Compás
capacitación e investigación

2025

EFL INSIGHT

A Comprehensive Guide to Contemporary English Language Teaching

Jorge Checa Medina
Javier Bermeo Pacheco
Manuel López Feijoo

EFL INSIGHT

A Comprehensive Guide to Contemporary English Language Teaching

Jorge Checa Medina
Javier Bermeo Pacheco
Manuel López Feijoo

ISBN: 978-9942-53-003-5 DOI: http://doi.org/10.48190/9789942530035

© **Jorge Checa Medina**
https://orcid.org/0000-0003-4304-353X
jcheca@utmachala.edu.ec
Universidad Técnica de Machala

Javier Bermeo Pacheco
https://orcid.org/0000-0003-4606-3464
jbermeo@utmachala.edu.ec
Universidad Técnica de Machala

Manuel López Feijoo
https://orcid.org/0000-0002-3898-3343
malopez@utmachala.edu.ec
Universidad Técnica de Machala

Primera edición, 2025-11-09

ISBN: 978-9942-53-003-5
DOI: http://doi.org/10.48190/9789942530035
Distribución online
Acceso abierto

Cita
Checa, J., Bermeo, J., López, M. (2025) EFL INSIGHT. A comprehensive guide to contemporary English language teaching. Editorial Grupo Compás

Introduction

Teaching English is a dynamic and rewarding experience, shaped by the language's constant evolution and the growing demands of a globalized world. Therefore, adapting our pedagogical approaches is essential to meet the unique challenges of this field. This book provides both new and experienced educators with the foundational insights and practical tools required for effective instruction in diverse contexts.

This book begins by exploring the fascinating history of the English language, tracing its evolution from its origins to its current status as a global lingua franca. It then examines the main aspects of language, speech, and communication, with a thorough focus on the English language framework and linguistics. This analysis is essential to deepen our understanding of how English functions, enabling us to teach it effectively to people of all ages with targeted pedagogical strategies.

Subsequent chapters focus on teaching approaches for children, teenagers, and adults, followed by a review of both traditional and modern methodologies. Additionally, a new teaching proposal is presented, which can be applied independently or in combination with other methods.

The book then analyzes the advantages and limitations of on-site and online teaching, leading to a discussion on how to design and implement an improved blended learning model. Lesson planning is also examined in detail, with close attention to concepts and theories to develop effective and engaging activities for teaching language skills.

Assessment in the EFL classroom is also addressed in this book, with an overview of different types of assessment and practical strategies for their implementation. Furthermore, English for Specific Purposes (ESP) is analyzed here, focusing on how to plan and design ESP courses that meet our learners' specific linguistic needs.

Finally, the role of artificial intelligence (AI) in language teaching is analyzed. This analysis includes exploring potential uses of AI-generated content to enhance classroom practice as well as addressing the pedagogical and ethical issues that may arise from its use in our classes.

At the end of each chapter, a multiple-choice test is provided to consolidate your understanding of the material and encourage reflection on its application. This book aims not only to inform but also to guide you in developing adaptable, effective, and innovative practices for the English classroom.

Happy Reading!

Chapter 1: Brief History of The English Language

The history of the English language is marked by significant events that influenced its development over centuries. Learning about its history is important for both teachers and students; especially if we consider that comprehending the development of English provides us with a clear idea of the cultural, social, and historical contexts that have shaped this beautiful language over time.

The Old English Period (c. 450–1150)

The story of English begins with the period known as Old English, an era defined by migration, settlement, and the fusion of Germanic languages with the existing cultures of Britain.

The 5th Century: The Anglo-Saxon Beginnings

The 5th century is a crucial period in the history of English because it marks the beginning of the Anglo-Saxon period and the genesis of the language.

Germanic Migration

Germanic groups from Europe emigrated to Britain from the start of the fifth century. Migration brought these peoples to areas of modern-day England and their Germanic language became the basis of Old English (Baugh & Cable, 2013).

Christianization of England

Christianity began to spread in Britain during the 5th century, initially due to the efforts of missionaries from Rome. The conversion of Anglo-Saxon kings, such as Æthelberht of Kent, contributed to the establishment of Christian communities (Baugh & Cable, 2013).

Conflict and Warfare

This period was marked by frequent wars between rival kingdoms, which created considerable political turmoil and influenced settlement patterns (Higham, 1993).

Figure 1

Map of Germanic Migrations in the Late Roman Empire

Note. This map illustrates the migration routes of various Germanic peoples, including the Angles, Saxons, and Jutes to Britain. From Historical Atlas (p. 42), by W. R. Shepherd, 1911, Henry Holt and Company. In the public domain. Retrieved from https://www.emersonkent.com/map_archive/germanic_migrations.htm

The 8th and 9th Centuries: The Viking Invasions

This era was characterized by significant cultural, political, and linguistic developments resulting from prolonged conflict and contact with Norse invaders.

Viking Invasions

Viking incursions into Britain during the 8th and 9th centuries were shaped by events such as the Viking settlements of the Danelaw. These invasions left their mark on Old English through extensive borrowing, including everyday terms like *berserk*, *skull*, *anger* or *law* (Brinton & Brinton, 2010).

Dialectal Variation

Viking invasions promoted dialectal variation in Old English as different regions were impacted by Norse settlements. produced dialectal differences in vocabulary, pronunciation, and grammar (Hogg & Denison, 2006).

Place-names and Toponyms

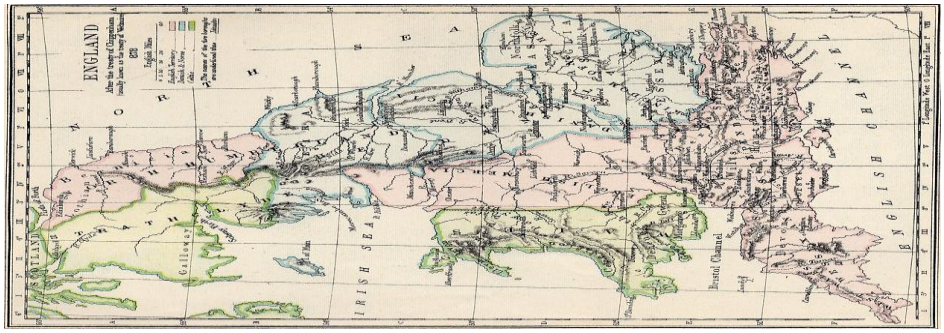
Viking settlements in England produced Norse place-names, particularly in the Danelaw (northern and eastern England). Examples can be found in words ending in -by (village or settlement) in names like Derby; -thorpe (secondary settlement) in names like Althorpe; or -kirk (church), in words like Ormskirk (Cameron, 2003).

Alfred the Great

From 871 to 899 Alfred the Great was King of Wessex and opposed Viking incursions as well as promoting cultural and educational reforms. His court became a center of intellectual activity, and he commissioned Latin religious and historical translations into Old English such as *The Anglo-Saxon Chronicle* and *The Pastoral Care*. These efforts standardized written English and promoted literacy (Crystal, 2019).

Figure 2

Viking Settlements and the Danelaw in 9th Century England



Note. This map illustrates the extent of Norse control and settlement in England, an area known as the Danelaw, around 886 AD. From Historical Atlas (p. 58), by W. R. Shepherd, 1911, Henry Holt and Company. In the public domain. Retrieved from https://commons.wikimedia.org/wiki/File:DanelawEngland.jpg

The 11th Century: The Norman Conquest

The 11th century brought the most transformative event of the Old English period, leading to a profound linguistic shift.

Norman Conquest (1066)

The period's most transformative event was the Norman Conquest of 1066, when William, Duke of Normandy, defeated King Harold II at the Battle of Hastings. Having won, William the Conqueror became King of England and began a new Norman period. That event had profound effects on society, culture, and language (Baugh & Cable, 2013.

Impact on English

The Norman Conquest profoundly altered the English language. Norman French was spoken by the ruling class and was the language of the court, administration and nobility. Common Old English began to be altered by borrowing many French loanwords and changing phonological and grammatical features. This merger eventually gave rise to Middle English, which introduced words such as *justice*, *parliament* and *nobility*, among other words (Baugh & Cable, 2013).

Feudalism

The Norman Conquest established feudalism in England, with William the Conqueror distributing land to his supporters, including Norman nobles. In consequence, this feudalism produced a hierarchy of office holders with the king at the top, followed by barons, knights, and peasants

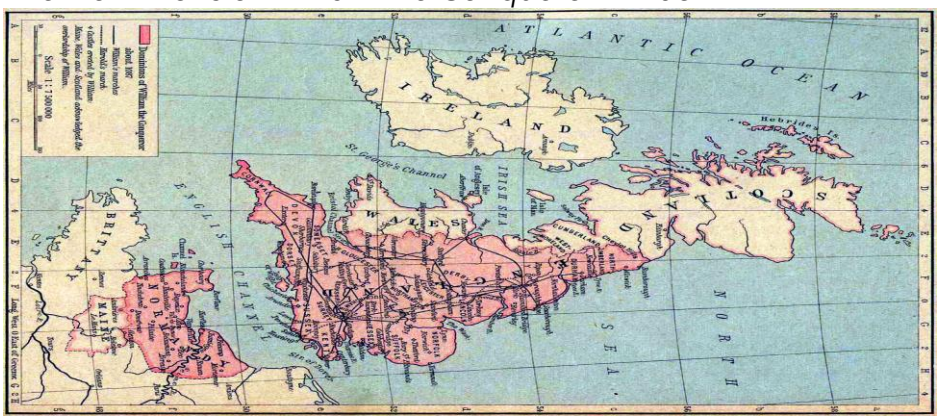
(villeins). In this system, vassals received land (fiefs) from their lords in return for military service, loyalty, or other duties, and peasants worked the land and provided goods or labor in return for protection (Douglas, 1964).

Cultural and Religious Shifts

The Norman Conquest brought cultural and religious changes to England. New customs, fashion and courtly traditions were brought in by Norman nobles. The Norman clergy controlled the Church by clerical reforms and the construction of monasteries or Norman cathedrals like the Durham Cathedral or the Winchester Cathedral (Bartlett, 2002).

Figure 3

The Dominions of William the Conqueror in 1087



Note. This map displays the territories in England and Normandy under the control of William the Conqueror following the Norman Conquest. From Historical Atlas (p. 63), by W. R. Shepherd, 1911, Henry Holt and Company. In the public domain. Retrieved from https://www.emersonkent.com/map_archive/william_conqueror_1087.html

Table 1
Summary of the Old English Period

Category	Key Developments
Major Historical Events	• Germanic (Anglo-Saxon) migrations to Britain (5th c.) • Viking invasions and settlement (Danelaw) (8th-9th c.) • Norman Conquest (1066)
Primary Linguistic Influences	• **Germanic:** Core vocabulary and grammatical structure. • **Latin:** Religious and scholarly terms via Christianization. • **Old Norse:** Everyday words (*sky*, *egg*, *they*). • **Anglo-Norman French:** Introduced vocabulary for government, law, and nobility after 1066.
Key Figures & Texts	• **King Alfred the Great:** Commissioned translations of key Latin religious and historical texts, such as *The Anglo-Saxon Chronicle* and *Pastoral Care*, into Old English.

Note. This table summarizes the foundational events and linguistic influences that shaped the English language during the Old English period.

The Middle English Period (c. 1150–1500)

This era is characterized by the gradual re-emergence of English as a language of literature and state, albeit a language that had been fundamentally altered by French influence.

The 14th Century: Chaucer and the Black Death

This century was a period of significant social upheaval and literary flourishing that elevated the status of the English language.

Black Death

By the mid-14th century, the devastating bubonic plague, known as the Black Death, had spread across England and killed nearly half its population. This pandemic brought death everywhere and also social upheaval that affected all spheres of medieval life—demographics, economics, and culture. That same period also accelerated the decline of French in legal and administrative contexts (Crystal, 2005).

Geoffrey Chaucer

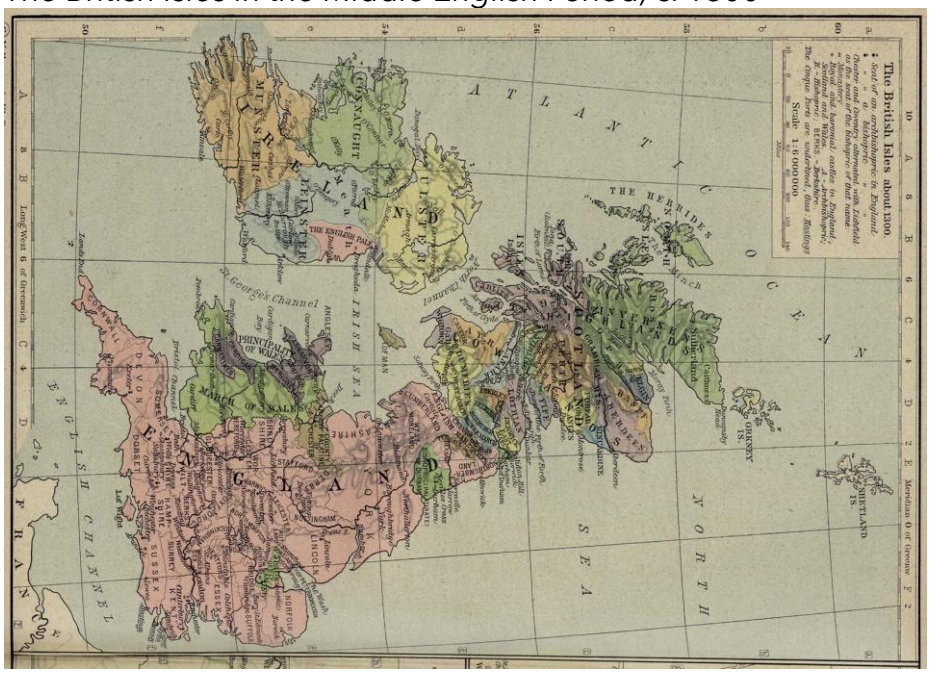
Geoffrey Chaucer, known as "The Father of English Literature," wrote his late 14th-century masterpiece, *The Canterbury Tales*. Written in Middle English, this collection of stories reflects the era's social stratification and linguistic vitality, combining courtly and vernacular traditions (Crystal, 2005).

Literary Patronage and Manuscript Culture

The 14th century was a period of flourishing literary patronage and manuscript culture. Wealthy nobles and ecclesiastical institutions commissioned illuminated manuscripts like the *Harley Lyrics* or *Richard II's Missal*, thus encouraging the production and dissemination of literary works (Crystal, 2005).

Figure 4

The British Isles in the Middle English Period, c. 1300



Note. This map displays the political divisions within the British Isles around the year 1300, during the height of the Middle English period. From Historical Atlas (p. 78), by W. R. Shepherd, 1911, Henry Holt and Company. In the public domain. Retrieved from https://www.emersonkent.com/map_archive/british_isles_1300.htm

Table 2
Summary of the Middle English Period

Category	Key Developments
Major Historical Events	• The Black Death (14th c.) empowers the English-speaking labor class. • Gradual decline of French as the language of power.
Primary Linguistic Changes	• Massive influx of French vocabulary into all domains. • Simplification of grammar, including the loss of many Germanic inflections.
Key Figures & Texts	• **Geoffrey Chaucer:** Elevated vernacular English with *The Canterbury Tales*.

Note. This table outlines the transformative period where a heavily French-influenced vernacular re-emerged as the dominant language of England.

The Early Modern English Period (c. 1500–1800)

This period saw the standardization of English and a massive expansion of its vocabulary, driven by social, technological, and intellectual revolutions.

The 15th and 16th Centuries: The Printing Press and the Renaissance

The transition to Early Modern English was accelerated crucial developments that spread literacy and enriched the lexicon.

Transition from Middle English to Early Modern English

The 15th century marked the transition from Middle English to Early Modern English. Inflectional endings were lost, a new vocabulary was created with Latin borrowings such as alias,

alibi, and agenda among others, and pronunciation also started to change (Crystal, 2005).

The Chancery Standard and Language Standardization

The Chancery Standard, a written form found in legal and administrative documents, helped standardize English grammar and spelling. Official documents such as charters and legal manuscripts adopted standard spelling, which set the basis for Modern Orthography (Crystal, 2005).

The Printing Press

Introduced in England by William Caxton in 1476, the printing press revolutionized textual production. He published the first printed book in English, Recuyell of the Historyes of Troye, though it was first printed in Bruges around 1473. It was Caxton's work that spurred early efforts at linguistic standardization (Crystal, 2005).

The Renaissance

The Renaissance was the catalyst for the revival of classical learning and arts, which had a deep impact on the English language and culture. Early Modern English emerged as a distinct linguistic phase, marked by innovations such as pronoun regularization (you replacing thou) and the decline of inflectional endings. Additionally, writers like Shakespeare, who wrote Romeo and Juliet (1597) or Hamlet (1600) among many other works, along with Christopher Marlowe, who wrote Tamburlaine the Great (1590) or Doctor Faustus (1592), helped expand English literature (Barber et al., 1994).

Expansion of Vocabulary

Scholars and writers in the Renaissance introduced more than 10,000 Latin and Greek loanwords in English, such as *encyclopedia* (Latin) and *drama* (Greek), to meet the demands of new fields such as art, science and philosophy (Barber et al., 1994).

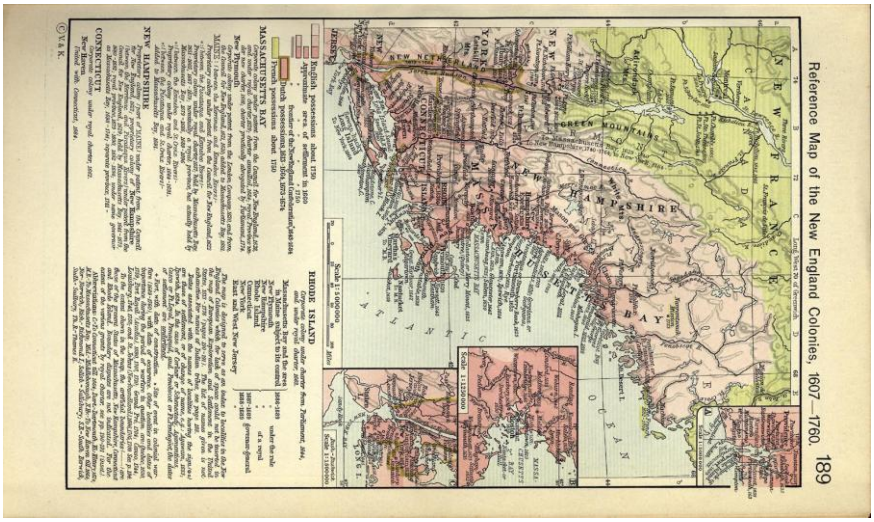
Translation and Translators

Thanks to the translation of classical texts into English, this language became a literary and intellectual tradition. Proof of this is Sir Thomas North, who was a famous translator. He translated *Plutarch's Lives* into English. Another example of this came with John Florio, another great translator of the time, who translated *Montaigne's Essays*. These and other translations helped introduce readers to both classical literature and new Renaissance ideas in English (Jones, 1966).

Standardization of English grammar and spelling

The 16th century witnessed great efforts to standardize grammar and spelling, but regional variations and a lack of a central authority meant that inconsistencies persisted. In their writings, Sir Thomas Smith and Richard Mulcaster advocated regularization of spelling and grammar (Barber et al., 1994).

Figure 5
Reference Map of the New England Colonies



Note. This map displays the New England colonies during the Early Modern period. The establishment of these colonies was a key factor in the global expansion of the English language. From Historical Atlas (p. 189), by W. R. Shepherd, 1911, Henry Holt and Company. In the public domain. Retrieved from https://maps.lib.utexas.edu/maps/historical/shepherd_1911/shepherd-c-189.jpg

The 17th and 18th Centuries: The Bible, Science, Expansion, and Dictionaries

This period continued the trend of linguistic expansion and saw the first major efforts to formally codify the language.

Colonial Expansion and English Globalization

English colonial expansion peaked during this period with colonies established in North America, the Caribbean, Africa and Asia. This colonization brought the English language into new territories, which caused the emergence of different English varieties (Barber et al., 1994).

The Scientific Revolution

The Scientific Revolution, driven by significant discoveries across various fields, was a major event of this period. Many new scientific words entered the English language, including words such as *gravity*, *pendulum*, and *oxygen* among many others (Nevalainen, 2006).

Literary Renaissance and Early Modern English

The 17th century witnessed a flourishing of literature, notably the works of John Milton & Ben Jonson. They wrote and advocated for the standardization and refinement of Early Modern (Barber et al., 1994).

King James Bible

The most influential 17th-century literary work was the King James Version of the Bible (1611). Its distribution and usage

helped shape English vocabulary, its syntax and idiomatic expressions (Barber et al., 1994).

Political Turmoil and the Civil War

There was a civil war in England during the 17th century (1642-1651), which caused political turbulence because it involved Royalists and Parliamentarians. This turmoil had repercussions that were palpable in political discourse and, in the long run, the evolution of English (Barber et al., 1994).

Trade and Economic Growth

Expanding trade and commerce in the 17th century enriched the vocabulary, especially in finance, navigation, and international trade. Terminologies like bankrupt, invest, commerce, and many others entered the language at this time (Crystal, 2019).

Intellectual and Philosophical Movements

Intellectual and philosophical ideas that promoted reason, experimentation, and rational inquiry started in the 18th century. John Locke, David Hume, and Voltaire were all important thinkers during the Enlightenment period. By encouraging clarity, precision, and logical expression, these philosophical ideas helped influence language by impacting writing and discourse (Crystal, 2005).

Lexical Expansion and Specialization

There was an increase in English vocabulary, especially in science, philosophy, politics and economics. The emergence of new ideas, discoveries, and inventions brought about new words such as *philosophy*, *experiment*, *hypothesis*, *democracy*, *economics,* and many others came to English (Crystal, 2005).

Standardization Efforts

In the 18th century, there were more efforts to standardize English grammar and usage. Scholars and grammarians

wanted to set out standards and rules for correct language use, especially in writing. Considered by some as the father of English grammar, Samuel Johnson, through his *A Dictionary of the English Language,* published in 1755, gave grammatical rules about the use and meaning of words (Crystal, 2005).

Literary Developments

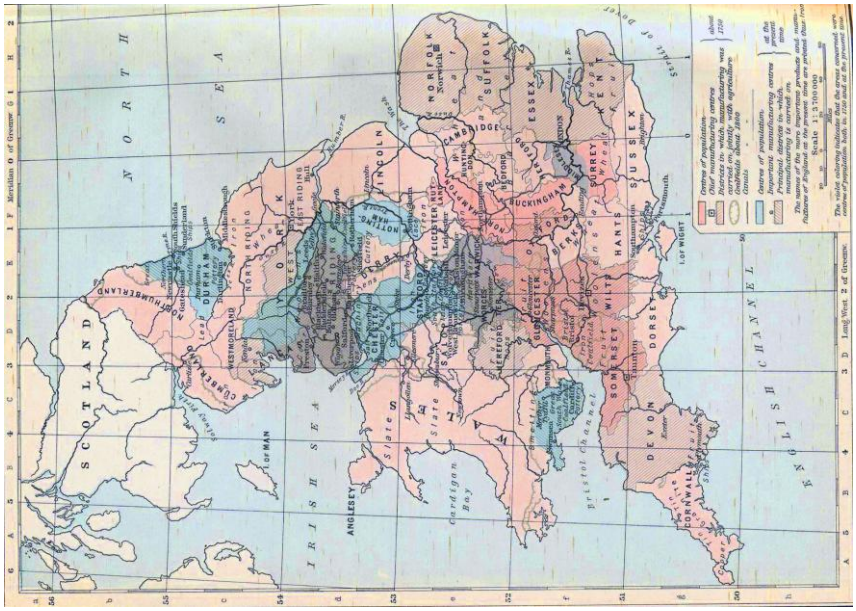
The English language was greatly enhanced and diversified thanks to the emergence of the novel as a popular new literary form. This era saw the rise of the novel as a popular literary form, with notable works including *Robinson Crusoe* by Daniel Defoe, the book *Gulliver's Travels* by Jonathan Swift, and the novel *Pamela* by Samuel Richardson (Rogers, 1987).

Colonial Expansion and Language Contact

During the 18th century, the expansion of British colonization brought about language contact and the spread of English to many regions of the globe. English became the dominant language in colonies such as India, North America, the Caribbean, and even in parts of Africa where contact took place with native people to borrow from their languages, which resulted in a lot of pidginization and the introduction of words like *zombie*, *curry*, *safari*, *palaver*, and many others (Northrup, 2013).

Figure 6

England in the Mid-18th Century



Note. This map displays the counties and major towns of England around 1750, during the period of significant literary and linguistic standardization. From Historical Atlas by W. R. Shepherd, 1923, Henry Holt and Company. In the public domain. Retrieved from https://www.emersonkent.com/map_archive/england_1750.htm

Table 3
Summary of the Early Modern English Period

Category	Key Developments
Major Historical Events	• Introduction of the printing press (1476). • The Renaissance fuels interest in classical languages. • The King James Bible (1611). • The Enlightenment and the Scientific Revolution. • Beginning of British colonial expansion.
Primary Linguistic Changes	• Massive borrowing of terms from Latin and Greek. • Major efforts to standardize spelling and grammar.
Key Figures & Texts	• **William Shakespeare:** Vastly expanded the lexicon and demonstrated the language's versatility. • **King James Bible:** Standardized language and introduced enduring idioms. • **Samuel Johnson:** Published *A Dictionary of the English Language* (1755).

Note. This table summarizes the era of standardization, lexical expansion, and literary flourishing that shaped the English language we recognize today.

The Modern English Period (c. 1800–1899)

The Modern English period is defined by the language's unprecedented global spread and its rapid adaptation to technological and social change.

The 19th Century: The Industrial Revolution and the British Empire

This century saw English transform due to technological innovation and colonial expansion.

Industrial Revolution

The Industrial Revolution mechanized production processes, spurring a rise in urbanization and industrial capitalism. This industrial expansion reshaped English by introducing a specialized vocabulary with terms such as *steam engine*, *factory*, *assembly line*, and many others (Bailey, 1997).

Expansion of the British Empire

This era saw the peak of British imperial expansion. The British colonies used English as their admin, education, and business language. Their contact with other languages and cultures enriched English with new terms. Words borrowed from colonial languages such as *bungalow* or *shampoo* (Hindi), *jungle* (Sanskrit), and many others (Bailey, 1997).

Literary and Linguistic Innovations

The Romantic movement, which gained momentum in the 19th century, rejected established literary conventions and instead focused on evocative language to talk about nature, individualism, and emotion. The use of English was enriched by poets like William Wordsworth, Samuel Taylor Coleridge, and John Keats. Additionally, renowned linguists such as Sir William Jones and Jacob Grimm contributed to the study of the English language and linguistics (Mugglestone, 2003).

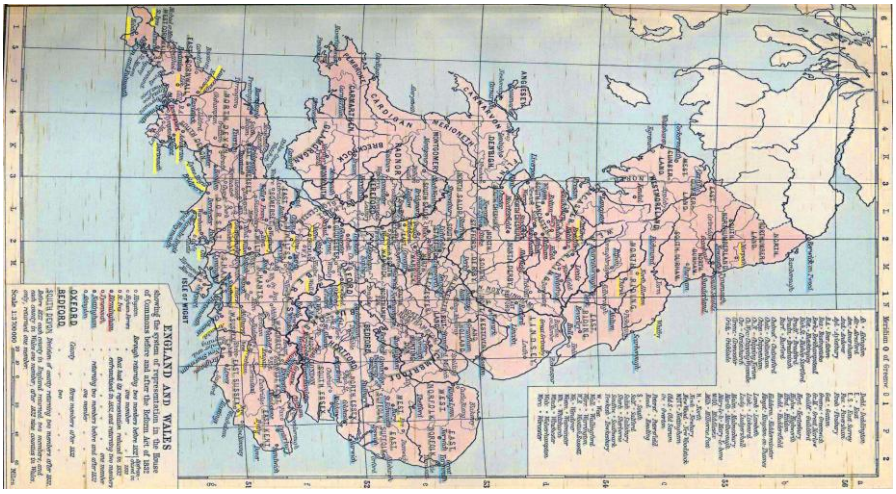
Standardization of English

In the 19th century, many more attempts were made to standardize English spelling, grammar, and usage. The

outcome of these attempts was the publishing of influential dictionaries and grammar guides such as Noah Webster's *An American Dictionary of the English Language* in 1828 or the *Oxford English Dictionary* in 1884 (Bailey, 1997).

Figure 7

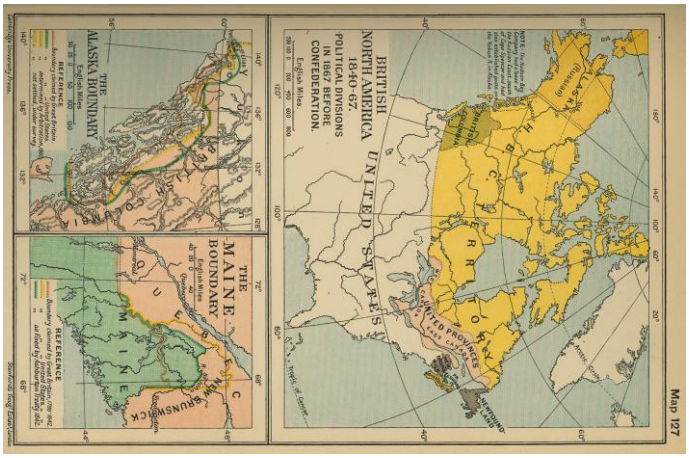
England and Wales at the Dawn of the Modern English Period, c. 1832



Note. This map displays the counties of England and Wales around 1832, the heart of the Industrial Revolution, a period of significant linguistic change and standardization. From Historical Atlas by W. R. Shepherd, 1923, Henry Holt and Company. In the public domain. Retrieved from https://www.emersonkent.com/map_archive/england_wales_1832.htm

Figure 8

The United States in the Modern English Period, c. 1840



Note. This map displays the states and territories of the United States around 1840. This period was critical for the standardization and development of American English as a distinct variety, notably influenced by the publication of Noah Webster's dictionary in 1828. From Historical Atlas by W. R. Shepherd, 1923, Henry Holt and Company. In the public domain. Retrieved from https://www.emersonkent.com/map_archive/america_1840.htm

Table 4
Summary of the Modern English Period (19th Century)

Category	Key Developments
Major Historical Events	• The Industrial Revolution introduces new technologies. • Peak of the British Empire's global expansion.
Primary Linguistic Changes	• Creation of a large new vocabulary for science and industry (*steam engine*, *telephone*). • Adoption of loanwords from colonies across the globe (*bungalow*, *shampoo*). • Formalization of American English as a distinct variety.
Key Figures & Texts	• **Noah Webster:** Standardized American spelling and vocabulary with his 1828 dictionary. • **Oxford English Dictionary:** First fascicles published in 1884.

Note. This table highlights the 19th-century developments that established English as a global language and saw the formal divergence of its major varieties.

The 20th and 21st Centuries

Globalization and the Digital Age

The last century has seen English solidify its role as a global language and adapt to new forms of communication.

Globalization

In the 20th century, globalization increased to a large extent with the technological advancement of means of transportation, communication, and business, which helped English become the lingua franca of global diplomacy, trade and other cultural exchanges (Crystal, 2012).

Technological Innovations

The invention of new technologies such as the radio, television, and cinema were crucial to spread mass communication and entertainment. Movies and TV shows in English greatly contributed to popularize this language worldwide (Crystal, 2012).

World Wars and Military Influence

The Two World Wars greatly accelerated the use of English across the world. English-speaking countries, which included the United States and Great Britain, were involved in both World Wars. This involvement solidified English's relevance as a primary language of international military and political discourse (Phillipson, 1992).

Post-colonial English Varieties

The decolonization movement during the mid-20th century resulted in the institutionalization of English in former colonies, which helped promote regional varieties such as Indian English or Nigerian English (Crystal, 2012).

Scientific and Technological Vocabulary

The 20th century witnessed a rapid advancement in science and technology, which demanded the growth of English

vocabulary to cater to their needs. The realm of physics, medicine, and information technology saw the emergence of new words to adapt to their growth (Crystal, 2012).

Pop Culture and Slang

Many popular artists such as The Beatles and other influential hip-hop artists helped spread informal English and slang words used in music, TV shows, and films. This phenomenon caused the modernization of vernacular English (McCrum et al., 1993).

Standardization and Global English

A great effort to standardize English came to fruition thanks to the Oxford English Dictionary and the International Phonetic Alphabet. These tools helped establish regulations for written and spoken English in order to meet international communication standards (Crystal, 2012).

Language Evolution in Social Media

With the emergence of social media, new forms of communication have changed how English is used. This has led to the development of emojis, Internet slang, and abbreviated forms, such as *LOL* (Laugh Out Loud), *OMG* (Oh My God), and many others (Crystal, 2019).

Globalization and English as a Lingua Franca

The globalization phenomenon that has taken all over the world has helped English to become even more ever-present in several fields, such as academia, business, science and even entertainment (Crystal, 2019).

Table 5
Summary of English in the 20th and 21st Centuries

Category	Key Developments
Major Historical Events	• Two World Wars solidify Anglo-American influence. • Post-colonial era leads to new World Englishes. • Rise of mass media (radio, television, cinema). • The Digital Revolution and the rise of the internet.
Primary Linguistic Changes	• Dominance of American English in global pop culture and technology. • Development of distinct post-colonial varieties (e.g., Indian English, Nigerian English). • Emergence of new informal registers: internet slang, emojis, and abbreviations.
Key Status	• **Global Lingua Franca:** English becomes the undisputed primary language of international business, science, aviation, and diplomacy.

Note. This table summarizes the key factors that have solidified English's role as the global lingua franca and adapted it to the digital age.

Chapter Summary

This chapter provided us with an interesting perspective on how the English language emerged, evolved, and became the fascinating and dominant language it is today.

Here are ten relevant points found in this chapter:

1. The Norman Conquest in 1066 had profound effects on English society, culture, and language.
2. The Black Death in the 14th century accelerated the decline of French in legal and administrative contexts.
3. The Chancery Standard helped standardize English grammar and spelling.
4. Geoffrey Chaucer's use of vernacular Middle English in The Canterbury Tales helped establish it as a literary language.
5. The King James Version of the Bible was an influential literary work during the 17th century that shaped English vocabulary, syntax, and idiomatic expressions.
6. The Scientific Revolution, which began in the 17th century, helped introduce many new scientific words into English.
7. There were many efforts in the 18th century to standardize English grammar and usage, especially with Samuel Johnson's A Dictionary of the English Language.
8. Many borrowed words were introduced into English during the colonial expansion in the 18th century, which helped spread English globally.
9. There were additional and important efforts to standardize English during 19th century. These efforts focused on spelling, grammar, and usage, which resulted in the publication of highly influential dictionaries, such as Noah

Webster's An American Dictionary of the English Language and the Oxford English Dictionary.

10. During the 20th century, English became a common language in scientific fields and gained popularity worldwide thanks to pop culture. It finally became the world's lingua franca in the 21st century.

Check your Knowledge
Read the following questions and select the correct answer for each.

1) **What period in the history of English began in the 5th century?**
a) The Viking Age
b) The Anglo-Saxon period
c) The Norman period

2) **What religion spread in Britain in the 5th century because of Roman missionaries?**
a) Buddhism
b) Islam
c) Christianity

3) **Which group influenced Old English vocabulary in Britain during the 8th and 9th centuries?**
a) The Romans
b) The Vikings
c) The French

4) **What did King Alfred the Great do to promote literacy and standardize written English?**
a) He wrote the first English dictionary.
b) He commissioned translations of Latin works into Old English.
c) He lead the Norman Conquest.

5) **During which period did Middle English transition to Early Modern English?**
a) 9th century
b) 11th century
c) 14th century

6) **What language did the rulers use in court and government after the Norman Conquest?**
a) Old Norse
b) Anglo-Norman French
c) Latin

7) **Who is known as 'The Father of English Literature' and wrote The Canterbury Tales in Middle English?**
a) William Shakespeare
b) Samuel Johnson
c) Geoffrey Chaucer

8) **What invention did William Caxton introduce in England in 1476 to help standardize and spread written texts?**
a) The telegraph
b) The printing press
c) The radio

9) **How many Latin and Greek words were added to English during the Renaissance?**
a) Fewer than 1,000
b) More than 10,000
c) Around 5000

10) **What famous dictionary did Samuel Johnson publish in 1755 to help standardize English?**
a) An American Dictionary of the English Language
b) Oxford English Dictionary
c) A Dictionary of the English Language

Note. See Appendix C for the answer key.

Chapter 2: The Foundations of Language and Linguistics

Introduction

The previous chapter focused on the evolution of the English language. It outlined how its Germanic base was significantly reshaped by the influence of Old Norse during the Viking raids, enriched with Latin through Christianization, and deeply altered by the extensive vocabulary of Anglo-Norman French. Furthermore, technological advancements, from the printing press to the digital age, accelerated its standardization and global dissemination, while historical events like the Renaissance and the expansion of the British Empire further increased its vocabulary.

This chapter builds on such historical context by shifting to a linguistic analysis of the language's core components. By deconstructing them, the focus moves from the history of English to its contemporary use, providing a foundational understanding for effective teaching and learning. To this end, language can be analyzed from the following perspectives:

Foundational Concepts of Language

Perspectives on Language

Language as a System of Communication

C. Anderson et al. (2022) mention that language is a system of communication used to express one's thoughts, ideas, and feelings. This definition is key because it connects to linguistics, which is the study of language.

Language as a Social Phenomenon

Wardhaugh and Fuller (2021) argue that language is not merely a means of communication; it is a social phenomenon.

It reflects and modifies social bonds, identities, and power dynamics.

Language acquisition and Development

Becker and Ud Deen (2020) define language acquisition and development as the learning of a language as it occurs during our childhood. It includes several cognitive, psychological, and environmental factors.

Language Structure and Grammar

VanPatten et al. (2020) mention that a language must have a set of rules and structures to function. This involves rules governing the structure of words and sentences (syntax) and the pronunciation of such words (phonology), which, as a whole, are referred to as grammar.

Language Variation and Change

Bizzoni et al. (2020) argue that all languages are constantly changing; for instance, they differ from place to place, from class to class and across different historical periods. The study of these variations and changes is key to a better understanding of how languages evolve.

Language, Speech and Communication

Language

Gil and Marsen (2022) define language as a system of communication used by human beings, which consists of sounds, gestures, symbols, and written forms. The authors also mention that it is structured by a set of rules, which are developed by social conventions, and it functions as a complex instrument that transmits meaning, expresses thoughts, feelings, and interactions between cultures and regions. For example, languages such as English, Spanish, Mandarin, and Arabic are all different. However, they serve the same purpose, which is facilitating communication.

Speech

Davenport and Hannahs (2020) characterize speech as the verbal expression of language by physically producing sounds through the use of our vocal organs. It involves the articulation of sounds, words, and sentences. The success of speech is determined by the quality of pronunciation, intonation, rhythm, and tempo of voice.

Communication

Adler and Proctor (2023) mention that this process is a combination of verbal communication (e.g., speech and language) and non-verbal communication (e.g. body language, facial expressions, and gestures) that are interdependent and culturally. Additionally, DeVito (2021) argues that effective communication does not only rely on sending a message. It requires an effective communicator, feedback interpretation, and a good listener to ensure mutual understanding.

The English Language Framework

The components of the English language framework are vital to teaching and learning success. These elements provide a comprehensive insight into the language and ground for developing methodologies and strategies in English language education.

Form

It refers to the way language is organized in words, phrases, and sentences (Crystal, 2008). It includes different aspects such as grammatical rules, syntax, morphology, and phonology.

Examples:

- **Subject-Verb-Object (SVO) word order:** "She eats apples."
- **Pluralization of nouns:** "cat" becomes "cats."
- **Verb conjugation:** "I walk" becomes "He walks."

- **Inflection for tense:** "I play" becomes "I played."
- **Pronunciation rules:** /k/ sound in "cat" versus /s/ sound in "cent."

Function

It refers to the reason why or how a language is used in different contexts such as showing feelings, asking questions, making requests, and giving information (Halliday & Matthiessen, 2004).

Table 6
Common Language Functions

Agreeing	Comparing	Describing	Giving instructions	Predicting
Analyzing	Contrasting	Disagreeing	Interpreting	Sequencing
Asking for/Giving directions	Criticizing	Explaining	Persuading	Summarizing

Note. This table lists various communicative functions of language, adapted from Halliday and Matthiessen (2004).

Examples:

- **Summarizing:** "The movie was about a group of friends who went climbing."
- **Contrasting:** "Day is bright; night is dark. "
- **Giving directions:** "Turn left at the traffic lights."
- **Explaining:** "You need to open the envelope in a dark room."
- **Predicting:** "She will be the best doctor in town."

Meaning

It refers to the significance and interpretation of words, phrases, and sentences and includes semantics (literal meaning), pragmatics (context-dependent meaning), and contextual meaning (Yule, 2022).

Examples:

- **Lexical meaning:** "Cat" refers to a small domesticated carnivorous mammal.
- **Denotation vs. connotation:** "House" (denotation: a building for human habitation; connotation: security, comfort, belonging).
- **Figurative language:** "It's raining cats and dogs" (meaning: raining heavily).
- **Polysemy:** "Bank" can mean a financial institution or the side of a river.
- **Idioms:** "Break a leg" (meaning: good luck).

Register

It is the kind of language used in different social settings, which can be formal, informal, technical, academic, and other types of specialized registers (Biber & Conrad, 2009).

Formal Register

It is polite, professional, and is the term applied to a register that is used in business letters, academic writing, official documents, and speeches (Biber & Conrad, 2009).

Examples:

- "Dear Mr. Smith, I am writing to inquire about the job vacancy advertised on your company's website."
- "On behalf of the Board of Directors, I extend a warm invitation to attend our annual gala event."

Informal Register

It refers to informal, everyday speech or writing that is understood by most speakers of the language and includes everyday speech, slang, and contractions (Biber & Conrad, 2009).

Examples:

- "Hey, wanna grab some lunch?"
- "What's up? Haven't seen you in ages!"

Technical Register

It involves specialized vocabulary and terms unique to professional, scientific fields, and other technical contexts where precision and accuracy are critical (Garzone, 2020).

Examples:

- "The patient underwent a laparoscopic cholecystectomy to remove the gallbladder."
- "The software engineer debugged the code to resolve the issue."

Academic Register

It is used in academic contexts, such as research articles, lectures, and essays, which are characterized by its use of formal vocabulary (Yule, 2022).

Examples:

- "The hypothesis was tested using a randomized controlled trial methodology."
- "The author conducted a comprehensive literature review to support the theoretical framework."

Colloquial Register

It refers to the language used in informal conversations and consists of regional dialects, idioms, and slang used in everyday social settings (Crystal, 2019).

Examples:

- "I'm gonna head to the store real quick."
- "That movie was totally awesome, dude!"

Frozen Register

It is a type of language that consists of structures and forms which do not change and are used in highly formal contexts (Crystal, 2019). Some examples include national anthems, pledges of allegiance, wedding vows, and prayers.

Examples:

- "I pledge allegiance to the flag of the United States of America…"
- "Dearly beloved, we are gathered here today to celebrate the union of..."

Consultative Register

It is used in formal conversations in which one party requests information or advice from another party like that of a doctor and patient or technical support (Sarangi & Roberts, 1999).

Examples:

- "Doctor, I've been experiencing chest pain and shortness of breath lately."
- "Could you please provide me with some guidance on how to improve my financial portfolio?"

Intimate Register

It refers to the type of language used in personal relationships, which can be characterized by shared experiences, inside jokes, and other expressions of affection or familiarity (Tannen, 1992).

Examples:

- "Sweetheart, I love you more than words can express."
- "Remember the time we got lost in that little town in Italy? That was hilarious!"

Public Register

It refers to a language that is delivered in front of a crowd, and on mass-communication platforms such as the news, speeches, ads, and public announcements (Fairclough, 2014).

Examples:

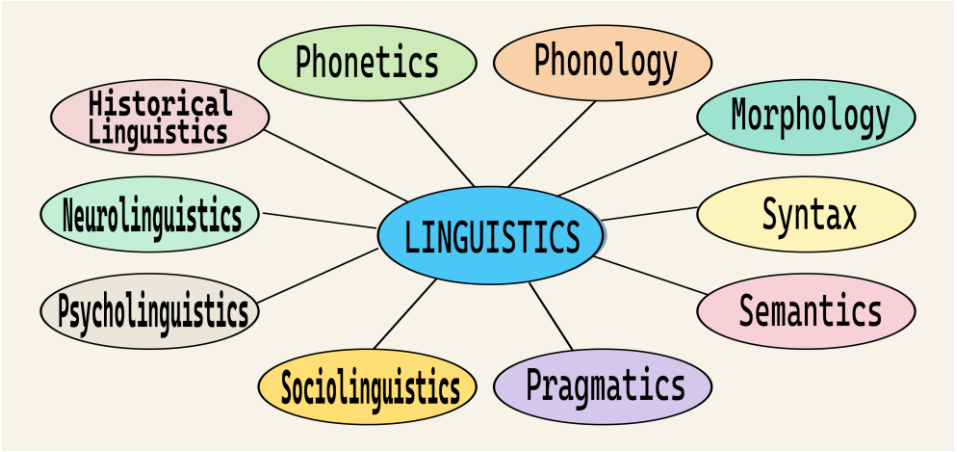
- "Good evening, ladies and gentlemen. Welcome to tonight's live broadcast of the presidential debate."
- "Attention all passengers, please proceed to Gate 7 for boarding. Flight 123 to New York is now departing."

Linguistics

Linguistics is the science that seeks to understand human language and its structures, which include form, context, and meaning. Yule (2022) defines linguistics as the study of how language works, how it is learned and used by people and communities, and how it changes over time.

Figure 9

The Core Branches of Linguistics



Note. A diagram illustrating the primary subfields within the science of linguistics and their relationship to the central discipline.

Phonetics

Phonetics is defined by Reetz and Jongman (2020) as a science dealing with speech sounds; their production (the articulatory gestures of the vocal tract), transmission (the physics properties of the sounds), and perception (auditory reception). This branch of phonetics aims to describe and classify speech sounds in purely physical terms, without regard to their linguistic function or meaning in a given language system.

Examples:

- Analyzing the articulation of the "s" sound in different contexts, such as the voiceless "s" in "sip" versus the voiced "z" in "zip," and how the placement of the tongue and airflow differs.
- Examining the differences in vowel quality and duration between American English dialects, such as the pronunciation of the vowel in "cot" versus "caught" in different regions.

