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Teaching English as a Foreign Language (EFL): Theories and Practices

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Abstract
The discipline of Teaching English as a Foreign Language (EFL) has undergone a substantial transformation in recent decades, guided by a variety of educational, psychological, and linguistic theories. This paper investigates the fundamental theories and practices that serve as the foundation for EFL instruction, emphasizing their efficacy and practicality in various classroom environments. It evaluates the function of conventional methodologies, including Grammar-Translation and Direct Method, in conjunction with contemporary methodologies, including Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT). Furthermore, it explores the implications of cultural factors on language acquisition, the integration of technology in EFL, and the significance of customized teaching strategies to accommodate the unique requirements of individual students. This paper aims to offer a thorough summary of the theoretical underpinnings of EFL and provide educators with practical insights to improve learner outcomes and enhance their teaching practices. This study emphasizes the dynamic nature of EFL pedagogy and its potential to facilitate effective language acquisition in diverse educational contexts by critically analyzing existing research and case studies.

Keywords: Theories, Practices

1. Introduction
How to teach English as a foreign language (EFL) has been an important issue in education for a long time because learning English in an intensive, deep, and practical learning environment is a really hard obligation for many students. The study first provides an overview of theories and practices in EFL. It answers the following questions for readers: What are the necessities, definitions, and characteristics of the English learning process as a foreign or second language? What

aspects should be considered in teaching EFL? Which factors have an impact on learning and teaching English? It can be argued that this general overview is important to apply new trends in learning and teaching English as an international language. It also might give a conceptual knowledge of globalization adopted in both English learning and English teaching. Based on these findings, globalization, multicultural society, and strategies may also be discussed for EFL teaching. Based on these top-down points of discussion, the practice of teaching English can be more positively accepted.

Teaching English as a foreign language (TEFL) stands for the teaching of English in a country or state in which English is not the primary language. In fact, the way it is taught and the kind of EFL learners will significantly depend on the kind of conditions in the particular area. Further, EFL courses should discuss four important components from theory into practice. These include language skills, system methods, approach technique, strategy, and orientation. Such components might be supported significantly by eight factors. One of these is the criteria for the development of language competence, have grown. There are a number of aims of which language is studied. Communicative competence and intercultural competence might be other answers. In addition, students' needs analysis, students' motivation, and students' strategy may strongly influence EFL.

2. Historical Development of EFL Teaching Theories

The potential for growth in EFL teaching theories, released a little over two decades ago, bears witness to the considerable transformations that have taken place in our field. The developments have occurred against the background of considerable changes in the field beyond the concern of our book and reflect changes in contemporary theoretical concerns in the world in general. Hence, just as EFL teaching has been changing over the decades, so too have the theories that have attempted to describe and explain it.

Over the past hundred or so years, EFL teaching theory and practice have given rise to a number of rather different approaches to EFL teaching, which must be judged against their social, cultural, and psycholinguistic background. To leave this background out of account is to compromise one's understanding of both the theory and the practice of EFL education.

The stance which has been increasingly dominant in EFL since the early 1960s is empirical and is concerned with the search for relevant and all-around valid information rather than with the development of patterns based on any single theory. This empirical approach has led to an eclectic outlook which aims at satisfying the needs of learners in varying contexts and situations through the use of a variety of current concepts and materials and through research-directed creative teaching based on (perhaps) a more serious awareness of the psycholinguistics, sociolinguistics, and educational theories than is possible in conditions of very direct use of the language.

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But the work begun 40 years ago and continuing to the present day by various names, such as "The Underlying Characteristics," however, of English language teaching (as distinguished from other uses of the language) have altered only partially. In nearly all parts of the world where English is not a native language, it is used as a record language in the classroom, and furthermore, a special English is used for this, which approximates as standards have become more realistic as in England, the natural English.

The classroom teacher has to cope with more students, from an entry age that often has been falling, and now also with a greater variety of students both in kind and range of ability. Moreover, the purposes of EFL may no longer have as their prime consideration an orientation towards the learning of the language as a subject in its own right. If English becomes the subject but mainly in order to be a tool in the learning of other curriculum subjects, then objectives will have to be considered afresh in this light.

3. Key Theoretical Frameworks in EFL Teaching

Given that the book's main focus is on the integration of theory and teaching practice, this section illustrates the main theories that inform the field of English as a foreign language (EFL) and proposes some practical teaching activities relating to each of the theories. Of course, the main tenet of the book is that good teachers need to know about both the theories and the practices underpinning teaching EFL, but it is useful to separate these two aspects. Therefore, the first part of this section outlines three key theoretical frameworks within the EFL teaching literature: Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and The Lexical Approach. These chronological frameworks also form the basis of the three main sections which are devoted to the presentation of the teaching activities in the book.

The various "theories" of EFL teaching draw on research findings from various linguistic, psychological, sociological, and pedagogical fields. The present volume places the main emphasis on procedural and declarative knowledge about language and investigates this from linguistic, psychological, sociological, and pedagogical perspectives. The section on Key Concepts in the book outlines three major aspects of the scope of EFL teaching, and these factors are also illustrated and elaborated on in the teaching activities presented in the main section of the book.

3.1. Communicative Language Teaching (CLT)

Theories and practices in teaching English as a foreign language (EFL)

3.2.2. Communicative Language Teaching (CLT)

The Communicative Language Teaching (CLT) approach focuses on communication and interaction in language learning. It derives from a number of linguists, including Hymes' (1972) well-known term of communicative competence. Richards and Rogers (1986) outline that CLT, in practice, consists of teaching

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techniques, strategies, and approaches that reflect an emphasis on the communicative aspects of second or foreign language use. Wilkins (1972) identified the main principles upon which CLT is based. According to him, the development of competence in the four language skills, therefore, speaking, listening, reading, and writing, is of prime importance. The use of interactive, integrative, meaningful, and appropriate language is the goal for learners. Social or conversational English is more important than correct English, as performance concerns are more important than competence. It is also important for interaction, that is, the exchange of thoughts and ideas, attitudes, and feelings (socialization). Finally, any activities that reflect the considerations outlined also indicate a task-based approach to language learning.

