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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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COMO IDIOMA EXTRANJERO

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Teaching English as a Foreign Language Application Process

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Descripción del Trabajo:

El presente trabajo de investigación tiene como objetivo utilizar metodologías de enseñanza del inglés como lengua extranjera (TEFL) con el objetivo de promover un desarrollo equilibrado en las cuatro habilidades del idioma: speaking, listening, reading y writing.

Declaración de Autoría:

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CERTIFICO

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Lo certifico,



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INTRODUCTION

This curricular integration project presents a structured compilation of pedagogical experiences and didactic resources developed during internships and community service. The central focus is the design and implementation of lesson plans and reflective journals aimed at enhancing the four fundamental language skills: listening, speaking, reading, and writing.

The materials included in this portfolio were created using methodologies aligned with the principles of TEFL (Teaching English as a Foreign Language), demonstrating both theoretical knowledge and practical application in real classroom settings. Through this process, the effectiveness of task-based learning and the FMU (Form, Meaning, and Use) model becomes evident in addressing diverse learner needs and fostering meaningful language use.

The portfolio is divided into two core components: the **Lesson Plans**, which present sequenced learning activities customized to students' age and proficiency level; and the **Reflective Journals**, which offer insights into the teaching process through personal reflections, challenges faced, strategies applied, and pedagogical growth.

By compiling these elements, the project seeks not only to showcase professional development and teaching competencies but also to serve as a reference for future educators who aim to create engaging, student-centered English learning environments.

FMU JOURNAL

GRAMMAR AS THE FOUNDATION OF THE LANGUAGE

Grammar education can deepen our understanding of the human mind (Van Rijt & Coppen, 2021). Grammar is fundamental when it comes to learning a new language, it is the foundation and backbone of the language. By studying grammar, we gain insights into how different cultures structure their thoughts and communicate. Additionally, a strong grasp of grammar enhances our ability to express ideas clearly and effectively.

FEELINGS:

In my experience with the English language, since my childhood I was involved with it in many ways. From video-games to family members who spoke it; I always wondered why the words were like that and how can I do that too. That motivated me to learn the language and study its structure.

In high school I excelled at the English subject, especially in grammar, I always wanted to be the first at answering the questions from the teacher. Although the school did not care about the subject, the teachers most of the time focused just on grammar and structure and that was better for me since I already liked grammar.

As I progressed into the university, I noticed that the teaching of the language was more complete; each skill was taught and given the proper importance. However, grammar was still the one with the most relevance for me. I still felt that without grammar, it was difficult to learn the other skills.

Grammar is one of my favorite skills, I am very interested in knowing each and one of the rules and forms of the language. I love to teach this skill in my classes and look for new and fun ways to implement it.

THOUGHTS:

Since high school I thought that grammar was very difficult. Additionally, the way that the teachers taught it made it boring. The education was very traditional and that made it complicated.

My thoughts about grammar are quite mixed. On the one hand I really like grammar and the rules; on the other hand, how it is being taught in schools can make students feel bored and uninterested in the topic. Izmaylova (2020) says that students have rather negative stereotypes about learning grammar and often perceive it as 'boring'.

According to Kumayas (2023) Grammar is the primary skill to be developed when learning English as a foreign language. In my opinion, grammar is a skill that must be taught first and in an engaging way; we can combine real-life experiences, texts, and even games. We need to use all the available resources to make the teaching of grammar something fascinating and interesting for the students.

LEARNINGS:

At the beginning of my university studies, I learned many things about grammar. For example, one of the basic rules of simple present. Thanks to that realization, now I can teach and focus on students' weaknesses, so they do not repeat the same grammar mistakes that I did when I started.

In my first internship, I had the opportunity to see and understand the ways in which public schools work in relation with the English language, especially grammar. It was my first time teaching in a school, and I felt nervous but excited; although a little disappointed about something. From my perspective, there is not enough attention in the matter, and this is not only a problem in Ecuador. Cronquist et al. (2017) say that public schools in Latin America are unable to produce the proper English level and often have poor results.

Currently, I am teaching in a private institution where I have two ongoing courses. In both, I can notice that the students find grammar learning difficult. I have tried to come up with interactive ways to teach the subject. And now with the new ideas implemented in the class, the students seem more invested in the learning than before.

In my current experience as a teacher, I noticed that there is a lack of interest in grammar skills. Students of both public and private institutions do not care about the subject; they prefer the other skills due to being more appealing to them.

APPLICATIONS:

I used to think that teaching grammar was difficult, and how teachers knew all the rules. But now with my experiences and learnings, I know that there are methods to teach and plannings with frameworks. Not only does that help us as teachers, but it also helps students to have a better understanding of the subject.

In my opinion based on my internships, I would change the way that grammar subjects are being taught. Instead of just sticking to the book as I noticed in the schools, I think one as a teacher should be more creative with the activities but always keeping in mind to have a proper framework to teach.

With the FMU framework there is a plethora of grammar topics that can be taught in an organized and well-made form. FMU can guide teachers in their selection of grammar features to teach PINE-ULEAM. (2020); you can choose a topic and easily plan a grammar class that aims for excellence.

To succeed in our goals as teachers. We must be attentive to our students, see what their needs are and what is the best course of action to make them interested in learning. Remember that learning can and should be fun, there is no need to make it boring.

FMU MODULE

FMU ANALYSIS OF TAG QUESTIONS IN PRESENT AND PAST PERFECT

FORM

Present perfect

Subject + have/has + verb + ... + haven't/hasn't + subject + ?