Phonology

Davenport and Hannahs (2020) argue that phonology is a science that studies the sound system of a language, which includes its patterns and rules to convert sounds into understandable units (phonemes). It studies the rules of how phonemes form and interact with each other within any language, focusing on linguistic phenomena such as phoneme inventory, phonotactics (constraints on sound sequences), and on different intonation patterns.

Examples:

- Examining how the pronunciation of the vowel in the word "read" changes depending on its tense, as in "I read (past tense)" versus "I read (present tense)."
- Analyzing phonotactic constraints, which are rules governing the permissible combinations of sounds in a language. For instance, in English, the consonant cluster /str/ is permissible at the beginning of a word (e.g., "street") but not at the end (*e.g., "firsts").

Morphology

Morphology is described by Fábregas and Scalise (2025) as a science that studies the structure of words derived from smaller units called morphemes. This science also studies how the addition of prefixes and suffixes gives rise to new words, and how different grammatical features such as tenses change them.

Examples:

- Analyzing the morphological changes between "write" (base form) and "writing" (present participle), where the addition of the suffix "-ing" changes the word's form and function.
- Comparing the morphological differences between "happy" (adjective) and "happiness" (noun), where the suffix "-ness" changes the word's grammatical category

Syntax

Carnie (2021) defines syntax as a science that studies the internal structures of sentences and phrases in a language. Syntax also studies how the combination of words forms grammatically correct structures and how word order can change their meaning.

Examples:

- Contrasting the meaning and emphasis in sentences with different word orders, such as "Nicole walked the dogs" (subject-verb-object) versus "The dogs walked Nicole" (object-verb-subject).
- Examining how altering the word order in a question changes its meaning and pragmatics, as in "Did you eat the cake?", which relies on subject-auxiliary inversion, a syntactic rule that

distinguishes questions from declarative statements like "You ate the cake."

Semantics

Semantics is a science that, according to Kroeger (2022), deals with meaning-making in language and the interpretation of meaning of words, phrases, sentences and discourse across explicit and implicit contexts. This science focuses on understanding the relationship between linguistic expressions and what they mean and represent. It can be divided into **lexical semantics**, which studies the meaning of words, and **compositional semantics**, which studies the meaning of phrases and sentences.

Examples:

- Analyzing the literal versus figurative meanings in phrases like "It started to rain, so my dogs and cats ran away" (literal) versus "It's raining cats and dogs" (figurative).
- Exploring the nuances of meaning in sentences with ambiguous words, such as "She saw the man with the telescope," where "with the telescope" can modify either "saw" or "man."

Pragmatics

Kroeger (2022) details pragmatics as the science that studies how context influences the use and interpretation of language. As such, it studies the relationship between language and users. In other words, it studies the effects of context, intention, and convention on meaning. This field studies how language is used to convey meaning rather than simply focusing on what is said. It includes implicature, presupposition, speech acts, and conversational maxims. In simple terms, pragmatics looks at how we use language in real life, and how we make sense of what is said based on the context, social norms, and shared knowledge.

Examples:

- Understanding the use of politeness strategies in conversation, such as employing indirect speech acts to make requests more polite, as in "Would you mind closing the window?" instead of "Close the window."
- Analyzing the role of context in interpreting meaning, such as understanding the difference between "Can you hand me the book?" when someone is sitting nearby versus when they're across the room, where gestural cues and spatial proximity can affect interpretation.

Sociolinguistics

Sociolinguistics is described by Wardhaugh and Fuller (2021) as a science that studies how language use differs across social groups and in different contexts and cultures. Language variation is influenced by a variety of factors such as class, race, ethnicity, gender, age, and socio-economic status, among others. This field deals with the relationship between language and society. This science includes the study of language attitudes, language variation and change, multilingualism, language policy, and language in identity definition.

Examples:

- Investigating how language use varies among different social groups, such as teenagers using informal language with peers but formal language with authority figures.
- Examining how linguistic features like accents or dialects are associated with regional, social, or cultural identities.

Psycholinguistics

Psycholinguistics is defined by Traxler (2023) as a science that studies the mental processes of acquisition, production, comprehension, and representation of language in the human mind. This science looks at how people see, process, store, and produce language. Thus, it draws on psychological, cognitive, and neuroscientific theories to understand neurocognitive mechanisms. Main focus areas include language learning, language disorders, development, bilingualism, and its relation to cognition.

Examples:

- Studying how individuals acquire language and process linguistic information, such as the stages of language development in children.
- Investigating the cognitive processes involved in language production and comprehension, such as the role of working memory in sentence parsing.

Neurolinguistics

Hickok and Small (2015) describe neurolinguistics as a science that studies the neural mechanisms that enable humans to comprehend, produce, and acquire language. This science focuses on how language functions (comprehension, production, and acquisition) are processed in the brain, its neural networks, and thinking processes in order to understand the structure of language and communication.

Examples:

- Using neuroimaging techniques to study brain regions activated during language processing tasks, such as reading or speaking.

➢ Investigating language deficits in individuals with neurological conditions like aphasia to understand the neural basis of language production and comprehension.

Historical Linguistics. Historical linguistics is explained by Campbell (2020) as a science that studies the history and evolution of languages. It examines the phonologic, morpho-syntactic (structural), and lexical (vocabulary) change of languages by analyzing sound changes, grammatical changes, lexical borrowings, and changes of meaning. This science also studies the relationship between languages by reconstructing their ancestral forms to trace common ancestors in terms of language.

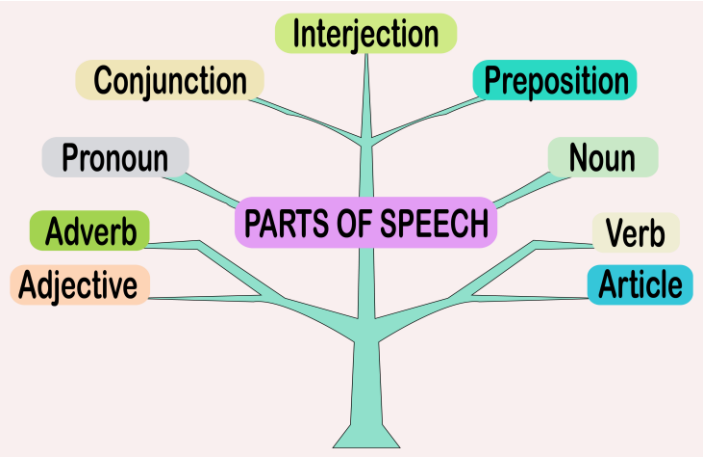
Examples:

- Tracing the evolution of words through time and across languages, such as the Latin origin of words like "gratitude" and "gratitud" in English and Spanish.
- Analyzing sound changes over time, such as the shift from Old English "hund" to Modern English "hound," illustrating historical phonological processes.

Parts of Speech

Parts of speech are categories of words depending on how they are used, which is based on their grammatical functions within a sentence.

Figure 10
The Parts of Speech



Note. A tree diagram illustrating the core grammatical categories, or parts of speech, that form the basis of English sentence structure.

The Noun

A noun refers to a person, a place, a thing, or an idea. Nouns can be identified as common, proper, concrete, abstract, collective, and compound nouns.

Table 7
Noun Classification

Type of noun classification:	Examples
Common nouns:	man, country, event, celebration, language
Proper nouns:	Charles, Ecuador, World War II, Christmas, English
Concrete nouns (can be detected with any of our five senses)	dog, noise, egg, water, scent
Abstract nouns (ideas, feelings, characteristics, or qualities)	injustice, immorality, love, hatred, liberalism
Collective nouns (identifies a group)	pack, army, committee, council, family

Note. This table provides examples for different classifications of nouns.

Table 8
Forms of Compound Nouns

Type of compound noun:	Examples
One word	classmate, greenhouse, grasshopper, sunflower, seafood
Separate words	ice cream, swimming pool, bus stop, dining room
Hyphenated word	father-in-law, self-confidence, six-pack, well-being

Note. This table illustrates the three primary forms of compound nouns with examples.

The Pronoun

A pronoun replaces a noun. It can be classified as personal, reflexive, intensive, demonstrative, interrogative, relative, and indefinite.

Table 9
Personal Pronouns

Personal Pronouns	
First person singular: I, me, my, mine	**First person plural:** we, us, our, ours
Second person singular and plural: you, your, yours	
Third person singular: he, him, his, she, her, hers, it, its	**Third person plural:** they, them, their, theirs

Note. This table organizes personal pronouns according to person and number.

Table 10
Reflexive and Intensive Pronouns

Reflexive and Intensive Pronouns	
First person singular: myself	**First person plural:** ourselves
Second person singular: yourself	**Second person plural:** yourselves
Third person singular: himself, herself, itself	**Third person plural:** themselves

Note. When used as reflexive pronouns, they function as a complement or object of a preposition, whereas when used as intensive pronouns, they are used to emphasize their antecedent.

Table 11
Demonstrative Pronouns

Demonstrative pronoun	**Function**
This	They refer to a singular noun close to the speaker.
That	They refer to a singular noun far from the speaker.
These	They refer to a plural noun close to the speaker.
Those	They refer to a plural noun far from the speaker.

Note. This table explains the function of demonstrative pronouns based on number and proximity to the speaker.

Table 12
Interrogative Pronouns

Interrogative pronoun	Function
Who	Refers to a person (used as a subject).
Whom	Refers to a person (used as an object).
Whose	Indicates possession or ownership.
Which	Asks to identify a specific person or thing from a known group.
What	Asks for general information about a person or thing.

Note. This table outlines the functions of the main interrogative pronouns.

Table 13
Relative Pronouns

Relative pronoun	Function
That	Refers to people or things (used in essential, defining clauses).
Which	Refers to things (used in non-essential, non-defining clauses).
Who	Refers to people (used as a subject).
Whom	Refers to people (used as an object).
Whose	Indicates possession for people or things.

Note. This table describes the function of relative pronouns used to introduce clauses.

Table 14
Common Indefinite Pronouns for Unspecified things or People

Indefinite Pronouns				
All	Both	Less	No one	Few
Another	Each	Little	One	Fewer
Any	Either	Much	Other	Many
Anybody	Everybody	Neither	Somebody	Others
Anyone	Everyone	Nobody	Someone	Several
Anything	Everything	Nothing	Something	Such

Note. This table provides a list of common indefinite pronouns used to refer to non-specific people or things.

The Adjective
An adjective describes a noun or pronoun by answering different types of questions.

Table 15
Questions Answered by Adjectives

Question	Examples
What kind?	American countries, impressive voice, dark clouds
Which one?	this car, those markers, last November
How many?	three cows, all answers, many insects

Note. This table illustrates the types of questions that adjectives answer to describe a noun or pronoun.

The Article

An article modifies a noun.

Table 16

Types of Articles

Type of article	Examples
Definite article: **The** (Used to refer to a particular noun.)	• **The** cat sat lazily on **the** windowsill, enjoying **the** warmth of **the** afternoon sun. • I need to buy **the** ingredients for **the** recipe we found in **the** cookbook. • **The** students eagerly awaited **the** announcement of **the** winner of **the** science fair.
Indefinite article: **A, an** (used to refer to any number of a certain group).	• She found **a** beautiful flower in the garden. • He adopted **a** playful kitten from the animal shelter. • They bought **a** new car last week. • She found **an** interesting book at the library yesterday. • He is **an** excellent musician who plays multiple instruments. • They bought **an** adorable puppy from

	the animal shelter last week.

Note. This table explains the use of definite and indefinite articles with examples.

The Verb

A verb defines an action. It can be classified as main and helping verb, transitive and intransitive:

Table 17

Types of Main Verbs

Type of main verb	Examples
Action verbs (describe physical or mental activity)	• The cat **runs** quickly across the yard. • She **reads** her favorite book every night before bed. • He **cooks** dinner for his family on weekends. • They **play** soccer with their friends at the park. • The birds **sing** melodiously in the morning.
Linking verbs (connect the subject to its complement)	• She **is** a doctor. • The caterpillar **becomes** a butterfly. • He **seems** tired today. • The stars **appear** bright in the night sky. • The fabric **feels** soft against my skin. • The flowers **look** beautiful in the garden. • The music **sounds** cheerful. • The soup **tastes** delicious. • The roses **smell** fragrant.

	• The situation **remains** unchanged. • The children **grow** quickly. • The leaves **turn** yellow in autumn. • His theory **proves** correct after experimentation.

Note. This table provides examples of the two types of main verbs: action and linking verbs.

Table 18
Types of Helping Verbs

Type of helping verb	Examples
Be	• She **is** reading a book in the library. • They **are** going to the beach this weekend. • He **was** studying for his exam last night. • We **have been** waiting for the bus for over an hour. • The flowers **were** watered this morning.
Have	• She **has** completed her homework before dinner. • They **have** learned many new things so far. • We **have** visited that museum multiple times. • He **has** eaten breakfast already.

	• I **had** never seen such a beautiful sunset before.
Do	• **Do** you like ice cream? • I **do** not want to go to the party. • She **does** enjoy playing the piano. • **Did** she tell you about her new song? • She **did** not like it.
Modals	• She **can** speak three languages fluently. • When he was younger, he **could** run a mile in under six minutes. • You **may** borrow my pen if you promise to return it. • If you study hard, you **might** pass the exam. • You **must** wear a seatbelt while driving. • We **shall** meet at the café at 3:00 P.M. for our discussion. • He **should** apologize for his mistake. • They **will** arrive at the airport at noon. • She **would** always bring her own lunch to work.

Note. This table provides examples of helping verbs, including modals, used to construct tense, mood, or voice.

Table 19
Transitive Verbs

Function	Examples
Transitive verbs identify what or who receives the action of the verb and have an object.	• She **bought** a new laptop yesterday. • The chef **prepared** a delicious meal for the guests. • He **sent** an email to his colleague about the upcoming meeting. • They **built** a sandcastle on the beach during their vacation. • The teacher **assigned** homework to the students before the weekend.

Note. This table illustrates the function of transitive verbs, which transfer action to a direct object.

Table 20
Intransitive Verbs

Function	Examples
Intransitive verbs convey an action or state of being that is complete in itself.	• The stars **twinkle** in the night sky. • The children **laughed** loudly at the clown's antics. • The leaves **rustle** in the gentle breeze. • The baby **cries** whenever she's hungry. • The old clock **ticks** steadily on the wall.

Note. This table illustrates the function of intransitive verbs, which do not require a direct object.

The Adverb
An adverb modifies an adjective, verb, or another adverb, and it helps identify where, when, how or to what extent something happens.

Table 21
The Adverb

Focus	Examples
Where	everywhere, anywhere, nearby, somewhere, outside, etc.
How	softly, elegantly, quickly, carefully, loudly, etc.
When	after, before, soon, later, always, etc.
To what extent	completely, partially, almost, very, etc.

Note. This table categorizes adverbs based on the type of information they provide.

The Preposition

A preposition identifies the connection between a noun or pronoun (object of the preposition) and another word. It can be classified as prepositions of time, place and direction, for agents, and phrasal prepositions.

Table 22

Types of Prepositions

Type of preposition	Examples
Time	• I will meet you **in** five minutes. • I don't work **on** Mondays. • He arrived **at** the party at 7 PM. • She has been studying English **since** last year. • They will be in Paris **from** May to July. • I saw him a month **ago**. • We should finish the project **before** the deadline. • She arrived **after** the movie started. • They will wait **until** you arrive. • She has been learning French **for** two years.

	• We talked **during** the break.
Place and direction	• The book is **on** the table. • The students are waiting **at** the bus stop. • The pencils are **in** the drawer. • She walked **by** the park on her way home. • He travels **from** New York to Los Angeles. • The cat is running **towards** the mouse. • The balloon floated **up** into the sky. • The ball rolled **down** the hill. • They walked **across** the bridge to the other side. • The line is drawn **between** the two points. • She found her keys **among** the clutter. • They journeyed **through** the forest to reach the cabin. • The speaker stood **in front of** the audience.
For agents	• The story **of** the brave knight captivated the children's imaginations. • The gift was **for** my sister's birthday.

	• The painting was created **by** a talented artist. • She signed the letter **with** her favorite pen. • The book is **about** the adventures of a young explorer.
Phrasal prepositions	• She brought her notebook **along with** her pen to the meeting. • The game was canceled **because of** the heavy rain. • He fixed the broken shelf **by means of** a hammer and nails. • The manager addressed the team **in regard to** the upcoming project deadlines.

Note. This table provides examples for different categories of prepositions.

The Conjunction

A conjunction joins words or word groups. It can be classified as coordinating, correlative, and subordinating conjunctions.

Table 23

Types of Conjunctions

Type of conjunction	Examples
Coordinating	• Sarah likes to read books, **and** she enjoys playing soccer. • Tom wanted to go to the party, **but** he had to study for his exams. • Emily went to the store, **for** she needed to buy some groceries. • Neither John **nor** Alice could attend the meeting. • Would you like tea **or** coffee with your breakfast? • It started raining heavily, **so** we decided to stay indoors. • The weather forecast predicted rain, **yet** the sun is shining brightly.

Correlative	• **Both** Sarah **and** John enjoy reading books. • **Not only** did she finish her homework, **but** she **also** cleaned her room. • **Either** we go to the beach **or** we stay home and watch a movie. • **Neither** the cat **nor** the dog wants to go outside in the rain. • **Whether** you like it **or** not, you have to finish your vegetables before leaving the table.
Subordinating	• **After** she finished her homework, she went outside to play. • She couldn't go to the party **because** she had to work late. • **Before** I go to bed, I always brush my teeth. • **Since** it was raining, we decided to stay indoors. • I'll wait here **until** you come back.

Note. This table shows examples of coordinating, correlative, and subordinating conjunctions.

The Interjection

An interjection conveys emotions such as surprise, excitement, etc. When it is used with an exclamation point, it shows a strong emotion, whereas when used with a comma, it shows a moderate emotion.

Table 24

Common Interjections

Common Interjections		
Hey	Ew	Mmm
Aah	oops	Phew
Um	Yay	Whoa
Er	Ouch	Hooray

Note. This table lists common interjections used to express emotion.

Other Key Language Aspects to Consider

Tenses

Tenses are grammatical categories that specify the time frame in which an action or state of being occurs and are commonly classified as past, present, or future.

Table 25

Types of Present Tenses

Type of present tense	Examples
Simple present	• I like pizza. • I don't like pizza. • Do you like pizza? • She plays soccer. • She doesn't play soccer. • Does she play soccer?
Present continuous	• I am writing a sentence. • I am not writing a sentence. • Are you writing a sentence? • She is working now. • She isn't working now. • Is she working now?
Present perfect	• I have finished my homework. • I have not finished my homework. • Have you finished my homework? • She has traveled to many countries.

	• She hasn't traveled to many countries. • Has she traveled to many countries?
Present perfect continuous	• I have been studying English for three hours. • I have not been studying English for three hours. • Have you been studying English for three hours? • She has been working on her project all morning. • She hasn't been working on her project today. • Has she been working on her project all morning?

Note. This table provides examples for the four present tenses in English.

Table 26
Types of Past Tenses

Type of past tense	Examples
Simple past	• I visited my grandparents last weekend. • I didn't visit my grandparents last weekend. • Did you visit your grandparents last weekend?
Past continuous	• I was studying English at the library yesterday. • I was not studying English at the library yesterday. • Was I studying English at the library yesterday?
Past perfect	• She had finished her homework before dinner. • She hadn't finished her homework before dinner. • Had she finished her homework before dinner?
Past perfect continuous	• I had been reading for 10 hours. • She hadn't been reading for 6 hours. • Had they been reading for 5 hours?

Note. This table provides examples for the four past tenses in English.

Table 27
Types of Future Tenses

Type of future tense	Examples
Simple future	• I will pay for it. • We won't pay for it. • Will she pay for it?
Future continuous	• I will be working next Monday at that time. • She won't be working next Monday at that time. • Will they be working next Monday at that time?
Future perfect	• I will have finished it in two or three days. • She won't have finished it in two or three days. • Will they have finished it in two or three days?
Future perfect continuous	• I will have been exercising for two hours before lunch. • He won't have been exercising for two hours before lunch. • Will they have been exercising for two hours before lunch?

Note. This table provides examples for the four future tenses in English.

The Sentence

A sentence is a group of words that contains a subject and a verb (predicate) and conveys a complete idea. It can be classified as declarative, interrogative, imperative, or exclamative.

Table 28

Types of Sentences

Type of sentence	Examples
A descriptive sentence states an idea.	History 101 is a very interesting class.
An interrogative sentence asks a question.	Is she working right now?
An imperative sentence commands to do something.	Start the engines.
An exclamative sentence conveys a strong message of surprise or emotion.	That is fantastic!

Note. This table provides examples of the four types of sentences based on their function.

The Phrase

A phrase is a collection of words that acts as a single unit in a sentence but does not include a subject or a predicate.

Table 29

Types of Phrases

Type of phrase	Examples
An adjective phrase is a group of words headed by an adjective, which modifies a noun and identifies what kind or which one.	They are talking **about philosophy**.
An adverb phrase a group of words that function as an adverb that modifies a verb, an adjective, or an adverb. It describes how, when, where, why or to what extent anything takes place.	**After WWII**, the world changed forever.
A prepositional phrase is a group of words that contains a preposition, an object and any other words that modify the object.	My car is **under the bridge.**
The participial phrase contains a participle verb, its complements, and modifiers. This phrase functions as an adjective.	**Speaking loudly**, he got everyone's attention.
The gerund phrase contains a gerund and its complements and modifiers. This phrase functions as a noun.	I love **working as a translator.**

The infinitive phrase contains an infinitive and its complements and modifiers. This phrase can be used as a noun, adjective, or adverb.	She decided **to come back later.**

Note. This table defines and gives examples of different types of grammatical phrases.

The Clause

A clause is a group of words that contain a verb and its subject and can function as either a sentence or a part of a sentence. It can be classified as independent or subordinate clause.

Table 30

Types of Clauses

Type of clause	Examples
An independent clause is a group of words that convey a complete idea.	**My father is a great man**.
A subordinate clause is a group of words that do not convey a complete idea and cannot stand by itself.	**that never came**

Note. This table provides examples to differentiate between an independent and a subordinate clause.

Table 31
Common Subordinate Clause Starters

Common Subordinate Clauses			
as	hence	therefore	which
because	since	though	who
for	that	unless	whose

Note. The table lists common words used to begin subordinate clauses.

Chapter Summary

In this chapter, we explored the key elements of the English language and the scientific discipline that studies it. We also analyzed the crucial role a language plays in communication and self-expression as a social phenomenon. Additionally, we examined the main structure of this beautiful language, including Form, Function, Meaning, and Register. Finally, we analyzed the main aspects of Linguistics, which is a science that studies human language.

Here are ten relevant points found in this chapter:

1. Language is defined as a system of sounds, words, and grammar used by humans for communication and self-expression.
2. Beyond basic communication, language functions as a social phenomenon that modifies social bonds, identities, and power dynamics.
3. A language works based on a set of rules and structures, which include grammar, syntax (sentence structure), and phonology (pronunciation).

4. Languages constantly change and evolve based on factors such as location, social class, and historical period.
5. Linguistics is the science dedicated to studying human language, including its structure, how it works, how it is learned and used by individuals and communities, and how it evolves over time.
6. Linguistics covers different areas, including Phonetics (the physical properties of speech sounds), Phonology (the sound systems and patterns within languages), Morphology (the structure of words), Syntax (the structure of sentences), and Semantics and Pragmatics (the interpretation of meaning).
7. The English language framework includes vital components for teaching and learning success: Form, Function, Meaning, and Register.
8. Form refers to how language is organized in words, phrases, and sentences, involving grammatical rules, syntax, morphology, and phonology.
9. Function focuses on the reasons or ways language is used in different contexts, such as expressing feelings, asking questions, or giving information.
10. Register describes the kind of language used in different social settings, such as formal, informal, technical, academic, colloquial, frozen, consultative, intimate, and public registers.

Check your Knowledge

Read the following questions and select the correct answer for each.

1) Which definition of language emphasizes its role in social bonds and power dynamics?
a) A system of communication using sounds and grammar
b) A social phenomenon modifying social identities
c) A cognitive process learned during childhood

2) Which linguistic field studies the physical production and perception of speech sounds?
a) Phonetics
b) Phonology
c) Morphology

3) What does frozen register refer to?
a) Informal language with slang and contractions
b) Language used in technical or scientific contexts
c) Unchanging language in formal settings like national anthems

4) Which part of speech replaces a noun in a sentence?
a) Adjective
b) Pronoun
c) Adverb

5) Which sentence uses the present perfect continuous tense correctly?
a) She has traveled to many countries.
b) I have been studying English for three hours.
c) They built a sandcastle on the beach.

6) What is the primary focus of sociolinguistics?
a) Language variation across social groups and cultures
b) Neural mechanisms of language processing
c) Historical evolution of languages

7) Which example illustrates a compound noun?
a) Happiness
b) Quickly
c) Father-in-law

8) What type of clause can stand alone as a complete sentence?
a) Subordinate clause
b) Independent clause
c) Relative clause

9) Which sentence uses an imperative structure?
a) Is she working right now?
b) That is fantastic!
c) Start the engines.

10) What does syntax study?
a) The meaning of words and phrases
b) The rules governing sentence structure and word order
c) The social use of language

Note. See Appendix C for the answer key.

Chapter 3: Tailoring Instruction to Learner Age

Introduction

Having deconstructed the English language into its core components in the previous chapter, from its phonetics and syntax to its various registers, we now have a clear understanding of how this language works. However, this mastery is only one half of the pedagogical equation. The most well-structured lesson will fail if it is not delivered in a way that effectively engages the learner. This chapter, therefore, shifts our focus from what to teach to who and how, exploring how to adapt teaching strategies to suit different age groups.

Teaching English effectively requires an understanding of student needs and development, making it essential to tailor instructional plans to the learners' age. For example, instruction for young learners (ages 5–11) should be playful and interactive to foster learning through enjoyment. Mäntylä et al. (2024) state that the use of games, songs and stories for young learners maintains their interest while providing scaffolding for their language and thought processes. These methods naturally promote language acquisition and help students develop a lasting positive attitude toward learning.

As students enter adolescence (ages 12–17), teaching methods need to change to accommodate their evolving cognitive abilities and interests. Harmer (2007) argues that adolescents benefit from more structured and thought-provoking activities that promote critical thinking and autonomy, such as group debates, project-based learning tasks, and critical evaluations of multimedia texts.

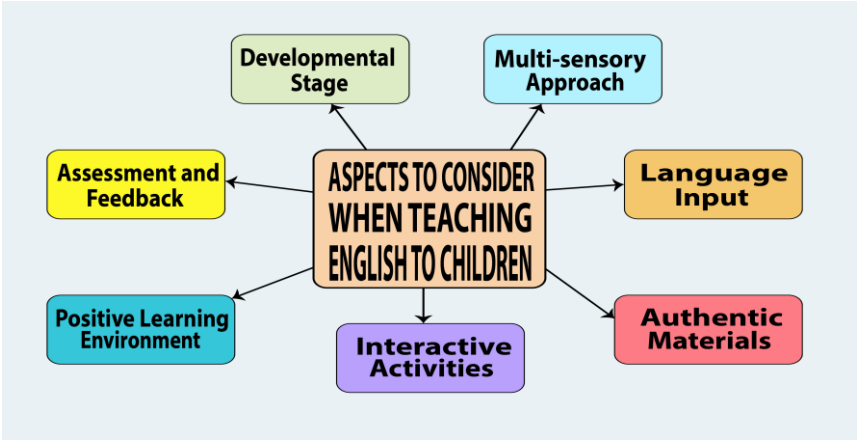
Adult students (age 18 and above) come to class with their own experiences, motivations, and self-directed learning styles, so acknowledging their diverse backgrounds and objectives is crucial for designing an effective curriculum. Parrish (2019) emphasizes that adults need flexible schedules and even personalized teaching strategies to

meet their academic, professional, or social goals. Consequently, using authentic materials such as podcasts, documentaries, or news articles is an ideal way to keep them engaged and motivated.

How To Teach Children

Figure 11

Key Aspects of Teaching English to Children



Note. This figure outlines the seven core components of a holistic pedagogical approach for young English language learners, ranging from understanding developmental stages to providing effective assessment and feedback.

Developmental Stage

The developmental stage is defined by Brod (2021) as age-related changes in children's social, emotional, cognitive, and physical development as they grow and mature. Therefore, it is important to design teaching strategies based on these developmental factors:

Table 32
Summary of Developmental Stages in Early and Middle Childhood

Developmental Area	Younger Children (Approx. 5–7 years old)	Older Children (Approx. 8–11 years old)
Physical	Developing gross motor skills (running, jumping); fine motor skills are limited.	Improved coordination and control; capable of more intricate tasks like detailed drawing.
Cognitive	Concrete thinking; attention span and memory are still developing.	Begins to use abstract thought and reasoning; can handle more complex cognitive tasks.
Emotional	Experiences rapid mood shifts; requires external support to manage and express feelings.	Has a more developed sense of self-esteem and better coping strategies for challenges.
Social	Primarily engages in parallel play (playing alongside peers without direct interaction).	Capable of more sophisticated and collaborative social interactions; understands social rules.

Note. This table outlines key developmental shifts in childhood based on the work of Berk (2012), Abbott and Burkitt (2023), and Bergin and Gordon Biddle (2025).

Physical Development

Berk (2012) defines physical development as the changes in gross motor skills such as running or jumping, fine motor

skills such as writing or drawing, coordination, and sensory perception. Young children have limited fine motor skills and are unable to write and draw on their own, while older children are better coordinated and are able to perform more intricate tasks.

Cognitive Development

Cognitive development refers to the growing abilities of a child to think, remember, solve problems and use language. According to Abbott and Burkitt (2023), the limited attention span and memory capacity of young children are due to the incomplete development of the prefrontal cortex. On the other hand, older children can engage in more complex cognitive tasks such as abstract thinking and deductive reasoning.

Emotional Development

This area involves the growing awareness and management of one's own feelings. Bergin and Gordon Biddle (2025) argue that a young child shifts moods rapidly and requires support to express and control their feelings, while an older child has a more developed sense of self-esteem and coping strategies to deal with stress and challenges.

Social Development. Children acquire social skills and establish relationships with peers and adults, while also learning the norms and rules of society. According to Bergin and Gordon Biddle (2025), young children usually engage in parallel play (playing side-by-side with other children but without interacting with each other), while older children have more sophisticated social interactions.

Multi-sensory Approach

Birsh and Carreker (2018) define the multi-sensory approach as an instructional method that employs more than one sensory system or sense at a time such as sound, sight, touch and movement to learn English. This teaching style embraces

the fact that students learn differently; therefore, it engages these senses to adapt to their learning needs through the following aspects:

Visual Stimuli

Visual aids include charts, graphs, diagrams, pictures, and videos that are used to represent information in a visually appealing and intelligible way. Visual aids assist students in picturing concepts, linking them to prior knowledge to reinforce language structures. For example, using flashcards with pictures can help young students remember words and connect them to specific things or actions.

Auditory Input

The use of various audio materials in class, such as songs or any type of recorded material, is useful in terms of practicing listening skills and exposing students to authentic sources. Additionally, combining audio and visual material is another great strategy to reinforce language learning. For example, watching a film with subtitles or listening to a story while following along in a book is an ideal way to practice both reading and listening skills.

Tactile and Kinesthetic Activities

Students can use letter tiles to make words or enact the meaning of a word using gestures. For instance, when teaching the verb 'to stomp,' the entire class can physically stomp their feet, connecting the sound, word, and action. Children gain knowledge of letter-sound correspondence and word formation through engagement in hands-on activities involving letters and words.

Interactive Learning

Gamified activities encourage students to interact with both the language and their peers in a dynamic setting. Activities where students can interact with each other using the language, applying critical thinking and creativity are ideal for language practice in stress-free environments.

Language Input

Rowland et al. (2020) describe language input for children as the language that children hear and are exposed to from caregivers, teachers, peers, and their environment. This plays a crucial role in language development because it helps them understand the world around them and learn to communicate effectively. For this input to be most effective, it should meet the following criteria:

Rich Vocabulary

To help children learn, they need to be exposed to a great deal of vocabulary in a variety of contexts. Examples include conversations at home, storytelling, reading books together, and discussing topics of interest. Caregivers and educators can help deepen children's understanding through definitions, synonyms, and examples.

Clear and Correct Language Models

Children learn the patterns and structures of language primarily through imitation. Therefore, it is essential for their caregivers and educators to provide clear and correct language models so that children can develop accurate skills. Gently guiding children by correcting them while modeling the correct pronunciation, grammar, and sentence structures is an ideal way to help them develop their language skills.

Repetition and Reinforcement

It is important for children to hear the same language repeatedly. By using the same words or phrases in different contexts, and giving children many opportunities to use such vocabulary, they can gradually store those linguistic concepts in their long-term memory.

Contextualized Language Use

Children should encounter relevant language input in contexts that are meaningful and engaging for them. Using

stories, songs, games, and real-life situations provides children with a tangible connection to the language.

Multimodal Input

Children respond better to language when it is presented in various forms, including spoken language as well as visual forms, such as pictures, videos, props, and other visual aids. Using gestures, expressions, and body language helps children understand meaning, especially when they are learning English.

Responsive Interactions

This involves a "serve and return" dynamic where adults are attentive and responsive to a child's communication attempts. For instance, if a child points at a dog and says "Doggie!", the teacher can respond, "Yes, that's a big, brown doggie! The doggie says “woof'." This affirms the child's observation and expands their vocabulary. Actively listening and responding to children’s questions, comments, and non-verbal cues affirm their efforts and encourages further language use.

Authentic Materials

For children's language learning, authentic materials are resources created for native speakers in real-life contexts (Tomlinson, 2023). Using them provides children with crucial exposure to the language as it is genuinely used. Ideally, teachers should focus on resources such as:

Realia and Objects

Learning becomes a more authentic experience when real objects linked to children’s interests and experiences are used. By incorporating realia into the classroom, children learn vocabulary and concepts that are tied to real contexts. When teachers bring in items that relate to music, for example, children have more opportunity to experiment with the language associated with that topic.

Books

Storybooks are an excellent resource for children's learning. Unlike other forms of children's literature, authentic storybooks expose children to natural language structures, vocabulary, and idioms. As a result, children develop reading comprehension as well as an understanding of culturally relevant topics.

Songs and Rhymes

Playing nursery rhymes and traditional songs in the English class helps children with rhythm, rhyme, and repetition. This is important because it helps children internalize language structures and foster a friendly learning environment.

Videos and Cartoons

Videos made for native-speaking children, such as cartoons and other television programs, offer enjoyable and authentic input. This kind of input enhances children's listening skills and vocabulary acquisition while building their cultural awareness and motivation.

Interactive Activities

Interactive activities enable children to actively engage in the learning process. As highlighted by Bergin and Gordon Biddle (2025), they are effective tools for facilitating language development and social interaction through a focus on rewarding tasks that are student-centered rather than teacher-led. As a result, teachers might consider these classroom activities:

Games

Authentic games, puzzles, and interactive games designed for children provide opportunities for language practice and reinforcement. Board games, card games, digital games, and online activities offer engaging contexts for language learning and communication.

Role-plays and Dramatizations

Children can role-play different scenes and imaginary situations in English. When children participate in these activities, they use language spontaneously by interacting with each other.

Group Discussions and Debates

Group discussions and debates encourage children to express their opinions and share their ideas in English. These activities are even more engaging when the teacher chooses topics that are relevant, interesting, and motivating to the students. Topics for this age group could include simple, engaging debates such as 'Which superpower is better: flying or invisibility?' to encourage spontaneous language use.

Interactive Storytelling

This practice encourages children to think critically about a story or narrative, which helps develop their interest in literacy. It can involve students asking questions, making predictions, acting out parts of the story, or creating alternative endings.

Collaborative Projects

Collaborative projects involve students working together in groups to accomplish a task, solve a problem, or create something new using the target language. It may involve creating a poster, a story, a play, or even multimedia projects, such as video tutorials and presentations.

Technology-enhanced Activities

Digital tools and interactive technology allow children to explore, create, and interact with language in dynamic and innovative ways. Educational apps, online games, interactive whiteboards, and other multimedia resources offer engaging opportunities for language practice.

Positive Learning Environment

According to De Nobile et al. (2021), a positive environment for children that supports learning is essential for language acquisition, cognition, and social skills. An environment that is warm, supportive, encouraging, and respectful is key to fostering and motivating children to learn. Accordingly, it is imperative that teachers address the following:

Engaging and Stimulating Activities

Having a variety of fun and age-appropriate activities that capture children's interest maintains their curiosity to keep learning English. Using games and sensory materials gives children the opportunity to actively explore, inquire, and discover.

Safe and Welcoming Atmosphere

Children thrive when they feel safe, welcomed, and nurtured. Having a learning space that is organized, inviting, and free from distractions boosts children's focus and engagement in language activities.

Encouragement and Support

Motivating children to take risks, persist, and aim high in language learning requires praise, encouragement, and constructive feedback. Recognizing and commending the children's achievements reinforces their confidence and self-efficacy. When a foreign language is taught in an individualized way with scaffolding and differentiated instruction, children feel respected and capable of success.

Positive Relationships

It is important for educators, peers, and caregivers to build positive relationships to enhance learning. A warm and nurturing relationship with children builds trust, security, and a sense of belonging.

Inclusive Practices

Upholding diversity, equity, and inclusion creates a setting where every child feels respected, valued, and represented. Celebrating differences and helping children understand global diversity encourages them to be more open to different perspectives and motivates them to learn other languages.

Emotional Support and Regulation

Attending to children's emotional needs is crucial for their development. Teachers can help children develop self-awareness and emotional literacy. Creating a safe space for them to express themselves and ask for help when needed is an ideal way to build their emotional resilience.

Assessment and Feedback

De Florio (2023) states that assessment and feedback are crucial elements in an effective learning environment because they provide valuable information to help children improve their language skills. Thus, effective practice in this area involves several key considerations:

Formative Assessment

Formative assessment helps teachers identify learning gaps, adjust their teaching strategies, and provide targeted support and feedback to children. In a language class, tools such as observations, check-ins, and informal assessments integrated into daily activities can help teachers track children’s progress, understanding, and engagement.

Authentic Assessment.

Authentic assessment highlights children’s strengths and areas for growth while promoting understanding, critical thinking, and other transferable skills. Performance-based tasks, projects, portfolios, and demonstrations provide

authentic opportunities for children to showcase their abilities in English.

Individualized Assessment

This approach involves collecting data through a variety of methods, such as observations, checklists, interviews, and work samples. This allows teachers to assess each child's unique needs and use that information to guide their individual learning process.

Feedback

Constructive feedback is a vital component for supporting children's learning in the English class. To be effective, feedback should be timely, specific, and aligned with clear learning goals.

Self-assessment and Peer Evaluations

Self-assessment and peer evaluation can help children take greater ownership of their language learning. This process also aids them in developing analytical thinking, effective communication, and collaboration skills.

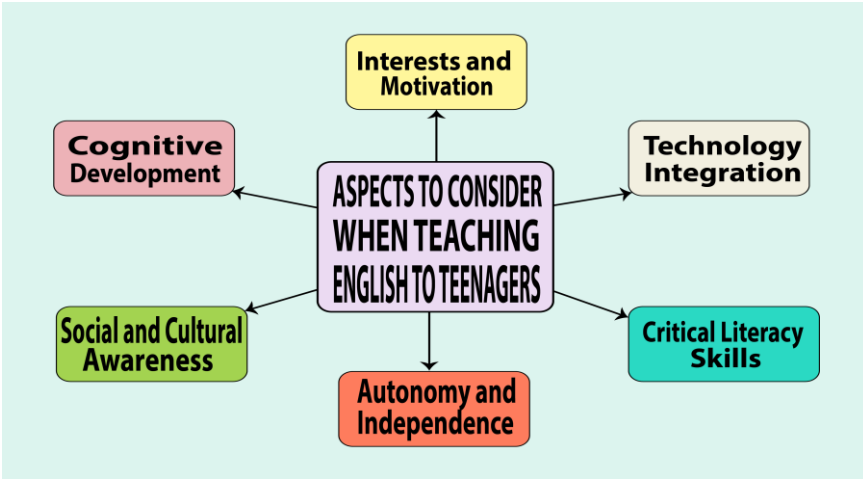
Goal Setting and Reflection

Encouraging children to plan, monitor, and evaluate their own learning helps them become more aware of their strengths, weaknesses, and progress. This practice of setting goals and reflecting on outcomes promotes the development of metacognitive skills, which, according to Pang (2020), refer to the ability to monitor, regulate, and control one's own thinking processes in order to plan, organize, evaluate, and reflect on learning processes.

How to Teach Teenagers

Figure 12

Key Aspects of Teaching English to Teenagers



Note. This diagram displays the six key areas that inform effective English language teaching for adolescent learners, including cognitive development, motivation, technology integration, critical literacy, autonomy and independence, and sociocultural awareness.

Table 33
Applying Pedagogical Principles in the Teenage English Classroom

Pedagogical Principle	Example Classroom Application
Cognitive Development	Engage students in debates on complex social issues or have them analyze symbolism in a poem to foster abstract thinking.
Interests and Motivation	Design a project-based unit around a topic chosen by the class, such as video game narratives or contemporary music lyrics.
Technology Integration	Task students with creating a short documentary or a podcast episode using digital tools such as Canva or CapCut to practice storytelling.
Critical Literacy Skills	Have students analyze a news article and its social media comments to identify bias, misinformation, and persuasive techniques.
Autonomy and Independence	Offer a "learning menu" of assignment options (e.g., write an essay, create a presentation, or record a video) for a final project.
Social and Cultural Awareness	Organize a virtual cultural exchange with students from another country to discuss cultural perspectives on a global topic.

Note. This table illustrates practical instructional strategies aligned with the core pedagogical principles for teaching English to teenagers.

Cognitive Development

Goswami (2020) defines cognitive development as the maturation of cognitive abilities (thinking, reasoning, problem-solving, memory, decision-making) of adolescents. Teenagers go through significant cognitive changes because their brains are constantly developing, which has an obvious impact on their learning processes. Consequently, teachers should be mindful of several key cognitive shifts:

Abstract Thinking

Steinberg (2022) states that teenagers develop the ability to think abstractly, hypothetically, analyze more complex ideas, formulate hypotheses, and consider multiple perspectives. In other words, their reasoning and logic skills become more sophisticated as they comprehend ideas that are not "hands-on." For example, in language learning, this type of thinking helps them understand abstract ideas or themes in literary texts.

Problem-solving Skills

Teenagers' problem-solving abilities become more advanced as they encounter increasingly complex challenges and tasks. Steinberg (2022) mentions that they use critical thinking skills to identify problems, evaluate options, and implement solutions. In English language learning, teenagers apply problem-solving skills when interpreting and analyzing texts. A teacher might present a news article with a clear bias and task students in groups to not only identify the biased language but also to collaboratively rewrite the headline and opening paragraph from a neutral point of view.

Memory and Learning Strategies

Dunlosky et al. (2013) state that the memory capacities of teenagers are continuously developing and improving, which helps them remember and recall information more

efficiently. As a result, they begin employing techniques such as visualization, association, and verbal repetition to memorize information more effectively. Therefore, English teachers can help their adolescent students learn English faster by teaching them different techniques, such as note-taking or mnemonic strategies.

Decision-making and Risk Assessment

As teenagers grow into young adults, they experience more complex decisions and situations that require mature judgment and risk assessment. According to Steinberg (2022), teenagers are able to think through the consequences of their actions, evaluate risks, and make choices in educational, social, and personal spheres. This means they may evaluate their linguistic decisions and decide how and with whom to communicate.

Interests and Motivation

According to Arduini-Van Hoose (2020), teenagers' interest and motivation play a vital role in the learning process. It determines a teenager's engagement, effort, and persistence at their learning tasks, including learning English. It is important for teachers to understand students' interests and drive so they can design learning experiences that are relevant and meaningful to them in order to foster intrinsic motivation. This can be achieved by concentrating on several key factors:

Diverse Interests

Teenagers' interests, hobbies, and passions vary widely and influence their choices. These interests may include sports, music, art, technology, literature, and other areas. When teachers become aware of this, they can design interesting and engaging classes to suit their students' particular interests.

Relevance and Real-world Connections

Teenagers tend to focus and pay more attention in class when they study topics that are relevant and connected to their lives and goals. Therefore, teachers should demonstrate the real-world importance of English by designing tasks that allow students to use their language skills in practical and meaningful contexts.

Autonomy and Choice

Teenagers prefer to have choices and autonomy in their learning processes. Allowing them to have some control over their language learning path, such as what topics to study, what activities to do, and what projects to work on, can keep them motivated and engaged. Allowing students to select assignments or reading materials gives them a sense of ownership over their learning.

Peer Influence and Social Connections

Peer relationships strongly influence teenagers' attitudes and behaviors. Students must feel they are an important part of the class to help them keep engaged with the class. Therefore, classroom tasks should promote collaboration and group work to encourage communication and language development.

Goal Setting and Achievement.

Setting clear, attainable goals and celebrating progress are powerful motivators for teenagers. Hence, it is important to define clear and achievable goals, so students can feel they are progressing, which reinforces their confidence and drive to succeed.

Technology Integration

The integration of technology in the English class refers to using all sorts of educational technologies in order to improve the teaching process and obtain better and possibly

faster learning outcomes. Prensky (2010) defines teenagers as digital natives, which means they can use technology naturally and without any major complications. Therefore, it is important to implement these tools in class to facilitate learning, collaboration, and engagement through approaches such as:

Interactive Learning Platforms

Websites, Platforms and educational apps are a great opportunity for teenagers to improve their English skills through different gamified activities. Teenagers can make the best use of interactive learning through platforms like Quizlet and Kahoot, which offer gamified language learning experiences, quizzes, and more to practice vocabulary, grammar, reading, listening and even speaking.

Digital Resources and Multimedia

Using digital resources, such as e-books, audiobooks, videos, or podcasts, is an ideal way to expose students to authentic language and culture. Additionally, this exposure boosts student motivation and engagement.

Digital Storytelling and Creation Tools

There are many digital platforms, such as Adobe Spark, Canva, CapCut, and many others that can help English students to create their own multimedia presentations. The use of digital storytelling tools is a great way to help students practice both their digital skills and also their English skills.

Adaptive Learning Systems and AI

AI and adaptive learning systems tailor content to match each teenager's learning pace and individual needs. These platforms use algorithms to create personalized learning experiences, which can be a great tool in the English class.

Digital Citizenship and Online Safety

English teachers must also prepare students to be safe and well-informed digital citizens. This includes helping students

think critically, use technology responsibly, learn online etiquette, and address issues such as cyberbullying and misinformation.

