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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

El presente trabajo de investigación tiene como objetivo aplicar las metodologías de enseñanza de inglés como lengua extranjera (TEFL) con el propósito de lograr un desarrollo equitativo de las cuatro habilidades relacionadas al idioma inglés: hablar, escuchar, leer y escribir.

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Yo, **Odalys Nicolle Moreira Zambrano**, con número de identificación **131668559-1**, declaro que soy el autor original y **Lic. Cristina Basantes, Mg.**, con número de identificación **092910216-8**, declaro que soy el coautor, en calidad de tutor del trabajo de investigación titulado "**Teaching English as a Foreign Language Application Process**". Este trabajo es resultado del esfuerzo intelectual y no ha sido copiado ni plagiado en ninguna de sus partes.

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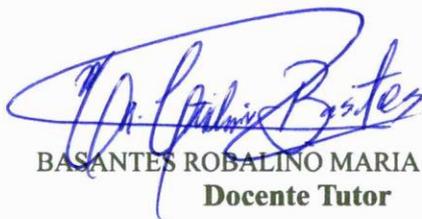
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La presente investigación ha sido desarrollada en apego al cumplimiento de los requisitos académicos exigidos por el Reglamento de Régimen Académico y en concordancia con los lineamientos internos de la opción de titulación en mención, reuniendo y cumpliendo con los méritos académicos, científicos y formales, y la originalidad del mismo, requisitos suficientes para ser sometida a la evaluación del tribunal de titulación que designe la autoridad competente.

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Resumen

El texto presenta el desarrollo de FMU y, principalmente, los tres enfoques utilizados en el aula de TEFL (Enseñanza del Inglés como Lengua Extranjera), los cuales se basan en las cuatro habilidades: ECRIF (para la expresión oral), PDP (para la comprensión auditiva y lectora) y PDREE (para la escritura). Estos enfoques potencian la expresión oral, evalúan la comprensión auditiva y lectora, y desarrollan las habilidades de escritura de manera equilibrada.

Aplicarlos incrementa el impulso del aprendizaje auténtico, en el que el estudiante es visto como el protagonista, empoderándolo, y pueden adaptarse a aulas reales, haciendo que el aprendizaje sea duradero y revolucionando la forma en que enseñamos, tal como podría realizarse en clases demostrativas con estudiantes de semestres inferiores.

Palabras Clave:

FMU, TEFL, ECRIF, PDP, PDREE, aprendizaje auténtico.

Abstract

The text presents the development of FMU and mainly the three approaches used in the TEFL (Teaching English as a Foreign Language) classroom, which are based on the four skills: ECRIF (for speaking), PDP (for listening and reading), and PDREE (for writing). These approaches enhance oral expression, assess listening and reading comprehension, and develop writing skills in a balanced way.

Applying them increases the momentum of authentic learning that sees the student as a main character, empowering them, and can be adapted to real classrooms, making learning lasting and revolutionizing the way we teach, as it could be done in the demo classes with students of lower semesters.

Key words:

FMU, TEFL, ECRIF, PDP, PDREE, authentic learning.

Introduction

English, as the dominant global language, highlights its importance today and demands that educators cultivate in students a balanced mastery of its pillars: speaking fluently, understanding spoken messages, interpreting texts, and constructing solid writing.

The approaches used throughout teaching practices: ECRIF (Encounter, Clarify, Remember, and Internalize), PDP (Pre, During, and Post), and PDREE (Preparation, Drafting, Revision, Editing and Extension) are appropriate for the development of teaching, but it is not enough to simply use these formats automatically. We must consider the difficulties, challenges, and how we as teachers should act to overcome all these issues in the classroom and ensure the proper use of these approaches, treating students as the protagonists of their learning, motivating them, and believing in their potential. Below, this document will show the use of the previously mentioned formats in my four demo classes of English as a foreign language along with the corresponding journals.

MODULE 1: FMU LANGUAGE ANALYSIS

FMU Analysis of: “Wish” and “If Only”

Level: B1

1.FORM:

1.1 Positive

“Wish”

TIME REFERENCE	STRUCTURE	EXAMPLE
Present unreal / regret	wish + past simple	I wish I spoke French.
Past unreal / regret	wish + past perfect	I wish I had taken that job.
Future frustration / complaint	wish + would + base verb	I wish you would be quiet .

“If only” (Follows the same tense patterns)

TIME REFERENCE	STRUCTURE	EXAMPLE
Present unreal / regret	If only + past simple	If only I knew how to drive.
Past unreal / regret	If only + past perfect	If only I had gone to the concert.
Future frustration / complaint	If only + would / <i>wod</i> / + base verb	If only it would stop raining.

