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CERTIFICADO DE DERECHO DE AUTOR PROPIEDAD INTELECTUAL

Título del Trabajo de Investigación: **“Teaching English as a Foreign Language Application Process”**.

Descripción del Trabajo: El presente trabajo analiza de manera reflexiva los marcos pedagógicos utilizados en el diseño e implementación de la enseñanza del inglés como lengua extranjera. Se examina cómo estos modelos orientaron la planificación didáctica, la selección de actividades y la toma de decisiones pedagógicas, así como su aporte para responder a las necesidades reales de los estudiantes. En conjunto, el estudio evidencia la articulación consciente entre teoría y práctica, promoviendo experiencias de aprendizaje significativas y contextualizadas.

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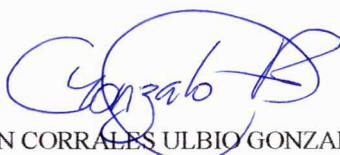
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Resumen

El presente trabajo analiza de manera reflexiva los marcos pedagógicos utilizados en el diseño e implementación de la enseñanza del inglés como lengua extranjera. Se examina cómo estos modelos orientaron la planificación didáctica, la selección de actividades y la toma de decisiones pedagógicas, así como su aporte para responder a las necesidades reales de los estudiantes. En conjunto, el estudio evidencia la articulación consciente entre teoría y práctica, promoviendo experiencias de aprendizaje significativas y contextualizadas.

Palabras claves:

Enseñanza del inglés como lengua extranjera (EFL), marcos pedagógicos, planificación didáctica, toma de decisiones pedagógicas, teoría y práctica docente.

Abstract

This study offers a critical and reflective examination of the pedagogical frameworks employed in the design and implementation of English as a Foreign Language (EFL) instruction. It explores how these frameworks informed lesson planning, activity selection, and pedagogical decision-making, while also addressing learners' authentic educational needs. Overall, the study underscores the deliberate integration of theory and practice, fostering meaningful, participatory, and context-sensitive learning experiences.

Key words:

English as a Foreign Language (EFL), pedagogical frameworks, instructional planning, pedagogical decision-making, teaching theory and practice.

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I. Introduction

Effective English language instruction requires purposeful planning and a clear pedagogical foundation. Within teacher education, the study of instructional frameworks plays a crucial role in shaping informed and systematic teaching practices. These frameworks provide structure and coherence to the teaching–learning process, allowing lessons to move beyond improvisation and toward intentional, goal-oriented instruction that supports the progressive development of language skills.

Instructional frameworks are not merely organizational tools, but representations of how language learning is understood and facilitated. Each framework addresses specific learning objectives and responds to the distinct demands of developing speaking, listening, reading, or writing skills. Their application enables teachers to select appropriate strategies and design lessons that align with clearly defined outcomes, underscoring the importance of reflective and deliberate pedagogical planning.

In this context, the FMU framework has proven particularly effective in grammar instruction by integrating form, meaning, and use. This approach helps learners not only identify grammatical structures, but also comprehend how they operate in authentic communicative situations. Likewise, the ECRIF framework offers a structured progression for the development of speaking skills, guiding learners from initial exposure to controlled practice and toward increased fluency and confidence.

For receptive skills, the PDP framework has been applied to reading and listening instruction, emphasizing pre-, during-, and post-task stages that encourage activation of prior knowledge, active engagement with texts, and reflection on learning outcomes. Similarly, the PDRIE framework supports the writing process by guiding learners through stages of preparation, drafting, revision, editing, and extension, fostering a more systematic and reflective approach to written production.

Altogether, these frameworks have contributed significantly to the development of my professional perspective as a future English teacher. They reinforce the understanding that each language skill requires a specific methodological approach and that careful organization is essential for effective instruction. Through their application, I am better prepared to design coherent, meaningful, and student-centered learning experiences.

Module 1

FMIU

II. Lesson Plan: FMU Language Analysis of Past Continuous

FMU Analysis of: Present Perfect – “Have/Has + Past Participle”

- **FORM**

Affirmative: Subject + have/has + past participle.

- She has visited London.

Negative: Subject + have/has + not + past participle.

- They haven't finished their homework.
- They have not finished their homework.

Interrogative: Have/has + subject + past participle + ? (Question mark)

- Have you seen that movie?

Short answer:

- Yes, I have. / No, I haven't.
- Yes, she has. / No, she hasn't.

Long answer:

- Yes, I have seen that movie twice.

- **MEANING**

The present perfect connects past actions to the present. It indicates that something happened at an unspecified time before now and may still have relevance or consequences.

- **USE**

- To talk about experiences up to now:

I have eaten sushi before.

- To describe recent events with present results:

She has lost her keys.

- To express actions that started in the past and continue into the present (with “for” and “since”):

They have lived here for ten years.

- **ANTICIPATED DIFFICULTIES**

- Confusing the present perfect with the simple past.
- Forgetting to use the past participle form of the verb.
- Misplacing “have/has” in questions and negatives.