Critical Literacy Skills

Mattson (2024) argues that critical literacy skills are important for adolescents to navigate and engage with complex texts, media, and any other information they may encounter in today's digital age. Crucially, critical literacy extends beyond basic reading comprehension, as it involves a critical examination of all information sources. Developing this skill set involves concentrating on several core components:

Text Analysis

Critical literacy involves analyzing texts to uncover deeper meanings, perspectives, and authorial intent. As students engage in critical analysis, they have to interpret messages in increasingly complex books, media, and informational texts.

Media Literacy

Media literacy skills enable teenagers to become critical consumers and creators of media content. By critically evaluating media messages, teenagers are able to recognize bias, misinformation, and persuasive techniques in ads, news, social media, and entertainment media in general.

Critical Thinking

Critical thinking is useful to develop analytical and reflective skills. Teenagers can understand and evaluate the way English-language texts use language, empowering them to challenge prevailing views and promote social justice.

Cultural Awareness and Diversity

Critical literacy helps teenagers become aware of different cultures and their experiences. When they are exposed to different voices and stories in English, they can develop

empathy, which fosters tolerance and cross-cultural understanding.

Active Citizenship and Social Justice

When teenagers analyze problems of equity, diversity, and social justice in their English classes, they can recognize their own agency and responsibility in addressing such problems, developing into more engaged citizens.

Autonomy and Independence

Csizér et al. (2024) describe the transition to adolescence as a process of developing autonomy (self-governance) and independence (self-reliance). Within English learning, it is essential to foster these traits so students can become responsible language users. This can be achieved by focusing on:

Self-directed Learning

When teenagers gain more autonomy and independence, they become self-directed students who can take the initiative and responsibility for their own learning. Students who are self-directed learners prefer to make choices on their own rather than rely on their teachers for guidance.

Choice and Agency

Giving teenagers opportunities to make choices and have a say in their learning helps develop autonomy and independence. Whenever possible, teachers should allow students to choose learning topics, methods, or projects to validate and respect their sense of agency.

Time Management and Organization

Developing effective time management and organizational skills promotes autonomy and independence. As teenagers master these skills, they become more productive with their time while exercising self-discipline to meet academic goals and deadlines.

Social and Cultural Awareness

According to Banks (2020), teens need to be socially and culturally aware in order to be able to understand differences in human identities, perspectives, and experiences. Understanding and respecting these differences when learning a foreign language can help students develop empathy and understanding, which also fosters social justice and equity. To cultivate this awareness, instruction should emphasize several key areas:

Cultural Competence

Being socially and culturally aware means developing cultural competence: the ability to interact respectfully and effectively with people from different backgrounds. This is essential when learning another language in order to accept and respect other cultures.

Identity Formation

Adolescence is an important stage for developing one's identity and sense of belonging. Social and cultural awareness involves understanding one's own identity and the identities of others, which includes factors such as race, ethnicity, gender, and religion. This competence is useful when learning English as it helps students communicate effectively in a globalized world where English often serves as a lingua franca.

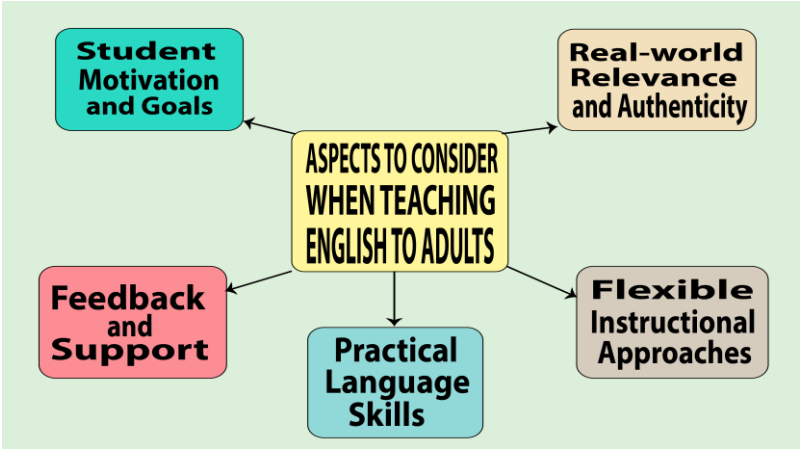
Cultural Exchange and Dialogue

Teenagers can use their social and cultural awareness skills to engage in conversations and share ideas with one another regardless of their social or cultural backgrounds. Creating opportunities for these exchanges in English enables students to share their cultural heritage and learn from each other respectfully.

How to Teach Adults

Figure 13

Key Aspects of Teaching English to Adults



Note. The figure highlights the five essential considerations for adult English education. The framework is centered on student motivation, real-world relevance, flexible instruction, practical skills, and robust feedback and support.

Table 34
Aligning Instructional Strategies with Adult Learner Motivations

Adult Learner Need/Goal	Effective Instructional Strategy
Career Advancement	Focus on practical language skills for the workplace, such as writing professional emails, participating in meetings, or negotiation language.
Personal Interest/Travel	Use authentic materials like travel blogs, documentaries, and podcasts; conduct role-plays for scenarios like ordering food or asking for directions.
Academic Purposes	Teach functional grammar and vocabulary relevant to academic writing and presentations; provide individualized support and feedback on assignments.
Social Connection	Design collaborative projects and group discussions that encourage authentic communication and interaction in English.
Need for Flexibility	Offer a variety of assignment formats and use differentiated instruction to accommodate diverse learning styles and busy schedules.

Note. This table connects the intrinsic and extrinsic motivations of adult English learners with corresponding instructional approaches that prioritize relevance and practical application, as informed by Knowles et al. (2020) and Nutt (2020).

Student Motivation and Goals

According to Knowles et al. (2020), adult students' motivations to learn English are goal-oriented, meaning they value real-world applications, such as improving their careers or social standing. Therefore, teachers must consider this mentality to design effective language learning experiences by focusing on several key areas:

Intrinsic and Extrinsic Motivation

Adults can be motivated to learn English for various reasons, including personal interests, curiosity or self-improvement and growth. Adult students can also have external motivators like getting promotions, making trips, studying, or migrating for education. When you understand what motivates adults, you can modify your teaching methods to suit their needs and goals.

Personal and Professional Goals

Adult students often have specific objectives in their personal and professional lives. Many want to learn English to get a better job, improve their standing at work, or advance their career. Others may want to improve their English for travel or for communicating with family abroad. When these goals are considered, educators can tailor instructions to meet students' individual needs.

Relevance and Meaningfulness

Adults are more motivated when classroom content relates directly to their lives and goals. This connection between learning activities and real-life applicability is a powerful motivator.

Success and Progress Monitoring

Noticing tangible progress is a key motivator for adult students. To facilitate this, it is important to set clear, achievable goals that they can track and monitor.

Lifelong Learning Mindset

Most adult students view learning English as part of their lifelong learning journey. Therefore, fostering a growth mindset, which includes curiosity, a willingness to take on challenges, and viewing mistakes as learning opportunities is essential to build a positive attitude and resilience.

Real-world Relevance and Authenticity

Will et al. (2022) state that the relevance and authenticity of what is taught in the English class are essential aspects of language education. This becomes particularly relevant when teaching English to adult students. Considering these factors provides students with opportunities to engage in language use that is meaningful and authentic. To achieve this, instruction should center on three core principles:

Real-world Relevance

Teaching real-life applications of English motivates adult students. Instruction should therefore be grounded in the contexts and experiences that adult learners encounter in their everyday lives, ensuring communication is both practical and meaningful.

Authenticity in Language Learning

Classroom materials, situations, and interactions should mirror the language used in real-world social contexts. Authentic materials can include newspapers, magazines, websites, videos, podcasts, and social media content, as well as authentic tasks such as role-plays, simulations, and problem-solving activities.

Assessment of Authentic Performance

Measuring an adult student's language skills in authentic contexts more accurately reflects their true abilities. Students can demonstrate their language proficiency through performance-based assessments, such as giving a presentation, participating in an interview, or completing a portfolio project to receive meaningful feedback.

Flexible Instructional Approaches

According to Knowles et al. (2020), flexible instructional approaches for adults are teaching methods and strategies that take into account adult students' specific, goal-oriented needs. Therefore, designing tasks that align with their learning goals involves focusing on several key strategies:

Varied Teaching Methods

Flexible instruction uses various strategies to engage students with diverse learning styles and learning preferences. To engage adult students and encourage participation, teachers may use lecture-style presentations, workshops, group work, hands-on activities, multimedia resources, and experiential learning opportunities.

Differentiated Instruction

In an English class, teachers can provide differentiated instruction by customizing instructional materials, using alternative teaching strategies, offering various assignment options, adjusting the pace, and incorporating scaffolding techniques.

Ongoing Feedback and Support

A flexible teaching approach offers consistent feedback and support to adult students in a constructive and encouraging manner. This empowers learners to overcome challenges, stay focused on achieving their goals, and build resilience when mistakes occur.

Practical Language Skills

Nutt (2020) argues that practical language skills for adults refer to the ability to communicate effectively in real-life situations, which they can encounter in work, travel, social events, and daily activities. Teaching English to adults involves equipping them with the language they need for

common tasks they are likely to encounter. To this end, instruction should prioritize several key competencies:

Everyday Communication

Practical language skills for adults include interactions such as greeting others, making introductions, asking for directions, making requests, giving opinions, and talking about the weather. Mastering these skills helps adult students interact with confidence.

Functional Language

Practical instruction should focus on functional language for specific situations, such as making appointments, ordering food, shopping, doing transactions, or asking for information.

Workplace Communication

Teachers should also cover language for professional environments, including workplace etiquette and negotiation strategies, so students can participate effectively in meetings and discussions.

Functional Grammar and Vocabulary

Instead of focusing only on abstract grammar rules, instruction should prioritize functional grammar and vocabulary that adult students can use immediately in real-life situations.

Language for Specific Purposes

Practical language skills also encompass Language for Specific Purposes (LSP), which targets the personal, academic, or professional goals of adults. In this sense, professionals need to learn specialized or technical English depending on their professions. Therefore, instructions should be tailored accordingly.

Feedback and Support

Feedback and support, as defined by Brookfield et al. (2023), are essential features of effective adult education because

they provide the guidance and encouragement students need to stay engaged and motivated. To provide this effectively, instruction should incorporate several key components:

Constructive Feedback

Students must be provided with constructive feedback that focuses first on their strengths while also identifying areas for improvement. This is particularly important for goal-oriented adult learners.

Formative Assessment

In adult education, feedback often comes from formative assessment. This type of assessment involves informal observations, class assignments, quizzes, and any other type of activity to measure progress and provide constructive, timely feedback.

Individualized Support

Personalized support to adult students involves recognizing their backgrounds and learning needs. Therefore, teachers should tailor and adapt their teaching strategies accordingly. This can involve one-on-one tutoring and individualized assignments that meet their students' specific interests.

Self-assessment and Reflection

Educators should encourage students to assess their own strengths, identify areas for growth, and develop strategies to monitor their progress independently. Activities such as self-evaluations, goal-setting, and reflective journals foster metacognitive awareness and ownership of learning.

Chapter Summary

In this chapter, we learned that in order to teach English, besides considering age, we must consider several aspects such as developmental stages, language input, students' interests, material quality, levels of interactivity, technological

tools, learning environments, assessment and feedback strategies, motivation, and learners' goals.

Here are ten relevant points found in this chapter:

1. To teach children, we must use play-based and implement multi-sensory approaches to foster a positive and inclusive environment.
2. To teach teenagers, we must balance the use of educational technologies, critical literacy, and autonomy-driven tasks.
3. To teach adults, lessons must align with real-world goals, prioritize practical communication skills, and offer flexible, feedback-rich instruction.
4. Developmental stages (physical, cognitive, and social) determine teaching approaches for children.
5. Teenagers benefit from abstract thinking challenges and peer collaboration.
6. Authentic materials enhance engagement across all age groups.
7. Formative assessment and constructive feedback support students' progress tracking.
8. Cultural awareness and inclusivity strengthen social-emotional learning.
9. Adults thrive with personalized, goal-oriented curricula and workplace-relevant content.
10. Lifelong learning mindsets and metacognitive strategies empower adult learners.

Check your Knowledge

Read the following questions and select the correct answer for each.

1) What teaching method is emphasized for young learners?
a) Play-based activities
b) Structured debates
c) Technical vocabulary drills

2) Which tool is recommended for teenagers to enhance engagement in English classes?
a) Flashcards
b) Digital apps such as Kahoot or Quizziz
c) Traditional textbooks

3) What is a key focus when teaching adult learners?
a) Memorizing grammar rules
b) Real-world application and goals
c) Parallel play

4) Which aspect is critical for creating a positive learning environment for children?
a) High-pressure assessments
b) Isolated study sessions
c) Safe and inclusive atmosphere

5) What skill is developed through critical literacy in teenagers?
a) Media analysis
b) Handwriting improvement
c) Physical coordination

6) Which strategy supports adult learners' motivation?
a) Rigid lesson plans
b) Avoiding real-life contexts
c) Personalized feedback and goal-setting

7) **What is an example of multi-sensory learning for children?**
a) Silent reading
b) Using letter tiles and gestures
c) Lecture-based teaching

8) **Why is fostering autonomy important for teenagers?**
a) To reduce teacher workload
b) To limit social interactions
c) To encourage self-directed learning

9) **Which material is considered authentic for adult learners?**
a) Fictional novels
b) Cartoon videos
c) Workplace communication scenarios

10) **What assessment method is used to track children's progress, give them support and feedback?**
a) Formative assessments
b) Standardized testing
c) Peer competition

Note. See Appendix C for the answer key.

Chapter 4: Teaching Approaches

Introduction

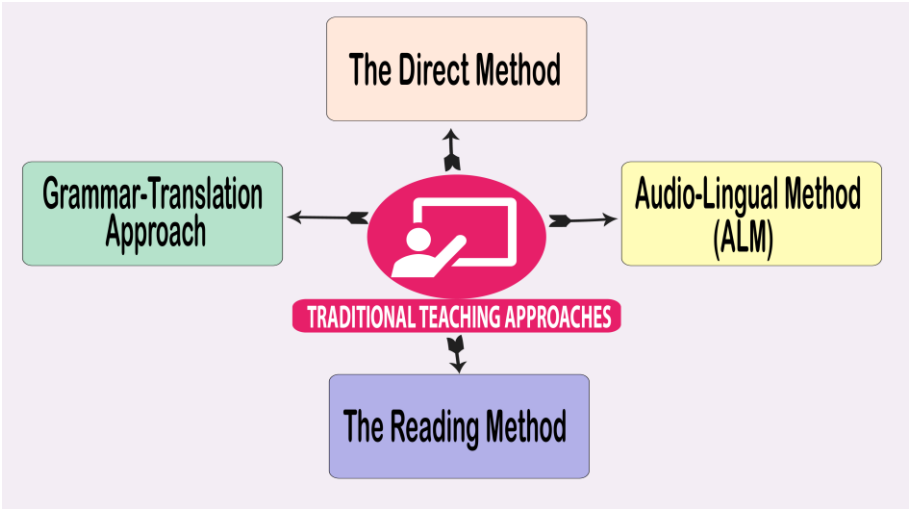
Having established in the previous chapter the critical importance of tailoring instruction to the learner, we understand that factors such as age, developmental stage, motivation, and real-world goals are not just minor considerations, but the very foundation of effective pedagogy. Acknowledging that a play-based strategy for children differs vastly from a goal-oriented curriculum for adults naturally leads to a fundamental question: What pedagogical frameworks, methods, and philosophies are available to meet these diverse needs? This chapter answers that question by exploring the evolution of teaching approaches, which help educators set the guidelines to teach a language. This includes several principles, techniques, strategies, and activities used by teachers to help their students acquire all language skills.

Traditional Teaching Approaches

These approaches are rooted in pedagogical practices that predate the 20th-century focus on communicative proficiency. As outlined by scholars like Richards and Rodgers (2001), these methods often originated from the academic tradition of teaching classical languages such as Latin and Greek. Consequently, they are typically teacher-centered and place a strong emphasis on the explicit instruction of grammatical rules, the memorization of vocabulary lists, and the practice of translation exercises. The primary goal was often to develop students' ability to read classical literature rather than to develop conversational fluency, shaping a paradigm where language was treated more as an academic subject to be analyzed than a social tool to be used.

Figure 14

A concept map of traditional teaching approaches



Note. These methods are often characterized by a teacher-centered approach, with a primary focus on linguistic accuracy and the explicit instruction of grammatical rules.

Grammar-Translation Approach

The Grammar-Translation Approach is defined by Holmes et al. (2019), as a traditional method that originated in European academic contexts in the 19th Century and was largely used in classrooms around the world until the mid-20th century. The primary focus of this approach was teaching students grammar rules and vocabulary through translation exercises. The main goal of this approach was to develop reading and writing skills with little emphasis on speaking and listening skills. Its key characteristics include:

Emphasis on Grammar

This approach focuses on teaching grammar rules. Lessons often have explanations of grammar rules first followed by a few exercises where students apply such rules in translation.

Vocabulary Memorization

Students are required to memorize lists of words and translations between the target language and their own. Vocabulary acquisition is often accomplished through memorization and repetition.

Translation Exercises

Translation is a central component of this approach. Students practice translating sentences, passages, or texts in English into their own language trying to keep the original meaning.

Reading-centered Instruction

Reading comprehension is the primary focus of instruction. Usually, lesson texts are of literary or academic nature. Students are required to analyze and translate such texts to show their understanding.

Limited Oral Communication

Oral skills are not the main focus in this approach. Students are rarely provided an opportunity to speak, listen, or participate in language activities in context.

Classroom Application. The teacher provides students with a short passage in English from a classic literary work. Students are then tasked with meticulously translating the passage into their native language, paying close attention to grammatical accuracy and vocabulary equivalents. The session concludes with the teacher reviewing the translations and explaining complex grammar points.

The Grammar-translation approach, although popular for a long time, has been heavily criticized for its almost complete lack of emphasis on developing communicative skills in students beyond understanding texts through translation and memorization of vocabulary.

The Direct Method

The Direct Method, also known as the **Natural Method**, is described by Richards and Rodgers (2001) as an alternative approach to language teaching that emerged in the late 19th and early 20th centuries as a reaction against the Grammar-Translation method. Kelly (1976) mentions that this method was developed by educator Maximilian Berlitz and it focuses on language immersion by encouraging students to think about real-life situations so the target language can be taught in context without relying on explicit grammar instruction. This method is characterized by the following:

Oral Communication

Prioritizing oral communication, the Direct Method places less emphasis on written language. During the lessons, the teacher and students only use the target language, which fosters an immersive learning environment.

Everyday Situations

Teaching a language is achieved by focusing on practical situations. For example, greeting someone, ordering food in a restaurant, asking for directions, and other real-life situations. Vocabulary and grammar are conveyed in context so that students can learn them naturally through exposure.

Visual Aids and Gestures

Teachers use visual tools, hand signals, and objects from real life for better language learning. This is a multi-sensory technique that helps teachers reinforce vocabulary and grammar, and at the same time, it makes language input easier to understand.

Inductive Learning

This approach to language teaching uses a technique which is consistent with an inductive approach to grammar

teaching where students discover rules through real life examples introduced to them throughout the lesson.

Error Correction

Teachers correct their students' mistakes in a positive and supportive way so they can improve their language skills in a motivating environment.

Classroom Application. The teacher sets up a mock café in the classroom. Using only English, the teacher models how to order a coffee. Students then practice this real-life scenario by taking turns acting as the barista and the customer, using props and gestures to aid comprehension without resorting to their native language.

The Direct Method greatly influenced Language Teaching by helping shift away from Grammar based methods popularly used at the current time. Many have critiqued this method for relying on memorization and not giving students a lot of authentic language exposure, but it did set the stage for modern communicative approaches in language teaching.

Audio-Lingual Method (ALM)

The Audio-lingual Method (ALM) gained great popularity in the 1960s, especially in the United States. According to Brown and Lee (2015), B.F. Skinner’s behaviorist psychology influenced the ALM. Skinner's idea of operant conditioning along with Leonard Bloomfield's descriptive frameworks in structural linguistics influenced the Audio-lingual Method, which emerged as a response to the limitations of the Grammar-Translation Approach. The main focus of this method is to practice English through oral drills, dialogues, and pattern exercises, which can lead to automate the use of the target language. This reflects Skinner’s behaviorist

principle that reinforcement and repetition lead to learning. Its defining features are:

Oral Drills

This method focuses mostly on oral drills as a teaching strategy. Students are guided through a series of repetitive oral drills on language patterns, sentence structures, and grammatical forms in order to reinforce the target language.

Mimicry and Repetition

Students are encouraged to repeat the sentences they hear from the teacher or in a recording. The aim here is to help students develop automatic responses through repetition drills.

Pattern Drills

In this method, students perform pattern drills where they substitute elements within a given sentence structure to practice the target language.

Minimal Use of Translation

This method limits translation and grammar explanations. Language learning occurs mainly via examples and exercises in context designed to promote language use and understanding.

Error Correction

Error correction in this method is immediate and explicit. Teachers help students with their errors to encourage them to improve their fluency and language accuracy.

Classroom Application. To practice the present continuous tense, the teacher leads a substitution drill.

Teacher: reading a book.

Students: She is reading a book.

Teacher: watching TV

Students: She is watching TV.

Teacher: playing soccer

Students: She is playing soccer.

The drill continues rapidly, reinforcing the sentence structure through mimicry and repetition.

The Audio-lingual Method gained popularity in the mid-20th century. Some criticized it for not focusing on meaning and communication, but audio-visual materials and techniques in language teaching appeared as a result, and it opened the way for later communicative and proficiency-oriented approaches.

The Reading Method

The Reading Method is a technique for teaching a language by focusing on developing reading skills in the target language. According to Richards and Rodgers (2001), this approach emerged as an alternative to grammar-based approaches and became popular in the mid-20th century. This method focuses on reading lots of texts with a gradual increase in difficulty with limited attention to speaking and listening skills. Furthermore, West (1960) argues that decoding written language through controlled exposure can help in grammar and vocabulary internalization. This method is distinguished by these features:

Reading Comprehension

The goal of using this method is to increase comprehension in the target language. Students work with a variety of texts, such as graded readers, authentic materials, and simplified texts, to develop reading fluency in the language.

Vocabulary Acquisition

The reading materials are often graded according to the level of the students and aim at gradually increasing students' vocabulary. Beginners start with easy materials and move on to harder ones and authentic materials as their reading skills improve and their vocabulary grows.

Limited Oral Communication

This method does not focus much on oral communication skills. In general, students have few opportunities to discuss the texts they are reading, but the main focus remains on developing reading fluency.

Reading Strategies

Students learn many reading skills and strategies in this method, such as skimming, scanning, predicting, and inferring in this method.

Classroom Application. Students are given a graded reader, which is a short book with vocabulary and grammar adapted to their proficiency level. Their task is to read a chapter and identify ten new vocabulary words. In class, the discussion focuses solely on understanding the plot, characters, and the meaning of the new words within the context of the story.

The Reading Method has been very popular in language classrooms, particularly when literacy and academic proficiency in the target language is a priority. Although the Reading Method helps with reading skills, it fails at developing speaking and listening skills. Thus, critics argue that it does not prepare students for real-life communication situations.

Table 35
Summary of Traditional Teaching Approaches

Approach	Core Principle	Primary Focus	Key Classroom Activity
Grammar-Translation	Develop reading and writing skills through L1.	Grammar rules and vocabulary lists.	Translating written texts.
The Direct Method	Learn L2 naturally, like L1, through immersion.	Oral communication in everyday situations.	Responding to questions and prompts in L2.
Audio-Lingual Method	Form correct language habits through reinforcement.	Oral drills and pattern practice.	Mimicry, repetition, and pattern drills.
The Reading Method	Develop reading fluency and comprehension.	Vocabulary acquisition through graded texts.	Extensive reading of varied texts.

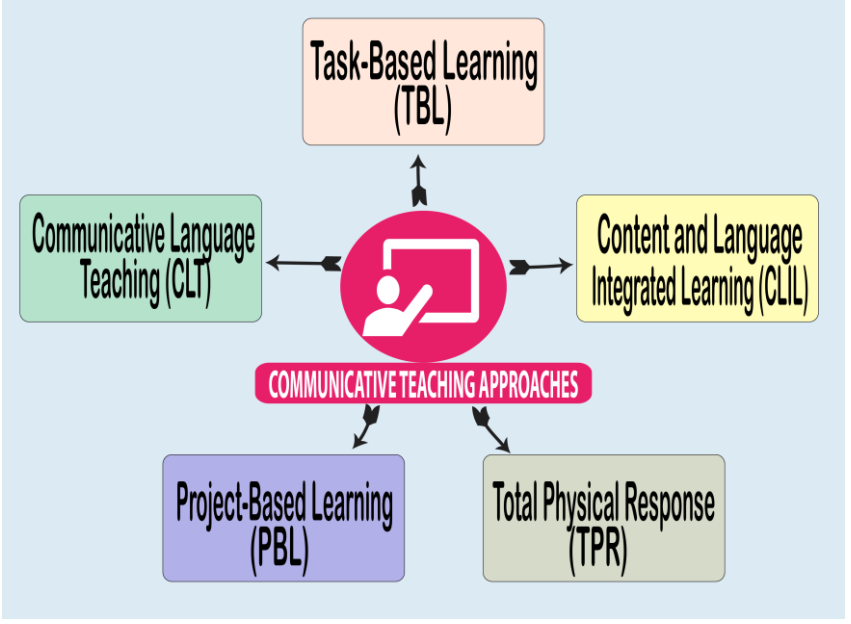
Note. This table contrasts the foundational, teacher-centered methodologies discussed in this chapter.

Communicative Teaching Approaches

A major paradigm shift in language education is represented by communicative teaching methods, which shift the emphasis from linguistic knowledge to real-world applications. These methods place a high priority on the development of communicative competence, which was defined by Savignon (1997) as the capacity to use language appropriately and effectively in order to achieve communication objectives. This marks a change from previous approaches that placed more emphasis on flawless grammar. Rather, communicative methods place a strong emphasis on interactive and real-world language use, employing exercises such as role-plays, problem-solving assignments, and information gaps that promote authentic meaning negotiation and foster fluency and strategic competence in everyday contexts.

Figure 15

A concept map of communicative teaching approaches



Note. The main focus of these approaches is the development of communicative competence, prioritizing meaningful interaction, and the use of language in authentic contexts.

Communicative Language Teaching (CLT)

The Communicative Language Teaching approach (CLT) is, according to Lutfiya (2024), a student-centered approach that emerged in the 1970s as a response to the limitations of grammar-based teaching approaches that were still in use back then. The primary aim of CLT is to develop a student's ability to communicate effectively in real-life situations, and it is based on the belief that language learning should be meaningful and interactive, with a focus on authentic communication rather than simple rote memorization of grammar rules and vocabulary. In CLT classrooms, language is used more as a tool for meaning and goal achievement, while the teacher takes the role of a facilitator. The core characteristics of this approach are:

Communicative Competence

CLT aims to help students develop communicative competence, which is the ability to use language properly and accurately in real-life contexts. Using a language correctly involves not only grammar, but also other factors that include the right choice of expressions, meaning, and non-verbal behavior.

Authentic Language Use

The focus of this methodology is on incorporating genuine language materials and activities that emulate actual communication scenarios. In this sense, role-plays, discussions, problem-solving activities, fill-in-the-gaps, and many other tasks provide students with plenty of opportunities to put into practice their language skills.

Student-centered Approach

To foster autonomy, motivation, and engagement, CLT is an inherently student-centered approach. The idea is to fully involve students in the teaching-learning process, so they can have the opportunity to give their opinions in terms of activities and goals to improve their language learning journey.

Focus on Fluency

This approach focuses on developing fluency in speaking and listening skills. The idea is that while accuracy is important, fluency helps students communicate effectively despite any linguistic mistakes.

Integrated Skills

This approach includes the development of all language skills (listening, speaking, reading, writing) through communicative activities. Learning a language holistically involves giving students plenty of chances to use and practice the target language meaningfully.

Classroom Application. Students are put into pairs for a role-play activity. One student is a tourist who is lost, and the other is a local resident. The tourist receives a map with a starting point, and the local resident has a card with the final destination. The goal is for the tourist to successfully ask for and follow directions to the destination. Fluency and successful communication are prioritized over perfect grammatical accuracy.

The Communicative Language Teaching approach is still relevant all over the world because it offers a way to foster fluency and the use of practical language rather than a mere focus on grammar rules and vocabulary memorization.

Task-Based Learning (TBL)

Task-Based Learning (TBL) is a language teaching approach that focuses on engaging students in meaningful tasks that function as the catalyst for language learning by integrating all four language skills. East (2021) states that these tasks imitate real-life communication experiences, and therefore they aim at immersing students in authentic communicative situations, which require them to negotiate meaning, cooperate, and solve problems. This learning approach has the following key characteristics:

Authentic Tasks

In a TBL classroom, learning is structured around the completion of authentic tasks. To achieve this, students may have to create and perform role-plays, problem-solving activities, manage projects, participate in a debate, or other types of simulation that require the use of authentic language.

Language Use

Students use the target language to interact, overcome miscommunication, and work with their peers to accomplish the task goals. There is no rote memorization in this approach.

Language Skills Integration

TBL combines all language skills (listening, speaking, reading, writing) in all task-based activities. Students listen and read to comprehend what needs to be accomplished. Then, they use their speaking and writing skills to communicate information and execute the tasks.

Task Design

All tasks are designed to create opportunities for language learning. They must be meaningful, achievable, and also scaffolded, so students can perform them, no matter how challenging they may be. Designing these activities involves

a pre-task (preparation), task completion, and a post-task stage to reflect on students' performance.

Student-centered Approach

This technique is learner-centered and focuses on the empowerment, engagement, and motivation of students. Learners get an opportunity to choose and negotiate tasks according to their interests, aims, and proficiency level. The teachers must provide guidance, support, and feedback throughout this process.

Classroom Application. The teacher presents a problem: "Your group needs to plan a three-day, eco-friendly class trip with a budget of $500." Students must work together to research destinations (reading), debate options (speaking), and create a final digital presentation with an itinerary and budget breakdown (writing). The language is a tool to complete the task.

Task-Based Learning gained popularity in language education because of its particular focus on authentic language use and student engagement. This approach not only fosters fluency, but also communicative competence and real-life language skills.

Content and Language Integrated Learning (CLIL)

CLIL is a methodology in which the academic curriculum is taught through a second or foreign language. According to Banegas and Zappa-Hollman (2023), this approach was born in Europe in the 1990s and is now widely employed around the world as a way to improve bilingualism, academic success, and intercultural understanding. CLIL initiatives are used to learn the subject knowledge and improve the target language. Therefore, CLIL programs can cover subjects as diverse as mathematics, psychology, research, geography, and many others. For instance, a history class might study World War II using English-language texts, documentaries,

and discussions, simultaneously learning historical content and academic English. Key principles of this approach include:

Integrated Language and Content Learning

CLIL combines language learning with academic content. Students engage with such content and at the same time develop their language skills to be able to understand academic information in the target language.

Authentic Contexts

Students learn English through lessons that are based on real contexts. This process allows students to connect the target language of instruction with the subject matter content.

Language Support

Teachers who apply the CLIL approach must provide language support where necessary to help students understand and apply, if possible, the subject matter content. This involves teaching vocabulary and language scaffolding.

Multi-modal Instruction

Teaching in this method often takes advantage of different resources, such as videos, diagrams, and interactive software to improve students' understanding and involvement.

Bilingualism and Biculturalism

CLIL encourages students to develop bilingualism and biculturalism through the teachings of theory and practice. This approach allows students to develop not only the target language, but also how to interact with it from different intercultural perspectives.

Classroom Application. In a science class taught in English, students learn about the water cycle. They watch an English-language documentary, label a diagram of the cycle with key vocabulary (e.g., evaporation, condensation,

precipitation), and then work in groups to create a short presentation explaining one stage of the process. The focus is on learning the science content through the medium of English.

Educators have adopted CLIL as an effective way to teach a language and enhance academic learning, critical thinking, and language proficiency across different fields of study. This approach is ideal to develop language skills in the target language and gain academic knowledge from an intercultural perspective.

Project-Based Learning (PBL)

Project-Based Learning (PBL) is defined by Cole (2024) as an instructional approach rooted in constructivist pedagogy, where learning is seen as an active and social process of meaning-making that centers around the completion of meaningful projects to facilitate learning and promote deeper understanding of content. In PBL, students work collaboratively to investigate and address real-world problems, questions, or challenges, engaging in inquiry, critical thinking, and problem-solving throughout the project. PBL includes the following core characteristics:

Authentic Projects

PBL tasks must be authentic and relevant to students' lives and interests. These projects usually require investigation, analysis, and actions to be developed in the target language.

Inquiry-based Learning

This approach involves students and their drive to find answers to different questions by investigating, exploring, and discovering knowledge in the target language.

Collaboration and Communication

Students must collaborate by working in teams or small groups, which fosters communication skills.

Critical Thinking and Problem-solving

PBL promotes critical thinking in the target language and problem-solving skills as they learn to examine information, judge evidence and create solutions to complex problems

.

Reflection and Evaluation

In this approach, reflection and evaluation at different points of the project cycle are crucial. Teachers must help students reflect on their learning experience in the target language and on their projects to find strengths and weaknesses, which is usually done with the use of rubrics.

Classroom Application. Students start a month-long project titled "Improving Our School's Recycling Program." They conduct interviews with staff (speaking/listening), research local recycling policies online (reading), and create a comprehensive proposal with recommendations that they present to the school administration (writing/speaking). The project is student-driven and addresses a real-world problem.

Project-Based Learning actively engages students, inspires them to learn, and helps them think critically. Being immersed in a language this much through project work develops students' fluency and accuracy in the target language and also helps them get ready for a world that is interconnected through English.

Total Physical Response (TPR)

Total Physical Response (TPR) is a language teaching method that, according to Asher (2009), builds on the assumption that hearing a foreign language can be matched with movement. Essentially, this refers to when children, through body movements along with verbal input from caregivers and teachers, achieve their first language acquisition steps. Students must reply to the teacher's commands through

movements, which helps them understand and internalize the target language. This method's main characteristics are:

Kinesthetic Learning

This approach puts its biggest focus on physical actions to acquire the target language. Students have to respond to their teachers' instructions by performing different physical actions.

Comprehension-focused

TPR exercises are about carrying out action-response activities to develop students' listening skills. The focus is on showing language input comprehension rather than producing language output.

Contextualized Language Use

Students learn the language in meaningful and contextualized situations. In this sense, when a teacher provides a command or instruction, it connects to real-life actions, such as standing up or sitting down in order to make the target language meaningful and relevant.

Low-anxiety Learning Environment

This approach promotes a low-anxiety learning setting as students get to respond indirectly without the pressure of producing spoken language. This is ideal to motivate shy learners to participate and feel encouraged to learn.

Scaffolded Instruction

The activities in this approach must be scaffolded as students progress in their language acquisition journey. Teachers must start first with simple commands and then progress toward more complex tasks.

Classroom Application. The teacher gives a series of commands in English, and students respond with actions. The sequence starts simply: "Stand up. Sit down." It then becomes more complex: "Walk to the door, touch it, and then hop back to your seat." Students demonstrate

comprehension through movement without needing to speak.

Total Physical Response is a popular approach with beginner and young students because it fosters a dynamic and interactive learning experience. Using physical movements helps activate cognitive processes and engage students to build a connection between language and actions.

Table 36

Summary of Communicative Teaching Approaches

Approach	Core Principle	Key Characteristic	Example Activity
Communicative (CLT)	Develop communicative competence for real-life use.	Student-centered; fluency is prioritized.	Role-plays, discussions, problem-solving.
Task-Based Learning (TBL)	Language is acquired by completing meaningful tasks.	Integrates all four skills in an authentic context.	Creating a project; participating in a debate.
Content & Language (CLIL)	Teach academic subjects through a foreign language.	Dual focus on content knowledge and L2 skills.	A history class taught using English texts.
Project-Based Learning (PBL)	Learning occurs through investigating real-world problems.	Inquiry-based, collaborative, and student-driven.	Investigating a local issue and presenting findings.

Total Physical Response (TPR)	Connect language with physical movement.	Comprehension-focused; low-anxiety environment.	Following physical commands from the teacher.

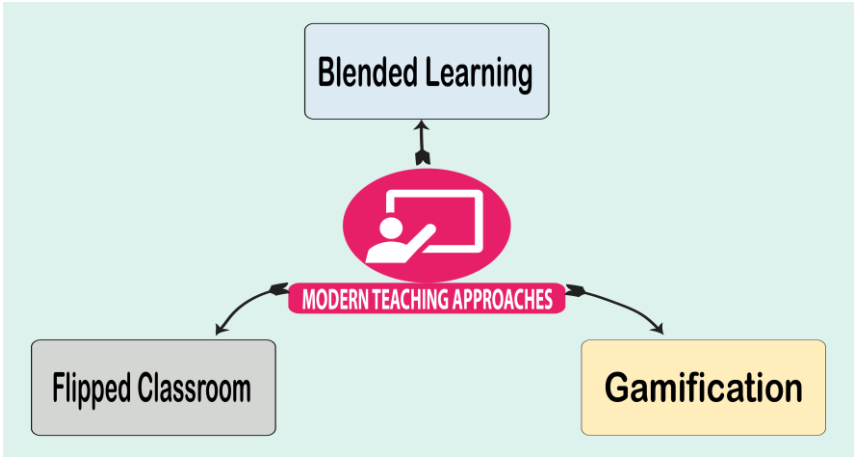
Note. This table summarizes the core principles and classroom applications of student-centered, communication-focused methodologies.

Modern Teaching Approaches

To promote more individualized and student-centered learning, modern language teaching approaches are characterized by the careful integration of innovative pedagogical strategies and technological tools. These methods focus on how digital tools can significantly enhance instruction, rather than on the mere inclusion of technology. Frameworks such as TPACK (Technological Pedagogical Content Knowledge), developed by Mishra and Koehler (2006), emphasize that an understanding of the dynamic relationship between technology, pedagogy, and content is essential for effective teaching. The goal is to foster student autonomy and engagement, and to create inspiring learning environments by using technologies such as learning management systems (LMS) and AI-powered platforms.

Figure 16

A concept map of modern teaching approaches



Note. These approaches often blend on-site and online learning, focusing on student autonomy, engagement, and the application of technology to create personalized learning pathways.

Blended Learning

Blended learning represents a pedagogical fusion of traditional on-site teaching and flexible online platforms, taking advantage of both types of instruction. Stein and Graham (2020) state that this approach was created in response to the expansion of technology in all educational fields and the demand for more flexible and adaptive instructional models. Blended learning takes place when students learn partly through a mix of in-person lessons and online learning. This allows students to interact with the content, engage with peers and get feedback both in and out of the classroom. This approach is defined by the following characteristics:

Hybrid Instruction

Blended Learning combines traditional on-site teaching in a physical classroom with online learning activities through different online platforms.

Flexibility and Personalization

This approach allows students to choose how and when they engage with the online content, which means they can work on their assignments at their own pace thanks to the flexibility of online learning platforms.

Integration of Technology

This approach relies on different technological resources, such as video conferencing programs and learning management system (LMS) platforms to comply with its online components.

Differentiated Instruction

Given the combined nature of this approach, teachers can easily personalize their teaching instructions and assignments based on their students' needs and preferences.

Flipped Classroom Model

Blended learning often has a flipped classroom element. Thus, students may receive instructional content online outside of class. Hence, class time shifts to more interactive activities, discussion, and application of knowledge.

Classroom Application. Students watch a pre-recorded video lecture on a grammar topic at home (online component). In the face-to-face class, they work in small groups on collaborative exercises applying that grammar rule. For homework, they must post a paragraph using the new grammar structure on a class discussion forum and comment on two peers' posts (online component).

Blended Learning is a popular teaching approach because it offers the human touch of on-site classes and the flexibility of online interaction through the use of different educational technologies and digital platforms.

Flipped Classroom

The foundational principle of the Flipped Classroom is to move direct instruction from the group's learning space and to dedicate class time to practical and interactive activities that allow students to apply the knowledge they reviewed before class. Bergmann and Sama (2023) argue that this shift in the teaching process aims to promote active learning and student engagement in addition to personalized instruction. This approach is characterized by several key features:

Pre-recorded Lectures

Students are provided with instructional content in the form of pre-recorded video lectures or suitable online resources for their self-paced learning during out of class time. The teacher may generate these resources or find them online.

In-Class Activities

During class, the teacher acts as a guide who provides feedback when necessary, so students put in practice the grammar structures, vocabulary or any other concepts by engaging them in all sorts of practical communicative activities.

Student-centered Learning

This is a student-centered approach, which means that they must take responsibility of their learning by reviewing any instructional material provided by the teacher in advance.

Differentiated Instruction

Teachers can apply differentiated instruction with their students based on their English level and class engagement.

For example, a student with a poor understanding of new grammar structures may benefit from reviewing material exclusively targeting them. Meanwhile, more advanced or eager students may benefit from reviewing content adapted to higher language levels.

Flexibility and Personalization

This approach focuses on allowing students to access the content that needs to be reviewed by students at any time, so they can effectively engage in class.

Classroom Application. Before class, students are assigned a 10-minute video explaining the difference between the past simple and present perfect tenses. The in-class time is then dedicated entirely to application: students complete worksheets, play a board game requiring them to form sentences using both tenses, and receive personalized feedback from the teacher who circulates the room.

The Flipped Classroom is popular with high school and university settings because it promotes active learning and personalized instruction. However, teachers must be very careful in terms of the material to be reviewed before class and also consider that not all students may comply with the pre-class requirements, which could impact the effectiveness of this approach.

Gamification

As defined by Bernardes et al. (2022), gamification is an approach that combines game elements with academic instructions. The main focus of this approach is to turn language education into an interactive and immersive experience by adding game elements and mechanics. This approach includes the following characteristics:

Game Elements

Gamification uses elements like points, badges, levels, leaderboards, quests, and rewards to motivate and engage students in their language learning activities. These elements help establish clear, achievable, and enjoyable goals.

Progression and Mastery

This approach focuses on having students progress in their language learning path by setting game-like levels, achievements and rewards.

Competition and Collaboration

This approach incorporates elements of competition and collaboration to motivate students and promote social interaction. In this sense, leaderboards and challenges encourage healthy competition.

Feedback and Recognition

Students must receive quick feedback, which boosts their learning and motivates them to do better. Additionally, by giving students points and game-based achievements to praise their progress in the target language, students feel encouraged to keep learning.

Personalization and Choice

This approach allows the teacher to offer their students options to personalize their learning paths by choosing different gamified activities that, depending on what they choose, may earn more or fewer to progress their process to "unlock" higher levels in the target language.

Classroom Application. To review vocabulary, the class plays a Kahoot! quiz. Students use their phones to answer multiple-choice questions. For each correct answer, they earn points, with extra points for speed. A leaderboard is displayed after each question, and the top three students at the end receive a digital "badge" or a small reward, turning revision into a fun competition.

Gamification has become a great alternative to enhance language education by incorporating game elements into all communicative activities to make them more engaging and enjoyable.

Table 37

Summary of Modern Teaching Approaches

Approach	Core Principle	Key Feature	Role of Technology
Blended Learning	Combine face-to-face and online instructions.	Hybrid instruction model offering flexibility.	Essential for online content delivery (LMS, videos).
Flipped Classroom	Move direct instruction online to use class time for application.	Pre-class content review; in-class active learning.	Required for pre-recorded lectures and online resources.
Gamification	Apply game mechanics to non-game learning contexts.	Points, badges, leaderboards, and rewards.	Often delivered via apps and online platforms.

Note. This table contrasts three contemporary teaching approaches that heavily integrate technology to enhance student engagement and personalized learning.

Emerging Technologies in English Teaching

The development of emerging technologies has created unprecedented opportunities to reshape the language learning experience. These digital tools are not merely content-delivery systems; they function as dynamic environments for practice, interaction, and immersion. As Chapelle (2009) argues, the value of these technologies lies in their potential to facilitate the conditions needed for second language acquisition. This includes providing learners with access to authentic input, opportunities for meaningful interaction, and personalized feedback through various tools such as language learning apps, learning management systems (LMS), or virtual reality environments.

Language Learning Apps

Learning languages using apps is an interesting and interactive way to learn. Some of the popular apps to learn English include Duolingo, Babbel, or Rosetta Stone. These apps are a great tool to practice all language skills anywhere and at any time.

Virtual Reality (VR) and Augmented Reality (AR)

VR and AR technologies provide lively and engaging experiences that can take students to virtual worlds where they can practice their target language skills in real-world scenarios. These technologies enable language learners to have virtual conversations, visit cultural sites, and participate in interactive language activities.

Online Language Exchange Platforms

These platforms connect native speakers with students of any language to practice. In this case, platforms such as iTalki, Tandem, and HelloTalk are ideal to enable students to keep in touch with English native speakers and other students to practice their speaking and listening skills.

Artificial Intelligence (AI)

AI-powered platforms such as Chat GPT, Gemini, and Deepseek are great resources to help English students practice their language skills. These platforms are ideal to use because they are free to use and can be used anywhere and at any time.

Online Collaborative Tools

Online platforms like Google docs or Padlet allow language students and teachers to collaborate and communicate. These and other tools allow learners to work together in real-time on reading and writing collaborative projects, which are ideal to provide feedback from both the teacher and also peer feedback.

Pros of Integrating Technology in the EFL Class

Increased Engagement

Interactive technologies and gamified elements can make learning more dynamic and motivating.

Enhanced Accessibility

Digital tools and online platforms allow students to access learning materials anywhere and at any time.

Personalized Learning

Educational technologies can tailor content and activities to meet individual student needs and learning paces.

Authentic Language Practice

Technology provides access to authentic materials (videos, podcasts, articles) and connects students with native speakers.

Immediate Feedback

Many apps and platforms can provide instant correction for quizzes and exercises, helping students learn from their mistakes in real-time.

Collaborative Learning

Online tools such as Google Docs or Padlet enable students to work together on projects, fostering communication and peer feedback.

Gamified Learning

Gamification and game-based learning techniques make English learning fun and interactive, motivating students through game elements and rewards.

Cultural Understanding

Educational technologies allow teachers to provide students with a clear insight of different English-speaking countries, their customs and traditions.

Flexible Learning Options

Approaches like Blended Learning and the Flipped Classroom offer a mix of on-site and online education to suit different schedules and preferences

Innovative Teaching Strategies

The integration of technology into the English classroom enables the implementation of different teaching approaches such as blended learning, flipped classroom and other technology-based approaches.

Cons of Integrating Technology in the EFL Class

Technical Issues

Educational technologies, just like any other technology, may face technical difficulties, such as connectivity or even compatibility problems that may hinder the learning experience.

Digital Divide

A limited access to educational technologies and internet connectivity may prevent students from having full access to all learning materials to practice the target language.

