> <p>Use alternative tech tools (Talkback, recorder device, or screen reader) to repeat or learn more about the vocabulary.</p> <p>Participate and predict the message.</p>

Table 2 describes the first phase of the listening lesson plan, the pre-stage, where learners must predict what they will learn in the class using some words related to the song they will listen to in the next stage. To foster interaction, all students give their opinions and an appreciation of the vocabulary, then listen and repeat the words, and, if they have doubts, ask the teacher. It is essential to use assistive technology like recorder devices, which help VI students record the words that could be useful for the last Stage and even practice after the class. As Malinovská and Ludíková (2016) state, technological changes offer a more excellent and stable platform for including VI learners.

**Table 3.**

*Listening Lesson plan “During stage”*

Stage	Teacher will	Students will	VI students will
During 30 minutes	Early during 10'		
	Play the song.  Explain the meaning of the music and encourage students to listen and sing the song.	Listen to the music and enjoy it.  Pay attention to the Teacher.	Listen to the music and try to learn it. If a VI student has a question, ask the Teacher.  Pay attention to the Teacher.
	Later, during 10'		
	Explain the next activity to complete the blanks with the missing words. <a href="https://www.letras.com/bruno-mars/1683319/">https://www.letras.com/bruno-mars/1683319/</a>	Work in pairs.  Listen to the song to remember words. Listen again to complete the blanks and the missing information according to the previous vocabulary.	VI students work together with sighted students. Listen and pay attention to his / her pair-sighted. Complete the blank to help with his / her pair. Ask a sighted pair when they do not understand any phrase or word.
	Activity		
	If you ever find yourself stuck in the middle of the ____ I'll sail the ____ to find you If you ever find yourself ____ in the ____ and you can't see I'll be the ____ to ____ you We'll find out what we're made of When we are called to help our ____ in need If you are tossing and you're turning and you can't fall asleep I'll ____ a ____ beside you And if you ever forget how much you really mean to me Every day, I will remind you, oh You'll always have my shoulder when you ____ I'll never let go, never say goodbye You know Finally, complete the blanks with the whole class and sing the song.		
	Final during 10'		

	<p>Listen to the music.</p> <p>After that, discuss by listening and answering a classmate's opinion about questions related to the previous song.</p> <p>Example: What message does the song give you? Who is a true friend? Do you have a true friend, and why consider him/her like? What other songs have the same or similar message as the previous song? Finally, tell students to share their ideas with the class.</p>	<p>Listen again to the song. Answer the questions in groups while listening to the music. Give their appreciation to the group. Share with the class.</p>	<p>Listen to the song. Pay attention to questions and answers when you doubt his / her mates or Teacher. Give his / her opinion to the group. In a group, share their ideas. Listen to music while working.</p>
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Table 3 describes the During Stage, where students must complete interactive tasks while listening, then extract the information and meaning from audio to debate and discuss the results in groups. In this stage, first, students listen to the music “Count on Me” by Bruno Mars to get a notion of the song, and then they must complete the lyrics using the previous vocabulary while listening. Finally, they discuss some questions about the song’s message in groups, share ideas, and pay attention to their classmates to compare and make conclusions in the short discussion. If there are similarities, groups share their appreciation and interact with the class; the teacher fosters participation and helps the students if there is any doubt or difficulty.

**Table 4.**

*Listening Lesson plan; Post stage.*

Stage	Teacher will	Students will	VI students will
<p>Post</p> <p>10 minutes</p>	<p>Instruct to create a new verse of lyrics of the song. Help students when they have questions. Please encourage students to sing the verse and share it with the class.</p>	<p>Create a small verse of song lyrics using the previous ideas and activity. Work in the same group as the last activity. Ask questions when you have doubts.</p> <p>Sing the new verse in groups and share it with the whole class.</p>	<p>Work with the same group and listen to his/her mates.</p> <p>Give his/her opinion and participate in the group.</p> <p>Ask your mate when he/she has doubts . Sing the new verse with his group and share it with the class.</p>

Table 4 describes the last stage of the lesson plan, where learners use their previous knowledge to create something new creatively. For the final activity of the lesson, students must create a small verse of the song using the information gained in the previous stages. They work in groups to share ideas and collaborate on the new verse's structure, words, and meaning. VI students use the recorded vocabulary to cooperate with their classmates, like in previous activities, highlighting the importance of peers and groups in developing a positive and inclusive class where all students participate. As Jaleel et al. (2022) state, a good relationship between classmates and VI students makes them feel more recognized and develops a sense of belonging.

**Speaking Lesson Plan**

“The Speaking lesson plan” was developed using the ECRIF framework for the English class as a Second Language learning environment. The class objective is to use vocabulary related to means of transportation to develop a travel plan in a conversation with friends. The lesson plan explains specific activities to help them learn in an inclusive classroom, either in an English or a foreign language class, as shown in Table 5.

**Speaking Lesson plan**

**Table 5.**

*Encounter and Clarify Stage.*

Stage	Teacher will	Students will	VI students will
Objective:	SWBAT uses the vocabulary of means of transportation to plan a trip in a conversation with friends.		
Encounter	Tell a story about means of transportation, and then he/ she will play their respective sounds.	Listen and then make a brainstorming.	Listen to the sounds.

	<p>Story: Early in the morning, Alex got on his bicycle to pedal to the train station because he saved time to get to work. On the way, he looks out the window at the beautiful lake full of boats and the ferry crowded with people going to work. Then he arrived at the last station and took a taxi near the airport, where he saw airplanes and a helicopter. Alex arrived at his work on time, their mates arrived on the factory bus, his best friend was on a motorcycle, and a truck with materials for the day was ready to be unloaded.</p>	<p>Identify the means of transportation you hear.</p> <p>Repeat the means of transportation learned.</p> <p>The students listen to the Teacher's story and identify the sounds of the means of transportation.</p>	<p>Participate with the whole class. Repeat the pronunciation of the vocabulary. Students with visual disabilities (VI) pay attention to the sounds of transportation."</p>
Clarify	Recognize the sound from vehicles.	Recognize the sounds.	Recognize the sounds.
	<p>Divide the class into groups. One group will develop the sounds, and the other group will guess the means of transportation. After each sound, the Teacher will ask: 'Where does the sound come from?' and encourage students to participate.</p>	<p>Group 1: Develop the sounds of vehicles and give some clues if the word is challenging.</p> <p>Group 2: Guess the means of transportation and ask questions to identify the word.</p>	<p>Join a group and interact with the class. Students can ask questions if they need to guess the means of transportation.</p> <p>Classmates will guide you in making and explaining the sound if you need help understanding.</p>

Table 5 describes the first two stages of the speaking lesson plan, which start with a short story about Alex's commute. This story emphasizes the sounds of means of transportation to introduce new vocabulary and activate the learners' background knowledge, helping them identify what they already know and what they do not.

Focusing on the case of VI students, Milian and Pearson (2005) emphasize the need for auditory inputs and strong language abilities in the acquisition process to facilitate learning a second language. In the first lesson plan stage, sounds corresponding to the vocabulary were used to address the needs of VI students and follow the authors' recommendations. This approach allows VI students to identify and encounter the new vocabulary within the story.

In the next Stage, the class works in groups and practices in a circle. Students must determine the vocabulary in an inclusive activity, where one group develops sounds from the learned vocabulary, and the other group asks questions to guess and practice the words learned in the previous Stage. Meanwhile, the teacher clarifies doubts and corrects mistakes. The activity encourages whole-class interaction, including students with visual impairments (VI), as speaking and listening are essential skills they use in their daily lives and social interactions. (Belova, 2017).

**Table 6.**

*Speaking Lesson Plan: Remember and Internalize.*

Stage	Teacher will	Students will	VI students will
Remember 25 minutes	Interact with a line of 20 students using questions with new transportation vocabulary. The Teacher gives two questions to interact with the students.	Students form two lines to interact with each other and start to speak.	Receive an explanation to understand the questions.
	Vocabulary/Question: Where do you plan to go on vacation?  How will you get there?  Write the options on the board and repeat them out loud for students with visual disabilities (VI).	Answer the questions for 2 minutes and then change pairs.  Use the vocabulary learned.  Choose an option from the board. Try to talk as much as possible.	VI students stand up with their partners and interact with them.  Answer the questions for 2 minutes and then change to another sighted pair.  Sighted pairs help repeat the question to ensure understanding and facilitate the change of pairs. Try to speak as much as possible.
Internalize 20 minutes	Present a game: Remember and Say. On my vacation, I will go by ... because ... Game: Explain the game and provide an example. Ss correct mistakes after the class finishes the activity.	All the students, sitting in their chairs, tell the phrase of the game as fast as they can to each other. The first in line asks the second until they finish the line and continue with the class. However, the person late to answer or say the phrase will lose.	Game: Listen to his/her classmates and interact with the game's phrase Before starting the game, ask questions if he/she does not understand the dynamic. Participate with the whole class.

Table 6 describes the following stages of the lesson plan, where learners memorize the information through repetition, drilling, and referring to support

materials using models or prompts. Students stand up and form two lines to interact with each other using two questions and the vocabulary learned while the teacher writes options on the board to guide students to speak as much as possible. After this Stage, the information is internalized and stored in long-term memory. In class, all students participate in a game where they say the short phrase **On my vacation, I will go by ... because ...** and add vocabulary, having only 15 seconds to complete it. Then, the whole class participates. Finally, the teacher shows correct answers and explains alternative phrases.

The activities were oral expression, and the entire class could participate without problems. Additionally, gamification is an excellent strategy to implement in a class, as it encourages the participation of all students. Thurairasu (2022) argues in his research that gamification reinforces problem-solving, collaboration, and communication skills, improves class participation for students with visual impairment (VI), and increases student engagement in all activities.

**Table 7.**

*Speaking Lesson plan. Fluently Use Stage.*

Stage	Teacher will	Students will	VI students will
Fluently Use 15 minutes	Role Play: Teachers give students a picture (island, beach, city) to create a plan to travel on vacation (role play). Give instructions and ask questions to students. If there is any doubt, he/she clears it up.	Role Play: Students will work in groups and look at the picture to create the plan.	Role Play: They have a different picture with materials that simulate the environment.
	Question: What is the best means of transportation to travel in your plan? What is the cheapest way to travel? What do you choose to travel comfortably?	Then, they will read and understand the questions to prepare for the role-play. All students participate and share ideas based on their experiences. Students use previously learned vocabulary.	In the case of an island, the Teacher brings water in a small bag to simulate the sea, a small leaf for the palm tree, and a bowl with sand. The teachers choose materials that simulate objects in the picture. The group's students help visually impaired (VI) students describe the picture. They give ideas on how to create a vacation plan and participate.  They ask questions when they do not understand something.

Table 7 describes the last stage, where students must use what they have learned to produce the target language creatively in a real-life communicative task. In this case, the teacher divides the class into groups and provides a picture for them to analyze and brainstorm ideas about what they see. Then, they answer specific questions detailed in the lesson plan using the vocabulary they have learned, creating and acting out a role-play scenario about a travel plan, which they will share with the class.

Teachers must adapt the activity with materials, objects, or tactile images to help them perceive the picture. For example, if the details include a beach, the teacher could bring sand for the students to feel and identify the place, along with leaves for palm trees and scents to give VI students a better idea. As the University of Birmingham (2019) states, teachers must be creative and use multi-sensory approaches that do not rely solely on visual learning but include real-life objects and models that students can feel instead of looking at them. Furthermore, Cando et al. (2022) explain that flashcards and tactile images are helpful because they engage tactile memory, allowing these students to read using their fingers.

## **Discussion**

The literature review highlights the importance of adapted and inclusive teaching for students with VI. Integrating assistive technologies and specific pedagogical methodologies is essential to improve these students' educational quality and academic performance. However, for effective implementation, it is crucial to address challenges related to teacher training and resource accessibility. Future research should focus on longitudinal studies to evaluate the long-term impact of these strategies and the continuous development of innovative educational technologies.

### **Analysis of Methodologies and Strategies**

One of the most relevant findings is the effectiveness of assistive technologies, where screen readers and accessible online platforms have optimized the learning of students with visual impairments. Smith and Johnson (2019) pointed out that these not only facilitate access to information but also foster autonomy and strengthen confidence in the educational process. In addition, Bugaj's study (2022) highlights the need to integrate them into the curriculum to achieve authentic and effective educational inclusion.

The review also reveals that auditory, tactile, and interactive activities are critical to the academic success of students with VI. Díaz and Ruiz (2021) found that these activities help retain new vocabulary and concepts and foster a col-



laborative and equitable learning environment. Collaboration between students with and without visual disabilities, facilitated by group activities and role plays, is crucial to creating an inclusive environment, as Fernández and Ramírez (2021) noted.

### **Challenges and Limitations**

Despite the documented benefits, implementing these strategies presents significant challenges. One of the main obstacles is the need for adequate teacher training in using assistive technologies and inclusive methodologies. Almaki (2021) argues that ongoing education of educators is essential to the success of these strategies. However, more resources and institutional support are needed to make this process easier.

Another challenge is the variability in the accessibility and quality of educational materials. Although technology offers promising solutions, its practical implementation depends on the availability of resources and adequate technical support, as highlighted by Moreno et al. (2017).

### **Practical Implications**

Therefore, it is essential to develop teacher training programs that use technology and apply comprehensive pedagogical methodologies to ensure the availability and accessibility of high-quality educational materials.

### **Conclusions**

The research on developing a lesson plan to improve speaking and comprehension skills in visually impaired students learning a foreign language has provided valuable insights into inclusive teaching. Firstly, the importance of a comprehensive qualitative methodology, including bibliographic and documentary research, was highlighted to underpin the development of the lesson plan. This methodology allowed us to identify the most compelling theories and strategies for teaching languages to VI students, providing a solid foundation for designing adapted activities.

Creating accessible and adapted educational materials is crucial to ensure the full participation of VI students in the learning process. Auditory, tactile, and interactive activities, such as role-playing and group activities, not only facilitate the retention of new vocabulary and concepts but also promote an inclusive and collaborative learning environment. Flexibility and accessibility in teaching strategies are essential to address the specific needs of VI students.

Lesson plans must include multiple forms of participation, providing constructive feedback and continuous support to help students effectively improve their skills.

The use of assistive technologies emerges as an indispensable tool in teaching foreign languages to VI students. Integrating technologies such as screen readers and accessible online platforms facilitates equitable access to information and enriches the learning experience. Training educators to use these technologies and inclusive teaching strategies is crucial to ensure the effectiveness of these adaptations.

Finally, this research underscores the need to continue exploring and evaluating new technologies and educational strategies to improve inclusive teaching. Developing professional development programs for educators and implementing inclusive educational policies are essential steps to advance the education of VI students and promote more equitable and effective educational practices.

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# Teaching Experiences in TEFL Application Process

## Chapter 13

### Advantages of AI in Academic Essay Writing

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## **Advantages of AI in Academic Essay Writing**

### **Abstract**

This chapter explores how Artificial Intelligence (AI) tools can assist Ecuadorian undergraduate students in improving their argumentative essay writing skills. It outlines the significant challenges these students face, including common writing mistakes, obstacles in the writing process, and the specific AI tools they are likely to use. This research utilizes a mixed-methods approach, incorporating pre- and post-test analyses alongside student feedback to evaluate the effectiveness of AI tools such as ChatGPT, Grammarly, and Copilot in enhancing grammar, essay structure, and the inclusion of supporting details. Consequently, this study advocates for integrating AI into educational practices, providing essential insights for educators to effectively support students in developing their argumentative writing competencies. The findings reveal that while AI tools significantly improve writing quality, an over-reliance on these technologies can result in disorganized texts, emphasizing the need for active reading and critical thinking skills.

**Keywords:** argumentative essay structure, AI tools, critical thinking, previous knowledge.

### **Introduction**

Argumentative essays are essential in academic writing because they help students develop critical thinking and communication skills. Writing an argumentative essay requires students to take a clear position on a topic and support their ideas with facts that address opposing views (Hyland, 2008). This can be difficult for undergraduate students, especially those learning English as a Foreign Language (EFL). The complexity of organizing ideas and writing solid and logical essays makes argumentative writing challenging for many students.

Recently, advancements in technology, especially Artificial Intelligence (AI), have provided new tools to assist students in overcoming these challenges. AI writing tools like Grammarly, ChatGPT, QuillBot, and Wordtune are becoming popular among students and educators. These tools can help students improve their writing by checking grammar and spelling, offering suggestions for better sentence structure, and even helping with the overall flow of the essay. According to Raheem et al. (2023), AI tools improve writing quality and save students time when editing and proofreading. Mhlanga (2023) also notes that AI tools like ChatGPT can encourage students to think more creatively and critically, which can help them produce more precise and effective essays.

Although AI tools have shown benefits for writing, most studies focus on improving grammar, punctuation, or short paragraphs. Less attention has been given to how these tools can help with more complex writing tasks like argumentative essays. In addition, most research has been done in developed countries, with little attention paid to how AI tools are used in developing countries like Ecuador. As Quijano (2023) mentions, AI in Ecuadorian education is still new and has excellent potential for students and teachers. In English language teaching, AI can provide personalized feedback and make learning more adaptive for students.

Despite these positive developments, few studies have explored how Ecuadorian undergraduate students use AI tools to improve their argumentative essays. Research by Parra & Calero (2018) has shown that tools like Grammarly can help students with grammar and punctuation, but these studies did not look at how AI tools can assist with constructing solid arguments. Other studies, like those by Mosquera (2024), mention that AI tools can be helpful for brainstorming, organizing, and revising essays. However, more research is still needed on how these tools support the entire writing process for argumentative essays, especially in Ecuadorian higher education. Therefore, the following research questions have emerged.

- What mistakes do students make when writing academic essays?
- What are the obstacles students face in the academic writing process?
- What AI tools are most likely used during the writing process?

The present research tries to fill these gaps by examining how different AI writing tools help Ecuadorian undergraduate students write better argumentative essays. By looking at how students use AI to improve their thesis statements, gather evidence, organize their essays, and address opposing arguments, this study hopes to show how AI can improve academic writing. This research will also provide valuable insights for educators, offering recommendations on better integrating AI tools into teaching to support students in their essay writing.

The results of this study suggest that more effective reading is necessary to acquire previous knowledge of the topic. Strong comprehension, organization of information, and identification of key points are essential for clear and coherent writing. While AI tools can help, relying on them alone may result in disorganized text. Thus, active reading and critical thinking are vital for high-quality academic work.



## **Literature Review**

In alignment with the research questions posed, it becomes essential to thoroughly define and elaborate on key concepts that underpin the significance of this study. Providing clear and precise definitions is crucial to ensuring a comprehensive understanding of the research's objectives and the context in which it is situated. Therefore, the following section will offer a detailed exposition of the core concepts of this work, carefully delimiting each one to establish a foundation for the subsequent analysis and discussion. These definitions will serve as the conceptual framework necessary for interpreting the findings and implications of the study.

### **What is an Essay?**

Meyers (2014) argued that an essay is not merely a collection of sentences but rather a cohesive thematic description structured within well-organized paragraphs, where each section serves a specific purpose. According to this definition, an essay consists of three fundamental components: the introduction, which sets the stage by presenting the main idea or thesis; the body, which typically includes at least two, but often more body paragraphs that expand on the central theme through evidence, examples, and analysis; and the conclusion, which provides a summary and reinforces the overall argument. Furthermore, the introduction functions as a roadmap, guiding the reader through the essay's purpose and structure, while the body paragraphs are critical in offering detailed support and development of the thesis. Finally, the conclusion restates the main argument and synthesizes the key points discussed, creating a sense of closure and reinforcing the essay's thematic unity.

The introduction of an essay serves several essential functions, laying the groundwork for the discussion that follows by establishing the specific topic and clearly stating the author's position through a well-formulated thesis statement. Additionally, it often provides a brief preview of the essay's content, helping to orient the reader and set expectations for the argument that will be developed. The essay's body introduces each paragraph using a topic sentence. This topic sentence is subsequently supported by data, evidence, and detailed explanations that reinforce the subtopic and create a logical progression toward the next paragraph. The concluding paragraph critically summarizes the essay's main arguments and leaves a lasting impression on the reader. This may be achieved by posing a thought-provoking question or incorporating a memorable quote reinforcing the essay's themat-

ic significance. Regardless of the specific method employed, the conclusion ensures that the essay ends with a sense of completeness and intellectual momentum.

Caulfield (2024) defines an essay as structured writing designed to inform or persuade, depending on the author's objective, thus bridging the gap between academic rigor and creative expression. Essays are commonly divided into four primary categories: expository, narrative, descriptive, and argumentative, each with its unique approach to conveying ideas, allowing writers to select the most appropriate form for their purpose. While narrative and descriptive essays prioritize the development of creativity and emotional depth by encouraging storytelling and vivid description, expository and argumentative essays concentrate on delivering information with well-supported arguments. In academic settings, particularly at the college level, argumentative essays are especially prominent because they require students to engage with multifaceted issues critically, construct coherent arguments, and back their claims with substantial evidence. This form of writing enhances students' analytical skills and equips them to participate in scholarly debates, where evidence-based reasoning is vital. Therefore, mastering the argumentative essay empowers students to articulate their views persuasively, enabling them to contribute thoughtfully to intellectual discourse.

### **Argumentative Essay**

College students must master four types of essays: expository, narrative, descriptive, and argumentative for their assignments. Having gained a clear understanding of the importance of academic writing, it is now crucial to focus on the fourth type of academic essay: argumentative. This type of essay is essential in developing students' abilities to express and defend a position using logical reasons and evidence. The following section will examine the nature of argumentative essays, examining their structure, purpose, and strategies necessary for practical argumentation. Hyland (2008) expresses that argumentative essays offer a clear position on a particular topic or issue and support that position with evidence and reasoning. The primary purpose of an argumentative essay is to persuade the reader to accept or agree with the author's point of view.

#### **The key features of the argumentative essay are:**

1. **A straightforward thesis statement:** A paper begins with a strong thesis statement that outlines the central argument or claim the writer intends to support.

2. **Evidence and support:** Authors provide proof, such as facts, statistics, examples, and expert opinions, to support their claims. Evidence is essential to convincing the reader that the argument is valid.
3. **Rebuttal:** A well-structured argumentative essay acknowledges and addresses opposing views. It shows the author's understanding of the issue's complexity and strengthens their argument in rebutting the rejection.
4. **Logical structure:** Articles are organized logically and usually follow a clear structure, including an introduction, a body (each focusing on a specific point), and a conclusion.
5. **Persuasive language:** The author uses compelling and rhetorical techniques to engage the reader and encourage them to consider the argument presented.

Hyland emphasizes the importance of understanding the rhetorical structure of argumentative essays. This structure usually includes:

- **Introduction:** Introduces the topic and presents the thesis or central argument.
- **Body section:** Each section should focus on a specific point that supports the thesis, including claims, evidence, and rebuttals.
- **Conclusion:** Summarizes the main points and reinforces the thesis, often suggesting implications or additional areas for consideration.

Hyland believes students need to know the typical patterns and conventions of argumentative writing to write coherent and effective essays. Genre analysis, which identifies argumentative genres' specific characteristics and functions, can develop this understanding. As Hyland (2008) points out, EFL/ESL students face significant challenges when writing argumentative essays.

First, many students do not understand text organization well, making it difficult for them to construct coherent arguments. In addition, discursive forms tend to have limited capabilities that hinder their ability to follow the conventions of argumentation types. The lack of explicit knowledge about argumentative essays' linguistic and structural features further complicates the writing process and leaves students unaware of what is required for effective writing. Although process methodologies are commonly used in the teaching of writing, they often do not meet the specific structural needs of argumentative writing, resulting in insufficient training of students. Moreover, many students have

problems with research skills, including library searches and selecting appropriate materials, which are essential to support their claims. Finally, these problems underscore the need for specific instruction that emphasizes the process and outcomes of argumentative writing.

After analyzing the format and importance of the argumentative essay, it is crucial to explore the actual writing process. The process of writing is an essential element in creating academic work that is coherent and well-organized. It consists of multiple steps, such as exploring the topic, audience, and purpose, prewriting to get ideas, organizing the ideas, revising the draft, editing, proof-reading, and writing a new draft. Comprehending every one of these phases is not only beneficial for structuring ideas efficiently but also guarantees that the final product is refined and convincing. In the upcoming section, we will examine every stage of the writing process and its importance in creating top-notch academic essays. Meyers (2014) establishes that step one is exploring your topic, audience, and purpose. It allows your mind to explore ideas in the initial stage. Capture those thoughts by taking notes. Eventually, it would help if you concentrated your writing on your subject, readers, and objectives in a more organized manner. Therefore, choosing a topic you know and are passionate about is crucial. You will then have something intriguing to share and express with clarity and confidence. Furthermore, the less knowledge your audience has about the subject, the greater the news to define terms and offer fundamental background information. Lastly, it is essential to consider the purpose of your essay to determine whether your objective is to inform, persuade, or entertain.

According to Meyers (2014), the second step is prewriting, which involves generating and organizing ideas. Once the ideas have been collected, the most relevant ones can be highlighted. A second free writing can then be carried out, focusing on narrating the ideas concisely and adding additional details. This process is known as brainstorming, which consists of listing emerging ideas.

In the third step, Meyers (2014) points out that organizing the ideas highlighted in the previous stage is necessary. This procedure, commonly called outlining, represents the best way to move forward with a plan. It allows you to list the essay's thesis, the topic sentences of the body paragraphs, and the supporting information corresponding to each topic sentence.

According to Meyers (2014), the fourth step is to write the first draft. At this stage, it is crucial to be very specific with your ideas, as new perspectives may emerge, and you may also discover a more effective way to organize them.

In the fifth step, Meyers (2014) focuses on revising the draft, stressing that revision differs from editing. Revision involves modifying, deleting, adding, or rearranging content. It is time to reevaluate the work to ensure it is clear, logically structured, and complete. Editing, in contrast, refers to reviewing the document at the end of the writing process to correct spelling or grammatical errors and make minor adjustments.

The revision begins with a thorough reading of the first draft. It is essential to analyze the structure, the choice of vocabulary, and the details presented. Make annotations in the margins and on the lines. Rearrange sections, adjust sentences, replace words, or make new sections. Afterward, produce a clean copy.

As Meyers (2014) outlined, step 6 focuses on editing and proofreading this section. It is crucial to meticulously review every aspect and proofread the draft, checking for spelling, grammatical errors, incomplete sentences, and improper punctuation. It is also advisable to read the paper several times and, if possible, read it aloud.

Finally, in step 7, Meyers (2014) mentions the importance of writing a new draft that includes all the changes made. You should also read the paper repeatedly and proofread it carefully to ensure you are satisfied with the result.

### **The Use of AI in Academic Writing**

Lee et al. (2024) define a writing assistant as a computational system from which users can benefit to improve the quality and effectiveness of their writing, whether grammar and spelling checks to generate ideas and writing style. Integrating AI writing tools in Academic Writing is growing in popularity due to the several benefits students and educators can get from them. AI writing tools can enhance our writing skills by making the accuracy and fluency of writing easier and saving time students and researchers spend on editing and proofreading (Raheem et al., 2023). AI enables students to improve their weaknesses and overcome obstacles when writing using AI tools.

Applications such as CHATGPT, QuillBot, Grammarly, Wordtune and Jeni use sophisticated algorithms to detect common grammar, punctuation, and sentence structure issues, offering suggestions to improve clarity and writing style. A study by Tambunan et al., (2022) showed that Grammarly enhanced students' grammar and punctuation. Grammarly brings an opportunity for students to improve but also learn in the process. Likewise, another study by Mhlanga (2023), highlighted the use of CHATGPT in stimulating students' creative and critical thinking. CHATGPT assists students in the creation of sentences and coherence in a text.

In Ecuador, the use of AI in Education is still developing. Quijano (2023) suggested that AI can be groundbreaking for teachers and learners. The author believes AI can be used for TEFL in areas like planning, immediate feedback enabling students to correct their mistakes, and providing personalized and adaptive learning. Previous findings by Parra & Calero (2018) evidenced positive aspects of using applications such as Grammarly and Grammarly for writing. Those applications provide high-level feedback concerning grammar, punctuation, tone, and style. However, they acknowledge that even though AI tools are helpful for quick feedback, they can't fully grasp the originality of ideas or complex arguments.

