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CERTIFICADO DE PROPIEDAD INTELECTUAL

Título del Trabajo de Integración Curricular:

Teaching English as a Foreign Language Application Process

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Abstract

This pedagogical work presents the application of structured and reflective lesson planning for teaching English as a foreign language at the A2 level. Through the use of methodological frameworks such as FMU, ECRIF, PDP, and PDREE, the study integrates grammar and the four language skills speaking, listening, reading, and writing into meaningful, student-centered lessons. Reflection journals play a key role in connecting theory with classroom practice, allowing for continuous improvement and professional growth. Overall, the work highlights the importance of conscious planning, adaptability to students' needs, and reflective teaching to promote effective and contextualized English learning.

Declaración de Autoría:

Yo, Lijeidi Marianita Moreira Alcivar, con número de identificación 1314468545, declaro que soy el autor original y Bazurto Alcivar Gabriel Jose con número de identificación 1311564114, declaro que soy el coautor, en calidad de tutor del trabajo de integración curricular titulado " Teaching English as a Foreign Language Application Process". Este portafolio es resultado de una investigación bibliográfica y de campo y no ha sido copiado ni plagiado en ninguna de sus partes.

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CERTIFICO

En calidad de docente tutor(a) de la Facultad de Educación, Turismo, Artes y Humanidades de la Universidad Laica "Eloy Alfaro" de Manabí, CERTIFICO:

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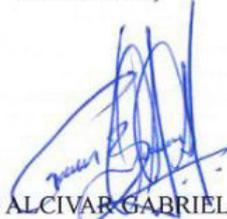
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Curricular Integration Model

INTRODUCTION

In recent years, the teaching of English as a second or foreign language has gained tremendous momentum worldwide. "The Influence of Cultural Context on English Teaching: A Literature Review" aims to explore the nexus between culture and English language teaching (ELT), focusing on how cultural context influences ELT strategies and outcomes (Procel, 2023).

The English language has become established as a fundamental tool for communication in academic, professional, and social contexts, which demands increasingly reflective, well-planned, and contextualized teaching processes. In this sense, the domain of English should be strengthened through organized teaching methods that maximize students' cognitive capacities and promote autonomous learning (Coello, 2021). Within this framework, the present pedagogical portfolio is constructed as a coherent unit of writing that integrates planning, implementation, and teaching reflection through the design of lesson plans aimed at teaching English as a foreign language. This work is not conceived as an isolated compilation of activities, but rather as an articulated formative process that demonstrates the development of pedagogical and linguistic competencies at the level that has been taught.

From this perspective, the work is grounded in methodological approaches such as FMU, ECRIF, and PDP, which guide lesson organization and allow for a balanced approach to grammar and the language skills of speaking, listening, reading, and writing. The selection of these approaches responds to the need to promote meaningful, contextualized, and student-centered learning, in which language use is presented as a real means of communication rather than merely a set of isolated structures.

The planning of the lesson plans reflects an intentional and systematic process that takes into account students' proficiency level, learning needs, and the objectives established for each

session. In this sense, planning is not understood as an administrative requirement, but as an essential pedagogical tool that guides teaching practice and facilitates the creation of coherent, well-sequenced, and relevant activities. This perspective allows the teaching–learning process to maintain a clear and consistent direction throughout the portfolio.

Likewise, the reflective component is organically integrated into the document, strengthening its unity of writing. The reflection journals do not function as independent texts, but as analytical extensions of the lesson plans, in which methodological decisions, learning outcomes, and areas for improvement are examined. This ongoing reflection fosters the development of a critical stance toward teaching practice and contributes to the construction of a conscious and responsible professional identity.

Overall, this document articulates theory and practice within a single discursive axis, evidencing a solid and coherent formative process. Each section is linked to the next, maintaining a unified style that reflects a commitment to planned, reflective English language teaching oriented toward the holistic development of students. In this way, the document is presented as a complete academic production that meets the criteria of integral, clear, and cohesive writing.

REFERENCES

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FMU Analysis of: Infinitives and Gerunds

FORM

Infinitive: to + base verb

Examples: to study, to eat, to go, to wake up

- **Gerund:** verb + -ing

  Examples: studying, eating, going, waking up

MEANING

- **Infinitives** are often used to express purpose, preferences, or intentions.

  Example: I wake up early to study English.

- **Gerunds** are often used as subjects, objects, or after certain verbs and prepositions.

  Example: Eating breakfast is important before school.