Underlying these principles are a number of strategies or techniques that can be used in any communicative class. One of the main teaching strategies for promoting communicative competence is the use of authentic materials. Authentic materials can be defined as those materials that have been designed for native speakers, such as advertisements, menus, timetables, newspapers, or recipes. They are an excellent source of information about the culture of the countries where English is spoken. In this sense, students can also acquire relevant information about the language they use. CLT also relies on meaning rather than form. Comprehension has, therefore, more importance than production. In other words, if you understand, even if you don't produce error-free language, you have achieved the goal. Communication is when people accept messages that reflect both the meaning and the feeling of the original message, even if this message is presented in error. Therefore, the interiorization of grammatical structures and vocabulary items as an "end in itself" is irrelevant. In accordance with this principle, CLT also examines the role of negotiations of meaning. This principle is related to tasks. The structure is presented through a wide variety of tasks rather than language drills. Task-based activities or real or pseudo-real life activities are used both for assessment (diagnostic testing, process-oriented testing) and instruction. The main objective of a task-based activity in this classroom is to promote communicative abilities.

3.2. Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is a teaching method that enables learners to create automatic associations and networks through language. TBLT focuses on the function of language to make meaning and actual communication skills. It links the students' way of learning and thinking to their communication capacities. This approach reflects Krashen's 'comprehensible input' and cognitive-interactionist theories of language learning and stresses the role of learners' interdependence. This has led to the redesign of syllabuses for communication (for action, reaction and interaction) through the development of skills and strategies. TBLT is possibly the most-used recent method of EFL teaching in that TBLT, but more particularly communicative language teaching (CLT), is now becoming part of

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the curriculum in many countries.

In teaching English as a foreign language, communicative approaches via real-life situations have been more frequently used, making TBLT one of the most advocated ideas if not practices. One of TBLT's theoretical backgrounds is in second language acquisition (SLA), particularly those that view the effect of TBL in light of input, output, and interaction. The other background is in language pedagogy with instructional practices focusing on the implementation of TBL. With the theoretical underpinning, the present paper argues that the focus of TBLT is on 'spontaneity' that arises through meaningful communication as students perform meaningful, real-world tasks. The theoretical basis then influences the design and implementation of instructional practices. The paper discusses the instructional practices regarding task design and task features, before exploring task model, stages of task-based teaching and task characteristics.

3.3. The Lexical Approach

The Lexical Approach has been developed as an alternative to traditional teaching of English, where grammar and vocabulary items are presented separately. Advocates of the Lexical Approach argue that lexis is more effectively taught and acquired when it is learned in phrases and collocations. There are several influential figures in Applied Linguistics who have developed the Lexical Approach in the last twenty years, and while there is not complete agreement between them, there are some central principles.

The Lexical Approach represents an effort to develop principles of language teaching based on the increasingly clear findings of both psycholinguistic research on how the brain organizes language and linguistic research on the importance of lexis and collocation chunks in language use and language acquisition. According to T. Lewis, language consists of grammaticalized lexis, rather than lexicalized grammar. Especially involving vocabulary, chunks, and phrasal verbs, Lexical Instruction has a role to play in supporting a system providing fluency practice, which is little concerned with grammaticality-based accuracy. Fluency work has two astonishing effects: learners experience stress, as the teacher does things he has told them to do, essentially to increase inaccuracy; learners have the opportunity to develop proficiency - a preference for fluency, automatised knowledge, and improved ability to deal with the stream of speech at normal speed.

4. Principles of Language Acquisition and Learning Theories in EFL

Although versatility is the rule at present, there is a lot of research and theory behind the practice of teaching English as a foreign language. This means that any teacher can benefit from taking the time to think about the ideas that have been developed in this regard, even if his or her teaching situation does not permit the implementation of everything that we think we know about. This does not mean that the goal is to turn every teacher of English into a prospective researcher. Instead, we

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propose to attempt to synthesize what we know and represent it as a theory-into-practice book for EFL teachers.

Behaviorism claimed that humans learn in accordance with predetermined schedules of development through interaction with the environment. Further, behaviorists are known for language learning theory, whose major proponent is Skinner, which is now called operant conditioning theory. Cognitive approaches focus on the mental processes of the individual. The main figures in this school are Chomsky, Krashen, and Barlett. Empirical academic study of S-R theories in learning is supposed to begin in the early 1930s with the establishment of the Institute for Human Learning at the University of Chicago and continues with the subsequent work of, amongst others, B. F. Skinner. His work is generally considered the most overtly politically conservative in spirit, and behaviorism as a school which has never been seriously concerned to distinguish between parentally and corporately-sustained experiments in social engineering. Given such concerns, it seems difficult to deny that behaviorism might once again be on the way up, especially if the corporate world deems a more "traditional" curriculum relevant to the development of their available labor force. Chomsky first raised his argument attacking the behaviorist in the 1960s based on the views which failed to provide an explanation of language in humans. Data shows that all language learners go through the same stages: words, words in combination, phrases, sentences, paragraphs. Everything is already determined for applied linguists; they just needed to look it up in handbooks and apply it in their teaching.

4.1. Behaviorism and EFL Teaching

Behaviorism is considered the "first" grand theory of human development. It emphasizes the importance of the natural sciences' use of a method that is selective in its application of all available appropriate knowledge to "obtain valid and reliable data". Behaviorism came to be seen as "the" paradigm of mature sciences. Behaviorism appeals to many because it has formal theoretical underpinnings and formal descriptions and rules of translation. Behaviorism has failed to explain "what is it that can be directly observed as a descriptor of learning or performance and what can be interpreted validly in the light of those observations".

One of the most influential approaches to language teaching that follows the behaviorist tradition is audiolingualism, considered by Freeman as the first EFL teaching method. According to Waters, audiolingualism emerged from the general beliefs that suitably selected verbal behaviors can be built up in a strong controlled stepwise method if the effects of conditioning are taken into account, and that behavior is subject to the same laws of learning as rats and pigeons. Therefore, learning a new language would be similar to learning any other type of physical skill. Behaviorism saw no difference between psychological and conditioned behavior, so

the way to build up habits is to chain together a number of small possibilities of conditioned behavior, each one of which builds upon the foundation laid by the previous one. The behaviorist focus is on controlled language practice, both oral and written. Aiming to teach habits through controlled practice, the audiolingual classroom pointedly prevents the L1 from intruding.