Mosquera (2024), on the other hand, stated that AI writing tools like CHATGPT could be helpful for activities such as brainstorming, outlining, revision, or reducing repetitive vocabulary. The Argumentative Essay requires that students search for enough information on the Internet to support their ideas and create a well-constructed essay, so CHATGPT can be a silver bullet for students who perceive writing essays as challenging.

From those previous studies, the authors identified several gaps. Firstly, there is a need for more information regarding AI tools for academic writing in undergraduate students. Only a few studies on academic writing essays using AI tools have been carried out in Ecuador. Secondly, previous studies focused on using just one or two Apps, such as Grammarly and ChatGPT, to assist students in writing paragraphs. Students need to have the chance to use many of them simultaneously to get different results and improve their writing. Finally, even though those studies provided positive and negative points about using AI tools to improve writing skills, most focus on AI writing tools for writing short paragraphs instead of Argumentative Essays. In this sense, the authors considered it relevant to apply this research to higher education students.

## **Methodology**

This research employs a mixed-method approach, combining quantitative and qualitative data to understand the study objective. It also used an experimental method within the phenomenological research approach based on studying consciousness and experiences from a first-person perspective. Therefore, the research explores and describes the participants' lived experiences about using AI tools in the essay writing process.

## **Participants**

This study involves an Academic Writing professor and 15 college students majoring in Pedagogy of English Teaching.

## Instruments

To collect data, the following instruments were used:

1. **Questionnaire:** A Google Form survey was administered to the students to gather qualitative data on their experiences using AI tools for writing and their attitudes towards them. These surveys included open-ended and closed-ended questions to capture a broad range of insights.
2. **Argumentative Essay:** This writing activity was necessary for -pre- and post-tests, which were prepared to determine students' weaknesses in the essay writing process. The Pre-test was applied to identify how difficult it is for students to write an argumentative essay and which sections they struggled with most (introduction, body, or conclusion) without using AI tools. On the other hand, a post-test was applied to determine which sections of the essay were improved using AI.
3. **Checklist:** This instrument identified the stages where students struggled most, helping to determine whether they followed the writing process correctly.
4. **Interview Guide:** This instrument was used to interview the academic writing professor to assess his observations and insights regarding the students' weaknesses during the essay writing process.

The applied instruments in this research were validated and approved by experts.

## Procedure

### *Survey*

A WhatsApp chat group administered the Google Form survey. They had a whole day to answer questions and write about their experiences during the writing process and the Apps they rely on when writing argumentative essays in the Academic Writing subject.

### *Pre-test*

The experimental activity in this study involved students writing about "their best experience in high school." They were instructed to follow the structure they had learned during the semester without using any AI writing tool. They were not allowed to modify the essay's structure or look up more advanced vocabulary.

### *Check List*

During the Pre-test and Post-test, a checklist was used; the same indicators were used in both procedures to uncover the common mistakes they make when writing an essay without any AI writing tool and using AI.

### *Interview*

The interview lasted 30 minutes, and the professor exposed students' difficulties during the interview. He mentioned the areas in which they struggle most and the steps students do not tend to follow when writing essays. Moreover, the academic writing professor explained how he encourages students to use AI to improve their essays. Nevertheless, he also said he can tell students rely too much on technology that they do not even take a second to revise what they get from those AI writing tools.

### *Post-test*

In the post-test, students were allowed to use the AI-assisted writing tool ChatGPT. The participants had the opportunity to use it while writing the same topic, following the same structure, allowing them to modify and improve their essays. As they wrote their essays and the prompts such as "modify the structure, the writing style, use more advanced vocabulary, order the essay and coherence," this AI provided them with real-time feedback in those areas. Moreover, students could also use the Scribbr AI writing tool, which allowed them to modify some areas of their essays related to paraphrasing and grammar.

## **Results**

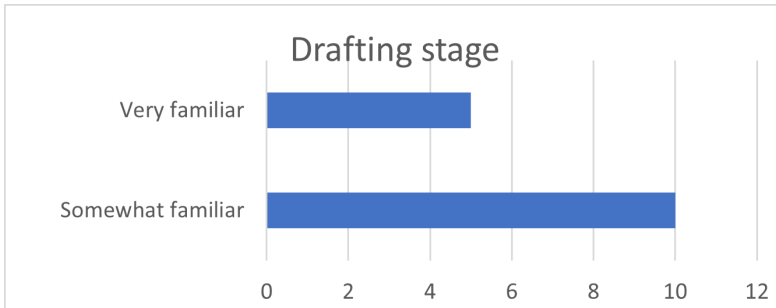
### **Survey**

The survey's first question explored students' familiarity with the drafting stage of essay writing. Out of 15 respondents, 10 students reported being "somewhat familiar" with this stage, while only 5 described themselves as "very familiar." As shown in Figure 1, most students demonstrated some knowledge but needed a deeper familiarity with the drafting stage.



**Figure 1.**

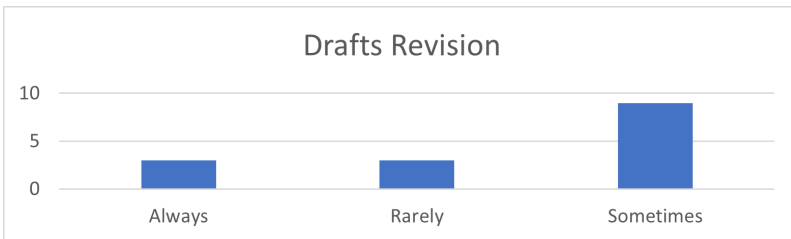
*Drafting Stage.*



In the second question, students were asked how frequently they revise their drafts or have others review them. As Figure 2 illustrates, three students reported revising their drafts “always,” while an equal number revised them “rarely” and “sometimes.”

**Figure 2.**

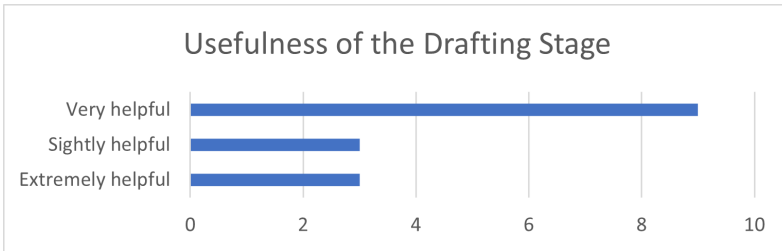
*Frequency of Revising Drafts.*



Students' perceptions of the usefulness of the drafting stage were also explored. As demonstrated in Figure 3, the majority ( $n = 9$ ) found the drafting stage to be “very helpful.” Four students rated it as “slightly helpful,” while three students considered it “extremely helpful.”

**Figure 3.**

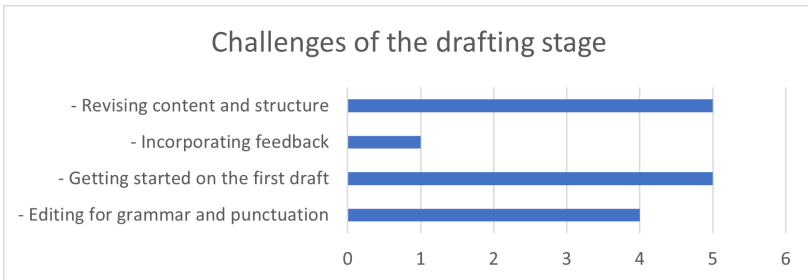
*Perceived Usefulness of the Drafting Stage.*



The fourth question examined the challenges students face during the drafting stage. As shown in Figure 4, five students identified “revising content and structure” as the most difficult aspect, with an equal number struggling to “get started on the first draft.” Four students noted difficulties with “editing for grammar and punctuation,” while only one student found “incorporating feedback” to be challenging.

**Figure 4.**

*Challenges in the Drafting Stage.*

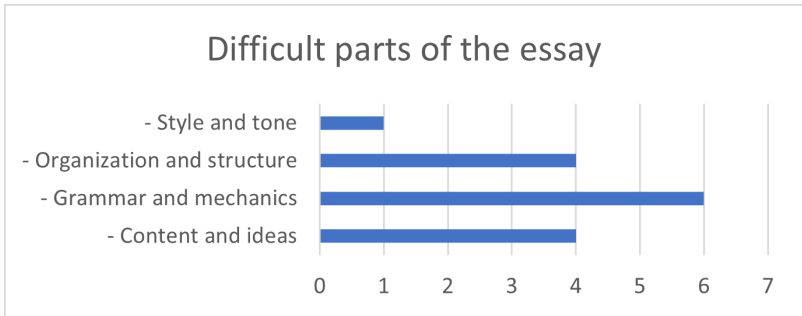


The fifth question aimed to uncover the steps students follow in essay writing. Twelve students indicated that they adhere to a structured process involving “outline, first draft, and brainstorming.” In contrast, only three students incorporate “peer and teacher revision and edit while writing.”

In the sixth question, students highlighted the difficulties they encountered while writing their final essays. As shown in Figure 5, “grammar and mechanics” were the primary challenge for six students, followed by “content and ideas” and “organization and structure,” which were mentioned by four students. Only one student identified “style and tone” as an issue.

**Figure 5.**

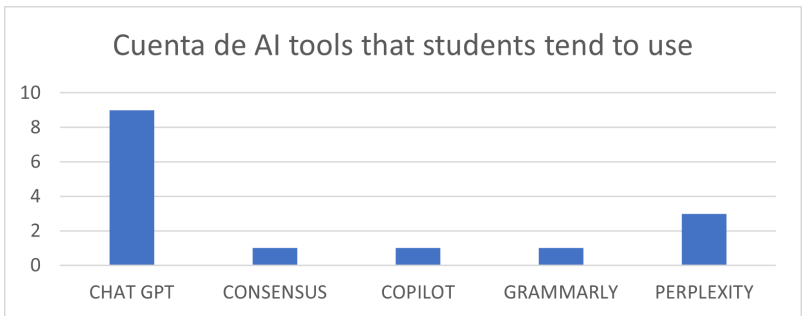
*Difficulties in Final Essay Writing.*



The seventh question revealed that students use AI tools to aid their writing. Figure 6 indicates that one out of three students used Grammarly, Copilot, and Consensus. Three students used Perplexity, and ChatGPT emerged as the tool most used by nine students.

**Figure 6.**

*AI tools used for writing.*



Question number 8 in the Survey was about circumstances in which they needed to use an AI writing tool, it was found that AI writing tools, such as ChatGPT, Perplexity, and Consensus, play a significant role in enhancing the quality of students' essays. These tools assist in generating ideas, adding content, clarifying thoughts, improving structure, and checking for grammar and punctuation errors. These tools' varied and prolonged use underscores their importance in the modern writing process, helping students produce well-crafted and coherent essays.

# Interview

**Table 1.**

*Common Mistakes Students Make when Writing an Academic Essay.*

Interview Results	Categories
<p>Answer: Students often start writing without first reading about the topic, which leads to a superficial understanding. They skip brainstorming, resulting in a lack of diverse ideas and logical organization.</p> <p>In addition, many do not prepare an outline before writing, resulting in essays that appear disorganized and poorly structured. Aside from problems include erroneous generalities that fail to efficiently convey the focus of the essay, and frequent errors in designing thesis statements that are accurate, descriptive and understandable.</p>	<p>Lack of reading comprehension.</p>

**Table 2.**

*Aspects of the Writing Process Students Struggle Most.*

Interview Results	Categories
<p>Answer: An academic writing expert pointed out that a lot of students skip the research phase before they start writing, which results in arguments that lack depth. They also tend to struggle during brainstorming sessions, often failing to come up with and organize their ideas effectively.</p> <p>In the introduction, many students make mistakes when trying to write their thesis statements, which are vital for steering the direction of the essay. Furthermore, in the body paragraphs, it is common for students to stumble when creating strong topic sentences, which are crucial for keeping the essay coherent and focused.</p>	<p>Brainstorming</p> <p>Lack of Reading Comprehension</p> <p>Thesis statement</p>

**Table 3.**

*Organization before students begin writing.*

Interview Results	Categories
<p>Answer: They jump straight into writing the essay without any preparation. This approach results in a shallow understanding of the topic, jumbled ideas, and, in the end, essays that are less effective and coherent.</p>	<p>Disorganized Thoughts</p>

**Table 4.**

*Common Issues Observed in Students' Writing Related to Structured and Coherence.*

Interview Results	Categories
Answer: One common issue I notice in students' writing regarding structure and coherence is their unclear understanding of the topic. When they are not familiar with the subject, it often results in vague or irrelevant content, disorganized thoughts and weak arguments. Without a strong grasp of the material, they find it difficult to create a logical and cohesive narrative.	Structure and coherence Organization

**Table 5.**

*Key Areas I Often Focus on When Giving Feedback.*

Interview Results	Categories
Answer: When I give feedback on writing, I often focus on supporting details and examples. These components are essential because they improve the clarity and persuasiveness of the work by offering solid evidence to support the main ideas. Encouraging students to include relevant and well-chosen details helps bolster their arguments, making their essays more engaging and credible.	Supporting details and examples. Lack of Reading Comprehension

**Table 6.**

*Students Respond to Feedback on their Writing.*

Interview Results	Categories
Answer: Even though I provide feedback on their writing, students typically continue to make mistakes because they lack a proper understanding of the topic. This indicates that their response to feedback is often ineffective, as they struggle to incorporate corrections and improve their work without a solid grasp of the subject matter.	Lack of Reading Comprehension

**Table 7.**

*Main Hurdles Students Encounter in the Writing Process of an Academic Essay*

Interview Results	Categories
Answer: From my perspective, the main hurdles students encounter during the writing process of an academic essay are primarily due to their lack of familiarity with the topic, as they often don't read or research before starting to write. Additionally, their insufficient English proficiency, particularly with new vocabulary, further complicates their ability to articulate and develop their ideas effectively.	Lack of Reading Comprehension Lack of Vocabulary

**Table 8.**

*Style and Tone challenges students commonly face*

Interview Results	Categories
Answer: In terms of style and tone, students commonly face challenges in summarizing and paraphrasing from other sources. They often struggle to condense information accurately while maintaining the original meaning, and to rephrase content in their own words without losing the intended context. This can result in either overly simplistic or improperly attributed work, affecting the overall quality and integrity of their writing.	Summarizing and paraphrasing.

**Table 9.**

*Grammatical or Punctuation Errors Commonly Observed in Students' Writing*

Interview Results	Categories
Answer: In students' writing, I often observe grammatical errors in constructing complex and compound-complex sentences, leading to incorrect punctuation usage. To address these issues, I focus on teaching the rules of sentence structure and punctuation explicitly, providing examples and exercises that emphasize the correct use of commas, semicolons, and conjunctions in complex sentences. Additionally, I encourage students to practice writing varied sentence types to improve their understanding and application of these grammatical concepts.	Constructing complex and compound complex sentences. Punctuation

Table 10

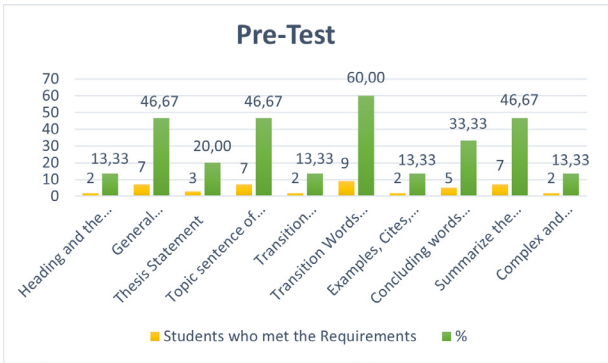
*Barriers when Students Use AI Writing Tools*

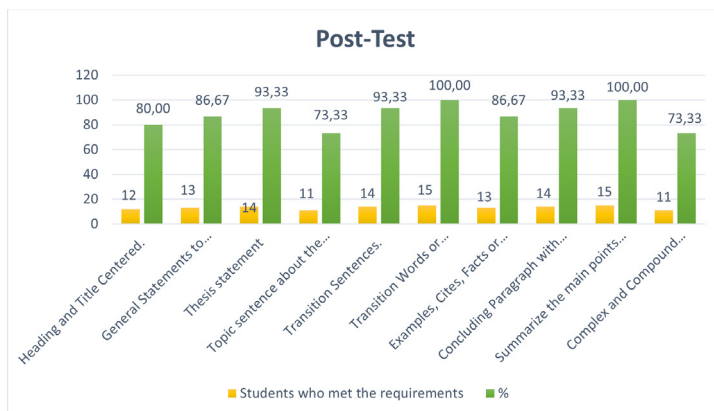
Interview Results	Categories
Answer: I encourage my students to use various AI writing tools as they can be instrumental in understanding topics before writing academic essays. However, a significant barrier is that students often copy directly from these tools without engaging with or reading the content, which leads to a lack of comprehension and the potential for incorporating AI errors. To address this, I emphasize the importance of reading and critically evaluating AI-generated content to ensure a deeper understanding and prevent plagiarism.	Lack of Reading Comprehension

During the interview conducted to understand the challenges students face in writing essays, several categories emerged as frequently recurring issues. The most essential problem mentioned by the professional interviewee was the lack of reading skills, which was identified as a significant impediment to the development of the writing process. The lack of skill impairs students' ability to create concepts and their lexis and level of understanding, complicating solidly based essay writing. Idea generation was a frequent challenge because it was difficult for students to create and structure ideas efficiently before starting to write. The categories of structure, coherence, and organization were frequently mentioned. Many students expressed frustration at being unable to maintain a logical flow in their writing, sometimes losing the focus of their argument. Overall, a lack of reading skills was identified as the main obstacle, and the crucial importance of students engaging with diverse texts to improve their critical thinking skills, vocabulary, and ability to write well-structured and cohesive essays was highlighted.

Figure 7.

*Pre-Test.*



**Figure 8.***Post-Test.*

The Pre and Post-test results revealed significant improvements when writing essays. In the Pre-test, many areas showed low performance, whereas the Post-test data demonstrated much higher adherence to essay writing standards, there were notable increases, with some criteria, like using transition words and paraphrasing the thesis, reaching 100%.

## Checklist

The observation checklist results indicated that not all students generated their ideas through brainstorming; only a few organized them using mind maps. Since the topic required them to write about experiences in school, none of the students used online libraries to look up information. Some students demonstrated the ability to formulate clear and concise thesis statements for their essays. However, it was observed that in both the pre-test and post-test, students did not review or refine their thesis statements based on feedback from peers or instructors. Additionally, during the post-test, students were allowed to use AI writing tools. As a result, they believed they did not need to check their grammar, content, style, or punctuation, assuming the AI would perfect their essays. This reliance on AI was evident, as students did not make any further checks on their work.

## Discussion

This study examined the advantages that artificial intelligence (AI) tools, such as ChatGPT, Copilot, Grammarly, Perplexity, ChatPDF, and Scrib AI, offer



in helping higher education students develop academic writing skills. Several instruments were employed to gain deeper insights into students' writing difficulties and their improvements when using AI. The significant findings are discussed below.

Firstly, the students' mistakes, the pre-test results revealed that students did not engage in brainstorming steps before writing and needed to gain knowledge of advanced grammar. The pre-test indicated that students frequently made grammar and punctuation mistakes in their essays. They struggled to construct complex and compound-complex sentences, and their limited vocabulary made writing arduous. These findings align with the research by Pakaya and Nabu (2022), who concluded that many errors and difficulties in writing are due to a lack of vocabulary, grammar, and punctuation. A limited English vocabulary can hinder the clarity and effectiveness of academic writing. Encountering new vocabulary words can be particularly challenging for students with developing English proficiency.

Secondly, the pre-test results highlighted students' obstacles when writing their essays, such as reading and analyzing the topic before writing. The absence of these processes makes it difficult for students to produce coherent academic essays. Therefore, the authors suggest academic writing requires grammar skills, comprehension of the subject, and brainstorming ideas. Furthermore, students struggled to sequence their ideas logically, leading to essays that lacked coherence and organization. These findings resonate with the analysis by Nguyen (2022), who concluded that reading habits and attitudes toward reading play a crucial role in writing achievement. Moreover, the pre-test showed that because students did not organize their ideas, they did not provide supporting details such as examples and facts, which weakened their essays. These findings are consistent with the outcomes identified by Emak and Ismail (2021), who found that students who read frequently can better enhance their writing skills.

Finally, the AI tools most likely used by students, the post-test results, and the checklist demonstrated that students relied heavily on AI tools. Their essays improved significantly in grammar, punctuation, structure, and the inclusion of supporting details due to the use of AI tools like ChatGPT, Copilot, and Scrib AI. These findings align with research by Song and Song (2023), who noted that AI tools allow students to work at their own pace and receive instant feedback, leading to better-written texts. However, the students' heavy reliance on AI can be a double-edged sword, as evidenced by a few errors in essay structure and a lack of coherence in ideas in the post-test results. This

outcome is consistent with the findings of Malik et al. (2023), who emphasized that while AI tools can enhance writing, they may also impact creativity, critical thinking, and ethics, highlighting the importance of maintaining human involvement when using AI.

## Conclusions

Research highlights that reading comprehension is fundamental to constructing well-written texts. Therefore, organizing the information and identifying key points are crucial before writing academic essays. A deep understanding of the topic is essential for writing a coherent and well-structured text. Relying solely on AI tools to generate essays can lead to issues with organization, clarity, and cohesion, as these tools may not fully grasp the subject's nuances, or the logical flow required for effective communication. Finally, integrating active reading and critical thinking into writing remains crucial for producing insightful and compelling academic work.

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# Teaching Experiences in TEFL Application Process

## Chapter 14

### Gamification Strategy to Motivate Writing Skills

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## **Gamification Strategy to Motivate Writing Skills**

### **Abstract**

This study investigates the impact of gamification on enhancing writing skills and motivation among children in a Community Development Center (CDC), particularly in the context of English as a Foreign Language (EFL) education. As traditional teaching methodologies evolve with technological advancements, gamification has emerged as a promising strategy incorporating game design elements to foster interactive and engaging learning environments. The research highlights common challenges students face, such as negative attitudes towards writing and difficulties articulating thoughts, often rooted in past educational experiences. The study aims to address these challenges by implementing gamified learning activities, demonstrating that such approaches improve writing proficiency and significantly increase student motivation and engagement. The findings underscore the importance of tailoring gamification strategies to meet the unique needs of diverse student populations, ultimately contributing to more effective writing education. This work fills a critical gap in the literature by providing insights into practical instructional strategies that leverage gamification to enhance writing skills among EFL learners.

**Keywords:** Gamification; Writing Skills; Student Motivation; English as a Foreign Language; Educational Technology; Interactive Learning.

### **Resumen**

Este estudio investiga el impacto de la gamificación en la mejora de las habilidades de escritura y la motivación entre los niños en un Centro de Desarrollo Comunitario (CDC), particularmente en el contexto de la educación de inglés como lengua extranjera (EFL). A medida que las metodologías de enseñanza tradicionales evolucionan con los avances tecnológicos, la gamificación ha surgido como una estrategia prometedora que incorpora elementos de diseño de juegos para fomentar entornos de aprendizaje interactivos y atractivos. La investigación destaca los desafíos comunes que enfrentan los estudiantes, como las actitudes negativas hacia la escritura y las dificultades para articular pensamientos, a menudo arraigadas en experiencias educativas pasadas. El estudio tiene como objetivo abordar estos desafíos mediante la implementación de actividades de aprendizaje gamificadas, demostrando que tales enfoques mejoran la competencia escrita y aumentan significativamente la motivación y el compromiso de los estudiantes. Los hallazgos subrayan la importancia de adaptar las estrategias de gamificación para satisfacer las necesidades únicas de las diversas poblaciones de estudiantes, lo que en última

instancia contribuye a una educación de escritura más efectiva. Este trabajo llena un vacío crítico en la literatura al proporcionar información sobre estrategias de instrucción prácticas que aprovechan la gamificación para mejorar las habilidades de escritura entre los estudiantes de EFL.

**Palabras clave:** Gamificación, Habilidades de escritura; Motivación de los estudiantes; Inglés como lengua extranjera; Tecnología educativa; Aprendizaje interactivo.

## Introduction

In recent years, technology integration in education has transformed traditional teaching methodologies, leading to innovative approaches that enhance student engagement and learning outcomes. Among these approaches, gamification has emerged as a prominent strategy, leveraging game design elements to create more interactive and motivating learning environments. Research has shown that gamification can significantly increase student motivation and participation, particularly in subjects that often find challenging, such as English writing skills. (Hamari, Koivisto, & Sarsa, 2014)

Despite the growing body of literature on gamification, a notable gap exists in understanding its specific impact on writing skills, especially in English as a Foreign Language (EFL) education. While previous studies have explored the motivational aspects of gamification in various educational settings, few have focused on how these strategies can be effectively tailored to improve writing proficiency among EFL learners. This lack of targeted research highlights the need for a deeper exploration of gamification's role in addressing common writing challenges faced by students, such as negative attitudes toward writing and difficulties in articulating their thoughts.

To address this gap, the present study investigates the effects of gamification on students' writing skills and motivation. Using a mixed-methods approach, we assessed the efficacy of gamified learning activities in enhancing writing proficiency and fostering a positive attitude towards writing among EFL learners. This research contributes to the existing literature on gamification and writing. It provides practical insights for educators seeking to implement effective instructional strategies that engage students and improve their writing abilities.

Gamification is a strategy that applies game elements, such as points, badges, and challenges, to non-game settings to boost engagement and motivation. Integrating these game-like features makes tasks more interactive and enjoyable, encouraging users to participate actively. This approach is utilized

across diverse sectors, such as education, marketing, healthcare, and employee training, to influence behaviors, enhance learning outcomes, and improve user experiences.

Kapp (2012) introduces, defines, and describes the concept of gamification and then dissects several examples of games to determine the elements that provide the most positive results for the players. He explains why these elements are critical to learning success. His book “The Gamification of Learning and Instruction” is based on solid research and includes peer-reviewed results from dozens of studies that offer insights into why game-based thinking.

Studies have shown that gamification can be an effective technique for increasing learner engagement in language classes. For example, research by Cahyani (2016) demonstrated the utility of gamification in enhancing learner engagement in language classes, while Shatz (2015) highlighted how gamification can promote risk-taking in language learning. Lin (2014) also found that gamification can increase student participation rates in foreign language classrooms.

Gamification is not equal to games. A game is structured play, usually for enjoyment. Gamification is a strategy for influencing and motivating people's behavior. The use of game design elements in non-game contexts. It means the implementation and use of game design elements and techniques. Gamification applies game dynamism and systems to real-life problem-solving. (Zichermann & Cunningham, 2011)

According to Greijdanus, W. (2015), gamification enhances motivation in teaching English literature by incorporating game elements into the learning process, making it more engaging and enjoyable for students. Gamification taps into intrinsic motivators like autonomy, mastery, and purpose by introducing elements such as challenges, rewards, competition, and a sense of progression.

Writing is one of the four fundamental language macro-skills every individual must learn. It results from the three other skills, such as reading, listening, and speaking, so it cannot be understood in isolation. Regardless of their grade level, students are taught the rudiments of writing for various purposes.

The challenge of fostering motivation for writing is intricate and demanding due to the inherent intricacy of the writing process. Writing is not a simple task; it is a dynamic and problem-solving endeavor that requires constant monitoring of progress toward task objectives. Writers must handle multiple goals, address various constraints, and transition between diverse perspec-



tives, such as critical thinking, rhetorical approaches, and writing conventions. This complexity can lead to frustrations and hurdles for writers, highlighting the crucial need to establish and maintain motivation throughout the writing process. Additionally, students may hold negative attitudes towards writing and demonstrate unproductive writing behaviors influenced by past educational experiences. (Bruning & Horn, 2000)

Motivation is critical in developing writing skills, especially in learning English as a Foreign Language (EFL). Motivated students are more likely to engage actively in writing tasks, persist in facing challenges, and strive to improve their writing abilities. In the EFL classroom, motivation toward writing skills can be influenced by intrinsic factors, such as personal interest and satisfaction derived from writing, and extrinsic factors, such as grades or rewards.