You haven't cleaned your room, **have you?**

Possible answer: Actually, I have cleaned it.

Subject + haven't/hasn't + verb + ... + have/has + subject + ?

They have visited Paris, **haven't they?**

Possible answer: Yes, they have.

Past Perfect

Subject + hadn't + verb + ... + had + subject + ?



We hadn't been to London before, **had we?**

Possible answer: No, we hadn't. This is our first time.

Subject + had + verb + ... + hadn't + subject + ?

She had finished her homework, **hadn't she?**

Possible answer: No, she hadn't finished it.

MEANING

Tag questions are short questions added to the end of a statement to confirm information or seek the listener's agreement.

USE

- ✓ Confirm information (e.g., "You have finished your homework, haven't you?")
- ✓ Invite the listener to give an answer or to participate in the conversation (e.g., "They had already left, hadn't they?")
- ✓ Show sarcasm or when you already know the information (e.g., "Oh, you had totally planned to be on time, hadn't you? ")

ANTICIPATED DIFFICULTIES

- ✓ Students may struggle to remember the inversion between the statement and the tag question, especially when switching from affirmative to negative statements.
- ✓ When trying to formulate responses to tag questions, students may be unsure how to respond appropriately, leading to confusion.
- ✓ Students may struggle using the correct intonation.

COMPREHENSION CHECKING QUESTIONS

- ✓ What would the tag question be for the statement: "She has finished her project"?
- ✓ If I say, "They hadn't seen the movie," how would you respond with a tag question?
- ✓ When using tag questions, must the statement and the question change from affirmative to negative and vice versa?

TEACHING IDEAS

- ✓ **Scrambled sentences:** Give ss a worksheet with scrambled sentences for them to complete it, the teacher must show an example first for ss to have a reference.

Sentence Completion: Give students incomplete sentences and ask them to finish them with appropriate tag questions. For example: "You love chocolate, _____?"

SOURCES CONSULTED

British Council: <https://www.britishcouncil.org.mx/blog/question-tags-ingles>

RESOURCES

Scrambled sentences

have / to a concert / they / they / never / been / have?

I / homework / done / already / have / my / I / haven't?

they / they / left / before / had / you / hadn't?

seen / she / the movie / had / she / hadn't?

gone / had / you / to the party / hadn't? / you

Sentence Completion

Present perfect

- ✓ You have seen that movie before,?
- ✓ She has already finished her homework,?
- ✓ They have been to Italy,?
- ✓ We have met each other before,?
- ✓ He has lived in this city for years,?

Past perfect

- ✓ You had already finished your work,?
- ✓ They had left by the time I arrived,?
- ✓ She had never been to a concert before,?
- ✓ We had already eaten when they arrived,?
- ✓ He had forgotten about the meeting,?

SPEAKING JOURNAL

SPEAKING SKILLS AS THE KEY TO COMMUNICATION

Speaking skill is one of the most essential skills to be acquired as it is the means of communication around the globe Paneerselvam, A. (2019). As a university student, I've come to realize just how crucial effective speaking is in both academic and social contexts. Whether participating in class discussions or delivering presentations, clear communication plays a vital role in conveying ideas and building connections. In today's world, mastering speaking skills not only helps us articulate our thoughts but also fosters understanding across various cultures.

FEELINGS:

From my experience in high school, the English language was not difficult to me except in the speaking skill. I always was scared, nervous and panicked when I had to talk in English. I carried that feeling for many years until I finished high school, that became even worse from then.

When I started university, the feelings of anxiety, stress and fear when I had to speak were huge. I always felt like I knew the language and the words, but I could not speak at all. I felt like I was going to make a mistake, and everyone would point it out. That feeling haunted me since high school until now.

At the moment of writing this journal, I have become more confident about my speaking skills. Between my university studies and my pre-service teaching internships I have been able to practice a lot with real speaking classes. Now I feel confident and enthusiastic about the speaking skill classes and how to apply them.

THOUGHTS:

In high school, I thought that the speaking skill was just talking. That my English teacher just had to put us to speak and that is how the class was made. I did not know the differences between receptive and productive skills. I had that thought until I got to university.

When I began my university studies, I realized the complexity of the speaking skill. It is not just speaking for the sake of it, it aims to communicate a message and everything that it conveys. According to Sabina (2018) speaking is generally thought to be the most important of the four skills. And from my perspective, it truly is one of the most important skills.

At the start of my university studies, I assumed that the speaking skill teaching was going to be simple as I previously stated on my “thoughts” section. That I just had to give students some topics and then tell them to speak. Later I realized how wrong I was, when I learned about the ECRIF framework and how to teach speaking.

In my first internship, I had the opportunity to experience firsthand how a speaking class from a public institution was. I was quickly disappointed, due to the school not giving a single speaking class in my whole time there. I learned that when it comes to speaking, public institutions do not care at all, and just tell students to complete pages in a book.

From the 5th semester of university until now, I learned that there are ways to teach speaking subjects that are very organized. For example, the ECRIF framework. According to PINE ULEAM (2020), the ECRIF framework is a method that focuses on skills instead of activities. It is very useful to teach a certain topic and not only that, but in the meantime the students are learning speaking skills. That makes the class more interactive than just speaking to speak.

All my time in the university has taught me how to be an excellent teacher. Since the beginning I had the help of my professors and my classmates. And from that these are my conclusions of what I have learned:

- ✓ Students learning is related mostly to how interactive the activities are. The more traditional the class is, the less knowledge is acquired.
- ✓ We must change the way on how public schools work related to English.