4.2. Cognitive Approaches to EFL Learning

As mentioned earlier, in the theories of first language acquisition, a subtle shift in the emphasis of learning from behaviorist to cognitive mechanisms can be seen. There are two aspects of cognitive theories. The first is concerned with how cognitivists have offered explanations for representing language in the mind/brain, and the second is the way cognitive processes are involved in learning the language. Cognitive learning theory alternates thoughts on the relationship between teacher and learner. The actual teaching occurs in the process of constructing learning, with the learner being responsible for their own progress.

Implication in EFL instruction: In the language classroom, vocabulary is seen as the base point of cognitive strategies in foreign language instruction, which helps to form the schema of listening. It is advised to make use of visual aids while teaching vocabulary, as the cognitive approach to language learning advocates visual association with the items of spoken language. The learners are advised not to get too obsessed about tenses, but to concentrate on words and phrases that contain the tense consonants. The theory advocates that there are two lexicons of the mind: L(1) and L(2). Cognitive linguistics view semantics as truly knowledge of the world, human nature, and the background shared by people. It also looks into how speakers form concepts in their mind. Cognitive theories of learning can provide insight into how EFL learners can enhance effective proficiency in and knowledge of the English language. Learners can benefit from being taught metacognitive strategies that improve the cognitive aspect of learning and will be able to self-regulate their own learning via intricate knowledge of language form, meaning, and language-use strategies.

5. Pedagogical Strategies in EFL Classrooms

EFL classrooms witness an unprecedented linguistic and cultural diversity, not only in terms of the students' community but also in terms of the students' linguistic ability. The student community in an EFL classroom constitutes taken-for-granted the diversity of students if they are to be facilitated to learn a new language efficiently. The environment needs to be created to assist each student in their journey of developing a new language. Differentiated Instruction is providing diverse means of facilitating learning in recognition of the diversity of students in an EFL classroom. Additional insights underscore the use of two of the most impacting dynamics in today's world, i.e., Technology and Film, to facilitate language learning.

Since EFL classrooms accommodate a mixed-ability student population,

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differentiated pedagogical strategies that fit the dynamics of EFL classrooms are conducive to the learning and progress of the students. Educators, in their practical pedagogy, stand to empower themselves through this amalgamation of theory and practice. String together, the papers in this section provide varied insights into pedagogical strategies for EFL classrooms that will make a palpable difference for educators. Writing on behalf of the Southern New Hampshire University, United States, Farzana Saleem-Akhtar and Asif Jamil posit the myriad creative strategies under differentiated instruction to serve diversity in the EFL/ESL classroom. Vaidehi Musunuru from the Department of English, National Sun Yat-sen University, Kaohsiung, Taiwan invites teachers in a different exploration with an offer for inclusivity and access, challenges in critical intercultural and critical multimodal pedagogies.

5.1. Differentiated Instruction in EFL

Current research increasingly encourages a learner-centred approach and a learner-oriented classroom. Addressing the different students in the classroom requires differentiating instructions, in other words, adopting a differentiated instruction approach that caters for individual needs. Differentiated instruction is tailored instruction to address different students' abilities using a variety of teaching approaches and approaches to assessment, including adapting assessment to students' abilities. Differentiated instruction refers to a style of teaching that accounts for the individual strengths and needs of each student: it is a method through which instructors tailor the delivery of lessons and activities to meet the varied needs of learners.

There are several methodologies and practices teachers can use to address the differentiated Instruction in TEFL/EFL. Methods include: Utilizing strategies to target different learning styles, Customizing lesson content based on learner needs and goals, Fostering learner independence through differentiated instruction. Teachers who want to differentiate instruction face the challenges of determining how to do so in a way that is "fair" to all students and feasible in the real classroom setting. Understanding the extensive continuum of differentiated instruction, from entry-level activities to training in how to differentiate instruction to universal access, will provide an excellent foundation for the inclusion-oriented classroom and the development of the inclusive education practice in EFL.

5.2. Using Technology in EFL Instruction

Integrating technology in the EFL teaching-learning process is creating a curricular need. As Chano (2006) claims, ESP students' beliefs have an ultimate purpose that teachers must fulfill, which is communication. Therefore, a communicative-teaching background is required, especially when dealing with General English or EFL. The same facts are marked out for technical-discursive and academic-use settings like foreign language contexts. EFL teachers should not reduce

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too many technical procedures to be performed in all the learning tasks. The communication items related to a specialist should be the main purpose, apart from general or extrinsic learning procedures. If teachers are willing to train themselves on a constant basis, they can turn the changes of language learners' needs into opportunities of contributing to the EFL field.

Gedik (2016) reports five main contributions technology makes for the EFL teacher and her instructions: Technology increases time and place integration, facilitates the complexity of education, makes learning more engaging and interactive, empowers English language learners, and facilitates informal learning. In more specific terms, technology allows for the following: learning through technology-based assignments, engaging in computer-assisted pronunciation exercises, making listening and speaking presentations, experimenting and exploring English language corpora, completing CALL lessons, using Web 2.0 and LES tools, and using electronic egalitarian tools. Koenraad (2009) supports the above findings while mentioning that EFL 2.0 sets a new teaching-pedagogy model. In addition, both teachers and students find it interesting to use the innovative Web 2.0 tools and would also want to follow the strategies widely put into practice in the informal actual teaching-learning phase.

6. Assessment and Evaluation in EFL

Assessment and evaluation are two inseparable parts in teaching and learning, as well as in teaching foreign languages. Assessment focuses on the process of obtaining information from learners about their achievements. Indeed, both terms have distinct differences. Assessment is frequently divided into two parts: formative (ongoing) assessment and summative (final evaluation). The formative assessment is obtained with the goal of making instructional decisions throughout the period of learning in order to improve the achievements of learners while teaching is currently in progress. Still, the summative assessment is employed to provide learners with final results and grades at a particular period.