1.2 Negative

EXPRESSION	STRUCTURE	EXAMPLE
wish	wish + subject + hadn't / <i>hædʌnt</i> / / didn't / <i>didʌnt</i> / / wouldn't / <i>wodʌnt</i> / + verb	I wish I hadn't lied . / I wish she didn't live so far. / I wish he wouldn't smoke .

EXPRESSION	STRUCTURE	EXAMPLE
if only	<p>If only + subject + hadn't</p> <p>/hædʌnt/ / wouldn't / 'wɒdʌnt/ +</p> <p>verb</p>	<p>If only I hadn't missed the bus. / If only they wouldn't argue so much.</p>

1.3 Question

EXPRESSION	STRUCTURE	EXAMPLE
wish	<p>Do you wish + subject +</p> <p>verb (tense change)?</p>	<p>Do you wish you knew the answer? /</p> <p>Does she wish she had studied?</p>

- "If only" is not typically used as a question.

2. MEANING

- "Wish" expresses a desire for reality to be different (present, past, or future).
- "If only" expresses the same desire but stronger emotion or emphasis.
- Both indicate situations that are unreal or unlikely.

3. USE

We use "**wish**" and "**if only**" to:

3.1 Express regret about the present:

- I wish I were taller.
- If only I had more money.

3.2 Express regret about the past:

- I wish I had gone to the party.
- If only I hadn't said that.

3.3 Express annoyance or desire for change in someone's behavior

- I wish she would stop interrupting.

- If only it would stop raining.

4. ANTICIPATED DIFFICULTIES

4.1 Confusion between “hope” (possible) and “wish” (unreal):

✗ **Incorrect:** I wish I will pass the test.

■ **Correct:** I hope I will pass the test.

4.2 Confusion about verb tense → students may use present tense after **wish** instead of past:

✗ **Incorrect:** I wish I know the answer.

■ **Correct:** I wish I knew the answer.

4.3 Overusing “would” → used only to complain about others, not for yourself:

✗ **Incorrect:** I wish I would be taller.

■ **Correct:** I wish I were taller.

5. COMPREHENSION CHECKING QUESTIONS

Do I really know the answer if I say, “I wish I knew the answer”?

No, I don’t.

If I say, “I wish I had studied,” did I study or not?

No, I didn’t

Can I use “would” to talk about myself: “I wish I would stop eating”?

No, we don’t use “would” for our own actions.

If I say, “If only I had gone to the party,” did I go?

No, I didn’t.

If I say, “If only it would stop raining,” is it raining now?

Yes, it is.

6. TEACHING IDEA

A fun activity to practice “wish” and “if only” expressions is a Regret Board Game. The teacher prepares a board game with squares containing different life situations or regrets. Students will work in small groups, taking turns rolling a dice and moving their pieces on the board. When a student lands on a square, they must read the situation aloud and create a correct sentence using “wish” or “if only,” depending on the context (present, past, or complaint). For example, if the square says, “You failed your exam,” the student might say, “*I wish I had studied more*” or “*If only I had studied more.*” Other examples include “You forgot your friend’s birthday” or “You don’t know how to swim.” The rest of the group listens and checks if the sentence is correct. The activity encourages speaking, error correction, and reinforces the grammar in a communicative and interactive way.

Journal 1: FMU Language Analysis

As a student currently training to become an English teacher, learning how to analyze grammar deeply has been both challenging and rewarding. In this reflection, I will talk about what I experienced while working with FMU analysis especially focusing on the expression “wish” and “if only.” This journey has taught me more than just grammar; it has helped me see how language connects with real communication and emotions.

The FMU approach allows students to see new words used in context through sentences in the second language, helping them understand the meaning more clearly. After that, they continue practicing until they feel confident using the new vocabulary.

Since I already knew the usage of “wish” and “if only,” I was expecting FMU to be more of a review. But it surprised me. FMU analysis made me think about grammar in a more complete way how each part connects and how students might experience it. It made me reflect on how I explain grammar and what kind of examples I give. I felt more like a teacher than just a student doing a grammar exercise, and that was motivating.

According to Flora (2022), studying grammar through the FMU approach helps learners understand how form is connected to meaning and context. Likewise, Yılmaz (2018) demonstrated that the FMU framework significantly improves learners’ knowledge of complex grammatical structures such as noun clauses by integrating form, meaning, and use in instruction. Additionally, Mollica et al. (2021) provide evidence that the forms and meanings of grammatical markers support efficient communication, reinforcing the importance of teaching grammar that connects form and meaning in practical contexts.

