

Virtual Course

Pedagogical and disciplinary knowledge for teaching practice

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***At the secondary education level -
English Area***

Unit 2:

Pedagogical and disciplinary knowledge to **foster the development of the communicative competencies of English as a foreign language.**

Session 3:

Strategies for teaching grammar and the role of feedback in the learning of English as a foreign language.



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Unit 2

Pedagogical and disciplinary knowledge to foster the development of the communicative competencies of English as a foreign language.

Session 3

Strategies for teaching grammar and the role of feedback in the learning of English as a foreign language.

Teaching grammar is a fundamental aspect of English as a foreign language (EFL) instruction. It provides students with the essential building blocks for constructing and comprehending language. While the role of grammar in language acquisition has been debated, there is general consensus that it plays a crucial role in developing fluency and accuracy.

As teachers of English, we face the challenge of selecting the most suitable teaching methods to cater to our students' diverse learning styles and needs. While grammar plays a vital role in language acquisition, it should not be the ultimate goal. Instead, fostering effective communication should take center stage.

The communicative approach emphasizes the importance of clear and meaningful exchange of information. This perspective suggests that the message the speaker conveys holds greater significance than absolute grammatical accuracy. However, this does not imply neglecting grammar altogether. Rather, it necessitates a shift in emphasis towards how grammar is taught.

For decades, traditional methods have placed grammar at the heart of language learning. However, the current educational landscape demands a paradigm shift. We must move away from being solely grammar – oriented instructors and embrace a communicative teaching style that prioritizes authentic and meaningful communication.

In this fascicle we will revise the deductive and inductive method to teach grammar and teaching grammar in context. We will also revise the importance of feedback in the teaching and learning of a foreign language.

Are you ready to begin this journey? Here we go!





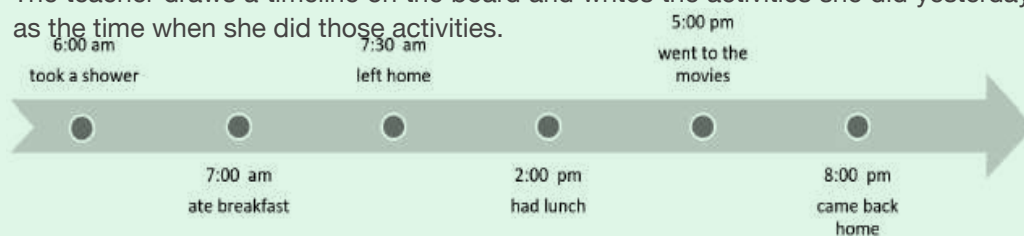
Reflection of the pedagogical practice

Let's start by reflecting on the following case.

Tina's fifth grade students have been learning how to express the order in which two events occurred in the past, using simple past and past perfect. Now, she wants her students to reinforce what they have learned. With that purpose in mind, she has designed different activities.

First, she wants the students to remember how to use both structures. She has designed the following sequence:

- The teacher draws a timeline on the board and writes the activities she did yesterday, as well as the time when she did those activities.



- Next, she writes the following example on the board: "At 7 a.m. I ate breakfast. Previously, I had taken a shower."
- Then the teacher tells the students to focus on the example and the timeline to answer the following questions: "Which of the two past events does the example introduce first?", "What verb form is used to make reference to this event?", "Which event does the example introduce next?", "Did that event take place before or after the first event?" and "What verb form is used to make reference to it?"
- Finally, the students discuss the questions in pairs and then share their answers with the rest of the class.

Which approach has Tina used in her sequence?

- Inductive approach
- Deductive approach
- Functional approach

Before answering the question, we could reflect on the following aspects:

- a. How do you teach grammar? What do you consider the best way to teach grammar? Why?
- b. How important is to write grammatically correct? How do you give feedback to written production?



Understanding knowledge

Teaching grammar effectively requires teachers to carefully choose the most appropriate approach based on their students' needs and learning styles. The inductive, deductive, and functional approaches each offer distinct advantages and can be adapted to promote communicative language learning.