There is little to no importance on the matter.



- ✓ One as a teacher can set the mood of a classroom. Encourage your students to participate in the speaking activities and, if they make mistakes, do not let them down and remind them that they are still learning.
- ✓ Be sure to always create meaningful activities that students can use in their daily life.

APPLICATIONS:

In my opinion, to improve the speaking classes one as a teacher must create better and more interactive activities but keep in mind the validity of those activities and assessments. Do not be afraid to integrate new methods of teaching or ask AI to help you with that, according to Yang (2022) the use of chatbots in speaking classes have been incrementing the success rates to 88,3%. Everything that can make the class less boring is good for the students.

One thing that I would change from the speaking classes that I received as a highschooler is to make the students participate more. I would use a student-centered approach to help students to defend themselves in the real world. The classes would be directed by the students with little to no interference by me as a teacher, of course that is going to create challenges, but I am sure that I will find the way to make them learn in a fun class.

ECRIF MODULE

Name: Daver Parraga.
B2

Date: 11/12/2024

Level:

N° of students: 10-15

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www.uleam.edu.ec



UleamEcuador



ECRIF Lesson Plan Form

Action points

1. Difficulties with making all ss participate.
2. Time management in activities.
3. Interaction with students.

What are your Students Learning Objectives for the lesson?

- By the end of the lesson, SWBAT **use** tag questions **to** confirm information about traveling **in** a dialog circle.

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

- In the scrambled sentences activity, I will check if the students grasped what I taught in the clarify section.
- In a dialog activity, I will check if the students can use tag questions in daily scenarios.

Preliminary considerations:

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

- I expect some or most of the students will know how to create sentences in past and present perfect.
- I expect students will be capable of holding a small conversation.

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

- I expect some of the students will struggle with the intonation using tag questions.
- I expect the students will be confused in creating statements because of the name of the topic, they may create questions instead of statements.

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



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- I will explain when and how to use the correct intonation.
- I will provide examples and divide the statement and the tag questions.

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
6 min	Encounter	<ul style="list-style-type: none"> ✓ Show a video about tag questions and ask students to pay attention. ✓ Ask ss to describe what happened in the video. ✓ Show vocabulary about traveling and its meaning. 	<ul style="list-style-type: none"> ✓ Watch the video and pay attention ✓ Describe the video ✓ Pay attention 	T-S V	Screen
7 min	Clarify	<ul style="list-style-type: none"> ✓ Explain the rules of tag questions (Structure, usage, and how to answer them). ✓ Ask CCQs: <ul style="list-style-type: none"> • When using tag questions, if the question is affirmative, do I change it to negative or leave it in affirmative? • Do I have to use the same auxiliary verb from the statement in the tag question? • What would the tag question be for the statement: "She has packed all her clothes?" 	<ul style="list-style-type: none"> ✓ Pay attention to the explanation. ✓ Answer the questions. 	T-S	PPT presentation Screen Markers
8 min	Remember	<ul style="list-style-type: none"> ✓ Give ss a worksheet with scrambled sentences. ✓ Ask ss to write and say the sentences and the tag questions in the correct order. 	<ul style="list-style-type: none"> ✓ Write and say the sentences in the correct order. 	T-S	Worksheet
11 min	Internalize	<ul style="list-style-type: none"> ✓ Ask Ss to make groups of 2 or 3. ✓ Give pieces of paper with tag questions and ask them to create a dialog using the tag questions on the paper and the vocabulary from the encounter section while monitoring. 	<ul style="list-style-type: none"> ✓ Form groups. ✓ Create a dialog using the tag questions given. 	T-S	Pieces of paper with tag questions
13 min	Fluency	<ul style="list-style-type: none"> ✓ Ask ss to sit in a circle. Then, give an example of a statement for a student to ask the tag question, and then give another statement. Then, the next student repeats the process faster each time. 	<ul style="list-style-type: none"> ✓ Sit in a circle and give a tag question and a statement. 	T-S	

Resources:

ENCOUNTER

Question tags

<https://www.youtube.com/watch?v=2JHWXIWK1oI>

Travel vocabulary



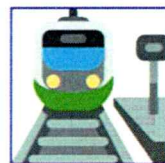
Suitcase



Passport



Boarding pass



Train station



Ticket



Postcard



Check in



Luggage

CLARIFY

Reference

<https://www.britishcouncil.org.mx/blog/question-tags-ingles>

REMEMBER

have / to a concert / they / they / never / been / have?

I / homework / done / already / have / my / I / haven't?

they / they / left / before / had / you / hadn't?

seen / she / the movie / had / she / hadn't?

gone / had / you / to the party / hadn't? / you



INTERNALIZE

HAVEN'T WE?

HADN'T HE?

HAVE YOU?

HAVEN'T YOU?

HAVEN'T THEY?

HAVE THEY?



LISTENING JOURNAL

LISTENING SKILLS AS A WEAPON OF COMMUNICATION

Language is a weapon in communicating human's ideas, thoughts and feelings

(Djabborova 2020). Communication is not only speaking, but listening comprehension also carries a lot of weight into it. Without listening skills, human beings cannot comprehend the messages of others and will have trouble communicating. In this journal I will explore my journey in the English language through the listening skill classes.