This research aims to answer two questions. The first one is: Does gamification help to motivate learners to write? This question explores the relationship between gamified learning activities and student motivation in writing tasks. Gamification incorporates elements such as challenges, rewards, and competition, which are designed to engage students and enhance their intrinsic motivation. By examining motivation levels before and after the implementation of gamified activities, this research tries to determine whether these strategies significantly influence students' willingness to participate in writing exercises. Understanding the motivational impact of gamification is crucial, as it can inform educators about effective methods to foster a more engaging and participatory learning environment.

The second question is: How effective is a gamification strategy in developing EFL writing skills and increasing motivation? This question guides us in assessing the specific impacts of gamified learning on students' writing proficiency. The study will evaluate improvements in overall writing quality, vocabulary usage, and creativity by utilizing quantitative measures, such as pre- and post-test scores, and qualitative analyses of writing samples. The findings from this research will provide valuable insights into how gamification can be strategically employed to enhance writing skills among EFL learners, ultimately contributing to a more effective instructional approach in language education.

## **Literature Review**

Gamification is a strategic approach that applies game design elements such as points, badges, challenges, and levels to non-game contexts, aiming to boost motivation and engagement (Kapp, 2012). This technique is widely used across various sectors, including education, where it serves as a meth-

od to make learning more interactive and enjoyable, thereby encouraging active participation. By leveraging psychological motivators such as competition, achievement, and autonomy, gamification fosters a dynamic learning environment conducive to student engagement. According to Zichermann and Cunningham (2011), gamification transforms real-life tasks into game-like activities, tapping into students' intrinsic motivation and influencing behaviors in positive ways.

The integration of gamification into educational practices has garnered considerable attention in recent years, particularly regarding its potential to enhance student motivation and improve writing skills. This literature review synthesizes the contributions of various authors who have explored the intersection of gamification, motivation, and writing education, highlighting their theories and the specific niches they represent.

The literature surrounding gamification as a strategy to enhance student motivation, particularly in the context of writing skills, reveals a growing body of research highlighting its efficacy and potential benefits. In 2016, Molumby examined the fundamental aspects of gamified learning, emphasizing that clear instructions and well-defined purposes significantly boost student engagement and motivation within educational settings (J. Molumby, 2016). His findings suggest that the integration of gamification can effectively support the development of complex problem-solving competencies, thereby addressing the prevalent issues of student disengagement in contemporary classrooms. The study identifies essential design principles, such as visual status, social engagement, and rapid feedback, which are crucial for fostering an engaging learning environment.

Greijdanus (2015) investigates the motivational impact of gamification within the context of teaching English literature. His study emphasizes that incorporating game elements into literature education makes the learning process more engaging and fosters a deeper connection with the material. Using challenges, rewards, and competition, Greijdanus demonstrates how gamification can transform traditional literature classes into dynamic learning environments that stimulate student interest and participation.

Similarly, Matsumoto (2016) presents gamification as a strategic approach to enhance motivation in educational settings. His research underscores the effectiveness of game-based methods in engaging students, suggesting that incorporating game mechanics can increase participation and enthusiasm for learning. Matsumoto's findings align with the broader educational psychology niche, where understanding the psychological factors that drive student engagement is crucial for developing effective teaching strategies.

Ramos (2020) explores students' writing challenges, particularly in online learning environments. Ramos identifies common writing problems and negative attitudes toward writing among freshman university students. This exploration highlights the need for innovative approaches to writing education, suggesting that gamification could serve as a viable solution to enhance student motivation and improve writing skills. By creating a more interactive and enjoyable writing experience, gamification can help mitigate unproductive writing behaviors influenced by past educational experiences.

In the realm of English as a Foreign Language (EFL), Maghawry (2021) specifically addresses the application of gamification to enhance writing skills among secondary-stage students. Maghawry's research demonstrates that gamified learning activities improve writing proficiency and increase students' motivation to engage with writing tasks. This study contributes to understanding how gamification can be tailored to meet the needs of EFL learners, providing insights into practical instructional strategies that promote language acquisition through engaging methodologies.

Bruning and Horn's foundational work on developing motivation to write provides a psychological framework for understanding the factors that influence writing skills. Their research emphasizes the importance of both intrinsic and extrinsic motivators in fostering a positive attitude toward writing. Educators can tap into these motivational factors by integrating gamification into writing instruction, creating an environment where students feel empowered to take risks and improve their writing abilities.

These articles contribute to a comprehensive understanding of how gamification can strategically motivate students to develop their writing skills, highlighting the interplay between engagement, motivation, and practical learning experiences.

Gamification, the integration of game elements into non-game contexts, has been a growing area of interest within educational research. Its potential to enhance student motivation and improve writing skills has sparked numerous studies exploring this intersection. This literature review aims to synthesize the contributions of various scholars who examined gamification's role in motivating students, particularly in the realm of writing education, while emphasizing theoretical frameworks and empirical evidence. The historical development of gamification in education has illustrated both its strengths and limitations, particularly regarding its efficacy in improving learning outcomes.

## **Theoretical Foundations of Gamification in Education**

The theoretical underpinnings of gamification are deeply rooted in motivational psychology, with two prominent theories—Self-Determination Theory (SDT) and Expectancy-Value Theory—frequently cited. Deci and Ryan (2000) provided a robust foundation with their Self-Determination Theory, which emphasized autonomy, competence, and relatedness as critical factors in fostering intrinsic motivation. They argued that creating environments where students felt a sense of control over their learning, perceived themselves as competent, and experienced a connection to their peers would significantly enhance motivation. Gamification, including choice-based tasks, instant feedback mechanisms, and collaborative challenges, aligned closely with these principles, offering students autonomy, competence, and relatedness opportunities.

Expectancy-value theory, as developed by Eccles et al. (1993), also played a significant role in the discourse on gamification and education. This theory posited that students' motivation was shaped by their beliefs about their ability to succeed (expectancy) and their value on the task (value). By introducing game elements such as rewards, competition, and visual progress tracking, gamification could boost students' perceived ability to succeed and increase the value of learning tasks. According to Eccles and colleagues, students were more likely to engage in tasks they found both achievable and valuable, making gamification an effective tool in addressing these motivational drivers.

## **Empirical Studies on Gamification and Writing Skills**

A significant body of empirical research has demonstrated that gamification enhances motivation and writing skills in educational settings. Molumby (2016), for example, investigated the application of gamified learning strategies in classrooms and found that providing clear instructions and setting well-defined goals significantly boosted student engagement. Molumby highlighted how rapid feedback and visual status markers could enhance the learning experience, particularly for students struggling with complex writing tasks. His work provided early evidence of how gamification could transform disengaged learners into active participants in their education.

Greijdanus (2015) also made a significant contribution by examining how gamification could be integrated into the teaching of English literature. His research focused on the impact of game elements like rewards, competition, and challenges within literature classes, revealing that these elements fostered deeper engagement and created dynamic learning environments. Students

were more likely to participate actively when they saw tangible rewards for their efforts, and the competitive nature of some gamified activities further motivated them to excel. This study indicated that gamification could bridge the gap between traditional, text-heavy subjects and the digital-age learner by providing an engaging framework for learning.

Matsumoto (2016) reinforced these findings, presenting gamification as a strategic method for enhancing student motivation across various educational settings. His research emphasized how game-based techniques could increase enthusiasm for learning, particularly in subjects where student engagement traditionally waned, such as writing. By integrating game mechanics, such as point systems and leaderboards, into writing education, Matsumoto demonstrated that students were not only more motivated but also developed better writing habits. His work aligned with broader trends in educational psychology, underscoring the importance of understanding psychological factors, such as reward-based learning, in developing effective teaching strategies.

Ramos (2020) provided a more contemporary analysis of the challenges students faced in online learning environments, particularly concerning writing skills. In his study of freshman university students, Ramos identified common writing problems, including a lack of motivation and negative attitudes toward writing tasks. He argued that these issues were exacerbated by students' past educational experiences, which often emphasized rote learning and rigid assessments. Gamification, Ramos suggested, could offer a more interactive and enjoyable approach to writing education, helping students overcome these negative attitudes by making the writing process more engaging and rewarding.

In English as a Foreign Language (EFL), Maghawry (2021) explored the application of gamification to enhance writing skills among secondary-stage students. His study found that gamified learning activities improved writing proficiency and increased students' willingness to engage with writing tasks. Maghawry's research was particularly relevant in the EFL context, as it demonstrated how gamification could be adapted to meet the unique needs of language learners. His findings provided insights into practical instructional strategies that combined language acquisition with game-based learning, thus contributing to the ongoing conversation about making writing education more accessible and valuable for diverse student populations.

### **Challenges and Criticisms of Gamification**

While most studies have praised the potential benefits of gamification, some criticisms and challenges have emerged. One key concern is the risk

that gamification may prioritize engagement at the expense of deeper learning. Bruning and Horn (2000) provided a psychological framework for understanding motivation in writing, emphasizing the importance of intrinsic over extrinsic motivators. They argued that while gamification could offer extrinsic rewards (such as points and badges), there was a danger that students might become too focused on these rewards, neglecting the development of deeper writing skills. Their research suggested that educators should carefully design gamified tasks to ensure that they not only engage students but also lead to meaningful learning outcomes.

Additionally, accessibility remains a significant concern in the application of gamification. Molumby (2016) pointed out that while gamification could increase engagement for many students, it could also exclude those with different learning styles or access to technology. In particular, students from disadvantaged backgrounds may struggle to engage with gamified learning environments if they lack the necessary resources. Ensuring that gamification strategies are inclusive and adaptable to the needs of all learners is critical to its success as a pedagogical tool.

### **Future Directions in Gamification Research**

The literature reviewed suggests several avenues for future research. First, the long-term effects of gamification on student motivation and writing skills need to be investigated. While many studies have demonstrated short-term gains, it remains to be seen whether these benefits persist over time or whether students' engagement wanes once the novelty of gamification wears off. Developing adaptive gamification systems that can tailor the level of challenge and feedback to individual students' needs may enhance their effectiveness in the long term.

Secondly, more research is needed to explore the impact of gamification in diverse educational contexts. Most existing studies have been conducted in Western educational systems, but there is growing interest in how gamification may function in different cultural settings. Understanding how students from various cultural backgrounds respond to gamified learning environments could provide valuable insights into its universal applicability and help educators design more culturally responsive gamification strategies.

In conclusion, integrating gamification into educational practices has proven to be a promising strategy for enhancing student motivation and writing skills. Theories such as Self-Determination Theory and Expectancy-Value Theory provide a strong foundation for understanding how gamification can influ-

ence students' learning motivation. Empirical research, particularly the works of Molumby, Greijdanus, Matsumoto, Ramos, and Maghawry, has consistently demonstrated the positive impact of gamification on student engagement and learning outcomes. However, it is essential to address the potential limitations of gamification, particularly regarding its accessibility and the need for deeper learning. Future research should continue to explore gamification's long-term and cultural implications, ensuring its effective and equitable implementation in educational settings.

## **Methodology**

This study uses a mixed-methods approach combining theoretical and empirical research to investigate how gamification affects children's writing skills. The empirical component comprises experimental studies and qualitative evaluations, while the theoretical component includes a thorough analysis of the body of knowledge on gamification and educational psychology. By integrating these methodologies, the study seeks to provide a comprehensive and intricate understanding of how gamification affects children's writing proficiency and motivation. Mixed-methods approaches are helpful because they enable a thorough analysis of complicated phenomena, especially in educational research (Johnson & Onwuegbuzie, 2004).

### **Research Design**

The research compares the writing abilities and motivation of kids who participate in gamified learning activities to kids who learn through traditional methods. The main goal is to assess the effects of gamification on kids' writing skills and engagement. Comparative studies in education shed important light on the relative efficacy of various teaching approaches. (Campbell & Stanley, 1963) (Cohen, Manion, & Morrison, 2018).

### **Sampling Method**

A stratified random sampling methodology was utilized to guarantee a representative and varied sample. This experimental investigation occurred in a Community Development Center (CDC) in Manta – Ecuador, to ensure inclusivity and diversity. Participants were chosen based on crucial demographic factors like age, gender, and socioeconomic status. It is commonly known that stratified sampling can improve the generalizability of research findings (Teddlie & Yu, 2007).

### Techniques

- Checklist:** An adapted version of the Pre- and Post-Motivation Scale by ARCS Keller (Keller, 1987) was used to measure motivation. This scale assesses four dimensions: Attention, Relevance, Confidence, and Satisfaction (Keller, 1987). The modified method entails using the scale both before and after the educational intervention to evaluate changes in motivation. A set of statements is used to rate each of the four dimensions on a Likert scale, which indicates how much agreement or disagreement there is in each statement. This quantitative method makes a thorough examination of how teaching tactics affect different facets of student motivation possible. By adjusting the scale, the target age group and cultural context are guaranteed to find it appropriate. The purpose of the data collection is to monitor changes in motivation both before (pre-test) and after (post-test) the gamified interventions.

**Table 1.**

*Checklist Criteria.*

Attention	Relevance	Confidence	Satisfaction
Curiosity	Personal interest	Ability	Enjoyment
Participation	Understanding	Progress	Expression
Focus	Application	Feedback	Rewards
Reactions	Utility	Objectives	Interest in future lessons
Comments	Cultural Relevance	Risk taking	Materials
Concentration	-	Autonomy	Positive attitude

**Writing Activity:** At the beginning of the activity, students are given a template to fill out, including fields for their name, age, favorite hobbies, favorite food, and a fun fact about themselves. Despite the straightforward nature of the task, many students find it difficult to start. They may feel self-conscious or unsure about how to express their thoughts clearly. This initial phase often reveals the gap between their ideas and their ability to articulate them in writing.



**Table 2.**

*Criteria to evaluate.*

Criteria	Aspects to evaluate
Use of language	Excellent
Spelling	Good
Creativity	Satisfactory
Word order	Needs improvement
Clarity	-

### **Data Collection Procedure**

The data collection took place in two main phases:

**Pre-Test:** Participants completed the motivation observation sheet (pre-test) to establish baseline motivation levels. They also participated in a traditional writing activity to provide initial data on their writing skills (Patton, 2014)

**Post-Test:** Following a series of gamified writing activities designed to enhance engagement and writing proficiency, participants again completed the observation sheet (post-test) and participated in a final gamified writing task. This allows for comparing motivation and writing skills before and after the intervention. (Creswell & Plano Clark, 2017)

### **Data Analysis**

#### **Quantitative Data:**

Statistical analysis was done on the observation sheet's -pre-and post-test results. Evaluating an intervention's efficacy in educational research is especially helpful for comparing pre- and post-intervention scores for the same participant group. While inferential statistics are a fundamental component of scientific research, offering the means to draw conclusions from a sample to a population, it is also a highly effective tool in educational research for investigating the effects of various instructional strategies or interventions across multiple groups. Testing hypotheses and drawing conclusions that go beyond the immediate data at hand require statistical methodology.

#### **Analysis of Qualitative Data**

Writing samples from traditional and gamified tasks were observed through a thematic qualitative data analysis. Using a methodical coding process, the data is analyzed to identify recurrent themes, patterns, and improvements in writing skills. The study focused on three main areas: overall writing quality,

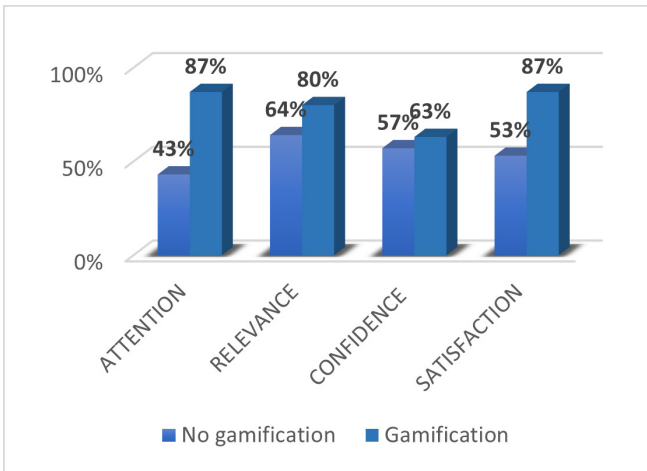
vocabulary usage, and creativity. Thematic analysis ensures a thorough understanding of the data by offering an organized method for locating and analyzing important qualitative insights (Barry, Merkebu, & Varpio, 2022).

Using these methodological approaches, it is possible to thoroughly investigate how gamification can improve children's motivation and writing abilities. When taken as a whole, these results help guide the adoption of gamified learning strategies in educational settings by providing educators and policy-makers with information about the effectiveness of these techniques (Hamari, Koivisto, & Sarsa, 2014).

# Results

**Figure 1.**

**Checklist results.**



The graph provided illustrates the comparative results, highlighting gamification's significant impact on various educational metrics. The four key areas measured are attention, relevance, confidence, and satisfaction, with each category comparing the outcomes of traditional methods (no gamification) and gamified approaches. The differences observed in these areas underscore the benefits of incorporating gamification into educational practices.

In the attention category, the two approaches starkly contrast. The traditional method garnered 43% of the attention, whereas the gamified approach achieved a remarkable 87%. The relevance of the content, as perceived by the students, also improved significantly with gamification. The graph indicates

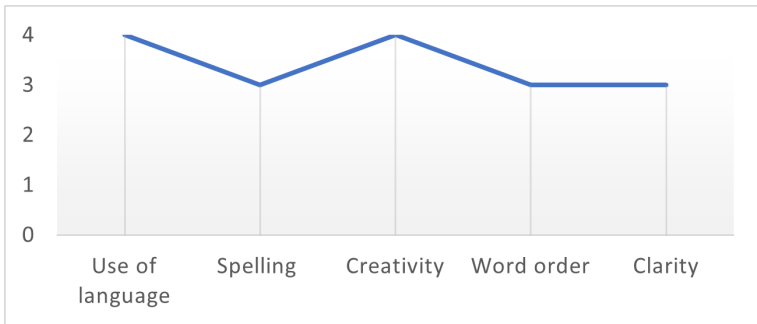
that relevance rose from 64% with traditional methods to 80% with gamified methods.

Confidence is another critical area where gamification has a positive impact. The graph shows an increase from 57% confidence in traditional settings to 63% in gamified environments. While this increase is less dramatic than in the other categories, it still indicates that gamification can bolster students' belief in their abilities. The elements of challenge and achievement inherent in gamified learning likely help students build and demonstrate their skills, thereby increasing their confidence.

Satisfaction levels exhibit one of the most significant disparities between the two approaches, mirroring the results seen in attention. Satisfaction with traditional methods stands at 53%, while satisfaction with gamified methods soars to 87%. This suggests that students enjoy gamified learning more and feel more content with their educational experiences. Higher satisfaction levels can lead to greater motivation and a more positive attitude toward general learning.

**Figure 2.**

*Rubric results of writing.*



The rubric for writing aspects assesses various elements of writing, including language use, spelling, creativity, word order, and clarity. Each component is rated on a scale from 1 to 4, with 4 being the highest point achieved in this evaluation.

The rubric for writing aspects evaluates the use of language, spelling, creativity, word order, and clarity. Each is rated on a scale from 1 to 4, with 4 being the highest score achieved. Language and creativity received the highest score of 4, indicating strong command and originality. Spelling, word

order, and clarity are scored 3, suggesting accurate spelling with occasional errors, generally correct sentence structure with some room for improvement, and overall understandable writing that could benefit from a more precise expression.

## **Discussion**

The findings from this study underscore the significant role that gamification can play in enhancing children's writing proficiency and motivation. By integrating game-like elements into the learning process, educators can create a more engaging and enjoyable environment for students, which is crucial for fostering a positive attitude towards writing. The methodologies employed in this research, including quantitative and qualitative analyses, provide a comprehensive understanding of how gamification influences student outcomes.

Integrating gamification into writing teaching also addresses students' diverse learning styles and preferences, making it a versatile approach in contemporary classrooms. According to Deterding et al. (2011), gamification leverages game design elements to enhance user engagement and motivation, which can be particularly beneficial in accommodating various learning modalities. For instance, visual learners may benefit from graphics and progress tracking, while kinesthetic learners may thrive in interactive tasks that involve movement or hands-on activities. By catering to these different learning styles, gamification promotes inclusivity and enhances the overall effectiveness of writing instruction. This adaptability is crucial in today's diverse educational landscape, where students come from varied backgrounds and possess unique strengths and challenges in their learning journeys.

Furthermore, the role of feedback in gamified learning environments cannot be overstated, as it significantly influences student motivation and performance. Hattie and Timperley (2007) highlight that effective feedback is one of the most powerful influences on learning and achievement. In gamified contexts, immediate feedback mechanisms—such as points, badges, and progress bars—provide students with real-time insights into their performance, allowing them to adjust their strategies and efforts accordingly. This instant feedback loop reinforces learning and fosters a growth mindset, encouraging students to view challenges as opportunities for improvement rather than obstacles. By integrating structured feedback within gamified writing tasks, educators can create a supportive environment that promotes continuous learning and development, ultimately leading to enhanced writing skills and greater student satisfaction.

The quantitative data collected through pre- and post-test observations reveal a marked improvement in students' motivation levels and writing skills following the implementation of gamified activities. This aligns with existing literature that emphasizes the effectiveness of gamification in educational settings. As noted, inferential statistics are a powerful tool in academic research, allowing the examination of the impact of various instructional strategies across diverse groups. The statistical analysis conducted in this study confirms that gamified interventions can lead to significant enhancements in both engagement and writing proficiency.

Qualitative data, analyzed through thematic analysis, further enriches our understanding of the areas in which students improved. The recurrent themes identified—overall writing quality, vocabulary usage, and creativity—highlight the multifaceted benefits of gamification. By providing structured templates and engaging tasks, students are encouraged to express their thoughts more clearly and creatively, bridging the gap between their ideas and writing abilities. This is particularly important, as many students initially struggle with self-expression in writing, often feeling self-conscious or unsure of how to articulate their thoughts.

Moreover, the gamification strategy motivates students and fosters a sense of autonomy and risk-taking in their writing activities. Incorporating feedback, rewards, and cultural relevance into the gamified tasks enhances students' interest and participation, making the learning process more dynamic and interactive. As educators and policymakers consider the adoption of gamified learning strategies, the insights gained from this study can guide the development of effective instructional practices that cater to the diverse needs of learners.

## Conclusion

Educators can integrate game-like elements such as challenges, rewards, and competition into the educational framework to tap into intrinsic motivators that foster a more engaging and interactive learning environment. The research demonstrates that gamification improves students' writing proficiency and cultivates a positive attitude toward writing, addressing many learners' common challenges and negative perceptions. By creating a supportive atmosphere that encourages risk-taking and creativity, gamification enhances skill development and promotes a lifelong love for learning.

The mixed-methods approach employed in this study, combining quantitative and qualitative analyses, provides a robust framework for understanding the impact of gamified interventions. The findings indicate significant improvements in motivation and writing skills, reinforcing that gamification can effectively bridge the gap between students' ideas and their ability to express them in writing. Furthermore, the thematic analysis of qualitative data reveals key areas of enhancement, including overall writing quality, vocabulary usage, and creativity, which are essential components of effective writing.

As educators and policymakers consider the implications of this research, adopting gamified learning strategies can lead to more dynamic and effective educational practices. By fostering an environment that encourages autonomy, creativity, and risk-taking, gamification can help students develop their writing skills and a lifelong passion for learning.

As this study demonstrates, gamified approaches students and provides them with the tools and strategies necessary to navigate the complexities of writing. Moving forward, it is essential for educators to continue exploring and refining gamification techniques, ensuring they are tailored to meet the diverse needs of learners. Additionally, ongoing research should focus on the long-term impacts of gamification on writing proficiency and student attitudes toward writing, as understanding these dynamics will be crucial for developing effective educational practices. By embracing gamification, educators can foster a more dynamic and inclusive learning environment that empowers students to become confident and proficient writers.

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# Teaching Experiences in TEFL Application Process

## Chapter 15

The Effectiveness of Community  
Language Learning (CLL) to Enhance  
Adult's English-Speaking Skills.

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## **The Effectiveness of Community Language Learning (CLL) to Enhance Adult's English-Speaking Skills.**

### **Abstract**

In the educational field, Community Language Learning is a methodology that improves communicative skills, specifically the speaking feature. However, the analysis of previous investigations showed that CLL is usually applied on children or young learners, and it leaves behind adults for using and learning a second language with this approach. The current study addresses the effectiveness of Community Language Learning (CLL), enhancing speaking skills among adult learners. An analysis of existence literature and synthesis of relevant academic studies was employed to investigate the variables in this paper; Furthermore, the recollection of theoretical information, the outline depending on categories and the analysis of the data were completed. The outcomes revealed through the different sources of information that CLL offers numerous benefits in the acquisition of English as a Foreign Language, highlighting peer collaboration, reduction of anxiety, and the development of autonomy in adult learners; Nevertheless, it is defined some limitations that may occur during this process as the lack of emotional intelligence and the uncomfortable sensation in a student-centered approach as CLL is based on. These results suggest that adult education can adapt innovative approaches to get better results in the silks development and personal growth, taking relevance for future investigations in this area.

**Keywords:** Adult learners, English language acquisition, Community Language Learning, Speaking skill.

### **Introduction**

The acquisition of a foreign Language (L2) is currently a demand that continues to grow in a progressively interconnected world, where effective and clear communication between different cultures is imperative for personal, professional, and social development in society. At the same time, speaking is one of the skills that allow the learners to communicate in the target language and makes them capable of sharing with others their knowledge. Akhter et al. (2020), establishes in their study that speaking skills underscores the necessity for learners to focus on developing their speaking abilities to engage meaningfully in various contexts (pg.4). It is considered the speaking skills is one of the most difficult to acquire and develop; However, it is the one that learners put more emphasis on to improve the learning process, which is why most of the strategies into the language acquisition, heed to this feature.

In recent years, there have been many studies describing the effects of the Community Language Learning in the Language acquisition, specifically in the development of the speaking skills in the English language. In addition, researchers have become increasingly interested in how this matter has great importance for the educational field, as Magsalin (2023), evidenced in his study, he emphasizes that CLL is a student-centered approach that places a great emphasis on creating encouraging learning environments, also indicating its relevance in fostering engagement and participation among learners. In this manner, creating new strategies according to the methodology could build a learning process for the new learner's generation that has unique ways of learning and communication.

It is accepted that CLL has contributed to many features in the English language acquisition, creating a new system of collaborative strategies that bring a lot of benefits in the speaking feature as it is indicated by Susanto (2023) in his investigation about the effectiveness of CLL in improving students' speaking skills at a vocational school. The research shows significant improvements in speaking achievement, with a notable increase in post-test scores compared to pre-tests, indicating that CLL effectively enhances speaking proficiency among learners; however, one of the limitations is the age of the participants, as most were teenagers, which raises questions about the generalizability of these findings to adult learners. Adults, who often possess different cognitive and emotional learning profiles compared to younger learners, may experience unique challenges and benefits when exposed to CLL methodologies.

Currently, the educational area has been extensively studied Community Language Learning approach, yet most of the studies made are based on children or teenagers both with similar techniques of developing English skills. However, less attention has been paid to the investigation with emphasis on adults, besides that in the speaking skill field there is not much information on how this methodology impacts in the learning process of adults. In her study, Zarrabi (2016) highlights the lack of investigation towards age levels other than children and teenagers considering a strong limitation in her research, making a strong recommendation for further papers research. (pg.7). Addressing this void is crucial, as adult learners have distinct cognitive, emotional, and social characteristics that influence their language acquisition process, especially in developing effective speaking skills. This study seeks to address this gap by examining the role of CLL in enhancing adult learners' abilities, emphasizing its impact on speaking skills. To guide this investigation, research questions were formulated: How does CLL support the development of speaking skills in

adult English learners, according to theoretical and practical studies? and what are the limitations of CLL in enhancing speaking skills, according to previous research and case studies? The aim of this questions are to provide a comprehensive understanding of CLL's potential in the adult learning context in this study.

The research present a systematic literature review about how the Community Language Learning has an impact enhancing adult English speaking skills. The aim of this paper is to analyze the literature about the effectiveness of Community Language Learning (CLL) and its role in enhancing speaking skills in adult learners. By synthesizing findings from diverse sources, this research aims to provide valuable insights into the potential of CLL to address the specific needs of adult learners, promoting a more comprehensive and effective approach to English language acquisition. Furthermore, this paper follows some specific objectives related to the main one to develop concise and valuable information about the matter and provide clear insights into it. First, determine the different advantages that CLL offers to enhance speaking skills in adult learners. At the same time, analyze the different features in the CLL approach that benefits the different learning characteristics of adult learners, and synthesize the possible limitation that CLL has in the process of acquiring speaking skills in adult learners' education.