The manner in which the sources approached the explanation was particularly noteworthy to me. For example, they focused on emotional emphasis with “if only,” or the reasons behind verb

tense changes after “wish.” That helped me think more critically about how to explain the difference between expressing regret and complaining.

Also, I learned how common it is for students to mix up “hope” and “wish,” or misuse “would” when talking about themselves. These are things I would not have noticed if I were not thinking from a teacher’s perspective.

I believe FMU is an essential tool for any English teacher. It does not just tell us what the rule is, it helps us understand why and how to teach it in a clear and meaningful way. As a future teacher, I feel that FMU can help me prepare better lessons, anticipate mistakes my students might make, and guide them to use the language naturally.

When we understand grammar this way, it is not just about passing a test, but about real communication. That is the kind of learning I want to offer my students.

Using FMU also builds my confidence because I do not have to rely on rules alone. I can explain the why behind grammar. That is something every good teacher needs to be able to do.

Even though I already understood how to use “wish” and “if only,” doing this FMU analysis made me grow as a future teacher. It helped me see grammar as something alive something we use to express our feelings, regrets, and frustrations. Most importantly, it gave me tools to teach these structures in a way that students can understand and relate to. I now see FMU as a key part of my teaching toolkit.

MODULE 2: ECRIF

Speaking Lesson Plan

Level: B1

Action points:

- Strengthen students' ability to accurately form and use “wish” and “if only” in present, past, and future contexts.
- Increase fluency and confidence in expressing regrets, desires, and frustrations in spoken English.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

USE “wish” and “if only” TO express present and past regrets, as well as future frustrations IN a short pair interview.

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?

- During controlled practice, I will check worksheets (gap-fills, matching, transformations) for grammatical accuracy.
- During the Internalize stage, I will observe use of target language in pair interviews.
- In the Fluently Use stage, I will assess students' ability to use “Wish” and “If only”.

Preliminary considerations:

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

- Students are familiar with past simple and past perfect verb forms.

- They have used modal verbs such as “can,” “could,” and “would.”
- They can express basic personal opinions and preferences orally.

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

- Confusing when to use past simple vs. past perfect in the context of “wish” and “if only”.
- Misusing “could” and “would” (e.g., using them interchangeably or in the wrong time frame).
- Structuring complete, grammatically accurate sentences while speaking spontaneously.

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

- Include CCQs to confirm understanding of meaning and time reference
- Provide scaffolded practice (gap-fill, matching, and sentence transformations) to build confidence before students speak freely
- Offer a sentence starter and during mini-speeches to support accuracy and fluency

TIME (45 MIN)	STAGE	PROCEDURE		INTERACT ION T-S/S- S/ VAKT	MATERIAL NEEDED
		THE TEACHER WILL	STUDENTS WILL		
5 Min	WARM UP	<ul style="list-style-type: none"> ✓ Ask ss to look at the picture in the slide and answer the following question: “What’s something you regret or something you wish could be different in your life or the world?” ✓ Ask 3 students to share their answers 	Activity 1 <ul style="list-style-type: none"> ✓ Share their ideas aloud related to the question given. 	T-S V-A	Pictures slides Whiteboard
7 Min	ENCOUNTER	<ul style="list-style-type: none"> ✓ Ask ss to think of the following cases and write notes about each: <ul style="list-style-type: none"> - 1) one thing you feel regret or dissatisfaction with in the present; 2) one thing you feel regret about the past; 3) a wish about ability or willingness (for present or future). ✓ Ask a different ss at a time to share one to write a sentence about it ✓ Ask all students to identify the elements and their order in the sentence. ✓ As soon as the structure is identified, present one more sentence with the same function <ul style="list-style-type: none"> ✓ Deliver copies of the FMU ✓ Introduce the form of “wish” and “if only” through examples, and explain the use. 	Activity 2 <ul style="list-style-type: none"> ✓ Observe each case ✓ Write notes about each of them ✓ Identify the elements and their order in the sentence ✓ Take the copies to check if they need 	T-S V-A	Markers Slides A whiteboard Sheets of paper