USE

- **Infinitives** are used after: want, decide, plan, need, like, would like, forget.

  Example: She wants to go to bed early.

- **Gerunds** are used after: enjoy, finish, stop, mind, practice, avoid, suggest.

  Example: He enjoys reading before sleeping.

- **Both** can be used after: like, love, prefer, start, begin, continue.

  Example: I like reading books before bed. / I like to read books before bed.

ANTICIPATED DIFFICULTIES

Gerunds and infinitives are verb forms that can function as nouns. Here are some common mistakes:

Using the Wrong Form

- **Incorrect:** I liked to swim.
- **Correct:** I like swimming.
- **Incorrect:** I decided swim.
- **Correct:** I decided to swim.

COMPREHENSION-CHECKING QUESTIONS

What do you **want to do** today?

Today, I want to...

What **would you like to have** for dinner tonight?

I would like to have...

What is something you **need to do** this week?

This week, I need to...

What do you **enjoy doing** on weekends?

I enjoy [gerund/gerund phrase] on weekends.

TEACHING IDEAS:

Work in pairs and create a short conversation by asking questions and answering them using infinitives and gerunds.

REFERENCE

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https://www.athabascau.ca/write-site/english-grammar-handbook/concise-esl-support/ infinitives-gerunds.html

Common Verb Mistakes: Gerunds and Infinitives - hinlish.com

Gerunds and Infinitives: Conversation Practice Questions (100+ Discussion Question

Reflection Journal 1 – Grammar Lesson

At the beginning of this grammar lesson analysis, I experienced a strong sense of responsibility because grammar is often perceived by students as difficult and intimidating. Teaching infinitives and gerunds to fourth and fifth grade learners at an A2 level required careful consideration, since these structures are abstract and easily confused. I felt concerned about my ability to simplify the content without losing accuracy. At the same time, I was motivated to challenge myself as a pre-service teacher and apply the FMU framework correctly. As I progressed through the planning stage, my initial uncertainty gradually shifted into confidence. The FMU analysis helped me organize my ideas clearly and allowed me to visualize how each stage of the lesson would support student understanding. Emotionally, this process helped me feel more secure and professionally prepared.

Larsen-Freeman (2002) notes that recent perspectives on teaching grammar seek a way "to achieve a better fit between grammar and communication" because grammar is not a discrete combination of "meaningless, decontextualized, static" rules.

This lesson significantly expanded my understanding of grammar instruction. Through the FMU framework, I learned that grammar should not be reduced to mechanical repetition or memorization of rules. Instead, it should be presented as a meaningful system that connects form, meaning, and use in real communicative contexts. Analyzing infinitives and gerunds helped me realize that students benefit when grammar is linked to familiar situations such as hobbies, likes, and daily routines. I also learned that young learners need repeated exposure and opportunities to notice patterns before producing language independently. This experience deepened my pedagogical awareness and reinforced the importance of intentional grammar planning.

According to Sugiharto (2024), formal grammar instruction in EFL contexts facilitates language acquisition when combined with authentic communicative practices. Furthermore, recent research shows that EFL students recognize the importance of grammar, especially for formal writing, which has direct implications for the planning of grammar lessons.

During the implementation of the lesson, I observed that several students struggled to differentiate between infinitives and gerunds, especially when producing oral sentences. Some learners relied heavily on imitation rather than understanding. To address this challenge, I revisited the meaning and use components of the lesson and provided additional examples using students' own experiences. I also incorporated guided practice activities that allowed learners to make mistakes in a supportive environment. Continuous monitoring and corrective feedback helped clarify misunderstandings. By the end of the lesson, most students demonstrated improved confidence and accuracy, which confirmed the effectiveness of the FMU approach.

Peñaranda (2025) shows that explicit grammar instruction improves accuracy and fluency in EFL, supporting integrated communicative practice.

One of the most important aspects of FMU analysis is the teacher's ability to anticipate learning difficulties and design scaffolding strategies accordingly. Grammar instruction should balance clarity and flexibility, ensuring that students understand concepts without feeling overwhelmed. Additionally, it is essential to connect grammar to communication so that students can see its practical value. FMU analysis supports deeper learning when it is applied reflectively and adjusted to students' needs.

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Sugiharto. (2024). The Role of Grammar in Learning-Teaching English: EFL Learners Belief.