This section focuses on the systematic review, analysis, and synthesis of relevant academic sources, including books, peer-reviewed journal articles, and existing case studies related to CLL and language acquisition. To this end, a hermeneutic methodology and a qualitative content-based analysis were employed. This approach is based on the educational field, which lies in the significance of reconstruction that may be considered relevant in many areas related to it; in addition, this approach leads the present research to a reliable and valuable study to demonstrate and identify the current problem discussed before (Chang 2022). For other hand, the investigation was conducted through a qualitative-content analysis. This systemic and descriptive process implies the identification and interpretation of different qualitative information as the different representations of qualitative investigation, making it useful for understanding; moreover, this approach is essential to obtain key aspects about the content and how to organize it to obtain a deeper understanding of the phenomena. (Glaser-Zikuda, et.al, 2020). The analysis allows data to be broken down in a systematic way; therefore, the hermeneutic approach provides a more profound interpretive lens, enabling not only the obvious themes to be contemplated but also the underlying meaning and the social, cultural, and temporal context of the articles contemplated in this study.

In order to find the best results in this study, the entire investigation re-collected many theoretical information that has been discussed and analyzed about other empirical and experimental studies from other authors through a deductive strategy analysis. In the educational area, “deductive means reasoning from the particular to the general. If a causal relationship or link is implied by a particular theory or case example, it might be true in many cases” (Dudovskiy, 2024). This strategy was used in this paper research related to the QCA approach mentioned above; therefore, it is valued on the basis of previously defined theories and categories, so the investigation was carried out in three sections where the various sources of information derived from different articles, books and scientific reviews were chosen, examined and analyzed to make them known in this research paper from different sites such as Google Scholar, SIELE, Atlantis Press, Cambridge University Press, Oxford University Press, ACADEMIA, etc.

The selection of the content was the first step in the investigation where several different scientific papers were chosen, related to the Community Language Learning approach, the learning process in adults, and the skills involved in it; specifically, the speaking feature. The selection criteria focused on studies that offered diverse perspectives, ranging from theoretical frameworks to practical applications of CLL in enhancing speaking ability. Then, the selection of categories involved in this investigation leads us to an outline of all the data organized and prepared, to the final step that is the interpretation and contextualization of all the theoretical resources that were analyzed in this study.

### **Community Language Learning**

Community Language Learning was developed in the 1970s by Curran and his colleagues at Loyola University, Chicago. It integrates principles of counseling with language learning, drawing heavily on humanistic psychology. To Gallagher (1973), CLL represents the educator as a counselor and the learner as a client in a one-to-one relationship where the acquisition of a foreign language is the medium for developing deeper connection where all the parties involved are committed to achieve a goal (pg.5). Considered as a human-center approach focusing on bilingual education, the settings in the CLL are conducted by some aspects that are valuable and different from the other methods. Community Language Learning uses the metaphor of counseling. Thus, it is possible to view the fundamental processes of CLL as originating from the counselor-client relationship. As an illustration of the method's steps: Students are seated in a circle, and the teacher is outside of it. One student whisper something in their native language (L1), and the teacher translates it

into the foreign language (L2) (Richards and Rodgers, 2001). This dynamic encourages a more personal and empathetic interaction, allowing learners to express their needs and feelings regarding language acquisition. In addition, it fosters a supportive environment where students feel heard and valued, which can increase their confidence and motivation to learn, while addressing individual concerns and tailoring activities to specific needs, this approach promotes a deeper connection to the material (Richards and Rodgers, 2014).

La Forge (1971), made in his study a deeper conception about the impact of CLL and the model that Curran already created, but just a little definition, that is why he described a linguistic theory as a preliminary work to understand the Community Language Learning method, where he underlines that the start of the approach should be with a clear understanding about communication that covers more than just transmit a message to other individual. In addition, Nurhasanah (2015), explained that Community Language Learning is an effective methodology that occurs in a collaborative, supportive, and emotionally safe environment, focus on the advantages of a learner-centered approach that emphasizes the humanistic aspects of language acquisition rather than just its linguistic components. Future investigations reinforced this statement in their own experimental studies as Makmur (2021), that applied the CLL method to students in Indonesia to increase their abilities in English language. In this research It is described that CLL help to converse and share all information pertaining to the subject matter since teacher and student are in the same position, but this does not imply that the teacher is not instructing the learners. Instead, it indicates that the instructor creates a fresh learning environment to build rapport with the pupils and help them become proficient in the target language. (pg.19).

To Ramsey and Lopez (1989), Community Language Learning follows some principles that Curran already mentioned in most of his works that are the key elements to understand and also apply this methodology. They determined “SARD” as an acronym that condenses a holistic section that implies psychological features. This framework highlights four key elements: Security, which ensures a safe and supportive learning environment; Attention and Aggression, referring to the focus and determination required for learning; Reflection, which involves evaluating and internalizing language input; and Discrimination, which helps learners distinguish correct usage and language patterns. These elements collectively form the cornerstone of CLL, fostering a comprehensive and psychologically aware approach to language learning. (pg.15-17). According to Iqbal (2021). CLL offers an enthusiastic and motivated classroom

compared to other methodologies. It was shown that the students work better in groups the different activities, and everyone participated in a different task; Furthermore, learners felt the difference between the pre-test and post-test during the investigation, and all agreed that CLL motivates them to learn in a more creative way.

According to Heah (2017), SARD was created by Curran and other associates as a condition for an efficient learning process, those elements are considered part of the basic procedure where two main steps are involved in the CLL method: “investment” and “reflection” where the experience in different activities and also the production of the foreign language cooperate in the process (pg.87). In further investigations these principles are mentioned as successful needs in means of using CLL to enhance the acquisition of a target language. As Utami et al. (2015), highlight some activities designed using SARD principles, such as group discussions and reflective exercises, not only helped learners retain vocabulary and expressions but also improved their ability to discriminate between correct and incorrect language use.

Larsen-Freeman and Anderson (2013) have mentioned the procedures that are used in the CLL, using a sample of an experience in a class, they recognized the effectiveness of them and how it has worth into the ongoing developmental process. They referred to activities such as: Recording student conversation, this technique emphasizes the autonomy of the learner and the sense of a community working in small groups. At the same time, reflective listening and transcription are practices they mentioned that improve not only one specific skill in the target language, but more than comprehensive and social development. Likewise, Singh and Pertin(2022), describe that CLL helps to minimize the challenging aspect that learning a foreign language encounters. The study successfully achieved the increasement of academic learning and the attitude of the learners; Moreover, it describes how the method is the main protagonist in the improvement of communication skills. Community Language Learning has developed several techniques to implement in the learning process according to the features of the method and how it should be applied to enhance language acquisition.

Syamsia and Kaunar (2020), used in their investigation several activities ran by the CLL method as pair conversation and after that, small groups to discuss about the topic they were assigned. At the same time, they made a reflection session where students discussed how they felt about the new way to learn, moreover, they shared about their personal interactions and what kind of things they might fail or the ones they thought they succeeded in. As a result,

the research went in a successful way, obtaining a magnificent increment of the speaking abilities comparing to the pre-test that proved Community Language Learning and the activities they offer and a truly tool to improve the language acquisition (pg.34). The use of collaborative tasks as group work should have a pedagogical reason, typically the objective of this type of activity is to increase interpersonal abilities such as cooperation, acceptance, and confidence while the students are acquiring the information that the teacher shares in the classroom. It is evidenced there are advantages when it is used a group work when it is applied in the right form and finish with a reflection about the task. (Burns and Sinfield, 2004).

To Kollar and Greisel (2022), small groups offer numerous benefits to the learning process having a strong potential to incorporate in any different methodologies to improve the means of learning outcomes. They described several activities such as peer feedback, collaborations scripts and awareness tools to educate students how to work in a collaborative direction. In addition, Agustina (2021) refers to small groups as part of many methodologies such as: Small-Group discussion where students share their experiences referent to any specific topic and learning from each other's perspectives. It highlighted the importance of this procedure as it showed an increase in the improvement of the learners' learning as the result were the student enthusiasm, participation, and motivation during the study.

Gunawan (2018) highlights inside the research the difficulties related to grammar, vocabulary, and self-expression that often lead to low writing scores, and emphasizes the need for more interactive teaching methods, moving away from traditional approaches that place the teacher at the center, to foster better student engagement and critical thinking in writing. Likewise, in the study are proposed several that fosters critical thinking and collaboration such as collaborate in pairs to craft a paragraph based on a theme and example. Finally, students present their work to the class, encouraging peer interaction and feedback. The activities in the CLL method are designed to promote active participation, critical thinking, and collaboration among students.

At the same time, activities as recording and transcription are used to deal with some problems in the use of English; However, with practice and time the learners get used to these procedures and can significantly improve their ability in the different skills, specifically in the speaking feature (Fayed, 2016). In addition, some unique characteristics as the feedback and the analysis made about the activities make students felt less worried about the failure and eager to deal with these obstacles.



## **Speaking Skills**

According to Bangun (2018), speaking is a feature where learners are expected to share and express their opinions or ideas, and to be able to communicate with other people in the target language; However, it has seemed that learners encounter several problems in the moment to speak in the educational environment as a lack of participation and the fear of make mistakes are commonly factors that affects their participation in this process. Community Language Learning is particularly effective in developing speaking skills, as it prioritizes meaningful communication and learner interaction. By creating an emotionally supportive environment, it helps learners gain the confidence and skills needed to communicate effectively in a new language. When it is mentioned the speaking skills It is referred as the process of conveying thoughts, feelings, and ideas through visible body language or auditory symbols. Subandowo (2017). Investigation through several years highlight the speaking skills as one of the most difficult one in the L2 learning; However, speaking plays a pivotal role in our society as the responsible one to create communication between individuals no matter the age. Furthermore, through speaking, kids develop their ability to structure sentences, organize concepts, and communicate verbally in a way that is understandable and well-pronounced. Additionally, students must learn how to convey the language's meaning in accordance with the situation in which they are speaking. Gani et al. (2015). This research established one of the several advantages that speaking has focus on children, but not only kids are able to develop these characteristics in their learning process, it is evidenced in many studies that the need for fit in the modern society nowadays, makes people of all ages include a foreign language into their processing of knowledge.

Goh and Burns (2012) describe in the speaking feature, it is important that learners develop competences that allow them to maintain a day-to-day communication with another person. That means it is vital that learners understand the practice of the foreign language is essential to reach a level that lets them share their ideas and interact with other cultures. In addition, speaking is usually related to the listening abilities that help the learner to receive the information accurately and create a right answer to create the exchange information in the target language. Likewise, Kürüm (2016), determines that speaking is the most challenging skill that learners encounter in a foreign language, and it covers more than a grammatically well-formed sentences, it enhances the correct function of many areas as the social interaction, with actions that are into three specific categories known as awareness raising activities, controlled and

autonomous practices. It is concluded that the different activities enhance the speaking abilities that lead to the improvement of the communicative aspect in learners.

Speaking skills are allied with the other communicative skills to improve the learning of a foreign language. To Latha and Ramesh (2012), the listening skills relate to the speaking feature as one of the visible problems when learners develop these skills is the improper listening comprehension; Likewise, the interaction depends on how the speaker listen the message to respond in a proper way. In addition to this, more features as lack of vocabulary and non-verbal communication are main problems this study identified in the development of English language. According to Leong and Ahmadi (2017) there are many factors that affect the acquisition of speaking skills, such as the performance conditions, the listening skills that relate to speaking and the feedback on the activities. As a result, these aspects can determine whether and students will obtain a successful learning process or not, it is based on how the leaners develop the elements into their apprenticeship.

Since English is widely spoken and regarded as an international language, it is useful for connecting with individuals who reside in other states, nations, continents, and regions of the world. More focus is being placed on helping students improve their speaking abilities so they may succeed in their courses and careers after graduation. Additionally, English is the language of success in obtaining job prospects and reaching one's life objectives. Parupalli (2019), As it is already mentioned in numerous research, the speaking skills in the acquirement of a target language as English is, plays an essential part of it. That is why English has become in the global tool for the communication in many areas such as international business or educational fields.

The research conducted by Fitriani (2022) highlights the critical importance of English-speaking proficiency in preparing students for the global job market, particularly within a business and technology context. The study emphasizes that speaking skills are essential for effective communication and should not be confined to the classroom; instead, they require extensive exposure, engagement, and support from the surrounding environment. Fitriani notes that students must acclimate themselves to using English regularly, necessitating an immersive atmosphere that encourages practice both inside and outside the classroom. The findings reveal that while there are challenges such as psychological factors like anxiety and motivation, as well as linguistic issues related to vocabulary and fluency structured English-speaking programs significantly enhance students' confidence, vocabulary, and overall communica-

tive competence. This underscores the necessity for educational institutions to implement comprehensive language programs that foster speaking skills, equipping students to navigate professional environments effectively.

The development of speaking skills is intricately linked to reading proficiency, as highlighted in recent literature. Research indicates that individuals who cultivate extensive reading habits tend to enhance their speaking abilities significantly. This relationship is primarily attributed to the expansion of vocabulary knowledge gained through reading, which directly influences fluency and accuracy in oral communication. According to Qizi (2022), a robust vocabulary facilitates effective expression and comprehension, essential components of successful speaking. The article emphasizes that reading not only improves language structure understanding but also enhances the ability to convey thoughts systematically through speech.

According to Fauzan (2014), the improvement of speaking skills depends on what activities the learners practice and how those actions are developed in the classroom. He describes one of the strategies called Improvisations, which is defined as a strategy where students can build speaking abilities due to the factor where they must produce an output instinctively. At the same time, there are other activities that enhance these abilities. To Ati and Parmawati (2022), oral presentations are a fundamental tool in the acquisition of speaking skills, due to these kinds of activities require certain abilities from the foreign language such as grammar, vocabulary and the fluency to respond in the target language, these activities have several benefits, learners improve their critical thinking and practice self-confidence while they are speaking. Through their quantitative study, they showed effective results as students were able to improve their pronunciation and response. Further investigations as Maryanti et al. (2021), refers that fluency creates a big impact on the obtention of speaking skills, so the students can be aware of the subjective meaning behind a conversation and understand some non-literal expression that comes with contextual meaning.

## **Adult Learning**

Regarding adult education, Sinfield (2003) affirmed that the process to teach and learn for adults are slightly different than for other ages, describing how adults choose what they want to learn and feel engaged just when they reach the understanding on what they are learning. Besides, all these aspects create a reflective and creative environment where the learner can transform the superficial content to a deeper one (pg.37) Teachers have the advantage

to adapt many learning strategies according on adult needs, most of the times, these methodologies are only use on children or teenager; However, the significant fact about adults is that they can work with most of these approaches and obtain relevant results. In addition, Harmer (2001), described other characteristics on adult learners as the experience that adults have leads them to differentiate the different methodologies and to understand the functioning of most of the activities they perform, which distinguishes them from children or young learners. Simultaneously, Baker and Westrup (2003), explained in their book the characteristics that defines an adult learner, underlining that as teachers it is important to take into consideration these features to create or adapt activities in their learning process. Adult learners may be not in touch with the educational environment for a while, simultaneously, they are motivated to learn due to specifics language needs and high expectations of their learning; in addition, they need to acquire the L2 certainly fast, and it is probably that they get frustrated by the process. As a result, it is challenging to keep them on track.

Jerran (2002) makes a valuable comparison between how it is determined adult education, and how it is supposed to be not only in Higher Education, but also outside the academic environment. In the study it is determined unique characteristics that adult learners should develop such as being part of the learning process, the participation of the learners where the formative tasks are the main activities and the incorporation of real-life projects according to the different goals that adults have to fulfill their main objectives in this aspect.

Sanz (2005) referred to the external and internal factors that are involved the adult second language acquisition. Referring to the external ones, she described that the quality and quantity of the learning process, the negative feedback that teachers offer are independent factors that have an effect in their journey to obtain a second language. Simultaneously, internal factors like motivation, aptitude, and attitude have a significant impact in the same context on L2 adult learners. The interaction of these two aspects will determine if the acquisition of a foreign language will be successful or not. In the same book, "Mind & Context: Adult Second Language Acquisition", Bowden et al. (2005) described the individual differences when a learner acquire first and second language acquisition. They highlight elements like age, working memory, motivation, and prior experience as the main differences; Likewise, it is demonstrated in the research that these elements modify the learning process depending on how the learners has been exposed to develop them. Gardner (1985) states that motivation incorporates more perceptions than the feeling that drives

someone to achieve a goal, it covers distinctive features when it is used in language learning process more than effort or desire to acquire the foreign language; Nevertheless, when you put into practices these characteristics in a favorable environment where the learners can develop the right attitudes is when a truly motivation arises. Additional investigations for instance, Dörnyei et al. (2001), establish that motivation includes three important aspects to be effective in a socio-educational context. First, the persistence and consistency that the learner expresses to study the foreign language, then the desire to achieve the goal, and lastly the joy that brings learning a second language for the student. Each component by itself does not allow the learner to succeed in the L2 learning process, that is why the combination of all creates the system to master the foreign language.

Rothwell (2020) determined that an adult learner suggests someone that is not in the “traditional learning age” anymore, at the same time, it refers to people who do not address an institution or school to obtain a learning process. He described how the misconception of people generalizes adults and how this is reflected in a society that does not accept that a person over 21 years old can start a learning process. In the same way, he emphasizes the different ways in which adults learn and that they require special skills different from those of a child or a young person. According to Tuinjmans (1995), adult learning encompasses four major research areas: self-directed learning, critical reflection, experiential learning, and learning to learn. The author argues that these areas inform the practices of many adult educators, while also critiquing the notion of a singular theory of adult learning. This emphasis on diverse learning styles and approaches aligns with the broader perspective on adult education that acknowledges the unique needs and backgrounds of adult learners.

To Mackey and Abbuhl (2005), adult second language acquisition is linked to two notable aspects, the interaction with the target language that integrated the input/output that learners receive. The first one refers to how the learners communicate with other speakers, and the second one illustrates the linguistic form on which learners are exposed in their daily basis. The components for L2 adult learners are valuable in the process because of the complexity and lack of communication with the target language caused by many external factors that affect the ability to obtain knowledge. Adult learners possess distinct characteristics that set them apart from traditional students, they are interested in learning according to their needs and what they are looking forward, that mean adults seek to integrate their diverse experiences into their educational processes. However, they face unique challenges, including balancing edu-

cational commitments with family and work responsibilities, which can lead to irregular engagement in their studies. Furthermore, the lack of adequate support systems often leaves adult learners feeling isolated, exacerbating the difficulties they face in maintaining engagement and persistence in their studies. (Kara et al., 2019). These factors underscore the need for educational environments that are specifically designed to meet the unique needs of adult learners, facilitating the acquisition of knowledge

One of the most cited benefits of CLL is its potential to encourage creative and critical thinking among adult learners. The most reliable advantage that CLL offers is the creation of a dynamic and creative learning process in which the learners can reach their goals in the language acquisition referring to speaking skills (Surahman, 2020). In addition, Dziky (2012) reveals through quantitative research that in the CLL approach students obtain the knowledge due to the application of several techniques as the small groups to help each other. "It helps the students to receive knowledge, improves thinking ability in solving problems" (pg,11). As a result, creative and critical thinking are one of the important skills that adult learners can develop during their learning of a second language through CLL. The student-centered, flexible nature of CLL allows learners to actively participate in the learning process, which fosters problem-solving and the ability to think critically about language use. In addition to creative and critical skills, CLL fosters the development of interpersonal and social skills, by encouraging learners to interact, collaborate, and solve problems together, CLL enhances their ability to communicate effectively not only in English but in various social contexts. "The students after receiving instruction through cooperative tasks showed a higher mean score on the post-test ( $M = 23.90$ ) than pre-test ( $M = 11.62$ )" (Zarrabi, 2016). Comparing both results from the quantitative research done in the article mentioned above, it is observed that the use of cooperative tasks through CLL can increase their communicational ability and foster their speaking skills.

In other hand, CLL is particularly effective in small-class settings, where peer collaboration and personalized learning are more easily facilitated. That is why several studies suggest that smaller groups allow for more meaningful interaction and provide learners with a safer space to practice speaking. "Typical CLL activities: the conversation circle, transcription, the human computer, card games and the reflection session are examined in relation to security, in a conversation circle, the form of the circle itself provides security. It enhances the sense of community and facilitates conversation" (Koba, et.al. 2020). It is evidenced that the different activities that CLL offers applied in a reduced

classroom are better for adult learners who need encouragement to do the different tasks to acquire the knowledge. (Bari,2020). At the same time, it is known that adult learners usually prefer a small classroom in order to feel more comfortable in this type of space due to a community feeling among them. That is why CLL is one of the approaches that offers to give adult learners the possibility to foster their speaking skills in a well-limited environment.

The collaborative nature of CLL is another key factor in its effectiveness. In qualitative research made in Indonesia it was evidenced that the application to pair work in adults as well as various techniques span from direct instruction models to project-based approaches and encompass methods like role-playing, simulations, group discussions, and repetitive practice are essential in the learning process of an adult. (Nopitasari,2024). As a result, most of these techniques are available to apply with adult are their process to learn English skills as the speaking one. In addition, a research made by Entwistle (2020) explained the experimental use of methodology and the calming and introspective atmosphere of CLL can help students feel at ease. In his experiment with CLL, feedback from learners in their end-of-lesson reflection logs clearly indicated this effect. Students reported feeling more comfortable and relaxed, and noted that they could express themselves more openly than usual. It is determined that the different activities in which it is involved the peer collaboration makes the learner feel less stressed and more enthusiastic when they learn without any critics(pg.82). Peer collaboration not only aids in skill development but also significantly reduces speaking anxiety; in addition, this anxiety reduction is crucial for adult learners, many of whom may experience speaking apprehension due to years of limited practice or negative experiences with language learning; Moreover, the equal footing between peers in CLL creates a non-threatening environment.

One of the unique aspects of CLL is the role of the teacher as a facilitator rather than an authoritative figure, so this shift allows learners to take more responsibility for their own learning, increasing autonomy in the classroom. It is considered that adult learners feel more autonomy with an educator whose interaction is face-to-face with them, that creates an equal ground of esteem between the learner and the teacher. In the investigation was highlighted that learners prefer somebody like a mentor or counsellor as an instructor rather than a traditional one. Likewise, an old-style instructor does not consider many features on students as psychological needs, instead of an educator that would consider this characteristic (Bari,2020). This balanced, equal-ground dynamic between teacher and student fosters a supportive environment where learners

feel empowered, enhancing their motivation and engagement. Therefore, students are more inclined to participate actively and confidently in a variety of speaking activities, which are crucial to their English language development.

Another feature closely tied to the facilitator role of the teacher is that CLL promotes autonomy among learners. This method encourages students to take control of their learning process, which is especially effective in adult education. "They prefer to have autonomy over their learning process. This idea is reinforced when the students are asked if they find themselves capable of taking responsibility for their learning process." (Bari, 2020). To follow that statement, this study suggests that adult learners thrive when given the freedom to make decisions about their learning, as this aligns with their personal and professional goals. Furthermore, this autonomy directly contributes to the enhancement of their speaking skills, as students become more willing to engage in communicative activities and initiate conversations, providing them with increased opportunities to refine their language abilities in meaningful contexts.

While CLL offers numerous advantages, several limitations were identified in the literature. It was found some limitations in the analysis of all the literature involved in this study, which led the research to an indication of some contextual issues that might occur in the use and application of CLL to enhance the speaking skill learning process on adults. CLL is especially effective for adult learners who possess some level of language preparation. However, the literature highlights that the teacher's non-directive role may present difficulties, particularly for those who feel insecure or anxious in a less structured setting. Shifting from a directive to a non-directive teaching approach can introduce notable challenges for adult learners (Sanako, 2022). Another issue highlighted in the literature is the lack of emotional intelligence among some learners, which can inhibit the success of CLL. Emotional intelligence, such as the ability to empathize with peers, manage frustration, and engage positively in group settings is critical to the success of CLL. As Garcia, et al. (2019) determined their investigation that showed that students with a better emotional intelligence perform better speaking activities than those with a lower emotional intelligence. This evidenced that the lack of emotional intelligence in adults could create several obstacles to their performance in the learning process, as well as a not valuable development of their speaking skills due to the lack of participation with others. Likewise, the learners with a high level of emotional intelligence are more enthusiastic about participating in brain-based activities, as their strong self-esteem and social skills enable them to collaborate effectively with others (Surahman, 2020). It is believed that adult learners without this unique qualitative



cannot master most of their speaking abilities, and often struggle to express themselves fluently and confidently in real-life communication scenarios.

The several papers mentioned in this study, demonstrates that Community Language Learning provides numerous advantages for the improvement of speaking skills in adults, specifically trough peer collaboration, reduction of anxiety and the development of autonomy.

## **Conclusion**

The literature analyzed in this investigation showed that CLL has several benefits regarding the increasement of speaking skills in adults such as creative and critical skills, where several investigations displayed most of adult learners develop this feature in order to complete the different speaking activities, at the same time, the peer collaboration plays a fundamental position in learners speaking skills acquisition, also the small-classroom feature as a complement for all the benefits that offers CLL approach. In addition, an equal ground teacher that fosters autonomy in the adults' learners is one of the unique characteristics of this method. All these advantages involved in CLL are essential to providing good-quality learning experience for those whose aim is to learn a new language, communicate with a different part of our society, and learn the different cultures out of the world.

The findings suggest that adopting CLL in adult English classes can support both language skill development and personal growth, offering a comprehensive approach to learning that addresses emotional and social dimensions alongside linguistic ones. This method encourages learners to take charge of their language journey, which aligns with adult learners' need for autonomy and relevance to their real-life experiences. In addition, educators should be prepared to adapt the unique strategies that participate in the CLL method, so they can assure a successful learning process in the acquisition of the English language, improving the quality of the educational outcomes.

At the same time, it is suggested future investigations focus on the application of a quantitative approach in this problematic, also it would be valuable to discover another strategies or approaches that can offers similar benefits like the CLL in this level of learning, the adult class. By boosting the confidence on adult learners, we could encourage them to do not stop learning for any reason and transform their obstacles to significant advantages to convert the learning process in a positive path, that in the future led them to become into better individuals in the society.

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# Teaching Experiences in TEFL Application Process

## Section 4

Systematization of research project

## Chapter 16

Innovation in teaching social sciences  
in English classes

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## **Innovation in teaching social sciences in English classes**

### **Abstract**

The integration of English language teaching on Social Studies lessons in Manta, Ecuador is the topic that has arisen for this study, and it emphasizes the call for bilingual education among a monolingual community. This approach is important because it addresses two areas, language learning and social sciences that are often seen in a siloed way in the teaching process. Its main purpose is to test the effectiveness of new teaching approaches based on technology integration in a way that promotes learning for English learners of both language and content. A mixed-methods approach was employed, involving 22 eighth-grade students and their Social Science teacher. An observation checklist, a speaking rubric every three sessions, and a survey measuring participants' perceptions regarding the innovative methods of teaching were used to collect data. Key findings showed that beyond the half percentage of students were observed to perform better in fluency, comprehension, and organization of ideas in English as evidenced by a rise in the speaking scores by 1.00 or more. Most students successfully moved past their initial apprehension regarding using the language and actively engaged in class discussions, showcasing heightened enthusiasm and involvement from the students. This study highlights the crucial importance of incorporating technology and innovative pedagogical methodologies to enhance student bilingualism and academic involvement. The linkage between language acquisition and subject instruction, as identified in the findings, provides significant contributions to forthcoming research on bilingual educational procedures and the integration of innovative resources within learning settings.

**Key words:** Innovation, technology, speaking skill, bilingualism

### **Introduction**

Nowadays, the society of the 21st century and its new generations have become born navigators of digital tools. Education has had to cope with many changes in situations to meet the needs of today's society. The technological tools and interactive activities through them are therefore essential innovation skills in the present educational environment. The teaching process tries as much as possible to use them to pass on knowledge and observe results in short and long term within academic activities which are based on the development and production of the knowledge taught. In addition, today's society requires the acquisition of a second language with which to access global communication. Thus, English language learning acts as a great bridge of communication

between countries and cultures to get new knowledge and opportunities. The acquisition of this knowledge is hence necessary in each of the educational establishments, where most of them concentrate on leaving it as part of a single subject and not as part of a set of several subjects, to integrate English into the content of various subjects that are implicit in the current curriculum.