<p>8 min</p>	<p>CLARIFY</p>	<p>✓ Ask CCQs:</p> <p>If I say: “I wish I had studied for the test”</p> <ul style="list-style-type: none"> - Did I study for the test? - Do I feel happy about this past situation? <p>“If only he would listen to me”</p> <ul style="list-style-type: none"> - Do I want him to change? - Can this possibly happen in the future? <p>Worksheets:</p> <p>✓ Give ss worksheets with sentences with mistakes in the structure for them to identify the errors and correct them.</p>	<p>Activity 3</p> <p>✓ Answer the CCQs</p> <p>✓ Solve the worksheets</p>		<p>Worksheets</p>
<p>11 Min</p>	<p>REMEMBER</p>	<p>✓ Give ss a worksheet with a Gap-fill and a matching activity.</p> <p>✓ Monitor students.</p>	<p>Activity 4</p> <p>✓ Complete the worksheet activities.</p>	<p>T</p> <p>-S</p> <p>V-A</p>	<p>Worksheets</p>
<p>12 Min</p>	<p>INTERNALIZE</p>	<p>✓ Give ss a matching activity about “One regret you have about last week” and unjumble the words of each item (A-E).</p>	<p>Activity 4</p> <p>✓ Solve the matching activity</p>	<p>T-S</p> <p>VA</p>	<p>Worksheets</p>
<p>12 Min</p>	<p>FLUENTLY USE</p>	<p>✓ Divide students into pairs.</p> <p>✓ Distribute sheets to each pair with prompts for a short interview.</p> <p>✓ Ask students to form two speaking lines for the activity.</p> <p>✓ Monitor students.</p>	<p>Activity 5</p> <p>✓ Form two speaking lines</p> <p>✓ Ask and answer questions using “wish” / “if only”</p>	<p>T-S</p> <p>S-S</p> <p>V</p> <p>A</p>	<p>Interview prompt cards</p>

RESOURCES

- Warm up



- Encounter

Present Regret or Dissatisfaction

Form:

wish / if only + past simple

Use:

To express something you don't like or feel unhappy about in the present.

Example:

■ I wish I had more free time.

■ If only she lived closer.

Meaning:

I don't have free time / She doesn't live close (but I want that).

Past Regret Form:

wish / if only + past perfect (had + past participle)

Use:

To express regret about a past action or event.

Example:

■ I wish I had studied harder.

■ If only they had arrived earlier.

Meaning:

I didn't study / They didn't arrive early (and I regret it).

Wish About Ability or Willingness (Present or Future)

Form:

wish / if only + could / would + base verb

Use:

To express a wish about ability (could) or someone's willingness/behavior (would) now or in the future.

Example:

■ I wish I could play the piano.

■ If only he would listen to me.

Meaning:

I can't do it now / He doesn't listen (but I want that to change).

- **Clarify**

Read each sentence carefully. 9 out of the 10 sentences contain errors in the use of "I wish" or "If only". Identify the mistake and write the correct sentence below it.

1. **✗ I wish I can drive a car.**



2. **✗ If only she doesn't live so far away.**



3. **✗ I wish I have studied for the test.**



4. **✗ If only we would go to the beach tomorrow.**



5. **✗ I wish he comes to the meeting on time.**



6. **✗ If only I didn't forget my keys yesterday.**



7. **✗ I wish I didn't ate so much pizza.**



8. **✗ If only the weather will be better today.**



9. **✗ I wish I was finish my homework earlier.**



10. **✗ If only she had takes the train.**



- **Remember**

Complete the sentences using the correct form of "wish" or "if only" with the appropriate verb form.

Example: I _____ (wish) I _____ (have) more free time.
(I wish I had more free time)

1. If only she _____ (live) in this city.
2. They _____ (wish) they _____ (study) harder for the exam.
3. If only he _____ (not forget) my birthday!
4. I _____ (wish) I _____ (can) play the guitar.
5. If only it _____ (stop) raining!

Match the beginning of the sentence (Column A) with the correct ending (Column B) by writing a letter (A-F) on the blank space.

Column A	Column B
1. I wish I had_____	A. a. could travel more often.
2. If only we had taken_____	B. b. more careful in the exam.
3. She wishes she_____	C. c. the train earlier.
4. If only he would...	D. d. more time for myself.
5. I wish I_____	E. e. stop shouting.
6. If only I had been_____	F. f. spoke Spanish fluently.

• **Internalize**

Instructions:

1. Unjumble each sentence (A–E) to make a correct wish/regret.
2. Look at the regrets (1–5) people have about last week.
3. Match the correct sentence to each regret by writing a letter (A-F) on the blank space.

Regrets

1. I didn't study for the math test. (___)
2. I ate too much junk food. (___)
3. I didn't call my grandmother. (___)
4. I forgot my friend's birthday. (___)
5. I went to bed too late every night. (___)

A.

to / I / only / earlier / if / gone / bed / had

B.

called / wish / I / I / my / had / grandma

C.

hadn't / I / food / only / junk / if / so / eaten / much

D.

friend's / I / remembered / had / wish / I / birthday / I

E

wish / I / studied / harder / had

• **Fluently Use**

Interview Prompts

Instructions for students

- Work in pairs. Take turns asking and answering the following questions. Use "wish" or "if only" in your answers. Try to be specific and personal.