Speaking Lesson Plan

Level: A2

Action points – (These are two things you are working on in your teaching)

1. Give clear direction
2. Time management

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT use infinitives and gerunds to talk about daily routines in short conversations using infinitives and gerunds in context.

When/How will I check students' progress toward the above Learning Objective?

- Through role plays, speaking games, and oral completion activities.

What behaviors/activities will show me whether they have mastered the material?

- Students' oral participation using infinitives and gerunds in daily routine contexts.

Preliminary considerations:

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

- Daily routine verbs, present simple tense, time expressions.

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

- Remembering which verbs take infinitives vs. gerunds.

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

- Provide a chart with clear examples.
- Design interactive speaking activities to reinforce the difference.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will…	Students will…		
5 min	Warm-up	-Greet students and play a quick guessing game: Show pictures of daily routines (e.g., eating, sleeping, reading). Ask: *Do you like doing this? / Do you like to do this?* and model both forms (gerund and infinitive).	• Answer using infinitives or gerunds: *Yes, I like reading. / Yes, I like to read.*	*T-S* *S-S*	Flashcards of routines, board
5 min	Encounter and Clarify	-Write on the board: *"My daily routine activities"*. Show 8 images. Ask: *What do you like to do every day?*	• Identify daily routines in the images.	*T – S*	Flashcards, markers, board
5 min	Encounter and Clarify	-Introduce **verb chart** (verbs + infinitives / verbs + gerunds). Give examples: *I want to sleep / I enjoy reading.*	• Repeat examples and make sentences with teacher support.	*T-S* *VA*	Chart of verbs, board
15 min	Remember and internalize	-Paste a grid with verbs (want, need, enjoy, finish, decide). Ask students to match with daily routines. -Show fill-in-the-blank sentences: *I decided (sleep early). I enjoy ___ (listen to music).* -Organize speaking chain game: Students say a sentence with infinitive/gerund, next repeats + adds one	• Match verbs + activity and say them in sentences: *I enjoy reading at night.* • Complete sentences orally using gerunds/infinitives. • Play speaking chain: *I like to read books. I like to read books and enjoy watching TV.*	*T-S* *T*	Board, paper worksheet
15 min	Fluency	In pairs: students share routines with infinitives/gerunds: *I need to wake up early, I enjoy drinking coffee.* Partner listens and gives one true/false statement.	. Produce mini-dialogues and correct each other.	*S-S*	Students themselves

Demostrative Lesson

DAILY ROUTINES

get up

make bed

wash hands

wash face
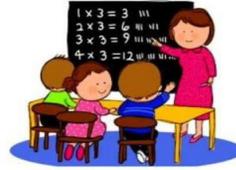
have a shower

comb hair

have breakfast

brush teeth

get dressed

go to school

learn at school
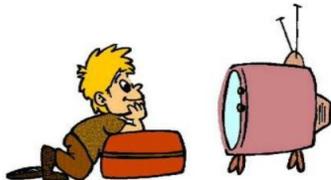
have lunch

get back home

have dinner

do homework

read a book

watch TV

go to bed

sleep

Example 1

Students listen to the teacher and repeat the **sentences**:

– I want **to sleep.**

– I **enjoy reading.**

I want to sleep.

I enjoy reading

Example 2

Students look at the **sentences** and notice the ver**b patterns:**

– I want **to sleep.**

– I **enjoy reading.**

to + verb

verb + ing

Example 3

Students complete the sentences using the correct form of the verb:

– I enjoy _____ (listen) to music.

– I decide _____ (study) English.

Example 4

Students writee **senteinces** about their **daily routines:**

– I enjoy studying English in the **aftermoon**.

– I need to wake up early **for school**.

Example 5 & 6

Students work in pairs, say **sentences** about their routines; and create a **short dialogue** using verbs + infinitive and gerund:

– **I want to** learn English and **enjoy** speaking in class.

A: What do you enjoy doing after school?

B: I enjoy listening to music and reading books.

Reflection Journal 2 – Speaking Lesson (ECRIF)

Before designing and teaching the speaking lesson, I experienced a combination of anticipation and concern. Speaking is often one of the most challenging skills for A2 learners, especially for young students in fourth and fifth grade who may feel insecure about pronunciation, grammar accuracy, or making mistakes in front of their peers. I was particularly worried about students' willingness to participate orally, as previous experiences had shown that many learners prefer to remain silent rather than risk producing incorrect language. Additionally, I felt the responsibility of creating a safe and motivating environment where students could feel confident enough to express themselves. According to Burns (2019), speaking in a second language can generate considerable anxiety for learners; therefore, teachers should provide support and give students time to plan what to say and how to say it. The ECRIF framework initially appeared demanding because it requires careful sequencing; however, this same structure helped me feel more prepared and reduced my anxiety as a pre-service teacher.