- **CONCEPT-CHECKING QUESTIONS**

Q: Have you ever traveled to another country?

Yes, I have. / No, I haven't.

Q: Has she done her homework?

Yes, she has. / No, she hasn't.

Q: How long have they lived here?

They have lived here for five years.

- **TEACHING IDEAS**

➤ **Personal Experience Survey** – “Have You Ever...?”

In groups of three, interview your classmates using the list of 8–10 experience-based questions provided (e.g., “Have you ever ridden a horse?”). After completing the survey, be ready to report your group’s results using third-person Present Perfect sentences (e.g., “Carlos has ridden a horse, but he hasn’t gone skydiving”).

➤ **Timeline Sorting Activity** – Past Simple vs. Present Perfect

In pairs, students receive a list of sentences, cut them into individual cards, and sort them into two categories: Present Perfect and Past Simple; after sorting, some of them prepare to explain their choices to the class using grammatical reasoning.

➤ **Picture-Based Sentence Creation**

In groups you will see a set of pictures showing different actions with or without a visible result (e.g., a broken window, someone holding a diploma). For each picture you have to identify what action is happening or has happened, write three Present Perfect sentences one affirmative (e.g., He has broken the window), one negative (e.g., She hasn’t graduated yet), and one interrogative (e.g., Have they finished the project?); after completing all the sentences, choose one person from your group to share your answers with the class.

• **SOURCES CONSULTED**

Cambridge Dictionary – “Present Perfect”

<https://dictionary.cambridge.org/grammar/british-grammar/present-perfect>



British Council – “Present Perfect”

<https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/present-perfect>

- **ANNEXES:**
- **Annex 1**

Personal Experience Survey – “Have You Ever...?”

Instructions: Ask your classmates the following questions. Write “Yes” or “No” in each column.

After the survey, report your findings using third-person present perfect sentences.

Name:

Classmate's Name	Have you ever ridden a horse?	Have you ever eaten sushi?	Have you ever flown in a plane?	Have you ever met a famous person?	Have you ever forgotten your homework?

- **Annex 2**

Sentence Sorting Cards – Present Perfect vs Past Simple

Instructions: Cut the following sentences into separate cards. Sort them into two categories:

Present Perfect and Past Simple. Then, explain your choices to the class.

1. She has visited the new museum.
2. They traveled to Paris in 2019.
3. I have never tried Indian food.
4. He broke his leg last year.
5. We have already finished the test.
6. She saw that movie on Saturday.

- **Annex 3**

Picture-Based Sentence Writing Activity

Instructions: Look at each picture and write three sentences using the Present Perfect tense:

- One affirmative sentence.
- One negative sentence.
- One interrogative sentence.



1. Affirmative:
2. Negative:
3. Interrogative:



1. Affirmative:
2. Negative:
3. Interrogative:



1. Affirmative:
2. Negative:
3. Interrogative:



1. Affirmative:
2. Negative:
3. Interrogative:

Journal

The FMU (Form, Meaning, and Use) framework is an insightful tool that has reshaped the way I understand and approach grammar teaching. Although grammar can often be intimidating for both learners and educators, this framework allows a more meaningful and structured comprehension of how grammar should be taught. When applied to the Present Perfect tense, FMU not only clarifies the construction of this tense, but it also reveals its semantic purpose and pragmatic relevance.

As future teachers, our responsibility is not only to understand grammar but also to help students use it naturally and appropriately. According to Gul et al. (2022), understanding the relationship among form, context, and use enhances learners' communicative competence by placing grammar in realistic settings. This is particularly important for the Present Perfect, which often causes confusion due to its abstract relationship with time and the difficulty in distinguishing it from the Simple Past.

From a pedagogical standpoint, I have learned that form refers to the construction of the tense, which, as Larsen-Freeman (2001) explains, deals with the overt lexical and morphological elements—such as “have/has + past participle.” This tense requires students to understand not just auxiliary verbs but also irregular past participles, which adds an extra layer of difficulty.

Regarding meaning, I've come to appreciate how the Present Perfect is often used to express life experiences, recent events with relevance to the present, or actions that began in the past and continue into the present. Fausiani (2017) supports this by stating

that meaning in the MUF model must be introduced within meaningful contexts so that learners can comprehend it intuitively.

Eventually, the use of the Present Perfect emphasizes context appropriateness. For instance, “I have visited London” focuses on the experience without specifying when it happened, which contrasts with “I visited London in 2020.” Jones (2023) highlights how learners must be aware of register, collocations, and functional intent when applying grammar in real-life communication. Thus, the FMU approach ensures not only that students can form a sentence correctly but also that they understand when and why to use that tense.

Reflecting on my own teaching experiences, I have often encountered students who find the Present Perfect especially difficult. Many tend to confuse it with the Simple Past or misuse it in conversations. However, when I began designing activities using the FMU framework—such as personal experience surveys, picture-based sentence creation, and timeline contrasts—students became more engaged and began recognizing the logic behind the structure. These activities provided both validity and reliability in assessing grammar acquisition.