Present Unreal / Regret (Wish + Past Simple)

(Regrets about current situations)

1. What do you wish were different about your daily routine?
2. Is there something you wish you had right now (a skill, a tool, etc.)?

Past Unreal / Regret (Wish + Past Perfect)

(Regrets about the past)

1. Is there something you wish you had done last weekend?
2. What do you wish you had studied or learned earlier in life?

Future Frustration (Wish + Would)

(Annoyances or hopes about future behavior)

1. Is there a habit someone close to you has that you wish they would change?
2. What do you wish the government, or society would do to improve your city?

Journal 2: ECRIF

When I began designing this lesson, I felt excited because the topic of expressing regrets and desires using “wish” and “if only” is both emotional and highly communicative. I expected the ECRIF model to give me structure, and it did. What I did not expect was how deeply I had to think about each stage, not just from a teacher’s point of view, but also from a student. I was also a bit nervous, as it can be difficult to balance the inclusion of accuracy, fluency, and emotional expression in a lesson. I wanted to make sure students felt supported but also challenged. Planning the timing, preparing clear prompts, and anticipating their mistakes made.

Planning with the ECRIF framework has already taught me a lot. I have learned how to guide students from first contact with a new structure to the point where they can use it fluently and with confidence. More than anything, this process reminded me that being a teacher is not just about explaining grammar.

I have learned several key insights from leading authors in the field. Kurzweil and Scholl (2004-2005), the developers of the ECRIF framework, emphasize the importance of focusing on the learning process rather than just the teaching process. They argue that teachers should plan activities that help students move through the stages of Encounter, Clarify, Remember, Internalize, and Fluently use, thus ensuring that learning is student-centered and process-oriented (Kurzweil & Scholl, 2004-2005). Briones Cedeño (2022) highlights the role of ECRIF as a planning tool that fosters oral interaction and scaffolds language learning, making it easier for students to internalize new structures and use them confidently in communication (Briones Cedeño, 2022). Simba Tipan (2023) provides evidence that the ECRIF methodological framework, when properly implemented, significantly improves students’ grammatical competence and fluency, particularly at the B1 level, by creating a motivating and supportive classroom environment (Simba Tipan, 2023).

For me, using the ECRIF framework felt like having a roadmap. In my demo class, each stage served a purpose, and it reminded me that students do not just learn from explanation, they learn through doing, repeating, personalizing, and producing. During the Clarify stage, I used error-correction worksheets and concept-checking questions to build metalinguistic awareness. Then, in the Internalize stage, I designed a matching activity that connected real regrets to unjumble sentences, helping students make personal and linguistic connections. The Fluently Use stage was built around interviews with prompts that encouraged personalization and spontaneous speech.

These teaching decisions were not just based on covering grammar but on creating opportunities for interaction, noticing, and meaningful output. Although I was unable to manage my time effectively on this occasion, seeing how these tools helped during the session was enriching for me. One of the most useful things I discovered when I applied this lesson plan was how to scaffold fluency. By including sentence starters and peer support before asking for a speech, I can reduce student anxiety and improve their output.

Regarding issues I consider possible to solve with this framework, there are the following: good lesson planning is not about how much a teacher covers, but how much students can use; the usage of real-life prompts to make the target language feel more meaningful. These strategies helped students feel more confident using the grammar accurately and creatively.

For my future speaking lesson plans, I will consider some ideas beyond simply knowing grammar rules to thinking about how students learn and internalize language through interaction; also by designing tasks that move from guided recognition to creative production, I would help students engage emotionally and cognitively with the target structures.

Demonstrative Lesson



1) one thing you feel regret or dissatisfaction in the present

2) one thing you feel regret about the past

3) a wish about ability or willingness (for present or future).



Encounter

3

<p>Present Regret or Dissatisfaction Form: wish / if only + past simple Use: To express something you don't like or feel unhappy about in the present. Example: ☑ I wish I had more free time. ☑ If only she lived closer. Meaning: I don't have free time / She doesn't live close (but I want that).</p>	<p>Past Regret Form: wish / if only + past perfect (had + past participle) Use: To express regret about a past action or event. Example: ☑ I wish I had studied harder. ☑ If only they had arrived earlier. Meaning: I didn't study / They didn't arrive early (and I regret it).</p>
<p>Wish About Ability or Willingness (Present or Future) Form: wish / if only + could / would + base verb Use: To express a wish about ability (could) or someone's willingness/behavior (would) now or in the future. Example: ☑ I wish I could play the piano. ☑ If only he would listen to me. Meaning: I can't do it now / He doesn't listen (but I want that to change).</p>	

Encounter

4

"I wish I had studied for the test"



"If only he would listen to me"



Clarify

5

Read each sentence carefully. They all contain errors in the use of "I wish" or "If only".
 Your task is to identify the mistake and write the correct sentence below it.