Language instruction and authentic assessment

In EFL, authentic assessment should be the primary assessment that is supposed to be implemented in language learning of EFL to maximize the teaching and learning procedures. Also, it will offer teachers or lecturers a better basis and picture to make decisions and judgments regarding the competence of their students. The method of assessment considers the characteristics of many basic language skills (reading, writing, speaking, and listening). The approach can be the best solution for EFL lecturers, especially in many national exam levels such as vocational and senior high school or even diploma students. It is also implemented for the English Department where the capability of the students in mastering the four major basic skills plays an important role in the assessment.

Authentic assessment is based on a philosophical belief about teaching and

learning. Teachers and researchers have repeatedly warned that too strict and too many tests that are heavy on grammar and vocabulary may drastically reduce students' reading and listening comprehension, speaking and writing proficiency, and, in turn, English language proficiency.

In carrying out effective assessment practices in EFL, teachers are expected to see assessment from two perspectives: the assessment from a technical aspect and a practical standpoint. A technical aspect refers to the structural elements required to produce and administer a test. In contrast, a practical aspect is associated with the impact and effect of assessment used in the teaching and learning process. A well-designed assessment should reveal the learners' real progress by demonstrating what a student can do in the language. Therefore, teachers are encouraged to make use of assessment in their decision-making process of learners' development.

Items are also supposed to assist them in managing or organizing relevant learning experiences for their students. Assessment items, particularly objective-type items, are thought to encourage students to estimate their achievements, measure their growth, and confirm through responding to the item. Learners' responses to some questions mainly serve as a basis of judgment on deciding whether learning objectives have been achieved or not. In addition, the feedback on learners' responses offers teachers' views on their learners' progress. Therefore, through this decision or judgment, teachers are able to understand learners' problems in mastering English. findings suggest that socio-affective influence associated with English as a foreign language reading can positively affect the students' general attitude towards or learning of English as a foreign language. Having these socio-affective factors, among others, means that students' English language proficiency shall be effortful. Consequently, assessment can be a good start to revealing the extent to which these socio-affective factors may impact the EFL learners' English language mastery or involvement with English in reading. Therefore, carrying out assessments in the classroom can help instructors come up with evidence to have a description about their students, including students' background, preferences, and abilities, which can be achieved through direct (hands-on assessment or participants' measurement) or indirect approaches to examination.

6.1. Formative vs. Summative Assessment in EFL

A new method of teaching is not meaningful without an appropriate assessment tool. Assessments can be fundamentally two: formative and summative. As highly assessed, there is a third form of assessment that combines both of these and has been named as informative assessment. This article distinguishes and delivers information about the differences between formative and summative assessment in the context of EFL.

In the EFL course, the main purpose of using formative assessment is to shape learning and teaching, and the other - external and university industrial grow.

The big purpose of studying English at the University is to raise qualified and competitive professionals ready for professional life, active life. Accordingly, instruction in the classroom is achieved by introducing professional terms, concepts, and knowledge about the industry. Exercises and tasks are provided when mastering the material provided is interconnected. Emphasis is placed on active involvement and promoting creativity. Finally, the article discusses the process of assessment in formative assessment of student learning. The most common assessment tools in this course were: references, laboratory classes, and tutorials 'roll back' after each meeting with one of its stands. They authorized all the educational project "color measurements" per semester and MPRs. Data were collected by observation of class results of control tickets, a qualitative study of students' final works and formation in small groups, the context of reference. All data are a formative evaluation of student learning were provided continuously throughout the semester. Thus, it was possible to "weigh" the learnings of each student, individually, as the subject group, as far as the project could use the concepts gained in other disciplines.

6.2. Authentic Assessment in EFL

Authentic assessment has become a new trend in the evaluation of English language proficiency as a foreign language. The principles of stress various ways of evaluation in the classroom, such as quizzes, journals, self-assessment, and peer-assessment. The strategies they recommend are formal and informal assessments, criterion-referenced and norm-referenced coordinated assessments, and individual and group assessment.

Strategies of authentic assessment incorporate activities in which learners perform real-world tasks. This measurement procedure of EFL evaluates the entire learners' language rather than parts of their language. What needs to be noticed is that the EFL students need to achieve learning objectives of the language which focus on the meaning of the content. Therefore, students may gain power of language for operating or developing their language so far. There are some strategies recommended to achieve Authentic Assessment in EFL; namely alternative assessments, a variety of activities to access in a variety of ways, and real-world tasks as context for a variety of meaning. Authentic assessment encourages creative, purposeful communication and allows for the use of individual strengths of the learners. This is appropriate for designing the teaching of a class of learners with different cultural backgrounds, such as in an EFL class.

Authentic assessment in the EFL class can be implemented through some strategies, which are in accordance with the principles. The strategies are a variety of tricks to demonstrate what is understood and INTASC principles aligned. Collaborative Learning, DI, Professional Standards 2: Knowledge of learners, 6: Assessment, 7: Instruction, and 8: Reflection are the relevant methods to apply in language teaching, including implementing authentic assessment methods.

Based on the strategies above, the writer concludes that tests and assessments in class should rely on real-world tasks if the desired outcome is improvement in communicative competence inside and outside the EFL classroom. If the focus of the class is to improve students' language for employment and other work activities to use in the community, then in-classroom assessments should be based on non-language-specific activities. If learners are taking EFL as a requirement for graduation, then tests should be full of tasks that the students can apply in their daily life after completing their education. The learning activities in the classroom should be as close as possible to the out-of-class activities, meaning that a holistic, socio-psycholinguistic approach should be adopted in EFL study. In other words, tests should assess communicative competence.

7. Professional Development for EFL Teachers

Continuous professional development (CPD) is necessary for keeping up-to-date with theories and practices to extend understanding and develop teaching skills. In the field of teaching English as a foreign language (EFL), in-service courses provide practicing teachers with refreshers that newcomers to teaching have already received on their initial training courses. Since EFL teachers practice in a wide variety of settings in which they may be the only practitioner, professional development is often seen as a solitary pursuit. This section looks at CPD opportunities and strategies that EFL teachers can access so that they can gain and use insights into strategies that improve teaching and learning. It also covers reflective practice strategies.