Through this exploration, I have identified common challenges learners face with Present Perfect. These include not only the structural confusion but also an incomplete understanding of its use in natural discourse. For example, students often hesitate when trying to use the Present Perfect in spontaneous speech, unsure whether their statement is grammatically or contextually correct.

As a future educator, I consider FMU a holistic framework that aligns perfectly

with communicative teaching approaches. Grammar should not be taught in isolation, and FMU encourages the integration of grammar instruction into real-life language use, ensuring that learners not only understand grammar but can use it effectively. This is particularly necessary in EFL environments, where exposure to natural English may be limited outside the classroom.

In conclusion, the FMU framework has provided me with a strong foundation to teach the Present Perfect meaningfully. It reminds me that grammar is not just about rules but about how those rules function in authentic communication. As educators, it is our task to make abstract grammar concepts accessible and practical for our learners. I now feel more confident in using FMU as a tool to scaffold students' learning, demystify grammar, and foster communicative competence in English.

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Module 2

ECRIIF

III. Speaking Lesson Plan

Date: Saturday, May 31

Level: B1+

Action Points - (These are two things you are working on in your teaching)

1. Time management.
2. Teacher talking time.
3. Increase student participation in condition/result statements.
4. Reduce teacher-centered grammar explanations through inductive discovery.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT USE the zero conditional **TO** talk about causes and effects **IN** a chain reaction.

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

- When students talk accurately about causes and effects in oral exchanges.
- When students use zero conditional structures fluently in short dialogues.

Preliminary Considerations:

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

- Present Simple Tense/Sentences/structure (affirmative and negative).
- Basic vocabulary related to daily routines, habits, and natural facts.

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

- Confusion between zero and first conditional.
- Mistaking the Present Simple usage in both clauses.

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

- Use clear context-based examples and CCQs.
- Contrastive examples if necessary (zero vs first conditional).

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
3 Minutes	Encounter & Clarify	<ul style="list-style-type: none"> ➤ Present the video “What happens if...?” experiment compilation. https://www.youtube.com/watch?v=AHV02JrQyds ➤ Pause the video and discuss what happens if... 	<ul style="list-style-type: none"> ➤ Watch the video and react to cause/effect moments. ➤ Pay attention to the discussion. 	T – S V A	Projector Laptop
6 Minutes		<ul style="list-style-type: none"> ➤ Show images related to the video. ➤ Ask questions for the results. <p style="text-align: center;">CCQs:</p> <ul style="list-style-type: none"> • <i>Was the reaction fast or slow?</i> • <i>Did the color stay the same?</i> • <i>Did they heat the mixture or keep it cold?</i> 	<ul style="list-style-type: none"> ➤ Look at the images. ➤ Answer the questions. 	T – S V A	Projector Laptop
7 Minutes	Remember	<ul style="list-style-type: none"> ➤ Provide a worksheet: Matching sentences. ANEX 1 ➤ Monitor progress. ➤ Form pairs. Ask them to do pair review on the worksheet. 	<ul style="list-style-type: none"> ➤ Receive the worksheets. ➤ Match the clause with the correct result. ➤ Do pair review and ask for assistance if needed. 	T – S V K	Worksheets Pen or pencil
8 Minutes	Internalize	<ul style="list-style-type: none"> ➤ Ask them to work with the same partner an activity related to the zero conditional. using prompts. ➤ Provide flashcards with the prompts. Request students to create 3 sentences. One per prompt. ANEX 2 ➤ Choose randomly some of the couples to present their sentences in class. 	<ul style="list-style-type: none"> ➤ Work with the same pair. ➤ Receive the flashcards. ➤ Present their sentences in class. 	T – S S – S V A K	Flashcards
21 Minutes	Fluency	<ul style="list-style-type: none"> ➤ Request students to do chain reaction using zero conditional. ANEX 3 	<ul style="list-style-type: none"> ➤ Do chain reaction. 	S – S A	Instructions

RESOURCES

- Encounter:

<https://www.youtube.com/watch?v=AHV02JrQyds>

❖ Anex 1 Worksheet

Match the following exercises blab la bla...

Match each if-clause from Column A with its correct result clause in Column B to form a complete sentence in the Zero Conditional. Two options in Column B will not be used.

A. If you heat ice,
B. If water reaches 100°C,
C. If you don't water plants,
D. If you mix red and blue,
E. If you drop a glass,
F. If you mix yellow and blue,
G. If a fire starts,
H. If you touch fire,
I. If metal gets hot,
J. If you don't sleep enough,

1. it makes a loud sound.
2. it melts.
3. the alarm goes off.
4. it disappears.
5. it boils.
6. they die.
7. it breaks.
8. it smells sweet.
9. you get purple.
10. you get green.
11. it expands.
12. you feel tired.