Privacy Concerns

Websites used for online learning and social media sites may cause privacy issues related to data security, tracking, and information sharing.

Quality of Content

Not all online resources and digital platforms may be accurate and of high quality, which can lead to misinformation and even confusion among students.

Distraction

Learning a new language online may not be entirely effective due to digital distractions like social media and online multitasking that affect students' attention spans.

Dependence on technology

Online language learning platforms may feel less personal and cause social isolation due to the lack of real communication with other students in physical settings.

Resistance to Change

Resistance from educators, students, or institutions due to unfamiliarity, skepticism, or reluctance may pose a barrier to implementing emerging technologies for English language learning.

In general, the implementation of different educational technologies into English language teaching processes represents a significant advancement in improving its instruction. By incorporating personalized learning platforms, as well as applications and other digital resources, students have more opportunities to practice their English language skills.

However, careful attention must be paid when using these technologies to avoid creating social barriers, limited access, and even over-reliance on them. Teachers must remember that these technologies are here to help students develop their communicative competence for real-life interactions with other people, not only in isolated digital environments.

Table 38

Pros and Cons of Integrating Emerging Technologies in the EFL Classroom

Pros and Cons of Integrating Emerging Technologies in the EFL Classroom	
Pros	**Cons**
• Increased student engagement and motivation.	• Potential for technical issues (connectivity, compatibility).
• Enhanced accessibility to learning materials anytime.	• The "Digital Divide" creates unequal access for students.
• Opportunities for personalized and differentiated instruction.	• Data privacy and security concerns.
• Access to authentic language practice and cultural insights.	• Variable quality of online content can lead to misinformation.
• Immediate feedback through apps and platforms.	• Risk of distraction from social media and multitasking.
• Fosters collaborative learning via online tools.	• Potential for over-dependence on technology and social isolation.
• Flexible learning options (e.g., blended, flipped).	• Resistance to change from educators or institutions.

Note. This table outlines the key benefits and challenges teachers must consider when integrating technology into language instruction.

Developing Your Own Teaching Approach

Developing your own English teaching methodology based on the teaching approaches discussed so far, incorporating your teaching style, can be an exciting and rewarding process. To create your own personalized teaching approach, teachers should consider the following:

Self-reflection and Philosophy

Teachers should think back on their teaching experiences, strengths, weaknesses, and values. It is essential to focus on developing a student-centered approach that relies on active learning and educational technologies, while also considering students' needs, preferences, and cultural backgrounds.

Research Teaching Approaches

It is necessary to research and choose the strategies and key elements from different teaching approaches that best suit your goals. Additionally, searching for different educational technologies can help teachers put the best approaches into practice.

Define Core Principles and Objectives

Educators should define the main teaching principles (student-centeredness, interculturalism, inclusivity, etc.) that will govern their teaching approaches. Additionally, it is crucial to define clear learning objectives that align with international standards such as the Common European Framework of Reference for Languages (CEFR).

Implement and Evaluate

A successful teacher needs to develop a framework to put their teaching approaches into practice, which must help

monitor student progress through formative and summative assessment. Subsequently, the methodology should be improved based on data gathered from observation and student assessments.

Collaborate and Grow

Educators must keep up to date with pedagogical developments and language instruction to adopt and integrate new practices into their teaching approach. It is also beneficial to stay in touch with other language colleagues to exchange information, materials, and experiences.

What to Avoid When Developing Your Own Teaching Approach

When developing your own teaching style, it's essential to consider these aspects:

Copy Someone Else's Style Completely

Take inspiration from other teachers, but do not imitate or copy their teaching style completely. Your teaching approach must be created to show your teaching skills because we all see the world from a unique perspective.

Neglect Student Needs and Preferences

When developing your teaching style, keep in mind your students' needs, preferences, social, and cultural backgrounds. Doing this will allow you to develop a welcoming and effective learning environment.

Ignore Pedagogical Research and Best Practices

Don’t ignore expert opinions from researchers, theorists, and other teachers. The more informed you are, the better your approach will be.

Rely Solely on One Teaching Approach

Don’t rely only on one teaching approach regardless of how much you may like it. Make sure to implement and combine

the best elements from different methodologies to create an effective learning experience for your students.

Underestimate the Importance of Reflection and Adaptation

Never undervalue how crucial data gathered from reflection, observation, and assessment may be. The idea is to develop a teaching approach that keeps constantly evolving and adapting to you and your students.

Dismiss Technology and Innovation

Do not disregard the power of technology in language learning. Instead of simply ignoring it, it is ideal to adopt emerging technologies to keep innovating your teaching processes.

Neglect Classroom Management and Organization

Make sure that your teaching approach incorporates classroom management and clear class rules. Students perform better when they understand expectations for academic performance and behavior

Be Inflexible and Closed-Minded

Make sure to always be open to suggestions and changes that may enhance your teaching approach. The most effective methodologies are those that are constantly reviewed and updated, so they remain relevant and meet students' needs and preferences.

Developing your own teaching style offers numerous benefits that can positively impact both you and your students. By developing a personalized approach that aligns with your strengths, values, and teaching philosophy, you can create a dynamic and engaging learning environment that fosters student success and satisfaction. Your unique teaching style will allow you to tailor instruction to meet the diverse needs and preferences of your students, promote active learning and participation, and foster a sense of ownership and creativity in your teaching practice.

A Proposal for a New Teaching Methodology: Rhythmic Communicative Approach (RCA)

The Rhythmic Communicative Approach (RCA) is an approach designed to merge the use of music in the class while avoiding the use of traditional English textbooks. Instead, this approach focuses on using authentic material from different sources, such as song lyrics, movies, graded and non-graded readers, newspaper and magazine articles, and any other type of curated media content. Murphey (1992) states that when vocabulary, grammar, and other target language structures are presented through rhythm and melodic patterns, students internalize them at a faster rate. Therefore, by incorporating music as a core element in every single class, this approach fosters an enjoyable and encouraging learning environment that facilitates a faster language acquisition process. Furthermore, considering that fluency tasks come first in this methodology, delaying error correction for later stages, this approach aligns with Krashen's (1982) affective filter hypothesis by reducing student anxiety while communicating in English.

Core Principles

Authentic Materials as Foundation

Instead of using English textbooks, this approach is founded on the use of authentic materials such as song lyrics, movies, graded and non-graded readers, podcasts, and other real-life resources. All materials used in class must meet the students' needs and preferences to maintain a motivating and encouraging learning environment.

Music as a Pedagogical Pillar

Music is incorporated into every lesson as a pedagogical pillar to help students internalize grammar, memorize vocabulary, practice listening and pronunciation, and learn about other cultures.

Fluency-First, Accuracy-Later Cycle

The fluency-first, accuracy-later cycle encourages students to speak during unstructured communication activities like debates, role-plays, and storytelling. Only afterwards can teachers focus on error correction through different exercises that become grammar and vocabulary mini-lessons.

CEFR-Aligned Curriculum

Curricula and their corresponding syllabi must be designed by teachers in accordance with the Common European Framework of Reference for Languages (CEFR).

Methodology Structure

Phase 1: Immersion (Fluency Focus)

Warm-Up. Play a song containing the target vocabulary or grammar required for the lesson (e.g., U2's "*I Still Haven't Found What I'm Looking For*" for the present perfect). This is a perfect activity to introduce the required target language structure and vocabulary to students

Authentic Task. Students must work on an activity involving the song introduced in the previous stage. For example, they can work on a fill-in-the-gap version of the lyrics or simply talk about the message of the song.

Fluency Expansion. For this stage, students may work on activities to develop their fluency, such as recording a message analyzing the lyrics, writing and acting out a conversation in which they discuss the song from different perspectives (e.g., fan perspective, music producer perspective, etc.), or debating about the song's message among many other possibilities.

Phase 2: Reflection & Accuracy

Error Analysis. The teacher must focus on working with their students to identify any target language mistakes they made.

Rhythmic Drills. The teacher may play the same initial song or any other to go over the previously corrected language errors (e.g., pronunciation, spelling, etc.)

Accuracy Application. Correct any mistakes identified in the previous stages in order to aim for linguistic accuracy.

Phase 3: Synthesis

Project-Based Output. Students must work on small projects to showcase their fluency and accuracy in English

(e.g., singing a song with correct pronunciation, debating with other partners about a song or genre, writing a report on a song, etc.)

Assessment. Students should be evaluated in accordance with the standards of the Common European Framework of Reference for Languages (CEFR).

Teacher Guidelines

Material Development Guidelines

Teachers should use authentic material that meets students' needs and preferences.

Music-centric Design

Teachers must use songs in every single class. They must allow students to study vocabulary, grammar, and any other language structure. Therefore, teachers should select songs from different genres performed by artists from different countries with different accents.

CEFR Alignment

The material to be used in class must always align with the CEFR language standards.

Classroom Application. The lesson begins with the teacher playing "Yesterday" by The Beatles. Students listen and fill in the blanks in the provided lyrics, focusing on past tense verbs. Afterward, they discuss the song's meaning in small groups (fluency). Finally, the teacher isolates key grammatical structures from the lyrics for a mini-lesson on accuracy, using the song's rhythm and melody to reinforce learning.

This methodology could work perfectly as a standalone teaching approach to foster a dynamic learning

environment, or it could be combined with many other methodologies to ensure that our classes always remain dynamic, interactive, and enriching for both students and teachers.

Table 39

Framework of the Rhythmic Communicative Approach (RCA)

Component	Description
Core Philosophy	Merge music with communication to create an engaging, low-anxiety learning environment that fosters faster internalization of language through rhythm and melody.
Foundational Materials	Replaces traditional textbooks with authentic materials like song lyrics, movies, podcasts, and articles selected based on student needs and preferences.
Key Principle	**Fluency-First, Accuracy-Later Cycle:** Unstructured communication tasks precede formal error correction to build confidence and reduce the affective filter.
Instructional Cycle	• **Phase 1 (Immersion):** Use a song to introduce a topic, followed by an authentic task and fluency expansion activities (e.g., debates, role-plays). • **Phase 2 (Reflection & Accuracy):** Analyze errors from Phase 1, use rhythmic drills for correction, and focus on linguistic accuracy. • **Phase 3 (Synthesis):** Students apply learned skills in a final project (e.g., singing a song, creating a report) assessed against CEFR standards.

Note. This table summarizes the key principles and the three-phase instructional framework of the proposed Rhythmic Communicative Approach (RCA).

Chapter Summary

In this chapter, we learned that teaching approaches in language education have evolved over the years from traditional approaches such as the Grammar-Translation approach or the Direct Method to more dynamic teaching styles, such as Communicative Language Teaching (CLT) or the Content and Language Integrated Learning (CLIL) approach. Finally, we analyzed modern teaching approaches with a strong focus on technology, such as Blended learning or Flipped classroom.

Here are ten relevant points found in this chapter:

1. The Grammar-Translation Approach focuses on grammar rules and translation, neglecting oral communication.
2. The Direct Method prioritizes oral immersion and contextual learning without explicit grammar instruction.
3. The Audio-Lingual Method relies on repetitive drills and behaviorist principles for language automation.
4. Communicative Language Teaching (CLT) emphasizes real-life communication and fluency over accuracy.
5. Task-Based Learning (TBL) engages students in authentic tasks to integrate all language skills.
6. Content and Language Integrated Learning (CLIL) combines academic content with language acquisition.

7. Blended Learning merges online flexibility with in-person interaction for personalized instruction.
8. Gamification enhances engagement through game-like elements (points, leaderboards, etc.).
9. Emerging Technologies and apps offer immersive practice but face challenges like accessibility and privacy.
10. The Rhythmic Communicative Approach (RCA) leverages music and authentic materials to reduce anxiety and boost retention.

Check your Knowledge

Read the following questions and select the correct answer for each.

1) Which teaching approach emphasizes grammar rules and translation exercises but neglects oral communication?

a) Direct Method

b) Task-Based Learning

c) Grammar-Translation Approach

2) Which psychological theory serves as the foundation for the Audio-Lingual Method?

a) Constructivism

b) Humanism

c) Behaviorism

3) What is the core principle of the Communicative Language Teaching approach?

a) Developing real-life communication skills

b) Memorizing vocabulary lists

c) Repetitive pattern drills

4) Which method uses physical movements to reinforce language comprehension?

a) Total Physical Response (TPR)

b) Content and Language Integrated Learning (CLIL)

c) Task-based Learning (TBL)

5) What is a key feature of Task-Based Learning (TBL)?

a) Focus on literary translation

b) Integration of all language skills through authentic tasks

c) Explicit grammar instruction

6) Which key elements does the Rhythmic Communicative Approach (RCA) use to enhance English language learning?

a) Grammar and reading textbooks

b) Virtual Reality and AI

c) Music and authentic materials

7) Which approach combines academic content with language learning?

a) Content and Language Integrated Learning (CLIL)

b) Gamification

c) Audio-Lingual Method

8) What does the flipped classroom model prioritize during in-class time?

a) Passive listening to lectures

b) Translation exercises

c) Practical activities and application of pre-learned content

9) Which factors are commonly integrated into gamification strategies?

a) Literary analysis of classic texts

b) Points, badges, and leaderboards

c) Repetitive oral drills

10) What is a major challenge of using emerging technologies such as VR in language teaching?

a) Overemphasis on grammar rules

b) Technical issues and accessibility barriers

c) Lack of focus on reading skills

Note. See Appendix C for the answer key.

Chapter 5: Educational Modalities: On-Site Versus Online Language Learning

Introduction

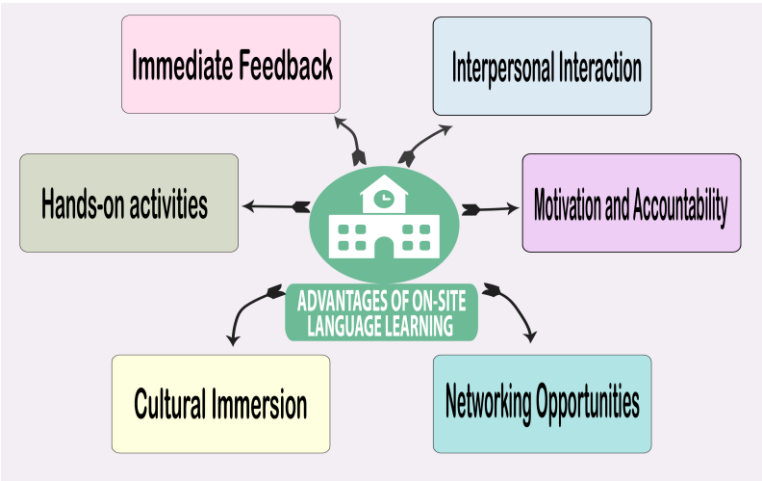
Building on our exploration of diverse teaching approaches from the previous chapter, it is time to turn to the critical question of the learning environment itself. The rise of digital technology has created a fundamental shift in education, making the traditional brick-and-mortar classroom no longer the only option. This chapter delves into the debate between on-site and online learning. On-site education offers the advantages of immediate feedback and real-time personal interaction, while online learning leverages educational technologies for greater flexibility and personalization. By examining the distinct advantages and challenges of each modality, teachers and students can make informed decisions about which environment best suits their needs.

On-site Language Learning

Advantages of On-site Language Learning

Figure 17

A concept map of the advantages of on-site language learning



Note. These advantages primarily stem from the co-presence of instructors and peers, which facilitates real-time communication and a structured social learning environment.

Rooted in sociocultural learning theories, on-site language education emphasizes the value of direct human interaction. This model facilitates a rich, dynamic environment where learners can engage in real-time, face-to-face communication, which is considered essential for developing communicative competence. According to Vygotsky's (1978) sociocultural theory, learning is fundamentally a social process, and the immediate feedback and collaborative negotiation of meaning possible in a physical classroom are critical for language acquisition. Therefore, some advantages to consider are:

Immediate Feedback

In on-site classes, students can receive immediate support and feedback from their teachers. This real-time assistance helps students correct their errors more quickly and efficiently.

Interpersonal Interaction

Given the nature of this learning modality, personal interactions are more effective, which promotes the use of English language skills in an encouraging and motivating learning environment.

Hands-on Activities

This type of modality promotes practical and dynamic activities such as group discussions, role-plays, and other interactive exercises, which foster a sense of camaraderie that, in turn, reinforces language skills.

Motivation and Accountability

Attending an English class in a physical classroom can be very motivating for students, as it encourages them to continue on their path to improving their English language

skills. Additionally, the fact that they have to attend their English class regularly encourages students to be disciplined in their learning process.

Cultural Immersion

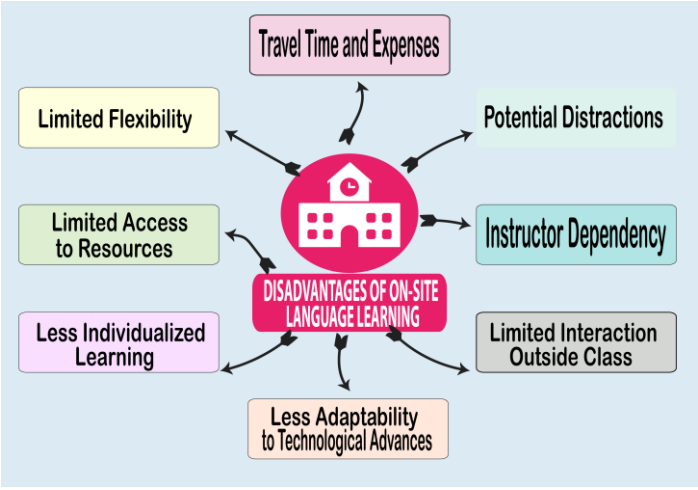
This learning modality may allow people from different cultures to meet, which helps promote interculturality, especially in places where English is the official language of instruction.

Networking Opportunities. Physical classrooms can be excellent places for people from different backgrounds to meet, which facilitates personal and professional connections.

Disadvantages of On-site Language Learning

Figure 18

A concept map of the disadvantages of on-site language learning



Note. The limitations of this model are often related to its inherent rigidity, which can impact flexibility, accessibility, and the potential for individualized instruction.

Despite its benefits, the traditional on-site model presents significant limitations, particularly regarding its rigid structure. This approach often struggles to accommodate diverse learner needs, paces, and styles, requiring adherence to a fixed schedule and curriculum that may not be optimal for every student. As mentioned by Reinders and Hubbard (2014), this rigidity can limit learner autonomy, which is crucial for effective language acquisition. Some disadvantages to consider are:

Limited Flexibility

On-site classes require adhering to a fixed schedule and attending a physical location, which could hinder the consistent attendance of all students enrolled in the class, as it is not flexible in this regard.

Travel Time and Expenses

Attending classes in this modality involves expenses and time commitments, which can be difficult for people who live far from the location where the class is held.

Potential Distractions

The physical classroom can present distractions, such as ambient noise or disruptive peer behavior, that negatively impact the learning process.

Limited Access to Resources

Physical classrooms may have limited access to online learning platforms and rely solely on textbooks.

Instructor Dependency

This educational modality depends on the teacher's constant presence to conduct the class. If the teacher is unavailable, then the learning process stops.

Less Individualized Learning

In this study modality, the teacher must accommodate the needs of the entire class group, which hinders personalized instruction for different students with different needs and preferences.

Limited Interaction Outside Class

In this system, personal interaction between the teacher and students is limited exclusively to the classroom, which limits opportunities for students to consistently practice their English language skills.

Less Adaptability to Technological Advances

This study modality relies heavily on textbooks. It relegates the use of educational technologies to a secondary role, which limits the students' exposure to other resources and teaching methodologies.

Strategies to Improve On-Site Language Learning

To address the limitations of traditional classrooms, modern pedagogical strategies focus on transforming them into more interactive, student-centered environments. The goal is to move beyond passive instruction and actively engage students in the learning process. Richards (2006) emphasizes the importance of incorporating activities that maximize student interaction and communicative output. Here are some strategies that can help:

Interactive Activities

Have students participate in debates, role-plays, and other practical and interactive activities to promote active learning.

Example:

- *Conduct a "four corners" debate where students physically move to different corners of the room*

to show their agreement or disagreement with a statement, forcing them to justify their position.

Use Multimedia Resources and Technology

Use videos, audio recordings, interactive presentations along with learning language platforms and apps to make classes more dynamic and engaging.

Example:

- *Use an interactive whiteboard to collaboratively annotate a short video clip or have students use their smartphones to participate in a live vocabulary quiz with a tool like Kahoot!.*

Provide Immediate Feedback

Give your students quick and constructive feedback. This helps students identify and correct their mistakes.

Example:

- *Circulate around the room during pair work to provide gentle, on-the-spot corrections or use small, individual whiteboards for quick comprehension checks that can be assessed at a glance.*

Encourage Authentic Communication

Always strive to produce different activities that reflect the context of the English language. Different types of activities that replicate real-world situations help attain fluency and accuracy.

Example*:*

- *Ask students to plan a real class party, which requires them to negotiate a budget, create invitations, and assign roles using only English.*

Cultural Integration

It is ideal to insert elements from other cultures (e.g., folk tales, literature, historical events, etc.) into your classes in order to promote cultural awareness.

Example:

- *Have a global food day where students bring in a recipe from a different culture and must explain the cooking steps in English or compare and contrast politeness conventions across different cultures.*

Promote Collaborative Learning

When students work together in teams or small groups in language classes, they perform better because those collaborative activities create a stress-free learning environment in which they can all support each other.

Example:

Use a jigsaw reading activity where each group member becomes an expert on one part of a text and must then teach it to the others in their group.

Evaluate and Adapt

English teachers must pay attention to their teaching processes to find weaknesses and strengths to then find ways to improve their methodologies.

Example:

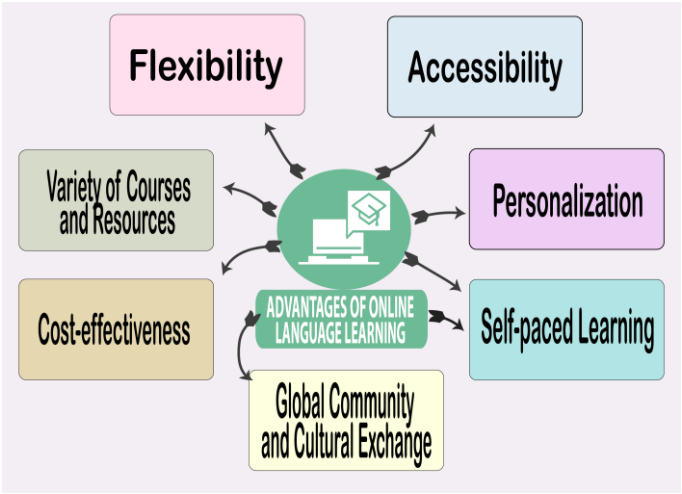
Use exit tickets where students write down one thing they learned and one thing they are still confused about on a slip of paper before leaving the classroom, providing instant feedback for the next day's lesson plan.

Online Language Learning

Advantages of Online Language Learning

Figure 19

A concept map of the advantages of online language learning



Note. Flexibility, accessibility, and the potential for personalization are the core strengths of online education, offering learners greater control over their educational journey.

The rise of digital technologies has created new paradigms for language education, with online learning as its main framework. This modality offers unprecedented flexibility and access to a vast array of resources, allowing for highly personalized learning experiences. Oubadi (2024) highlights that the main advantages of online environments include learner autonomy, the ability to engage with authentic materials on demand, and the capacity to tailor learning activities to individual proficiency levels and goals. Here are some advantages:

Flexibility

Online language learning allows students to progress at their own pace and on their own schedules, which is excellent in terms of flexibility, enabling them to adapt their learning to their various daily activities.

Accessibility

Given the nature of online learning, resources are always available through different platforms and applications at any time and from anywhere.

Variety of Courses and Resources

Online learning platforms and applications provide access to different courses, levels, and methodologies to meet students' needs and interests.

Personalization

Online platforms often use adaptive learning technologies and algorithms to personalize the learning experience based on students' proficiency levels, learning styles, and goals. Through diagnostic assessments and progress tracking tools, learners receive customized learning recommendations, feedback, and support to optimize their language learning journey.

Cost-effectiveness

Online education can be more affordable than on-site education, as it eliminates expenses related to in-person education, such as transportation, physical materials like books, and other costs associated with on-site learning.

Self-paced Learning

Online platforms allow students to practice and complete their tasks at their own pace. This gives students full control over their learning process and boosts their confidence in their language skills. Additionally, this adds the element of convenience.

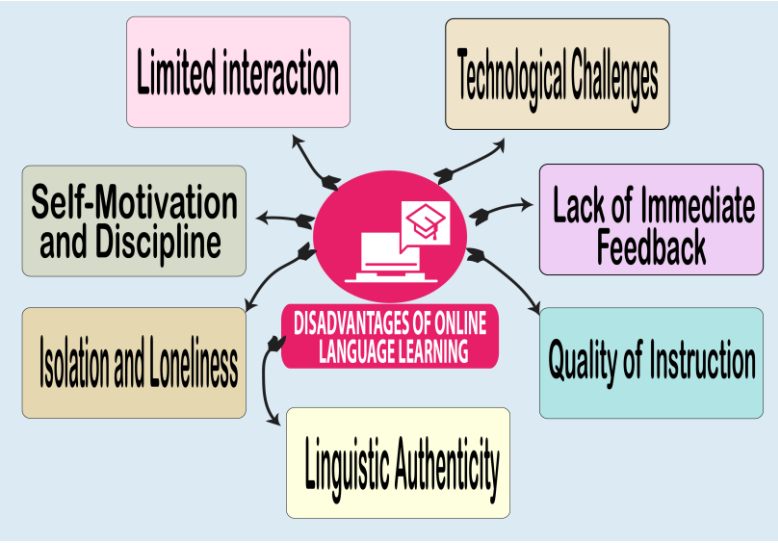
Global Community and Cultural Exchange

Online platforms enable students to connect with others around the world who are also learning English, as well as with native speakers interested in cultural exchanges.

Disadvantages of Online Language Learning

Figure 20

A concept map of the disadvantages of online language learning



Note. Challenges in the online space are frequently tied to the lack of physical presence, which can affect motivation, interaction, and the immediacy of support.

While online education offers significant flexibility, it also presents several challenges, mainly related to the potential for learner isolation and a lack of immediate, spontaneous interaction. Schweighart et al. (2024) argue that the physical separation between students and instructors can create a transactional distance, which may hinder the natural flow of communication and reduce opportunities for collaborative learning. Here are some negative aspects to consider:

Limited interaction

Online interaction lacks the face-to-face human interaction factor that is typical of on-site education. This affects the

development of skills, such as speaking and listening, as there is no real-time interaction or collaboration with the teacher and other classmates.

Technological Challenges

Given the online nature of this type of education, technical problems such as connectivity issues, program glitches, or even electronic device failures, interrupt the learning process. This can be frustrating for students because it hinders their ability to develop their language skills.

Self-Motivation and Discipline

Online education requires a high level of discipline and self-motivation to complete all tasks on time and achieve learning objectives. If students lack these factors, they are likely to face problems to continue on their language learning journey.

Lack of Immediate Feedback

An important factor to consider in online education is that teacher feedback is not immediate but asynchronous, which can be frustrating for students who want to correct their mistakes in real-time.

Isolation and Loneliness

Online education can be frustrating for those students who enjoy the typical on-site education activities, which include social interaction and peer support.

Quality of Instruction

Depending on the teacher, educational platform, and teaching materials provided for students, the quality of online language education can vary. A lack of coherence or perceived ineffectiveness in the instructional design can lead to student frustration and disengagement.

Linguistic Authenticity

Some activities and resources available on specific platforms for language education can be perceived as robotic or inauthentic, especially if they are AI-generated. Using this kind of material in an online class is not advisable since its lack of authenticity hinders students' language skills.

Strategies To Improve Online Language Learning

To mitigate the challenges of online education, effective instructional design must prioritize engagement and interaction. Rakha (2025) states that simply transferring on-site materials to a digital format is insufficient; instead, strategies should leverage the unique advantages of technology to foster a sense of cooperation among learners. Therefore, the following strategies must be considered:

Interactive Learning Platforms

Use interactive learning platforms with multimedia content, interactive exercises, and communication tools for active student engagement. Platforms with features such as discussion forums, live chat, and virtual classrooms encourage interaction and collaboration among peers.

Example:

- Use virtual classroom breakout rooms for small group role-play activities or a shared digital whiteboard for collaborative brainstorming sessions.

Engaging Content

Create or find good-quality, interesting, and engaging content that meets learning goals and lets students practice their language skills. Use audio recordings, images, videos, and games to make the language concepts easy to understand and remember.

Example:

- Create a listening comprehension quiz based on a popular podcast episode or have students create their own memes in English related to a recent lesson.

Real-Time Feedback

Provide students with immediate feedback to help them improve their language skills. For this, you can use forums and video conferences to interact with your students, especially in terms of providing constructive feedback.

Example:

- Use the private chat function during a live video class to provide individual pronunciation corrections without interrupting the speaker's flow or use a tool like Google Docs to give real-time comments on a collaborative writing task.

Synchronous and Asynchronous Learning

There must be a balance between synchronous and asynchronous activities to allow students to work according to their schedules, learning needs, and preferences.

Example:

- Assign a pre-recorded video lecture on a grammar point for students to watch on their own time (asynchronous) and then dedicate a live class session to targeted practice and Q&A (synchronous).

Cultural Integration

Blend cultural content into online learning activities to help students realize the importance of cultural awareness. Promote cross-cultural understanding by exploring topics related to literature, history, traditions, and current events from English-speaking countries.

Example:

- Teachers can organize a virtual holiday exchange where students create short video presentations about a cultural celebration from their home country.

Accessibility and Inclusivity

Make sure online English education is accessible and inclusive for all students regardless of their different learning needs or limited access to technology.

Example:

- Teachers can provide transcripts for all video content to support students with hearing impairments or those who prefer reading and offer low-bandwidth alternatives for assignments whenever possible.

Continuous Evaluation and Improvement

Check the effectiveness of online teaching strategies, course materials, and learning outcomes regularly through student feedback, assessments, and performance metrics. Make improvements to your online teaching strategies based on those findings.

Example:

- Use a short, anonymous Google Forms survey at the end of a unit to ask students which

activities were most and least helpful, then use that data to adjust the plan for the next unit.

Table 40

On-site vs. Online Learning: A Comparative Summary

Feature	On-site Learning	Online Learning
Primary Advantage	Immediate, real-time interpersonal interaction, and feedback.	High degree of flexibility, accessibility, and personalization.
Key Challenge	Rigid schedules and dependency on a physical location.	Potential for learner isolation requires high self-motivation.
Learning pace	Group-paced, dictated by the instructor and curriculum.	Self-paced, allowing learners to control their own progress.
Resource Access	Often limited to physical textbooks and classroom materials.	Access to a vast array of global digital resources and courses.

Note. This table synthesizes the key advantages and disadvantages of on-site and online learning modalities.

Evaluating the Effectiveness of Educational Modalities: On-site vs. Online Learning

On-site Learning

According to Brookfield (2017), on-site education makes providing students with immediate feedback and reflection an easy process, which is ideal in terms of error correction and also to develop cultural awareness. Similarly, Lantolf and Thorne (2006) state that, according to Vygotsky's sociocultural theory (1978), the importance of peer collaboration and scaffolding in language learning is crucial for language acquisition through social interaction. Additionally, Dörnyei (2001) emphasizes that on-site education is motivational and engaging because students can easily interact with their teachers and peers.

Online Learning

Online learning is great in terms of flexibility and personalization, which is ideal for independent students. Zawacki-Richter and Jung (2023) mention that learning environments that rely on educational technologies, such as online learning platforms and apps help students engage more effectively with the learning process, mostly because of the authentic materials they use. Hockly (2015) highlights the advantage posed by these technologies because they can easily adapt learning material to suit students' English proficiency level, needs, and preferences. However, Blake (2020) cautions against the isolation associated with online learning especially in terms of the lack of immediate feedback and human interaction.

Table 41

A Scholarly Evaluation of On-site and Online Learning Modalities

Aspect	On-site Learning	Online Learning
Theoretical Foundation	Aligns with Vygotsky's sociocultural theory, which emphasizes social interaction, peer collaboration, and scaffolding as crucial for language acquisition.	Leverages educational technologies to provide flexible, personalized learning environments that can adapt to individual proficiency levels and needs.
Key Strengths	Facilitates immediate feedback, reflection, and error correction. Fosters motivation and engagement through direct interaction with teachers and peers.	Offers unparalleled flexibility and personalization. Provides access to a wide array of authentic materials that can be tailored to learner goals.
Primary Weakness	Can be rigid and less adaptable to individual student needs and schedules.	Risks learner isolation and lacks opportunities for immediate feedback and spontaneous human interaction.

Note. This table synthesizes scholarly evaluations of on-site and online learning effectiveness, drawing from the perspectives on sociocultural learning, motivation, and technological integration.

Toward an Improved Blended Model: Integrating Strengths

There is a growing consensus among scholars to advocate for blended learning, which is a hybrid on-site and online approach. Li et al. (2023) define blended learning as an organic and deliberate integration of other carefully selected, designed and complementary on-site and online teaching methodologies. The authors argue that this minimizes the challenges posed by each model and maximizes their benefits. These are some blending strategies:

Flipped Classrooms

Students learn theory (e.g., grammar lectures, vocabulary lists, etc.) online at their own pace, freeing on-site time for interaction practice. Sunnard (2021) suggests that flipped classroom approaches increase students' autonomy while on-site meetings allow students to focus on communication skills.

Hybrid Interaction Cycles:

Combine live online discussions (using Zoom or Teams) with small group classroom activities. Stein and Graham (2020) argue that combining different teaching approaches keeps students engaged and also caters to their schedules, without losing the human connection factor that takes place in on-site classes.

Tech-Enhanced Onsite Practices:

Use educational technologies (e.g., language apps, AI chatbots, etc.) to personalize the language learning experience. Palikat and Gruba (2023) believe that apps, such as Duolingo or Quizlet, are excellent tools for boosting language retention provided they are used as an additional resource in on-site environments.

A Final Thought on Educational Modalities

On-site and online learning are excellent teaching approaches, but their efficacy depends on different factors, such as student autonomy, learning goals, and resource availability. Cleveland-Innes et al. (2024) propose a framework to implement blended learning in a way that integrates online tools, educational technologies, and on-site collaborative activities that can easily adapt to what our students need.

In the end, the future of language education is not a simple concoction of physical and digital spaces, but a dynamic learning environment where the best approaches come together for the benefit of all language students.

Chapter Summary

In this chapter, we focused on the advantages and disadvantages of on-site versus online language learning by examining several aspects such as feedback limitations, time flexibility, levels of interactivity, and even accessibility. Additionally, we explored different strategies to improve both educational modalities. Finally, we analyzed how to successfully implement a blended learning model.

Here are ten relevant points found in this chapter:

1. On-site learning advantages: Immediate feedback, interpersonal interaction, hands-on activities, cultural immersion, and networking opportunities.
2. On-site challenges: Rigid schedules, travel costs, distractions, and limited tech integration.

3. Online benefits: Flexibility, 24/7 accessibility, personalized learning, cost-effectiveness, and global community access.
4. Online drawbacks: Limited real-time interaction, technical issues, self-motivation demands, and potential isolation.
5. Blended learning integrates flipped classrooms, hybrid interaction cycles, and tech-enhanced onsite activities.
6. Cultural integration is vital for fostering cross-cultural understanding in both modalities.
7. It's ideal to use different educational technologies such as learning apps and AI tools to boost engagement and retention.
8. On-site learning allows teachers to provide real-time correction, whereas feedback in online settings is asynchronous, which can contribute to error fossilization.
9. Collaborative learning in on-site learning fosters a sense of partnership limited to the classroom, whereas online learning enables global connections.
10. Blended models optimize flexibility and interaction, which helps address the limitations of both modalities.

Check your Knowledge

Read the following questions and select the correct answer for each.

1) Which modality offers immediate feedback and real-time interpersonal interaction?

a) Online learning

b) Blended learning

c) On-site learning

2) What is an advantage of online language learning?

a) Travel cost savings

b) Fixed schedules

c) Printed material availability

3) Which approach combines on-site and online strategies to maximize flexibility and interaction?

a) Flipped classroom

b) Hybrid interaction cycles

c) Blended learning

4) What is a key disadvantage of online learning?

a) Open access to learning technologies

b) Social isolation

c) High travel expenses

5) Which tech tool is recommended for boosting language retention in blended learning?

a) Learning apps

b) Rubric generators

c) Text processors

6) Which strategy is used in both on-site and online learning to promote cultural awareness?

a) Strict grammar drills

b) Cultural integration

c) Asynchronous feedback

7) What do students typically do in a flipped classroom model?

a) Attend lectures in person and practice online

b) Rely solely on AI chatbots

c) Learn theory online and practice in class

8) What is a critical challenge for students in online learning?

a) Self-motivation

b) Feedback

c) Peer collaboration

9) What do hybrid interaction cycles combine in blended learning?

a) Textbook reading and translation exercises

b) Live online discussions and on-site group activities

c) Virtual reality and gamification

10) Which benefit is unique to on-site learning?

a) Global community access

b) Personalized algorithms

c) Networking opportunities

Note. See Appendix C for the answer key.

Chapter 6: Planning Effective and Practical Classes

Introduction

Having explored the broader educational landscapes of on-site, online, and blended learning, it is time to turn to the essential factor that brings these pedagogical models to success: the lesson plan. A well-crafted lesson plan is not a simple outline; it is a strategic tool that provides structure, coherence, and purpose to daily instruction, allowing teachers to navigate the complexities of the English classroom with confidence. This chapter demystifies the process, transforming lesson planning from what some consider a necessary evil into a powerful instrument for creating effective and engaging learning experiences.

The Lesson Plan as a Strategic Tool

A Necessary Evil

Lesson planning can be seen by teachers as a necessary evil, and this often occurs because it generates the perception that it is an extremely demanding activity. LaVoie Sargent and Murphy (2024) point out that lesson planning may be viewed in this negative light due to the time commitment it requires, especially for new teachers who must meet not only curriculum standards but also the needs and preferences of their students.

Although planning demands time and meticulous attention, its benefits far outweigh the difficulties that may arise regarding the time required to create a lesson plan. Khan et al. (2024) mention that it is crucial to shift this perspective of it being a necessary evil and instead recognize it for what it truly is: a powerful tool that empowers teachers through a carefully designed work plan that will help their students learn in the best possible way.

Aspects to Consider When Working on a Lesson Plan

When working on a lesson plan for an English class, several key aspects should be considered to ensure effective instruction and meaningful learning experiences for students:

Learning Objectives

Establish clear and direct learning objectives that define the language skills or competencies students should achieve by the end of the class. It is important to remember that these objectives must be clear, measurable, and aligned with the English proficiency standards set in the class syllabus.

Student Needs and Abilities

It is crucial to consider students' needs and preferences, their cultural background, level of English proficiency, age, and learning styles.

Content Selection

Choose different types of classroom materials, which must be both relevant and engaging for students. It is important to always choose authentic material so that students can practice their language skills based on real-life situations.

Instructional Strategies

Implement different pedagogical strategies to encourage active participation and improve comprehension. Incorporate communicative activities, cooperative work, multimedia presentations, and hands-on learning experiences.

Assessment and Feedback

Incorporate formative and summative assessment, so you can evaluate students' progress. Additionally, make sure to always provide constructive and positive feedback to help students correct their mistakes.

Language Focus

Identify all the grammar tenses, language structures, vocabulary, and any other relevant aspect that needs to be

covered in class. Use scaffolding so that students can progressively and meaningfully improve their English proficiency level.

Cultural Awareness

It is important to promote cultural awareness by incorporating different aspects from English-speaking countries (e.g., literature, folk tales, traditions, etc.).

Technology Integration

Use a variety of educational technologies, such as online learning platforms, language-learning apps, and artificial intelligence-powered platforms to enhance and personalize the learning process for our students.

Time Management

Make sure that time is appropriately distributed in your lesson plan to cover different aspects, such as the introduction, practice, and conclusion. In this regard, flexibility in timing and how it is allocated across the different stages of the lesson plan remains essential.

Structure of an Effective Class

Warm-up

The warm-up stage of a lesson plan is the starting point of the class. Therefore, it should have a dynamic and motivating nature to spark students' interest. Saigul and Mohammed (2024) argue that using engaging games at the beginning of the class significantly boosts student motivation and prepares them for learning. This can be achieved through short, interactive activities that help connect prior knowledge with the content that is about to be explained and practiced in class. Careful planning for this stage involves the following components:

Engagement

Plan short activities that capture students' attention and activate prior knowledge.

Relevance

Ensure that the activities in this stage are relevant and connected to the objectives of the lesson plan.

Time Management

This stage should be brief but motivating to set the tone for the rest of the class.

Variety

Make sure to include a variety of activities during this stage, such as icebreakers, role-plays, and even music, to create a pleasant classroom environment.

Language Focus

Use vocabulary and linguistic structures that will be used throughout the rest of the class.

Presentation

The presentation stage is an essential moment in the structure of a lesson plan, as it is the ideal point for introducing new language forms, structures, and vocabulary. Nurbaktiah et al. (2021) state that it is fundamental to convey information clearly and engagingly. Therefore, teachers must plan a way to introduce communicative situations that help students understand the linguistic points to be covered in class. Careful planning for this stage involves the following components:

Clarity

Present the target language of the class in a clear and comprehensible manner, using audiovisual resources to make it easier to understand.

Context

Provide meaningful contexts or scenarios to illustrate the use and meaning of the target language.

Interaction

Present the target language through meaningful and interactive activities to encourage students to participate in class.

Modeling

Present the target language by modeling it with clear examples while at the same time encouraging students to practice.

Differentiation

Adapt strategies to present the target language to suit the students' needs and preferences.

Controlled Practice

Controlled practice is a pivotal stage in language learning, where students participate in structured activities designed to reinforce their understanding and mastery of newly introduced language concepts. Artha (2022) states that during this phase, students must receive focused guidance and support to apply the target language in controlled, predictable contexts. These activities help consolidate learning, refine language accuracy, and build confidence in language production skills. The design of this stage should take the following into account:

Guidance

Give students well-organized activities where they can use the target language in a controlled, familiar way.

Feedback

Provide instant feedback on students' responses to reinforce correct use and tackle mistakes.

Gradual Release

Scaffold practice activities, gradually reducing the amount of support provided by the teacher.

Monitoring

Walk around to monitor students' progress and provide support.

Repetition

Provide chances for students to practice a considerable number of times to help them consolidate their learning.

Production

According to Nurhadi et al., (2024), production is a crucial stage in a class because it gives students abundant opportunities for real communication and self-expression in unconstrained situations. This stage, in contrast to controlled

practice, encourages learners to use the target language creatively and independently, through meaningful interaction and real-world tasks. Thus, production activities should encourage fluency, spontaneity, and confidence to enable students to communicate and express themselves freely. When preparing for this stage, it is essential to consider the following aspects:

Authenticity

Help students create opportunities to use the target language in meaningful and authentic contexts.

Creativity

Foster variety and creativity in language production allowing for personal expression.

Collaboration

Encourage working in pairs, small groups, or teams to allow for peer interaction and communication.

Autonomy

Encourage students to make their own linguistic choices.

Error Correction

Help students improve their mistakes by giving them positive and encouraging feedback.

Review

The review stage is an important phase for students to reinforce what they learned, and as Parusi et al. (2022) argue, it allows students to revisit the target language one last time. This enables the teacher to identify any problems and mistakes that may need improvement in future lessons. Additionally, this process is ideal to foster language retention in students and give them one more chance to practice and ask for any clarifications to consolidate the target language.

Therefore, the following elements should be incorporated into the planning of this stage:

Consolidation

Review the target language learned during the lesson one more time.

Summarization

Summarize what students learned in class by encouraging them to do it in their own words.

Integration

Help students connect what they learned during the lesson to previously learned in other lessons so they can consolidate their language skills.

Clarification

Make sure to answer and clarify any last-minute questions or misunderstandings from students.

Closure

Finish the lesson by doing one last quick review of everything studied during the lesson.

Assessment

As Al Ayubi et al. (2021) state, assessment is essential for measuring students' progress and involves a range of techniques and tools to measure students' progress in their language skills as well as their strengths and weaknesses. Assessment activities are ideal for teachers to gather information that can be later interpreted and considered to help students improve and correct any mistakes in the target language. Effective planning for this stage entails considering these aspects:

Formative assessment

Gather information on your students' progress from all activities you do in class given the ongoing nature of this type of assessment, which allows both teachers and students to monitor their teaching and learning processes.

Summative Assessment

Assess your students' progress by giving them quizzes, exams, projects, and any other kind of activity that allows them to gather information on their linguistic achievements.

Authenticity

Make sure to assess students with activities that reflect real-world contexts.

Differentiation

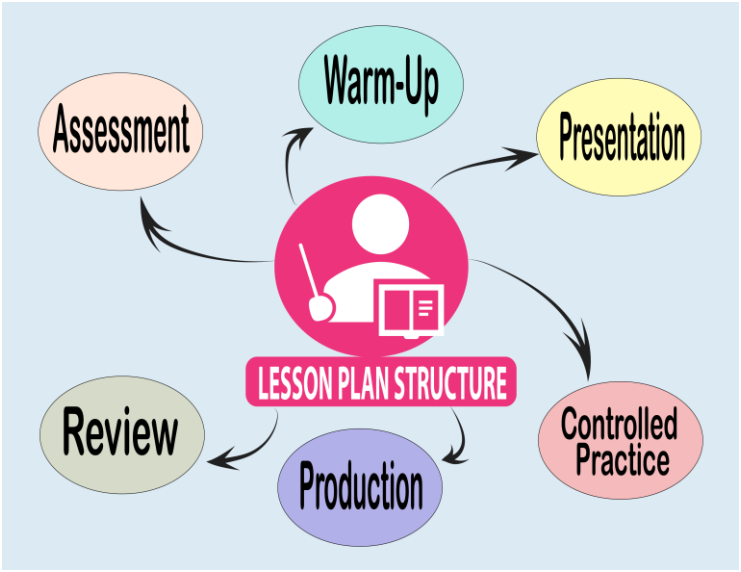
Whenever possible, personalize assessment activities for different students to meet their learning needs and preferences.

Feedback

Make sure to always give positive and encouraging feedback to your students so they feel motivated to keep practicing their language skills beyond the class.

Figure 21

The Cyclical Structure of an Effective Lesson Plan



Note. This figure illustrates the common pedagogical stages of a lesson plan. While often presented sequentially, these stages are interconnected, and an effective teacher remains flexible, adapting the time and focus of each stage to meet the dynamic needs of the classroom.