FEELINGS:

Since high school, I felt that the listening classes were easy. The activities were not complicated, although they were quite confusing sometimes. Most of the audios were in British accent and that made them difficult, and it seems that just not to me. Vasquez (2024) says that a common cause of listening skills challenges is the understanding of different accents. Overall, due to being a receptive skill and not having to participate with other students most of the time, I did not feel anxious or stressed.

When I started university, not much changed with my feelings about the skill. The listening tasks were quite easy for me; the British accent was still there, but I got used to it. About the listening classes, I felt happy and excited because those were the easiest for me.



Now that I am finishing my studies, I feel confident about my listening skills

and ready to apply the things that I learned into my classes. For example, in my community service classes, the confidence that I have has helped me into giving better classes and better activities for students.

THOUGHTS:

In high school, I always thought that listening classes were interesting. However, I noticed that they were the most expensive in a way, having to carry a stereo to classes. I always thought that every teacher had one and I found it funny. Nowadays, at least in private schools, they have screens or projectors which make the listening classes a lot easier to do.

When I began my university studies, my thoughts about the listening skill classes were quite mixed. On the one hand, I thought that they were not that complex and even quite easy. On the other hand, to elaborate a listening class was another story. In my TEFL classes, I found it difficult to find the perfect audio for my classes, a thing that in other skills is no problem due to just asking ChatGPT to create a text and other activities.

LEARNINGS:

As I started my university studies, I assumed that the listening classes were easy to create and manage. I was not that wrong, but planning a class is not an easy task if you want to do it correctly. I learned that there are many layers to it, procedures and processes to be made.

During my first internship, I had the opportunity to experience a real listening class and how they are made. I found that, in public schools the classes are more



focused in the book; almost every class that I saw the teacher gave was just

completing pages, and the book did not even have listening exercises to begin with.

Almost all of the classes were grammar focused. And that is not only happening in that school, according to Andyani (2012), learning is a medium to understand the language, but hardly has the attention of ESL educators.

In my second internship, things were different. In private schools there are more resources to work with, and that made the listening classes possible. There were screens and record players, also the books had their own listening activities and online pages to look for the audios.

From the fifth semester of university until now, I learned that there are frameworks to work on and plan classes. The PDP framework stands for Pre, During, and Post stages and aims to listening and reading classes, focuses on task completion and helps to comprehend audios or texts (PINE-ULEAM guide 2020). PDP is an excellent tool to plan listening classes, it makes them easy to create and easy to comprehend for students.

From my experience in this major, I have come to these conclusions about the listening skill classes:

- ✓ There is a disparity between the public and private schools, it seems that the English subject exists just to fill up a curriculum and is not given the proper importance; furthermore, the listening skills classes being almost nonexistent.
- ✓ There are many resources on the internet to create listening activities, from pages dedicated to listening skills to even just apps like YouTube.
- ✓ Students are more interested in meaningful activities. In my classes, occasionally, I get the question: "Is this going to be useful for us?"



✓ One as a teacher or student is involved with many accents of the language;

moreover, amplifying our vocabulary and expressions.

APPLICATIONS:

I think that, to improve our listening classes, we as teachers must make the classes interesting. As I previously said, there are many resources to look for various kinds of activities to create the perfect class, interactive and enjoyable.

We need to implement and put into practice the things learned in every way possible. The way that I am going to apply those things is from the PDP framework. I am trying in every listening class that I give to look for the perfect audio depending on my student's needs. Starting by choosing American accent audios for the lower levels.

One thing that I would change from the listening classes that I received in high school is to vary in the activities. I can only remember dictations from my high school, it has benefits of course, but there are more activities to choose from. For example, compare and contrast tasks, matching tasks, multiple choice, directions and instructions. There are a lot of different ways of teaching, we just have to choose the fun ones.



PDP MODULE (LISTENING)

PDP Listening Lesson Plan

Name: Párraga Daver

Date: 11/10/2024

Level: A2

N° of students: 10 – 15

Course:

5th grade.

Action Points

1. Difficulties with making all ss participate.
2. Time management in activities.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **SHOW UNDERSTANDING OF** the video “The Bear and the Bee” **BY** retelling the story with their own words **AND THEN** create a drawing about the video.

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

- With a matching activity, I will check if the ss know the definition of the vocabulary that they are going to use.
- With multiple-choice questions, I will check if the ss grasp and understand what is happening in the video.

Preliminary Considerations:

- a. **What vocabulary/grammar/information/skills do your students already know in relation to today’s lesson?**
 - I expect some or most of ss will know the structure and usage of the present simple tense.
 - I expect some or most of ss will know common verbs (can, find, walk, etc.).
- b. **What aspects of the lesson do you anticipate your students might find challenging/difficult?**
 - I expect some ss may struggle with remembering what happened in the video while doing the activities.
 - I expect some ss may struggle with the pacing of the video, the speaker may speak too fast for them.
- c. **How will you avoid and/or address these problem areas in your lesson?**
 - Play the video two or three times if necessary.
 - Pause the video if necessary.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 Minutes	Pre-Stage	<ul style="list-style-type: none"> Ask students to predict what the video is about by telling them the name. Show images of vocabulary that ss will find in the video. 	<ul style="list-style-type: none"> Try to predict what happens in the video. Pay attention to the teacher. 	T-S V	Screen
7 Minutes	Early During Stage	<ul style="list-style-type: none"> Give ss a worksheet with three activities, for the early and later during stage. Show the video for ss to watch it. (show it more times if necessary) Ask ss to complete the first activity: match the words with their definition 	<ul style="list-style-type: none"> Watch the video Complete the first activity. 	T-S V A	Worksheet
11 Minutes	Later During Stage	<ul style="list-style-type: none"> Show the video again. (show it more times if necessary) Ask ss to complete the second activity: Answer the multiple-choice questions correctly. 	<ul style="list-style-type: none"> Watch the video. Complete the second activity. 	T-S V A	Worksheet
12 Minutes	Final During Stage	<ul style="list-style-type: none"> Show the video one last time (show it more times if necessary). Ask ss to retell the story with their own words using pictures given by the teacher as a guide. 	<ul style="list-style-type: none"> Watch the video. Retell the story with their own words 	T-S V A	Pictures
10 Minutes	Post-Stage	<ul style="list-style-type: none"> Ask ss to create a drawing about the video. Monitor the students while they are doing the activity. 	<ul style="list-style-type: none"> Create a drawing about the video. 	S-S	Crayons Markers