❖ **Anex 2**

Prompts

sugar + teeth
eat too much + stomach
coffee + sleep

sun + skin
rain + plants
cold weather + water

study + exams
exercise + health
smoke + lungs

press this button + light
alarm clock + ring
shout + echo

touch a cactus + get hurt
dogs + bark
cat + purr

❖ **Anex 3**

Chain Reaction

Objective: Practice fluency using the zero conditional in a logical and spontaneous way.

Instructions:

1. The first student says a sentence using the zero conditional.
Example: *If you heat water, it boils.*
2. The next student continues with a related sentence, also using the zero conditional.
Example: *If it boils, you can make tea.*
3. The chain continues around the class, with each student adding a new sentence that connects logically.
4. Encourage creativity and logical thinking. If a student can't continue, they can start a new chain.

IV. Journal 2: ECRIF

As a future English teacher, I often ask myself how I can better support my students in

developing real speaking skills, not just repeating words, but communicating with confidence and meaning. This question became central in my reflection while studying and applying the ECRIF framework, which outlines five key stages in learning: Encounter, Clarify, Remember, Internalize, and Fluency.

At first glance, ECRIF seemed like just another sequence to follow. But the more I analyzed it, the more I realized how flexible and powerful it can be. The stages are not rigid steps; instead, they help the teacher observe what students are doing with the language and decide what support they need next. That shift in perspective from “what I teach” to “what they are doing” changed my approach to lesson planning.

In the Encounter stage, students are introduced to new language. I have learned that it is not enough to simply show a word or grammar point; the way students meet this language for the first time matters. If it’s relevant, meaningful, or tied to real life, they are more likely to stay engaged. When I used a short video dialogue instead of a grammar explanation to introduce conditionals, students responded with curiosity and were more open to trying the language themselves.

The Clarify stage allows students to ask questions and make sense of the new structure or vocabulary. Here, I have found that it is not just about explaining clearly it is about checking whether students actually understood. Sometimes I have had to pause and ask simple but focused questions to help them reflect on form and use, rather than just move on.

The Remember and Internalize stages are where the real “processing” begins. In my teaching practice, I noticed that students often forget the language they learned just a few minutes ago. These stages helped me understand the importance of repetition, but not mechanical repetition. Meaningful repetition through short tasks, challenges, or peer work made a big difference. It is also in these stages that students start taking more risks, trying the language on their own.

To end up, Fluency is the moment when students are encouraged to use everything they have internalized in real communication. I used to think fluency meant perfection, but now I understand it is more about flow, letting students speak, make mistakes, and self-correct over

time. I recall a class where students simulated a travel agency conversation. Their confidence and creativity surprised me, not because they spoke perfectly, but because they were willing to speak freely.

Reflecting on all this, I see ECRIF not as a set of boxes to check, but as a way to truly understand where my students are in their learning process. It has helped me feel more confident when planning speaking lessons and responding to the unpredictable nature of the classroom. More importantly, it has helped my students grow not just in English but in how they approach learning itself.

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V. Listening Lesson Plan

Date: 23/06/2025 **Level:** B1 **Class:** 10th

Action Points - (These are two things you are working on in your teaching)

1. Time management
2. Improve the design of activities.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **show understanding of** the audio instructions for making an origami speedboat **BY** collaboratively identifying and sequencing the steps through a checklist of the origami process **AND THEN** creating a different origami figure, asking few students explain the folding process orally to the class.

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

- When students identifying and sequencing the steps through a checklist of the origami process.
- When students create a different origami figure and explain the folding process orally.

Preliminary Considerations:

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

- Sequencing words: *first, then, after that, finally.*
- Following basic commands in English.

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

- They struggle to understand instructions due to speed or unknown verbs.

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

- Play the audio twice or more, pause at key steps.
- Model first folds before full audio.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 Minutes	Pre-Stage	<ul style="list-style-type: none"> ➤ Show various origami pictures (crane, flower, boat, frog). ➤ Ask questions related to the pictures: <ul style="list-style-type: none"> • Which one do you like? • Which do you think is the easiest? • Have you ever done origami? 	<ul style="list-style-type: none"> ➤ See the pictures. ➤ Answer the questions from the key vocabulary. 	T - S V	Laptop Projector Pictures
6 Minutes	Early During Stage	<ul style="list-style-type: none"> ➤ Play the full audio once only (no folding yet). ➤ Ask the following questions from the audio: CCQs: <ul style="list-style-type: none"> • How many steps did you hear? • What do you think we are going to make? • Have you ever created an origami figure? 	<ul style="list-style-type: none"> ➤ Listen to the audio recording. ➤ Answer the questions from the audio. 	T - S A	Audio recording
9 Minutes	Later During Stage	<ul style="list-style-type: none"> ➤ Make groups. ➤ Play the audio again. ➤ Ask them to take notes together of all the steps that they hear in the audio. ➤ Request them to share their notes. 	<ul style="list-style-type: none"> ➤ Set in groups ➤ Listen to the audio again. ➤ Take notes. ➤ Share their notes. 	T - S A V	Audio recording
15 Minutes	Final During	<ul style="list-style-type: none"> ➤ Play the full video one more time. ➤ Provide a checklist to mark completed steps after. Anex 1 ➤ Request them to follow the instructions step-by-step to make the paper boat. 	<ul style="list-style-type: none"> ➤ Listen to the audio one more time. ➤ Mark the steps that they follow in the checklist. ➤ Follow the instructions step-by-step to make the paper boat. 	T - S A V	Audio recording Checklist
10 Minutes	Post Stage	<ul style="list-style-type: none"> ➤ Set the students in different pairs. ➤ Ask them to create a different origami figure ➤ Chose randomly pairs to explain the steps of their origami figure orally. 	<ul style="list-style-type: none"> ➤ Form pairs. ➤ Create a different origami figure. ➤ Explain the steps orally. 	S - S A	Sheet of paper