The **inductive approach** is particularly beneficial due to its ability to encourage student reflection and engagement. This approach involves presenting grammar within a communicative context and guiding students towards discovering the underlying rules through carefully constructed questions. As students analyze and identify patterns, they actively develop their understanding of form, function, and meaning, leading to deeper learning and retention.

The inductive approach to teaching grammar involves guiding students towards discovering the underlying rules through observation and analysis of language in context. There is a suggested teaching sequence:

Provide contextualized input:

- Present authentic language examples in a meaningful context, such as dialogues, short stories, newspaper articles, or videos.
- Ensure the examples clearly illustrate the target grammar structure.

Elicit student observation:

- Ask open-ended questions that encourage students to observe the language features in context.
- Focus on questions like "What do you notice?", "How is this sentence different?", "What patterns do you see?".

Scaffold analysis and hypothesis formation:

- Guide students to analyze the language features, focusing on form, function, and meaning.
- Ask probing questions that stimulate deeper analysis and encourage students to articulate their observations.
- Facilitate collaborative discussion to foster peer learning and refine understanding.
- Help students formulate tentative hypotheses about the underlying rules.

Confirmation and rule consolidation:

- Validate students' hypotheses by providing additional examples and confirming their accuracy.
- Explicitly introduce the grammatical rule, using clear and concise language.
- Provide opportunities for students to practice applying the rule in various contexts.
- Offer feedback and support as needed to ensure mastery.

Reflection and extension:

- Encourage students to reflect on their learning process and the importance of the grammatical rule.
- Offer opportunities for students to apply the rule in their own writing or speaking.
- Extend learning by introducing related grammar structures or exploring its use in different contexts.

As we can see, the inductive approach empowers students to become active discoverers of language, fostering critical thinking and problem-solving skills as they analyze examples and form their own understanding of grammar and vocabulary. This fosters confidence and ownership of learning, leading to deeper internalization and more authentic communication.

On the other hand, the **deductive approach** to teaching grammar involves directly presenting the grammatical rule followed by practice exercises. It is a more traditional method that relies on explicit instruction and memorization. Here is a suggested teaching sequence:

Explicit rule presentation:

- The teacher explicitly introduces the grammatical rule, using clear and concise language.
- Examples of the rule are provided to illustrate its form and function.
- Explanations may involve highlighting grammatical features, contrasting it with similar structures, or discussing its usage contexts.

Guided practice:

- Students engage in controlled practice exercises that focus on applying the newly introduced rule.
- These exercises may involve drills, fill-in-the-blanks activities, sentence construction tasks or guided writing prompts.
- The teacher provides immediate feedback and clarifies any doubts during the practice session.

Independent practice:

- Students complete additional practice exercises to solidify their understanding and develop fluency in using the rule.
- These exercises may be more open-ended and involve tasks like writing short paragraphs, dialogues, or summaries.
- The teacher provides feedback on their independent work and encourages further application of the rule.

Integration and extension:

- The teacher introduces opportunities for students to use the rule in communicative activities.
- This may involve discussions, role-plays, presentations or collaborative writing tasks.
- The focus is on using the rule accurately and efficiently in real-world communication scenarios.

Inductive and Deductive Approach – Advantages and disadvantages

Each of these approaches has certain advantages and disadvantages that depend on the nature of the task facing the students, the level of teacher involvement and the skills required. Let's see:

	Advantages	Disadvantages
Inductive Approach	<ul style="list-style-type: none"> - Promotes student engagement and discovery. - Develops analytical and critical thinking skills. - Fosters deeper understanding of grammatical rules. - Encourages meaningful communication. 	<ul style="list-style-type: none"> - Less efficient for complex structures. - Requires strong teacher guidance. - May not be suitable for all learners.
Deductive Approach	<ul style="list-style-type: none"> - Clear and organized learning. - Efficient for basic structures. - Suitable for diverse learners. - Offers clear explanations. 	<ul style="list-style-type: none"> - Limited focus on communication. - Potential for rote learning. - Reduced student engagement. - Less emphasis on discovery and analysis.

Finally, the **functional approach** to teaching grammar in EFL emphasizes its role within real-world communication. Instead of solely focusing on memorizing rules, it equips students with the tools to achieve specific communicative goals in everyday situations.