Gavilanes (2024) explains that ECRIF is effective in improving speaking skills in cooperative settings, increasing fluency and motivation in EFL students. Studies involving pre-service teachers show that using ECRIF and PDP facilitates structured practice and strengthens learners' confidence in speaking.

Through the application of the ECRIF framework, I gained a deeper understanding of how speaking skills develop progressively. I learned that students need sufficient exposure to language models before being expected to produce language independently. The encounter and clarification stages helped students notice new language forms in context, while the internalization stage allowed them to practice in a controlled manner. Finally, the fluency stage encouraged more

spontaneous communication. This framework taught me that speaking should not be rushed; instead, learners benefit from repeated practice and scaffolding that gradually increases complexity. As a result, I became more aware of the importance of patience and structured progression in speaking instruction.

During the lesson, I observed that students were initially hesitant to speak, particularly during the early production stages. Some learners avoided eye contact or relied on short, memorized responses. To address this issue, I implemented pair and group activities that reduced pressure and promoted collaboration. I also provided constant encouragement and positive feedback, which helped build student confidence. As the lesson progressed, participation increased noticeably, and students began to use the target language more naturally. The ECRIF stages allowed me to identify when students needed additional support and when they were ready to move forward. This experience highlighted the value of structured speaking frameworks in overcoming anxiety and promoting oral participation.

Teaching speaking effectively requires more than encouraging students to talk; it involves creating an environment where learners feel safe, respected, and motivated. Clear modeling, meaningful contexts, and gradual progression are essential components of successful speaking instruction.

According to Aucapiña (2023), ECRIF allows students to experiment with language independently, promoting autonomy and a learner-centered approach where students interact with peers, manage activities, and improve their speaking skills. Teachers must also be attentive to students' emotional needs, as confidence plays a critical role in oral production. From this lesson, I learned that speaking development is closely linked to classroom atmosphere and instructional design.

REFERENCES

Aucapiña, G. A. (2023). Enhancing the English-speaking skills through ECRIF:.

Gavilanes, G. A. (2024). Pre- service teachers´ experiences about peer teaching.

MODULE 3: LISTENING

Listening Lesson Plan

Level: A2

Action points – (These are two things you are working on in your teaching)

- Respond to diverse student needs using clear audio.
- Learn strategies to better understand learners' needs.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, students will be able to understand the song "**One Time**" (Justin Bieber)
by listening for main ideas and specific details and then sharing their personal reactions in pairs.

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

When: During the pre-listening and while-listening stages of the lesson.

How: By observing if students identify key vocabulary, understand the main idea, and correctly
complete the listening worksheet.

Preliminary considerations:

a. **What vocabulary/grammar/information/skills do your students already know about
today's lesson?**

The simple tense, for instance, the name of the singer's words, relates to real life. "

Time expressions like next week, tomorrow, after school

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

Identifying infinitive verbs (*to + verb*) and understanding unfamiliar vocabulary.

Recognizing these forms in the song due to pronunciation and speed.

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

Give keywords, work on pronunciation exercises, complete sentences and correct, if necessary,
play the audio again if necessary, and clarify doubts about the rules learned in the video.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will…	**Students will...**		
5 minutes	Pre-stage	-Play a short clip of one of Justin Bieber popular songs. -Put three emoji and ask what emoji represents with the song. -Ask the singer's name.	• Answer by raising your hand. • The students answer the questions using the emoji and the name of the singer.	T-S	Cards Images
10 minutes	Early-stage	-Play the song -Ask students to order the lyrics. -Check the answers. - Ask students to identify verbs followed by *to* and *-ing* in the lyrics.	• Listen to the song carefully and check the answers with the class. • Underline examples of to + verb (infinitives) and *verb + ing* (gerunds).	T-S V A T	Music
10 minutes	Later -stage	-Hand out a worksheet with missing words with the song. -Check the answers.	• Answer the worksheet	T-S	Pencil
10 minutes	Final During stage	-Play the song in karaoke mode. -Ask students to listen carefully and identify incorrect words in the lyrics. -What word did you hear? -What is the correct word? https://youtu.be/DCVscJtCTRg?si=xd4meqEVQ0JZU_H7	• Identify incorrect words in the lyrics. • Say the correct word aloud before writing it.	T-S	Pencil Video
10 minutes	Post-stage	-Ask students to share their personal reactions to the song. -In pairs, recommend a song to your classmate and say why you recommend it.	• Students recommend a song to their classmates and explain the reasons.	S-S	