RESOURCES

Annex 1

- Fold the paper in half vertically (left to right), crease well, and unfold. ____
- Fold the top two corners down toward the center line to form a triangle at the top. ____
- Fold the bottom flap upward, aligning it with the base of the triangle. ____
- Flip the paper over and fold the bottom flap on that side upward as well. ____
- Open the bottom of the model slightly and press the sides inward to form a diamond or square shape (like a flattened hat). ____
- Take the bottom corner of the diamond and fold it upward toward the top point, then flip and repeat on the other side. ____
- Open the model again from the bottom to form a new, smaller diamond shape. ____
- Hold the top two corners of the diamond and gently pull them outward to open the boat shape. ____
- Flatten the base gently to stabilize the speedboat so it can stand and float. ____
- Adjust the folds if necessary to keep the shape even and balanced. ____

VI. Journal 3: PDP for Listening Skill

The PDP framework, which includes the pre-, during-, and post-listening stages, represents a fundamental approach for developing listening skills in English language teaching. Although all skills are important, listening plays a key role because it helps students understand real-life conversations and improve their general communication ability (Brown, 2011). As a future teacher, I believe this model is helpful, especially because it organizes the lesson into clear phases that guide both teaching and learning.

My expectations for working with this framework are quite positive. First of all, I think the PDP stages offer a good structure to design effective listening activities. This structure helps teachers manage class time and guide students through a process that begins with preparing for the topic and ends with reflecting on what they heard. Also, I expect that by applying this model in my teaching practice, I will become more capable of identifying students' difficulties with listening and choosing better strategies to support them.

At the same time, I feel a mix of confidence and doubt. I understand how important listening is, especially in a world where English is heard in music, movies, and online content. However, I also worry that some students may struggle with audio materials, particularly those who have learning difficulties or limited exposure to English outside the classroom. In these cases, extra support is necessary, and I need to be flexible enough to adjust the lesson plan.

Reflecting on my personal experiences, I remember moments during my practicum when students were excited to hear songs and answer questions about them. In one lesson, the students listened to a short conversation between two people making plans. They understood the general meaning but missed many details because the audio was too fast. After using the PDP structure and doing a pre-listening activity to introduce key vocabulary, their comprehension improved

significantly. This confirmed to me that preparation is essential before listening to authentic material.

Based on recent literature, the pre-listening stage allows learners to activate background knowledge and become familiar with the topic. It also helps reduce anxiety and build motivation (Field, 2008). During the listening stage, students focus on the main idea and specific information. These tasks must be graded and repeated if necessary. Finally, in the post-listening phase, learners should relate the content to their own opinions, experiences, or other subjects. According to Vandergrift and Goh (2012), this stage is key to developing critical thinking.

Some of the most effective listening activities I have used include short interviews, song lyrics, and video clips with subtitles. These resources can be adapted to the students' level and interests. A creative teacher will always find ways to use these materials to catch attention and promote participation.

Comparing listening and speaking lesson plans, the main difference is that listening activities focus on reception while speaking activities promote production. In other words, students who listen are expected to understand, while those who speak must generate language. Nevertheless, both skills are closely connected, and one supports the development of the other.

In conclusion, I believe the PDP model is a valuable tool for teachers who want to improve students' listening abilities. Even though there may be difficulties, such as unfamiliar accents or fast speech, the structure of the PDP lesson helps reduce these challenges. When applied thoughtfully, this framework supports language development, and it helps teachers create meaningful learning experiences in the classroom.

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VII. Reading Lesson Plan

Date: 06/07/2025 **Level:** B1 **Class:** 10th

Action Points - (These are two things you are working on in your teaching)

3. Time management
4. Improve the design of activities.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **show understanding of** the text “A weekend to remember” **BY** scanning for specific information, **AND THEN** draw the moments of the text, one per paragraph.

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

- When students scan the text for specific information.
- When students reconstruct the text in the correct order.

Preliminary Considerations:

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

- Reading skills.
- How to write a paragraph.

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

- They struggle to reconstruct the text in the correct order.