Reflective practice is considered important in the field of teacher development. When teaching English as a foreign language, teachers are often left to practice on their own from day one. While this is often a sink or swim situation, opportunities for self-reflection are plentiful. A large number of in-services already emphasize reflection as a means for members to search for ways to enhance whatever practices they develop. Inquiry learning, the buzz phrase in education at the moment, is seen as an opportunity to engage practitioners in deep reflection so that professionals can drive their own development. Reflective practice infuses many Bitesize case studies, and journals often provide opportunities to find out how others have reflected on their teaching. In work contexts, reflective practice used to mean formal observation of specialist roles, for example, specialist language teachers or learning assistants in a classroom. The language of reflective practice is being expanded to accessible circumstances in which students learn. Whether they are formal in that teachers organize the reflection or whether teachers provide opportunities for private reflection, each EFL teacher is likely to find something of interest in CPD. Individual courses may help teachers to develop reflective practice teaching.

7.1. Continuous Professional Development

Continuous professional development is imperative in English language

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teaching as teaching techniques, approaches, and curricula are continuously being developed and updated to meet contemporary and future needs. Teachers' pedagogic skills must be honed as their knowledge of theories when it comes to effective practices and quality materials and resources. The principles and ideas mentioned in the theories and approaches chapters of Part One of this FLM are backed by evidence-based research. Furthermore, reading a variety of introspective and reflective journals dedicated to language teaching serves to refresh, widen, or question one's own perspectives and feelings when it comes to language teaching and assessment. Simply reading what is currently published also contributes to an evolving understanding and acceptance of English as an international language, World Englishes, and intercultural communication. Journals are worth reading. Here are some places to read up on recent trends and debates in English language teaching: ELT Journal, TESOL Quarterly, and WATESOL's Willie's Wordy Webinar, a digital publication accessible to WATESOL members created by our roving reporter and past president, Willie Dirks.

Fortunately, there are numerous professional organizations related to English language teaching that host annual conferences both in the Washington DC metropolitan area and around the world. In addition to the various lectures and workshops focused on a cornucopia of teaching and assessment practices, many of these organizations have members-only sections. Classified and teachers can network with interested professionals worldwide. There are also websites, such as EducationWorld.com, TesAL-L.com, and the free online electronic newsletter. These free subscriptions provide useful online resources, and their links are worth exploring. Engaging in continuous professional development through these learning activities and resources listed above (and likely many others!) might make us better English as a Foreign Language teachers.

7.2. Reflective Practice in EFL Teaching

Reflective practice (RP) is a term frequently referred to in the literature of teaching in general and in the literature of EFL teaching in particular. Reflection has been part of various contemporary theories dealing with teacher development, and it is closely associated with teachers' professional life on a regular basis. Since EFL teachers must develop continuously in order to stay competitive, reflective practice was found to be the missing parameter that can connect the different theoretical knowledge teachers acquire and the practical life they face in classrooms. When teaching a foreign language, teachers should be prepared to adopt appropriate teaching theories and methods in the process of teaching. Theorists believe that EFL teachers are able to teach students from varied cultures successfully if they are equipped with a reflective teaching mindset. The purpose behind discussing this perspective is to put forward the significance of English as a foreign language (EFL) teachers adapting reflective practice and applying it in their instructional approaches.

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Reflective practice (RP) has been presented by many theorists as an essential factor for enhancing the English as a foreign language (EFL) classroom due to its several principles and processes, such as enhancing creativity and professional growth. What EFL teachers need is to adopt this basic reflective foundation to achieve further development in their future profession. This article mainly discusses the reflective practice theory and its association with EFL teaching. Thus, this chapter will review the empirical studies on the integration of reflective practice paradigm in the TEFL education field. This part presents descriptions of how researchers narrated the correlation of reflective practice in EFL teaching. Reflective practice is perceived and treated differently according to personal experiences. In conclusion, reflective practice encourages EFL teachers to probe their own needs and demonstrate the problems and solutions, which helps in promoting the EFL profession, along with the teachers.

8. Cultural Considerations in EFL Teaching

Cultural diversity extends to include every aspect of human life, especially in education. Given the multiplicity of different cultures worldwide, teachers should be culturally conscious or culturally sensitized professionals. Risks of disregarding this social and cultural complexity are real. Though English is taught and learned as a foreign language in many countries, English teachers worldwide are aware of the important role that culture plays in the practice of teaching English.

Cultural content is important as it develops a base from which language learning can begin. Cultural content should thus form a part of the teaching program and has to be carefully chosen. At the same time, direct and natural communicative practice based on situations involving communication in English is also of equal importance. The cultural and the language content should be introduced simultaneously.

The teaching of EFL has led to increasing awareness of the important role played by different forms of English language variants and varieties around the world. Textbooks have often been criticized for their cultural biases and limited views of the world, but do students share such indications and to what extent are they influenced by them? Are they necessarily inheriting teachers' cultural stereotypes?

The aim of the present research is to attain an insight into how textbooks represent cultural information concerning English-speaking countries and to identify future teachers' approaches to the importance of culture in their EFL teaching. To achieve this aim, we conducted a case study of a Spanish degree teacher training program during the academic year using content analysis and questionnaires for data collection.

9. Inclusive Practices in EFL Classrooms

All students, irrespective of their ability or background, have a right to high-quality instruction, appropriate materials, and required tools and supports to thrive in

the classrooms of general education. However, not every teacher is aware that providing equal instruction is not sufficient, since learning is a complex process and learners have very diverse needs. That's why attending to every learner in your EFL classroom, adapting your class to each student's unique background and knowledge instead of their disabilities, is a good approach to maximize the strong points of everyone in the learning process.

Teaching strategies that serve all students meaningfully:

1. Understand the diversity of your students. 2. Do not create separate, alternative activities for your students to work on. 3. Find out about your students' literary backgrounds. 4. Except for dyslexic students, avoid modified literature. 5. Create an open, caring environment that fosters communication. 6. Allow students to express themselves in different ways. 7. Use cooperative learning – have students work together in pairs to share their opinions and draw on each other's perspectives. 8. Give positive feedback and provide encouragement. 9. Address your students by their name. 10. Tell students why they should learn something.

Although a significant number of activities are presented with a diverse group of learners, educators can gather advice on how to help a student with various needs in English language teaching (print disabled).