RESOURCES
PRE-STAGE

Vocabulary



Bear



Honey



Stick



Beehive



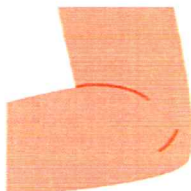
Bee



Nose



Ear



Elbow



Arm



Legs



Hand



Medicine

EARLY DURING STAGE THE BEAR AND THE BEE

<https://www.youtube.com/watch?v=jKi2SvWOCXc>

1) Match the words with their meaning.

- A. Stick...
- B. Beehive...
- C. Medicine...
- D. Elbow...
- E. Arm...

- 1) Part of your arm that bends.
- 2) Something people take to help them feel better when they're sick or hurt.
- 3) A thin piece of wood.
- 4) Place where bees live.
- 5) Part of your body that helps you move and hold things.



2) Answer the multiple-choice questions correctly.

What does Mr. Bear try to find?

- A. Honey
- B. Flour
- C. A cupboard

What does Mr. Bear see in a tree?

- A. A beehive
- B. A stick
- C. Many bees

Where did the bee sting the bear?

- A. In his head
- B. In his paw
- C. In his nose

Why can't the bear hit the bee?

- A. The bee is too small.
- B. The bee is too fast.
- C. Mr. Bear doesn't want to hit the bee.

Where does the bee live?

- A. In a beehive
- B. In a house
- C. In a hole

What did the bear do to the beehive?

- A. He stole it
- B. He cleaned it
- C. He smashed it

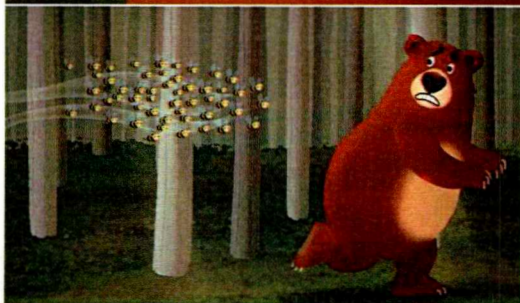
How many bee stings does the bear have at the end?

- A. 8
- B. 5
- C. 7

What does Mrs. Bear give to Mr. Bear for their bee stings?

- A. A napkin
- B. Medicine
- C. Honey

FINAL DURING STAGE



READING JOURNAL

READING SKILLS AS AN ACADEMIC NECESSITY

Reading skills are probably the most important for academic and professional purposes (Dash, 2013). As a university student, I have come to realize just how vital reading skills are to my success. This journal reflects my journey in developing these essential skills, exploring effective strategies and techniques that enhance comprehension. It also shows my view on how to impart this knowledge to future students.

FEELINGS:

Since high school, I have felt that reading classes presented a different kind of challenge. At first, the activities were interesting, but sometimes they felt overwhelming. The variety of texts, from short stories to academic articles, often left me with a mix of curiosity and anxiety. I frequently questioned whether I truly understood what I was reading, especially when faced with more complex material.

When I started university, my perspective on reading began to change. I found reading classes more bearable. Although I am not so fond of reading, at least I felt more comfortable, and I knew that I was understanding the texts. Continuous practice helped me build greater confidence, and class discussions deepened my understanding.

Now, at the end of my studies, I feel confident about my reading skills. This confidence has not only aided me in my classes but has also influenced my overall attitude toward reading. In my community service classes, I have been able to apply



what I have learned by selecting appropriate materials and creating activities that

encourage students' interest in reading.

THOUGHTS:

In high school, I thought that reading classes were quite boring. There were poor and uninteresting activities in my opinion, always the same two: read and complete or multiple choice questions of a text. I think there needs to be more variety of activities.

In university, reading classes were more focused and engaging. There was a clear emphasis on exploring a wide range of texts, and the activities were thoughtfully designed to promote deeper understanding. I found these classes to be meaningful, as they encouraged critical thinking and a more interactive approach to reading.

LEARNINGS:

As I started my university studies, I initially assumed that teaching reading would be straightforward. While I was partially correct, I quickly realized that effectively planning a reading lesson is far more complex than it appears. There are multiple layers, procedures, and processes that must be considered.

During my first internship, I had the opportunity to observe a real reading class in action. I noticed that in public schools, the classes were heavily reliant on the textbook; nearly every lesson I saw revolved around completing pages, and there were often minimal reading activities included. The focus was predominantly on grammar. This observation aligns with Grabe's (2009) assertion that reading development often receives insufficient attention in ESL education.



In contrast, my second internship provided a different perspective. In private

schools, there were considerably more resources available, which facilitated engaging reading lessons. Access to supplementary materials, such as digital texts and interactive activities, encouraged greater student participation and interest.