- I wish I can drive a car.

- If only she doesn't live so far away.

- I wish I have studied for the test.

- If only we would go to the beach tomorrow.

- I wish he comes to the meeting on time.

- If only I didn't forget my keys yesterday.

- I wish I didn't ate so much pizza.

- If only the weather will be better today.

- I wish I was finish my homework earlier.

- If only she had takes the train.



Clarify

6



Answers

1. I wish I could drive a car.
2. If only she didn't live so far away.
3. I wish I had studied for the test.
4. If only we could go to the beach tomorrow.
5. I wish he came to the meeting on time.
6. If only I hadn't forgotten my keys yesterday.
7. I wish I hadn't eaten so much pizza.
8. If only the weather were better today.
9. I wish I had finished my homework earlier.
10. If only she had taken the train.

Remember

7

#1. Complete the sentences using the correct form of "wish" or "if only" with the appropriate verb form.
Example: I _____ (wish) I _____ (have) more free time. (I wish I had more free time)
 • If only she _____ (live) in this city.
 • They _____ (wish) they _____ (study) harder for the exam.
 • If only he _____ (not forget) my birthday!
 • I _____ (wish) I _____ (can) play the guitar.
 • If only it _____ (stop) raining!

#2. Match the beginning of the sentence (Column A) with the correct ending (Column B) by writing a letter (A-F) on the blank space.

Column A	Column B
1. I didn't have _____	A. a. could travel more often.
2. If only we had taken _____	B. b. more careful in the exam.
3. She wishes she _____	C. c. the train earlier.
4. If only he would... _____	D. d. more time for myself.
5. I wish I _____	E. e. stop shouting.
6. If only I had been _____	F. f. spoke Spanish fluently.



Remember

8

Answers

#1.

1. If only she lived in this city.
2. They wish they had studied harder for the exam.
3. If only he hadn't forgotten my birthday!
4. I wish I could play the guitar.
5. If only it stopped raining!

#2.



- I wish I had... → D (more time for myself.)
- If only we had taken... → C (the train earlier.)
- She wishes she... → F (spoke Spanish fluently.)
- If only he would... → E (stop shouting.)
- I wish I... → A (could travel more often.)
- If only I had been... → B (more careful in the exam.)

Remember

9

Instructions:

1. Unjumble each sentence (A-E) to make a correct wish/regret.
2. Look at the regrets (1-5) people have about last week.
3. Match the correct sentence to each regret by writing a letter (A-F) on the blank space.

Regrets:

1. I didn't study for the math test. ()
2. I ate too much junk food. ()
3. I didn't call my grandmother. ()
4. I forgot my friend's birthday. ()
5. I went to bed too late every night. ()



Answers:

- A. to / I / only / earlier / I / gone / bed / had → _____
- B. called / wish / I / I / my / had / grandma → _____
- C. hadn't / I / food / only / junk / I / so / eaten / much → _____
- D. friend's / I / remembered / had / wish / I / birthday / I → _____
- E. wish / I / studied / harder / had → _____

Remember

10

Answers

Regrets:

- I didn't study for the math test. → E
- I ate too much junk food. → C
- I didn't call my grandmother. → B
- I forgot my friend's birthday. → D
- I went to bed too late every night. → A

1. Unjumbled sentences

- A. if only I had gone to bed earlier.
- B. I wish I had called my grandma.
- C. if only I hadn't eaten so much junk food.
- D. I wish I had remembered my friend's birthday.
- E. I wish I had studied harder.



Remember

11

Work in pairs. Take turns asking and answering the following questions. Use "wish" or "if only" in your answers. Try to be specific and personal.

Present Unreal / Regret (Wish + Past Simple)
(Regrets about current situations)

1. What do you wish were different about your daily routine?
1. Is there something you wish you had right now (a skill, a tool, etc.)?

Past Unreal / Regret (Wish + Past Perfect)
(Regrets about the past)

1. Is there something you wish you had done last weekend?
1. What do you wish you had studied or learned earlier in life?

Future Frustration (Wish + Would)
(Annoyances or hopes about future behavior)

1. Is there a habit someone close to you has that you wish they would change?
2. What do you wish the government, or society would do to improve your city?

Remember

12



Thank you!!