Table 42

The Structure of an Effective Class

Stage	Primary Goal
Warm-up	To activate prior knowledge and motivate students with short, engaging activities related to the lesson's topic.
Presentation	To clearly introduce new language concepts, structures, or vocabulary in a meaningful and comprehensible context.
Controlled	To provide structured, guided activities

Practice	that allow students to use the new language in a predictable and supported setting, reinforcing accuracy.
Production	To offer opportunities for students to use the target language creatively and spontaneously in authentic, unconstrained communicative tasks.
Review	To consolidate learning, clarify any remaining questions, and reinforce the key concepts covered during the lesson.
Assessment	To measure student progress and understanding through formative (ongoing) or summative (conclusive) methods.

Note. The stages in this table represent a common pedagogical framework; their order and duration can be adapted based on the specific lesson objectives and student needs.

Designing Meaningful Activities for a Lesson Plan

Warm-up Tips

Incorporate Movement and Interaction

Do quick and dynamic energizers to start the class with activities such as tongue-twisters, mini-games or role-plays, to break the ice and create a positive learning environment.

Use Multimedia and Visual Stimuli

Use interesting and fun multimedia resources. For example, you can use a video or audio to introduce the day's topic. Make sure to select authentic material to connect it to real-life contexts.

Tap into Prior Knowledge and Personal Experience

Using mind maps or brainstorming is very effective for starting the class, as it helps motivate students to participate during the lesson.

Integrate Games and Puzzles

Using games in class is a very good idea: these can include word games, trivia quizzes, tic-tac-toe, hangman, or any other game that encourages students to participate, which simultaneously helps them develop critical thinking and problem-solving skills using their language skills.

Provide Open-Ended Prompts or Thought-Provoking Questions

It is important for students to practice their language skills based on relevant topics, as this promotes collaborative and creative work.

Presentation Tips

Use Visual Aids and Multimedia

The presentation stage is an ideal point to "hook" students, which can be done by using audiovisual material, so they understand better the target language.

Scaffold Learning with Guided Discovery

Make sure to prepare activities that require students to figure out language concepts through scaffolding so they can connect prior to new knowledge.

Incorporate Real-World Examples and Applications

Include practical examples such as case studies or real-life applications, and authentic material such as news articles, interviews, or documentaries, to show students the value and relevance of the class topic in regard to their lives and

experiences, and how such concepts or language structures are used in real-life contexts.

Foster Collaborative Learning and Peer Interaction

Encourage students to learn from each other. You can include group discussion, think-pair-share, debates, and other cooperative tasks. Activities where students work together to explore and analyze the presentation content are ideal to promote peer collaboration.

Controlled Practice Tips

Provide Structured Language Tasks

Prepare well-structured tasks (e.g., fill-in-the-gaps, matching activities, etc.) that require the use of the target language in a controlled setting. Make sure to model the activity with clear examples so students know exactly what to do.

Use authentic Material

Use authentic material. For example, you can use a newspaper article, an advertisement, or a dialogue to reflect how the target language is used in real-world contexts.

Incorporate Interactive Games and Simulations

Incorporate engaging games, simulations, or role-playing activities that imitate real-world communication situations, encouraging students to use the target language dynamically. Board games, jeopardy-based quizzes, or interactive online games for students can make these practice tasks fun and entertaining.

Offer Differentiated Tasks and Support

Some students may need more time to think, while others may need extra support. Differentiated activities develop higher-order thinking skills and help students improve their language skills. Use scaffolded activities to progress through

the target language and provide constant feedback and support during this stage.

Encourage Peer Interaction and Feedback

Encourage students to interact and collaborate with each other by including activities in pairs or small groups where they can practice the target language together, provide feedback to each other, and engage in peer assessment.

Production Tips

Authentic Communication Tasks

Create communication activities that encourage the use of authentic language. Use open-ended prompts such as 'What would happen if?' or start an informal debate, discussion, or problem-solving activity that enables students to express their opinion and share their experiences in the target language.

Role-Play and Simulation

Through role-plays and other linguistic simulations, you can help students engage in authentic communication situations. As a guide, assign roles and provide guidelines to facilitate spontaneous and creative use of ideas and language. For instance, you can either elicit or assign roles where students have to negotiate a deal, order food, or conduct an interview, among many other possibilities

Creative Writing

Give students plenty of opportunities to write creatively to tell stories of all kinds. They can also write poems, journals, or even fictional experiences to demonstrate their language skills and creativity.

Authentic Tasks and Projects

Students should be given authentic tasks and projects to perform that require them to use the target language in real-

life contexts, such as writing letters, reports, advertisements, or conducting interviews. Teachers can offer their help while also allowing student autonomy.

Review Tips

Concept Mapping or Mind Mapping

Ask students to work on concept maps or mind maps to organize and review the main points of the lesson (e.g., key language concepts, vocabulary, etc.). This is a great idea to help students internalize the target language faster.

Reciprocal Teaching

Ask students to work in pairs or small groups to summarize the main points of the lesson and support each other. This helps them internalize not only the target language but also develop a sense of mutual support.

Interactive Quizzes

Review any points taught during the lesson with interactive quizzes from platforms such as Quizziz, Baamboozle, or Kahoot. You can either design your own quizzes or find one that suits your teaching requirements.

Reflective Writing or Journaling

It is a good idea to ask your students to create a sort of journal in which they write class entries detailing the highlights of every class and how that connects to their lives.

Assessment Tips

Performance Tasks

Create performance-based tasks so students can show their language skills in authentic contexts. For example, they can work on role-plays, debates, presentations, or any other activity that imitates real-world situations.

Portfolio Projects

Ask students to create a portfolio that can be assessed summatively by the end of the course or after any period of time you negotiate with them. This portfolio can include their journal entries, class projects, and any other class activity that can be stored in their portfolios.

Peer Assessment and Self-Assessment

Both peer and self-assessment are ideal activities to help students identify their strengths and weaknesses in the target language and take independent actions to improve their language skills.

Interactive Quizzes or Games

Assess your students through games and interactive quizzes that can be easily created on different online platforms to add a sense of variety to the way they are evaluated.

Table 43

Summary of Tips for Designing Meaningful Activities

Lesson Stage	Key Activity Tips
Warm-up	Use multimedia, games, and interactive movement to break the ice and connect to students' prior knowledge.
Presentation	Use visual aids, real-world examples, and guided discovery to make new content clear and engaging.
Controlled Practice	Offer structured tasks (e.g., gap-fills), interactive games, and peer feedback to build accuracy and confidence.
Production	Design authentic communication tasks like role-plays, creative writing projects, and debates to encourage

	fluency.
Review	Utilize concept maps, interactive quizzes, and reciprocal teaching to help students summarize and internalize learning.
Assessment	Create performance-based tasks, portfolio projects, and use peer/self-assessment to evaluate skills in authentic contexts.

Note. The activities listed are suggestions to inspire planning and should be adapted to suit the specific context, proficiency level, and interests of the students.

Tailoring Lesson Plans

Developing English lesson plans involves careful consideration of several factors to ensure engagement, comprehension, and meaningful learning outcomes.

Tips to Create Engaging Lesson Plans for Children

Keep it Interactive and Engaging

Choose activities that children enjoy such as games, songs, chants, role-plays, and movement-based activities.

Focus on Visuals and Props

Use different visual aids, props, and realia to help children understand visually. You can use flashcards, pictures, illustrations, and gestures to help them remember vocabulary and internalize the target language.

Include Variety and Repetition

Make sure to use different fun and engaging activities to keep children engaged and motivated when practicing all language skills.

Set Clear Objectives and Instructions

Tell children the objectives you need them to achieve in a simple and clear way. This is highly motivational because it helps them to work toward a common goal.

Allow for Flexibility and Adaptation

Be open to changing your plans based on what the children are interested in and adjust them as needed. While the lesson is being conducted, watch the children's level of engagement and understanding and adjust activities or pace as needed.

Tips to Create Engaging Lesson Plans for Teenagers

Relate to Their Interests and Experiences

Use topics and content that teenagers may be interested in, such as pop culture, social issues, technology, music, and hobbies to achieve a better and more consistent level of class engagement

Encourage Active Participation and Collaboration

Design class activities that foster active participation. You can include activities such as debates, competitions, or games to foster collaboration and engagement.

Use Authentic Materials and Media

Make sure to use different types of authentic material, such as music videos, movies, podcasts, magazines, and social media posts to expose them to the target language in real-world contexts.

Provide Opportunities for Choice and Autonomy

It is a good idea to let teen students choose class topics, assignments, and other activities to foster a sense of self-motivation and empowerment.

Incorporate Technology and Multimedia

Use technology and multimedia resources in your classes, such as interactive websites, learning management system (LMS) platforms, and educational apps to meet teenagers' needs and preferences.

Tips to Create Engaging Lesson Plans for Adults

Relevance to Real-Life situations

Design activities that focus on their personal and professional interests. Remember to always focus on activities that reflect real-world contexts.

Incorporate Adult Learning Principles

When working with adult language students, it is ideal to consider self-directedness, relevance, and students' prior experiences to be able to design a course curriculum that meets their particular needs and preferences.

Promote Interactive and Collaborative Learning

Adults, just like children and teenagers, enjoy collaborative and interactive activities. Therefore, make sure to include different activities, such as games, role-plays, debates, pair and group work, and many other engaging activities.

Respectful and Supportive Environment

Create a learning environment in which adults feel safe being themselves, taking risks, and expressing themselves in English. Encourage mutual respect and a sense of community to help them improve their language skills in a constructive learning environment.

Balance of Skills and Language Focus

Design different types of activities that put an equal emphasis on all language skills. These activities must give adult language students plenty of opportunities to practice the target language in different contexts.

Table 44

Comparative Strategies for Engaging Different Age Groups

Strategy Area	Children	Teenagers	Adults
Content Focus	Visuals, props, songs, and games. Focus is on concrete concepts and fun.	Topics relevant to their interests: pop culture, social issues, and technology.	Real-life situations, personal and professional goals, practical problem-solving.
Activity Style	Interactive, movement-based, and varied. Short attention spans require frequent changes.	Collaborative and competitive activities: debates, group projects, games.	Self-directed and collaborative tasks. Respect for prior experience and knowledge.
Key Motivators	Repetition, positive reinforcement, and a playful environment.	Choice, autonomy, and social interaction. Use of authentic media like music or videos.	Relevance to life goals, immediate application of skills, and a supportive, respectful environment.
Technology	Simple,	Social media	Professional

Use	visual apps and interactive whiteboards for games and songs.	clips, interactive websites, educational apps, and LMS platforms.	tools, online resources for self-study, and collaborative platforms.

Note. These are generalized characteristics for each age group. Effective teaching requires the instructor to assess and respond to the unique needs of their individual students.

A Complete Lesson Plan: Example and Analysis

A Complete Lesson Plan

Based on all the previous information included in this chapter, let's examine a complete lesson plan to briefly analyze its main sections

LESSON PLAN					
Grade/Level:	Intermediate	**Date:**	-	**Time allotted:**	2 hours
Topic:	"If I won the lottery..."				
Objective:	By the end of the lesson, students will be able to identify, form, and use second conditional sentences to discuss hypothetical situations.				
Materials:	Whiteboard or projector, markers/pens, audio recording of the song "If" by House of Heroes, lyrics sheet for "If" by House of Heroes (with gaps for a listening activity), handouts for practice exercises, pictures or prompts related to winning the lottery.				
Stage	**Activities**				**Time**
Warm-up	• Previous lesson quick review. • Ask students simple questions to activate schema related to winning money or hypothetical wishes (e.g., "What's something you really wish for?", "Have you ever bought a lottery ticket?"). • Tell students they will listen to a song called "If." Ask them to listen for sentences that talk about				15 mins.

	things that might not be true or that are imaginary. • After listening to the song, discuss what kind of situations the song talks about. (e.g., "If you were lonely...", "If you were hurting..."). • Give students a lyrics sheet for a fill-in-the-gap listening activity. Play the song again and ask them to complete the exercise while focusing on the 'if' clauses or the main clauses for a more detailed listening practice related to the structure • Briefly elicit or point out a few examples of the structure from the song lyrics without formally presenting the grammar rule yet.	
Presentation	• Formally introduce the second conditional. • Explain the meaning: It is used for hypothetical or unreal situations in the present or future and their likely result. • Give clear examples, starting with simple ones and moving towards the lesson's topic: *- If I had a car, I would drive safely.*	15 mins.

	- If I had a million dollars, I wouldn't buy a zoo. *- If I won the lottery, I would buy a mansion.* *- If I were rich, I would share my money with my family.* • Point out the use of "were" for all subjects in the "if" clause (e.g., "If I were", "If he were") in formal contexts, though "was" is common informally for I/he/she/it • Check for understanding through concept questions (e.g., "Am I a millionaire?", "Is the situation real or imaginary?").	
Controlled practice	• **Activity 1:** Sentence matching. Provide split sentences (If clause / Would clause) and have students match them correctly. • **Activity 2:** Gap-fill exercises. Students complete sentences using the correct form of verbs in the past simple and would. • **Activity 3:** Sentence transformation. Give students a set of sentences (e.g., "I don't have a car, so I take the bus.") and ask them to rewrite them as second conditional sentences (e.g.,	30 mins.

	"If I had a car, I wouldn't take the bus."). • Monitor students' work and provide feedback, focusing on correct form.	
Production	**Discussion activity:** "If I won the Lottery..." • Divide students into pairs or small groups. • Present the scenario: "Imagine you won a large sum of money in the lottery." • Provide prompts or questions for discussion, encouraging them to use the second conditional: Examples: - What would you do first if you won the lottery? - If you had a lot of money, where would you travel? - If you didn't have to work, how would your life change? - Who would you share your money with if you became rich? • Circulate, listen to discussions, and note down common errors or good examples to discuss later • Ask some students to share their ideas with the class.	40 mins.
Review	• Quick recap of the lesson objective: When do we use the second	10 mins.

	conditional? What is the structure?, etc. • Address any common errors noted during the production stage. • Ask a few students to write some more second conditional sentences about winning the lottery and other hypothetical situations.	
Assessment	• **Formative assessment** through observation during controlled practice and production activities. • **Summative assessment**: A quick exit ticket activity where students complete a sentence using the second conditional (e.g., "If I could have any superpower, I...") or answer a question using the second conditional structure.	10 mins.
Follow-up activities	• Students may read a short story about a famous lottery winner and then write a short essay titled "If I won the lottery…" in 100-120 words. • Research other songs that use the second conditional.	

	• Find and share pictures of things they would buy or places they would visit if they won the lottery during the next class.
Lesson evaluation	Were the class objectives met? Yes _____ No _____ Were all the stages accomplished? Yes _____ No _____ Are you satisfied with your teaching performance? Yes _____ No _____
Observations:	Space for teacher's notes on what worked well, challenges, points to revisit, etc.

Lesson Plan Analysis

Objective

The lesson plan sets a very clear and achievable goal that focuses on learning how to express hypothetical situations using the second conditional.

Warm-up

This section is designed with a dynamic and motivating focus. Starting with a quick review of the main points from the previous lesson helps students connect prior knowledge to new concepts. Additionally, having students listen to music to subtly introduce a grammar point before it is formally presented is an ideal way to add variety to the rhythm of a regular class.

Presentation

This section introduces the target language (the second conditional) with clear explanations and examples. Furthermore, it considers explaining grammar exceptions to further help students better understand the target structure. Asking concept questions is another great way to foster an engaging and interactive learning environment.

Controlled Practice

This section includes a variety of well-structured activities in order to add variety to the way students practice the target structure in a controlled way. Adding a point to include monitoring is crucial to ensure proper feedback.

Production

This section is based on a discussion activity, which provides students with plenty of opportunities to practice listening and speaking in a less constrained learning environment. Furthermore, including a point for the teacher to monitor students and identify errors for analysis in the next section is ideal to foster a sense of companionship in the class.

Review

This section focuses on wrapping up the class with a quick review of the main points learned in class, along with proper feedback based on observed errors. Additionally, interacting with a few students in this stage adds an extra layer of engagement and motivation.

Assessment

This section suggests performing formative assessment through observation during the class, which is ideal for gathering data on common errors to be addressed. Additionally, it includes a quick activity as a form of summative assessment. Both approaches are excellent for motivating students and tracking their progress.

Follow-up Activities

Although optional, this section is a great addition to the overall lesson plan strategies because it suggests activities for practicing English beyond the classroom through reading, writing, listening and research. All these activities are perfect to bridge the gap between class activities and homework in a dynamic and challenging way.

In conclusion, this lesson plan is well-structured and applies many of the principles suggested in this section, featuring properly designed activities and a well-balanced allocation of time for each stage.

* (See Appendix A to find a lesson plan template.)

Chapter Summary

In this chapter, we learned that effective lesson planning can help us develop well-structured, engaging, and enriching classes. We analyzed the main aspects to consider when planning a class, along with the structure of a lesson plan template containing all its main sections. Additionally, we

examined tips for designing meaningful activities for each stage of an effective class, with advice considering different age groups (children, teenagers, and adults). Finally, we carried out a thorough analysis of a lesson plan in order to evaluate how well it was developed.

Here are ten relevant points found in this chapter:

1. Despite being considered time-consuming, a lesson plan provides coherence and direction.
2. Lesson planning helps establish and measure goals aligned with proficiency standards.
3. A lesson plan must be designed considering students' needs, cultural backgrounds, and learning styles.
4. A lesson plan must consider the use of authentic materials to enhance relevance and practical applications.
5. An effective lesson plan must focus on technology integration, leveraging learning apps, multimedia, and interactive tools to boost engagement.
6. A lesson plan is a perfect framework to have a well-structured class that enables dynamic engagement (warm-up), clear explanations (presentation), structured tasks (controlled practice), creative use (production), consolidation (review), and proper feedback (assessment).
7. A lesson plan must always include assessment activities, which can be formative, summative, or both.
8. A lesson plan must incorporate elements and activities to develop cultural awareness.

9. Age is a crucial factor to consider when planning a lesson. Children need plenty of interactive games and activities; teens need more interest-driven content, and adults prefer real-life tasks.
10. A lesson plan must be practical but should never set aside creativity and the fun factor, regardless of the group's age.

Check your Knowledge

Read the following questions and select the correct answer for each.

1) Why is lesson planning considered essential for effective teaching?

a) It reduces the teacher's workload.

b) It provides structure and coherence to instruction.

c) It eliminates the need for student feedback.

2) What should clear learning objectives align with?

a) Students' hobbies

b) Classroom decor

c) English proficiency standards

3) What is a key consideration when tailoring lesson plans?

a) Student needs and cultural backgrounds

b) Teacher preferences

c) Administrative deadlines

4) Which materials are recommended for enhancing relevance in lessons?

a) Fictional stories

b) Authentic real-world resources

c) Grammar textbooks

5) What tools can boost engagement in modern language classes?

a) Printed handouts

b) Apps and multimedia

c) Traditional lectures

6) Which stage of a lesson plan focuses on dynamic activities to spark interest?

a) Warm-up

b) Review

c) Assessment

7) Which stage of a lesson plan focuses on tracking students' progress?

a) Review

b) Assessment

c) Follow-up activities

8) Which element is critical for fostering cultural awareness in lessons?

a) Grammar drills

b) Cultural elements from English-speaking countries

c) Mathematical problems

9) What strategy is effective for teaching teenagers?

a) Interest-driven content

b) Strict grammar drills

c) Silent reading

10) Which stage of a lesson plan allows for the design of activities that enable communication in unconstrained situations?

a) Warm-up

b) Controlled practice

c) Production

Note. See Appendix C for the answer key.

Chapter 7: Teaching Language Skills

Introduction

With a solid understanding of how to structure an effective lesson plan, we can now turn to the four core language skills. A lesson plan is a framework, but it needs to be filled with targeted activities for reading, writing, speaking, and listening. A successful lesson plan is not merely a sequence of activities; it is a carefully balanced integration of these skills. This chapter provides the essential theories, principles, and practical strategies teachers need to design meaningful, skill-focused activities that fit perfectly within the lesson plan structure analyzed in the previous chapter.

It is essential to teach all language skill effectively so that students can learn English effectively. According to Spada and Lightbown (2021), all language skills (reading, writing, speaking and listening) are interrelated and mutually reinforce each other in the language acquisition process. Therefore, mastering each of these skills helps students develop their communicative competence and overall fluency and linguistic accuracy.

Reading allows contact with different types of vocabulary, grammatical structures, and different contexts, which helps improve comprehension and fosters critical thinking. Writing stimulates creativity and helps organize ideas so that students can express their thoughts with clarity. Speaking develops oral fluency, improves pronunciation, and enhances interactive communication, which facilitates daily interactions and social integration. Listening, on the other hand, reinforces comprehension, enriches vocabulary, and teaches the nuances of spoken language, enabling students to better participate in conversations and understand different types of audio content.

How to Teach Reading

Theories and Approaches in Reading Instruction

Phonics Approach

Cárdenas-Hagan (2020) states that this approach focuses on teaching the relationship between letters and sounds. It focuses on the development of decoding skills, so students learn to associate letters or groups of letters with specific sounds. This helps them understand words and increase their vocabulary.

Whole Language Approach

In contrast to the phonetic approach, Tracey and Mandel Morrow (2024) argue that the Whole Language Approach prioritizes meaning over decoding. This is helpful to encourage students to learn to read by recognizing whole words and contextual clues to understand any piece of text. This approach also fosters authentic reading experiences and greater exposure to literature.

Balanced Literacy Approach

The Balanced Literacy Approach combines elements from other approaches. According to Tompkins et al. (2021), this methodology focuses on providing comprehensive reading instruction by integrating strategies from other approaches, such as explicit phonics instruction, guided reading, independent reading, and read-aloud sessions.

Constructivist Approach

This approach is based on Piaget's (1976) theory of cognitive development and focuses on having students build their learning path through active engagement with educational resources. This is a student-centered approach that helps them interact with different types of text by making predictions, asking questions, and connecting prior to new knowledge.

Schema Theory

Schema theory, as defined by Anderson (1978), explains how readers use their prior knowledge and experiences (schemas) during the reading process, which influences their understanding of any piece of text. Teachers can improve students' reading comprehension skills by activating these schemas and helping them make connections between new information and what they already know.

Interactive Read-Aloud

This approach focuses on having teachers read aloud different types of text from different genres to students in order to engage them in meaningful discussions. Tompkins et al. (2021) mention that through these interactive activities, teachers can help their students improve their reading skills and encourage them to think critically about texts from different perspectives and in different contexts.

Fluency-Oriented Reading Instruction (FORI)

Rasinski (2020) argues that FORI focuses on developing reading fluency by integrating four key components: accuracy to decode words correctly, reading pace, intonation to convey meaning, and text comprehension. Teachers can help their students improve their reading skills with this approach by applying several strategies, such as repeated readings, choral reading, and timed readings, to help them improve their fluency and reading comprehension.

Principles for Effective Reading Instruction

Reading is a receptive skill that functions as a catalyst not only to comprehend written texts but also to delve deeper by enabling comparison, contrast, inference, and drawing conclusions. Hence, the essence of teaching reading lies in effectively guiding students to approach texts in a way that fosters complete understanding and thoughtful reflection.

When teaching reading, the following principles must be taken into consideration:

Time

Students should read as much as they can both in and outside of classes.

Material Exposure

Teachers must make sure that the reading material assigned to students is challenging and interesting for their age group.

Vocabulary

To build a strong vocabulary base, students should be exposed to many different types of literary genres.

Comprehension

Reading comprehension is a skill that requires regular practice and effective teaching strategies.

Table 45

Summary of Theories and Principles in Reading Instruction

Concept/Principle	Core Idea
Balanced Literacy Approach	This approach provides comprehensive reading instruction by integrating strategies from other methods, such as explicit phonics, guided reading, and independent reading sessions.
Schema Theory	This theory explains how readers use their prior knowledge and experiences (schemas) to understand a text. Activating these

	schemas is crucial for improving comprehension.
Fluency-Oriented Reading (FORI)	This approach focuses on developing reading fluency through four components: accuracy in decoding, appropriate reading pace, intonation to convey meaning, and text comprehension.
Material Exposure	Teachers must ensure that reading materials are both challenging and interesting for the students' specific age group.
Vocabulary Building	To build a strong vocabulary base, students should be exposed to many different types of literary genres.

Note. These principles and theories are not mutually exclusive; a strong reading program often blends multiple approaches to cater to diverse student needs.

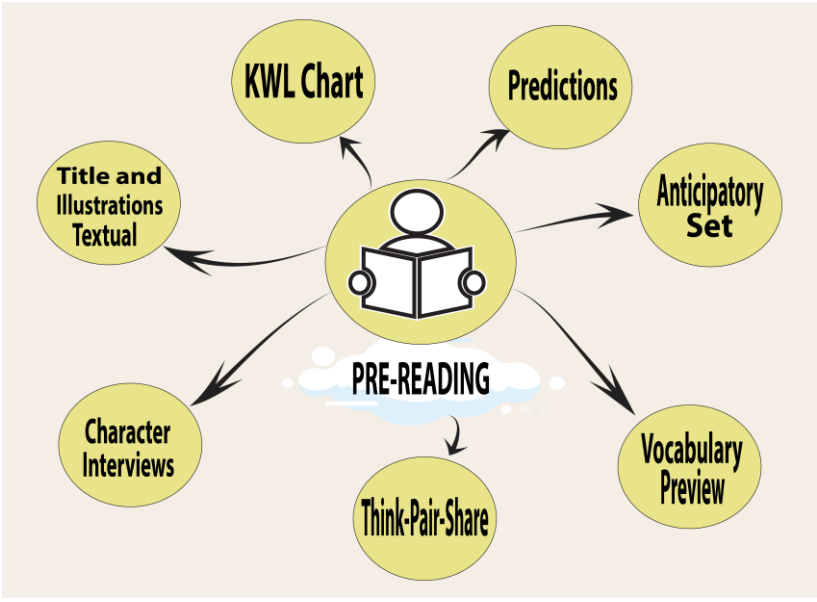
Teaching Reading Strategies

A reading class can be split into **pre-reading**, **while reading**, and **post-reading stages**.

Pre-Reading Strategies

Figure 22

A concept map of pre-reading strategies



Note. These strategies are designed to activate students' prior knowledge (schemas) and create a cognitive framework, making the text more accessible before reading begins.

Activate prior knowledge with a KWL Chart. Begin by asking students what they know about the lesson's topic. You can create a KWL chart (Know, Want to Know, Learned) with your students so they can share what they already know, identify what they want to learn, and after reading, complete what they learned. This is an ideal task to activate their prior knowledge and to set clear objectives.

Predicting with Picture Prompts. Show pictures related to the topic, setting, or characters found in the text to be read in class. Ask students to make predictions about the story based on them and explain why they think that way. This activity helps them connect prior knowledge to new concepts.

Anticipatory Set. You can create a sense of anticipation for the reading activity by showing your students a short intro video, a music video, a thought-provoking quote, or any real-world connection related to the text. This introductory activity is a creative way to capture their attention and motivate them to read.

Vocabulary Preview. Before starting the reading activity, make sure to introduce key vocabulary found in the text. To do this, you can create interactive activities such as a word wall, a matching game, or a concept map to explore meanings, synonyms, antonyms, and how the words are used in context. Familiarizing students with these terms will improve their comprehension as they read.

Think-Pair-Share. Ask a thought-provoking question or present an interesting statement related to the text's topic. Then, have your students work in pairs to discuss the question or statement provided by the teacher. Finally, ask them to share their ideas with the class. This simple activity promotes collaboration and pre-reading engagement.

Character Interviews. Introduce the main characters through "character interviews." Divide the class into small groups and assign each group a character. Students should come up with questions they would like to ask based on the title, synopsis, or cover of the text. Then, they can share their questions or conduct mock interviews, acting as the characters and answering as they would.

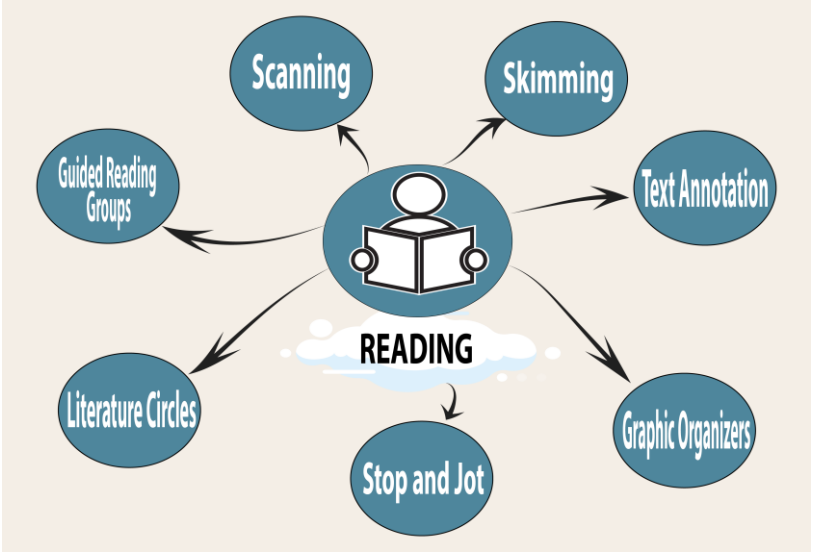
Textual Analysis of Title and Illustrations. Ask students to check the title and illustrations of the text (if available) before reading. Then, ask them to make predictions about the content, characters, and themes. Their

predictions must include as many details as possible based on their observations. This activity promotes critical thinking and pre-reading engagement.

While Reading Strategies

Figure 23

A concept map of while reading strategies



Note. The goal of while-reading strategies is to transform reading from a passive act into an active, cognitive dialogue with the text.

Guided Reading Groups. Divide the class into small groups based on their reading level or interests. Give each group reading comprehension questions or prompts related to the text. While reading, they can discuss their answers and share their ideas with their classmates. The teacher should actively offer help to students whenever they need it.

Scanning. Help students focus on specific details by teaching them to quickly review the text, which is known as

scanning. Ask them to identify names, colors, places, numbers, or other important details. Then, they can answer questions based on what they scanned.

Skimming. Skimming involves reading a text quickly to grasp its main ideas and key elements. Encourage students to focus on the essentials by reviewing titles, subtitles, bold or italicized words, introductions, Chapter Summary, and visual elements, such as images or graphs. This technique is especially useful for confirming predictions they made before starting the reading task.

Text Annotation. Ask students to take notes directly on the text or in a notebook in order to keep track of any important ideas, write unknown words, and write any questions they may like to discuss later. This activity fosters more reflective reading and helps students monitor their understanding while deepening their analysis.

Graphic Organizers. Ask students to work on tools such as story maps, character diagrams, or timelines to help students organize and visualize the main elements of the text they're reading. The goal is for them to work with these tools while reading the text to focus on characters, settings, main events, and central ideas. This task helps students enhance their reading and summarizing skills.

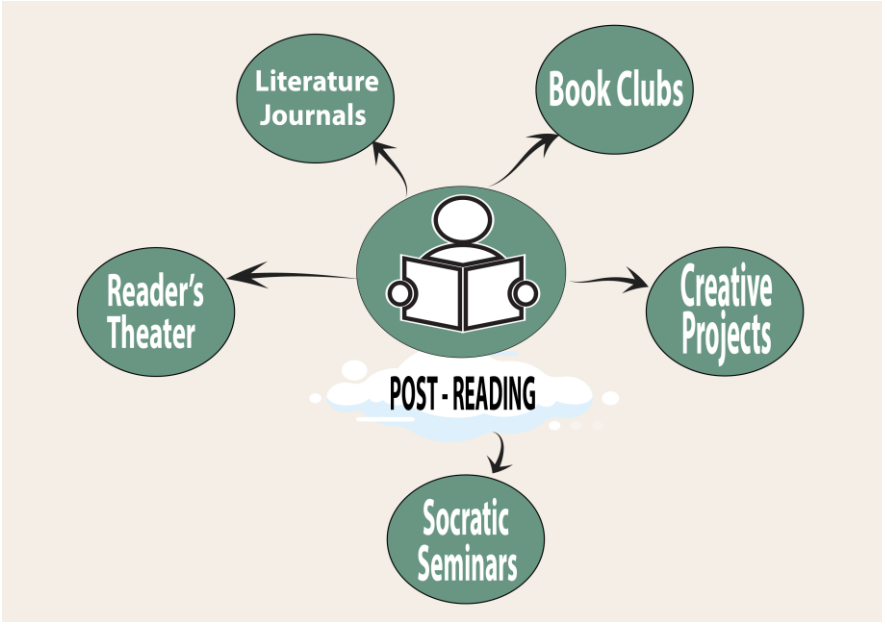
Stop and Jot. Ask your students to pause the reading task at specific sections in the text, such as the end of a chapter, to write their ideas about what they have read so far. Then, they can share their ideas once they have finished reading the text to engage them in meaningful conversations about the text and any possible real-world connections.

Literature Circles. Ask students to split in different groups, where each group must focus on a different section or chapter of the text to be read. The idea is to ask each group to generate a short summary. Then, each group assigns a leader to share their summaries and elaborate a class summary of the text. This activity fosters critical thinking, collaboration, and active engagement.

Post-Reading Strategies

Figure 24

A concept map of post-reading strategies



Note. Post-reading activities encourage students to move beyond literal comprehension toward synthesis, critical evaluation, and creative application of the text's ideas.

Literature Journals. Ask students to reflect on what they read by writing their ideas about the text in a journal. Give them some questions or ideas related to the text, the characters, the plot, and the setting, and how it connects with their own experiences. This activity is ideal for summarizing text from a critical perspective.

Book Clubs. Organize a book club for students to meet and discuss the books read in class. The goal here is to enable them to share their ideas and practice their language skills in a collaborative and supportive environment where all ideas and perspectives are welcome.

Creative Projects. Ask students to demonstrate their understanding of the reading texts by working on creative activities such as making a diorama, poster, video presentation, book cover, or any other kind of activity that reflects their reading comprehension and creativity.

Socratic Seminars. Ask students to discuss the main ideas of a book or any other kind of text read in class. To achieve this, the teacher should lead the discussion, but students must conduct it using open-ended questions so everyone can participate by sharing their opinions and perspectives.

Reader's Theater. Choose a passage or chapter from the text and assign different roles to the students. Ask them to act out their parts by focusing on tone and intonation. This is an ideal activity to foster not only reading fluency but also to make reading more dynamic and engaging.

Reading Materials

Selecting reading materials for English language students involves considering factors such as language level, interests, cultural relevance, and learning objectives. Here are a few sources to consider:

Graded-readers

Graded readers are books written in English adapted according to proficiency level standards such as those of the Common European Framework of Reference for Languages (CEFR). This kind of text adaptation helps students develop their reading skills in a controlled environment while gradually increasing in complexity.

Short Stories

Short stories are ideal for language students because they tell complete narratives in a relatively concise presentation. Make sure to choose stories from different genres and with

relevant and interesting topics based on your students' age group.

News Articles and Magazines

News articles and magazines are a great source of authentic reading material that can help teachers cover a wide variety of topics, such as lifestyle, culture, science, sports, and many other topics. Since this is authentic reading material, make sure to choose short pieces of text, so they are not excessively challenging to understand.

Children's Literature

Children's literature offers engaging stories with creative illustrations. This type of book is a great way to improve basic reading skills because of their simple language, repetitive structures, and rich visuals. It is worth mentioning here that these books can be used with students of all ages, especially those just starting their language acquisition journey.

Graphic Novels and Comics

Graphic novels and comics are a source of creativity combined with engaging stories. Therefore, they can be used with students of all ages because they can function as a bridge to discuss stories and infer meaning from a creative and critical perspective.

Poetry and Rhymes

Poems and rhymes can be used in class to enhance both phonemic awareness and fluency due to their distinctive style. However, teachers must be careful to choose poems and rhymes with language that is accessible to their students. Besides improving reading skills, they can be used to improve pronunciation, rhythm, and intonation.

Online Resources and Apps

Use online resources such as learning management system (LMS) platforms and language learning apps such as Duolingo or Babbel to help students develop further their

language skills. As a motivational and challenging factor, teachers can ask students to share their progress on those platforms at regular intervals in order to earn extra credits or any other type of class reward.

Authentic Materials

Use realia in the form of menus, brochures, fliers, manuals, bills, advertisements, and many other real-world resources. They are excellent tools to expose students to authentic material that is both challenging and culturally engaging.

How to Teach Writing

Theories and Approaches in Writing Instruction

Process Writing Approach

The process writing approach, according to Lunsford (2023), focuses on writing as a series of stages: pre-writing, drafting, revising, editing, and publishing. This helps students brainstorm, plan, and organize their ideas before writing. This approach sees writing as a non-linear process and requires students to organize their ideas from a draft to final version.

Genre-Based Approach

The genre-based approach, is defined by Kessler and Polio (2023), as a process that helps students understand and internalize the structures of different types of texts and genres. This helps them focus on what and how they need to write any piece of text. This is ideal to help students understand writing conventions, structures, and also identify purpose and audience.

Collaborative Writing Approach

Storch (2013) argues that this approach promotes collaborative work among students. The goal is to work in pairs or small groups to write any text required by the teacher. To achieve this, they must plan, draft, revise, and proofread their final written product. This fosters peer collaboration, responsibility, and interpersonal communication.

Authentic Writing Tasks

Purcell et al. (2011) describe this approach as a way to teach writing by asking students to write different pieces of text that have real-world applications (e.g., reports, blog posts, proposals, etc.). This approach helps students develop a sense of agency and relevance.

Principles for Effective Writing Instruction

Writing is a productive skill that requires extensive practice. This is because there are many aspects to consider, such as purpose, style, and audience. Moreover, it requires significant patience and motivation. Therefore, teachers must help students improve their writing skills gradually yet steadily by considering these principles:

Know your Students

Get to know your students and their needs so that you can personalize the writing focus accordingly. For example, some students may need to learn how to write informal emails, while others may be part of an English for Specific Purposes (ESP) class.

Establish Writing Goals

Work with your students to set writing goals. For instance, students may need to write a paragraph, an essay, or a letter. Make sure to regularly review those goals so that students feel they are making measurable progress.

Establish Audience, Purpose, and Form

Help students identify the audience (for whom they are writing), purpose (why they are writing), and form (essay, report, letter, etc.). This is crucial to establish writing goals and learning objectives.

Write, Always Write

Take every possible opportunity to have your students write.

Provide Meaningful Feedback

Make sure that the feedback you provide to your students on their writing is clear and concise. Make sure to use an error correction code so it is easy for you to check their writing and for them to identify their mistakes.

Table 46

Writing Error Correction Code

Code	Meaning
W/Pn	Wrong punctuation
W/S	Wrong spelling
W/T	Wrong tense
W/C	Wrong capitalization
W/O	Wrong word order
W/V	Wrong verb form
W/Cn	Wrong conjunction
W/Pr	Wrong preposition
W/V	Wrong verb
W/A	Wrong article
W/Adj	Wrong adjective
W/Adv	Wrong adverb
R-O	Run-on sentence
F	Fragment
MW	Missing word
UW	Unnecessary word
UM	Unclear meaning
NP	Start a new paragraph here.

Note. This table presents a sample error correction code designed to help teachers provide clear, consistent, and efficient feedback on student writing. Each code corresponds to a specific type of error in grammar, mechanics, or organization.

Be Kind

Mastering writing is one of the most challenging skills for anyone to learn. Therefore, teachers must provide positive feedback on their students' writing. The last thing a teacher must do is be harsh on their students with overly objective comments. Always remember that writing is a beautiful human process.

From the Ground Up

Writing is a process that depends on a solid foundation, which includes correct grammar and mechanics (capitalization, punctuation, and spelling), as well as properly structured sentences and paragraphs.*

* (See Appendix B for more information on grammar and mechanics)

Table 47

Summary of Theories and Principles in Writing Instruction

Concept/Principle	Core Idea
Process Writing Approach	This approach focuses on writing as a non-linear series of stages: pre-writing, drafting, revising, editing, and publishing.
Genre-Based Approach	This method helps students understand and internalize the structures and conventions of different types of texts, allowing them to identify purpose and audience.
Collaborative Writing Approach	This approach promotes having students work in pairs or small groups to plan, draft, revise, and

	proofread a written product together.
Establish Audience, Purpose, and Form	It is crucial to help students identify for whom they are writing (audience), why they are writing (purpose), and what form the text should take (e.g., essay, letter).
Provide Meaningful Feedback	Feedback on student writing must be clear and concise. Using an error correction code makes it easier for students to identify their mistakes.

Note. Effective writing instruction requires a focus on both the cognitive process of creating text and the social context in which it will be read.

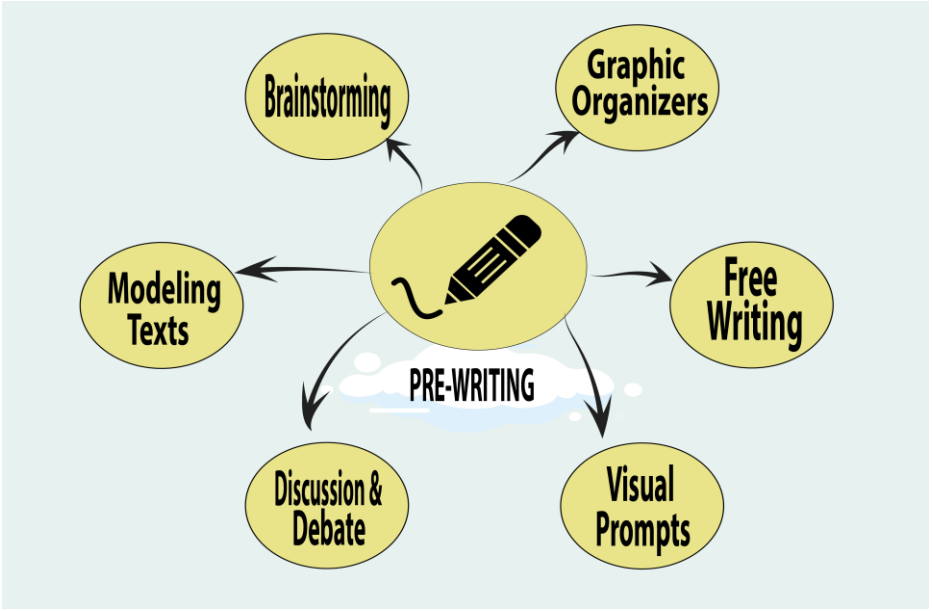
Teaching Writing Strategies

A writing class can be split into **pre-writing**, **writing**, and **post-writing** stages.

Pre-Writing Strategies

Figure 25

A concept map of pre-writing strategies



Note. These strategies are essential for helping students overcome writer's block by generating and structuring their ideas before the drafting process.

Brainstorming. Ask students to generate ideas based on the writing prompt or topic. This can be done with the entire class, in pairs, or in groups. Students can write down their ideas, connections, and questions to share with the rest of the class. This activity fosters free thinking and creativity.

Graphic Organizers. Use different graphic organizers, such as mind maps or story timelines to organize their ideas. This is an activity that helps students categorize information and internalize writing structures.

Free Writing. Give students a specific amount of time to write freely on a topic without worrying about grammar, spelling, or punctuation. This helps them overcome the fear of making mistakes and encourages them to keep writing.

Visual Prompts. Use prompts such as photographs, posters, video clips, or other objects related to the writing topic. This fosters students' creativity by visually engaging them with the topic.

Discussion and Debate. Have students participate in a class discussion or debate on the topic before they start writing. This is an ideal activity to promote critical thinking and activate their prior knowledge, which can be applied during the writing process.

Modeling Texts. Provide clear examples of different types of writing, such as essays, reports, e-mails, and others to students so they can use them as patterns or models to follow. This can help them internalize writing conventions, structures, and genre expectations.

Writing Strategies

Figure 26

A concept map of writing strategies

Note. The strategies in this stage support the recursive nature of writing, providing structure and opportunities for collaboration and feedback during composition.

Writer's Workshop. Implement a writing workshop where students can work on their projects independently while receiving support and feedback from the teacher. During these sessions, students can focus on drafting, revising, and improving their writing. The teacher can meet with each student to offer personalized guidance, deliver mini-lessons on writing techniques or rules, and organize times for peers to share constructive feedback.

Collaborative Writing. Encourage collaboration among students by assigning them writing projects in pairs or small groups. Give each member of the group a specific task, such as generating ideas, writing parts of the text,

reviewing the content, or correcting grammatical and mechanical aspects. Working together promotes teamwork, problem-solving skills, and a shared commitment to the process and the final product.

Writing Centers. Create writing spaces in the classroom where students have access to various useful resources and tools. These spaces can include reference materials, writing prompts, graphic organizers, technological tools, and examples of well-crafted texts. Students can rotate through these spaces to engage in self-directed writing activities and receive assistance when needed.

Multimodal Composition. Encourage students to experiment with different forms of expression by combining text, images, audio, video, and hyperlinks in their projects. Provide them with access to digital tools that allow them to create multimedia presentations, interactive stories, podcasts, or websites. This approach fosters creativity and the use of multiple media to communicate ideas.

Scaffolded Writing Tasks. Break down writing tasks into simpler steps and provide guided support to help students progress through the process. For example, you can include pre-writing activities, templates, sentence starters, or graphic organizers. This helps students foster independence and motivation.

Writing Workstations. Create writing stations in the class for students to visit and work depending on what each station requires. For example, stations may require students to brainstorm, write a draft, and proofread their texts. This activity encourages students to actively participate by helping one another when visiting the different writing stages.

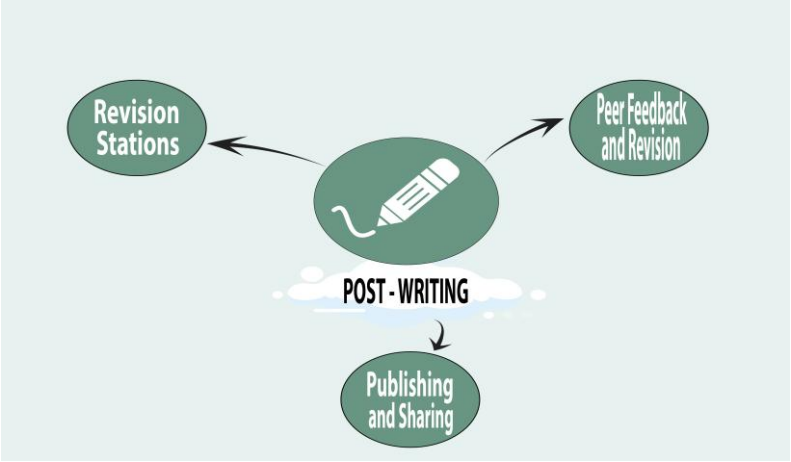
Writing Challenges. Challenge your students to write a piece of text, such as an essay or a short story. The participants, regardless of their submissions, should earn some type of class reward and the best entries should get an

extra credit. This activity fosters creativity, a sense of healthy competition, and perseverance.