Demostrative Lesson

🎵 *One Time* – Justin Bieber

Listening Worksheet (Fill in the blanks)

Name: _____
Class: _____
Date: _____

Aye, aye, aye, aye
Aye, aye, aye, aye

Me, plus _____ (I'ma tell you one time)
Me, plus _____ (I'ma tell you one time)
Me, plus _____ (I'ma tell you one time)
One _____, one _____

When I met you, _____, my heart went _____, _____
Now them butterflies in my _____ won't _____, _____
And even though it's a _____, love is all we _____
So we gon' keep, keep _____ 'til the mountain _____

Your _____ is my world
And my _____ is your fight
My _____ is your breath
When you're _____ (I'm not right)

And girl, you're my one _____
My one _____
My one _____ for sure
Let me tell you one _____ (girl, I love, girl, I love you)
I'ma tell you one _____ (girl, I love, girl, I love you)

And I'ma be your one _____
You'll be my number one _____
Always making _____ for you
I'ma tell you one _____ (girl, I love, girl, I love you)
I'ma tell you one _____ (girl, I love, girl, I love you, hey)

You look so _____, you know that it _____ me
You by my _____ and troubles they don't _____ me
Many have _____, but the chosen is _____
Whatever you _____, shawty, I'll give it to _____

Your _____ is my world
And my _____ is your fight
My _____ is your breath
When you're _____ (I'm not right)

And girl, you're my one _____
My one _____
My one _____ for sure
Let me tell you one _____
I'ma tell you one _____

And I'ma be your one _____
You'll be my number one _____
Always making _____ for you
I'ma tell you one _____
I'ma tell you one _____

Shawty right _____
She's got everything I _____
And I'ma tell her one _____
Give you everything you _____, down to my last _____
She makes me _____, I know where I'll be
Right by your _____, 'cause she is the _____ for me

And girl you're my one _____
My one _____

Reflection Journal 3 - Listening Lesson (PDP)

Before planning and implementing the listening lesson, I felt a strong sense of concern because listening comprehension is frequently one of the most challenging skills for A2 learners, particularly for young students in fourth and fifth grade. In previous experiences, I had observed that students often become anxious or discouraged when they are unable to understand every word in an audio. This made me reflect on my responsibility as a teacher to create a lesson that would reduce anxiety rather than increase it. I was also worried about maintaining students' attention throughout the activity, as listening tasks can sometimes feel passive. However, working with the PDP framework helped me feel more confident, as it provided a clear structure that allowed me to anticipate potential difficulties and plan appropriate support strategies.

Moreira (2025) emphasizes that the PDP methodology is valuable for improving listening comprehension and strengthens student participation when adapted to their level and needs.

Through the PDP framework, I developed a deeper understanding of listening as an active and strategic skill. I learned that pre-listening activities are essential for activating students' background knowledge and preparing them mentally for the task. Introducing key vocabulary and encouraging predictions helped students feel more confident before listening. During the while-listening stage, I realized the importance of setting clear and achievable tasks that guide students' attention toward general meaning or specific information, rather than complete comprehension. The post-listening stage allowed students to reflect on what they had understood and express ideas through discussion or simple production activities. This lesson reinforced the idea that listening should be approached as a gradual process that supports comprehension development.

During the lesson, I observed that students were more engaged when they clearly understood the purpose of each stage. At first, some learners struggled with unfamiliar vocabulary and the speed of the audio. To address this issue, I allowed repeated listening and provided visual support to reinforce meaning. I also monitored students closely and offered clarification when necessary. As the lesson progressed, students showed increased confidence and were more willing to participate in follow-up activities. The PDP framework helped me manage the class effectively and ensured that students remained focused and motivated throughout the lesson.

Teaching listening effectively requires empathy, patience, and careful planning. It is important to create a supportive environment where students understand that not understanding every word is normal. Gavilanes (2024) highlights that PDP contributes to the development of listening comprehension and learning strategies in pre-service teaching contexts. Teachers should emphasize comprehension of main ideas and encourage students to use strategies rather than rely on translation. This lesson helped me understand that listening instruction plays a crucial role in building learners' confidence and overall communicative competence.