MODULE 3: LISTENING

Listening Lesson Plan

Level: B1

Action points

- Time management
- Checking understanding of instructions before starting pair activities which style might be new for them.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, **SWBAT show** their understanding of the video “Emotions”

by filling a worksheet and summarizing the characters’ reactions and **then** write a brief paragraph about a time when they felt strong emotions and with emojis, express what they felt when they read their classmate’s 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 identify instructions of strong emotions.
- When students match a situation to a feeling.
- When students write a brief paragraph

Preliminary considerations:

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

- Present Simple

- Adjectives
- Paragraph Structure

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

- Ss may find it difficult to recognize the specific information they need from the audio.

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

- Provide worksheets that include the amount of vocabulary they need to solve based on specific content and context of the video.

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
7 min	<i>Pre-stage</i>	<ul style="list-style-type: none"> ✓ Show some flashcards of “Feelings” with its correct pronunciation. ✓ Ask them to repeat the pronunciation of each word. ✓ Ask the students to answer some questions. Ex: How are you feeling today? Happy? Scared? Bored? Why’ 	<ul style="list-style-type: none"> ✓ Observe the flashcards. ✓ Repeat the correct pronunciation ✓ Answer the questions. 	T- Ss VA	Laptop PPT Flashcards
7 min	<i>Early During Stage</i>	<ul style="list-style-type: none"> ✓ Play a short video that shows various emotions through conversations to do the next activity. ✓ Give students a matching activity to solve according to the video 	<ul style="list-style-type: none"> ✓ Observe and Listen to the video ✓ Complete the matching activity according to the video 	<i>T-Ss</i> V	A laptop A projector A PPT file An audio file Copies of the matching activity
7 min	<i>Later During Stage</i>	<ul style="list-style-type: none"> ✓ Distribute a fill-in-the-gap worksheet. ✓ Tell the students they will solve it according to the information on the video. ✓ Reproduce the video. ✓ Check answers in pairs. Then check it with the whole class. 	<ul style="list-style-type: none"> ✓ Fill in the missing gaps in the worksheet related to the video 	<i>T-Ss</i>	A laptop A projector A PPT file An audio file Copies of the matching activity
12 min	<i>Final During Stage</i>	<ul style="list-style-type: none"> ✓ Ask the students to join a partner ✓ Give each pair a sheet of paper ✓ Ask the students they will take notes about each segment of the last video and summarize it in their own words to their partner. Taking turns, one student will listen to his/her partner’s summary per segment when the teacher pauses it. ✓ Play the video one more time 	<ul style="list-style-type: none"> ✓ Join a partner ✓ Take the sheet of paper ✓ Observe and listen carefully each conversation. ✓ Summarize each conversation from the video 	T- Ss Ss-Ss	A laptop A projector A PPT file Sheets of paper

<i>12 min</i>	<i>Post-stage</i>	✓ Ask students to write a brief paragraph about a time when they felt strong emotions and paste it on the walls for other students to draw an emoji according to what they feel when they read it.	✓ Write a brief paragraph to share in class about a time when they felt strong emotions and paste it on the walls for other students to draw an emoji according to what they feel when they read it	<i>T- Ss</i> <i>Ss-Ss</i>	Tape Sheets of paper Colorful pens or markers
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RESOURCES

- **Pre Stage**



- **Early During Stage**

Link: <https://youtu.be/E9YWadWeCPk?si=CxmX045dZ5Mn1Gdi>



After watching the video, write a number (1-5) on the spaces to match the descriptions.

Emotion	Description from Video	Match Number
1. Happiness	A bit where the person has her eyes widely open, her arms up and moving and is stumping her feet.	—
2. Sadness	When someone reacts with wide eyes and her mouth open with exclamation.	—
3. Fear	A segment where someone is worried gritting his teeth.	—
4. Anger	A moment when the character is crying and looking at the floor.	—
5. Surprise	A scene where someone can't stop laughing.	—

- **Later During Stage**

Read each sentence. Then watch the video to write a word from the box in each blank. Use each word **only once**.

Word Bank:

happy sad angry scared friend sorry help listen feelings brave

Sentences:

- I feel _____ when I get a nice gift.
 - She is _____ because she lost her toy.
 - He looks _____ when his brother breaks his toy.
 - The girl is _____ to talk in front of the class.
 - A good _____ plays with you and makes you smile.
 - When you hurt someone, you should say, "I'm _____."
 - If I don't understand, I can ask for _____.
 - When someone talks, it is kind to _____ to them.
- We all have _____. Sometimes we feel good, sometimes we feel bad.
 - The boy was _____ when he heard a loud **noise**.