Post-Writing Strategies

Figure 27

A concept map of post-writing strategies



Note. This final stage emphasizes that writing is a communicative act, focusing on polishing the text for an audience and sharing the completed work.

Revision Stations. Organize review stations in the classroom where students can gather to check and improve different aspects of their writing, such as spelling, grammar structures, language use, punctuation, and text organization. It is ideal to provide students with checklists and rubrics so they can improve their texts in an organized and structured way.

Peer Feedback and Revision. Implement peer feedback strategies so students can help each other improve their writing skills. This, combined with a proofreading

session conducted by the teacher, helps students internalize writing strategies and fosters peer collaboration.

Publishing and Sharing. Help students publish and share their writing products on online platforms and school magazines. This fosters a sense of pride in their work and motivates them to keep writing.

What to Write

Narratives

It is a good idea to practice writing short stories, personal narratives and experiences, and anecdotes to foster creativity and improve storytelling techniques in English.

Descriptive Texts

A descriptive text gives a detailed account of a person, place, object, or experience. Writing descriptive texts helps students learn to observe, use descriptive vocabulary, and create vivid images for the reader.

Essays

Writing essays in the EFL class is an ideal writing exercise to help students develop advanced writing techniques and foster critical thinking in the target language. The most common types of essays to practice in class are argumentative, expository, and persuasive essays. Their structures require students to write logical arguments based on carefully crafted arguments from a creative and critical perspective.

Letters and Emails

Writing letters and emails is an excellent activity to focus on developing writing skills needed in everyday communication. Teachers can have students practice different types of letters and emails, such as job application letters, recommendation letters, complaint letters, and personal or professional emails.

Reports and Summaries

Reports and summaries combine information from different sources to write a detailed written message. Reports can be formal, academic, and research-based, whereas summaries can be narrative, informative, and descriptive. These types of writing help students foster creativity, critical thinking, and summarization skills.

Creative Writing

Creative writing includes poetry, short stories, plays, scripts, and other genres and forms of written expression. Creative writing fosters creativity and self-expression.

How to Teach Speaking

Theories and Approaches in Speaking Instruction

Communicative Competence

The term "*communicative competence*" was coined by linguist Dell Hymes (1972) and refers to a person's ability to communicate effectively. This theory focuses on the relevance of teaching speaking skills for real-life contexts over grammar accuracy. This competence includes grammatical, sociolinguistic, discourse, and strategic elements.

Interactionist Hypothesis

The Interactionist hypothesis was developed by psycholinguist Michael Long. Long's (1981) hypothesis defines how social interactions contribute to language learning. It states that we learn language through meaningful interactions with others and through negotiating meaning, which is the act of asking for clarification to better understand the target language.

Sociocultural Theory

Psychologist Lev Vygotsky formulated the sociocultural theory (1978), which emphasizes the importance of social and cultural interactions during the learning process. From this perspective, language happens through social and cultural interactions. Therefore, all language tasks should be designed to encourage students to interact, collaborate, and share cultural experiences and perspectives.

Affective Filter Hypothesis

Proposed by Stephen Krashen (1982), the affective filter hypothesis suggests that stress, anxiety, lack of confidence, and other factors act as a kind of "filter" that prevents students from learning. Therefore, it is essential for teachers to foster a supportive, encouraging, and positive environment so students feel motivated and confident to practice their language skills.

Output Hypothesis

According to VanPatten et al. (2020), students require opportunities to produce speech (output) in order to develop their writing and speaking skills. This hypothesis states students learn a language when they are "pushed" to produce it. Therefore, teachers must provide students with plenty of opportunities to have students practice their speaking skills in a wide variety of real-world scenarios.

Principles for Effective Speaking Instruction

Speaking is a productive skill that students should practice regularly. The more confident and fluent students are in speaking, the more they can progress from passive students to active speakers who take risks while using the target language. Therefore, teachers must implement the following strategies to have students practice their speaking skills in an encouraging and motivational environment:

Time

Students need to be given constant opportunities to practice their English-speaking skills in every class, every day, and always.

Engagement

It is important to understand your students' needs so that you can customize speaking activities accordingly. To do this, consider their age, proficiency level, and personal interests. Make sure to foster a friendly and collaborative environment where everyone can freely express their ideas, regardless of their fluency level.

Reduce TTT (Teacher Talking Time)

When teachers speak during most of the class, students often get bored and frustrated because they do not get enough opportunities to communicate their own ideas. In order to avoid this, educators must keep their TTT (Teacher Talking Time) to a minimum.

Determine Audience and Purpose

It is important to help students identify their audience and speaking purpose. These are important factors to consider because they will determine the kind of language needed to communicate their ideas, which depending on the context, may be informative, demonstrative, persuasive, or entertaining, among other possibilities.

Modeling

Always model the speaking activity so students know what is required. You can do this by modeling it yourself, with your students, or through recorded conversations or videos.

Provide Positive and Encouraging Feedback

Give positive and encouraging feedback to make students feel motivated and respected. Avoid pointing out their mistakes while they are speaking because that can make them feel insecure and reluctant to speak.

Connected Speech

While fluency may be prioritized over accuracy, especially for beginner and intermediate students, pronunciation remains an important component. Therefore, it is crucial to focus on the aspects that enable people to communicate their ideas clearly and naturally. This is known as connected speech and it includes the following features:

Catenation. It is a phenomenon in which individual words blend together during normal speech, leading to the suppression or alteration of sounds at the end of the words.

This phenomenon helps maintain fluency and rhythm in spoken language.

Examples:

- I want this orange = thi sorange
- This afternoon = thi safternoon
- Cats or dogs? = Ca tsor dogs?

Elision. It refers to the word formation process in which a sound or syllable is left out or omitted in pronunciation. It usually happens in rapid speech and helps keep spoken language smooth and efficient.

Examples:

- Next door = Nexdoor
- Most common = Moscommon
- Used to = Useto

Assimilation. It occurs when two adjacent sounds in words that go together affect each other to become more similar. This phenomenon happens because speakers tend to produce speech in a smooth, efficient, and natural way. This often happens with /t/ and /j/ which make a /ʧ/ sound and also with /d/ and /j/ which make a /ʤ/ sound.

Examples:

- Don't you = donʧu
- Meet you = meeʧu
- Did you = diʤu
- Would you = wuʤu

Geminates. The term geminates refers to situations where a consonant sound is pronounced for an unusually long time compared to its typical length in isolation. In other words, it occurs when the same letter ends a word and starts the next one. This helps improve speech rhythm and clarity.

Examples:

- Social life = socialife
- Pet turtle = Peturtle
- red door = redoor

Delayed Plosion. Delayed plosion is when a plosive consonant, such as /b/,/d/, /g/, /p/, /t/ and /k/, is partially delayed when it appears at the end of a word or syllable and then released a bit later.

Examples:

- red dye (delayed) and red eye (not delayed)
- right tie (delayed) – right eye (not delayed)

Intrusion. Intrusion refers to the addition of an extra sound, especially a consonant, between two words to achieve a smooth speech transition because it acts as a "sound bridge." The three intrusion sounds are /w/, /r/, and /j/.

Examples:

- Law and order = Law rand order
- Do it = Do wit
- I agree = I jagree

The International Phonetic Alphabet (IPA). It is highly recommended to teach students, at some point, the

International Phonetic Alphabet so they can properly identify the sounds (phonemes) used in the English language.

Table 48

International Phonetic Alphabet (IPA) - American English

Vowels				
No.	**IPA Symbol**	**Graphemes**	**Examples**	**Voiced**
1	/i/	i, ee, ea	see, meet, machine	Yes
2	/ɪ/	i	sit, pin, myth	Yes
3	/ɛ/	e, ea	red, bed, head	Yes
4	/æ/	a	cat, black, stand	Yes
5	/ʌ/	u, o	cup, luck, enough	Yes
6	/ɑ/	a, o	hot, father, lot	Yes
7	/ɔ/	aw, au, o	law, thought, dog *(dialect)*	Yes
8	/u/	oo, ue	food, soon, true	Yes
9	/ʊ/	oo, u	put, look, could	Yes
10	/eɪ/	a, ay, ai	say, day, rain	Yes
11	/aɪ/	i, y, igh	my, try, high	Yes
12	/aʊ/	ow, ou	how, now, cow	Yes
13	/oʊ/	o, ow, oe	go, home, no	Yes
14	/ɔɪ/	oy, oi	boy, coin, toy	Yes
15	/ɝ/	er, ur, ir	bird, fur, stir	Yes
16	/ə/ *(unstressed)*	er, or	teacher, color, butter	Yes
17	/ɪɹ/	ear, eer	hear, fear, peer	Yes
18	/ɛɹ/	air, are	hair, bear, pair	Yes
19	/ʊɹ/	oor, ure	tour, poor, sure *(dialectal, often /ɔɹ/ or /oʊɹ/)*	Yes
Consonants				

No.	IPA Symbol	Graphemes	Examples	Voiced
20	/p/	p	pen, top, spin	No
21	/b/	b	bat, job, rib	Yes
22	/t/	t	top, cat, sit	No
23	/d/	d	dog, bed, mad	Yes
24	/k/	k, c, ck	cat, back, clock	No
25	/ɡ/	g	go, bag, dog	Yes
26	/f/	f, ph	fan, leaf, cough	No
27	/v/	v	van, give, love	Yes
28	/θ/	th	thin, both, author	No
29	/ð/	th	this, father, leather	Yes
30	/s/	s, c	sun, face, bus	No
31	/z/	z, s	zoo, easy, buzz	Yes
32	/ʃ/	sh, ti, ss	she, fish, nation	No
33	/ʒ/	si, ge	vision, pleasure, measure	Yes
34	/h/	h	hat, behind, ahead	No
35	/m/	m	man, ham, comb	Yes
36	/n/	n	net, hand, know	Yes
37	/ŋ/	ng	sing, thing, wrong	Yes
38	/l/	l	let, fill, bell	Yes
39	/ɹ/	r	run, very, red	Yes
40	/w/	w	wet, win, one	Yes
41	/j/	y	yes, yellow, yawn	Yes

Note. This table presents common phonemes in American English. The IPA Symbol column lists the symbols from the International Phonetic Alphabet. The Graphemes column shows common letters or letter combinations that represent each sound in English spelling. The Voiced column indicates

whether the sound is produced with vocal cord vibration ("Yes") or without ("No").

IPA Variations. Dictionaries may transcribe words differently in terms of using the IPA for several reasons:

- ***Dialectical Differences.*** Various regions as well as dialects may pronounce a word differently. For instance, British and American English have different accents and pronunciations. Dictionaries might try to show these regional differences in their IPA transcriptions.

- ***Transcription Conventions.*** Dictionaries may follow distinct system conventions in representing pronunciation in IPA systems. While there are standard IPA symbols, their transcription may differ depending on the dictionary. Some dictionaries may have their own conventions for representing certain sounds or phonetic features.

- ***Accuracy and Representation.*** Dictionaries may focus on precision in representing the pronunciation of words in a specific dialect. Variations in IPA transcriptions occur due to differences in the phonetic properties of particular pronunciations.

- ***Audience Considerations.*** Dictionaries may cater to different audiences, such as learners of English, linguists, or native speakers. In other words, the IPA transcription provided by a dictionary may differ depending on the dictionary's target audience.

- ***Historical Conventions.*** Some dictionaries follow traditional IPA transcription conventions, which may differ from contemporary approaches.

- ***Editorial Choices.*** Editorial decisions can lead to variations in IPA transcription between different

dictionaries. This happens mostly because of factors such as clarity, consistency, and stylistic choices.

Table 49

Summary of Theories and Principles in Speaking Instruction

Concept/Principle	Core Idea
Communicative Competence	This theory, coined by Dell Hymes, refers to the ability to communicate effectively in real-life contexts, prioritizing function over pure grammatical accuracy.
Affective Filter Hypothesis	Proposed by Stephen Krashen, this theory suggests that factors like stress and anxiety can act as a "filter" that hinders language acquisition.
Output Hypothesis	This hypothesis states that students learn a language when they ar e "pushed" to produce it (output), requiring ample opportunities for practice.
Reduce Teacher Talking Time (TTT)	Educators must keep their own talking time to a minimum to avoid student boredom and provide more opportunities for learners to communicate.
Connected Speech	To speak naturally, students need to learn how words blend together through features like catenation, elision, and assimilation.

Note. These concepts collectively advocate for a student-centered, low-anxiety classroom where learners are given maximum time to practice producing meaningful speech.

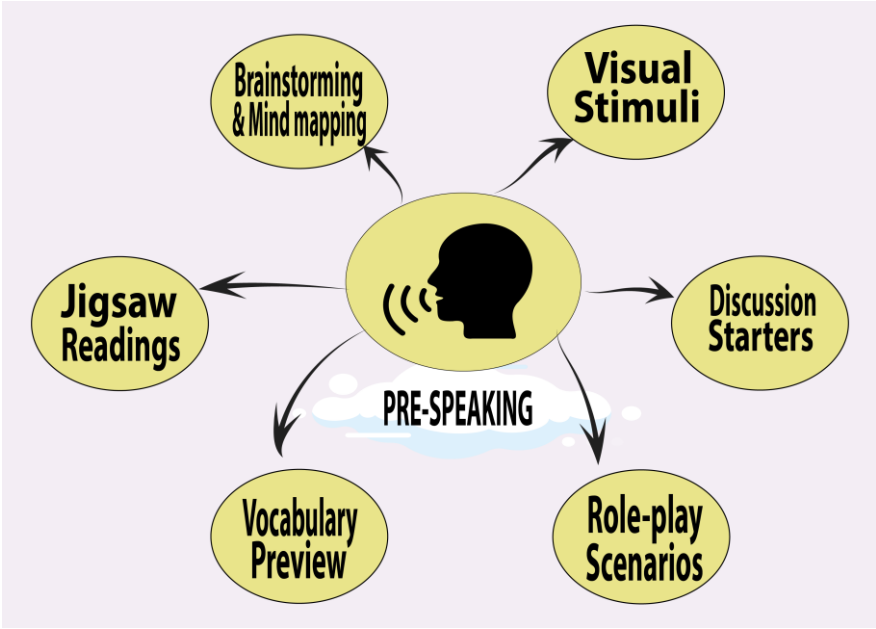
Teaching Speaking Strategies

A speaking class can be split into **pre-speaking**, **speaking**, and **post-speaking stages**.

Pre-Speaking Strategies

Figure 28

A concept map of pre-speaking strategies



Note. The purpose of these strategies is to equip students with the ideas, vocabulary, and confidence needed to engage successfully in the main speaking task.

Brainstorming and Mind Mapping. Ask students to think of ideas related to the speaking topic, either individually or in pairs. After brainstorming, they can use a mind map to organize their thoughts, vocabulary, and the key aspects they want to talk about. This allows them to reflect on the conversation topic beforehand and activate their prior knowledge.

Visual Stimuli. Use pictures or short videos related to the speaking topic to generate interest in the students. Ask them to explain what they see and share any ideas connected to the visual elements.

Discussion Starters. Introduce thought-provoking questions or topics to discuss in class so students can share their thoughts, experiences and views about them. Before starting this activity, students can discuss these questions or topics in pairs or small groups as a warm-up process.

Role-play Scenarios. Design role-play scenarios with dialogues that relate to the speaking topic for students to act out. Before starting this activity, give them some time to familiarize themselves with their roles and become comfortable with them.

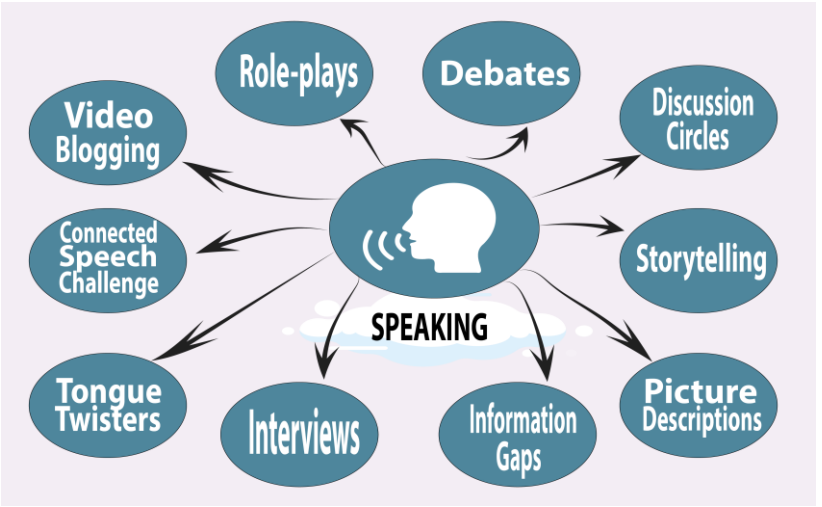
Vocabulary Preview. Introduce vocabulary related to the speaking topic through games, word associations, brainstorming, or any other activity that facilitates the introduction and review of vocabulary. This activity is ideal to boost students' fluency and encourage them to express their ideas more freely with a wider range of vocabulary.

Jigsaw Readings. Divide the class into small groups and give each group a different piece of text related to the speaking topic. Ask students to read their assigned texts and share ideas about them. Then, rearrange the groups so that the new groups have different members. Ask students to share what they read in their previous groups, compare and contrast information. Finally, have a class discussion so everyone can share their ideas and perspectives on the speaking topic.

Speaking Strategies

Figure 29

A concept map of speaking strategies



Note. These activities are designed to maximize student talking time (STT) and provide opportunities to practice fluency in a range of communicative contexts.

Role-plays. Assign specific roles, such as a tourist asking for directions, a customer returning an item, or a job applicant in an interview, and provide a clear context and objective for the interaction. This activity is highly effective for practicing functional language, developing conversational fluency, and building confidence as students apply their speaking skills in a controlled and supportive environment.

Debates. To start, divide the class into teams and assign them a pro or con side on a certain topic. After this, have students gather information and create arguments to support their side. When the teams are ready, start the debate with teams presenting their arguments in turns. After one team presents an argument, their opponents have to rebut their arguments before presenting theirs. Then, teams

can have additional rounds to defend their ideas and give a short closing speech. Debating is a great way to develop critical thinking, research skills, and mutual collaboration.

Discussion Circles. Set students up in small circles for a discussion and give them discussion prompts or guiding questions related to the topic. Students take turns sharing their views, ideas, and experiences while others are listening and responding accordingly. Discussion circles promote meaningful interaction, cooperation, and exchange of ideas among students.

Storytelling. Ask students to share real-life events, anecdotes, or stories connected to the speaking topic. Sharing a story helps students improve their fluency and narrative skills. Monitor the activity but avoid interfering with your students while they are telling their stories.

Information Gap Activities. Create speaking activities involving information gaps where one student has some information that others do not have. You can, for example, develop a jigsaw activity where each student has one piece of information and have them talk to their peers to complete the jigsaw together. Activities with information gaps foster communication, cooperation, and the sharing of information.

Picture Descriptions. Have students focus on a picture related to the speaking topic and ask them to describe what they see. Ask students to use descriptive words, adjectives, and sensory details to create a picture in their friends' minds. This activity helps students increase their vocabulary, fluency, and observation skills.

Interviews. Have the students work in pairs to take on the roles of interviewer and interviewee. The teacher must provide students with a set of question-and-answer prompts so they can use them while performing the interview. This activity helps students practice asking and answering questions while actively listening to keep a fluent dialogue.

Tongue Twisters Challenge. First, choose a few challenging tongue twisters beforehand to practice in class. Then, practice them with the entire class so everyone can practice them as a group. Make sure to monitor this activity by asking students to read aloud slowly to focus on correct pronunciation and enunciation. After this, challenge them to read those tongue twisters as fast as they can. You can make this activity even more challenging by timing students and checking who can say them best.

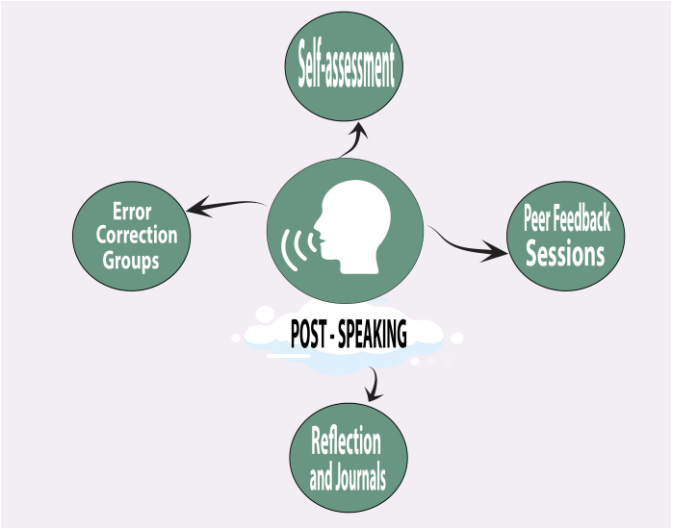
Connected speech challenge. Ask your students to work in pairs or small groups to practice different aspects of connected speech, such as assimilation, elision, intrusion, delayed plosion, geminates, and catenation. Provide them with phrases, sentences, and short paragraphs that contain the connected speech features to practice. For example, some phrases might be useful to practice elision, while a sentence or paragraph might be suitable to practice delayed plosion, catenation, or any other connected speech aspect. This activity fosters fluency and naturalness in speaking.

Video Blogging. Ask students to record a 2-3 minute every day to talk about their day, an opinion on a relevant national or international topic, a cultural tradition, or any other interesting event they may like to share or talk about. It is crucial to set clear boundaries in terms of speaking topics. These must be respectful and inclusive, avoiding divisive or sensitive issues. These videos can be played in class, but the teacher must make sure to have their students' permission to do so. This activity fosters fluency while enhancing cultural awareness and critical thinking.

Post-Speaking Strategies

Figure 30

A concept map of post-speaking strategies



Note. This reflective stage is critical for developing metacognitive awareness, allowing students to identify their own strengths and areas for improvement.

Self-assessment. Give students a rubric to self-assess their speaking skills. Then, ask them to share ideas on their speaking skills weaknesses and strengths so all students can benefit from these insights. The teacher must reinforce the students' self-assessment with clear and positive feedback. This activity fosters critical thinking and a sense of mutual collaboration and support.

Peer Feedback Sessions. Organize peer feedback sessions so students can provide each other with constructive and supportive comments on their speaking performance. These sessions must follow specific criteria, such as clarity, coherence of ideas, pronunciation, and vocabulary.

Reflection Journals. Have students reflect on their speaking performance by writing in a journal. Encourage them to reflect on the difficulties they encountered, the approaches they used to address these challenges, and the aspects they wish to enhance moving forward. A journal like this encourages students to be mindful of their own learning and helps them to take responsibility for their progress.

Error Correction Groups. Have students get together in small groups to correct mistakes they made while speaking. The teacher must assist all groups by highlighting the most common pronunciation, grammar, and vocabulary mistakes.

Some Final Considerations Regarding Teaching Speaking

Whether a teacher should focus on teaching a specific type of English, such as American or British, depends on the following aspects:

Context

If students are learning English in a country where American English is more commonly used (such as the United States, Canada, or parts of Asia), it may be practical to focus primarily on American English to align with the local linguistic context. Similarly, if students are preparing for exams or study abroad programs that require proficiency in a specific variant of English, such as the TOEFL (which primarily uses American English) or the IELTS (which accepts both American and British English), focusing on that variant may be beneficial.

Goals

Consider the students' goals and preferences. Some learners may have a specific interest in American or British culture, literature, or business, and therefore may prefer to learn the corresponding variant of English. Others may require English for academic or professional purposes that are more closely associated with one variant over the other.

Global Communication Skills

In today's interconnected world, English serves as a lingua franca for communication among speakers of different native languages. Teaching a more neutral form of English, often referred to as International English or Global English, can be beneficial for students who need to communicate with speakers of various English-speaking backgrounds. This approach focuses on teaching language features that are widely understood and accepted internationally, rather than adhering strictly to one national standard.

Awareness of Varieties

Regardless of the specific variant of English being taught, it's important for students to be aware of the differences between American, British, and other varieties of English. This includes variations in pronunciation, vocabulary, spelling, grammar, and cultural nuances. By exposing students to different varieties of English, teachers can help them develop linguistic flexibility and cultural awareness.

Adaptability and Exposure

Ultimately, a well-rounded English language education should expose students to a variety of English accents, dialects, and cultural contexts. While a teacher may primarily focus on one variant for practical reasons, they should also expose students to materials and resources that reflect other varieties of English. This helps students develop adaptability in understanding and communicating with speakers from diverse linguistic backgrounds.

L1 in The English Class

The use of students' first language (L1) in the English classroom is a controversial topic that has been discussed by educators and linguists for decades. Some traditional methodologies strictly forbid the use of L1 in the English class based on Krashen's Input Hypothesis (1982), which proposed that the more students are exposed to the target language (L2), the faster they will learn it.

However, recent research challenges this idea and argues that L1 can be a valuable resource in the L2 class. In this sense, Cook (2001) introduced the "multi-competence" concept, which emphasizes that bilingual students can use their mother tongue to analyze, compare, and improve their understanding of the target language. Furthermore, Spada and Lightbown (2021) state that strictly banning L1 from the L2 class can be detrimental, especially for beginner students because it overlooks its potential to assist with challenging tasks in the target language.

Therefore, it is essential to carefully evaluate the benefits and limitations of using L1 in the English class. By understanding when and how to use L1 strategically, teachers can find a balance that maximizes its advantages and minimizes its drawbacks, thus achieving a more effective learning experience for students.

Pros of Using L1 in the EFL Class

Clarification and Explanation. L1 can help clarify instructions and elaborate on complex ideas. It also provides students with instant comprehension support, especially beginners who are starting their English acquisition journey.

Cultural and Linguistic Connection. L1 can help students make cultural and linguistic connections with English more quickly. This fosters cultural awareness and a deeper understanding of the target language.

Reduced Anxiety. Using L1 can help students reduce anxiety and build their confidence. This is more noticeable when working on demanding activities, such as analyzing texts or organizing ideas before speaking.

Efficiency. L1 can save time in the learning process, especially when giving feedback.

Facilitates Classroom Management. Using L1 in the class can serve as a classroom management tool to clarify

instructions, manage behavior, and address any disciplinary issue.

Cons of Using L1 In the EFL Class

Over-dependence on L1. Relying excessively on L1 for any reason and at any level may decrease students' motivation to use English. This hinders their language acquisition process because they may lack a real need or urge to communicate in the target language.

Interference and Transfer. The excessive use of L1 can cause errors in their language learning process due to the differences between L1 and L2, especially in terms of linguistic patterns and structures.

Limited Exposure to English. The excessive use of L1 in the English class is a limiting factor in terms of language input, immersion, and use of authentic language.

Promotes Passive Learning. Abusing the use of L1 in the L2 class can inadvertently promote passive learning and discourage students from actively engaging in communicative situations that require the target language.

As English teachers, we must understand that there is no perfect theory or approach in terms of using (or not) L1 in class. We have to be flexible and understand that what works for some may not work with our students. Therefore, we have to tailor our teaching approaches and determine how much L1 can be used in class, ensuring that it becomes a tool rather than a detrimental factor.

Table 50

Pros and Cons of Using L1 in the EFL Class

Pros and Cons of Using L1 in the EFL Class	
Pros	**Cons**
• Helps clarify instructions and explain complex ideas, especially for beginners.	• Can lead to over-dependence and decrease student motivation to use English.
• Can be used to make cultural and linguistic connections with English more quickly.	• May cause linguistic interference and transfer errors due to differences between L1 and L2.
• Helps reduce student anxiety and build confidence, particularly during demanding tasks.	• Limits the amount of student exposure to English input, immersion, and authentic language use.
• Can be an efficient tool for classroom management and providing quick feedback.	• May promote passive learning and discourage students from actively engaging in communication.

Note. The consensus suggests that L1 should be used as a strategic tool to support learning, particularly at lower levels, rather than as a crutch that hinders L2 immersion.

How to Teach Listening

Theories and Approaches in Listening Instruction

In the field of English language teaching, several theories and approaches guide listening instruction to help students develop their listening skills effectively.

Bottom-Up Processing

According to Dijkstra and Peeters (2023), listeners decode spoken language by processing sounds, words, and grammar structures before integrating this information to derive meaning from the message.

Top-Down Processing

Goh and Vandergrift (2021) state that top-down processing enables the listener to use higher cognitive processes, such as background knowledge, context clues, and predictions to understand spoken language.

Interactive Model of Listening

Goh and Vandergrift (2021) argue that the interactive model merges low-level and high-level processing elements to process and decode language. This involves an interaction between speech linguistic features (bottom-up) and listening processes paired with prior knowledge (top-down).

Schema Theory

Dijkstra and Peeters (2023) mention that listeners use their prior knowledge, expectations, and mental frameworks (schemas) to understand spoken language. In other words, listeners use their prior knowledge or schemas to interpret the information they hear.

Principles for Effective Listening Instruction

Listening is a receptive skill that involves receiving, interpreting, and decoding spoken language. This can be done in different contexts, such as face-to-face situations,

phone conversations, audio recordings, and many other scenarios. Therefore, teaching this skill requires extensive training to learn and improve.

Feasibility

It is important to realize that teaching listening is not something that can be directly taught to students because it is an internal process under their control. However, listening strategies can be taught over time through effective instruction and support.

Consistency

Design listening activities and tasks that have a logical and sequential order. Scaffold listening activities and tasks to gradually increase in complexity, difficulty, and linguistic challenge as students progress through different proficiency levels. Make sure that each listening task builds upon previous activities to enhance listening proficiency.

Material Exposure

Use different listening sources to add variety and complexity. For example, you can use songs, recorded conversations, podcasts, interviews, and lectures, along with other audiovisual materials. This approach exposes students to different accents, styles and registers.

Motivation

Encourage students to actively engage in listening activities by using interactive, authentic, and enjoyable listening tasks that require them to listen for specific information, answer comprehension questions, predict outcomes, summarize main ideas, or participate in meaningful conversations.

Repetition

Repetition helps students memorize information and fosters long-term learning. Repeated exposure to listening materials ensures students successfully decode spoken language, internalize grammar structures, vocabulary, and content.

Table 51

Summary of Theories and Principles in Listening Instruction

Concept/Principle	Core Idea
Interactive Model of Listening	This model argues that listeners merge low-level processing (decoding sounds, words) with high-level processing (using background knowledge, context) to understand language.
Schema Theory	Listeners use their prior knowledge, expectations, and mental frameworks (schemas) to interpret the information they hear.
Consistency and Scaffolding	Listening tasks should be designed in a logical sequence, gradually increasing in complexity and linguistic challenge as students progress.
Material Exposure	Instruction should use different listening sources (e.g., songs, podcasts, interviews) to expose students to various accents, styles, and registers.
Motivation	Students should be actively engaged through interactive, authentic, and enjoyable tasks that require them to listen for a specific purpose.

Note. These concepts highlight that listening is an active skill that requires the strategic application of both linguistic knowledge and real-world understanding.

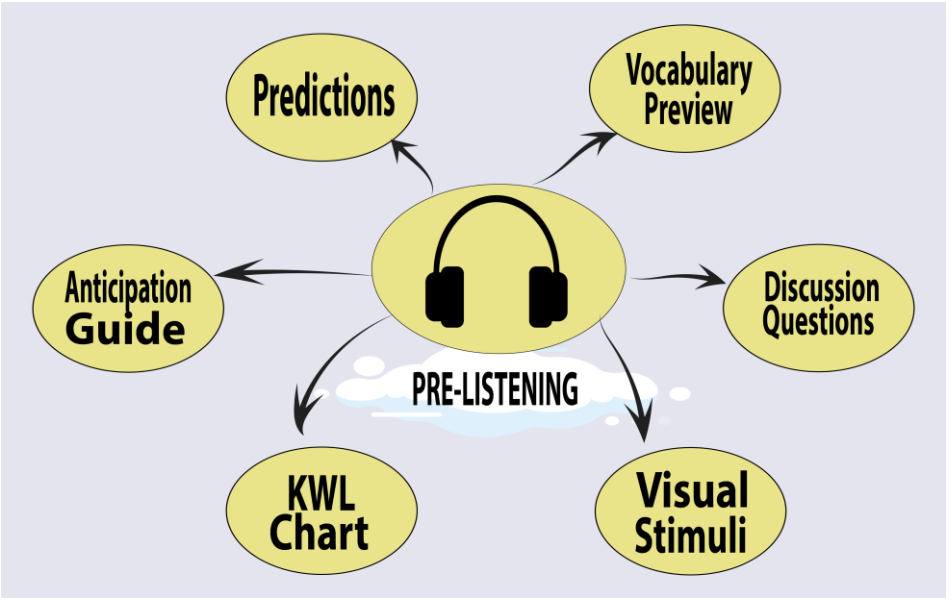
Teaching Listening Strategies

A listening class can be split into **pre-listening**, **listening**, and **post-listening** stages.

Pre-Listening Strategies

Figure 31

A concept map of pre-listening strategies



Note. These strategies activate students' schemas and provide a purpose for listening, transforming it from a passive to an active, goal-oriented skill.

Prediction Activity. Ask students to predict content based on visual cues, title, or any keywords. This activity can be done through a brainstorming activity or by writing down ideas on a prediction chart where their guesses can be recorded and revisited at a later stage.

Vocabulary Preview. Introduce new vocabulary related to the listening topic with different activities, such as vocabulary matching, word association, or concept mapping.

Discussion Questions. Introduce simple and complex questions related to the listening topic in order to activate prior knowledge, elicit vocabulary, and quickly review grammar structures. This activity fosters critical thinking and sparks curiosity about the upcoming listening material.

Visual Stimuli. Use visual elements such as pictures, videos, or relevant objects related to the listening topic to generate interest and provide context. Through these visual elements, students can describe what they see, predict content, and make connections to their life experiences.

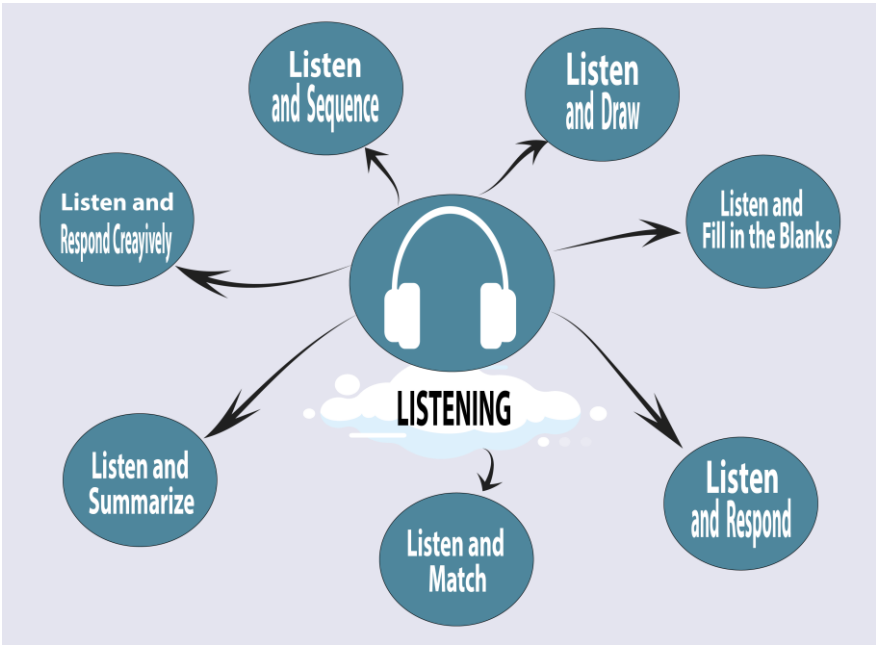
KWL Chart. Use a KWL (Know–Want to Know–Learned) chart to activate students' prior knowledge about the listening topic. At this stage, ask students to write what they already know and what they want to know about the topic, which can be done after a brief brainstorming session. This activity helps students set listening goals and generate more interest in the task.

Anticipation Guide. Present students with a few sentences related to the listening activity. Ask them to predict whether each sentence is true or false based on details and prior knowledge about the upcoming task.

Listening Strategies

Figure 32

A concept map of listening strategies



Note. The focus of these in-task strategies is to help students actively process information and monitor their comprehension as they listen.

Listen and Sequence. Give students a few scrambled sentences or pictures related to the listening material. They must arrange them in the right order based on the events described in the audio material. This activity helps students improve their listening and sequencing skills.

Listen and Draw. Ask students to draw a picture or sketch based on what they hear during the listening task. Then, they can share their work with the class to connect the drawings with details from the listening material.

Listen and Fill in the Blanks. Create a fill-in-the-gap activity for students to complete while listening to the audio material. This can be done with song lyrics, transcripts from video clips, or dialogues. This activity enhances students' attention to detail while listening and improves their spelling and grammar usage.

Listen and Respond. Provide students with a set of comprehension questions or prompts to respond to while listening. After listening to the audio, students should respond either orally or in writing to the questions.

Listen and Match. Prepare a set of pictures, descriptions, or statements to be matched to a recorded audio describing them. This activity reinforces listening for details and encourages students to make connections between visual and auditory details.

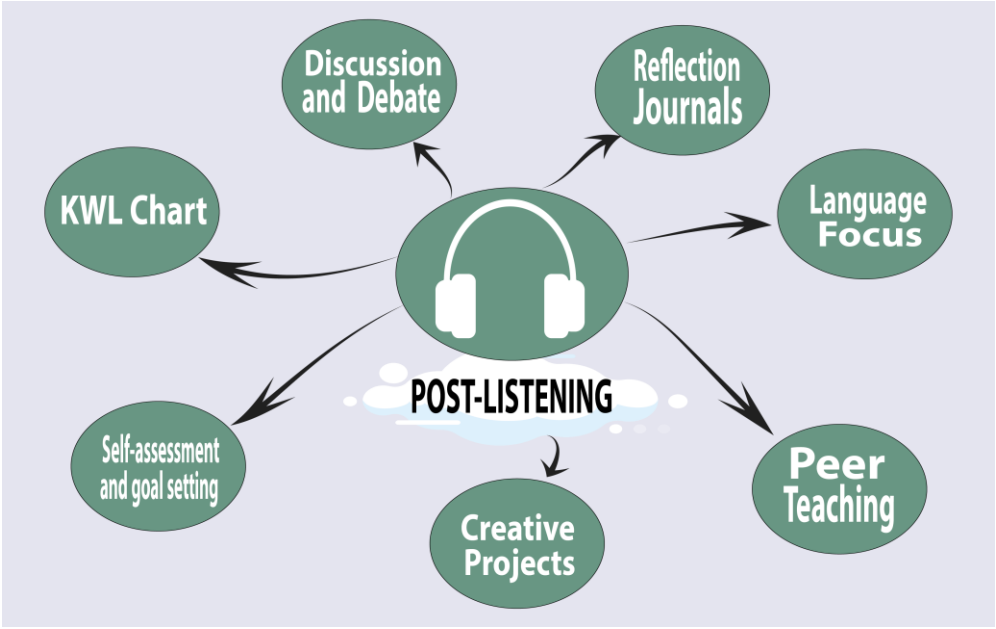
Listen and Summarize. Have students listen to a short story, a poem, a description, or any other recorded material. Then, ask them to summarize the main ideas of what they just heard. This activity helps students develop critical thinking and summarizing skills.

Listen and Respond Creatively. Encourage students to respond in a fun and creative way to the listening material. They can do this by composing a song, writing a poem, drawing a comic strip, or dramatizing a scene. This activity fosters their creativity and quick thinking skills.

Post-Listening Strategies

Figure 33

A concept map of post-listening strategies



Note. Post-listening activities confirm comprehension and provide opportunities for students to use the information they have heard in a new, productive way.

Discussion and Debate. Organize an in-class discussion or a debate on the themes, ideas, or issues raised in the listening material. Ask students to share their ideas and engage in a meaningful dialogue with their classmates.

Reflection Journals. Ask students to write entries about their listening process in a journal, which should be updated after listening activities, such as short stories, podcasts, or interviews. This activity fosters metacognitive awareness and self-assessment.

Language Focus. Choose the most relevant grammar structures and vocabulary used in the listening material that require extra practice. To do this, the teacher can design grammar and vocabulary drills along with pronunciation tasks to consolidate students' understanding of the target language.

Peer Teaching. Ask students to prepare short oral presentations based on the listening material. Then, ask them to work in small groups and designate one student as the "teacher" in each group to explain the listening topic. At this stage, the teacher must monitor the groups and provide feedback only when needed to avoid excessive interruptions. This activity promotes collaboration and active learning.

Creative Projects. Ask students to work on creative projects based on the listening material to be shared with the class once they are ready. For example, students can make a poster, design a multimedia presentation, record a podcast, or write a poem. This activity fosters creativity and metacognitive awareness.

Self-Assessment and Goal Setting. Ask students to assess their listening skills with a rubric provided by the teacher. Then, based on their self-assessment, ask them to make a plan and set goals to improve their listening proficiency. This activity promotes critical thinking and metacognitive awareness.

KWL Chart. Revisit the KWL (Know–Want to Know–Learned) chart to complete the "Learned" (L) section with information acquired after the listening task. This activity helps students solidify knowledge and critical thinking.

Chapter Summary

In this chapter, we learned that, in order to teach language skills efficiently, we must consider several theories and approaches along with different instructional principles, so our students can successfully master each skill. Additionally,

we examined a wide range of teaching strategies for each skill, taking into account their different stages and characteristics.

Here are ten relevant points found in this chapter:

1. Reading, writing, speaking, and listening mutually reinforce language acquisition and communicative competence.
2. Activating prior knowledge enhances reading comprehension and contextual understanding.
3. Balanced Literacy combines phonics (decoding) and whole language (meaning-focused) approaches for comprehensive reading instruction.
4. Process writing emphasizes stages like pre-writing, drafting, revising, and publishing to develop structured, reflective writing.
5. To develop communicative competence, it is essential to prioritize real-world speaking contexts over grammatical accuracy to foster fluency and interaction.
6. Reducing anxiety through a supportive environment encourages risk-taking in speaking.
7. The Interactive Listening Model mixes bottom-up (linguistic decoding) and top-down (contextual inference) processing for effective comprehension.
8. It is ideal to apply scaffolded instruction as a way to break tasks into more manageable steps to gradually develop all language skills.

9. L1 use must be limited and only regarded as a tool for language clarification and anxiety reduction, without affecting L2 immersion.
10. Authentic materials such as graded readers, news articles, videos, or podcasts must be used to ensure immersion and even cultural awareness.

Check your Knowledge

Read the following questions and select the correct answer for each.

1) What is the main reason for teaching all four language skills in an integrated manner?

a) To focus solely on grammar accuracy

b) To prioritize cultural awareness over fluency

c) To interrelate and mutually reinforce language acquisition

2) Which approach combines phonics instruction with whole-language strategies?

a) Balanced Literacy Approach

b) Process Writing Approach

c) Genre-Based Approach

3) How does Schema Theory guide teachers in enhancing reading comprehension?

a) By increasing reading speed

b) By activating students' prior knowledge and connecting it to new information

c) By focusing only on vocabulary memorization

4) Which hypothesis emphasizes reducing anxiety to improve language learning?

a) Interactionist Hypothesis

b) Affective Filter Hypothesis

c) Output Hypothesis

5) What is the main focus of the Process Writing Approach?

a) Writing as a linear, single-draft task

b) Collaborative writing only

c) Writing through stages like drafting, revising, and editing

6) Which listening model combines bottom-up and top-down processing?

a) Schema Theory

b) Interactive Model of Listening

c) Communicative Competence

7) What is a key benefit of using authentic materials in language teaching?

a) They simplify language to basic grammar rules.

b) They focus solely on pronunciation drills.

c) They expose students to real-world contexts and cultural relevance.

8) Which strategy helps students organize ideas during the pre-writing stage?

a) Repeated readings

b) Graphic organizers

c) Error correction codes

9) When is the strategic use of L1 most beneficial?

a) To replace English entirely in the classroom

b) To prioritize translation over communication

c) For clarifying complex instructions or reducing anxiety for beginners

10) Which speaking activity fosters fluency through structured arguments?

a) Debates

b) Tongue twisters

c) Listen-and-draw

Note. See Appendix C for the answer key.

Chapter 8: Assessment in the English Class

Introduction

Having explored several strategies for teaching reading, writing, speaking, and listening, the focus must now shift to identifying students' progress in their language acquisition path. Effective education must always be paired with thoughtful evaluation. This chapter moves beyond the idea of simply testing as a final criterion and focuses on assessment as an integral part of the teaching cycle.

McTighe and Ferrara (2021) define assessment in education as the process to gather, analyze, and interpret information about students' learning performance. Additionally, it involves diagnosing learning needs, providing feedback, informing instructional decisions, and measuring the effectiveness of teaching practices and curriculum.

Types of Assessment

Formative Assessment

Formative assessment takes place throughout the lesson. Rana and Rana (2025) state that it can be used to monitor student progress, identify linguistic problems that need extra support, and provide constant feedback. This type of assessment does not require a formal test as it can simply be gathered from class observation, discussions, and students' self-assessment.

Summative Assessment

Summative assessment usually takes place at the end of a unit, semester, or academic year. It is used to evaluate students' achievements and monitor learning goals. This can be done with unit tests, final exams, or standardized tests. Bui (2023) claims that this type of assessment can also foster student engagement and provide insights to guide instruction, turning it into more than a simple evaluative function.

Diagnostic Assessment

Sawaki et al. (2024) mention that diagnostic assessment must be conducted before instruction starts to help teachers identify students' prior knowledge, weaknesses and strengths in order to gather information for tailoring teaching methods to meet their learning needs.

Authentic Assessment

Authentic assessment, according to Sukma et al. (2021), involves measuring students' language proficiency by having students perform real-world tasks, such as projects, portfolios, or multimedia presentations.

Standardized Testing

Hargreaves (2020) argues that standardized tests are administered to measure students' language proficiency through the application of tests that have a consistent structure and are scored the same way for everyone. An example of this type of test is the TOEFL (Test of English as a Foreign Language) because it has a predefined structure, can be used with native or non-native speakers, and is scored under the same parameters for all test takers.

Rubrics

As Keller et al. (2023) define them, rubrics represent criterion-referenced assessment tools that articulate specific performance expectations across multiple quality levels. Unlike standardized tests, which focus on comparative measurement, these tools provide detailed qualitative descriptors that guide both evaluation and learning processes.