From my fifth semester until now, I have come to understand that there are frameworks designed to guide lesson planning. The PDP framework: Pre, During, and Post, can be applied effectively to reading instruction. This approach emphasizes task completion and aids students in comprehending texts (PINE-ULEAM guide, 2020). As Rosenblatt (1994) highlights, reading is a transactional process, where meaning is constructed through the interaction between the reader and the text. Thus, incorporating this understanding into lesson planning is crucial.

Reflecting on my experiences, I have some conclusions about reading instruction:

- ✓ There is a notable disparity between public and private schools; it appears that the English subject often exists merely to fulfill curriculum requirements, leading to a poor emphasis on reading skills.
- ✓ A wealth of resources is available online for creating reading activities, ranging from educational platforms to applications offering diverse texts.
- ✓ Students are more engaged when activities are meaningful. In my classes, I frequently encounter questions like, “Will this be useful for us in real life?”
- ✓ Exposure to a variety of texts and literary genres enriches the reading experience; this not only expands students’ vocabulary but also exposes them to different styles and perspectives.



Overall, I have come to realize that effective reading instruction requires

intentional approaches and adequate resources to truly make an impact on students' learning journeys.

APPLICATIONS:

I believe that to enhance our reading classes, we as teachers must make the lessons engaging and relevant. As I mentioned earlier, there are numerous resources available to create a variety of activities that can make classes interactive and enjoyable.

We need to implement the insights gained from our studies in every possible way. I plan to apply these strategies using the PDP framework. In each reading lesson I teach, I will select texts that provide the necessary to my students' needs, ensuring that they are age-appropriate and relevant to their interests.

One significant change I would make to the reading classes I experienced in high school is to diversify the activities. I can only recall completing worksheets and answering comprehension questions, that represent just a fraction of what is possible. For instance, I intend to incorporate compare and contrast tasks, group discussions, creative projects, and multimedia presentations. There are many innovative ways to teach reading; we do not need to rely on traditional, monotonous methods.

By embracing a larger range of activities and focusing on student engagement, I hope to create a more dynamic reading instruction environment that fosters a love for reading and improves comprehension skills.



PDP MODULE (READING)

PDP Reading Lesson Plan

Name: Párraga Daver

Date: 11/12/2024 **Level:** B1- B2 **Nº of students:** 10 – 15 **Course:** 2nd of High School

Action Points

1. Difficulties with making all ss participate.
2. Time management in activities.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **SHOW UNDERSTANDING OF** the newspaper article “The Rise of Video Games” **BY** summarizing it with their own words, **AND THEN** discuss the benefits of video games in groups.

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

- With a summarizing activity, I will check if the ss understood and comprehended the text.
- With a group discussion activity, I will check if the ss can express their thoughts about what they read.

Preliminary Considerations:

- d. **What vocabulary/grammar/information/skills do your students already know in relation to today’s lesson?**
 - I expect some or most of ss will have proper skimming and scanning skills
 - I expect some or most of ss will know common verbs (can, find, walk, etc.).
- e. **What aspects of the lesson do you anticipate your students might find challenging/difficult?**
 - I expect ss to read at a different speed.
 - I expect some ss may struggle with difficult words.
- f. **How will you avoid and/or address these problem areas in your lesson?**
 - I will make sure to give plenty of time for all the ss to finish reading.
 - I will make sure to answer the questions and doubts of the ss.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 Minutes	Pre-Stage	<ul style="list-style-type: none"> Ask the next questions to ss to brainstorm. A. How many genres of videogames do you know? B. What are the benefits of playing videogames? C. Do videogames have an impact on health? Which? 	<ul style="list-style-type: none"> Answer the questions. 	T-S	
6 Minutes	Early During Stage	<ul style="list-style-type: none"> Tell ss the title of the text: The Rise of Video Games: A Global Phenomenon. Ask ss to infer what topics are going to be discussed in the text. Give the text to ss. 	<ul style="list-style-type: none"> Infer based on the title. 	T-S V	
12 Minutes	Later During Stage	<ul style="list-style-type: none"> Give ss a worksheet with questions. Ask ss to read the article and answer the questions. Ask ss to answer the questions out loud. 	<ul style="list-style-type: none"> Read the text and answer the questions. 	T-S V	Worksheet
15 Minutes	Final During Stage	<ul style="list-style-type: none"> Ask ss to read the article again. Ask ss to create a summary of the article with their own words. 	<ul style="list-style-type: none"> Read the text again. Summarize the text. 	T-S V	Worksheet
7 Minutes	Post-Stage	<ul style="list-style-type: none"> Ask ss to form groups. Ask ss to discuss this question: "What are the benefits of videogames?" Monitor ss while they are doing the activity. Ask questions to groups to check if ss are doing the activity. 	<ul style="list-style-type: none"> Form groups and discuss the question given by the teacher. 	S-S	



RESOURCES

EARLY DURING STAGE

The Rise of Video Games: A Global Phenomenon

In recent years, video games have become a huge part of entertainment around the world. What started as a hobby for children has turned into a massive industry that appeals to people of all ages. From console gaming to mobile apps, millions of people spend hours each day immersed in virtual worlds.

Video games offer a wide variety of experiences, from action-packed adventures and sports simulations to puzzle-solving and role-playing games. With the rise of online multiplayer games, players can now connect with friends and strangers from all over the globe, creating a new community of gamers.