This approach prioritizes communication by aiming to develop students' ability to use grammar effectively in real-world contexts, not just in controlled exercises. Learning is contextualized by presenting grammar within authentic materials like dialogues, news articles, and advertisements. The emphasis shifts from mere form to meaning –based instruction, helping students understand the purpose and function of different grammatical structures. Additionally, grammar instruction is integrated with other language skills, such as speaking, listening, reading and writing, for more holistic learning experience.

The functional approach offers several advantages. Increased motivation and engagement stem from the practical application of grammar in real-world scenarios. This practical focus also leads to a deeper understanding of grammatical structures. Furthermore, students develop fluency and accuracy in using grammar in real-world contexts, ultimately enhancing their communication skills. Importantly, the approach also fosters critical thinking skills by encouraging students to analyze language and identify the appropriate grammatical structures to achieve their communicative goals.

There is a suggested teaching procedure to apply the Functional Approach in EFL:

Need analysis and context selection:

- Identify the specific communicative needs of your students.
- Select authentic materials that reflect everyday language use and the target grammar structure.
- Examples of materials include: dialogues, news articles, advertisements, short videos and real world videos.

Pre-teaching and scaffolding:

- Pre-teach any essential vocabulary or concepts needed to understand the context.
- Provide visual aids and graphic organizers to support understanding.
- Briefly introduce the target grammar structure without focusing heavily on rules.

Meaningful observation:

- Guide students to analyze the chosen materials and identify the target grammar structure in use.
- Encourage them to ask questions and discuss the meaning and function of the structure.
- Use prompts like: "What do you notice about the way these sentences are formed?", "How does this structure help the speaker achieve their goals?", "What are some other contexts where you might use this structure?"

Induction and rule exploration:

- Based on students' observations, collaboratively formulate the underlying grammatical rule.
- Provide concise and clear explanations to solidify understanding.
- Use charts, tables, or diagrams to represent the rule visually.

Guided and independent practice:

- Engage students in guided practice activities that involve using the target grammar structure in controlled contexts.
- Examples of activities include: sentence completion tasks, gap -filling exercises, and short writing prompts.
- Gradually move towards more open-ended and independent practice activities, such as role-plays, debates, creative writing tasks, and project work.

Reflection and feedback:

- Encourage students to reflect on their learning process and their understanding of the target grammar structure.
- Provide feedback on their performance, highlighting strengths and areas for improvement.
- Offer opportunities for further practice and application.



Giving feedback

Feedback serves as the engine that drives student progress and deepens their learning. From teachers, it gives insight into strengths and weaknesses in oral and written performance, guiding students toward mastery. Students, too, can become active participants in this feedback loop, sharing insights with peers and contributing to a collaborative learning environment. However, for feedback to truly fuel progress, it must be timely, targeted and actionable. Delivered quickly and tailored to specific needs, feedback empowers students to take concrete steps for improvement. By embracing this two-way flow of information and ensuring its effectiveness, we create a dynamic learning space where growth is not just measured, but nurtured.

“The way we give feedback on writing will depend on the kind of writing task the students have undertaken, and the effect we wish to create” (Harmer, 2003, p. 109). Giving feedback to controlled activities is different from giving feedback to more creative or communicative writing like letters, reports, stories, or poems.

There are some written feedback techniques we can take into consideration like responding and coding.

Responding: we can consider feedback as ‘responding to students’ work instead of assessing or evaluating what they have done. Responding implies saying how the text appears to us and how successful we think it has been; sometimes we can also state how it could be improved. It has to be clearly stated how it is progressing and how it might be improved in subsequent drafts.

Coding: there are some codes that can be used when giving feedback to written pieces of work. Using codes make correction much neater, less threatening, and considerably more helpful than random marks and comments. Codes or symbols refer to word order, spelling, verb tense, punctuation, etc. It is important to highlight the fact that codes must be introduced to students before writing takes place.