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

- Monitoring their process.
- Answer their doubts related to the activities.
- Give clear instructions.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		The teacher will...	Students will...		
4 Minute s	Pre-Stage	<ul style="list-style-type: none"> ➤ Show pictures related to the text. ➤ Ask questions to activate students' knowledge. <ul style="list-style-type: none"> • What do you see in the picture? • How many people/animals/objects are there? • What do you think happened before this moment? • What might happen next? 	<ul style="list-style-type: none"> ➤ See the pictures. ➤ Answer questions. 	T - S V	Laptop Projector Pictures
7 Minute s	Early During Stage	<ul style="list-style-type: none"> ➤ Provide students with a copy of the text "A Weekend to Remember". Annex 1 ➤ Ask students to scan the text for specific information (names, dates, numbers). ➤ Use a checklist on a slide to assess all students' understanding of the text. Annex 2 <ul style="list-style-type: none"> • What day did Emma travel? • How did she travel? 	<ul style="list-style-type: none"> ➤ Receive the text. ➤ Scan the text for specific information. ➤ Use the checklist. 	T - S A	Text Checklist
9 Minute s	Later During Stage	<ul style="list-style-type: none"> ➤ Pair up students ➤ Request students read the text to complete a worksheet. ➤ Provide a worksheet with questions about the text. Annex 3 	<ul style="list-style-type: none"> ➤ Set in pairs. ➤ Read the text. ➤ Complete the worksheet. 	T - S A V	Text Worksheet
20 Minute s	Final During	<ul style="list-style-type: none"> ➤ Make groups. ➤ Ask them to put the paragraphs in the correct order to reconstruct the story. ➤ Request students draw figures that show moments from Emma's weekend, one per paragraph. 	<ul style="list-style-type: none"> ➤ Set in groups. ➤ Reconstruct the story in the correct order. ➤ Draw the moments from Emma's weekend. 	T - S A V	Text Pencils Colours

5 Minute s	Post Stage	➤ Ask the students to paste their drawings on the board to have a brief discussion about which group posted it in the correct order.	➤ Paste their drawings on the board.	S - S A	Board
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RESOURCES

Annex 1

Texto: “A Weekend to Remember”

Párrafo A

On Friday afternoon, Emma packed her backpack with clothes, her favorite book, and some snacks. Then she walked to the train station and waited patiently for her train. She was very excited because she was going to visit her grandmother, whom she hadn't seen in months. The train ride lasted almost three hours, but Emma didn't mind. She listened to music, looked out the window at the countryside, and thought about how much she missed her grandmother's stories and delicious food.

Párrafo B

When she finally arrived at the small town, her grandmother was already waiting at the station with a big smile on her face. They hugged tightly, and Emma immediately felt at home. Once they got to the house, they had dinner together. They ate vegetable soup, bread, and a homemade apple pie. During the meal, they talked about school, friends, and family. Emma shared some funny stories, and her grandmother laughed a lot. That night, Emma slept peacefully in the cozy guest room, feeling safe and loved.

Párrafo C

The next morning, they had breakfast early and decided to walk to the local market. The sun was shining, and the air smelled fresh. The market was full of people, and there were many colorful stalls selling fruit, cheese, honey, and handmade crafts. Emma helped her grandmother choose the best apples and the softest cheese. After returning home, they spent time in the garden. Emma watered the flowers, and her grandmother showed her how to plant herbs. They enjoyed a light lunch under the trees and talked about old memories.

Párrafo D

That evening, the weather changed quickly. Dark clouds appeared, and soon a storm began. The wind blew hard, and the rain hit the windows loudly. Suddenly, the electricity went out, and the whole house became quiet and dark. Emma wasn't scared because her grandmother stayed calm. They lit candles, made some tea, and sat together in the living room. To pass the time, they played cards and told stories. The lights came back after an hour, but they continued playing because they were having so much fun.

Párrafo E

On Sunday morning, Emma packed her things again and helped her grandmother clean the kitchen. They had breakfast together and took one last walk around the neighborhood. Emma didn't want to leave, but she knew it was time to go. At the train station, they hugged again, and Emma promised to visit more often. As the train moved away, she looked back and smiled. She felt a little sad, but also very happy for the wonderful weekend they had spent together.

Annex 2

- What day did Emma travel? → *Friday afternoon*
- How did she travel? → *By train*
- What did she pack? → *Clothes, book, snacks*
- What did they do during the storm? → *Played cards, drank tea*
- What did Emma promise before leaving? → *To visit again*

Annex 3

Worksheet

True or False – Correct the False Ones

Read the statements below. Write **T** (True) or **F** (False).
If the sentence is false, correct it based on the text.

#	Statement	T/F	Correction (if False)
1	Emma visited her aunt in the city.		
2	The train ride was long, but Emma enjoyed it.		
3	Emma and her grandmother went to a market on Sunday.		
4	The lights went out because of a storm.		
5	Emma left on Monday morning.		

Multiple Choice

Choose the best answer. Circle **A**, **B**, or **C**.