10. Teaching Specific Skills in EFL

Teaching specific skills in EFL. Some teaching methodologies need to have a different focus, such as teaching speaking and listening to young EFL children, or adults for that matter. Teaching reading and writing can also be slightly different because you are not just focusing on the basics but also on the development of grammar, spelling, and vocabulary. This makes teaching writing skills a little more structured. What is most important in my mind is having a balance of the two extremes. Having a balance between teaching traditional methods and trying to teach English communicatively. I have found that in doing so, there has been a significant improvement in overall aptitude for English.

Teaching speaking skills. A good method for teaching young children English is to make it through a communicative game-based approach. The focus should be more on trying to get the children to develop an interest in English through fun English-based activities. In this way, children learn to speak English with the results being that they are comfortable and confident. This also extends to the older age group.

Teaching writing skills. From the early stages of writing and the introduction of the alphabet through to being able to write short paragraphs with small manageable vocabulary, this approach does work. More time is spent on the structure of letters, the sound of letters, listening to English to compare the way it is spoken, reading to compare the way words sound, and finally, writing to demonstrate what the student has learned.

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10.1. Teaching Speaking Skills in EFL

This chapter aims to explore the possible components of the theories and practices in teaching English as a foreign language (EFL) contexts. English is learned not only for the purpose of continually increasing communication in daily life but also for communicating with foreigners, especially in the field of information technology (IT) and digital economy sectors. The Washington Post reported recently (2016) indicated that the number of speakers of English as a second language is expected to double by 2020. It further anticipated that by 2020, two billion people will be speaking or learning English. It means that English will be spoken by a third of the world's population in the next ten years.

Speaking can be considered the basic means of human communication and its effect on the thinking of the day is of great importance. In speaking, it is often seen that the arbitrary pause words, clauses misuse, and mother tongue interference. Often, he speaks in a tedious, repetitive voice, using limited vocabulary, pronunciation, and physical misreading. The development of a person's skills or the person living there can be a reliable indicator of his level of knowledge and makes a general statement about his language thinking. Learners in foreign language classes need to learn mainly to both speak and how to speak before learning to speak English correctly. The relationship between the two skills greatly facilitates the success of the teaching of children spoken in foreign language classes. Generally, the education and teaching processes take place within the scope of their understanding of knowledge. The type of activities to develop language skills will be evaluated through this scope. The language skill is basically hearing, speaking, reading, and reading. In this case, teaching principles, methods, and techniques in the process of developing speaking skills in EFL language teaching will be discussed. Furthermore, some activities are included in this chapter according to teaching principles, activities, and techniques. It is clear that doing these activities will have a positive effect on language and learning motivational development. Researches on the subject also contain related survey results. It focuses on the development of learners speaking and speaking and creates a facility for it. This chapter is prepared as "Chapter 10," with the code of "10.1." It tries to convey all the details to the readers in an applied way. Here, the principles and methods to be followed in the teaching of the method are evaluated.

10.2. Teaching Writing Skills in EFL

Teaching writing, communicatively and systematically, can enable EFL learners to produce writing that can fulfill its function to persuade and inform in various situations. The sub-section covers the theoretical underpinning of writing instruction, the writing process, the writing contexts, and the pre-writing, while the subsequent sub-sections highlight stages in writing such as mapping, framing the topic, drafting, revising and editing, assessment, and the writing difficulties encountered.

Many theories of language acquisition or psycholinguistics have a tremendous effect on writing students and how they write. Cognitive psychologists in the 1970s emphasized the writing process as a composing activity. Before they can write organized texts as their output, students must use their schemata, thought patterns of organization and planning. Communicative approaches also have strongly influenced EFL writing by promoting even beginners and intermediate learners to produce compositions in order to integrate the four language skills. English teaching materials and methodology generally follow the stages of writing. The question is what they are specifically trying to facilitate. They enable these students to develop certain skills for producing organized writing. The more compositions students write, the more skillful they become. Busy teachers who are temporarily relieved of all the effort involved in studying their students' creativity and accuracy when producing English are therefore particularly glad to follow the method. After all, they are eventually because of these students and the results they produce in final exams.

11. Teaching English for Specific Purposes (ESP)

Teaching English for Specific Purposes (ESP), which began with industrialization and modernization, has grown significantly and turned into a widely taught field in most institutions as a result of globalization and the shifting patterns of communication in the world. English for Special Purposes (ESP) is a kind of language education that has been specially planned and tailored to satisfy the professional and/or academic needs specified by the language students involved; it has the task of teaching for a specific purpose. Teaching English for Specific Purposes (ESP) is a phrase used to refer to a branch in the field of English Language Training, which concentrates primarily on the provision of English language knowledge and instruction to a distinct group of learners whose main goal for learning English is to use it as a secondary language in the field rather than as a first language.

Standard English, as printed in books or journals and used in the academy or workplace, differs significantly from regular English. This is why understanding and using standard English requires contextual and concept-dependent implications and abilities. Design, Methodology, and Strategies for teaching English for Specific Purposes should be quite distinct from those used in English language education for general purposes. Further research on this issue is made in terms of theories and strategies found in various sources and can ultimately assist those who are interested in constructing the syllabus for a specific English language instruction and experienced or potential practitioners of teaching English for Specific Purposes. This also includes, but is not limited to, students studying academic writing or papers in any field, discipline debates, teacher linguistics, and material developers. In other words, continuing with these beliefs of field-focused training, the next subject to be addressed is English for Special Purposes (ESP).

12. Teaching English to Young Learners (TEYL)

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In almost every EFL context worldwide, EFL programmes or EFL classes are currently offered to young learners either within the formal setting of a kindergarten, elementary or primary school; within the informal setting of a private playgroup or tutorial center; or (more rarely) on a one-to-one tutorial basis in a home setting or the home of a tutor. Although children or young learners are learning English as a school subject or enrichment course, the academic purpose of the lesson would be given prime importance. That is why the pedagogical considerations when teaching a language to these young EFL learners are different from those when teaching a language to adults or older learners. Moreover, since not all children are provided with equal opportunities to learn in formal schools, more people interested in teaching young learners are in a rush to take training in teaching them.