Peer feedback and additional techniques for written product feedback in EFL

Peer Feedback fosters learner autonomy and independence. It also provides multiple perspectives and diverse learning styles as well as develops collaboration and communication skills. During the revision stage in a writing activity teachers can give students the opportunity to give each other feedback. It is important to provide students with a rubric or checklist so that they can give effective feedback to their peers. Some ideas on how to delivery peer assessment are the ones of exchanging papers, you can also consider recordings that students can make to give feedback, they can be shared through the WhatsApp or any other application like Padlet. You can also set a corner in the classroom where a feedback board can be displayed and students could leave their comments and improvement suggestions in post its to their peers.

Some additional techniques for written product feedback:

- **Sandwich feedback:** positive, corrective, positive sequence to highlight strengths, offer constructive criticism, and end on a positive note. This is an example of how the note would look like: “I really liked you used descriptive adjectives to paint a vivid picture of the scenery in your writing! Maybe next time, you can try using a wider range of adverbs to add more depth to your descriptions of actions and emotions. Overall, your grammar was excellent, and your sentence structure was clear and engaging! Keep up the fantastic work!”
- **Focus on strengths:** start with recognizing positive aspects of the writing before addressing areas for improvement.
- **Open-ended prompts:** instead of providing direct corrections, ask prompting questions to guide students towards self-correction (Do you think this sentence could be clearer?).
- **Model sentences or examples:** provide alternative phrasing or examples to demonstrate improvement without solely focusing on errors.

- **Self – assessment checklists:** encourage students to reflect on their writing using checklist aligned with learning objectives. The aspects to be considered in the checklist would be the content: clarity and purpose, supporting evidence, depth of analysis, and variety of sentence structure; as well as Mechanics: grammar and punctuation, vocabulary, spelling and word choice, and formatting and presentation.
- **Audio feedback:** teachers record personalized feedback on written work, focusing on pronunciation, fluency and overall communication effectiveness.
- **Digital tools:** online platforms and apps offer interactive ways to provide and receive feedback, including annotations, voice comments, and collaborative editing. Teachers can use Voice Thread (<https://voicethread.com/>), Flipgrid (<https://info.flip.com/es-us.html>) or Learning Management Systems (LMS) like Schoology and Edmodo.

The Wilson's Ladder of Feedback, developed by Daniel Wilson, is a framework for providing constructive and supportive feedback in educational settings. It is particularly useful for peer feedback but it can also be adapted for teacher-to-student feedback. The ladder encourages a gradual progression through different levels of feedback, starting with basic clarification and appreciation before moving on to constructive criticism and suggestions for improvement.

Here is how the ladder works:

1. **Describe:** begin by simply describing what you observe without judgement or interpretation. This could involve summarizing the main points of the work, highlighting specific details, or describing the overall impression you get.
2. **Appreciate:** acknowledge and highlight the positive aspects of the work. This could involve praising strengths, identifying areas of success, or expressing what you enjoyed about the piece of writing.
3. **Question:** ask open-ended questions to encourage the students to reflect on their work and consider alternative perspectives. This could involve prompting them to clarify certain points, explore different possibilities, or explain their choices.
4. **Suggest:** once a solid foundation has been established, offer gentle suggestions for improvement. Focus on actionable advice that is specific and feasible, rather than vague or overly critical feedback.
5. **Build:** encourage the students to build upon the feedback and suggestions to improve their work. This could involve offering additional resources, providing opportunities for practice or celebrating their progress.

Among the benefits of using the Wilson's Ladder of Feedback: teachers can promote a positive and encouraging learning environment, help students focus on improvement rather than just mistakes, develop critical thinking and self-reflection skills, and encourage effective communication and collaboration.

Let's recall the case from the beginning of this fascicle:





Key ideas

- a. Teaching grammar inductively fosters discovery and deeper understanding by encouraging students to actively analyze language patterns and draw their own conclusions. This empowers learners and promotes critical thinking. However, it can be time-consuming and may not suit all learners who prefer clear structures.
- b. Teaching grammar deductively provides clear roadmap and explicit instruction on grammar rules, ensuring accurate use. This is efficient for memorizing specific structures and suits learners who appreciate direct guidance. However, it can limit independent analysis and creativity, potentially leading to rote memorization without deeper understanding.
- c. Feedback helps learners identify mistakes and areas for improvement. This awareness is critical for correcting errors and understanding grammar, vocabulary, and mechanics on a deeper level. Without feedback, learners might perpetuate errors unknowingly, hindering their progress. Overall, feedback acts as a guiding light for EFL learners, illuminating their strengths and weaknesses, and paving the way for growth and development in their writing competency.