Table 52

A Comparison of Assessment Types

Assessment Type	Key Characteristic	Classroom Application Example
Formative Assessment	Takes place throughout the lesson to monitor progress and provide constant feedback.	Gathering data from class observation, discussions, and students' self-assessment.
Summative Assessment	Occurs at the end of a unit, semester, or academic year to evaluate student achievement.	Administering unit tests, final exams, or standardized tests.
Diagnostic Assessment	Conducted before instruction begins to identify students' prior knowledge, weaknesses, and strengths.	Gathering information to tailor teaching methods to meet specific learning needs.
Authentic Assessment	Measures language proficiency by having students perform tasks that mirror real-world situations.	Assigning projects, portfolios, or multimedia presentations.
Standardized Testing	Administered with a consistent structure	Using an exam such as the TOEFL to

	and scored uniformly for all test-takers to measure proficiency.	measure a student's English proficiency against a common standard.
Rubrics	Provides detailed qualitative descriptors that articulate specific performance expectations across multiple quality levels.	Using a detailed rubric with specific criteria to guide the evaluation and learning process for an assignment.

Note. These assessment types are not mutually exclusive and are often used in combination to create a comprehensive evaluation system that both supports and measures student learning.

Formative Assessment in the EFL Class

Formative Assessment as a Process

Formative assessment in an EFL class is a process of collecting feedback and information about students' language learning during instruction. Vassiliou et al. (2022) argue that it involves using different strategies, such as quizzes, discussions, observations, tasks, and other strategies to assess students in class, identify learning weaknesses, and adjust teaching methods accordingly. The main goal of this type of assessment is to provide students with constant support and feedback to help them improve their language skills in a supportive and encouraging environment. When discussing formative assessment, it's crucial to consider the following points:

Lesson Objective

What do I need my students to learn?

Students' Level of Knowledge

Where are my students in terms of knowledge and language skills?

Students' Needs, Strengths, and Weaknesses

How can I teach them everything they need to learn by leveraging their strengths while simultaneously addressing their weaknesses?

Lesson Difficulty

Is the lesson appropriately challenging for my students, or is it too easy or too difficult? Is it reasonably understandable?

Teaching Material

Is the teaching material suitable, interesting, and engaging for my class?

Teaching Strategy

Am I using the most effective teaching approaches?

Formative Assessment Strategies

Incorporate Games

Use interactive games and quizzes to assess language skills while making learning fun. For example, you can play Word Bingo, Tic Tac Toe, Hangman, and other games as strategies to assess your students.

Use Technology

Use online platforms, AI-powered websites, and apps to your advantage. For example, you can use language learning apps to practice different grammar structures or AI-powered websites to practice listening or speaking in class.

Peer Assessment

Encourage students to evaluate each other's language progress through peer feedback. For example, after an oral presentation, you can ask them to work in pairs or small groups to provide each other with constructive ideas and feedback to improve their speaking skills.

Real-world Tasks

Ask your students to work on tasks that require the use of language in real-life contexts. For example, you can ask them to practice a conversation at a bank to withdraw money, at a restaurant ordering food, writing an article about new careers, giving a speech on inclusivity, or any other situation depending on the lesson topic.

Creative Projects

Ask students to work on projects that allow them to showcase their creative side alongside their language skills. For example, they can work on a comic strip, a podcast, a poem, a song, or any other type of creative project that requires the use of the target language.

Graphic Organizers

Ask your students to work on graphic organizers, such as mind maps, Venn diagrams, or KWL charts to help them visually organize their ideas, grammar, and vocabulary. For example, you can ask them to use a Venn diagram to categorize positive feelings (e.g., happy, excited, etc.), negative feelings (e.g., sad, upset, etc.) and overlapping feelings (e.g., nostalgic, bittersweet, etc.).

Self-assessment and Reflection

Encourage students to reflect on their learning and assess their target language strengths and weaknesses. For instance, give them a checklist of language skill criteria and have them rate themselves to reflect on their progress and learning goals.

Summative Assessment in the EFL Class

Summative Assessment as a Process

Hidri (2020) states that summative assessment in the EFL class is a process to evaluate students' English language skills at the end of a specific period (e.g., unit, lesson, semester, academic year, etc.). This type of assessment usually relies on standardized exams or other assessment tools, such as portfolios and performance tasks to evaluate students' English proficiency.

Summative Assessment Strategies

Multimedia Presentations

Ask students to prepare a multimedia presentation. For example, you can ask them to make a presentation on global warming, especially if a recent topic discussed in class, was the weather. This activity assesses both their language and presentation skills.

Debates or Discussions

Organize debates on topics relevant to the students. For example, teen students could debate the pros and cons of cats and dogs while adult students could debate about the advantages and disadvantages of learning IT skills. This activity allows them to showcase their listening, speaking, and critical thinking skills.

Portfolio Assessment

Ask students to keep a portfolio from day one where they can store samples of their assignments, projects, and other class activities. This task helps students reflect on their progress throughout the course.

Performance-based Tasks

Assign activities that require students to showcase their language skills through real-life tasks. For example, they can role-play a job interview or close a deal at a car dealership. This activity allows teachers to assess students' speaking, listening, and interpersonal skills.

Authentic Writing Tasks

Have students write different types of texts required in real-life scenarios, such as writing an email, a blog, a report, or a proposal. This activity assesses students' writing skills in meaningful contexts.

Project-based Assessments

Ask students to develop projects that require planning, research, and implementation. For example, they can work on a documentary about capybaras. This means they will have to work on a plan to carry out the project, gather information about capybaras, and then make a multimedia presentation to be presented in class. This activity assesses language, research, and critical thinking skills.

Standardized Exams

Administer standardized exams based on the curriculum requirements. For example, the Ecuadorian government institutionalized the Common European Framework of Reference language standards for the English language. Therefore, students' language skills must be assessed to determine their proficiency at the A1, A2, B1, B2, C1, or C2 level.

Using Rubrics in the EFL Class

Types of Rubrics

Rubrics are, according to Keller et al. (2023), valuable tools in the EFL class for assessing student performance across different language skills and tasks. The most relevant types of rubrics for the EFL classroom are holistic and analytic rubrics. Whether the goal of the assessment is to give detailed, diagnostic feedback, or to obtain a quick overall impression, will determine which option is best.

Holistic Rubrics

Rahman et al. (2023) mention that a holistic rubric provides a single, overall score for a piece of student work by matching it to one of several performance level descriptions. Instead of focusing on evaluating criteria separately, it assesses a product as a whole. This type of rubric is efficient for summative assessments where a quick, general judgment of proficiency is needed.

Example:

- A teacher might use a holistic rubric to quickly grade weekly journal entries or to give a general score on a short, informal speaking activity, focusing on overall communicative effectiveness rather than specific errors.

Analytic Rubrics

An analytic rubric is defined by Shafiei (2024) as a tool to break down an assignment into its core components (e.g., Grammar, Vocabulary, Fluency, Spelling, etc.), which are then scored individually on separate scales. This method is useful for providing detailed, specific feedback that students can use to identify and understand their strengths and weaknesses.

Example:

- For a formal argumentative essay, an analytic rubric should have separate criteria for Thesis Statement, Organization, Use of Evidence, Grammatical Accuracy, and Vocabulary, allowing the teacher to show a student that while their arguments are strong, their grammatical accuracy needs improvement.

Rubrics Criteria

Clarity of Expectations

Rubrics provide clear and explicit criteria, so both teachers and students know exactly what is expected from an assignment. This clarity helps students focus their efforts on targeted language objectives.

Feedback and Assessment

Rubrics help teachers mark students' work systematically and objectively. Teachers can use rubrics to offer constructive feedback, helping students focus their efforts on their learning objectives.

Self-assessment and Reflection

Rubrics empower students to take control of their learning journey by involving them in self-assessment and reflection. When students compare their work to the rubric criteria, they can identify their strengths and weaknesses in the target language, set goals for improvement, and track their progress throughout the course.

Differentiation

Rubrics can be tailored to suit students' needs and proficiency levels. This allows teachers to provide differentiated feedback and support to all students.

Peer and Self-assessment

Teachers can use rubrics in class for peer assessment as well as self-assessment so students can evaluate their language skills. This helps them check their progress from a critical and personalized perspective.

Goal Setting

Rubrics help teachers set clear learning objectives and expectations. For example, a rubric can be used to evaluate students' fluency or grammar accuracy at the end of a unit or academic period.

Formative and Summative Assessment

Rubrics can be used formatively to provide students with clear feedback on their target language proficiency. Additionally, rubrics can be used summatively to grade any assignment, such as portfolios, multimedia presentations, essays, and other tasks, as long as their criteria and indicators are tailored accordingly.

Tips to Make Rubrics for the EFL Class

Tips for a Reading Rubric

Since reading is a receptive skill, a rubric for this skill must assess the tasks students complete to demonstrate comprehension. Therefore, an effective rubric should focus on these criteria:

Main Idea Comprehension. How well does the student identify the central theme and purpose of the text?

Key Detail Identification. Can the student locate and understand specific information and any other supporting details?

Inference and Interpretation. Does the student accurately infer meaning that is not explicitly stated?

Critical Analysis. Can the student analyze the author's tone, bias, or the effectiveness of the text?

Table 53

Example of a Reading Rubric

Criteria	Developing	Proficient	Advanced
Main Idea Comprehension	Struggles to identify the central theme or purpose of the text.	Identifies the central theme and purpose of the text with some accuracy.	Clearly and accurately identifies the central theme and purpose of the text.
Key Detail Identification	Has difficulty locating specific information or supporting details within the text.	Locates and understands most of the key information and supporting details.	Accurately locates and understands all significant information and supporting details.
Inference and Interpretation	Struggles to infer meaning that is not explicitly stated in the text.	Makes simple and accurate inferences about the text's meaning.	Accurately infers complex meanings, including the author's underlying message.
Critical Analysis	Provides a limited or no	Can identify the author's	Analyzes the author's

	analysis of the author's tone or bias.	tone or bias with some prompting or guidance.	tone, bias, and the overall effectiveness of the text with insight.

Note. This rubric assesses a student's ability to demonstrate comprehension of a text. The levels can be adapted to suit different text difficulties and student proficiency.

Tips for a Writing Rubric

A writing rubric should break down the complex skill of composition into manageable parts. A robust writing rubric should evaluate different dimensions of the text, considering the following aspects:

Task Achievement. How well does the writing address the prompt and comply with all task requirements?

Organization and Coherence. Is the text logically structured with clear paragraphs, transitions, and a main idea?

Vocabulary. Does the student use a wide range of vocabulary accurately and appropriately for the topic?

Grammatical Range and Accuracy. How effectively and accurately does the student use grammatical structures?

Mechanics. Is the spelling, punctuation, and capitalization correct?

Table 54

Example of a Writing Rubric

Criteria	Developing	Proficient	Advanced
Task Achievement	Partially addresses the prompt; some requirements of the task are missing.	Addresses the prompt and fulfills most of the task requirements.	Fully addresses all aspects of the prompt and task requirements with precision.
Organization and Coherence	The text lacks a clear structure; paragraphs and transitions are weak or absent.	The text is logically organized with clear paragraphs and some effective transitions.	The text is well-organized with a logical flow and effective use of transitions.
Vocabulary	Uses a limited range of vocabulary; errors may impede understanding.	Uses an appropriate range of vocabulary accurately for the topic.	Uses a wide and sophisticated range of vocabulary accurately and effectively.
Grammatical Accuracy	Frequent grammatical errors make the text	Uses grammatical structures with some	Demonstrates a strong command of grammar

	difficult to understand.	errors, but meaning is generally clear.	with minimal to no errors.
Mechanics	Frequent errors in spelling, punctuation, or capitalization are present.	Has some errors in spelling, punctuation, and capitalization, but they rarely interfere with meaning.	Demonstrates consistent accuracy in spelling, punctuation, and capitalization.

Note. This rubric breaks down the complex skill of writing into five manageable parts, allowing for specific and constructive feedback.

Tips for a Speaking Rubric

Assessing speaking requires evaluating both what is said and how it is said. A proper rubric for this skill should consider these criteria:

Fluency and Coherence. How smoothly and naturally does the student speak? Are their ideas connected logically?

Pronunciation. Is the student's speech clear and understandable, with correct word stress and intonation?

Vocabulary. Does the student use appropriate vocabulary to express their ideas clearly?

Grammatical Accuracy. How well does the student use grammar to form clear and accurate sentences?

Interactive Communication. Can the student respond appropriately to others and maintain a conversation?

Table 55

Example of a Speaking Rubric

Criteria	Developing	Proficient	Advanced
Fluency and Coherence	Speaks with frequent pauses and hesitation; ideas are difficult to follow.	Speaks with some smoothness and connects ideas logically for the most part.	Speaks smoothly and naturally, with ideas that are well-connected and easy to follow.
Pronunciation	Speech is often unclear and difficult to understand due to pronunciation errors.	Speech is generally clear and understandable, despite some errors in pronunciation or intonation.	Speech is very clear and easy to understand, with accurate word stress and intonation.
Vocabulary	Uses basic vocabulary, which may be insufficient or	Uses appropriate vocabulary to express ideas clearly.	Uses a wide and appropriate range of vocabulary to express

	inappropriate for the topic.		ideas with precision.
Grammatical Accuracy	Makes frequent grammatical errors that obscure meaning.	Uses grammar to form clear sentences, though some errors may be present.	Uses a variety of grammatical structures accurately and effectively.
Interactive Communication	Struggles to respond to others or maintain a conversation.	Can respond appropriately to others and participate in a conversation.	Responds effectively and can actively maintain and develop a conversation.

Note. This rubric helps to evaluate both what a student says and how they say it, balancing content with delivery.

Tips for a Listening Rubric

Similar to reading, a listening rubric assesses comprehension tasks. The criteria used in a suitable rubric for this skill should focus on the following:

Main Idea Comprehension. Can the student identify the overall topic and purpose of the audio?

Specific Information. How well does the student understand key details, facts, names, and any other information mentioned?

Inference. Can the student infer the speaker's attitude, feelings, or intended meaning?

Discourse Comprehension. Does the student understand how the conversation or monologue is organized?

Table 56

Example of a Simple Listening Rubric

Criteria	Developing	Proficient	Advanced
Main Idea Comprehension	Has difficulty identifying the overall topic or purpose of the audio.	Identifies the main topic and purpose of the audio with general accuracy.	Clearly and accurately identifies the overall topic and purpose of the audio.
Specific Information	Misses most of the key details, facts, or names mentioned in the audio.	Understands some of the key details and specific information from the audio.	Understands and can recall all significant details and specific information accurately.
Inference	Struggles to infer the speaker's	Can make simple inferences about the	Accurately infers the speaker's attitude,

	attitude or feelings.	speaker's attitude or intended meaning.	feelings, and intended meaning with insight.
Discourse Comprehension	Has difficulty following the overall organization of the conversation or monologue.	Understands the basic organization of the conversation or monologue.	Clearly understands how the conversation or monologue is organized and how ideas are connected.

Note. This rubric provides a structured way to assess a student's ability to process and understand different layers of spoken language.

Chapter Summary

In this chapter, we analyzed what assessment is, its different types, and carried out a careful analysis to understand how to incorporate assessment strategies in the EFL class. Additionally, we examined how to use rubrics in order to assess students' performance clearly and fairly.

Here are ten relevant points found in this chapter:

1. Formative assessment focuses on continuous feedback and progress monitoring through strategies like games, peer review, and self-reflection.

2. Summative assessment evaluates proficiency at the end of a unit or course using tools such as standardized exams, portfolios, and performance tasks.
3. Diagnostic assessment identifies students' prior knowledge and learning gaps to tailor instruction.
4. Authentic assessment measures language skills through real-world tasks to ensure practical application.
5. Standardized testing provides objective proficiency measurement based on international standards, such as those from the Common European Framework of Reference for Languages (CEFR).
6. Rubrics offer clear criteria for objective evaluation, which helps foster self-assessment, differentiation, and goal setting.
7. Technology integration enhances engagement through apps and AI tools for interactive language practice.
8. Peer and self-assessment encourage collaborative learning and metacognitive awareness through structured feedback.
9. Project-based assessment is ideal to assess language, research, and critical thinking skills.
10. Rubrics and checklists enable personalized guidance to address students' learning needs.

Check your Knowledge

Read the following questions and select the correct answer for each.

1) What is the primary purpose of formative assessment?

a) To assign final grades

b) To provide continuous feedback and monitor progress

c) To replace summative assessments

2) Which assessment type evaluates students' language skills at the end of a unit or course?

a) Diagnostic assessment

b) Summative assessment

c) Authentic assessment

3) What does authentic assessment typically involve?

a) Standardized exams

b) Multiple-choice quizzes

c) Real-world tasks such as role-plays or projects

4) Which tool provides clear criteria for evaluating student work objectively?

a) Essays

b) Rubrics

c) Peer feedback

5) What is the main goal of diagnostic assessment?

a) To measure final proficiency

b) To encourage creative projects

c) To identify prior knowledge and learning gaps

6) Which strategy is part of formative assessment?

a) Peer assessment and self-reflection

b) Standardized testing

c) Final exams

7) What does standardized testing emphasize?

a) Subjective scoring

b) Consistent structure and uniform scoring

c) Real-world task performance

8) How can rubrics support differentiation in the classroom?

a) By enforcing rigid grading standards

b) By tailoring feedback to diverse proficiency levels

c) By eliminating student self-assessment

9) Which type of rubric provides a single, overall score for a piece of work, focusing on general effectiveness rather than individual components?

a) Analytic Rubric

b) Holistic Rubric

c) Developmental Rubric

10) What role does technology play in formative assessment?

a) Replaces teacher-led instruction

b) Focuses solely on grammar drills

c) Enhances engagement through apps and AI tools

Note. See Appendix C for the answer key.

Chapter 9: Teaching English for Specific Purposes

Introduction

After analyzing a comprehensive framework for assessment in Chapter 8, from formative strategies to the detailed criteria for developing rubrics, it is now time to focus on tailoring instruction for specific contexts. This chapter will delve into the principles and practices behind creating effective English for Specific Purposes (ESP) programs.

Defining English for Specific Purposes

Hutchinson and Waters (1987) define English for Specific Purposes (ESP) as an approach to teach English language skills to be used in very specific contexts. Unlike general English courses, this approach focuses on teaching the specific linguistic features needed for professional or academic purposes.

Common ESP programs

Here are some common types of ESP programs:

English for Academic Purposes (EAP)

The purpose of an EAP course is to prepare students to study in an English-speaking university or undertake academic studies in English. This type of course focuses on teaching English at an academic level, covering aspects such as academic writing, academic vocabulary, and critical reading.

English for Business Purposes (EBP)

An EBP course is designed to help students and professionals develop the language skills needed for business and professional contexts. This type of course usually covers different aspects, such as business communication, negotiation, and intercultural communication skills.

English for Medical Purposes (EMP)

An EMP course is designed for healthcare professionals such as medical students, nurses, and doctors to meet their

language needs. These courses cover medical terminology, patient communication skills, medical writing skills, and other relevant language skills related to healthcare.

English for Legal Purposes (ELP)

An ELP course focuses on teaching English to professionals, such as lawyers and judges to communicate effectively in legal contexts that require the use of legal documents and terminology.

English for Aviation Purposes (EAvP)

An EAvP course is designed to help pilots, air traffic controllers, and others in the aviation industry to meet their English linguistic needs. This type of course focuses on teaching aviation-specific vocabulary, phrases, communication skills, and understanding of regulations.

Designing an ESP Course

This type of course requires teachers to consider students' language needs, goals, and specialized contexts, which may be academic or technical. This is why designing this type of course requires a student-centered approach that prioritizes students' needs within their professional or academic contexts. According to Knoch and Macqueen (2022), designing such a course requires a thorough analysis of students' language needs in order to craft a teaching approach that aligns with those needs. This needs analysis provides the teacher with information required to develop a rigorous course curriculum that addresses all essential aspects of any specialized real-life context, such as medicine, IT, science, or any other field.

Core Considerations for Course Design

Needs Analysis

According to Mao and Zhou (2024), teachers must perform a needs analysis to identify students' academic or professional needs and language objectives. This process involves gathering information about their specialized fields or contexts and language skills, which can be done through surveys, interviews, and standardized exams.

Example:

- Before starting an English for Engineers course, the teacher can ask students to complete a survey about which skills they use most at work, such as reading manuals, writing reports, or giving presentations, and may also interview them briefly to gather information about their workplace communication challenges.

Alignment with Standards

Zhu et al. (2023) claim that the learning objectives must be based on the information gathered from the needs analysis. These objectives must be specific and measurable by the end of the course.

Example:

- If the needs analysis shows that students struggle with business emails, the teacher should align the objective with CEFR standards, such as: “By the end of the course, students will be able to write a professional email requesting information at a B2 level.”

Select Content and Materials

Choose authentic material and resources to meet the students' specialized learning needs. Suchomelová-Połomska and Dablolova (2019) suggest that even though there are ESP books for different fields, they may lack the specificity required for a course that meets all students' needs. In this case, it is more advisable for teachers to develop their own teaching material. However, since that may be time-consuming, a hybrid approach in which a textbook is used along with specific material developed by the teacher is a more advisable idea. It is also highly advisable to implement case studies, examine industry reports, and different types of workplace-relevant documents.

Example:

- In a medical ESP course, the teacher can combine a general medical English textbook with authentic hospital documents such as patient intake forms and case study reports.

Establish Learning Objectives

To ensure a specialized language program meets industry and academic needs, Knoch and Macqueen (2022) suggest its learning objectives should align with those of the Common European Framework of Reference for Languages (CEFR) or any other sector-specific certification such as the ICAO's Language Proficiency Requirements for aviation.

Example:

- In an aviation English course, the objective might be: "Students will be able to conduct clear and concise radio communications during simulated flight scenarios, in alignment with ICAO Level 4 standards."

Design Curriculum and Syllabus

Develop a curriculum and syllabus that meet students' specialized needs. This curriculum, as stated by Mao and Zhou (2024), must meet all students' professional and academic goals along with the target needs. Likewise, the syllabus must be tailored to cover all specialized language skills along with practical and authentic tasks that align with their real-life applications.

Example:

- For an English for Lawyers course, the syllabus should include weekly themes such as Negotiation Language, Drafting Legal Contracts, and Courtroom Vocabulary, with role-plays and mock trials as practice tasks.

Focus on Vocabulary and Terminology

Suchomelová-Połomska and Dablolova (2019) argue that teachers must make sure to teach specialized vocabulary, terminology, and discourse features relevant to the academic or professional field through contextualized activities, such as analyzing reports, blueprints, manuals, and any other specialized document.

Example:

- In an English for Business Purposes (EBP) course, students can analyze financial statements and learn key terminology such as balance sheet, depreciation, and assets among others.

Soft Skills Integration

Integrating soft skills such as intercultural communication, teamwork, and presentation techniques, according to Gerasimova and Oblova (2025), helps students interconnect

their linguistic competence with professional efficacy in a controlled environment.

Example:

- In English for Business Purposes (EBP), students work in groups to prepare a sales pitch for an international market, practicing teamwork, persuasive speaking, and cross-cultural awareness.

Teaching Methodologies

Islam et al. (2022) state that Task-based learning (TBL) and Project-based learning (PBL) are ideal teaching approaches for this type of instruction because they focus on learner immersion with a balance between theoretical knowledge and practical tasks related to each field. Additionally, these suggested approaches are suitable for this kind of program because they avoid rote memorization and isolated grammar exercises.

Example:

- In an ESP course for tourism, students plan a guided tour of their city for international visitors, researching landmarks, preparing scripts, and presenting the tour as a project.

Provide Feedback and Assessment

Teachers must plan formative and summative assessment strategies to monitor students' progress. As Sasabone et al. (2021) note, because these courses are very specific in nature, educators must make sure to implement several assessment strategies to meet students' learning needs related to their academic or professional fields. Examples of assessment strategies that go beyond traditional exams are portfolios,

multimedia presentations, simulated interviews, and any sector-related specific tasks.

Example:

- In a nursing ESP course, students record themselves giving discharge instructions to a patient (role-play), and the teacher uses a rubric to provide feedback on clarity, accuracy, and tone.

Teacher Development

Woodrow (2022) states that it is ideal for teachers to collaborate with experts from different sectors depending on the type of ESP program being developed, to ensure content accuracy and relevance. For example, if a teacher is working on an English for Legal Purposes (ELP) program, an interview with a law professor might be suitable for gathering data and advice on developing an accurate curriculum.

Example:

- An ESP teacher designing a course for IT professionals may invite a software engineer to give a guest talk, ensuring the class content reflects current industry practices.

Cultural and Ethical Considerations

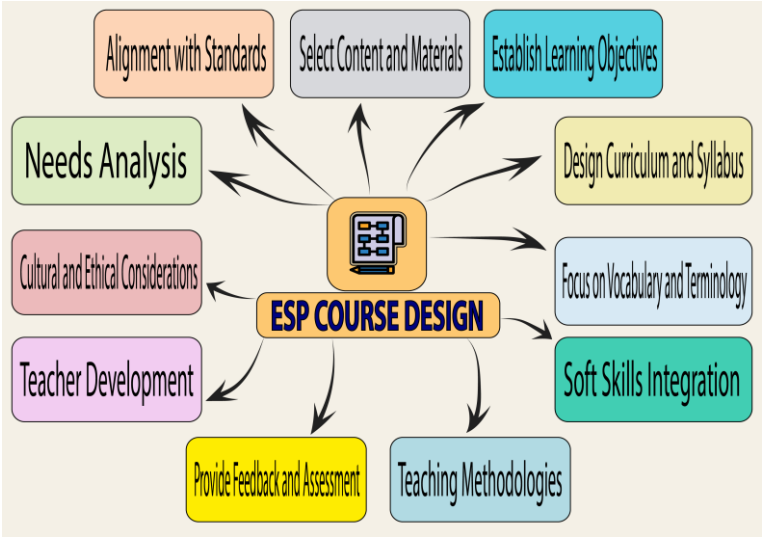
Effective tailored instruction, according to Nur Fitra (2020), must include aspects related to cultural awareness and the ethical aspects pertaining to a specific field. For example, an English for Business Purposes (EBP) should integrate aspects such as business etiquette in global markets, gift-giving protocols, and even confidentiality training.

Example:

- In a business English course, students role-play a meeting between Japanese and American partners, practicing polite greetings, gift exchanges, and culturally appropriate negotiation styles.

Figure 34

Key Components of ESP Course Design



Note. This radial diagram illustrates the interconnected and iterative elements crucial for developing effective English for Specific Purposes programs. Each component feeds into and influences the others, emphasizing a holistic approach to curriculum development.

Sample Course Design: English for Business Purposes

To synthesize the key principles of ESP design, the following table presents a sample course outline for an English for Business Purposes (EBP) program. This model provides a concrete example of how a needs analysis, authentic materials, and task-based methodologies can be structured into a coherent curriculum.

Table 57

Sample ESP Course Outline for an English for Business Purposes (EBP)

Course title:	English for Business Purposes (EBP) Program
Length:	12 Weeks
English level:	CEFR B2+
Target audience:	Business professionals, students, or employees aiming to enhance workplace communication in English.
Course Description	This 12-week EBP program is designed to help students master the language skills required in the business industry by focusing on real-world tasks. This course integrates different communication and negotiation strategies, along with a focus on intercultural competence and ethical practices.
Learning Objectives	By the end of the course, students will: **1.** Deliver business presentations and write professional reports. **2.** Negotiate deals, resolve conflicts, and participate in simulated business meetings. **3.** Demonstrate intercultural awareness in business-related contexts. **4.** Apply ethical practices, such as confidentiality and data protection, in business contexts. **5.** Collaborate effectively in team projects, demonstrating leadership and problem-solving skills.
Course outline	**Week 1-2: Foundations of Business Communication** • Key business vocabulary • Formal vs. informal language in workplace contexts

- *Task:* Write a professional email and executive summary

Week 3-4: Meetings and Negotiations

- Language for chairing meetings, agreeing/disagreeing, and persuasion.
- Role-play: Simulate a contract negotiation.
- *Case Study:* Analyze a failed negotiation and propose feasible solutions.

Week 5-6: Intercultural Communication

- Cultural dimensions and business etiquette training
- *Activity:* Compare business practices in Japan vs. Ecuador.
- *Guest Speaker:* Business executive discussing cross-cultural challenges.

Week 7-8: Marketing and Presentations

- Pitch development, storytelling, and visual aids.
- *Project:* Create and present a marketing campaign for a new product.
- Peer feedback on clarity and persuasiveness.

Week 9-10: Ethics and Legal Compliance

- Confidentiality agreements, anti-bribery policies, and data privacy.
- *Role-Play:* Handle an ethical dilemma in a multinational team.
- *Case Study:* GDPR compliance in customer communications.

Week 11-12: Final Project and Assessment

- Collaborative task: Develop a business proposal for an international client.
- *Summative Assessment:* Present the proposal to a panel (simulated stakeholders).

	• *Reflection:* Peer and self-assessment of teamwork and language use.

Assessment	• **Formative:**
	  • Weekly role-plays, quizzes on terminology, peer reviews, etc.
	  • Draft submissions of reports and presentations with instructor feedback.
	• **Summative:**
	  • Final business proposal (40%).
	  • Simulated client presentation (30%).
	  • Portfolio of weekly tasks (30%).

Materials	• **Authentic Resources:** Business reports, sample contracts, TED Talks on leadership. • **Technology:** Zoom for mock meetings, Canva for presentation design, Grammarly for writing refinement.
Teaching methodologies	• **Task-Based Learning (TBL):** Simulations (e.g., merger negotiations, etc.). • **Project-Based Learning (PBL):** Collaborative proposal development. • **Flipped Classroom:** Pre-class videos on cultural theories, in-class application.

Note. The course outline presented is a flexible model. Instructors should adapt the weekly topics, tasks, and materials based on the specific results of a thorough needs analysis conducted with their learners. The use of current and authentic resources relevant to the students' specific

professional context is highly encouraged to ensure maximum effectiveness.

ESP Sample Program Analysis

Needs Analysis

The program is designed in a way that addresses students' learning needs by targeting people related to the business industry. Although not explicitly stated, the curriculum shows there was a thorough needs analysis to focus on common business communication requirements.

Alignment with Standards

The program explicitly defines its required English proficiency level (B2+), which shows it complies with the CEFR standards as well as sector-specific standards such as the General Data Protection Regulation (GDPR).

Content and Materials

The use of authentic resources and technology ensures an immersive, dynamic, and engaging program.

Learning Objectives

The objectives established in the program are specific and measurable, which clearly indicates alignment with CEFR standards. The focus on soft skills, such as cultural awareness, is a valuable addition to the program.

Curriculum and Syllabus Design

The curriculum follows a structured progression that flows from easy to complex tasks at a controlled and logical pace, especially with the inclusion of practical activities in every learning block.

Vocabulary and Terminology

Specialized vocabulary is integrated throughout the whole program in practical tasks, which is ideal to prevent rote memorization.

Teaching Methodologies

Task-based (TBL) and project-based learning (PBL) are the dominant teaching strategies in this program. This is complemented by the flipped classroom methodology to ensure a balance of teaching approaches. This combination is ideal to ensure active learning and practicality.

Assessment and Feedback

Including both formative and summative strategies is the best route to ensure a balance between reinforcement and motivation through positive and encouraging feedback.

Efficacy and Impact of ESP Programs

An ESP program's design is intricate; however, academic literature has proven that it can be successful. Its efficacy must be analyzed from the linguistic perspective and also from the occupational perspective, in which, ideally, the learners improve their performance in their working environments. Rogers et al. (2021) mention that the success of these programs is directly connected to a rigorous needs analysis stage, so the curriculum aligns with the exact needs of the learners.

Empirical studies across various fields have validated the effectiveness of this particular approach. For example, Choi (2021) mentions that in the medical field, English for Medical Purposes (EMP) programs are greatly beneficial in directly improving and enhancing the clinical communication skills of non-native English-speaking medical staff, which leads to better medical outcomes. The authors also mention that students who finish this kind of ESP course often have greater opportunities for promotion.

Finally, evidence confirms that when ESP programs are carefully designed to address the authentic needs of learners, they offer tangible benefits that extend beyond the

classroom, a finding supported by researchers such as Choi (2020) and Negretti and McGrath (2020).

Chapter Summary

In this chapter, we analyzed the main aspects of designing English for Specific Purposes (ESP) instruction. We explored the most common program types and the main aspects to consider during the design process. Finally, we examined a sample English for Business Purposes (EBP) program and carried out a thorough analysis of its main aspects and characteristics.

Here are ten relevant points found in this chapter:

1. English for Specific Purposes (ESP) programs focus on teaching English adapted to specific professional or academic contexts, such as business, medicine, or aviation.
2. Common branches of this field include specialized courses such as English for Academic Purposes (EAP), English for Business Purposes (EBP), and English for Medical Purposes (EMP).
3. A needs analysis is the crucial first step to identify a learner's language gaps, goals, and contextual requirements.
4. The use of authentic, field-specific materials is essential for enhancing relevance and preparing students for real-world tasks.
5. Course design should follow a structured progression from simple to complex tasks, integrating specialized vocabulary and knowledge along the way.

6. Integrating soft skills such as intercultural competence, teamwork, and ethical practices is a key component of the curriculum.
7. Effective implementation relies on methodologies such as Task-Based Learning (TBL) and Project-Based Learning (PBL) to focus on practical application.
8. Alignment with international language frameworks such as the Common European Framework of Reference for Languages (CEFR) and relevant industry standards is mandatory.
9. A balanced assessment strategy, including both formative and summative methods, is used to monitor progress and provide feedback.
10. Cultural and ethical considerations must be integrated into the curriculum to prepare learners for global interactions.

Check your Knowledge

Read the following questions and select the correct answer for each.

1) What is the main focus of an English for Specific Purposes (ESP) program?

a) Teaching general conversational English

b) Tailoring language instruction to specialized professional and academic contexts

c) Focusing exclusively on grammar rules

2) Which ESP course prepares students for academic studies in English-speaking universities?

a) English for Aviation Purposes

b) English for Legal Purposes

c) English for Academic Purposes

3) What is the first critical step in designing an ESP course?

a) Selecting a textbook

b) Administering a final exam

c) Conducting a needs analysis

4) Which teaching methodology emphasizes practical tasks like simulations and case studies?

a) Task-Based Learning

b) Grammar-Translation Method

c) Lecture-based instruction

5) Why are authentic materials important in ESP courses?

a) They simplify language for beginners.

b) They provide real-world relevance.

c) They focus solely on vocabulary lists.

6) Which framework ensures ESP programs meet measurable proficiency standards?

a) TOEFL scoring guidelines

b) Common European Framework of Reference (CEFR)

c) Literary analysis guidelines

7) What type of assessment involves role-plays and draft submissions?

a) Summative assessment

b) Standardized testing

c) Formative assessment

8) Which skill is integrated into ESP programs alongside language proficiency?

a) Intercultural communication

b) Poetry recitation

c) Advanced calculus

9) What is a key feature of Project-Based Learning (PBL) in ESP?

a) Rote memorization of grammar

b) Isolated vocabulary drills

c) Collaborative real-world tasks

10) Which component ensures ethical practices in an English for Business Purposes (EBP) course?

a) Teaching specialized vocabulary

b) Addressing GDPR compliance and confidentiality

c) Focusing on historical events

Note. See Appendix C for the answer key.

Chapter 10: Integrating Artificial Intelligence in the EFL Classroom

Introduction

After establishing the process of designing English for Specific Purposes (ESP) programs in Chapter 9, which require carefully tailored instruction, we turn to a powerful technology that can improve our teaching processes even further: artificial intelligence (AI). This final chapter explores AI's potential to enhance the language learning experience, while also examining the important pedagogical and ethical challenges it presents.

Artificial Intelligence in Language Education

In a world where technology keeps evolving, so must education. The introduction of artificial intelligence (AI) took the world by storm. AI is present in virtually every context, including language education. Even though there is skepticism around its use, AI has introduced a myriad of possibilities to enhance English learning, such as personalized tasks, conversation simulators, automated writing assistance, feedback, and lesson design support, among many other tools.

All in all, AI can be very useful in the EFL class. It can definitely enhance teaching and learning processes. However, there are certain challenges that must be addressed to make informed decisions regarding AI integration in English language education.

Enhancing the EFL Class with AI

AI has the potential to significantly enhance the effectiveness of English teachers in several ways:

Personalized Learning

AI platforms can help teachers improve learning experiences based on their students' needs and English proficiency levels.

This can be achieved by generating different types of class materials, such as dialogues, proofreading tasks, or grammar exercises, based on class topics and language levels.

Data-Driven Instruction

Teachers can use artificial intelligence to identify their students' strengths and weaknesses in the English language. For example, they can use AI platforms, such as DeepSeek or ChatGPT, to analyze grades and common errors found in a test on, for instance, grammar tenses. Then, teachers can use this information to identify the points to be reinforced in subsequent classes.

Automated Assessment and Feedback

Artificial intelligence platforms can help teachers grade assignments, projects, and other activities quickly and automatically. Additionally, these AI platforms can also help teachers provide students with personalized feedback on any tasks they have had to complete. In general, these AI platforms help teachers save time, which means they can focus more effectively on improving their teaching methodologies to foster more engaging and motivational classes.

Language Practice and Immersion

AI-powered language learning apps and tools can function as an ever-present language tutor to help students practice English at any time in a fully immersive way. For example, students can have interactive conversations with AI chatbots, which are always available to provide them with interactive feedback.

Content Creation and Curation

Teachers can use AI-powered tools to create teaching material for all language skills and can also help curate pre-existing material. For example, a teacher can use AI to generate as many practice conversations for the class as needed. Additionally, they can improve or refine a previously

prepared quiz by adding more questions. AI tools can help teachers create and improve class material and free up time for them to focus on their students' progress.

Table 58

AI-Powered Enhancements for the EFL Classroom

Enhancement	Summary
Personalized Learning	Generates materials tailored to individual student proficiency levels and needs.
Data-Driven Instruction	Analyzes student performance data to identify common errors and inform instruction.
Automated Assessment and Feedback	Grades assignments automatically and provides personalized feedback, saving teacher time.
Language Practice and Immersion	Offers students 24/7 practice with AI chatbots and other immersive tools.
Content Creation and Curation	Creates and refines teaching materials like quizzes and dialogues quickly and efficiently.

Note. This table summarizes the key opportunities artificial intelligence presents for enhancing the teaching and learning experience in the EFL classroom.

Challenges of AI Integration

AI and Pedagogical Issues

AI platforms offer teachers numerous advantages; however, there are a few issues that need to be addressed:

Cultural Sensitivity and Contextual Understanding

AI-powered platforms lack the understanding and cultural awareness required to teach English in diverse cultural contexts.

Emotional Support and Empathy

Teaching English requires many human factors, such as emotional support and empathy, which is impossible to replicate with AI platforms.

Nuanced Feedback and Error Correction

Artificial intelligence excels at providing feedback on linguistic aspects, such as grammar, vocabulary, or pronunciation. However, no AI can provide meaningful feedback on more nuanced details, such as interpersonal dynamics, slang use, or code-switching, that require understanding the subtleties of those contexts.

Critical Thinking and Creativity

Teaching a language involves many factors, such as fostering critical thinking, creativity, and communicative competencies in students. This can be partially replicated by artificial intelligence, but it will never reach the human level achieved through interaction, interactive discussions, debates, and other activities that enable students to learn a language critically, analytically, and creatively.

Collaborative Learning and Social Interaction

Language learning is a social and collaborative process that involves interaction with peers and teachers in authentic and meaningful contexts, which AI platforms cannot replicate.

Ethical and Moral Education

Teaching English involves promoting ethical values such as integrity, respect, or tolerance, especially across different cultural contexts. This type of interaction cannot be replicated with artificial intelligence platforms.

AI And Ethical Issues

When integrating AI in the EFL class, besides pedagogical issues, there are also ethical issues that need to be analyzed:

Privacy and Data Security

Teachers must be careful when using artificial intelligence tools in class, especially when handling students' personal data, grades, and progress, to protect sensitive information from being used by unauthorized third parties.

Transparency and Accountability

Teachers must be transparent about the use of AI in the classroom. They must inform all stakeholders about how and when this technology is being used. This should be done to ensure transparency in all academic processes and allow for corrections in case of possible errors made by AI tools.

Bias and Fairness

Teachers must be very careful when using AI platforms, as they may unintentionally generate results based on unfair stereotypes. For example, if artificial intelligence is used to check student assignments, care must be taken to ensure there are no standards based on cultural or social prejudices.

Pedagogical Integrity

Artificial intelligence is there to assist teachers in enhancing their educational processes, not to replace them. A very delicate issue to consider is that educational institutions must maintain pedagogical integrity by never replacing educators

with AI, as it can never replace the human factor essential to meaningful and authentic language learning.

Student Integrity

Teachers should teach their students that AI platforms are there for their benefit. However, we must teach them to use these technological tools responsibly and honestly. It is important to make students understand that no artificial intelligence alone can generate assignments for any linguistic skill in a natural way, as they lack the human and authentic factor that distinguishes us all as unique individuals.

Table 59

Summary of Pedagogical and Ethical Issues in AI Integration

Issue	Category	Description
Cultural Sensitivity	Pedagogical	AI lacks the cultural awareness required for diverse learning contexts.
Emotional Support	Pedagogical	AI cannot replicate the empathy and emotional support essential for teaching.
Nuanced Feedback	Pedagogical	AI struggles to provide meaningful feedback on subtleties like slang or tone.
Critical Thinking	Pedagogical	Over-reliance on AI may not adequately foster student creativity or critical thinking.
Social Interaction	Pedagogical	AI cannot replace the authentic, collaborative

		interaction vital for language learning.
Moral Education	Pedagogical	AI is incapable of promoting the ethical values that are part of holistic education.
Data Privacy	Ethical	Using AI tools with student data creates significant privacy and security risks.
Bias and Fairness	Ethical	AI platforms may produce biased or unfair results based on stereotypes in their data.
Transparency	Ethical	Teachers must be transparent with all stakeholders about how and when AI is used.
Pedagogical Integrity	Ethical	The human factor in teaching must be preserved, with AI serving as a tool, not a replacement.
Student Integrity	Ethical	Students must be taught to use AI tools responsibly and honestly to avoid academic misconduct.

Note. This table categorizes the critical pedagogical and ethical challenges that educators must consider to ensure the responsible and effective integration of artificial intelligence in language education.

Ideas to Use AI In the EFL Class

After analyzing the potential of artificial intelligence and the pedagogical and ethical issues that may arise from its use, let us examine practical examples of how to use AI in our classes to make them more engaging while also helping our students improve their English language skills.

Ideas for Reading Activities

Stories

You can generate stories aimed at specific language standards. For example, if you want to have your students read stories adapted at their specific English level, you can do so by asking any AI platform such as Chat GPT, Copilot or Gemini, which are all free to use, to write a story. For example, if you're working with the Common European Framework of Reference (CEFR) for the English language, you can do the following:

- Ask the AI platform to first behave as an English teacher with many years of experience. You do this to set more specific parameters for the AI to stick to.
- Once the AI is ready to behave as an English teacher, ask it to stick to the CEFR English language standards.
- Ask the AI platform to write a story at a specific level. For example, you can ask it to write a B1-level sci-fi story about dragons in a certain number of words, which can go higher or lower depending on the capabilities of the AI you decide to use for this task.

Quizzes

You can generate quizzes based on a text you upload to the AI platform of your choice. For example, you can upload the text of a short story and then generate a set of questions, such as multiple-choice or True or False, to use in class. Referring back to the previous point, you can ask the AI platform you choose to generate the quiz based on the story

it previously created and even request it to write the questions adapted to a specific CEFR level.

Books List

You can generate a list of books, short stories, or articles based on your students' interests. For example, you can ask the AI platform you use to suggest a list of reading sources that may be of interest to your students and you can even tailor the command by specifying your students' age, English level and preferences. Once you get the reading suggestions, you can ask the AI platform you use to write summaries of the books, stories or articles you decide to use with your students at any specific CEFR level.

Glossary

You can generate a glossary of any text you upload to the AI platform you use. You can tailor this glossary by specifying which vocabulary might be difficult at any CEFR level. Similarly, you can generate a list of words based on their part of speech. For example, you can ask the AI platform to create a list of the ten most difficult verbs, adjectives, or nouns to understand at the CEFR B1 level, along with their corresponding meanings and example sentences.

Ideas for Writing Activities

Error Detection

You can check your students' writings by uploading them to the AI platform you use. You can ask for it to identify all types of errors, such as punctuation, tenses, spelling, language use, or word choice. When doing this, you can even specify at what CEFR level you need the text you upload to be checked.

Plagiarism Detection

You can combat the misuse of AI and plagiarism with AI. For example, nowadays, there are platforms such as Quillbot or Grammarly that specialize in identifying whether a text was written by an AI platform or if it is not original work. In this case, it is always ideal to inform your students in advance about this process and warn them of the academic consequences of submitting AI-generated or plagiarized homework.

Topics List

You can generate a list of ideas to write about in class or as homework based on the topics and language tenses you're teaching. For example, if you're teaching a class about the most popular travel destinations with a grammar focus on the present perfect tense, you can ask the AI platform you use to generate a list of ideas to write about based on what you're teaching. You can even ask for it to write a sample text adapted at the CEFR level of your choice that you can use in class to model the writing activity.

Proofreading

You can design a proofreading activity to work with your students in class. For example, you can ask the AI platform you use to write a short story, article, essay, or any other type

of text at the CEFR level of your choice or need, including grammar and spelling mistakes for your students to proofread in class. Additionally, you can request it to generate the proofread version to make it easier for you to guide your students.

Ideas for Speaking Activities

Dialogue Generation

You can generate conversations on any topic at any CEFR level. For example, you can ask the AI platform you use to write a conversation with 10 lines per person discussing music, focusing on present tenses. Since AI is extremely fast at doing this, you can ask it to generate as many conversations as you need so your students can practice different dialogues in class.

Debate Topics Generation

You can generate ideas for class debates with initial statements for your students to discuss. For example, you can ask the AI platform you use to generate some topics for debate in class. Then, you can have your students choose a topic they like. After that, you can use AI to generate initial statements for the pro and con sides, allowing your students to start debating from that point.

Speaking Targeted Practice

You can have your students practice their speaking skills by using AI platforms such as SmallTalk2Me or PronounceAI, which offer free services to evaluate speaking based on recordings or live audio feedback. For example, you can ask your students to practice their speaking skills on any of these AI-powered websites prior to a speaking test so they can

practice without worrying about making mistakes or sounding perfect.

Voice Recognition

You can have your students practice their speaking skills by using Google's AI-powered dictation feature in the Google Docs program, which includes a voice typing option. For example, you can ask them to dictate a piece of text of any length in Google Docs. The idea is for them to practice their speaking skills until the entire text is correctly transcribed by the voice typing option in the program, which may take a few attempts.

Ideas for Listening Activities

Audio Tracks Generation

You can generate audio tracks on any topic using AI platforms. For example, if you want your students to become familiar with different accents, you can generate audio tracks in various accents, such as American, British, or Australian English, using AI platforms that convert text to speech with human-like voices, such as TTS Maker or NaturalReader. Once the audios are ready, you can use them in class to expose your students to different accents.