Language teaching enthusiasts who find teaching and training beginner EFL learners rewarding can immediately already draw a few similarities between beginner children just learning the second language of the country where she or he is living, and young learners learning EFL (in areas where the L1 is not English). Both beginners and young EFL learners gradually pick up language: listening to others and to media (surrounding environment for EFL learners) being the most comprehensive input source. And in both cases, the limited lexicon is mainly vocabulary related to surroundings or interesting to a child of that particular age. In seeking to maintain the excitement and enthusiasm for young learners to learn English or other foreign languages, teachers around the world have developed and employed various strategies, methodologies, and ELT materials appropriate to that population of learners.

13. Teaching English through Literature

In recent years, theories and practices in English language teaching have significantly shifted to more integrative approaches that use not only linguistic and language-related goals, but also literary texts as part of the EFL curriculum. Moreover, as many see the potential of literary texts being an interesting means of teaching the language, these texts have been apparent in a variety of English language teaching materials in private language institutes, particularly as authentic materials. When viewed from the grounds of language development, the integration of literature into EFL classes does add a significant contribution. Literature is seen not only to contextualize, accomplish, and strengthen the language, but it is also anticipated to promote a true consciousness and appreciation of the literary work. Under the theoretical foundation concerning literature in language teaching as a means of developing the language, this section will further discuss the theoretical grounds and approaches mostly proposed in the integration of literature in EFL.

Language acts as tools of thematic communication. Under this light, one of its major uses is taken to be of a functional means in which it is used to exchange and maintain communicative relationship. A significant aspect of carrying out an

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exchange and accomplishment of communication focuses on the use of language and its functions. Halliday (1975) points out how language is determined by its functions. Those functions are particularly designed to eventually develop the inclusive elements of speaking and the language-user. Hence, as part of the educational ideology, the acquisition of the English language in EFL class setting is in line with functional education. Such an ideology underlies the development of the syllabus implemented in many educational levels, such as English for Integrated Skills, ESP, English for Vocation, and other domestic studies. To acquire the communicative competence of the language requires an in-depth comprehension and appeal to the forms of spoken and written texts and literacy awareness. Such education is based on functional grammar – genre pedagogy, and a fundamental use of the text as literary text. Such awareness maintains a function, which is to appreciate the message and develop a higher order of thinking.

14. Teaching Pronunciation in EFL

While EFL/ESL pronunciation has received a lot of attention, little has been conducted into the pedagogical aspect of teaching pronunciation in the context of the English Programmes for the EFL context in the Asia-Pacific countries. It is important that students are provided with apt pedagogical strategies and tools to help them improve their pronunciation abilities. Earlier studies found that pronunciation does affect word and sentence stress, intonation patterns among Thai learners and does affect vowel and consonant distinctions, and English rhythm among Indonesian learners. However, Thais are not better than Timorese in forming and producing sounds in English, as they both produce pronunciation problems with various supra-segmental, segmental levels, and others. Rather, the Timorese are at an advantage with simpler interference than Thais.

There is generally less research on the pronunciation of learners of English in Asia, except for Japanese, Thai, Chinese, and Vietnamese. Pronunciation is a suitable area for EFL teachers to teach in the context where the use of English is rare. Many students are unable to properly pronounce vowels, consonants, consonant blends, intonation, rhythm, stress, and pronunciation features. Hence, this paper focuses on several desirable pronunciation teaching and learning strategies. It may provide insights for teachers and researchers concerning practical instructional intervention in the EFL/ESL classroom for developing these areas. In addition, it is hoped that learners will be able to communicate clearly and understandably in learning oral communication in the wider international contexts.

15. Integrating Content and Language in EFL Instruction

Teaching English as a foreign language occurs in and across classrooms that draw upon principles of pedagogy, theoretical beliefs, and practical techniques that shape what goes on in the target language. Right now, it is influencing foreign language modes of thinking, motivations, and organization for teaching. Although

research into foreign language practices relates to both learning and teaching, it is less frequent for research, and indeed the design of educational models for teaching that focuses on practices. Moreover, the training and professional preparation of foreign language practitioners, whatever contexts in a globalized world, often represent the analysis of specificities, such as internal, micro, and micropropensities and commonalities of infinite language instruction.

One important area of research in L2 instruction that grew out of the recent policy emphasis on research and development in the field is the nature of the relationship of language and content instruction, more popularly known as Integrated Content and Language Instruction (CLIL) and Sheltered Instruction Operation (SIOP). CLIL has evolved across research in one of at least two levels in approaches. One type of research explores this construct at a macro level by examining its formation, its role in today's society, the way it is evaluated in different contexts and in content courses. This research provides essential error in academic discussion of postsecondary or higher education (HE) because of the natural symbiosis of content learning and language learning in the subject. The other type of research differs in that it attempts to integrate language teachers' good practice with the learning experiences of Indoor Condition students. This experimental research in language education also has different characteristics in the way the findings are interpreted, the conclusions drawn, and the overall research paradigmatic trend.

16. Current Trends and Innovations in EFL Teaching

English as a foreign language instruction has gone through several phases and methodologies that have led to the instructional design of grammar and vocabulary acquisition. The purpose of these courses is to assist learners in acquiring communicative competence in the second language. Several recent trends and innovations have appeared in the EFL field. These include: technology and CALL, mobile-assisted language learning, one-to-one laptop programs, game-based learning and teaching, virtual-world language learning, educators and students connecting online and joining e-communities of practice to enhance their language learning, blended learning, MOOCs and gamification.

Optimizing EFL classes to these new methodologies could indeed contribute to advancements in the field.

Integrating technology into the curriculum can make language learning and teaching more fun and interesting, especially when simulation or game-like features are integrated into activities.

With the development of MOOCs, learners are provided with a range of possibilities to gain micro-credentials, and they can be seen as a faster, albeit less deep, way towards the acquisition of knowledge and skills.

Gaming in education (gamification) has seen a shift from concentrating on the fun factor to emphasizing metacognitive analysis through the lens of Flow-

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Channel Theory.

The extent to which they are used in the classroom in practice merits further research. Nevertheless, the aforementioned innovations offer educators various approaches and tools to motivate and further engage students in their learning development. Further empirical research on the listed innovations will shed considerable light on the combined benefits for further success in the FL writing classroom.