6. Why was Emma excited about her trip?
 - A) She loves traveling by train.
 - B) She hadn't seen her grandmother for a long time.
 - C) She had a school project to do.
7. How did the storm affect their evening?
 - A) They stayed in silence because there was no light.

- B) They couldn't sleep and stayed awake all night.
- C) They used candles and played games to enjoy the moment.
8. What does the text suggest about Emma's relationship with her grandmother?
- A) It is formal and distant.
- B) They are very close and enjoy each other's company.
- C) They often argue when they spend time together.

Open-ended – Answer in Full Sentences

Use complete answers. You can use ideas from the text and your own words.

9. What did Emma and her grandmother do at the market?

 _____

10. How do you think Emma felt when she said goodbye? Why?

 _____

11. What part of the story do you think Emma will remember most?

 _____

VIII. JOURNAL 3: PDP for Reading Skill

The PDP model, which stands for Pre, During, and Post-reading, is a useful strategy that helps students understand texts better in English classes. This method gives teachers a clear structure to plan their lessons, and at the same time, it helps students feel more confident when they read. Each stage of the model has a different purpose, and together they make reading more active and easier to follow.

From my own experience, I have seen that many students feel nervous when they see a long or difficult text, and sometimes they just try to read fast without really understanding. Other times, they stop too often because they don't know some words. That's why I think the PDP method is so helpful because it guides students step by step and gives them a reason to read.

For example, Nuttall (2005) explains that reading is not just about knowing words, but about making meaning. In the pre-reading stage, we can ask questions about the topic or use pictures to guess what the text will be about. During reading, students can look for the main ideas or find answers to specific questions. After reading, they can talk about the text, write a summary, or give their opinion. All these activities help them understand better and remember more.

I used this method in a lesson about the environment. First, the students talked in pairs about what they do to take care of the planet. Then, they read an article and answered questions while reading. Finally, they made posters to share ideas with the class. Because of the structure, they were more focused and interested in the topic, and their answers showed that they really understood the text.

One of the best things about the PDP model is that you can change the activities depending on your students. If they are younger or need more support, you can use simple questions or images. If they are more advanced, you can ask them to compare the text with their own experiences or debate the ideas. This flexibility makes it a very good tool for all kinds of learners.

In conclusion, the PDP strategy is very effective because it gives a clear plan, it helps students stay focused, and it makes reading more meaningful. It's not only about reading the text, but also about thinking, sharing, and learning from it. That is why I believe every teacher should try it in their classroom.

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IX. Writing Lesson Plan

Date: July 28th, 2025 **Level:** B1 **Class:** 10th Grade

Action Points - (These are two things you are working on in your teaching)

5. Give clear instructions.
6. Reduce the teacher's talking time.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT write a (80 – 100-word) short story using connectors and descriptive vocabulary, collaborating with a partner to revise and improve their writing by focusing on organization, vocabulary, and coherence using a checklist provided.

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

- When students complete a short story (80–100 words).
- When students apply their partner's corrections using a peer checklist.

Preliminary Considerations:

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

- Past simple tense (regular and irregular verbs)
- Time and sequence connectors (e.g., then, after that, suddenly, finally)
- Adjectives and expressions for descriptive writing

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

- Using enough descriptive language
- Organizing their ideas in logical order
- Maintaining coherence across the story

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

- Provide a sample story and story map template



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- Pre-teach useful vocabulary and linking words
- Use a peer-review checklist to guide revisions



Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials needed
		The teacher will...	Students will...		
5 Minutes	Preparation	<ul style="list-style-type: none"> Show a picture and ask: "What story does this image show or is?" Write students' ideas on the board (characters, setting, events). 	<ul style="list-style-type: none"> See the pictures. Students brainstorm ideas aloud and write notes in notebooks. 	T-S V A	Marker Board
18 Minutes	Drafting	<ul style="list-style-type: none"> Present a story map with beginning, middle, and end. Show a short model story and highlight connectors, past verbs, and descriptive adjectives. Ask them to write their own story using the map. 	<ul style="list-style-type: none"> See the model story Write their own story using the map 	T-S V A	PPT Paper Pen or pencil
14 Minutes	Revising and Editing	<ul style="list-style-type: none"> Give out peer-review checklist. Ask students to exchange drafts and complete the checklist for their partner. Ask students to revise their stories based on peer feedback. 	<ul style="list-style-type: none"> Pair up and get the pair review checklist Exchange drafts and complete the checklist. Revise their stories based on peer feedback. 	S-S V K	Drafts Editing guide Pen or pencil
8 Minutes	Extension	<ul style="list-style-type: none"> Ask some students to read their final stories aloud. Ask them to paste their story on the board. Request them to vote for their favorite using sticky notes. 	<ul style="list-style-type: none"> Read their final stories aloud. Paste their story on the board. Vote for the favorites using sticky notes. 	T-S V K	Board



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X. Journal 4: PDREE for Writing Skills

Writing is one of the most essential skills students must develop, not only for academic purposes but also for everyday communication. As a productive skill, it requires time, practice, and a lot of patience. Writing helps students express ideas clearly and in an organized way, which is necessary for all levels of education. According to Harvard College Writing Center (n.d.), the ability to write well can improve critical thinking, support academic success, and even contribute to future career opportunities.