Despite this, in Manta, Ecuador, there is a community of educational institutions that do not have bilingual education, which requires the implementation of research projects that include an innovative methodology that generate a path to lead this community towards bilingualism using new teaching and learning models based on the use of digital devices and applications. This in turn allows the identification of new educational problems to be overcome to encourage advanced processes in the educational development of 21st century society.

The present work of systematization of experiences focuses on the actions of the research project: Innovation in Teaching Social Sciences in English Classes during the period 2024-2025. It aimed at opening bilingualism in subjects where English is not necessarily learned as a second language. Its main objective is to integrate English language with the contents of Social Studies subject through modern teaching methods, in students from basic higher education in Manta. The background to this research indicates that the authors implemented an intervention plan in which, as a first stage, an observation checklist was applied to the subject teacher and students of the basic higher education to diagnose the characteristics of the Social Studies classes taught in Spanish in aspects such as:

On the other hand, there was a specific aspect that referred about how the classes were welcomed by students, in where the finding determined that the classes were very dynamic and were well received by the students, however in these lessons the use of digital tools was omitted. It was also observed that the teaching of English was an additional subject which was not being integrated as part in the teaching process of other subjects. In this way, the design of the first stage of the present project was proposed, focusing on the innovation of Social Studies classes taught in English. The content was aligned and adapted with the subject's curriculum framework. The teaching process was innovated by incorporating digital tools and online applications to motivate students, engage them, and enhance their speaking skills by introducing English into this subject.

The second stage of the project highlights the individual progress achieved by the students before, during and after the educational intervention where Social Studies classes were delivered by integrating English language instruction and digital tools, as part of an innovative method for teaching Social Studies in a second language. Students' performance was systematically assessed using a speaking rubric to provide a comprehensive evaluation of language and content mastery.

In the final stage, data on participants' perceptions of innovation was processed and generated within the social studies subject through a survey.

The main motivation behind this systematization is to provide the scientific community with documented experiences of research projects in the field of education. The methodology used in this systematization is mixed, combining qualitative and quantitative paradigms to provide a complete understanding of the research objective. The analysis of information collected through a checklist and a survey which were key to this research project and the speaking rubric applied every 3 sessions of the classes performed.

**The research questions that guided this process are:**

- What are the characteristics of the Social Studies classes taught in Spanish?
- How do the innovative design of teaching materials and lesson plans contribute to the teaching and learning process of Social Studies in English?
- What are the changes in the methodology for teaching Social Studies and in the English level of the participants?
- How to validate an educational intervention plan that integrates the teaching of Social Studies in English with the use of technological programs?

The objective of this systematization is to document the experiences generated during the execution of the research project - Innovation in Teaching Social Sciences in English Classes - during the period 2024 -2025. See table No. 1.

**Table 1.**

*Techniques and scope for data and information collection.*

No.	Techniques and tools	Scope
1	Observation Check-list	It serves to collect information about the management of academic teaching and the reaction that the student community had towards it.
2	Survey	The sample of students is involved in order to gather validated information on project implementation.
3	Speaking Rubric	The project leaders and sample of students participate to collect data on the individual processes achieved by this population before, during and after using English in speaking skills.

### 1. Project Milestones

The milestones of the research project - Innovation In Teaching Social Sciences In English Classes, are shown in table No.2.

**Table 2.**

*Milestones of the project to be systematized.*

Stages	Scope and periods
Milestone 1	Description of the initial situation of Social Studies classes in Spanish. Diagnostic stage: Observations of the Social Science teacher and students revealed that classes, held three times a week, were dynamic but lacked technological resources. Despite this, students were highly engaged and appreciated both the subject and the teacher's methodology.
Milestone 2	Design of teaching materials and lesson plans. Application stage: The adaptation and innovation of Social Science classes involved designing lesson plans based on the curriculum, delivered in English, and enhanced with the introduction of digital resources.
Milestone 3	Execution and evaluation of the intervention plan. Implementation findings and students' improvements stage: Description of strengths and challenges, students' improvements that showed in engagement and performance across all stages: before, during, and after the lessons. Positive changes in student's active participation and learning outcomes.
Milestone 4	Final product of intervention plan.

2. Participants

Participants were 22 eighth grade students and Social Science teacher from a private school in Manta, Ecuador. This gathering was selected by the educational community as a point of reference to examine new ideas and explore possibilities in the future. These participants involved are shown in the following table. See table No. 3

**Table 3.**

*Participants Involved.*

Eighth Grade Students	
Female	Male
12	10
Total: 22 Students	
Social Science Teachers	
Female	
1	
Total: 1 Teacher	

3. Conceptualization

As technology continues to evolve rapidly, traditional teaching methods are gradually becoming outdated. To fully grasp the gamification teaching model, we need to explore the subject more thoroughly. From this point, it is important to recognize that:

**Gamification:** As technology continues to evolve rapidly, traditional teaching methods are gradually becoming outdated. To fully grasp the gamification teaching model, we need to explore the subject more thoroughly. From this point, it is important to recognize that gamification is an innovative approach that facilitates self-regulated learning and aims to evaluate students' teaching-learning progress in a personalized and real-time manner. The concept of gamification, also referred to as gamification strategies, is derived from the English word "game," highlighting its use of game mechanics to enhance motivation. Self-regulated learning is a self-directed process that fosters autonomy, proactivity, and responsibility among students, empowering them to take charge of their own learning. This process involves the interaction of motivational and metacognitive elements, ultimately transforming the skills necessary for achieving meaningful learning.

From the point of view of Chila (2015) Gamification is a business strategy that applies computer design techniques games to non-playful contexts to drive the behavior of users, involving them and motivating them to achieve their goals.

It is worth mentioning that like the internet, gamification has become part of our lives as a tool and not as a novelty, despite being a term relatively new, its capture power is indeterminable, furthermore, this methodology has been used in different areas, both business and in all types of social initiatives, as well as in education a few years ago (Contreras & Eguia, 2016).

**Motivation in Education:** Motivation has long been a focal point of extensive research within the field of psychology and remains a pertinent topic of investigation today, given its intrinsic relationship with human behavior, which psychology seeks to understand. A variety of scholars have proposed definitions of motivation, with certain authors emerging as particularly influential in the discourse.

According to Fernández-Abascal (2002, p. 12) “motivation is a basic process related to the achievement of objectives that have to do with maintaining or improving the life of an organism”

Furthermore, motivation according to (Woolfolk, 2006) can be defined as “the indication or emphasis that is discovered in a person towards a certain means of satisfying a need, thereby creating or increasing the necessary impulse to put that means or action into practice.” , or to stop doing it.

Garcia (2008) exposes several definitions for this term, defending motivation as: “the effort that a person is willing to make to achieve something”; “the set of factors that incite us from within to action”; or “the psychic, driving background that sustains the force of the action and indicates its direction”

In education, motivation helps children and young people to focus their attention on a key goal or outcome. In doing so, they are unfazed by possible distractions and are therefore able to maintain their attention during longer periods of time. Students who are motivated display goal-orientated behaviors. They take initiative, show resilience, harness their curiosity, and care for and respect their work. They are equipped to orchestrate their own learning journey.

**Motivation in Children:** Motivation is the force that keeps children going, even when they face barriers or challenges. It charges them with the energy required to fulfil their potential. A child who is motivated is committed, ener-

getic, and innovative: they see the value in what they are learning and are determined to achieve their goals. To develop a growth mindset in children, praise them for the process, rather than their intelligence or talents, as this can make them vulnerable. Acknowledge their effort, focus, or hard work, as these are the qualities which will make students resilient. This is especially important given that there is evidence that implicitly finds short-term effort as an important determinant of student performance in high-stakes exams (Metcalf et al., 2011).

**How to Motivate Students to Learn a Subject in English:** The conventional viewpoint in academic motivation research views various motivational styles as outcomes of a predetermined evolutionary process or individual learning experiences. Within this framework, the limited studies available in the literature primarily offer descriptive insights, concentrating on when motivational factors emerge and how they resemble those found in adults.

From the point of view of Serrano (2018) motivation is the interest that the student has in his own learning or in the activities that lead to it. Interest can be acquired, maintained or increased based on intrinsic and extrinsic elements.

**Teaching English as a Foreign Language (TEFL):** TEFL methodology is a practice where ESL teachers' certain proven methods in the classroom or online, they are general approaches to teaching English as a foreign language. These methodologies evolve and change with time as they adapt to the outside world and ever-changing lifestyles and technology, this methodology focuses on teaching English to people who grew up speaking other languages. Pursuing a degree in TEFL equips you with the methods, theories, and practical skills necessary to effectively teaching English in different places around the world, or to foreigners.

**Speaking Skill:** Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Children will learn English speaking skills as well as speaking skills in other languages, in primary and secondary school.

### **The Fourth Elements of Speaking Skills**

1. **Vocabulary:** Vocabulary development begins when we are infants, as we learn to describe the world around us and communicate our needs.

2. **Grammar:** Grammar includes lots of areas for spoken language such as an understanding of tenses and the correct way to structure sentences.
3. **Pronunciation:** We learn how to pronounce words by listening to those around us, such as parents, family, and Friends.
4. **Fluency:** Fluency is the ability to hear words and understand them straight away, if they see a word written down, they can read it aloud and pronounce it properly.

**Word wall:** Currently, experts believe that students must acquire different forms of mathematical knowledge and in different situations, both for its subsequent application and for the consolidation of didactic strategies in learning and teaching. This requires deepening the appropriate teaching methods and the appropriate techniques for the learning and development of mathematics (Grisales, 2018).

Many teachers use Word wall because it makes it easier for them to create lessons and activities thanks to its templates. In addition, interactive activities can be played on any device such as computer, tablet, smartphone, interactive whiteboard, web browser

In this way, Word wall helps teachers create a wide range of teaching materials easily and quickly. This also improves the user experience. The number of materials you can create with Word wall is:

- Five with the free option.
- Unlimited with the premium option.
- Teachers can easily create activities and games by selecting a template and writing the content.

**Mentimeter:** A tool that works as a digital resource that allows you to create interactive presentations by adding questions, polls, quizzes, slides, images, among other things.

This application can be accessed from its website and from there, create quizzes, questions, surveys and create presentations. Through an app on smartphones, it is used so that your students can interact with your queries. When you create a presentation, the app delivers a code for you to share with your students.



To start using the application you must enter it, you can log in with a Gmail account or create a user. When you enter, the option to create a presentation will appear, much like any program with slides.

**Quizizz:** A website that allows us to create online questionnaires that our students can answer in three different ways:

- In a live game (like Kahoot)
- As homework (the results reach the teacher)
- Individually ("game only")

It is a free website/app, and you can register with your Google username, so you would not have to make another account.

Unlike Kahoot (although this has changed somewhat lately), when you answer a Quizizz you don't need to be looking at the class blackboard or projector, but the question appears on each of the devices along with the possible answers.

For Oliva (2016) student as a participant in an activity Gamified helps you identify your learning progress and improve your academic performance through technologies and dynamics that involve them more with the content they learn; in addition, it offers you a path that will guide them on where they should reinforce their understanding of an academic topic that is Difficult.

**CLIL: A lesson framework.** - Content and Language Integrated Learning (CLIL), also known as AICLE (Content and Foreign Language Integrated Learning), represents foundational concepts derived from various studies conducted by researchers such as Fernández (2001), (Florez, 2013), (Porras, 2013), (Oprescu, 2015), (Torralbo, 2016), and (Clegg, 2015) who are recognized authorities in the CLIL methodology. Drawing on the insights of these scholars has enabled a comprehensive contextualization of the history, definition, and key characteristics of the CLIL approach, thereby distinguishing it from other language teaching methodologies.

While CLIL may be the best-fit methodology for language teaching and learning in a multilingual Europe, the literature suggests that there remains a dearth of CLIL-type materials, and a lack of teacher training programmers to prepare both language and subject teachers for CLIL teaching. The theory may be solid, but questions remain about how theory translates into classroom practice.

In a CLIL lesson, all four language skills should be combined. The skills are seen thus:

- Listening is a normal input activity, vital for language learning
- Reading, using meaningful material, is the major source of input
- Speaking focuses on fluency. Accuracy is seen as subordinate
- Writing is a series of lexical activities through which grammar is recycled.

**STEAM Education:** STEAM Education is an approach to teaching and learning that combines **S**cience, **T**echnology, **E**ngineering, the **A**rts, and **M**ath to guide student inquiry, discussion, and problem solving. Education experts say STEAM education is about more than developing practical skills alone.

It also helps students develop to capacity to:

1. Take thoughtful risks.
2. Engages in meaningful learning activities.
3. Become resilient problem solvers.
4. Embrace and appreciate collaboration.
5. Work through the creative process.

Trough STEAM, students are empowered to be curious learners who seek creative solutions to questions they can't just search for online, leading students to develop the soft and hard skills necessary to succeed in college and their careers, not only are students being prepared for college and careers, but they also connect their learning to their communities through projects that address the issues that affect their daily lives.

### **Milestone 1**

#### **Initial Situation of Students at an Educative Institution from Manta city.**

Below, information is presented about the level of knowledge of the students and their perception regarding CCSS classes in Spanish. See table No. 4.

**Table. 4***Result of the Pre-Test of the participating students.*

Student	Gender	Pre-Test
1	M	6
2	F	8
3	M	6.5
4	M	7
5	M	7.3
6	F	9
7	M	8
8	F	9.5
9	M	9
10	M	7.5
11	F	9.5
12	F	8
13	M	9
14	M	9
15	F	6
16	F	8
17	F	7.3
18	F	6
19	F	9
20	F	8
21	M	7
22	M	8

As a result, the results show that a group of eight students within the subject maintain a grade level of an average of six to seven point five out of ten, while a group of twelve students obtain grades greater than eight out of ten, it is possible to emphasize that this qualifier for the subject only applies as a pre-test in the first lesson of social science classes giving in English.

Moreover, observation checklists conducted for three sessions during Spanish classes of social science in other to find the perspectives and reality of each part (as students and as the teacher) during the sessions. The following table provides a clearer view of the aspects observed during three sessions. See table No. 5 and table No. 6.

**Table 5.**

*Observation Checklist for Students.*

GENERAL OBSERVATIONS					
GENERAL ATTITUDE	INDICATORS	0	1	2	3
	The student is excited to arrive at the classroom				
	The student participates actively in classroom activities				
	The student is apathetic when realizing classroom activities				
	The student shows general interest for the class				
	The student is focused to participate in class				
	The student is constantly focused on the class				
FACIAL AND CORPORAL EXPRESSION	INDICATORS	0	1	2	3
	The student's facial expression during class is apathetic				
	The student shows signs of enthusiasm or boredom through gestures and body language				
INTERACTION WITH THE					
CLASS PARTICIPATION	INDICATORS	0	1	2	3
	The student participates voluntarily in discussions or activities.				
	The student asks questions or shares ideas related to the topic.				
WORK FOCUS	INDICATORS	0	1	2	3
	The student focuses on assigned tasks.				
	The student easily gets distracted.				
	The student asks questions related to the task or seeks clarifications.				
AUTONOMY Y AUTODIRECTION					
TIME MANAGEMENT	INDICATORS	0	1	2	3
	The student efficiently uses their time during activities.				
	The student demonstrates a clear understanding of deadlines and expectations.				
PERSONAL INITIATIVE	INDICATORS	0	1	2	3
	The student seeks opportunities to learn beyond what is required.				
	Participates in extracurricular activities related to the topic.				
SCALE					
0 <u>NEVER</u> 1 <u>SOMETIMES</u> 2 <u>ALMOST ALWAYS</u> 3 <u>ALWAYS</u>					

## **Student's Perspective**

Into this Educative Institution from Manta, a group of 22 eighth-grade students is preparing to implement the teaching of Social Science in English. This initiative stems from a desire to enhance their understanding of the subject Social Science while also improving their English language skills.

The students expressed satisfaction with the teaching of Social Science in Spanish. They appreciate the clarity and familiarity of the language, which has allowed them to engage with the material effectively. However, this satisfaction is coupled with doubts about transitioning to English, around ten of twenty-two students are concerned about their ability to grasp complex concepts in a second language, fearing that it might hinder their learning experience.

Another point to mention about the students is their active participation in the classroom, the teacher encouraged the participation of the students, thus generating a better interaction, teacher-student-classmate and students-students.

These methods facilitate their understanding and encourage active participation among students. The teacher creates a friendly environment to share students' opinions, fostering a collaborative learning where everyone feels valued and heard.

Overall, seventeen students showed a positive acceptance of the teacher's methodology. They appreciate the innovative approaches that make learning social sciences in Spanish are possible and enjoyable.

**Table 6.**

*Observation Checklist for Teacher.*

CLASS PLANIFICATION					
CONTENT RELEVANCE	INDICATORS	0	1	2	3
	The teacher uses digital resources to make the content relevant for the students.				
	There is a clear connection between the content and the life experiences of the students.				
	The teacher only performs activities mentioned in the book.				
	The teacher engages in games and/or dynamics to make the content relevant for the students.				
	The teacher integrates virtual games to reinforce the content of their classes.				
	The teacher recommends virtual games to students that serve as support for the content covered in class.				
USE OF VISUAL RESOURCES	INDICATORS	0	1	2	3
	The teacher uses visual resources, such as maps, images, or videos, to make the content more engaging.				
	The resources used by the teacher contribute to the understanding and motivation of the students.				
INTERACTION Y PARTICIPATION					
CLASS DISCUSSIONS	INDICATORS	0	1	2	3
	The teacher encourages discussions in class about Social Studies topics and video games that are linked to it.				
	The teacher motivates students to share their opinions and connect the content with their own experiences.				
INCORPORATION OF CASE STUDIES	INDICATORS				
	The teacher uses local or global case studies to contextualize the content.				
	The teacher involves students in the analysis of real-world situations and relates them to video games linked to them.				
CONNECTION WITH CURRENT EVENTS					

LINK WITH CURRENT EVENTS	INDICATORS	0	1	2	3
	The teacher relates Social Studies concepts to current events using digital tools.				
	The teacher incorporates news, contemporary examples, or recent cases to maintain relevance through digital tools.				
SPECIAL GUESTS OR EXTERNAL EXPERIENCES	INDICATORS	0	1	2	3
	The teacher organizes visits from experts, excursions, or activities that connect students with the real world.				
	The teacher is knowledgeable about virtual museums.				
	The teacher creates virtual museums that connect students with the real world.				
EVALUATION AND FEEDBACK					
FORMATIVE FEEDBACK	INDICATORS	0	1	2	3
	The teacher focuses on the learning process more than on the final results.				
	The teacher provides formative feedback through digital resources to motivate students to improve.				
	The teacher provides formative feedback through video games to motivate students to improve.				
SIGNIFICA- TIVE PROJ- ECTS	INDICATORS	0	1	2	3
	The teacher selects projects that are meaningful and challenging for the students using digital resources.				
	The teacher chooses projects through video games that are meaningful and challenging for the students.				
	The projects allow students to apply their knowledge of Social Studies in a practical way.				
	Video games are used within the projects to be linked to the content covered in the subject				
INCLUSION AND DIVERSITY:					
CULTURAL DI- VERSITY REC- OGNITION	INDICATORS	0	1	2	3
	The teacher incorporates cultural diversity in how social studies are taught				
	The teacher promotes a respectful and appreciative understanding of diverse perspectives				

ADAPTATION TO DIFFER- ENT LEARN- ING STYLES	INDICATORS	0	1	2	3
	The teacher adapts their approach to fit different learning styles in class				
	The teacher offers options for the students to show their comprehension in creative ways				
<p>ESCALA</p> <p>0 <u>NEVER</u>      1 <u>SOMETIMES</u>      2 <u>ALMOST ALWAYS</u>      3 <u>ALWAYS</u></p>					

### Researchers' observation

The use of teaching material favored the SS teacher when capturing the attention of the students, however, there still were seven students who still tend to lose interest or not pay attention for most of the class. Teacher keeps the students focus during lessons, especially when the material becomes challenging or when discussions become lively however, the teacher manages to recapture the attention of the students, it is only a matter of improving the teaching methodology a little, for example greater use of technology.

Another negative point is, the teacher still tends to teach the classes in a traditional way, for example the excessive use of the book and the poor management of technology, this may cause the class to become very monotonous and limit the educational environment.

### Participants' perception

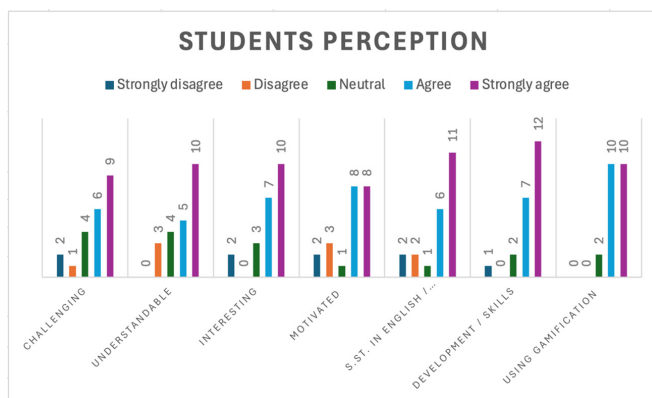
Twenty-two students participated in a survey designed to assess their levels of satisfaction and perceptions regarding Social Studies classes taught in Spanish. The survey also aimed to determine their interest in learning this subject in English. The results are presented below:

**Table 7.**

*Survey results – participants perception.*

Categories	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
S.St. tasks are challenging	2	1	4	6	9
S.St. topics are understandable	0	3	4	5	10
S.St. is interesting	2	0	3	7	10
Motivated to learn S.St.	2	3	1	8	8
Learn S.St. in English is interesting	2	2	1	6	11
Learn S.St. in English develop the communicative skills	1	0	2	7	12
Learn S.St. in English using gamification is fun	0	0	2	10	10





## Perception of Social Studies Classes in Spanish

### *S. St. Tasks are Challenging*

A combined 68% of students (Agree: 27%, Strongly Agree: 41%) believe Social Studies tasks are challenging, showing that most students feel adequately engaged by the activities. A smaller percentage (9% strongly disagree and 5% disagree) indicates that a minority finds the tasks either too easy or not stimulating enough.

### *S. St. Topics are Understandable*

The majority (68%, Strongly Agree: 45%, Agree: 23%) find the topics comprehensible, suggesting effective delivery and clarity in instruction. 13% disagreed and 18% remained neutral, indicating a potential area for improvement in explaining complex topics.

### *S. St. is Interesting*

77% (Strongly Agree: 45%, Agree: 32%) of students find the subject engaging, reflecting high levels of interest in Social Studies. A small percentage (9% strongly disagree) shows that there may be room to enhance engagement for some students.

### *Motivation to Participate in S. St.*

A total of 73% (Strongly Agree: 36%, Agree: 36%) feel motivated to participate, which is positive. However, 14% disagree and 5% remain neutral, suggesting that additional strategies to increase motivation for certain students could be beneficial.

## **Perception of Learning Social Studies in English**

### *Learning S. St. in English is Interesting*

A majority (77%, Strongly Agree: 50%, Agree: 27%) find the idea of learning Social Studies in English interesting. 18% (Strongly Disagree: 9%, Disagree: 9%) are hesitant, showing some resistance to the change.

### *Learning S. St. in English Develops Communicative Skills*

An overwhelming 86% (Strongly Agree: 55%, Agree: 32%) believe that learning Social Studies in English would improve their language skills. Only 5% strongly disagreed, indicating minimal opposition to the potential language-learning benefits.

### *Gamification in Learning S. St. in English is Fun*

The use of gamification is highly favored, with 91% (Strongly Agree: 45%, Agree: 46%) agreeing that it makes learning more enjoyable. No students disagreed, while 9% remained neutral, emphasizing that gamification is widely accepted as a valuable approach.

The survey results indicate a generally positive perception of Social Studies classes in Spanish, with students finding them interesting and comprehensible. However, there is a clear enthusiasm for the idea of learning Social Studies in English, especially as a means to improve language skills and increase engagement through gamification. A small group of students expressed resistance or neutrality, highlighting the importance of ensuring support for all learners during any transition.

To address the minority who feel less motivated or hesitant, consider: Differentiated instruction to make tasks more accessible or challenging as needed. Gradual integration of English into the subject, paired with support for language acquisition. Increased use of gamification, which has been highly favored, to enhance participation and enjoyment.

## **Milestone 2**

For future replications, the lesson plans and digital resources used during the educational intervention are described below.

### **LESSON PLAN**

#### **Pre-During-Post (PDP)**

#### **Sessions 1 - 2**

**Theme:** How was Planet Earth formed?

**Time Allotment:** 45 minutes

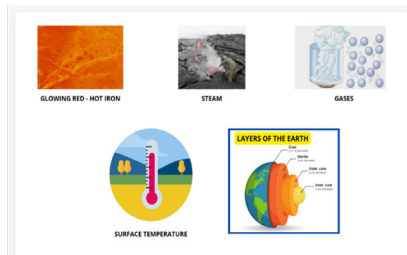
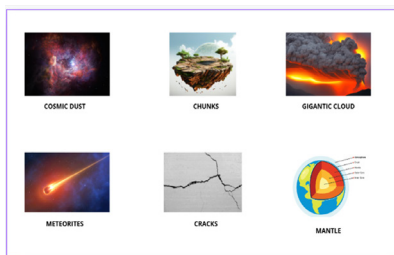
**Learning Objective:**

By the end of the lesson, students will be able to show understanding of the video “How planet Earth was formed?” by answering comprehension questions, and then share their opinions about the theory “the continents in the Earth planet will be separate or move again”.

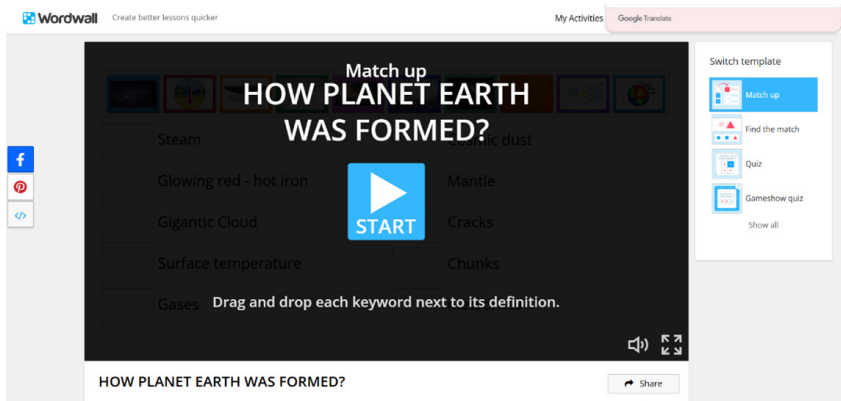
TIME	FRAMEWORK STAGE	PROCEDURE		INTERACTION T-S/S-S VAKT	MATERIALS
		Teacher will...	Students will...		
5 minutes	Pre stage	Present digital flashcards about topic vocabulary. Provide students with a worksheet about topic vocabulary. Make feedback pronunciation.	Listen and recognize the meaning from the new vocabulary. Match the vocabulary with their correct pictures (Worksheet) Listen and repeat the pronunciation from the vocabulary.	T-S AV	Digital Flashcards Slides Worksheet
25 minutes	During stage	Provide students with a worksheet where they will order the images of how the Earth was formed correctly according to the video previously watched.	Order the images of how the Earth was formed correctly according to the video previously watched.	T-S AV	Audiovisual resources Worksheets Digital game (WORDWALL) Pencil Pen Color pencils Eraser Markers
		Present a video about the topic. (Repeat just 2 times) <a href="https://www.youtube.com/watch?v=7eTocY9vVvA">https://www.youtube.com/watch?v=7eTocY9vVvA</a>	Answer multiple-choice questions about what they listen from the video according to the new vocabulary.	T-S AV	
		Present a video about the topic. (Repeat just 2 times) <a href="https://www.youtube.com/watch?v=7eTocY9vVvA">https://www.youtube.com/watch?v=7eTocY9vVvA</a>	Multiple-choice Questions: -What is the topic about? -Why do bubbles appear at the beginning of the video? -How many years ago did the Earth was formed? -What tiny things started to stick together to form the Earth sphere? -What fell in the Earth sphere?	T-S AV	
15 minutes	Post stage	Provide students with an online worksheet where they have to answer multiple-choice questions about the previous video.	Answer the multiple-choice questions: -What happened after the meteors fell? -How the ocean was formed -How was the giant continent formed? -What was the name of the giant continent? -Why the giant continent broken apart? Share their answers and make corrections.	S-S	
		Present the questions through a digital game in which students can participate at their worksheets. Make students compare their answer and check if they are right.		S-S	
15 minutes	Post stage	Ask students to analyze the theory “the continents in the Planet Earth will be separate or move again” and share their opinions giving some arguments that justify their responses.	Analyze the theory already watched on the video and share their opinions giving arguments to justify them.	S-S	

## Digital Flashcards

In the first session, digital flashcards introduced new vocabulary in a more visual way and helped students practice it.