16.1. Gamification in EFL

Gamification in teaching English as a foreign language. In an educational context, gamification is also called gameful design, gameful thinking, playful design, or simply using features of game-like experiences. It is defined as the reconciliation of procedures already present in educational software. Since we are gamers, we enjoy the freedom to choose, carrying out a role or a universal set of regulations. We have fun playing with others, we have goals to achieve, we are rewarded, we acquire a sense of achievement, and we get pleasure from playing and having the possibility to contribute.

In English as a foreign language (EFL), gamification is the process of giving learners a choice in following the class syllabus, allowing them to accept or refuse the variety of additional learning activities. Now, it is possible to apply the acquisition principles of gamification procedures, based on the activities of the internet, in the classroom science room. Applying these principles in the training room can help to enhance learning dramatically. Moreover, these principles can also be applied in higher education. In addition, this procedure is frequently symbolized by digital games, role-plays, problem-solving, and collaborating groups. In British as a subsequent language (ESL), scholars recycle wisdom that can help transform different scams into gamification operations. More complex educational theories and processes are indicated to make the detailed rules for gamification activities described.

16.2. Blended Learning in EFL

In recent years, blended learning strategies have been endorsed in the field of education. Blended learning refers to a designed instruction that integrates traditional face-to-face instruction and provides online activities or web-based literature and various digital resources and facilities for the use of digital technologies. It has been described as a radical reshaping of the way that we learn and teach, and it is anticipated that these changes will lead to new design perspectives of the learning space, more flexible and interactive learning and teaching processes. The socio-cultural view of learning and associated pedagogy has brought about changes in practices from the actual learning process through to the learning experience. This has meant that the role of the teacher in constructing the experience for their students to learn has been redefined, as the new practices in turn require that collaboration

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becomes a necessary prerequisite for success.

Blended learning in EFL is still in its infancy, and one of the outcomes of researching online learning is the need for a deeper understanding of the learner in the online learning environment. The design of a blended learning experience for students includes considerations of curriculum needs within a fixed time frame, resource constraints, technology concerns, and how the use of technology will integrate with broader institutional concerns. A complex relationship exists between the teaching design, the methods used by the staff of an institution, technology, and the potential for online learning to be successful. Blended learning, especially in the EFL context, could be and should be designed and combined with every single approach and technique indicated above to help students learn from real life and retain that learning for a long time, which is the purpose of language learning.

17. Challenges and Solutions in EFL Teaching

Teachers are the most important people in the classroom as they facilitate students' learning. The way they respond to what students do in class and motivate students to engage in activities determines the learning outcomes. Teachers deal with many situations and it is no exception. They set various end objectives as determined by the language curriculum, chalk out lesson plans for the same but often have to change or extend the contents depending on the rate of learning of different classes or individuals. English is a strange subject to the learners of countries where it is taught as a foreign language. Different countries have different native languages and cultural backgrounds. English being a global language is seen as a common bond cutting across all linguistic, regional, and cultural barriers. Thus, understanding English in such countries is an essential subject.

Teachers of English as a foreign language face many difficulties while teaching the language and literature. They face challenges as the students come from a variety of linguistic and cultural backgrounds. The process of becoming bilingual or trilingual is difficult and takes many years. Teachers often face problems as the students are unable to communicate in English after several years of learning. The learners of English as a second language also find it difficult to understand spoken English because of a lack of correct pronunciation and intonation. The distance between English and the mother tongue poses a problem while preparing teaching aids and strategies. The use of the native language in the English class is often resorted to, both by teachers and the learners, as a quick and easy means of getting across a message. This is where and why teachers face difficulties teaching English as a Foreign Language.

18. Ethical Considerations in EFL Teaching

Teaching English as a foreign language (EFL) is not only a course; it is an obligation. Those who teach English in foreign contexts have a great responsibility stemming from their relationships as interlocutors, instructors, professionals, and

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representatives of their own countries. This core responsibility and obligation requires several qualifications such as ethical conduct and the formation of positive attitudes towards foreigners and cultural diversity. Being an EFL teacher involves the adoption of an ethical point of view in addition to a merely linguistic one. In this manner, English teachers are responsible for the ethical qualifications of themselves, their students, and the classroom they teach in general. Valuable insights into ethical issues and approaches in EFL contexts can have significant implications in all domains and be of interest to teachers, instructors, prospective educators, and researchers involved in second/foreign language teaching and learning.

Teaching English as a foreign language brings several ethical considerations. It reveals a great deal about a teacher's professionalism and, more importantly, the manner in which he or she deals with his or her students. Regarding these considerations, an EFL teacher must: (i) provide students with individualized attention based on respect for the diverse capacities students possess; (ii) require active student engagement in their learning by arranging learning opportunities that increase students' depths of knowledge; (iii) allow students the opportunity to demonstrate a variety of learning and practice; (iv) offer students a number of opportunities to engage in meaningful learning and practice; (v) create a learning atmosphere in which students feel comfortable enough to make mistakes and learn from them.

19. Research Methods in EFL Teaching and Learning

As modern times feature the conversation on EFL, the methods to be employed in its study gain increased attention. This entry introduces the principal research approaches and methods that have been developed to this day and that are applied in research on EFL teaching and learning. Applying these methods facilitates the uncovering of the hidden processes in the EFL classroom, the apprehension of instructions and practices that deliver the most fruitful results, and the elimination of those elements that are not useful in EFL pedagogy.

The chief function of this micro chapter is to reveal the theoretical and empirical underpinnings of the different teaching and learning processes. Vocational language school, similar to other segments in the world of science, faces the need to provide those involved in the individual fields with the necessary tools and means to engage in academic research. Language teachers with the skills to conduct research and the knowledge of research methods can contribute to the development of the EFL field and improve its practice in their classrooms.

Numerous possibilities increase this area. The supervising teacher is usually a professional with a Ph.D. in a given area interested in exploring it in depth, who has practical professional experience. Thus, work in the form of interlinked research may not only provide theoretical insights but also solutions to the actual problems faced by busy EFL teachers and contribute to the development of the effective teaching of

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English. Furthermore, a teacher of English, who is the professional supervised in the moment of specialization, may mediate in confronting the theory and practice of the research the talent and skills to do scientific research, design educational materials, and implement them in the classroom.

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