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MODULE 4: READING

Reading Lesson Plan Form PDP

Level: *A2*

Action points – (These are two things you are working on in your teaching)

1. Management Time
2. Use of creativity

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the Comic "Jiffy Jeff" **by** discussing their answers in pairs and then writing a moral about the comic.

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 answer worksheet in pairs.
- When students write a moral about the comic.

Preliminary considerations:

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

- Past and Present tense
- Punctuation Marks.

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

It may be difficult for them to understand several words or expressions in the Comic.

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

- Provide the opportunity to use a dictionary to look for words they don't know.
- Explain the meaning of the words they don't know through example

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will…	Students will…		
5min	Pre-stage	-Show students the title of the comic "Jiffy Jeff". -Enquire students what does means the word "Jiffy"?	-Read the title of the comic. -Answer the question.	T-S	Market, whiteboard
7 min	Early During Stage	-Give students the comic "Jiffy Jeff". -Ask students to skim the comic in 2 minutes to get the general idea. -Show students in the board 2 key words taken from the comic "Jiffy Jeff". -Ask students to predict what the key word is about.	-Receive the comic. -Skim the comic. -See the key words. -Predict what the key words are about.	S-S	Comic Market whiteboard
10min	Later During Stage	-Do the activity of choral reading with the students. -Enquire students some questions about the comic "Jiffy Jeff" to discuss in class. -Do you think it was good that Jeff did the errands very quickly? -Why do you think that? -What other situation would have happened if the police had not stopped Jeff?	-Repeat the comic's dialogue after the teacher. -Answer the question to discuss in class.	T-S	Comic
15min	Final During Stage	-Ask students to choose a partner to work with. -Give partners a worksheet with five questions. -Ask students to discuss their answers in pairs. -Ask: Why did you choose this answer? -Do you agree with your partner? -Ask students to scan the comic if it is necessary to do the first question where they must answer true or false. -Ask students to look for specific information in the comic to choose the best option in the second activity to match the words with their meanings. -Ask students to continue with the third activity about ordering event. -Ask students about the las activity related to a multiple-choice question.	-Choose a partner. -Receive a worksheet. -Scan the comic to do the first activity. -Look for specific information to do second activity. -Continue with the third activity. -Do the last activity	T-S	Comic Worksheet pencil
8min	Post-stage	-Ask students on a piece of paper to write a moral of the comic individually. -Choose many students to share your morals with the class.	-Make a moral -Share your morals with the class	S-S	Piece of paper Pencil

Demostrative Lesson

WORKSHEET

1. MARK EACH STATEMENT T (TRUE) AND F (FALSE).

- Did Jeff make an ice-block? _____
- Jeff's mom asked him to go to the grocery store? _____
- Did Jeff use his scooter to go to the store? _____

2. MATCH THE WORDS WITH THEIR RESPECTIVE MEANINGS.

Jiffy

Errands

Watch out!

Packages

- A very short period of time.
- A short journey in order to deliver or collect something on someone else's behalf.
- Used for warning someone of danger
- An object or group of objects wrapped in paper or plastic, or packed in a box.

3. ORDERING EVENTS

___ Jeff had creative ideas to do his duties quickly.

___ Jeff did everything in a jiffy so that he could go out and play.

___So, he used his toys to help this mom as quickly as he could.

___ His mom usually forgot how Jeff got carried away with his creative solution to things.

___ Jeff learning that he had to use his talent creatively and responsibility.

4. CIRCLE THE CORRECT OPTION.

- *Jeff's mom where did he ask her to go?*
a) Supermarket
b) The Bakery
c) Said nothing to him
- *What fine did Jeff receive?*
a) Speeding ticket
b) Run errands
c) For skateboarding
- *Did Jeff's mom tell him that he was stopped by the police?*
a) Yes
b) No
c) Not mentioned

Reflection Journal 4 – Reading Lesson (PDP)

Before planning the reading lesson, I initially believed that reading instruction would be relatively straightforward. However, as I began designing the lesson, I realized that teaching reading effectively requires careful consideration of students' needs, interests, and proficiency level. I felt uncertain about how to make the reading activity engaging for young learners without turning it into a mechanical exercise. I was also concerned about students' limited vocabulary and their tendency to focus on translating word by word. The PDP framework helped reduce these concerns by providing a clear sequence that guided both instruction and student participation.