Before working on a writing lesson plan, I expected to face many challenges, but I also believed it would be a great opportunity to be creative. I thought that planning a writing lesson would involve a lot of structure, but I soon realized that flexibility is also important. Combining clear objectives with interesting activities helps students stay motivated and gives them the tools to enjoy writing.

Although I was excited about designing writing tasks, I also felt a bit nervous. Writing can be difficult for learners, especially those who struggle with vocabulary or grammar. It is important to choose topics that are familiar and engaging so that students feel confident while writing. For this reason, while planning, I must always consider the students' needs and levels.

One of the most important things I learned during this process was the value of guiding students through the different writing stages. As Purdue University's Online Writing Lab (n.d.) explains, writing should include prewriting, drafting, revising, editing, and publishing. These stages help students improve their work step by step, instead of feeling overwhelmed with a single

final product. I had never paid much attention to prewriting before, but now I see that brainstorming and organizing ideas can make a big difference.

During my pre-service teaching experience, I noticed that students had different levels of writing proficiency. Some were able to express complex ideas, while others had trouble forming simple sentences. I observed that those who read more frequently had a better command of written English. On the other hand, some students were unsure of how to start a paragraph or support their ideas. This shows that writing must be taught in a way that connects with students' interests and builds on what they already know.

In real classroom situations, I would suggest using writing prompts, graphic organizers, and peer feedback activities. These tools help students feel more comfortable and collaboratively improve their writing. It is also useful to include short writing exercises regularly, so that writing becomes a natural part of their routine, and not just something they do during tests.

To conclude, writing is a skill that requires consistent practice and guidance. Students need to understand that making mistakes is part of the process and that their writing will improve over time. As future teachers, it is our responsibility to create writing lessons that are meaningful, supportive, and adapted to our students' realities. If we do so, we will not only help them become better writers but also more confident communicators.

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XI. RECOMMENDATIONS

Drawing on my own learning experience, a primary recommendation for future English teachers is to engage critically and meaningfully with teaching frameworks, rather than viewing them solely as abstract academic constructs. Although these frameworks may initially appear complex or demanding, sustained engagement reveals their value in providing clarity, structure, and direction to the lesson planning process. A deeper understanding of how each framework operates contributes to greater confidence in instructional design and reduces uncertainty when initiating lesson planning.

It is also advisable for teachers in training to remain open to experimenting with a variety of frameworks instead of relying exclusively on a single model. Each language skill entails distinct pedagogical demands, and attempting to apply one framework uniformly across all lessons may limit instructional effectiveness. For instance, the ECRIF framework has demonstrated particular effectiveness in supporting speaking development, while the PDP framework enhances the teaching of reading and listening skills. Acknowledging these distinctions allows teachers to respond more appropriately to the specific nature of each skill.

Another key recommendation is the intentional integration of multiple frameworks within a single lesson. Experience has shown that introducing grammatical structures through the FMU framework and subsequently reinforcing them through ECRIF activities facilitates a smoother transition from form-focused instruction to communicative practice. This integrated approach

highlights the complementary nature of frameworks and supports greater coherence in lesson design, enabling students to perceive a clear purpose behind classroom activities.

Furthermore, flexibility in time management is essential when implementing teaching frameworks. Early practice may encourage strict adherence to each stage; however, classroom realities often require adjustments. Learners may need additional time to clarify meaning or internalize new language. Viewing frameworks as guiding principles rather than rigid procedures allows teachers to prioritize learners' needs over the mechanical completion of instructional steps.

Finally, continuous self-reflection is strongly recommended as a fundamental component of professional development. Reflecting on the effectiveness of framework implementation—by considering what worked, what did not, and the underlying reasons—provides valuable insights for pedagogical growth. This process reinforces the understanding that frameworks alone do not guarantee effective teaching; rather, their impact depends on the teacher's critical, conscious, and reflective application. Through ongoing reflection, teachers can embrace challenges, learn from experience, and continue to develop as reflective practitioners.

XII. CONCLUSIONS

In conclusion, the pedagogical frameworks explored throughout this academic journey have provided not only a solid structure for lesson planning, but also a clearer vision of effective and purposeful teaching. They have reinforced the understanding that successful instruction requires intentionality, organization, and a deep awareness of how learners acquire language. As



a result, teaching is no longer perceived as a collection of disconnected activities, but as a coherent and goal-oriented instructional process.

From a professional perspective, these frameworks have contributed significantly to the development of my identity as a future English teacher. They have highlighted the ongoing nature of professional learning while also equipping me with essential tools to face future classroom challenges with greater confidence. By continuing to apply these frameworks in a reflective and flexible manner, and by adapting them to students' needs, I aspire to design meaningful learning experiences that foster purposeful and confident development of English language skills.