One of the most popular genres today is the battle royale game, where players fight to be the last one standing in a shrinking area. Games like *Fortnite* and *Apex Legends* have attracted millions of players, creating an online culture of competition and teamwork.

While video games are often seen as a form of entertainment, many people are also recognizing their potential to teach valuable skills. Studies show that video games can improve hand-eye coordination, problem-solving abilities, and even social skills through online interactions.

However, there are also concerns about the impact of video games on health. Experts warn that excessive gaming can lead to problems like poor posture, eye strain, and addiction. It's important for players to take breaks and balance their gaming time with other activities.

Overall, video games continue to evolve and influence society in many ways. With new technology like virtual reality and augmented reality, the future of gaming looks even more exciting. Whether you're a casual player or a professional gamer, video games are here to stay.

LATER DURING STAGE

1. What are some popular genres of video games mentioned in the article?
2. How do online multiplayer games help create a community of gamers?
3. What skills can video games help improve according to the article?
4. What are some of the health concerns associated with excessive gaming?
5. How is new technology like virtual reality shaping the future of gaming?



WRITING JOURNAL

WRITING SKILLS FOR COMMUNICATION

In writing, the writer is a communicator who must engage with the reader

(Hyland, 2003). Writing is a vital skill that enables individuals to articulate complex ideas and emotions effectively. In this journal, I will explore my journey in developing writing skills in English, reflecting on various strategies and practices that enhance this essential capability.

FEELINGS:

Since high school, I often had problems with writing skills. I have had always the same problem; I do not know what to write. That has always caused me stress the moment I had to do an activity, I feel that what I wrote is not good enough.

At the beginning of my university studies, I still had the same problem. How can I know what to write? Is it relevant? Those questions have always haunted me, and I could not improve my writing skills due to those limitations.

At the moment of writing this journal, I have become more confident about my writing skills. Between my university studies and my pre-service teaching internships I have been able to practice a lot with real writing classes. Now I feel confident in my writing skills and how to teach them.

THOUGHTS:

In high school, I thought that writing skills were the same as grammar; just write and check the mistakes. I did not know the differences between those two skills. Writing involves not only the mechanics of language but also the ability to organize



just about correctness; it is about developing ideas and voice" (p. 2).

Now at the end of my university studies, I can see the many layers that writing skills have; I have learned that good writing involves understanding your audience and adapting your voice and style to engage them. Furthermore, the process of drafting and revising is crucial, as it allows for reflection and refinement of thoughts. This deeper understanding has transformed my approach to writing, making it a more creative and fulfilling endeavor rather than merely a technical task.

LEARNINGS:

At the start of my studies, I assumed that the writing skills teaching was going to be difficult. I did not know how to create a writing class or what activities I can put on that. The writing process framework helped me with that.

In my first internship, I had the opportunity to experience how a writing class from a public institution was. It was difficult to not say impossible, due to the institution not giving one single writing class. I learned that when it comes to writing skills, public institutions do not care at all, and just tell students to complete pages in a book.

At the moment, I have learned that there are ways to teach writing skills. The writing process framework helps a lot with planning classes, what activities you can do and how much time you can spend. It has helped me to create more interactive classes to improve the learning of the students and future students.

All my time in the university has taught me how to be a better teacher. My professors and my classmates helped me a lot with the doubts I had at that moment.

And from that these are my conclusions of what I have learned:



✓ Students learn better when the class is interactive. They also show more

interest in the class.

✓ Public institutions do not care about the English language teaching.

✓ In my opinion, one as a teacher has the obligation to create meaningful

activities, something that the student can use in the real world.

APPLICATIONS:

In think that, to improve our writing classes, one as a teacher must implement fun and interactive activities to maintain the students invested on the class. According to (PINEULEAM guide, 2020) there are many types of writing, and one as a teacher can start from there to know what activities can be implemented.

One thing that I would change from the writing classes that I received in high school is to encourage students to make mistakes; if they make mistakes there is a chance to improve and be better. Without that encouragement the student will be afraid to keep trying, or at least that is the way I felt. Every mistake is a new chance to refine your skills. As Smith (2010) states, “mistakes are not failures but opportunities for growth, allowing students to learn and develop their writing abilities” (p. 45).

Another essential strategy for enhancing writing skills is providing constructive feedback. This feedback should be specific, helping students understand their strengths and areas for improvement. By creating a supportive environment where students feel comfortable sharing their work, they can learn from each other and grow as writers. Peer review sessions can be particularly beneficial, as they encourage collaboration and allow students to gain diverse perspectives on their writing.



THE WRITING PROCESS MODULE

Writing Lesson Plan

Name: Párraga Daver

Date: 11/10/2024

Level: B1-B2

N° of students: 10 – 15

Course: 3rd of

high school.

Action Points

3. Difficulties with making all ss participate.
4. Time management in activities.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **WRITE** a review **TO** rate an anime, **THEN** guess which one the review refers to.

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

- In the drafting stage, I will check if the ss can write freely or if they have difficulties writing their ideas.
- In the extension stage, I will check if the ss have expressed their thoughts correctly by writing the messages that they wanted to write.

Preliminary Considerations:

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

- I expect some or most of ss will know the structure of simple sentences.
- I expect some or most of ss will know vocabulary about tv shows and cinema (audience, characters, sounds, etc.).

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

- I expect some ss may struggle with the structure of the review.
- I expect some ss may feel discouraged to participate.

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

- I will make sure to explain every part and step in creating a review.