Quizzes

You can use the script from any audio, including those generated on AI platforms, to create quizzes with different types of questions, adapted to any CEFR level you require. For example, you can choose an audio file you need to work with your students, upload its script to the AI platform you use, and then ask it to generate a listening quiz with any type and number of questions. Additionally, you can request it to

generate the answer key to make it easier for you to check your students' answers.

A Final Thought on AI in the EFL Class

While it is true that artificial intelligence offers teachers several ways to enhance their teaching approaches, Godwin-Jones (2024) states that it is essential for them to find a balance between the use of these tools and preserving the human touch that fosters meaningful and interactive learning environments.

AI is here to stay, and its integration into English classes can revolutionize the way it is taught. However, let us remember that a language is a wonderful expression of human interaction, connection, and communication, which must remain an authentic human experience. Vo (2025) mentions that AI platforms are excellent tools for teachers and students to meet their teaching and learning goals, but it is essential to remember that no communication is completely effective if it lacks empathy and cultural awareness.

Therefore, the best and most democratic idea is not to prohibit the use of artificial intelligence tools, as that would be turning a blind eye to reality. Tutton and Cohen (2025) argue that a more effective approach is to implement teaching methods that leverage the best of artificial intelligence platforms alongside the teachers' professional perspectives. Through their creativity, vocation, and expertise, teachers can cultivate highly proficient English students in an interconnected digital world.

Chapter Summary

In this final chapter, we focused on the main aspects related to AI in language education, how it can enhance the EFL class, and the pedagogical and ethical issues that may arise from its use. Finally, we examined practical ideas to use AI in order

to design meaningful activities to help students improve their language skills.

Here are ten relevant points found in this chapter:

1. AI can help teachers personalize learning materials and exercises to meet students' needs and language proficiency.
2. AI can automate task grading, making feedback faster and more meaningful.
3. AI can help teachers identify students' weaknesses and suggest strategies to tackle them.
4. AI-powered tools that enable language immersion can help students improve their overall language skills, given their 24/7 availability factor.
5. AI can help teachers generate immersive language content such as games, and interactive activities in no time, which can help teachers focus more on teaching and less on administrative tasks.
6. AI lacks cultural awareness, so teachers must use it carefully, especially when designing activities that require an understanding of cultural nuances.
7. AI cannot replicate the human factor (empathy, ethical guidance, or nuanced interpersonal feedback). Therefore, it should only be seen as a powerful tool, not as a teacher replacement.
8. There are privacy and bias risks associated with the use of AI, so teachers must be careful and transparent when they use it.

9. AI can help teachers identify plagiarism. However, no AI tool is perfect, so discretion is advised to avoid false positives.
10. The best way to implement AI in language education is by promoting its use to improve all tasks, but also never putting aside teachers' creativity, passion, and emotional support.

Check your Knowledge

Read the following questions and select the correct answer for each.

1) How does AI enhance personalized learning in English language teaching?

a) By replacing teachers entirely

b) By focusing only on grammar drills

c) By tailoring materials to students' proficiency levels

2) What is a key benefit of AI-driven automated feedback?

a) It provides instant corrections on grammar and writing.

b) It eliminates the need for human grading.

c) It prioritizes cultural sensitivity over accuracy.

3) How does data-driven instruction improve teaching strategies?

a) By ignoring student performance trends

b) By analyzing student performance to target weaknesses

c) By relying solely on standardized tests

4) Which AI tool can help students practice speaking skills 24/7?

a) Grammar-checking software

b) Automated plagiarism detectors

c) AI chatbots and speech recognition apps

5) How does AI assist in content creation for EFL classes?

a) By eliminating the need for lesson plans

b) By generating quizzes and stories aligned with curriculum goals

c) By focusing exclusively on vocabulary lists

6) What is a limitation of AI in addressing cultural nuances?

a) It overemphasizes cultural differences.

b) It lacks contextual understanding of cultural sensitivity.

c) It prioritizes slang over formal language.

7) Why can't AI fully replace human teachers in language education?

a) It lacks access to grading tools.

b) It refuses to follow curriculum standards.

c) It cannot provide empathy or ethical guidance.

8) Which ethical concern is associated with AI in the classroom?

a) Risks of data privacy breaches and algorithmic bias

b) Excessive focus on creativity

c) Over-reliance on human interaction

9) How do AI tools promote academic integrity in writing tasks?

a) By generating essays for students

b) By detecting AI-generated or plagiarized content

c) By simplifying grammar rules

10) What is critical for successful AI integration in language teaching?

a) Removing all human involvement

b) Prioritizing AI over cultural awareness

c) Balancing AI efficiency with teachers' creativity and support

Note. See Appendix C for the answer key.

APPENDICES

Appendix A

Lesson Plan Template

Table 60

Lesson Plan Template

LESSON PLAN					
Grade/Level:		**Date:**		**Time allotted:**	
Topic:					
Objective:					
Materials:					
Stage	**Activities**				**Time**
Warm-up					
Presentation					
Controlled practice					
Production					
Review					
Assessment					
Follow-up activities					
Lesson evaluation	Were the class objectives met? Yes _____ No _____ Were all the stages accomplished? Yes _____ No _____ Are you satisfied with your teaching performance? Yes _____ No _____				
Observations:					

Note. This lesson plan template outlines the key pedagogical stages discussed in Chapter 6. It is designed as a practical tool for teachers to organize and structure their instructional activities.

Appendix B

Grammar and Mechanics

Capitalization

We use capital letters in the following situations:

- **The first word in a sentence.**

Examples:

- I have a funny cat.
- They play soccer every day.

- **Salutation and closing of letters.**

Examples:

- Dear Michael,
- Yours sincerely,

- **The pronoun I.**

Examples:

- I like it.
- She said I needed to eat more.

- **Proper nouns**

Examples:

- Marco
- Uncle Fred

- **Geographical regions**

Examples:

- Quito, Tokyo
- Ontario, Pichincha

- Florida, Texas
- America, Europe
- Hudson River, Nile River
- Galapagos Islands, Bora Bora

- **Heavenly bodies**

Examples:

- Earth
- Mars
- Andromeda

- **Addresses**

Examples:

- 817 Main Street
- 6878 Sand Hill Rd.

- **Names of organizations**

Examples:

- United Nations
- European Union

- **Brands**

Examples:

- Pepsi
- Honda

- **Abbreviations**

Examples:

- FBI
- FDA
- CIA

- **Religions, Religious figures and sacred books**

Examples:

- Judaism
- Christianism
- The Bible

- The Koran
- Buddha

- **Titles of books, articles and songs**

Examples:

- One Hundred Years of Solitude
- Living, Loving and Learning
- The Impact of Music in Teenagers
- The Outside
- Good Day

- **Historical events**

Examples:

- World War I
- Russian Revolution

- **Days, months and holidays**

Examples:

- Monday, Friday
- March, December
- Thanksgiving, Christmas

- **People's titles followed by a name.**

Examples:

- Dr. Samuel Atkinson
- President George Washington

Punctuation

End Marks

We use different types of end marks depending on the type of sentence.

- **A declarative sentence or statement requires a period.**

Examples:

- George was the best player of the year.
- I need to drink more water.

- **An imperative sentence requires either a period or an exclamation point to show strong command.**

Examples:

- Close the door.
- Come here right now!

- **An interrogative sentence requires a question mark.**

Examples:

- Did you like their new album?
- Have you ever been to Paris?

- **An exclamatory sentence requires an exclamation point.**

Examples:

- Happy birthday!
- That is amazing!

Comma

We use commas to separate words or groups of words in a sentence.

- **Serial comma (Oxford comma)**

We can use a serial comma to separate items in a list, usually before the conjunction "and" or "or."

Examples:

- I need to buy apples, bananas, and oranges.
- She packed her clothes, toiletries, and books for the trip.
- The colors of the flag are red, white, and blue.

- He enjoys swimming, hiking, and cycling.
- We visited Paris, Rome, and Madrid on our vacation.

- **Coordinator comma**

Use a comma before *and, but, or, so, for, nor*, and *yet* when they connect two independent clauses.

Examples:

- I wanted to go to the party, but I had to study for my exam.
- She loves to cook, and she's also good at baking.
- He enjoys playing basketball, so he joined the school team.
- They went for a walk, yet they got caught in the rain.
- We can go shopping later, or we can go to the movies.
- She wanted to go to the party, for she wanted to see her friends.
- He neither wanted to go shopping, nor did he want to watch a movie.

- **Introducer commas**

We can use a comma after introductory words or clauses.

Examples:

- Yes, I do.
- Well, I guess you are right.
- Feeling rejected, Nicole wanted to quit.
- After four attempts, he decided to leave.
- Therefore, you must obey all our rules.

- **Inserter commas**

We can use a comma around any words that were inserted in the middle of an independent sentence.

Examples:

- My brother, whose wife is an actress, works for Bill Gates.
- I hope, Chelsea, you understand why we are doing this.
- My best friend, your brother, has been hired by Google.

- **Linker commas**

We can use a comma anytime we need to add extra information to a sentence.

Examples:

- I love watching movies, especially films from the 50s.

- We can go there, even if they don't want to.

- **Tag commas**

We can use a comma to separate the main sentence from some extra elements.

Examples:

- She seems to be fine, however.
- You can write a letter of complaint, for example.
- You don't understand, do you?

- **Other uses of commas:**

We can use commas to separate dates and addresses and after the opening and closing salutation in letters.

Examples:

- I was born on November 17, 1999, in Quito, Ecuador.
- A bomb was found in a house at 2284 North Street, Boca Raton, Florida.
- Dear Greg,
- Yours sincerely,

We can use a comma to separate the name of the people being directly addressed from the rest of the sentence.

Examples:

- Mary, can you pass the salt, please?
- John, could you help me with this problem?
- Ladies and gentlemen, welcome to the show.

Semicolon

We use a semicolon to separate independent sentences that are highly connected in terms of meaning or idea.

- **Semicolons can be used if coordinating conjunctions are not used.**

Examples:

- Peter forgot his notebooks; he took my books by mistake.
- She didn't take the offer; she wants to have a better salary.

- **Semicolons can be used instead of commas to avoid confusing ideas.**

Example:

- **Incorrect:** I told Michael, Mary and Alex, and Diego informed everyone else about the good news.
- **Correct:** I told Michael, Mary and Alex; and Diego informed everyone else about the good news.

- **Semicolons can be used to join two independent sentences with a conjunctive adverb (therefore, however, in fact, in addition, nonetheless, on the other hand, moreover, furthermore, etc.).**

Examples:

- Arjhen works out every day; therefore, he is in good shape.
- Motorcycles are cheap; on the other hand, cars are very expensive.

Colon

- **We use colons to present a list of items, especially preceded by the expressions *the following* or *as follows*.**

Examples:

- You must bring the following things: a bottle of water, an umbrella and a chair.
- That butchery sells three types of exotic meat: snake, deer and llama.
- Our services are as follows: basic, premium and deluxe.

- **We can use colons after the salutation in a business letter.**

Example:

- Dear Sir or Madam:
- Dear Ms. Soto:
- To Whom it May Concern:

- **Other uses of colons:**

We can use colons between hours and minutes.

Example:

- 9:45 A.M.
- 11:30 P.M.

Spelling

Here are the spelling rules we need to consider when writing:

- **ie**

Write ie when it creates a long e, except after c.

Examples:

- piece, believe, field
- receive, receipt, deceive

- **-ceed, -cede and -sede**

These word endings sound the same, so you must be careful when spelling them.

Examples:

- Succeed, proceed, exceed
- Recede, precede, intercede
- Supersede (this is the only word ending in -sede.)

- **Prefixes**

Do not change the spelling of a word when adding a prefix.

Examples:

- Un + real= unreal
- Il + logical= illogical
- Mis + behave= misbehave

- **Suffixes**

Drop the final silent e of any word when adding a suffix that starts with a vowel.

Examples:

- True + ly= truly
- Value + able= valuable

Table 61
Third Person Singular Spelling Rules

Rule	Examples
Most verbs will only need an extra **–s** at the end	drive – drive**s**, come – come**s**, understand – understand**s**
If a verb ends in **–ss, -sh, -ch, -x**, or **z**, just add **-es**	kiss – kiss**es**, wash – wash**es**, watch – watch**es**, fix – fix**es**, relax – relax**es,** waltz – waltz**es**
If a verb ends in any **consonant + y**, then **drop** the **y** and add **–ies**	cry – cr**ies**, try – tr**ies,** spy – sp**ies**
If a verb ends in any **vowel + y**, just add **-s**	play – play**s**, pay – pay**s**, buy – buys
If a verb ends in **o**, just add **-es**	go – go**es**, do – do**es**
Exception:	have – **has**

Note. This table outlines the spelling rules for adding the -s, -es, or -ies suffix to verbs in the third-person singular present tense.

Table 62
Present Participle Spelling Rules

Rule	Examples
If the verb has one syllable and ends in one consonant and one vowel, double the final consonant and add -ing * DO NOT double W, X or Y	sit – sit**ting** stop – stop**ping** get – get**ting** run – run**ning** snow – sno**wing**, fix – fix**ing**, play – play**ing**
If the verb ends in one consonant and one vowel and has two or more consonants, just add –ing * You can double the final consonant in verbs with two or more syllables only if the last syllable is stressed.	listen – listen**ing** straighten – straighten**ing** travel– travel**ed** begin – begin**ning** forget – forget**ting** admit – admit**ting**
If a verb ends in –y, just add -ing	cry – cry**ing** spy – spy**ing** verify – verify**ing**
If a verb ends in –e, drop the –e and add –ing * DO NOT drop the –e in verbs ending in double –ee.	write – writ**ing** smile – smil**ing** see – see**ing** agree – agree**ing**
If a verb ends in –ie, drop the –ie and add –y + -ing	die – d**ying** lie – **lying** tie – t**ying**

If a verb ends in –c, add –k + -ing	mimic – mimic**king** panic – panic**king** traffic – traffic**king**

Note. This table summarizes the spelling conventions for adding the -ing suffix to form the present participle of verbs.

Table 63

Regular Verbs Past Tense Rules

Rule	**Examples**
Most verbs only need an extra *–ed* at the end	work – work**ed** watch – watch**ed** cook – cook**ed**
If the verb ends in –e, add –*d*.	love – love**d** smile – smile**d** die – die**d** agree – agree**d**
If the verb has one syllable and ends in one consonant and one vowel, double the final consonant * DO NOT double W or X	stop – stop**ped** nod – nod**ded** jam – jam**med** snow – snow**ed** fix – fix**ed**
If the verb ends in one consonant and one vowel and has two or more consonants, just add *–ed* * In the British spelling system, -l is doubled.	listen – listen**ed** straighten – straighten**ed** cancel – cancel**ed*** cancel – cancel**ed** travel – travel**ed** prefer – prefer**red**

* You can double the final consonant in verbs with two or more syllables only if the last syllable is stressed.	admit – admit**ted**
If a verb ends in –y, and a consonant, drop the-y and add *–i + ed*	carry – carr**ied** bury – buri**ed** cry – cr**ied**
If a verb ends in –y, and a vowel, simply add *ed*	enjoy – enjoy**ed** play – play**ed** stay – stay**ed**

Note. This table provides the spelling rules for forming the simple past tense of regular verbs by adding the -ed suffix.

British versus American spelling

British English keeps the essence of words absorbed from other languages in terms of spelling whereas American English simplifies words based mostly on how a word sounds.

Table 64
British and American Spelling Rule Differences

Spelling	British English	American English
-re or -er	• centre • litre • metre • theatre	• center • liter • meter • theater
-our	• colour • flavour • humour • neighbour	• color • flavor • humor • neighbor
-ise or -ize	• apologise • adevrtise • organise • recognise	• apologize • advertize • organize • recognize
-yse or -yze	• analyse • civilise • paralise • catalyse	• analyze • civilize • paralyze • catalyze
ae or oe	• Anaesthesia • maneuver • estrogen • pediatric	• anesthesia • maneuver • estrogen • pediatric

-ence or -ense	• defence • licence • offence	• defense • license • offense
-ogue or -og	• analogue • catalogue • dialogue • prologue	• analog or analogue • catalog or catalogue • dialog or dialogue • prolog or prologue
-l	• travelled • fuelled • fulfiled • skilful	• traveled • fueled • fulfilled • skillful
-e	• annexe • kilogramme • programme • judgement	• annex • kilogram • program • judgment
Other variations	• aeroplane • artefact • cheque • doughnut • jewellery • sceptical • sulphur • pyjamas • tyre	• airplane • artifact • check • donut • jewelry • skeptical • sulfur • pajamas • tire

Note. This table contrasts common spelling differences between British and American English, organized by pattern and suffix.

The Sentence

Let's take a look at a few aspects to consider when writing effective sentences.

Sentence fragments
A sentence fragment is a group of words that, despite being well capitalized and punctuated, do not express a complete idea.
Examples:

- Discovered radioactivity in 1898. (missing subject)
- Michael and Nicole to the park every day. (missing verb)
- While he was working at home. (incomplete idea)

Run-on sentences
A run-on sentence is a sentence that improperly combines two or more independent clauses without appropriate punctuation or conjunctions.
Examples:

- **Run-on Sentence**: I like coffee it helps me wake up in the morning.
- **Corrected Version**: I like coffee because it helps me wake up in the morning.
- **Run-on Sentence**: She is studying for her exam she hasn't had much sleep.
- **Corrected Version**: She is studying for her exam, but she hasn't had much sleep.

Stringy sentences
A stringy sentence is a sentence that is excessively long and tangled, making it difficult for the reader to follow.
Examples:

- **Stringy Sentence:** Despite the rain pouring down heavily from the dark clouds looming overhead, obscuring the view of the street, with thunder rumbling in the distance and lightning flashing across the sky, the determined runner continued on his path, splashing through puddles and dodging umbrellas carried by pedestrians, his destination clear in his mind, focused solely on reaching the finish line.
- **Corrected Version:** Despite the heavy rain, thunder, and lightning, the determined runner continued on his path, focused on reaching the finish line.
- **Stringy Sentence:** As the sun slowly dipped below the horizon, casting a warm orange glow across the tranquil lake, painting the sky with streaks of pink and purple, while birds chirped their evening songs and crickets began their nightly chorus, signaling the transition from day to night, I realized how fortunate I am to witness the beauty of nature.
- **Corrected Version:** As the sun set, painting the sky with vibrant colors, I appreciated the beauty of nature.

Wordy sentences
A wordy sentence is a sentence that uses more words than necessary to convey its meaning clearly and concisely.
Examples:

- **Wordy Sentence**: In spite of the fact that it was raining heavily outside, Sarah decided to go for a walk.
- **Corrected Version**: Despite the heavy rain, Sarah decided to go for a walk.
- **Wordy Sentence**: Due to the fact that he was not feeling well, John decided that he would not attend the meeting that afternoon.
- **Corrected Version**: Because he was unwell, John decided not to attend the meeting that afternoon.

The Paragraph

A paragraph is a distinct unit of writing that consists of one or more sentences focusing on a single topic or idea. It serves as a cohesive unit within a larger piece of writing, providing structure and organization to the text.

Parts of A Paragraph:

1. **Topic Sentence**: The first sentence that introduces the main idea or topic of the paragraph.
2. **Supporting Sentences**: Sentences that provide further explanation, examples, or evidence to support the topic sentence.
3. **Concluding Sentence**: The final sentence that summarizes the main point of the paragraph or transitions to the next paragraph.

Examples:

➢ Dogs make wonderful pets because of their loyalty and companionship. They provide emotional support to their owners, offer protection, and can be trained for various tasks such as assisting people with disabilities. Additionally, dogs are known for their

unconditional love and affection towards their owners. Overall, dogs are invaluable companions that bring joy and enrichment to the lives of their owners.

→ **Topic Sentence**: Dogs make wonderful pets because of their loyalty and companionship.

→ **Supporting Sentences**: They provide emotional support to their owners, offer protection, and can be trained for various tasks such as assisting people with disabilities. Additionally, dogs are known for their unconditional love and affection towards their owners.

→ **Concluding Sentence**: Overall, dogs are invaluable companions that bring joy and enrichment to the lives of their owners.

→ Climate change poses significant challenges to our planet's ecosystems. Rising global temperatures are causing ice caps to melt, leading to rising sea levels and threatening coastal communities. Moreover, changes in weather patterns are disrupting agricultural systems, jeopardizing food security for millions of people around the world. It is imperative that we take urgent action to mitigate the effects of climate change and protect the environment for future generations.

→ **Topic Sentence**: Climate change poses significant challenges to our planet's ecosystems.

→ **Supporting Sentences**: Rising global temperatures are causing ice caps to melt, leading to rising sea levels and threatening coastal communities. Moreover, changes in weather patterns are disrupting agricultural systems, jeopardizing food security for millions of people around the world.

→ **Concluding Sentence**: It is imperative that we take urgent action to mitigate the effects of climate

change and protect the environment for future generations.

Appendix C

Table 65

Answer Key for Knowledge Challenges: Chapters 1-5

Question No.	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5
1	B	C	B	B	C
2	B	C	B	B	C
3	B	C	B	C	B
4	A	C	B	C	B
5	B	C	B	A	C
6	A	C	B	A	C
7	C	B	C	B	C
8	C	C	A	B	A
9	A	B	C	B	C
10	C	B	C	A	B

Note. Table to provide answers for end-of-chapter quizzes.

Table 66

Answer Key for Knowledge Challenges: Chapters 6-10

Question No.	Chapter 6	Chapter 7	Chapter 8	Chapter 9	Chapter 10
1	B	C	A	B	B
2	A	C	B	B	C
3	C	A	B	C	A
4	B	B	B	C	B
5	B	C	C	A	B
6	A	B	C	A	B
7	C	A	B	B	B
8	C	B	C	A	C
9	B	C	B	C	A
10	B	C	B	C	C

Note. Table to provide answers for end-of-chapter quizzes.

BIBLIOGRAPHY

Abbott, R., & Burkitt, E. (2023). *Child Development and the Brain: From Embryo to Adolescence* (2nd ed.). Policy Press.

Adler, R., & Proctor, R. (2023). *Interplay: The Process of Interpersonal Communication*. Oxford University Press.

Al Ayubi, S., Erlina, D., & Desvitasari, D. (2021). English Teachers' Perception on the Use of Authentic Assessment in EFL Classroom at MA Al-Fatah Palembang. *Jadila Journal of Development and Innovation in Language and Literature Education*, *2*(1), 73–87. http://dx.doi.org/10.52690/jadila.v2i1.185

Anderson, C., Bjorkman, B., Denis, D., Doner, J., Grant, M., & Sanders, N. (2022). *Essentials of Linguistics* (2nd ed.). eCampusOntario Pressbooks.

Anderson, R. C. (1978). *Schema-Directed Processes in Language Comprehension*. Springer.

Arduini-Van Hoose, N. (2020). *Educational Psychology*. SUNY Create.

Artha, D. J. (2022). The Implementation of Presentation Practice Production (PPP) Technique to Improve Students' Speaking Skill by Using Picture Card as a Media. *Jurnal Riset Ilmu Pendidikan*, *2*(3), 197–204. https://doi.org/10.56495/jrip.v2i3.170

Asher, J. J. (2009). *Learning Another Language Through Actions* (6th ed.). Sky Oak Productions.

Bailey, R. W. (1997). *Nineteenth-Century English* (1st ed.). The University of Michigan Press.

Banegas, D. L., & Zappa-Hollman, S. (2023). *The Routledge Handbook of Content and Language Integrated Learning* (1st ed.). Routledge.

Banks, J. A. (2020). *Diversity, Transformative Knowledge, and Civic Education: Selected Essays* (1st ed.).

Barber, C., Beal, J. C., & Shaw, P. A. (1994). *The English Language: A Historical Introduction*. Cambridge University Press.

Bartlett, R. (2002). *England under the Norman and Angevin Kings: 1075-1225*. Oxford University Press.

Baugh, A., & Cable, T. (2013). *A History of the English Language* (6th ed.). Routledge.

Becker, M., & Ud Deen, K. (2020). *Language Acquisition and Development: A Generative Introduction*. MIT Press.

Bergin, C. C., & Gordon Biddle, K. A. (2025). *Social and Emotional Development in Children through Emerging Adults*. Routledge.

Bergmann, J., & Sams, A. (2023). *Flip Your Classroom, Revised Edition: Reach Every Student in Every Class Every Day*. International Society for Technology in Education.

Berk, L. E. (2012). *Child Development* (9th ed.). Pearson.

Bernardes, O., Amorim, V., & Carrizo Moreira, A. (2022). *Handbook of Research on the Influence and Effectiveness of Gamification in Education*. IGI Global.

Biber, D., & Conrad, S. (2009). *Register, Genre, and Style* (1st ed.). Cambridge University Press.

Birsh, J. R., & Carreker, S. (2018). *Multisensory Teaching of Basic Language Skills* (4th ed.). Brookes Publishing.

Bizzoni, Y., Degaetano-Ortlieb, S., Fankhauser, P., & Teich, E. (2020). Linguistic Variation and Change in 250 Years of English Scientific Writing: A Data-Driven Approach. *Frontiers in Artificial Intelligence*, *3*(75), 1–15. https://doi.org/10.3389/frai.2020.00073

Blake, R. J., & Guillén, G. (2020). *Brave New Digital Classroom: Technology and Foreign Language Learning* (3rd ed.). Georgetown University Press.

Brinton, L., & Brinton, D. (2010). *The Linguistic Structure of Modern English* (2nd ed.). John Benjamins Publishing Company.

Brod, G. (2021). Generative Learning: Which Strategies for What Age? *Educational Psychology Review*, *33*(4), 1295–1318. https://doi.org/10.1007/s10648-020-09571-9

Brookfield, S. D. (2017). *Becoming a Critically Reflective Teacher* (2nd ed.). Jossey-Bass.

Brookfield, S. D., Rudolph, J., & Tan, S. (2023). *Teaching Well: Understanding Key Dynamics of Learning-Centered Classrooms*. Routledge.

Brown, H. D., & Lee, H. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (4th ed.). Pearson Education.

Bui, H. P. (2023). Vietnamese University EFL Teachers' and Students' Beliefs and Teachers' Practices Regarding Classroom Assessment. *Language Testing in Asia*, *13*(10). https://doi.org/10.1186/s40468-023-00220-w

Cameron, K. (2003). *English Place Names* (6th ed.). Batsford.

Campbell, L. (2020). *Historical Linguistics: An Introduction* (4th ed.). Edinburgh University Press.

Cárdenas-Hagan, E. (2020). *Literacy Foundations for English Learners: A Comprehensive Guide to Evidence-Based Instruction*. Brookes Publishing.

Carnie, A. (2021). *Syntax: A Generative Introduction* (4th ed.). Wiley-Blackwell.

Chapelle, C. A. (2009). The Relationship Between Second Language Acquisition Theory and Computer-Assisted Language Learning. *The Modern Language Journal*, *93*(1), 741–753. https://doi.org/10.1111/j.1540-4781.2009.00970.x

Charles, F., Holmes, M., & Charles, F. (2019). *Artificial Intelligence In Education: Promises and Implications for Teaching and Learning*. Center for Curriculum Redesign.

Choi, L. J. (2021). Implementing English for Medical Purposes (EMP) in South Korea: Nursing students' Ongoing Needs Analysis. *Nurse Education Today*, *104*, 104989. https://doi.org/10.1016/j.nedt.2021.104989

Cleveland-Innes, M. F., Stenbom, S., & Garrison, D. R. (2024). *The Design of Digital Learning Environments: Online and Blended Applications of the Community of Inquiry* (1st ed.). Routledge.

Cole, F. (2024). *An Educator's Guide to Project-Based Learning: Turning Theory into Practice*. Routledge.

Cook, V. (2001). Using the First Language in the Classroom. *The Canadian Modern Language Review*, *57*(3). https://doi.org/10.3138/cmlr.57.3.402

Cooker, L., Cotton, T., & Toft, H. (2021). *Transforming Teaching Global Responses to Teaching Under the Covid-19 Pandemic* (1st ed.). Routledge.

Crystal, D. (2005). *The Stories of English*. Abrams Press.

Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics* (6th ed.).

Crystal, D. (2012). *English as a Global Language* (2nd ed.). Cambridge University Press.

Crystal, D. (2019). *The Cambridge Encyclopedia of the English Language* (3rd ed.). Cambridge University Press.

Csizér, K., Smid, D., Zólyomi, A., & Albert, Á. (2024). *Motivation, Autonomy and Emotions in Foreign Language Learning: A Multi-Perspective Investigation in Hungary*. Multilingual Matters.

Davenport, M., & Hannahs, S. J. (2020). *Introducing Phonetics and Phonology* (4th ed.). Routledge.

De Florio, I. (2023). *From Assessment to Feedback*. Cambridge University Press.

De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2021). *Positive Learning Environments: Creating and Maintaining Productive Classrooms* (2nd ed.). Cengage Learning.

DeVito, J. A. (2021). *The Interpersonal Communication Book* (16th ed.). Pearson.

Dijkstra, T., & Peeters, D. (2023). *The New Psychology of Language: From Body to Mental Model and Back*. Routledge.

Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.

Douglas, D. (1964). *William the Conqueror: The Norman impact upon England*. University of California Press.

Dunlosky, J., Rawson, K. A., & Willingham, D. T. (2013). Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology. *Psychological Science in the Public Interest*, *14*(1), 4–58. https://doi.org/10.1177/1529100612453266

East, M. (2021). *Foundational Principles of Task-Based Language Teaching*. Routledge.

Fábregas, A., & Scalise, S. (2025). *Morphology From Data to Theories* (2nd ed.). Edinburgh University Press.

Fairclough, N. (2014). *Language and Power* (3rd ed.). Routledge.

Garzone, G. (2020). *Specialized communication and popularization in English*. Carocci.

Gerasimova, I. G., & Oblova, I. S. (2025). Development of Soft Skills with the Purpose of Enhancing Employability of Engineering Students. *Sustainability*, *17*(1). https://www.preprints.org/manuscript/202501.2186/v1

Gil, J., & Marsen, S. (2022). *Exploring Language in Global Contexts* (1st ed.). Routledge.

Godwin-Jones, R. (2024). Generative AI, Pragmatics, and Authenticity in Second Language Learning. *Computation and Language*. https://doi.org/10.48550/arXiv.2410.14395

Goh, C. C., & Vandergrift, L. (2021). *Teaching and Learning Second Language Listening: Metacognition in Action* (2nd ed.). Routledge.

Goswami, U. (2020). *Cognitive Development and Cognitive Neuroscience: The Learning Brain* (2nd ed.). Routledge.

Halliday, M. A., & Matthiessen, C. (2004). *An Introduction to Functional Grammar* (3rd ed.). Hodder Education Publishers.

Hargreaves, A. (2020). Large-scale assessments and their effects: The case of mid-stakes tests in Ontario. *Journal of Educational Change*, *21*(3), 393–420. https://doi.org/10.1007/s10833-020-09380-5

Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson Longman.

Hickok, G., & Small, S. L. (2015). *The Neurobiology of Language*. Academic Press.

Hidri, S. (2020). *Changing Language Assessment*. Palgrave Macmillan.

Higham, N. (1993). *The Kingdom of Northumbria: AD 350–1100*. Sutton Pub. Ltd.

Hockly, N. (2015). Developments in online language learning. *ELT Journal*, *69*(3), 308–313. https://doi.org/10.1093/elt/ccv020

Hogg, R., & Denison, D. (2006). *A History of the English Language*. Cambridge University Press.

Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-Centered Approach*. Cambridge University Press.

Hymes, D. (1972). On Communicative Competence. In *Sociolinguistics: Selected readings* (pp. 269–293).

Islam, M., Halim, S., & Halim, T. (2022). *Implementation of Project-Based Learning (PBL) in Teaching Skills Courses at the Tertiary Level: How Effective is it for all Types of Learners?*

Jones, R. F. (1966). *The Triumph of the English Language*. Stanford University Press.

Keller, S. D., Trüb, R., Raubach, E., Meyer, J., Jansen, T., & Fleckenstein, J. (2023). Designing and Validating an Assessment Rubric for Writing Emails in English as a Foreign Language. *Research in Subject-Matter Teaching and Learning (RISTAL)*, *6*(1), 16–48. https://doi.org/10.2478/ristal-2023-0002

Kelly, L. G. (1976). *25 Centuries of Language Teaching*. Newbury House Pub.

Kessler, M., & Polio, C. (2023). *Conducting Genre-Based Research in Applied Linguistics: A Methodological Guide*. Routledge.

Khan, S., Siraj, D., & Ilyas, Z. (2024). Effect of Lesson Planning on Academic Performance: Evidence from the Elementary Level Classroom. *Pakistan Social Sciences Review*, *8*, 169–177. http://dx.doi.org/10.35484/pssr.2024(8-I)15

Knoch, U., & Macqueen, S. (2022). *Assessing English for Professional Purposes*. Routledge.

Knowles, M. S., Holton III, E. F., Robinson, P. A., & Caraccioli, C. (2020). *The Adult Learner: The Definitive Classic in*

Adult Education and Human Resource Development (9th ed.). Routledge.

Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Alemany Pr.

Kroeger, P. R. (2022). *Analyzing meaning: An Introduction to Semantics and Pragmatics*. Language Science Press.

Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural Theory and the Genesis of Second Language Development*. Oxford University Press.

LaVoie Sargent, D., & Murphy, K. M. (2024). *Transforming Teacher Preparation Through Identity, Development, and Effective Technologies*. IGI Global.

Li, M., Han, X., & Cheng, J. (2023). *Handbook of Educational Reform Through Blended Learning*. Springer Singapore.

Long, M. H. (1981). Input, Interaction, and Second-language Acquisition. *Native Language and Foreign Language Acquisition*, *379*(1), 259–278. https://doi.org/10.1111/j.1749-6632.1981.tb42014.x

Lunsford, A. A. (2023). *The Everyday Writer* (8th ed.). Macmillan Learning.

Lutfiya, E. (2024). *Communicative Language Teaching: Origins, Fundamentals, Applications*. Taemeer Publications.

Mäntylä, K., Roiha, A., Dufva, H., & Pakula, H.-M. (2024). Vocabulary Learning in Finnish Early Foreign Language Learning Textbooks. *Language Teaching for Young Learners*, *6*(1), 84–103. https://doi.org/10.1075/ltyl.00044.man%3Flocatt=mode:legacy

Mao, F., & Zhou, J. (2024). A needs analysis of ESP courses in colleges of art and design: Consensus and divergence. *PloS One*, *19*(6), e0305210. https://doi.org/10.1371/journal.pone.0305210

Mattson, K. (2024). *Digital Citizenship in Action, Second Edition: Empowering Students to Engage in Online Communities* (2nd ed.). ISTE.

McCrum, R., Cran, W., & MacNeil, R. (1993). *The Story of English*. Penguin Books.

McTighe, J., & Ferrara, S. (2021). *Assessing Student Learning by Design: Principles and Practices for Teachers and School Leaders*. Teachers College Press.

Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. *Teachers College Record*, *108*(6). https://doi.org/10.1111/j.1467-9620.2006.00684.x

Mugglestone, L. (2003). *Talking Proper: The Rise of Accent As Social Symbol* (2nd ed.). Oxford University Press.

Murphey, T. (1992). *Music & Song* (1st ed.). Oxford University Press.

Negretti, R., & McGrath, L. (2020). English for Specific Playfulness? How Doctoral Students in Science, Technology, Engineering and Mathematics Manipulate Genre. *English for Specific Purposes*, *60*, 26–39. https://doi.org/10.1016/j.esp.2020.04.004

Nevalainen, T. (2006). *An Introduction to Early Modern English* (1st ed.). Edinburgh University Press.

Northrup, D. (2013). *How English Became the Global Language*. Palgrave Macmillan.

Nur Fitria, T. (2020). Teaching English for Specific Purposes (ESP) to the Students in English Language Teaching (ELT). *JET ADI BUANA*, *5*, 55–66. https://doi.org/10.36456/jet.v5.n01.2020.2276

Nurbaktiah, A., Sabaruddin, S., & Sofyan, D. (2021). An Analysis of Teacher's Strategies in Teaching Speaking. *Jadila Journal of Development and Innovation in Language and Literature Education*, *1*(3), 284–301. http://dx.doi.org/10.52690/jadila.v1i3.115

Nurhadi, T., Nugraha, S. I., & Ridwan, I. (2024). Exploring the Implementation of Task-Based Language Teaching in Teaching Speaking to Secondary EFL Learners: A Qualitative Case Study. *Professional Journal of English Education*, *7*(5). https://doi.org/10.22460/project.v7i5

Nutt, J. (2020). *Teaching English for the Real World*. John Catt.

Oubadi, Y. (2024). The Role of Web Technologies in Promoting Learner Autonomy among EFL University Students. *International Journal of Language and Literary Studies*, *6*(3), 343–356. http://dx.doi.org/10.36892/ijlls.v6i3.1816

Paiget, J. (1976). *To Understand Is to Invent*. Penguin Books.

Palikat, C. N., & Gruba, P. (2023). *Sustainability of Blended Language Learning Programs: Technology Integration in English for Academic Purposes* (1st ed.). Routledge.

Pang, K. (2020). *Learning to Think, Thinking to Learn: A Metacognitive Skills Program for Student Success* (1st ed.). Cognella.

Parrish, B. (2019). *Teaching Adult English Language Learners: A Practical Introduction* (2nd ed.). Cambridge University Press.

Parusi, J. A., Said, M. M., & Mashuri, M. (2022). Teachers' Strategies in teaching English During Pandemic Covid-19. *E-Journal of ELTS (English Language Teaching Society)*, *10*. http://dx.doi.org/10.22487/elts.v10i2.2498

Phillipson, R. (1992). *Linguistic imperialism* (1st ed.). Oxford University Press.

Prensky, M. (2010). *Teaching Digital Natives: Partnering for Real Learning* (1st ed.). Corwin.

Purcell-Gates, V., Duke, N. K., & Martineau, J. A. (2011). Learning to Read and Write Genre-specific Text: Roles of Authentic Experience and Explicit Teaching. *Reading Research Quarterly*, *42*(1), 8–45. https://doi.org/10.1598/RRQ.42.1.1

Rahman, Y. A., S, N., Habibah, F. A. F., & Fadilah, F. (2023). Holistic Rubric Validity and Reliability in Essay Assessment Using Rasch Model in Blended Learning Program. *Proceedings of the Online Conference of Education Research International (OCERI 2023)*, 685–698. https://doi.org/10.2991/978-2-38476-108-1_68

Rakha, A. H. (2025). Promoting Online Teaching Through Active Learning Strategies: Applications and

Innovations. *Sec. Digital Education*, *10*. https://doi.org/10.3389/feduc.2025.1546208

Rana, K., & Rana, K. (2025). How Secondary English Teachers Employ Formative Assessment and Feedback to Scaffold Students' Odyssey in English Learning. *Journal of Language and Education*, *11*(2), 111–124. https://doi.org/10.17323/jle.2025.19854

Rasinski, T. V. (2020). *The Fluent Reader: Oral & Silent Reading Strategies for Building Fluency, Word Recognition & Comprehension* (2nd ed.). Scholastic.

Reetz, H., & Jongman, A. (2020). *Phonetics: Transcription, Production, Acoustics, and Perception* (2nd ed.). Wiley-Blackwell.

Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge University Press.

Rogers, J., Müller, A., Daulton, F. E., Dickinson, P., Florescu, C., Reid, G., & Stoeckel, T. (2021). The Creation and Application of a Large-scale Corpus-based Academic Multi-word Unit List. *English for Specific Purposes*, *62*, 142–157. https://doi.org/10.1016/j.esp.2021.01.001

Rogers, P. (1987). *The Oxford Illustrated History of English Literature*. Oxford University Press.

Rowland, C. F., Theakston, A. L., Ambridge, B., & Twomey, K. E. (2020). *Current Perspectives on Child Language Acquisition: How children use their environment to learn*. John Benjamins Publishing Company.

Saidgul, S. A., & Mohammed, F. O. (2024). The Effect of Gamification on Students' Motivation Toward LEarning English. *Humanities Journal of University of Zakho*, *12*(3), 701–711. https://doi.org/10.26436/hjuoz.2024.12.2.1361

Sarangi, S., & Roberts, C. (1999). *Talk, Work and Institutional Order: Discourse in Medical, Mediation and Management Settings*. Mouton De Gruyter.

Sasabone, L., Jubhari, Y., Sukmawati, & Sujarwo. (2021). The Implementation of English for Specific Purposes (ESP) in Improving Students Speaking Skill of UKI Paulus Makassar. *EDULEC : EDUCATION, LANGUAGE AND CULTURE JOURNAL*, *1*, 1–8. https://doi.org/10.56314/edulec.v1i1.1

Savignon, S. (1997). *Communicative Competence: Theory and Classroom Practice: Texts and Contexts in Second Language Learning*. McGraw Hill.

Sawaki, Y., Ishii, Y., Yamada, H., & Tokunaga, T. (2024). Developing and Validating an Online Module for Formative Assessment of Summary Writing with Automated Content Feedback for EFL Academic Writing Instruction. *Language Testing in Asia*, *14*(50). https://doi.org/10.1186/s40468-024-00325-w

Schweighart, R., Hast, M., Pampel, A. M., Rebien, J. A., & Trautwein, C. (2024). Transition into Distance Education: A Scoping Reviw. *Education Sciences*, *14*(10), 1130. https://doi.org/10.3390/educsci14101130

Shafiei, S. (2024). A proposed analytic rubric for consecutive interpreting assessment: Implications for similar contexts. *Language Testing in Asia*, *14*(1), 13. https://doi.org/10.1186/s40468-024-00278-0

Spada, N., & Lightbown, P. M. (2021). *How Languages are Learned* (5th ed.). Oxford University Press.

Stein, J., & Graham, C. R. (2020). *Essentials for Blended Learning* (2nd ed.). Routledge.

Steinberg, L. (2022). *Adolescence* (13th ed.). McGraw Hill.

Storch, N. (2013). *Collaborative Writing in L2 Classrooms*. Multilingual Matters.

Suchomelová-Połomska, A., & Dablolova, D. (2019). Designing an ESP course. *Glottodidactic Journal*, *2019*(Issue 9 (2019)), 13–21.

Sukma Sukma, Asriani Abbas, Nurhayati Nurhayati, & Kaharuddin Kaharuddin. (2021). Authentic Assessment in Language Skills Learning. *Proceedings of the 2nd International Conference of Linguistics and*

Culture (ICLC-2 2021), 86–91. https://doi.org/10.2991/assehr.k.211225.013

Tannen, D. (1992). *You Just Don`t Understand Women & Men in Conversation*. Virago Press Ltd.

Thomas, M., Reinders, H., & Warschauer, M. (2014). *Contemporary Computer-Assisted Language Learning (Contemporary Studies in Linguistics)*. Bloomsbury Academic.

Tomlinson, B. (2023). *Developing Materials for Language Teaching* (3rd ed.). Bloomsbury Academic.

Tompkins, G. E., Rodgers, E., & Rodgers, A. (2021). *Literacy for the 21st Century: Balancing Reading and Writing Instruction* (8th ed.). Pearson.

Tracey, D. H., & Mandel Morrow, L. (2024). *Lenses on Reading: An Introduction to Theories and Models*. The Guilford Press.

Traxler, M. J. (2023). *Introduction to Psycholinguistics: Understanding Language Science* (2nd ed.). Wiley-Blackwell.

Tutton, M., & Cohen, D. (2025). Reconceptualizing the Role of the University Language Teacher in Light of Generative AI. *Education Sciences*, *15*(1). https://doi.org/10.3390/educsci15010056

VanPatten, B., Keating, G. D., & Wulff, S. (2020). *Theories in Second Language Acquisition: An Introduction* (3rd ed.). Routledge.

Vassiliou, S., Salomi Papadima-Sophocleous, Papadima-Sophocleous, S., & Giannikas, C. N. (2022). *Formative Assessment in Second Language Learning: A Systematic Review and an Annotated Bibliography*. Research-publishing.net.

Vo, T. K. A. (2025). Transforming Language Learning with AI: Adaptive Systems, Engagement, and Global Impact. *Engineering Proceedings*, *107*(1). https://doi.org/10.3390/engproc2025107007

Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

Wardhaugh, R., & Fuller, J. M. (2021). *An Introduction to Sociolinguistics* (8th ed.). Blackwell Textbooks in Linguistics.

West, M. (1960). *Teaching English in difficult Circumstances: Teaching English as a Foreign Language*. Longamans.

Will, L., Stadler, W., & Eloff, I. (2022). *Authenticity across Languages and Cultures: Themes of Identity in Foreign Language Teaching and Learning*. Multilingual Matters.

Woodrow, L. (2022). *Introducing Researching English for Specific Purposes*. Routledge.

Yule, G. (2022). *The Study of Language* (8th ed.). Cambridge University Press.

Zawacki-Richter, O., & Jung, I. (2023). *Handbook of Open, Distance and Digital Education*. Springer Singapore.

Zhu, A., Mofreh, S. A. M., & Salem, S. (2023). The Application of Language Proficiency Scales in Education Context: A Systematic Literature Review. *SAGE Open*, *13*(3), 21582440231199692. https://doi.org/10.1177/21582440231199692

Jorge Checa Medina is an experienced educator with over 20 years of teaching experience. Passionate about innovation, he constantly seeks to create dynamic and productive learning environments that inspire both students and colleagues. Throughout his career, he has worked as a teacher, researcher and coordinator at the top public and private Ecuadorian universities, shaping academic excellence through his commitment to transformative education.
ORCID: https://orcid.org/0000-0003-4304-353X
Correo: jcheca@utmachala.edu.ec
Filial: Universidad Técnica de Machala

Javier Bermeo Pacheco is a recognized leader in the university sector, with a solid and extensive career spanning years as a professor, director of the continuing education center, and currently, as the dean of the Faculty of Business Sciences at Universidad Técnica de Machala. His constant pursuit of excellence in both his role as an educator and an educational administrator has positioned him as a key professional in the training of new generations and in institutional development.
ORCID: https://orcid.org/0000-0003-4606-3464
Correo: jbermeo@utmachala.edu.ec
Filial: Universidad Técnica de Machala

Manuel López Feijoo is an educator and educational administrator with extensive experience in the university field, standing out for his dynamism and proactivity. With years of experience in teaching and as the director of the continuing education center at Universidad Técnica de Machala, he has successfully led the training of professionals, with a particular focus on teaching English to the students of this prestigious university.
ORCID: https://orcid.org/0000-0002-3898-3343
Correo: malopez@utmachala.edu.ec
Filial: Universidad Técnica de Machala

ISBN: 978-9942-53-003-5

Compás
capacitación e investigación