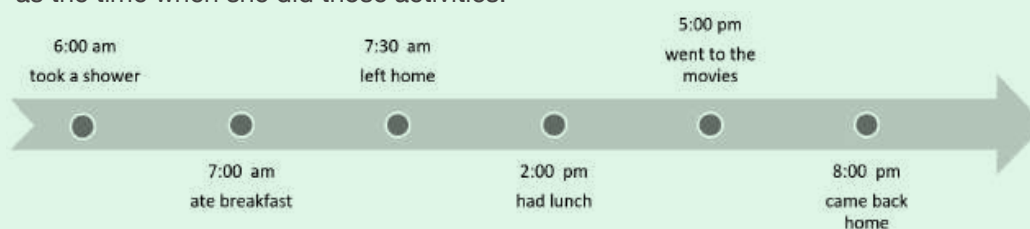




Application in practice

Tina's fifth grade students have been learning how to express the order in which two events occurred in the past, using simple past and past perfect. Now, she wants her students to reinforce what they have learned. With that purpose in mind, she has designed different activities. First, she wants the students to remember how to use both structures. She has designed the following sequence:

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- Finally, the students discuss the questions in pairs and then share their answers with the rest of the class.

Which approach has Tina used in her sequence?

- Inductive approach
- Deductive approach
- Functional approach

Now that you have read and understood the deductive and inductive method to teach grammar and teaching grammar in context, and the importance of feedback in the teaching and learning of a foreign language, try to choose the best option for teacher Tina.

Let's check each of them:

Option	Let's analyze
a. Inductive approach	This is the right answer because this teaching sequence and activities describe a grammar session applying the inductive approach. The grammar structures are presented in context and there are some questions posed by the teacher which lead students to reflection so that students can figure out the rules, the use and the meaning of the patterns.
b. Deductive approach	The teacher asks students to focus on a deductive approach because she gives clear rule explanations of grammar patterns. For this reason, this is not the correct answer.
c. Functional approach	The functional approach suggests learning grammatical structures associated to their communicative function. For this reason, this is not the correct answer.



Now is your turn!

Let's see the following case:

Ernesto wants to apply the inductive approach to teaching grammar. Given the topic daily routines, he has to teach the present simple tense.

Which activity would be appropriate to aim the teacher's purpose?

- Shows the students a chart with the grammar structure of the present simple tense in affirmative, negative, and question forms. Then they will have to identify and underline the sentences in the present simple in a dialogue about daily routine.
- Invites students to read a dialogue about daily routine. Students read and answer some questions to analyze the grammar patterns shown in the dialogue.
- Asks students about the function of the present simple tense to describe daily routines. Then identify the and underline the patterns in the dialogue.

Let's check each of them:

Option	Feedback
a. Shows the students a chart with the grammar structure of the present simple tense in affirmative, negative, and question forms. Then they will have to identify and underline the sentences in the present simple in a dialogue about daily routine.	Try again. the teacher gives the students the grammar structures first and asks them to identify them and underline them in a dialogue.
b. Invites students to read a dialogue about daily routine. Students read and answer some questions to analyze the grammar patterns shown in the dialogue.	Congrats! This is the right answer. The teacher gives the students the chance to figure out the structures and the rules of the simple present tense.
c. Asks students about the function of the present simple tense to describe daily routines. Then identify the and underline the patterns in the dialogue.	Try again. the teacher asks students about the function of the present simple instead of setting reflective questions about the structure of the present simple.

Let's see the following case:

Daniela wants to choose the best material to teach the simple past in an inductive way. **Which material would be more appropriate to aim the teacher's purpose?**

- The teacher writes a set of sentences in the past tense and underline the main features of the past tense structures in affirmative, negative, and question forms so that she can show them to her students later.
- The teacher selects a simple article entitled "My Best Vacation Ever" from the web. This article is written in simple past. The teacher reads the article and then makes five questions for students to analyze and reflect on the tense.