## Word wall



This resource reviewed and enhanced understanding of the new vocabulary, ensuring that students achieved a general or complete understanding of the content presented through a video on this topic.

## Digital Video



<https://www.youtube.com/watch?v=-7eTxx9yvA>

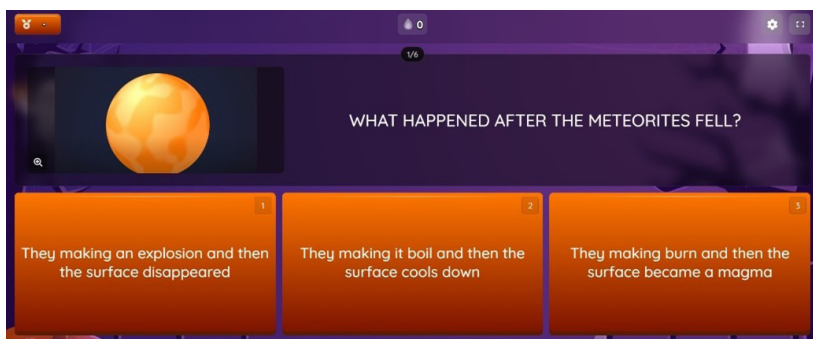
Through this resource, students engaged in auditory and visual comprehension of the content presented. They also required to take notes on what they heard and observed to later answer, as a group, four multiple-choice questions related to the class topic. The video played twice.

## Mentimeter



This interactive quiz tool required students to form groups of five to answer four multiple-choice questions based on what they had seen and heard in the video, using the new vocabulary introduced earlier.

## Quizizz



Through this digital activity, students tasked with answering six questions based on what they saw and listened in the video, using the new vocabulary introduced earlier. These questions varied, including multiple-choice, fill-in-the-blank, and drawing activities.

This resource helped to observe and compare students' prior and deeper understanding of the video content after a third viewing.

## Lesson Plan

Pre-During-Post (PDP)

Sessions 3 - 4

**Theme:** Geologic Time Scale.

**Time Allotment:** 45 minutes

**Learning Objective:**

By the end of the lesson, students will be able to show understanding of the video “What is the geologic time scale?” by recognizing the different time scales, and then response a short questionnaire about content learned.

TIME	FRAMEWORK STAGE	PROCEDURE		INTERACTION T-S-S-S VAKT	MATERIALS
		Teacher will...	Students will...		
5 minutes	Pre stage	Present digital roulette in Wordwall with questions about guess the new class topic. Make feedback pronunciation.	Watch the images and practice. Listen and repeat the pronunciation from the vocabulary	T-S AV	Digital Flashcards Slides Worksheet
25 minutes	During stage	Show the students an animated video about the geologic time scale Separate the students by groups. Share a link by Mentimeter with an activity that in solve an interactive quiz	<b>Link the video: Main Question:</b> <a href="https://youtu.be/XMjkO72KvIE?si=y9cbTclYvqf8BPT">https://youtu.be/XMjkO72KvIE?si=y9cbTclYvqf8BPT</a> <b>What is the topic about?</b> Take notes about unknown words. Response the questions correctly.	T-S AV	Audiovisual recourses Worksheets Digital game (Wordwall) (Mentimeter) (Quizizz)
		Show a video about the main topic and give the students paper sheets to make an activity. Share a link with some questions on Quizizz.	<b>Link the video:</b> <a href="https://youtu.be/3EfewdEC8bk?si=Gxq7Va3QLsT0UqbW">https://youtu.be/3EfewdEC8bk?si=Gxq7Va3QLsT0UqbW</a> Draw and color in the paper sheets. Play and response the questions correctly on Quizizz.	T-S AV	
15 minutes	Post stage	Provide students with an online worksheet where they have to answer a short questionnaire.	Response a short questionnaire. Share their answers once all students finished the questionnaire.	S-S	Pencil Color pencils Eraser Markers

## Digital video 1



<https://www.youtube.com/watch?v=XmjkO72KvIE>

The topics addressed in the second session included the geological time scale. During the video presentation, the instructor posed a series of random-

ized questions related to the topic, facilitating active participation among the students. This engagement indicated that the use of the video was positively received by the students. Through this resource, students exhibited a commendable grasp of the material presented in the initial class on the topic

## Digital Video 2



Form 1 | Science | Geological Time Scale and Fossils

<https://youtu.be/3EfewdEC8bk?si=Gxq7Va3QLsT0UqbW>

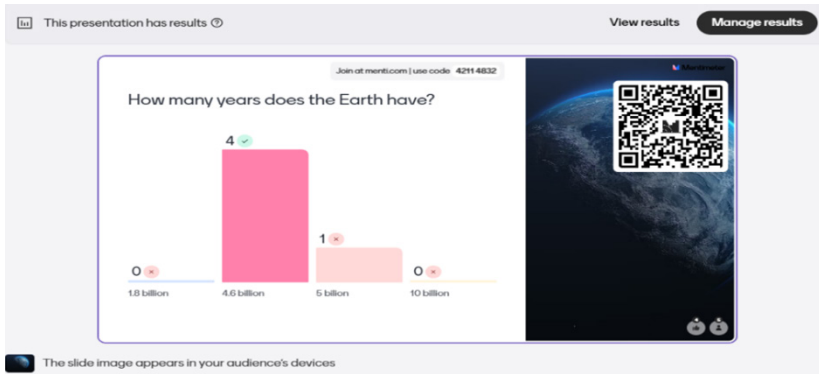
The execution of the second class on the topic “Geological scale time” began with dynamics on what students saw during the last class, for this it was necessary to use a second interactive video in which different vocabulary of different animals, names and time corresponding to each geological era.

## Wordwall



The implementation of the activity utilizing Word wall occurred in the following manner: the roulette wheel was spun, subsequently halting at a randomly selected question. The instructor then randomly selected a student, who required to respond to the question pertinent to the content covered in both the classroom discussions and the previously presented interactive videos.

## Mentimeter



In this activity, there were groups of a maximum of five people, for this they had to answer the questions written in the application with related topic in the class.

### Lesson Plan

Pre-During-Post (PDP)

Sessions 5 – 6

**Theme:** Oceans and seas distribution of the world's water, seas and oceans.

**Time Allotment:** 45 minutes

### Learning Objective:

By the end of the lesson, students will be able to show understanding of video “Oceans and seas distribution of the world's water, seas and oceans” by guessing general information about the oceans, and then look for new facts and present in front of the class.



TIME	FRAMEWORK STAGE	PROCEDURE		INTERACTION T-S-S S VAKT	MATERIALS
		Teacher will...	Students will...		
5 minutes	Pre stage	Divided the students in groups of 5 and provide each of them a jigsaw about the topic. Ask students to brainstorm ideas once they finish the jigsaw. Share a link of a worksheet with new words. Present a song about the topic. <a href="https://www.youtube.com/watch?v=X6BE4VcYnqQ">https://www.youtube.com/watch?v=X6BE4VcYnqQ</a>	Solve the jigsaw. Come out with different ideas once they finish the jigsaw. Open the worksheet and match the words with their correct pictures (ONLINE WORKSHEET) Listen and repeat the right pronunciation of the words.	T-S AV	Digital Flashcards Slides Worksheet
25 minutes	During stage	Provide students with a worksheet where they will answer true or false according to the video song. Ask the students to justify their answers.	Sing the song using the previous worksheet.  Answer true or false in each statement according to the video song. - The Mariana Trench, the deepest part of the sea, is located in the Atlantic Ocean. - The Atlantic Ocean is known for the Gulf Stream and the Bermuda Triangle. - According to the lyrics, the Indian Ocean is described as the warmest ocean. - The Southern Ocean is located near the Arctic Circle.  Justify their answers.	T-S AV  T-S AV	Audiovisual resources  Worksheets Digital game (Wordwall) (Mentimeter) (Quizizz)
15 minutes	Post stage	Provide students with electronic devices. Share a link with an online quiz relating to the previous song. Ask the students to work in pairs and guess general information about the oceans based on the questions answered on the previous quiz.	Open the link and complete the online quiz. <a href="https://quizster.com/join?gc=894121">https://quizster.com/join?gc=894121</a>  - What percentage of the Earth's surface is covered by ocean water? - Which ocean is the largest, covering a third of the Earth's surface? - The Atlantic Ocean is named after which Greek god? - Which ocean is known as the warmest ocean? - What unique feature is associated with the Arctic Ocean?  Work in pairs and guess general information of the oceans based on the questions from the quiz.	S-S	Pencil Color pencils Eraser Markers

## Wordwall

**Wordwall** Create better lessons quicker

My Activities My Results [Create Activity](#) [Upgrade](#) 13h

### Match up

## Oceans and seas distribution of the world's water, seas and oceans

The rise and fall of sea levels caused by gravitational forces.  
The distance from the surface to the bottom of the ocean.  
The ocean surrounding Antand  
Large landmasses bordered by oceans.  
Relating to the sea.  
Describe

Drag and drop each keyword next to its definition.

**START**

The weather conditions prevailing in an area, influenced by the ocean.  
A community of living organisms and their environment.  
Territory - can refer to a person's area of jurisdiction, control, or influence.  
Deepest part of the ocean.  
The top layer of the ocean or any body of water.

Switch template

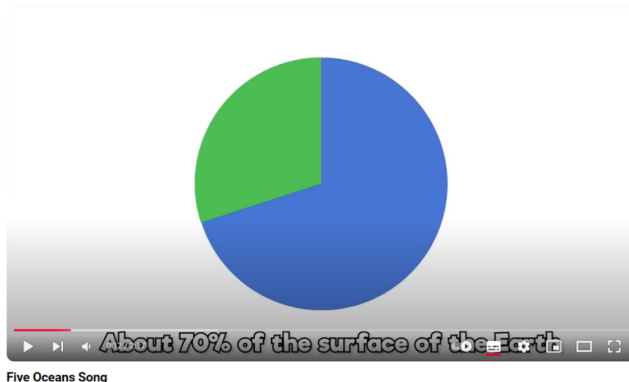
- Match up
- Find the match
- Quiz
- Gameshow quiz
- Wordssearch
- Show all

Oceans and seas distribution of the world's water, seas and oceans

[Share](#)

This resource introduced the students to the vocabulary of the new topic in a dynamic way. Digitally, students had to guess the correct matching answers based on their prior knowledge, thereby working on their motivation, and prior knowledge of vocabulary, grammar, and speaking in English. Once the matching ended, the results were used to practice the correct pronunciation of the new vocabulary.

## Video

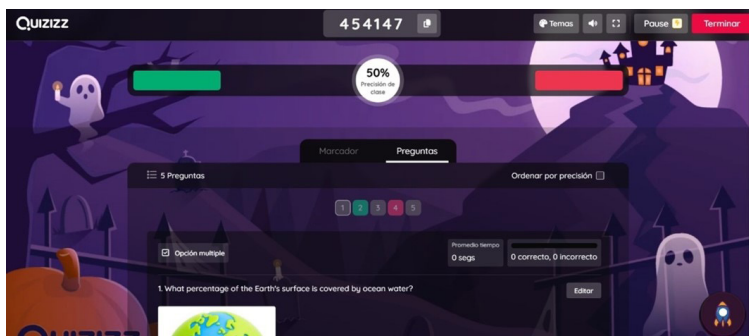


<https://www.youtube.com/watch?v=X6BE4VcYngQ>

This resource allowed students to observe and understand the content of this new topic in a more musical way. The video is a song that explains the distribution of water and land on our planet, and it also covers the division of the five types of oceans, as well as certain characteristics of each.

In addition, students required to take notes on what they heard and saw in order to answer, as a group, five multiple-choice questions related to the class topic. The musical video was played twice

## Quizizz



In this interactive quiz, students were again organized into groups of five to answer five multiple-choice questions related to what they had seen and heard in the video, using the new vocabulary they had just learned.

This resource helped to assess students' understanding gained from viewing the musical video content.

The key lesson learned from this study is that integrating digital resources into education is highly beneficial for students' learning. As digital natives, they respond positively to lessons that are supported by technology, making the planning and design of such classes a crucial strategy today.

This approach enhances content comprehension, making learning more dynamic and practical. In today's reality, where digital skills are essential, educators are pushed to become allies of technology, adapting their methods to meet the needs of current generations and preparing students for the future.

**Milestone 3**

**Achievements Through the Implementation of the Proposal**

Researched team observed positive and negative scenarios during the proposal implementation. See Table 7.

**Table 7.**

*Positive and negative scenarios during the proposal implementation.*

Positive Scenarios	Negative Scenarios
Supportive Technological Resources Having internet access and a projector was instrumental in managing the different classes innovatively.	Technical Difficulties Connectivity issues hindered the smooth execution of online activities, limiting the effectiveness of class sequences.
Increased Motivation and Engagement Interaction with digital resources generated excitement among students, reflected in their enthusiasm for participating in interactive activities.	Limited Access to Individual Learning Devices The lack of sufficient electronic devices prevented students from participating individually in digital activities, limiting their learning experience.
Improvement in Vocabulary and Listening Comprehension in English Exposure to social studies topics in English through listening and reading activities showed how students quickly acquired new vocabulary and improved their listening comprehension. Each session gave them increased confidence to understand and respond in English, strengthening their skills in an academic context.	Language Comprehension Gaps Some students experienced challenges due to their level of English, occasionally leading to a lack of understanding of social studies content and slight discouragement.

<p>Effective Collaboration in Diverse Teams</p> <p>Groups were organized by balancing English proficiency levels, fostering a collaborative environment and peer learning.</p>	<p>Resistance to Collaboration in Diverse Teams</p> <p>Some students showed resistance to assigned groups, and the more advanced students tended to dominate activities, affecting the balance of participation.</p>
<p>Rotation of Turns for Equitable Participation</p> <p>The use of turns allowed each student the opportunity to participate in digital quizzes, ensuring equal engagement.</p>	<p>Participation Tensions Due to Differences in Response Speed</p> <p>Students with higher language proficiency sometimes rushed their more reflective peers, creating discomfort and, in some cases, discouragement.</p>

Throughout all class sessions, despite the various favorable and unfavorable scenarios, a notable improvement was observed in most students in terms of comprehension, language use, fluency, and organization of ideas in English. This improvement was assessed using four speaking rubrics applied to twenty-two students during the “justify your answer” activity. See table No. 8.

**Table 8.**  
*Speaking Rubric.*

CRITERIA	EXCELLENT (2.5)	GOOD (2)	FAIR (1.5)
JUSTIFICATION OF ANSWER	Clearly explains reasoning and provides multiple specific, relevant examples to justify answer.	Explains reasoning and provides some relevant examples to justify answer.	Attempts to explain reasoning but provides few relevant examples to justify answer.
LANGUAGE USE	<p>-Uses a variety of complex sentences and grammar structures comparable to a native English speaker.</p> <p>- Employs abstract and content-based vocabulary effectively with few errors.</p>	<p>-Uses mostly simple sentences with occasional complex structures.</p> <p>-Uses vocabulary appropriate for the topic with some errors.</p>	<p>-Uses mostly simple sentences with errors in complex structures.</p> <p>-Uses basic vocabulary with frequent errors.</p>

DELIVERY	Speaks fluently with proper pronunciation, intonation, volume and pace.	Speaks fluently with mostly proper pronunciation, intonation, volume and pace.	Speaks haltingly with errors in pronunciation, intonation, volume or pace that sometimes interfere with communication.
ORGANIZATION	-Presents ideas in a clear, logical flow with smooth transitions. -Effectively structures response with an introduction, body, and conclusion.	-Presents ideas in a generally logical flow with some transitions. -Structures response with an introduction, body, and conclusion.	-Presents ideas in a disorganized manner with few transitions. -Lacks a clear structure or organization.

Evaluations conducted every three sessions, using the first class as the initial sample, classes five and nine as intermediate samples, and class twelve as the final sample. The following table provides a clearer view of the categories assessed in the speaking rubric to evaluate students' performance. See table No.9.

**Table 9.**

*Results Post-test.*

GENERAL SCORE – SPEAKING RUBRIC

Student	Gender	Pre-Test	Speaking Rubric 2	Speaking Rubric 3	Speaking Rubric 4	Total Score	Post Test	Changes
1	M	6	7	8	9	30	8	2
2	F	8	9	10	10	37	9.6	1.6
3	M	6.5	6.9	7.5	8	28.9	7.4	0.96
4	M	7	8	9	9.5	33.5	8.83	1.83
5	M	7.3	7.7	8	8.7	31.7	8.13	0.83
6	F	9	9.5	10	10	38.5	9.83	0.83
7	M	8	9	10	10	37	9.66	1.66
8	F	9.5	10	10	10	39.5	10	0.5
9	M	9	9	9	9	36	9	0
10	M	7.5	8	8.3	8.9	32.7	8.4	0.9
11	F	9.5	10	10	10	39.5	10	0.5
12	F	8	9	9	9	35	9	1

13	M	9	9.5	9	10	37.5	9.5	0.5
14	M	9	10	10	10	39	10	1
15	F	6	6	6	6	24	6	0
16	F	8	9	9	10	36	9.33	1.33
17	F	7.3	7.5	8	9.5	29	8.33	1.03
18	F	6	7.5	8	9	30.5	8.16	2.16
19	F	9	9	9.5	9.5	37	9.33	0.33
20	F	8	7	8.3	9	32.2	8.10	0.10
21	M	7	8	7.5	9	31.5	8.16	1.16
22	M	8	9	9	9.5	35.5	9.16	1.16

The following table demonstrates that, in each of the applied rubrics, 50% of the students experienced an improvement of 1.00 or more to their Total Score after having the methods applied. It can also be highlighted that 40.9% of the students improved less than 1.00 to their Total Score after having gone through this study; however, it also reveals a that 9% percent of students did not experience any performance increase or decrease during this process.

Additionally, other positive change was increased interest and motivation during key moments, like participating in class activities, sharing opinions, and expressing doubts. Initially, many students felt a certain hesitation in pronouncing words or expressing their ideas in English, as receiving social studies lessons in this language was a new experience for them. However, as they interacted with the content in an innovative way through digital resources, this dynamic helped them overcome language barriers and participate more actively.

Most students began to engage more: they showed interest in new words appearing in videos, even those not included in the given vocabulary. They also started focusing on the correct pronunciation of new terms and developing analysis and comparison skills regarding what they saw and heard.

The most rewarding aspect was seeing a group of students volunteer to re-explain certain topics to classmates with less English proficiency, thereby facilitating their understanding of the instructions or explanations provided by the project facilitators.

The lesson learned through this study is that the implementation of this proposal, led to significant advancements in students' understanding, use, fluency and organization of ideas in English through four speaking rubrics covering twenty-two students in a "justify your answer" activity. More than 50% of the students scored more than 1.00 above the baseline and most of them

showed greater interest in participating in class activities, accountable for sharing opinions and raising questions. Because learning social studies in English was a new experience, many students hesitated to speak words or ideas at first, of course until they began engaging with digital resources in creative ways. That interaction made them listen for how words are actually pronounced and start thinking critically about what they hear. One rewarding outcome of this was the development of peer support by students, who volunteered to help classmates with lower-level English, enhancing their understanding of the material and fostering a collaborative learning environment.

## **Conclusion**

As a result of the research and implementation of the proposal titled *Innovation in Teaching Social Sciences in English Classes*, the following outcomes were achieved:

Students who were initially skeptical about learning Social Studies in English due to their limited language proficiency demonstrated a growing interest in improving not only their English skills but also their understanding of the subject matter. The integration of both physical and digital teaching materials such as audio-visual aids, technological devices including tablets, computers, projectors, and smartphones had a positive impact on student engagement and learning, as well as on the teacher's methodology.

Notably, seven students, representing 30% of the group, whose initial grades ranged from 6.0 to 7.5, showed an improvement of 14% to 30% in their performance. This translates to a grade increase of 1.4 to 3.0 points compared to their initial scores. Furthermore, a significant improvement was observed in students' English language skills, particularly in pronunciation and grammar. This methodology required students to focus on listening, pronunciation, and written accuracy, fostering a comprehensive approach to language acquisition.

However, two students, representing 20% of the group, did not show measurable progress in their language or subject mastery. Despite this, the overall outcomes were overwhelmingly positive, with the majority of students demonstrating notable advancements in both English proficiency and Social Studies content knowledge.

Given the validation of these results and the observed satisfaction and improvement in student learning, it is recommended that this innovative metho-

dology be expanded beyond Social Studies to other subjects in the curriculum. Such an approach holds potential for fostering bilingual education not only in the participating school but also in other educational institutions in the city of Manta, paving the way for the promotion of bilingualism in future educational practices.

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# Teaching Experiences in TEFL Application Process

## Chapter 17

Research project professional development teacher of national and foreign languages in zone 4 of Ecuador of the Laica Eloy Alfaro University of Manabi: systematization of experiences.

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## **Research project professional development teacher of national and foreign languages in zone 4 of Ecuador of the Laica Eloy Alfaro University of Manabi: systematization of experiences.**

### **Abstract**

Professional teacher development is of utmost importance to improve their own practices by assuming leadership roles within their educational community, promoting innovation and change in their environment. The objective of this work is to socialize the process of systematization of experiences of the research project entitled: Professional Development of Teachers of National and Foreign Languages in Zone 4 of Ecuador. This work uses the UNESCO model of systematization of experiences. The instruments used are participatory observations, interviews with key informants and a focus group with groups of participants. The Flogialto vocational interest test, the Zung depression and anxiety test. Educational interventions, networking and the publication of project results are the main achievements of the project. The main objective has been met, which has been to strengthen the professional development processes of teachers in charge of teaching national and foreign languages who teach in Zone 4 of Ecuador in accordance with Ecuadorian public policies. In addition, the importance of mental health care for teachers in training has begun to be provided, which will significantly impact their work methodology, even more so in the current needs for innovative educational practices.

**Keywords:** Teacher Professional Development, Language Teacher, Systematization of Experiences, Mental Health, Educational Innovations.

### **Background**

Research projects are systematic processes that generate new knowledge or validate pre-existing hypotheses in various disciplines. According to Hernández et al. (2014), these projects involve the planning and execution of a set of activities to answer a research question, following a rigorous methodological approach. This work is fundamental in scientific development since it provides the basis for advancing the understanding of phenomena and the resolution of social, economic, and technological problems (Sampiere et al., 2014).

The Universidad Laica Eloy Alfaro de Manabí and the College of Education, Tourism, Arts, and Humanities have the Programa de Investigación, Innovación y Desarrollo: Educación, Estilos de vida y Bienestar. The research project: Professional Development Project for Teachers of National and Foreign

Languages of Zone 4 of Ecuador or Desarrollo Profesional Docente de los Idiomas Nacionales y Extranjeros de la Zona 4 de Ecuador. It was presented in 2022 and approved by Official Letter No. 026-DIIST-KDR on February 18, 2022.

The national and foreign language teaching process requires high teaching skills to respond favorably to technological progress and changes in global society. This is linked to national public policies such as the Creation of Opportunities or Territorial Demands Plan 2021-2025 in its economic and social axes, where the productive sectors demand professionals capable of communicating in foreign languages and with the United Nations Sustainable Development Plan (2015) in objectives 4) quality education, and 10) reduction of inequalities.

On the other hand, the academic follow-up of the Pedagogy of National and Foreign Languages degree has detected students who began studies in this degree without the desire due to the lack of places in other educational programs. In university classrooms, there are students with a high risk of dropping out, and they require guidance to strengthen their vocation to teach.

Likewise, the analysis of the professional profile shows weaknesses in teaching skills such as digital competence, intercultural, and multicultural competence, as well as innovation in the methodology of language teaching, were several of the problems that motivated the presentation of this professional training program.

In Zone 4 of Ecuador, there persists a lack of information regarding the initial and ongoing training processes of teachers of national and foreign languages and programs that contribute the teaching skills improvement to respond more efficiently to academic, technological, social, and productive demands for sustainable development in the territory.

### **Introduction**

The main interests in the development of this research project are to contribute to the implementation in Manta canton, Ecuador, of the Sustainable Development Goals 2030, the Plan Creation of Opportunities or Territorial Demands 2021-2025, and public policies related to the improvement of education in this country, through the direct insertion of the teaching staff and students of the Faculty of Education Sciences, Tourism, Arts and Humanities from the Pedagogy of National and Foreign Languages. In addition, this research project contributes directly to the achievement and fulfillment of the vision and mission of ULEAM, which frame the training of competent professionals in each of their specialties, with experience in research processes, capable of permanently

seeking the solution of problems related to their professional field, and the social improvement of the community in which they operate.

This work systematizes experiences focused on the actions of the research project aimed at collecting information using assertive communication techniques, reflective awareness practices, contextualized motivation, knowledge management, and educational planning from the diversity approach that allows generating improvements in the educational curriculum and achieving early psycho-pedagogical intervention to ensure the satisfactory progress of students in the study plans, and to ensure that graduates achievement a comprehensive academic training and high educational quality from the enhancement of innovative, digital, intercultural and multicultural skills giving importance to the development of mental health in teacher training.

The project execution period is January 2022 to December 2024.

During the first stage of this project, work was carried out between 2022 and 2023 with teachers in professional training at the Faculty of Education Sciences, the National and Foreign Languages Pedagogy Program, teachers at Kansas State University in the United States, and teachers at the Central University of Valle del Cauca (UCEVA) in Colombia. The project worked the following objectives:

1. To determine the main reasons for choosing the National and Foreign Languages Pedagogy program and its relationship with the academic performance of teachers in training.
2. To contribute to strengthening the professional skills of teachers of national and foreign languages in the province of Manabí.
3. To understand the possibilities and limitations of telepresence technology devices as pedagogical innovations to promote significant international field experiences for future teachers in coordination with the University of Kansas in the United States.

The second stage consists of the design and execution of educational intervention during the years 2023 and 2024, which is organized by the information collected in the first year of the project's execution and worked through the following objectives.

1. To determine the state of mental health of teachers in training for national and foreign languages and their relationship to academic performance.

2. Contribute to the strengthening of the professional skills of teachers of national and foreign languages in the province of Manabí

The third stage consists of changes or adjustments in educational intervention in 2024. Where the professional skills of teachers of national and foreign languages at ULEAM are strengthened by repeating activities within the current academic periods:

- 2024-1 second data collection with the vocational interest test to first-year students of the PINE 2024-1 career.
- 2024-1 Creation and application of the Student Dropout Survey for the PINE career.
- 2024 -2 second application of subject integration promoting formative research.
- 2024 -2 Indirect monitoring of students in training detected high levels of anxiety and, or depressive symptoms.

Likewise, through the qualifications, topics related to emotional factors that influence the teaching-learning of the English language have been highlighted, work in progress:

- Zambrano David. 2024. Cultivating soft skills in academia: Innovative approaches in education.
- Intriago Abraham. 2025. Factors that provoke anxiety during speaking lessons in EFL learners.
- Abbot Marino. Barcia Allison. 2024. Speaking strategies used and preferred by emerging bilinguals in schools of Manta from EFL Teachers Perspectives
- Bravo Maria. Santana Angelica. 2025. Emotional factors and their influence on speaking performance in university students.

The fourth stage is the dissemination of results in academic events, research, innovation and development conferences, continuing education, and scientific publications.