Through the PDP model, I learned that reading comprehension improves significantly when students are taught specific strategies rather than simply answering questions after reading. Pre-reading activities such as predicting content, analyzing images, and discussing prior knowledge helped students approach the text with curiosity and confidence. During the reading stage, strategies like skimming and scanning allowed students to focus on general meaning instead of individual words. Post-reading activities encouraged reflection and discussion, helping students consolidate understanding. This lesson helped me recognize reading as an interactive and meaningful process.

According to Govorova (2024), treatment variables related to the promotion of reading literacy include reading strategies and enjoyment, teaching practices in language lessons, and reading frequency.

During the lesson, students actively participated in pre-reading activities and demonstrated increased motivation when interacting with the text. Some learners experienced difficulty with unfamiliar vocabulary; however, contextual clues, peer collaboration, and

teacher guidance helped address this challenge. I also noticed that students became more confident when they realized they did not need to understand every word to comprehend the main idea. The PDP framework ensured smooth transitions between activities and maintained student engagement throughout the lesson.

Rincón (2021) explains that effective teaching strategies include the use of concrete materials, contextualized topics, problem-solving activities, guided reading, and opportunities for students to express prior knowledge. Evaluation strategies include oral and written assessments, presentations, participation, and concept map creation.

Effective reading instruction should promote comprehension strategies, interaction, and critical thinking. Teachers must guide students while encouraging autonomy and confidence. Creating a supportive environment where students feel comfortable sharing ideas is essential for developing strong reading skills.

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MODULE 5: WRITING

Writing Lesson Plan

Level: A2

Action points – (These are two things you are working on in your teaching)

1. Help students identify and correctly use **infinitives and gerunds** in their writing about vacations.

2. Manage class time effectively to provide feedback and support during the writing process.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, students will be able to write a short paragraph describing their vacation experiences and preferences using infinitives and gerunds correctly, then they will share their writing with a partner and comment on each other's work.

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: During the reading activity and while students are writing their paragraphs.

How: By checking students' use of infinitives and gerunds in their written work and through peer review of their paragraphs.

Preliminary considerations:

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

- Basic verbs related to travel and vacations (go, visit, swim, eat, relax).
- Sentence structure using the simple past and present tense.

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

- Confusing when to use *to + verb* (infinitive) or *verb + ing* (gerund).
- Organizing ideas logically when writing about their vacation experiences.

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

- Provide a clear reference chart showing verbs followed by infinitives and gerunds.
- Give examples about vacations (e.g., *I decided to visit Quito. I enjoyed eating seafood in Manta.*).
- Offer guided feedback and peer review at the end of the activity.

Ti me	Framework Stage	Procedures		Interaction T-S/S VAKT	Materials Needed
		Teacher will…	Students will…		
10 min	Preparation	Show a short reading titled *"My Vacation in the Mountains"* that includes examples of infinitives and gerunds (e.g., *I like to hike early in the morning. I enjoy taking pictures of the landscape.*). Ask comprehension questions: Where did the person go? What activities did they like or enjoy? Highlight examples of infinitives and gerunds on the board.	Read the text and answer the teacher's questions. Identify infinitives and gerunds in the reading.	T-S V-A	Board, projector, printed paragraph
25 min	Drafting/ Revision/ Editing	-Ask students to write a paragraph (6–8 sentences) -Encourage them to include five examples -Circulate to monitor -Ask students to exchange their writing. -Present correction symbols (Sp, G, P). -Students review their partner's work. -Students correct their mistakes. -Write the final version neatly.	-Write a paragraph (6–8 sentences) about their favorite vacation using infinitives and gerunds. -Include at least five examples in their paragraph. -Exchange their writing with a partner to review it. -Use correction symbols to identify mistakes. - Correct their paragraph and write a final version.	T-S V-A	Notebooks, pencils, infinitive/gerund chart
10 min	Extension	-Ask students to write one additional sentence or improve their paragraph. -Invite some students to share their final version with the class.	-Add more details to their writing. -Improve their final version. -Share their work orally with the class.	T-S S-S	Peer checklist, notebooks

Demostrative Lesson

Activities:

1) • Read the short model paragraph below and identify infinitives and gerunds:

My Vacation in the Mountains
Last month, I went to Baños with my family. I like to visit waterfalls and enjoy taking photos.
My parents decided to go hiking early in the morning. We loved swimming in the hot springs.
I plan to travel there again next year.