- c. The teacher selects a graded reader and chooses a chapter to be analyzed with his students in class. She would emphasize the past tense in affirmative, negative, and question forms.

Let's check the answer:

Option	Feedback
a. The teacher writes a set of sentences in the past tense and underline the main features of the past tense structures in affirmative, negative, and question forms so that she can show them to her students later.	Try again. Teaching grammar inductively involves using real-like or authentic material so that grammar can be taught in context.
b. The teacher selects a simple article entitled "My Best Vacation Ever" from the web. This article is written in simple past. The teacher reads the article and then makes five questions for students to analyze and reflect on the tense.	Congrats! This is the right answer. The article is authentic material and it suits the teacher's aim.
c. The teacher selects a graded reader and chooses a chapter to be analyzed with his students in class. She would emphasize the past tense in affirmative, negative, and question forms.	Try again. Even though grader readers are kind of real-like material, it might not suit teacher's aim. This material would be more appropriate for a reading session.

Let's see one more case:

Gerardo asked his second graders to write a note to a friend asking for a movie recommendation. Here is the note of one of his students:

Hey, I have time. I want watch movie tomorrow. I like watch horror. Recommend a movie.

Thanks.

Humberto

Given that the teacher wants to assess his students' notes in a formative way, **which written feedback is MORE appropriate for Humberto?**

- I understand your note, but it can be improved. Some words are missing. I wrote some asterisks (*) where a word is missing. Check your mistakes and let me see your note again.
- I had some problems to understand your note, but I'm sure that you will make fewer mistakes in your next writing. Do not forget to read your writing before you give it to the teacher.
- Not bad! I added the missing words to your note: "I have **some free time**", I want **to** watch **a** movie tomorrow", "**I'd** like **to** watch **a** horror **movie**" and "**Please** recommend a movie **to me**."

Let's check the answer:

Option	Feedback
a. I understand your note, but it can be improved. Some words are missing. I wrote some asterisks (*) where a word is missing. Check your mistakes and let me see your note again.	Congrats! This is the right answer. The teacher makes a comment on the student's writing and suggests to improve it. He also used a code to show what is missing in the text.
b. I had some problems to understand your note, but I'm sure that you will make fewer mistakes in your next writing. Do not forget to read your writing before you give it to the teacher.	Try again. The teacher starts with a negative comment and do not give suggestions to improve.
c. Not bad! I added the missing words to your note: "I have some free time", I want to watch a movie tomorrow", " I'd like to watch a horror movie " and " Please recommend a movie to me ."	Try again. The teacher showed the student his mistakes and made the improvements. He did not give the student the opportunity to improve his writing.

Here there is one more case:

Margarita, one of Rodrigo's students, has handed in the first version of her review. Here is an excerpt of her text:

Hey dudes! Let me to recommend to you the restaurant "Doña Paquita" is so crazy! All the waiters in the restaurant are super cool too and I felt happy when I went...

Margarita has used expressions such as "Hey dudes", "so crazy" and "super cool", which do not belong to a formal register. The teacher wants to give Margarita some feedback on this issue to promote the student's self-correction of her text. Here is part of her feedback:

- "I have circled all the informal words in your review. Please replace them with more appropriate words, considering that your review should adopt a formal register."
- "I have underlined the informal words I found in your review and have replaced them with more formal words. Please write your text again using the words I gave you."
- "I have noticed some informal words in your review, such as 'dudes'. Please look for any other informal words in your text and replace them with words that belong to a formal register."

Which of the pieces of written feedback is MORE appropriate to achieve the teacher's purpose?

Option	Feedback
a. "I have circled all the informal words in your review. Please replace them with more appropriate words, considering that your review should adopt a formal register."	Try again. The teacher does not give the student the chance to self-reflect on her piece of writing.
b. "I have underlined the informal words I found in your review and have replaced them with more formal words. Please write your text again using the words I gave you."	Try again. The teacher did the student's work.
c. "I have noticed some informal words in your review, such as 'dudes'. Please look for any other informal words in your text and replace them with words that belong to a formal register."	Congrats! This is the right answer. The teacher makes the student aware of the informal words in her piece of writing and gives her the chance to substitute them with more formal words. Student has the chance to reflect and improve her writing.





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