I will encourage them by showing examples and giving them freedom to write about their favorite show.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
7 Minutes	Preparation	<ul style="list-style-type: none"> Show examples of anime reviews. Explain the characteristics of anime reviews with an example. 	<ul style="list-style-type: none"> Pay attention to the teacher. 	T-S V	Screen
15 Minutes	Drafting	<ul style="list-style-type: none"> Show the example again and leave it on the screen for the ss to have a reference. Ask ss to write a review draft of their favorite anime. 	<ul style="list-style-type: none"> Write a review draft of their favorite anime. 	T-S	Screen
6 Minutes	Revising	<ul style="list-style-type: none"> Ask ss to exchange their drafts. Show editing symbols for better revision and explain them. Ask ss to revise the drafts. 	<ul style="list-style-type: none"> Exchange drafts. Revise the drafts. 	T-S	Screen Editing symbols
10 Minutes	Editing	<ul style="list-style-type: none"> Ask ss to give back the revised drafts. Ask ss to rewrite their review according to the revision made. 	<ul style="list-style-type: none"> Give back the revised drafts Rewrite the review. 	S-S	
7 Minutes	Extension	<ul style="list-style-type: none"> Ask ss to present their review in front of the class. Then the rest of ss will try to guess which anime is being reviewed. 	<ul style="list-style-type: none"> Present their review and try to guess the ones from their classmates. 	S-S	



RESOURCES

PREPARATION

Demon Slayer Hashira Training Arc is the show at its lowest point. This is an exercise in excess and self-indulgence, in squeezing every drop of content from the premise to pad the runtime before the big finale. The chance to learn more about the characters (or to see them change or grow) is wasted in favor of more silly gags and extended sequences of characters walking.

Demon Slayer Season 4 Review



Review scoring

Awful

Demon Slayer Hashira Training Arc sacrifices momentum and depth for an absurdly long and meandering season that should have been a montage.



Rafael Motamayor

Stone Ocean is a masterful adaptation of the manga, with a fantastic opening sequence, lush animation, and the weirdest Stands yet. It's a redemption story with a JoJo who, like the rest of the family, isn't about to take anything that happens to her lying down. Whether you've been here since Phantom Blood or you're just jumping onboard to see what this JoJo business is all about, Stone Ocean is a ballet of blood-pumping weirdness and edge-of-your-seat drama that'll keep your eyes glued to the screen.

JoJo's Bizarre Adventure: Stone Ocean Part 1 Review



EDITORS' CHOICE

Review scoring

Masterpiece

JoJo's Bizarre Adventure: Stone Ocean is another high-octane dose of action-packed duels, surreal situations, and expert storytelling with one of the coolest JoJos yet.



Brittany Vincent



Characteristics of an Anime Review			
Anime Title		Composite Score	Gauges (Story, Characters, Visuals, Music & Sound)
Release Season	Studio		
Notable Staff & Works			
Genre Pie Chart		Positives vs. Negatives	Similar Shows
Recommended Audience			

REVISING

Editing symbols

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

Taken from the University of Delaware website: www.udel.edu

CONCLUSION

The development of this integrated curricular portfolio has served as a valuable opportunity to bridge theory and practice in the formation of an English language teacher. Through the compilation of structured lesson plans and reflective journals, this work has demonstrated how classroom experiences can be transformed into meaningful pedagogical insights. By focusing on the four essential language skills, this portfolio offers a comprehensive perspective on effective English language teaching, guided by the principles of the TEFL approach and the FMU (Form, Meaning, and Use) model.

The lesson plans showcased throughout this portfolio illustrate the capacity to design progressive and student-centered activities that respond to the linguistic level and developmental needs of learners. From controlled tasks to freer, communicative practices, the lessons reflect a solid understanding of pedagogical scaffolding and learner engagement. Meanwhile, the reflective journals provide a space for introspection, where personal growth, teaching challenges, and new knowledge are explored thoughtfully. These reflections highlight not only the academic and professional development of the pre-service teacher but also their emotional journey through the complexities of real-life teaching environments.

Ultimately, this work reflects the evolution of the pre-service teacher into a reflective practitioner capable of making informed decisions, evaluating their own teaching practices, and continuously seeking improvement. It stands as evidence of the readiness to face the challenges of teaching English as a foreign language with creativity, responsibility, and a learner-centered mindset.

RECOMMENDATIONS

Based on the experiences documented and analyzed throughout this portfolio, it is strongly recommended that reflective practice remain a central element in teacher education. Encouraging pre-service teachers to consistently reflect on their lessons, challenges, emotions, and breakthroughs can significantly enhance their ability to adapt and evolve as educators.

It is important to recognize the value of adapting teaching strategies and materials to the specific needs of each classroom context. Teachers should consider the students' age, level of proficiency, learning styles, and sociocultural background when designing their lessons. Flexibility, creativity, and resourcefulness are essential attributes for educators who aim to provide inclusive and relevant learning experiences.

Finally, teacher education programs should encourage ongoing professional development. The completion of a degree does not mark the end of learning, but rather the beginning of a lifelong process. Engaging in workshops, peer collaboration, academic research, and reflective dialogue can help teachers stay updated and motivated, ultimately improving the quality of English language education in various learning environments.

By embracing these recommendations, educators can continue to build on the foundations established in this portfolio, moving toward excellence and innovation in the teaching of English as a foreign language.



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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Vasquez Díaz, K. R., & Iqbal, J. (2024). Challenges Faced by International Students
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PHOTOS