The motivation for this systematization is to provide the scientific community with documented experiences of research projects in the field of education. The methodology used in this systematization is hermeneutics for the review of documents such as reports, work guides, and scientific publications, among others. The analysis of categories of information collected in focus groups,

interviews with key informants of the research project, and participants' observations of the stages execution.

The research questions that guided this process are:

What significant relationship exists between the choice of career based on personal affinities and the academic performance of teachers in training?

What are the states of development of the variable digital, multicultural, and intercultural skills of teachers of national and foreign languages in the Manta canton?

What are the continuing education needs of professionals teaching national and foreign languages in Zone 4 of Ecuador?

**1. Project Milestones:**

The milestones of the research project Professional Development of Teachers of National and Foreign Languages in Zone 4 of Ecuador appear in Table 1.

**Table 1.**

*Milestones of the project to be systematized.*

Etapas	Activities / time
Milestone 1	Formation of the teaching team and seed group for the collection of information. (2022-2023).
Milestone 2	Design and execution of educational intervention. (2023-2024).
Milestone 3	Analysis of results (2024).
Milestone 4	Dissemination of results (2024).

**2. The Experience**

The institutional and natural actors involved in the execution of the research project Professional Development of Teachers of National and Foreign Languages in Zone 4 of Ecuador appear in table 3.

**Table 2.**

*Institutional and natural actors involved in the project.*

Institutions	Quantitive	Staff	Quatitive	Staff
Universidad Laica Eloy Alfaro de Manabí, 2022-2024	3	Administrators	4	Professors
	1	Administrative staff	330	Students
			8	Teachers participants
Red Lea, 2022-2024	10	Professors	4	Teachers
Latin-Americans in Communication, Educational e History Network COMEDHI, 2024	15	Professors of the Network	2	Professors of ULEAM
Universidad Colombiana UCE-VA 2022 -2023	6	Professors of UCE-VA	3	Professors of ULEAM
	40	Foreigner students	20	Students ULEAM
Kansas State University, 2023	2	Professors of KSU	4	Professors of ULEAM
			90	Students of ULEAM
School "Temistocles Chica Saldarreaga" Chone 2024	350	Students	2	Professors of ULEAM.
			20	Teachers UETCHS
School Talentos of Manta, 2022-2023	2	Parents	100	School students.
			80	High school students.
	1 1	Principal Director	7	Professors of EFL.
School Juan Montalvo de Manta, 2022-2024	1	Principal Director	1	Teachers.
	1		120	Students.
School Teresa de Calcuta, 2022-2023			45	Students
			1	Teachers
			4	ULEAM Students
Total	507		845	1352

**Source:** Project registers (2022-2024).



## Main concepts

**Academic performance.** - It results from an educational process measured in quantitative and qualitative terms to provide feedback to individuals and institutions on aims achieved. Thus, Tejedor (2003) argues that delimiting the concept and areas of application of academic performance has never been easy, even though this concept constitutes one of the fundamental aspects of socio-educational research. It is a complex construct determined by variables and the corresponding interactions of diverse references such as intelligence, motivation, personality, attitudes, and contexts, among others.

The World Conference on Higher Education, organized by UNESCO (2017; 2019), recognizes that higher education constitutes an important gateway to the knowledge society since it represents the ideal means for increasing human capital and individual and collective intelligence. They contribute to increased competitiveness. However, it is necessary to recognize gender roles as one of the aspects of improving education in Ecuador (Tubay, 2020).

Some factors associated with failure as possible internal factors are directly associated with the student, including the additional time that the student dedicates to studying, the choice of the desired career, or the time spent in other personal activities, among other factors. As possible external factors, the socioeconomic status of the family income, the quality of teaching, and the quality of the university infrastructure, among other factors, are analyzed. In addition, the factors associated with the student's professional satisfaction are presented (Alanís, 2020).

**Student dropout.** -At the higher education level, there is a high dropout rate, mainly motivated by poor academic performance, lack of motivation for the career, lack of skills for the selected program, economic problems, and lack of study habits, among others. Thus, in the university context, studies centered on explaining student performance and the explanatory variables according to the educational level, parent's educational level, personality, intelligence, study habits, and previous performance, among others (Herrera et al., 1999). The socioeconomic factors, the breadth of the study programs, teaching methodologies, the difficulty of using personalized teaching, students' prior concepts, and levels of formal thinking. Factors that influence academic performance (Osicka et al., 2002).

**Vocational training.** - The role of the family is fundamental in the formation of the individual since it shapes the child's personality and exerts influence during his school life. Altamirano et al. (2020) affirm that academic perfor-

mance and its relationship with the socioeconomic level found that the occupational and educational level of the parents affect the academic results obtained by the students. Thus, Molina and García quoted in Guzmán (2012), identified that the socio-family background of the students affects the AR. In this sense, various studies agree that previous performance is the best predictor of subsequent results, but there is no single concept of both performances.

**Teaching skills.** - According to Blanco (2013), the quality of education exceeds the presence of diverse students in the classroom. It is about offering quality services that everyone can access. This challenge requires teachers with professional profiles capable of satisfactorily addressing the socio-educational problems that emerge in school environments. Thus, teaching competencies are the knowledge, skills, attitudes, and values necessary for providing quality teaching (Marchesi et al., 2014).

For their part, Salinas et al. (2014) argue that teaching competencies contribute to improving the performance of professional educators to respond to the needs of their contexts, which may include the analysis and updating of knowledge of government policies, cultural factors, and inclusive teaching practices. Therefore, teachers must be involved in the development of competencies that contribute to the quality of educational services (Tobón, 2014), but to Valcárcel, Quintana, & Oramas (2014), the models used both in the initial and ongoing training of teachers must consider the needs of students as a route that enhances educational quality and improves the response of teachers to the demands of the context.

In this sense, Armas and Alonso (2022) agree that teaching competencies based on the activation of didactic, pedagogical, material, and human resources. Therefore, teachers from the initial training stages are accompanied in the execution of activities that contribute to the deepening, application, adjustment, and adaptation of content to strengthen the profiles of education professionals (Bórquez et al., 2023). Furthermore, schools reflect societies where one of the characteristics is the spontaneous reaction and consequent rejection of what is different. Thus, Paz (2018, p. 26) argues that “the religious, political, and social prejudices limit the promotion of tolerance and participation in learning spaces.” However, teachers must naturally assume the diversity of the members of the educational communities, including the sexual diversity of students and their families.

On the other hand, at the University of Zaragoza, the best predictor of results in the first year is previous performance, measured through grades or ob-

jective tests. For González & Berdugo (2014), it could be the entry profile coherently articulated with the academic profiles and professional demands of each career. Rico Páez (2022) maintains that high school grades are good predictors of performance at university since, in most cases, they constitute the antecedent that contributes the most to its explanation. Reparaz (1986) studied a series of variables as possible predictors of university performance. He included previous performance, intellectual abilities, personality traits, and vocational interest in the various fields of knowledge (Villafuerte et al., 2017).

**Language teacher competencies.** - Language teacher competencies have gained significant relevance in the context of foreign language teaching, especially in a globalized world where intercultural communication is key. According to Perrenoud, quoted in Diaz (2008), teaching competencies are a set of knowledge, skills, and attitudes that allow teachers to face the challenges of the classroom and students' needs. In foreign language teaching, these competencies acquire an additional dimension since it is not only about teaching a language but also facilitating a process of cultural and communicative acquisition.

One of the main competencies that a language teacher must possess is linguistic competence, which refers to the mastery of the language he teaches. The teacher must be competent in the four pillars of the language: listening, speaking, reading, and writing (Canale & Swain, 1980). Furthermore, teaching competence allows the teacher not only to know the language but also to teach it effectively, selecting the appropriate pedagogical strategies to promote students' understanding and use of the language (Rivadeneira, 2017).

Technology has transformed language teaching, requiring teachers to develop digital skills. Technological resources such as online learning platforms, video conferencing tools, and language teaching applications allow teachers to improve their pedagogical practices and create more interactive and dynamic learning environments (Selwyn, 2011). According to Álvarez (2018), technology in the language classroom enhances students' motivation and provides opportunities to practice the language in current and globalized contexts.

In addition, the teacher must be able to adapt his pedagogical strategies to the students' cultural contexts. He is essential in multilingual environments or when students come from diverse backgrounds. The active methodologies of case studies and intercultural project-based learning are effective in promoting multicultural competence in language teachers. This approach allows students to participate in the building of cultural knowledge that reinforces their linguistic and communicative skills (Tavares & Silva, 2020).

The impact of a multiculturally competent teacher reflects on students' performance and ability to apply the language in current contexts. Teachers with high intercultural competence can manage a multicultural classroom. They become spaces for cooperative learning, where students can learn from each other, increasing their cultural sensitivity and improving their ability to communicate effectively in different contexts (Leung & Valdés, 2021).

**Mental health in preservice teachers.** - Teacher training is a complex process that includes the development of pedagogical skills, theoretical knowledge, and a deep understanding of the educational context. However, mental health in the teacher's training is underestimated. García and Pérez (2021) underline that students in teacher training programs experience high stress due to academic demands and professional expectations. Chronic stress can negatively influence the ability to manage classroom demands and learner interaction (Cuadrado et al., 2022).

Teacher training students face a significant academic load, which includes theoretical learning and teaching practices. It can lead to high levels of stress and anxiety (Denovan & Macaskill, 2017). Various causes impact students' academic performance, affecting their ability to concentrate, retain information, and perform on exams.

Performance anxiety refers to the fear of making mistakes and being judged negatively during teaching. Preservice English teachers may experience anxiety due to the pressure to demonstrate linguistic and pedagogical competence (Papi & Khajavy, 2023).

Mental health significantly affects the academic performance and professional preparation of teaching students. Anxiety, stress, and depression can interfere with the ability to learn and teach effectively (Cassady & Johnson, 2002). High levels of anxiety can lead to mental health problems such as chronic stress and burnout.

Interpersonal relationships and social support are crucial for mental health. Teaching students may experience social isolation and pressure to meet social and academic expectations (Brougham et al., 2009). Self-image and ideals in teacher identity, along with the recognition of challenges in professional identity formation, can significantly contribute to feelings of distress during their professional training.

Mental health in teacher education can have serious consequences if not addressed for student-teachers and their students. Untreated mental health issues can lead to academic dropout, poor academic performance, and diffi-

culties in establishing positive relationships in the school environment (Álvarez & López, 2021). Furthermore, student teachers who do not receive the necessary support to manage stress may develop anxiety or depression problems, compromising their ability to perform effectively in their professional careers.

Ripoll's (2021) research highlights that student teachers who experience stress have more difficulty developing key pedagogical skills, such as classroom management, lesson planning, and the ability to keep a positive learning climate. In the long term, these problems not only affect the teacher but also student performance and the overall school environment.

### **3.- The Systematized Experience**

The following lines present the facts recovered from the research project Professional Development of Teachers of National and Foreign Languages of Zone 4 of Ecuador, organized chronologically according to the milestones mentioned above.

#### **Milestone 1. - Organization of the teaching team and information collection**

**Activity 1: In 2022, to work with the aim. -** To determine the causes of the choice of a career in Pedagogy of National and Foreign Languages and its relationship with the academic performance of teachers in training:

**Table 3.**

*Steps, activities, and participants to achieve the objective.*

Steps	Activities	Participants
1. Organization of the teaching and student research team.	Empoderamiento del equipo de trabajo para el cumplimiento del objetivo a través de capacitaciones virtuales.	(1) Project leader (4) teachers participating voluntarily (8) students participating voluntarily.
2. Assignment of roles to be fulfilled through virtual training.	Selection of instruments according to the context and the fulfillment of the objective with their respective validation.  Creation of steps for its application and sending of data virtually.  Training and organization for the delivery of results virtually.	
3. Creation of schedule and work activities.	Request to the director of the PINE course for the management of logistical support to approach the DANU (Department of Admission and University Leveling) - ULEAM.	(1) Project leader (2) Authorities
4. Execution of activities according to the work schedule	Personal meetings between DANU and participating teachers to discuss the objectives to be met and to work on the schedule of activities.  Virtual application of the FLOGIALTO vocational interest test.	(3) DANU teachers (1) clinical psychologist-DANU, (8) student nurses (81) ULEAM PINE student candidates, (1) project leader (2) ULEAM participating teachers.
5. Data analysis	Tabulation of test results carried out by the seed group and supervised by the project leader	Project leader, participating teachers and seed group.
6. Escritura científica	Scientific writing with participating teachers.	
7. Scientific publication		

### Research results:

Vocational interest: There is a significant relationship between variable vocational interest and subject Linguistics. 90% of respondents in the Flogialto test reflected participants' interest in Linguistics.

Academic performance: Although there is interest in Linguistics in the subject of English, 70% specifically do not maintain the best performance in grades.

Student dropout: The highest number of student dropouts occurred at the beginning of face-to-face classes after COVID-19. The second wave of student dropouts occurred in online education during the pandemic.

It is concluded that changes in the educational model did not reduce university student dropout during and after the pandemic in Ecuador. The authors' expectations promote teamwork among teachers to strengthen professional vocation, reduce student dropout, and improve the academic performance of teachers in training.

**Activity 2:** Strengthening the professional skills of national and foreign language teachers in the province of Manabí. The study analyzed data collected in the years before the presentation of the project, three professors from ULEAM, one professor from YACHAY University, and 260 participants, including professional language teachers and students in 2022. The research team encouraged participants to write scientific articles. They published a high-impact article in 2023.

- Villafuerte-Holguín, J., Bello Piguave, J., Pacheco Delgado, E., & Zavala-Alcivar, A. (2023). Ansiedad y resiliencia laboral en la acreditación de docentes de inglés. *Profesorado: Revista de Currículum y Formación del Profesorado*, 27(1).

<https://observatorioturisticobahia.uleam.edu.ec/index.php/refcale/article/view/3184>

## **Research results:**

**Competence accreditation process.** - Ecuadorian teachers follow the same global trends regarding the use of information and communication technology, environmental sustainability, and the development of human talents measured by the variables of productivity, efficiency, effectiveness, and performance as part of the international accreditation process. Thus, the standards required for entering a job are very high, which has generated increased levels of anxiety among English teachers in this country.

Academic performance. - The relationship between evaluations and academic performance generates tension and anxiety in students of all ages and social contexts.

**Resilience.** - Values are directly related to the performance of professionals in their work environments. Therefore, the path to resilience involves feeling considerable emotional distress. Although some teachers may be more resilient than others, it is essential to work on resilient capacity to achieve its strengthening.

It concluded that participants considered professional and social success as the most important factors that impact their response capacity, involving relationships with peers, teachers, and family.

**Activity 3: In 2022-2023, we worked with the Universidad del Valle de Cauca in Colombia on internationalization activities to work on the following objective: Identify the state of multicultural and intercultural competencies of national and foreign language student teachers and teachers in service in the province of Manabí:**

**Table 4.**

*Steps and activities to fulfill objective activity 3.*

Steps	Activities
1. Meetings with different teachers during a year from various universities in countries such as UNT in Argentina, UCEVA in Colombia, USB in Colombia, UDFJC in Colombia, KSU in the USA, University of Guadalajara in Mexico, ULPGC in Spain, YACHAY TECH Ecuador, ULEAM Ecuador.	Training and creation of roles and functions from each university to meet a common goal. Promote multicultural and intercultural skills with students from participating universities.
2. Creation and Development of an International Course. "Global, International and Intercultural Challenges and Opportunities for Higher Education in America and Europe"	The call for applications and selection of participants was carried out virtually for two months, with the connection being once a week. The activity culminated with the submission of an academic essay composed of different students from all universities.
3. Delivery of products.	These essays were reviewed and approved by the participating teaching group.



4. Delivery of certificates.	Participating students who attended and submitted their academic essay were awarded a certificate of participation. Participating teachers received a certificate of participation in the Internationalization Project.
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Likewise, as a result of this activity, two book chapters were published among the participating teachers:

- Hormaza Villafuerte, S.L, Boyes F.E., & Bello J.E.P., (2022). Motivaciones de los docentes para la escritura creativa en idioma inglés: la estrategia juego de roles. Lectura y Escritura Académica y Creativa. Ediciones Mawill. Pág. 210. DOI: 10.26820/978-9942-602-31-2 ISBN: 978-9942-602-31-2

<https://mawil.us/lectura-y-escritura-academica-y-creativa/>

- Villafuerte, J.S.H, Mena L.M.S., & Bello J.E.P., (2023). La escritura de ensayos argumentativos: potenciando la iniciación de estudiantes universitarios en la escritura académica. Orientación Teórico metodológicas para la lectura y escritura académica. Ediciones Mawill. Pág. 159. DOI: 10.26820/978-9942-622-06-8 ISBN: 978-9942-622-06-8

<https://mawil.us/orientaciones-teorico-metodologicas/>

Activity 4: In 2022-2023, to work on the objective: To understand the possibilities and limitations of using telepresence technology to promote meaningful international field experiences for future teachers in coordination with the University of Kansas in the United States.

**Table 5.**

*Steps and activities to fulfill objective activity 4.*

Steps	Activities
1. Creation of agreements, letters of cooperation and commitments between participating schools and participating universities, specifying objectives and activities to be worked on.	Unidad Educativa Juan Montalvo Unidad Educativa Talentos Unidad Educativa Teresa de Calcuta Universidad Laica Eloy Alfaro de Manabí Universidad Estatal de Kansas.

2.	1. Delivery of robots and participation of involved actors, Higher Education Teachers, Secondary Education Teachers, Students in training, high school students.	Conducting observations aimed at on-site telepresence activities using robots, which are donated by Kansas State University KSU to ULEAM. A representative of the research team will conduct observations at each of the universities that took part in the study during the period 2022-2023.
3.	Carrying out various EFL practices using robots.	In the summer camp modalities and within the curricular planning, meetings were held online with the execution of practical activities and a variety of topics for teaching and learning the English language.
4.	Through the agreement between the University of Kansas and the Teresa de Calcuta Educational Unit, around 15 students took advantage of the opportunity of an in-person Summer Camp in 2024.	Around 15 students participating in this project from the Teresa de Calcuta Educational Unit with the support of their teacher, Lcda. María Isabel Véliz Ganchozo and parents took advantage of the opportunity to travel to the United States exclusively to the University of Kansas for a summer course in July 2024 where they practiced the English language.
5.	Delivery of respective reports.	Talentos of Manta and Teresa de Calcuta Educational Units submitted the reports with the activities carried out. They are in the archive of the Teacher Professional Development Project and in the Dean's Office of the Faculty of Education, Tourism, Arts and Humanities.

This activity provided teachers and students in training for the PINE Program with pre-professional internships to learn about the possibilities and limitations of telepresence technology to promote significant international field experiences for future teachers in coordination with the University of Kansas in the United States.

Likewise, as a result of this activity, a book chapter was published among the participating teachers:

- Véliz Ganchozo M.I., Bello Piguave J.E., Villa-fuerte J., Delgado Mero D.M. (2024) Ansiedad y temor de los estudiantes de hablar el idioma inglés: innovaciones de las prácticas lingüísticas. *Innovaciones Pedagógicas para el desarrollo humano y sostenible*. Ediciones Mawill. Pág. 136. DOI: [10.26820/978-9942-654-29-8](https://doi.org/10.26820/978-9942-654-29-8) ISBN: 978-9942-

654-29-8 <https://mawil.us/repositorio/index.php/academico/catalog/view/142/179/260>

**Milestone 2: Design and implementation of educational intervention**

**Activity 5: In 2023-2024, to work on the objective:** To determine whether the mental health status of teachers in training for national and foreign languages is significantly related to academic performance. The following steps and activities were designed and planned through the PINE Degree Course and the Language and Literature Pedagogy Degree Course.

**Table 6.**

*Steps and Activities to fulfill objective activity 5.*

Steps	Activities
1. Instruments selection.	A Zung Anxiety and Depression instrument was selected, considering the university population, as well as the accessibility and ease of application and interpretation.
2. Training of PINE seed research group for test application and data tabulation.	The PINE seed research group was trained virtually on the application, data interpretation and analysis of the Zung Anxiety and Depression Test. To be applied virtually considering accessibility, ease and reduction of economic resources.
3. Zung Depression Anxiety Test App.	The respective permissions are requested from the course management for the dissemination of the permissions and information for voluntary participation on the day of application of the Zung Anxiety and Depression test. Considering that the academic day is not interrupted.  The duration of the zoom meeting was around 40 minutes between explanation, organization of rooms and application.  The important thing about the Zung Anxiety and Depression test is that it has an automated format for its grading.
4. Results analysis.	In the same virtual way, the data from the automated results of the Zung Anxiety and Depression test application are uploaded via a drive link.  And students with high levels of anxiety and depression are selected.
5. Invitation to the emotional catharsis process.	A general invitation is extended to all PINE students to participate in this Emotional Catharsis process anonymously, and students with high levels of anxiety and depression are given a personalized invitation to participate.

6. Training in Emotional Catharsis Intervention with PLL Students	Through the subject Cognitive Neuroscience with the practical experimental component, training in Emotional Catharsis intervention is carried out with 36 students of Pedagogy of Language and Literature, whom I called "catalysts" who during 4 writing sessions provoked the catharsis of emotions of the PINE students. All PINE and PLL students were under informed consent and confidentiality agreements reserving identities.
7. Application of Emotional Catharsis sessions	Session 1: Getting to Know Each Other Session 2: Writing Session 3: Exploring Session 4: Being Thankful
8. Comparison of results.	An analysis was carried out on the students who participated in a post-test of the Zung Anxiety and Depression test and their academic performance.
9. Referral of special cases to Student Welfare.	Cases with difficulties in academic performance and levels of anxiety or depression that did not decrease were referred to Student Welfare.

### Milestone 3: Analysis of results

In the years 2022-2024, the progress made in the different activities of the project was socialized semester by semester, where internal and external students and teachers of the Pedagogy of National and Foreign Languages career participated, fulfilling public recognition in the various scientific participations that were produced through the project. This has led to the event being improved each semester with the integration of substantive functions of research, teaching and connection with society, strengthening the soft skills of teachers in teamwork, leadership, and effective communication.

**Table 7.**

*Number of participants and recognitions.*

Academic period	Expositors of scientific results	participants
2022-1	4	120
2022-2	5	150
2023-1	6	200
2023-2	5	250
2024-1	7	300
2024-2	5	250

This milestone answers the question: What are the continuing education needs of professionals teaching national and foreign languages in Zone 4 of Ecuador?

### **Activity 6: Integration of subjects by promoting formative research.**

According to the Academic Regime Regulations (CES-RRA, 2022), research and innovation are transversal to the substantive functions of higher education, articulated with teaching through formative research. The latter, incorporated into the curricular grids, develops research skills essential for creativity and innovation in students. However, the evaluation of the National and Foreign Language Pedagogy (PINE) degree in the 2023-2 period showed the absence of formative research processes, so the 2024-1 Improvement Plan planned to design guidelines for its implementation.

Research training is a key component of educational quality and facilitates the early integration of students into research systems. Teachers have a crucial role in fostering the habit of inquiry and the transformation of knowledge, promoting a research pedagogy that transforms needs into solutions. Although not all teachers are researchers. It is essential to link research with classroom teaching.

Interdisciplinarity and collaborative activities between subjects favor a comprehensive education, enriching learning and articulating substantive functions. In response, the PINE Professional Development Project for Teachers has integrated into its new curriculum since 2024-1 activities that promote formative research, strengthening scientific training as a basis for teaching improvement, and science advances.

### **Phase I: Planning**

A general meeting is held with the teachers of the first three levels of the PINE degree to design an integrative activity of subjects that promotes formative research. Each teacher contributes ideas based on their professional experience, establishing learning outcomes related to the contents of the subjects and planning execution times, reflected in the corresponding syllabi.

The activities executed in the academic period 2024-1 and 2024-2 are:

The objective with the first semester of the subject Ecology of Human Development was the Creation of a Teaching Material relating the contents of the subjects with the learning outcomes where it evidences the formative research process in the following way:

- Make an academic report with the research related to the creation of a teaching material, related to the teaching-learning of the English language in a stage of child development.
- Create the teaching material.
- Present the use of the teaching material to second-semester students, justifying the importance of the development stage that is encouraged in the teaching of the English language.

The objective for the second semester is to choose a teaching material from the presentation made by the first-semester students and to make the following innovations.

**Table 8.**

*Objectives for the integration of second-semester subjects.*

Subject	Aims
Cognitive neuroscience	Identify executive functions that are encouraged through the use of teaching materials.
Pedagogy and Didactics	Identify the Pedagogical Model with which the teaching material can be worked
English A2	Recognize an extra use of teaching materials for teaching English and present in English at A2 level.
Inclusive education	Adapt teaching materials for inclusive use.

The objective for the third semester is to select teaching material from the presentation made by the first semester students and to make the following innovations.

**Table 9.**

*Objectives for the integration of subjects in the third semester.*

Subjects	Aims
Curriculum	Develop lesson planning using teaching materials.
Educational research	Identify psychometric values of teaching material.
English B1	Present in English at B1 level with precise and explicit use of “signposting language” with the teaching material.

## **II Phase: Execution**

Teachers recorded the time execution times in the syllabus in week 7 to present the first-semester students for the second and third-semester students. Week 12 is the presentation of the results of the second and third-semester students in an auditorium where the students of the three levels participate by presenting their work done in the English language. The teachers evaluated through a rubric created jointly in the planning phase and communicated to students at the beginning of the semester.

They invited an external language jury.

## **III Phase: Evaluation**

In field notes, the external jury, together with the teachers of the higher levels, share their observations on the strengths and weaknesses identified during the activity. At the end of the students' presentations, a conversation is held between teachers and students to analyze and reflect on the highlights and areas for improvement.

### **Achievements**

- Integration of subjects promoting formative research.
- Strengthening of the teaching vocation.
- Identification of theoretical knowledge transforming practice and creativity in students.
- Willingness and motivation of teachers directly and indirectly involved.
- Teachers should accompany reviewing the objective to be met in each subject so that the result reflects the integration.

### **Challenges**

- The different schedules of teachers did not allow for a general meeting to complement details. However, the project leader oversees agreeing on information for the final meeting.
- The teacher change in the English B1 subject delayed the initial planning for the third semester.
- The teaching materials were not visible to the entire audience due to their size.
- There was evidence of poor mastery of interaction with the audience. In the third semester, theoretical and methodological mastery was not

evident in the presentation, probably because students did not follow the instructions.

- Third-level students who had chosen teaching materials decided not to be present because they did not enroll in all the participating subjects.

### **Unexpected Results**

Students enrolled in the initial courses of the 2016 Curriculum of the PINE career showed little teaching vocation. The possible reasons are confusion when choosing a career, little knowledge of the work environment, and difficulty working with children.

- The activity of preparing teaching materials enhances the creative capacity, adaptation, and student innovation. In addition, these materials are inputs used in the execution of pre-professional practices and the community service project of the PINE program, entitled “Interdisciplinary project of comprehensive literacy with gamification components for the sustainable development of children, youth, and adults of Man-ta.”
- The research team selected the best presentations to present at the Cultural Week organized by the Faculty of Education Sciences, Tourism, Arts and Humanities and at the 2024-2 Research, Innovation, and Development Conferences of the PINE program. The invited professors contributed with the following recommendations:

### **Suggestions**

- Verify that the students submit their presentations before the established deadline.
- Identify the students who are not enrolled in all the corresponding subjects and adapt the evaluation rubric to the subjects.
- Classify and organize the creation of teaching materials in specific categories, assigning elements to each one.
- Develop teaching materials that allow simultaneous work with several students.
- Use inclusive language in explanations related to the educational material for inclusive education.



- Include a photograph of the teaching material. It documents the process of its transformation, either through images or video.
- Conduct plenary sessions and live practices using the teaching material with the three educational levels.
- Strengthen the research and evaluation of the teaching materials, given that some were easily damaged or presented problems such as small letters, among others.
- Since the teaching material was not visible to all participants due to its size, they used digital material to present it at future events.