Extension

‣ Peer Feedback Checklist:

❑ My partner used infinitives correctly.
❑ My partner used gerunds correctly.
❑ The paragraph is organized and clear.
❑ The sentences are complete and interesting.

Reflection Journal 5 – Writing Lesson (PDREE)

At the beginning of the writing lesson planning process, I felt a high level of concern and responsibility. Writing is often perceived as one of the most complex skills, especially for A2 learners who are still developing basic grammar, vocabulary, and sentence structure. Teaching writing to fourth and fifth grade students required careful consideration of their cognitive and linguistic development. I was worried that students might feel overwhelmed by the task or become frustrated when trying to organize their ideas in English. However, the PDREE framework helped me view writing as a manageable and supportive process. This shift in perspective reduced my anxiety and allowed me to approach the lesson with greater confidence and clarity.

Through the PDREE model, I learned that effective writing instruction emphasizes the process rather than the final product. Each stage prewriting, drafting, revising, editing, and evaluating plays a crucial role in supporting student development. I realized that students benefit greatly from clear models, guided practice, and continuous feedback. Jarrín (2025) describes a method for visualizing or tactilizing language by using punctuation symbols, spaces, and letters that represent the sounds of speech.

According to Harmer (2001) different learning theories influence classroom methodologies, and behaviorist approaches emphasize repetition and drills, which can be effective in early stages of learning.

This framework also taught me that writing should be taught as a recursive process, where students are encouraged to reflect on and improve their work. As a pre-service teacher, this lesson expanded my understanding of how structured support can transform writing from a stressful task into a meaningful learning experience.

During the lesson, students initially demonstrated insecurity and hesitation when asked to

write independently. Some learners struggled with sentence formation, while others found it difficult to organize ideas logically. To address these challenges, I provided sentence starters, graphic organizers, and model texts that served as references. Peer review activities also helped students gain confidence and learn from one another. Through continuous monitoring and individualized feedback, I was able to guide students through each stage of the writing process. Over time, students showed noticeable improvement in both confidence and accuracy, which confirmed the effectiveness of the PDREE framework.

Teaching writing effectively requires patience, structure, and empathy. Teachers must recognize that writing development takes time and that students progress at different rates. Providing constructive feedback, encouraging revision, and celebrating improvement are essential practices.

Writing skills should employ teacher strategies that help students improve their writing abilities, increase motivation and engagement, and create a supportive writing environment.

According to Athirah (2025), Teachers use teaching strategies to deliver course content that maintains student interest and gives them the chance to practice a variety of skill sets.

This lesson reinforced my belief that writing instruction should empower students to express their ideas confidently and develop autonomy as learners.

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CONCLUSIONS

In conclusion, the present pedagogical work highlights the importance of conscious and reflective planning in the teaching of English as a foreign language. Through the design and analysis of lesson plans, it was demonstrated that structured teaching allows for a balanced focus on both grammar and language skills, promoting meaningful and contextualized learning among students.

Likewise, the application of methodological approaches such as FMU, ECRIF, and PDP made it possible to understand that English teaching goes beyond the mere transmission of content. These approaches help organize lessons, encourage active student participation, and strengthen the use of the language in real communication contexts. This process also benefits students with disabilities, as instruction can be adapted to the specific diverse learning needs within educational institutions.

In this way, learning becomes more dynamic, interactive, and student-centered. Reflection journals constituted a key element of this work, as they enabled critical analysis of teaching practice and the connection between theory and experience. Through reflection, strengths and areas for improvement in the teaching of grammar, speaking, listening, reading, and writing skills were identified, contributing to the development of a more conscious and committed teaching identity.

Arola (2023) explains that learning a second language is a gradual process that requires time, practice, and patience, rather than immediate results, reinforcing the importance of continuous reflection and structured teaching.

Finally, this process reaffirmed the relevance of continuous reflection in teaching practice focused on student learning. This work not only represents an academic requirement but also serves as a tool for professional growth that promotes continuous improvement in educational practice and a strong commitment to high-quality English language teaching.

RECOMMENDATIONS

It is recommended that pre-service teachers continue applying structured methodological approaches such as FMU, ECRIF, and PDP, as these frameworks promote more meaningful and organized learning. In addition, maintaining continuous reflection on teaching practice is essential in order to connect theory with classroom experience. Finally, it is suggested to keep strengthening lesson planning by designing activities that encourage communicative use of English and respond to students' real learning needs.

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