### **Conclusions Of The Stage**

- Teachers in training strengthen soft skills such as adaptability, creativity, and communication.
- Teachers in training integrate the teaching vocation with the work field.
- Teachers in training strengthen the English language through the subjects.
- Teachers in training strengthen formative research through the integration of subjects.
- Teachers of the career stimulate motivation and self-confidence in teacher training through presentations inside and outside the classroom, fairs, and educational days.
- The research team encourages the exchange of ideas among students in the initial semesters of the PINE career.
- The analysis carried out by the research teachers generated changes in the planning and execution of the use of teaching materials in demonstration classes in the Pile Community, Manabí. In addition, the students learned about the process of making straw hats, considered cultural heritage, with the Pile community being a famous site where the most expensive fine straw hat in the world was woven, according to Guinness Records. This activity offers future teachers a broader perspective of the labor field and strengthens their professional vocation.

### **Activity 7: Intercultural Event.**

Artistic presentations such as theater, singing, dancing, and contests, among others, are held, demonstrating the skills generated by the students

and respecting the individuality of learning with a focus on intercultural coexistence. All students and guests from institutions that facilitate professional practice and research projects participate in this event, which takes place once a year.

### **Activity 8: University dropout survey**

The research project allows us to know the real reasons why our students in the program decide to drop out of the university. Knowledge of these causes provides valuable information to design more effective pedagogical and methodological strategies.

The improvement plan includes actions that contribute to the program's strategic planning, guaranteeing that students not only enter but also complete their university education.

The research team developed a survey validated by experts in 2023 and began to be applied in 2024 by the PINE career secretariat for each withdrawal request.

### **Milestone 4: Dissemination of results**

#### **Activity 9: Training on the importance of Mental Health in teachers at the Temístocles Chica Saldarreaga Educational Unit, San Pablo de Tarugo Site, Chone Canton.**

Within the framework of the commitment to comprehensive well-being and strengthening of professional performance at the Temístocles Chica Saldarreaga Educational Unit, a training course was held for teachers and authorities on the topic "The Importance of Mental Health in Teachers", highlighting its relevance as a fundamental pillar for educational and personal development.

The main purpose of this activity was to raise awareness and provide teachers with practical tools to care for their mental health, recognizing its direct impact on the work environment, interpersonal relationships, and student learning.

The training created a space for learning and reflection in which teachers recognized the importance of prioritizing their emotional well-being as an essential component of their work.

In addition:

- Raising awareness about the need to balance work demands with self-care.

- Establishing a group commitment to implement healthy habits in the educational field.
- Promoting open dialogue on mental health in the educational community.

**Activity 10: Training through Workshops for teachers, students, and graduates of the PINE program.**

The Faculty of Education, Tourism, Arts and Humanities organized the II Multidisciplinary Congress Educating in Times of Crisis. The PINE Program, through the graduate monitoring committee and the Teacher Professional Development Project, managed the execution of training and workshops for three consecutive days with the following topics:

**Training**

- Neuroeducation and emotions in times of crisis
- Educating to undertake
- Educating from Corporeality Workshops
- Classroom Management.
- Mindfulness in learning English.
- Creating skills-based learning objectives to register the progress of students.

The International Education Pearson company facilitated the expositor for the workshops. The learning day was held in an environment other than the classroom, integrating students from different semesters with graduates.

The congress contributed to developing students and graduates using methodological skills and transversal skills such as effective communication and critical and collaborative thinking.

## Results in other scientific publications 2022-2024:

- Calderón, C. (2023). Pensamiento autocritico y aprendizaje socioemocional: Practicas relevantes en el proceso de formación del docente de inglés en: *Aprendizaje Socioemocional e inclusión educativa*. Ediciones Mawill. Ecuador.
- Ponce, W., Pineda, J. y Villafuerte, J. (2024). Students' specific needs frequently presented in English language class in Ecuador: Attention deficit hyperactivity disorder and hearing disability. *The asian institute of research Education Quarterly Reviews*, 7 (3). 27-37.
- Boyes, E., Villafuerte, J., Calderón Pino, C. V., & Morquecho García, L. G. (2024). Comunicación profesorado-alumnado en procesos de formación profesional. Asertividad y horizontalidad. Mikarimin. *Revista Científica Multidisciplinaria*, 10(2), 1–25 <https://doi.org/10.61154/mrcm.v10i2.1082>
- Pin Mero, J., Saltos Mendoza, M., and Villafuerte-Holguín, J. (2023). Contributions of Digital Competencies toward the Speaking Skills in English Language Classes in Ecuadorian Elementary Schools (March 17, 2023). *Education Quarterly Reviews*, 6 (1), 1-20. Available at SSRN: <https://ssrn.com/abstract=4391663>

## Difficulties Encountered

Budgeting is one of the difficulties encountered. Every year, the projection of expenses is required as a mandatory requirement in the presentation of the research project, however, despite the efforts made in training - such as those carried out by SERCOP - and in the development and execution of administrative processes to obtain resources, whether for the purchase of materials, participation in conferences or publications, the requests were never approved or executed. Therefore, the publications obtained were financed with personal resources or with voluntary contributions from colleagues, who made the realization of said projects possible.

Another difficulty is finding time with the collaborators of different activities carried out to meet the common objective; it is necessary to be committed and very attentive to schedules in different countries or political situations that influence the meetings and analysis of the activities and objectives to be achieved.

## **Project Impact**

This project, which began in 2022 and ended in 2024, has made it possible to understand and significantly develop practices aligned with public policies to promote educational quality. These practices have fostered the integration of the substantive functions of higher education: outreach, research, and teaching, consolidating a comprehensive approach in the academic field.

It is recognized that the teaching and learning of the English language faces important challenges, including the need to adapt constructivist methodologies that respond to current demands. Likewise, the importance of integrating the development of soft skills and the importance of mental health as an essential part of the training processes is highlighted, thus guaranteeing a more complete and relevant preparation for students in a globalized context.

### **Most relevant impacts of the project:**

The development of this project has generated significant impacts in various educational and social areas, highlighting the following:

Direct and Indirect Beneficiaries:

Nearly 1,000 users, including students, teachers, and community members, have benefited directly and indirectly, strengthening the scope and impact of the project.

## **Project Impact**

### **Impact on professional development changes**

Impact of contributions from the professionalization project to the training of Pine career teachers, syllabus, and students.

This project, started in 2022 and completed in 2024, has allowed us to understand and significantly develop practices aligned with public policies focused on promoting educational quality. These practices have fostered the integration of the substantive functions of higher education: linkage, research, and teaching, consolidating a comprehensive approach in the academic field.

In addition, it is recognized that the teaching and learning of the English language face important challenges, including the need to adapt constructivist methodologies that respond to current demands. Likewise, the importance of integrating the development of soft skills and the importance of mental health as an essential part of the training processes is highlighted, thus guaranteeing a more complete and relevant preparation for students in a globalized context.

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**Direct and Indirect Beneficiaries:**

Nearly 1,000 users, including students, teachers, and community members, have benefited directly or indirectly, strengthening the scope and impact of the project.

**Academic Production:**

- Publication of 4 book chapters and six scientific articles in indexed journals in Spanish and English.
- Advising students of the PINE program to publish scientific articles and book chapters, improving opportunities for access to the private labor market and the Educa Empleo program in Ecuador.

**Internationalization:**

International collaboration activities with the Universidad Central del Valle del Cauca (UCEVA) in Colombia (2021-2022) and Kansas State University in the United States (2022-2024), allowing students' academic achievements.

**Participation in Academic Networks:**

Incorporation into collaboration networks such as the *LEA Network – Cambiando Vidas* and the COMEDHI Network, strengthening academic and professional exchange.

**Promotion of Formative Research:**

Integration of subjects promoting formative research in the career and consolidating research skills from the first academic levels.

**Development of Soft Skills:**

Execution of an intercultural event where students practice professional skills such as leadership, teamwork, and effective communication.

**Participation in Academic Conferences:**

Presentation of advances in research by teachers and students during the Research, Innovation, and Development Conferences, promoting scientific culture by teacher Jhonny Villafuerte. PHD.

### **Diagnosis of student teachers' mental health**

Application of anxiety and depression tests that detected students with moderate to severe symptoms who participated in emotional catharsis sessions. The research team referred the detected cases to the university welfare department.

### **University Dropout Diagnosis:**

Surveys administration to analyze the causes of university dropout, improve the academic offer, and strengthen the institutional improvement plan.

### **Promotion of the Research Incubator:**

Creation of a pool of new researchers in the PINE program of the ULEAM, encouraging the participation of students in research projects.

### **Teacher Training:**

Implementation of training focused on the teachers' mental health, highlighting the need to integrate it into training policies. This approach has improved not only the emotional well-being of educators but also the learning and comprehensive development of students.

### **Articulation in PINE Career Project Activities**

The PINE career research projects Reading Comprehension and Academic Writing and Professional Teacher Development strengthen the substantive processes for the well-being of our university community.

These achievements reflect the project's commitment to academic strengthening, pedagogical innovation, and the well-being of educational actors, which had a significant impact on the educational community and society.

# Teaching Experiences in TEFL Application Process

## Chapter 18

Developing Writing Skills in TEFL:  
Strategies, Challenges, and  
Technological Integration in  
Ecuadorian Classrooms.

**AUTHOR:** Yarlyn Anahí Macías Farfán





## **Developing Writing Skills in TEFL: Strategies, Challenges, and Technological Integration in Ecuadorian Classrooms.**

### **Abstract**

This work examines the experiences and lessons learned from practice teachers participating in the TEFL program for graduating at the program Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) in a national Ecuadorian university. It explores the student teachers' motivations, personal experiences, the main challenges and solutions encountered during teaching planning, material design, and practice in demonstrative classes to peers aged between 19 to 36 years, receiving A1 and B1+ classes in lower semesters university context. The results highlight the importance of using modern approaches to teaching and learning such as Computer-Assisted Language Learning (CALL) to enhance lesson planning and execution. This work presents a sample of two lesson plans with their corresponding resources and journals. Authors conclude that it would be beneficial to incorporate technological tools such as AI for the material design to foster more interactive and personalized teaching to help students in their practices in the community outreach programs, where books or materials are not provided.

**Keywords:** Teaching, English as a Foreign Language, lesson planning, Computer-Assisted Language Learning.

### **Resumen**

Este trabajo examina las experiencias y lecciones aprendidas de los docentes en ejercicio que participan en el programa TEFL para graduarse en el programa Pedagogía de los Idiomas Nacionales y Extranjeros (PINE). Explora las motivaciones, experiencias personales y los principales desafíos y soluciones encontrados durante la planificación de la enseñanza, el diseño de materiales y la práctica en clases demostrativas para pares de entre 19 y 36 años, que reciben clases de A1 y B1+ en semestres inferiores en una universidad ubicada en Manta, Ecuador. Los resultados resaltan la importancia de utilizar enfoques modernos de enseñanza y aprendizaje como el Aprendizaje de Idiomas Asistido por Computadora (CALL) para mejorar la planificación y ejecución de las lecciones. Este trabajo presenta una muestra de dos planes de lecciones con sus correspondientes recursos y diarios. Los autores concluyen que sería beneficioso incorporar herramientas tecnológicas como la IA para el diseño de materiales para fomentar una enseñanza más interactiva y personalizada que ayude a los estudiantes en sus prácticas en los programas de extensión comunitaria, donde no se proporcionan libros o materiales.

**Palabras Clave:** Enseñanza, inglés como lengua extranjera, planificación de lecciones, aprendizaje de idiomas asistido por computadora.

### Introduction

In the rapidly globalizing world, proficiency in English has become a crucial skill, creating a substantial demand for effective English language instruction. Teaching English as a Foreign Language (TEFL) has emerged as a vital pedagogical approach to meet this demand, particularly in non-English-speaking countries. Its principles focus on equipping students with the necessary language skills to communicate effectively in English, thereby enhancing their academic, professional, and personal opportunities. However, the effectiveness of TEFL largely depends on the quality of the curriculum and the competency of the teachers who implement it.

The role of practice English teachers, those who are currently teaching and gaining practical experience, is pivotal in the continuous development and improvement of English language curricula. These educators are uniquely positioned to provide valuable insights and recommendations based on their firsthand experiences in the classroom. Their feedback is instrumental in identifying the strengths and weaknesses of the existing curriculum and suggesting practical improvements to better align with TEFL principles.

Despite the clear benefits, integrating TEFL principles into the career curriculum poses several challenges. One significant obstacle is the resistance to change among educators who are accustomed to traditional teaching methods. Additionally, there may be a lack of resources and support for teachers who wish to adopt more innovative approaches. Furthermore, the existing curriculum may not adequately address the specific needs and contexts of different learning environments, making it difficult for teachers to effectively apply TEFL principles.

Practice English teachers, who are actively engaged in teaching, often encounter these challenges firsthand. Their experiences and observations provide valuable insights into the practical difficulties of implementing TEFL principles and the potential solutions to overcome these obstacles. By gathering and analyzing their recommendations, it is possible to develop a more effective and responsive curriculum that better supports both teachers and students.

The findings of this study will have significant implications for the field of English language education. By incorporating the recommendations of practice English teachers, it is possible to create a more effective and responsive curriculum that better supports the needs of both teachers and students. This,

in turn, can enhance the overall quality of English language education, promoting greater student engagement and success.

**The research questions guide this work are :**

1. What specific changes in the topics/contents of the different subjects of the career can be applied to improve students' performance in their TEFL graduation project?
2. How can this TEFL framework raise awareness of shortcomings in the English teaching practices and students' performance?

This work aims to examine the experiences and lessons learned from practice teachers participating in the TEFL program for graduating at the program Pedagogía de los Idiomas Nacionales y Extranjeros (PINE).

**Methodology**

This work uses the descriptive research methodology to show the Teaching English as a Foreign Language (TEFL) process for reading and listening skills in university context. Participate 27 students from a national university from Ecuador and 4 researchers. The methodologies used is writing process on preparation during and post (PDP).

**Process:**

Lesson planning guidance. – Researchers followed the guide of ULEAM for the design of lesson planning. They received advice from professors expert on Lesson Planning in a tutoring process.

Lesson planning design. - A lesson plan is designed to execute classes concentrate on writing skill and listening skills. The methodology used is PDP.

Execution. - The demo class execution in the real context. A group of university students collaborated in the execution of the EFL class during their regular schedule.

Reflections. – Two journals are prepared including the information emerging from the experiences of execution of the lessons.

**Situation found in ESL classrooms in the location.**

*1.1 Limitations in Writing Practices*

Effective writing instruction, especially for learners of English as a foreign language (EFL), is crucial yet presents several limitations that can hinder the development of students' proficiency. One of the primary limitations observed

is the lack of emphasis on the drafting and revising stages. In traditional writing practices, there is often an overemphasis on the final product rather than focusing on the process of writing. This method neglects the importance of developing ideas, organizing thoughts, and refining language use through successive drafts. Students tend to prioritize completing the task rather than engaging deeply with the material, which limits their ability to improve the quality of their writing.

Another limitation is the inadequacy of individualized feedback. Due to large class sizes or limited time, teachers often provide general comments or corrections without addressing specific areas of weakness in each student's writing. This approach results in students repeatedly making the same errors because they are not receiving the personalized attention they need to identify and rectify their mistakes. Without tailored feedback, students may struggle with the structural elements of writing, such as paragraph cohesion, logical progression, and appropriate use of grammatical structures.

Furthermore, the teaching of writing in some contexts lacks opportunities for students to engage in authentic writing tasks. In many cases, writing assignments are limited to controlled exercises that focus on mechanical accuracy rather than on meaningful communication. These tasks often do not reflect real-world writing scenarios, and students may find it difficult to transfer the skills they practice in the classroom to real-life contexts. As such, students may develop technical proficiency in grammar and vocabulary but fail to cultivate the critical thinking and creativity required to write effectively in authentic situations.

Additionally, writing practices in many EFL contexts do not adequately address the varying levels of students' proficiency. In mixed-ability classrooms, students with lower language proficiency may struggle to keep up with their peers, while more advanced students may become bored or disengaged. This discrepancy in skill levels creates challenges for teachers trying to cater to the individual needs of each student within a limited timeframe.

### ***1.2 Recommendations for Improving the Limitations Found***

To address these limitations, a shift in pedagogical focus is needed. First, it is essential to adopt a process-oriented approach to writing instruction, one that encourages students to engage fully with each stage of the writing process—pre-writing, drafting, revising, and editing. By emphasizing the importance of drafting and revision, teachers can help students develop their ideas more thoroughly and improve their overall writing quality. Writing should be

seen as an iterative process rather than a one-time event, and students should be encouraged to revise their work multiple times before producing a final draft.

Individualized feedback is another critical area for improvement. Teachers should prioritize giving specific, actionable feedback that addresses each student's unique strengths and weaknesses. This can be done through the use of peer-review sessions, where students are trained to give constructive feedback to their classmates. Teachers can also use formative assessment techniques, such as regular one-on-one writing conferences, where they discuss students' progress and provide targeted guidance. This personalized approach can help students become more aware of their areas for improvement and give them the tools they need to enhance their writing.

Authentic writing tasks should be integrated into the curriculum to make writing instruction more meaningful. Instead of focusing solely on controlled exercises, teachers can assign writing tasks that mirror real-world situations, such as writing emails, reports, or creative stories. This will not only engage students more but also help them see the practical value of writing skills in everyday life. Moreover, the inclusion of digital tools, such as blogs or collaborative online platforms, can give students an opportunity to publish their work and receive feedback from a wider audience, thereby enhancing their motivation to write.

To manage the challenges of mixed-ability classrooms, differentiated instruction is key. Teachers can design writing tasks that are open-ended, allowing students of different proficiency levels to contribute at their own pace. For instance, more advanced students can be given additional challenges, such as incorporating complex grammatical structures or exploring more abstract themes, while less proficient students can focus on mastering the basics of paragraph structure and coherence. Pairing students of varying abilities together for peer-review sessions can also foster a supportive learning environment where students can learn from each other.

### ***1.3 Potential Improvement Using TEFL Methodologies***

TEFL (Teaching English as a Foreign Language) methodologies offer several potential improvements to address the limitations in current writing practices. One such methodology is the process writing approach, which aligns with the earlier recommendation of focusing on the writing process. This approach encourages students to view writing as a cycle that includes planning, drafting, revising, and editing. It allows students to break down the writing task into ma-

nageable steps, making the process less daunting and more systematic. By using techniques such as brainstorming and mind mapping during the pre-writing stage, students can generate ideas and organize their thoughts before they begin drafting. This strategy helps students overcome the challenge of coming up with content and improves the overall coherence of their writing.

Another TEFL methodology that can improve writing instruction is task-based language teaching (TBLT). TBLT focuses on the completion of real-world tasks as a way of developing language skills. In the context of writing, this means giving students tasks that require meaningful communication, such as writing a letter of complaint, creating a business proposal, or drafting a blog post. Task-based writing assignments provide a clear purpose for writing and encourage students to use language in a functional, communicative way. By working on tasks that resemble real-life situations, students can see the practical application of their writing skills and become more motivated to engage in the process.

Peer feedback, a core component of many TEFL methodologies, also holds great potential for improving students' writing abilities. By regularly engaging in peer-review sessions, students can develop a sense of audience awareness and learn to evaluate their own work more critically. Teachers can train students to use peer-editing symbols and checklists to review each other's writing for grammar, punctuation, and coherence. This collaborative approach not only provides students with additional feedback but also fosters a supportive learning community where students learn from one another.

Finally, incorporating technology into writing instruction can enhance the effectiveness of TEFL methodologies. Digital tools, such as online writing platforms and language-learning apps, can provide students with additional opportunities to practice writing outside the classroom. These tools often offer instant feedback, which can help students improve their writing more quickly. Additionally, multimedia writing tasks, such as creating digital stories or writing blogs, can engage students more deeply by allowing them to express their creativity in new and exciting ways.

Therefore, writing practices in EFL education face several limitations, including a lack of focus on the writing process, inadequate individualized feedback, and insufficient opportunities for authentic writing. However, these limitations can be addressed through a process-oriented approach, personalized feedback, the integration of authentic tasks, and differentiated instruction. TEFL methodologies, such as process writing, task-based learning, peer feed-

back, and the use of technology, offer practical solutions for improving writing instruction and helping students develop the skills they need to write effectively. By implementing these strategies, teachers can foster a more engaging and supportive environment for students to develop their writing abilities, ultimately empowering them to succeed in academic and professional contexts.

**Result:**

The result is one lesson plan and a journal about lesson execution.

**Lesson Plan Form (Use ECRIF Stages)****Name:** Anahí Macías**Level:** A2**Grade:** 8 th EGB**Action points**

1. Giving clear instructions.
2. Time management

**What are your Student Learning Objectives for the lesson?**

- By the end of the lesson, SWBAT write a paragraph about the topic “animal habitats” by expressing their thoughts using the vocabulary given and then reading it aloud to the class to avoid any mistakes.

**When/How in the lesson will I check students’ progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?**

- When they express their thoughts using the vocabulary in the paragraph.
- When students correct and edit their paragraph using the “per editing symbols guide” provided by the teacher.

**Preliminary considerations:**

**a. What vocabulary/grammar/information/skills do your students already know in relation to today’s lesson?**

- Students already know some vocabulary related to “animal habitats”.
- Students have the prior knowledge to elaborate sentences.

**b. What aspects of the lesson do you anticipate your students might find challenging/difficult?**

- Students may find difficult the structure of the paragraph.

### c. How will you avoid and/or address these problem areas in your lesson?

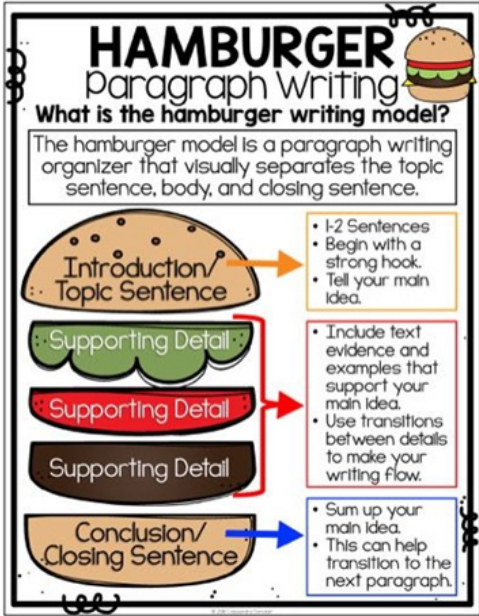
- Clarifying how to structure a paragraph.

Time	Framework Stage	Procedure		Interaction T-S/S-S	Materials Needed
		Teacher will...	Students will...		
8min.	Preparation	Show pictures of animal habitats. Give vocabulary ideas Ask: what are the images about? What is the habitat of your favorite animal?	Analyze the pictures Takes notes of the vocabulary Answer the questions	T-S / S-S	Pictures Computer Projector Pencil Notebook
17min.	Drafting	Present the hamburger paragraph writing model. Ask to write a paragraph using the following prompt: "Choose an animal that interests you, describe its typical habitat in detail, plants and features you might find there"	Pay attention to the writing model. Create the writing draft.	T-S	Notebook Computer Projector Pen/ pencil
10min.	Revising and editing.	Ask to exchange their draft with a classmate for peer revision. Provide and explain the "peer editing symbols." Provide help with corrections and notes if needed. Ask to write down the final draft with the corrections made.	Check their partner's mistakes, focusing on the grammar and structure of the paragraph. Use the symbols to revise the draft: <ul style="list-style-type: none"> <li>• Grammar mistake GR</li> <li>• Topic sentence TS</li> <li>• Supporting details SD</li> <li>• Concluding sentence CS</li> </ul>	T-S SS	Pen Pencil Paper Pencils colors



10 min	Extension	Ask some students to read out loud their paragraph to the class.	Read out loud their paragraph for their classmates.	S-S	Notebook
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**Materials**



### HAMBURGER PARAGRAPH PRINTABLE

Hamburger Paragraph

Topic Sentence: \_\_\_\_\_

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Detail #1: \_\_\_\_\_

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Detail #2: \_\_\_\_\_

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Detail #3: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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## Journal Writing PDP

Effective writing skills are indispensable in academic and professional spheres, making the development of comprehensive writing lesson plans crucial in language education. This academic essay delves into the expectations, emotions, and insights derived from exploring writing lesson plans, delving into three pertinent academic papers. Furthermore, it reflects on personal experiences during Pre-service Teaching and examines the potential of this methodology in addressing writing-related challenges.

Linse 2005, stated in (Pratiwi, 2012) that writing is a productive skill because the focus is on producing information. However, when they are writing, they have more time to think about what they want to say than they are speaking.

(Pratiwi, 2012) mentioned that as students' progress, they are increasingly expected to express what they know about many different subjects through writing. If a student fails to develop certain basic skills, he will be unable to write with the speed and fluency required to excel as these demands increase. Indeed, for a student struggling with a writing problem, the writing process interferes with learning. Students faced with such difficult odds have trouble staying motivated.

Mckay 2006, stated in (Tuanany, 2019) (a) the ability to write to suit purpose and audience; (b) the ability to organize paragraphs logically; (c) knowledge of a growing range of vocabulary; (d) knowledge of a growing range of grammatical structures; (e) ability to punctuate; (f) ability to employ connectives appropriately; (g) ability to follow through a drafting procedure; (h) explicit knowledge of text structures (genres); and (i) ability to write independently.

**Approaching the exploration of writing lesson plans**, there was a sense of anticipation and curiosity. The expectation was to uncover strategies that would not only engage students but also foster their creativity, critical thinking, and expression. Emotionally, there was a mix of enthusiasm at the prospect of facilitating students' writing journeys and a sense of responsibility to instill a love for writing.

Additionally, teachers who are aware of these differences are less influenced by biases related to students' expected proficiency in contrast to that of their L1. The evolving nature of process writing provides teachers with the opportunity to guide students' understanding of the expected outcome of their writing as they work on it. Although process writing emphasizes the process over the product, teachers can inform students about how this tool helps them

develop their writing competence, which affects their overall language proficiency (Martínez, López, & Elica, 2020)

**“A PDP is a structured process** that reflects on your current learning, work experience and performance which is then developed into a plan for your future personal, educational and career development.” (Spooner, 2017) As a teacher, it is indispensable to hold that all scholars build writing skills, so that student can interconnect their thoughts and every PDP plan is put into real life, it will help you to visualize what you are doing and keep track of your achievements.

**During my Pre-service Teaching**, writing lessons presented challenges such as varying writing proficiency levels, student motivation, and the need for personalized feedback. This methodology, however, showcased potential solutions. By adopting a structured approach and incorporating formative assessment strategies, it became apparent that these challenges could be effectively addressed.

**A real writing lesson** could benefit from incorporating peer review sessions, allowing students to engage in constructive feedback and collaborative learning.

Additionally, the inclusion of multimedia tools, such as digital storytelling platforms, can enhance creativity and cater to diverse learning styles. Differentiated writing tasks and opportunities for self-expression should be integrated to foster a sense of ownership over the writing process.

**The writing process**, encompassing pre-writing, drafting, revising, editing, and publishing, is vital for cultivating effective communication skills. It not only allows for the development of technical proficiency but also nurtures creativity, critical thinking, and self-reflection. Understanding the importance of each stage empowers students to approach writing as a holistic and iterative process.

To summarize, this essay has underscored the indispensable nature of effective writing skills in academic and professional contexts, highlighting the crucial role of comprehensive writing lesson plans in language education, additionally, advocates for the integration of Personal Development Plans (PDPs) in teaching, recognizing the importance of continuous development and the implementation of learned strategies in real-life teaching scenarios. Effective writing instruction not only hones technical proficiency but also nurtures creativity, critical thinking, and self-reflection, empowering students to approach writing as a dynamic and iterative process.

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## Conclusions

Based on the bibliographic review, documentary analysis, and the results obtained from the research project Professional Development of Teachers of National and Foreign Languages in Zone 4 of Ecuador of the ULEAM. It concluded the achievement of the proposed aims. This achievement highlights the importance of maintaining a constant update in the professional development of English language teachers, considering the technological progress, socio-cultural transformations, and public policies that directly affect educational practices.

The data and findings of this project represent a valuable tool to promote innovations in educational centers, curricula, and proposals for the design of public policies aimed at strengthening the professional development of language teachers, both in Manabí and at the national level. Researchers and educators must continue exploring this line of research, promoting initiatives that address the specific needs and challenges of the language education sector in Ecuador.

The research team expects the results achieved will contribute significantly to strengthening the quality of foreign language instruction in the country.

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