Journal 3: PDP (Listening)

What I thought at first about the listening lesson plan was that the PDP model was a simple model to develop, but I wanted to see how it could be implemented in the course I was assigned to and how it was going to be managed. I already knew how the PDP structure worked in theory, this helped me to see just how important each step is in supporting students' understanding and engagement. This journal reflects on how the planning process made me think deeper about teaching and how it shaped the way I view listening lessons now. When I started working on the lesson plan, I expected to simply organize a few activities around a video. However, I quickly realized that building a complete lesson using the PDP framework involved much more than just choosing materials. I had to think about how students would process the information, what kind of support they would need, and how I would guide them from start to finish.

As Gilakjani and Sabouri (2016) explain, listening is an active process in which learners must interpret input and draw meaning from context, tone, and prior knowledge. The PDP framework supports this by scaffolding input before, during, and after the listening phase. Rahimirad (2014) emphasizes that effective listening instruction combines structured tasks with learner engagement, helping students remain focused and process meaning through active involvement. I followed this idea by incorporating peer work and reflection. Similarly, Vandergrift (2007) argues that guided reflection after listening increases metacognitive awareness and allows learners to evaluate their own strategies and success, which helps long-term retention.

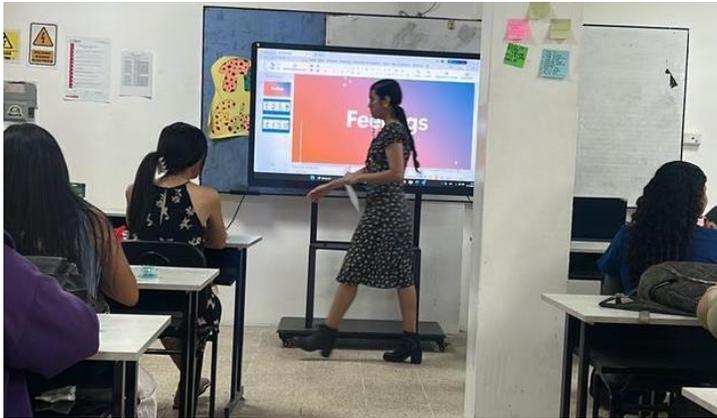
In the demo class, I used the PDP (before, during, and after) framework to create a lesson plan that would guide students through a video based activity about emotions. I provided context by

activating students' prior knowledge of emotions using visual aids such as flashcards and relatable images, and I introduced key vocabulary before the listening activities so they could become familiar with it. As the lesson progressed, I gradually reduced the support, moving from guided activities with prompts and peer collaboration to more independent tasks, such as fill-in-the-blank exercises and personal responses, which allowed students to apply their knowledge with less scaffolding, reacting favorably. By using visual aids, contextual clues, and different types of activities, we can support all types of learners: visual, auditory, and kinesthetic. Matching and fill-in-the-blank activities allowed students to engage with the video in a focused way, while the final writing and emoji response task encouraged personal connection and creativity. These steps not only made the lesson more interactive but also supported differentiated learning.

One of the things I suggest doing in real classroom practice is to check understanding, in that way as teachers we do not have to wait until the end of the class to know if students were learning and each task give us a chance to see student progress. The PDP framework guided me to plan something that is not just about comprehension, but about connection. By using relatable content and a variety of tasks, the learning experience became engaging and personal. One teaching idea that stood out during this planning process was the importance of visual and emotional scaffolding to support comprehension.

In conclusion, this experience made me emphasize that teaching is not just about knowledge, it is about intention. Something interesting is that when doing this class, I could see that it is different when compared to ECRIF because listening is related to input and the main goal is that students understand the message, while in a speaking lesson plan, the main skill is output and it focuses on fluent production. I am excited to continue using the PDP framework and improving my ability to make listening both meaningful and effective in the classroom.

Demonstrative Lesson



MODULE 4: READING

Reading Lesson Plan

Level: B1

Action points

- Usage of creativity in cooperative learning activities
- Time management

What are your Student Learning Objectives for the lesson?

By the end of the lesson, **SWBAT show** understanding of the text “Hobbies” by working in pairs to prepare a graphic organizer about two hobbies from the reading text and add characteristics about them and then tell a partner what their favorite hobby is and why.

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 correctly identify or approximate the main topic or gist of the text.
- When students fill in the true or false and open-question worksheets related to the text
- When students work in pairs to prepare a graphic organizer about two hobbies
- When students tell their partner what their favorite hobby is and why.

Preliminary considerations:

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

- Present Simple
- Common hobby-related words such as:
play, read, watch, sport, music, painting, travel, friend, free time.

- Basic verbs and nouns used to describe leisure activities (e.g., “like,” “enjoy,” “go hiking,” “watch movies”).
- Use of expressing opinions with phrases like “I like...,” “I enjoy...,” “I don’t like...”

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

- They may find it difficult to get Internet signal.

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

- By bringing copies of characteristics about some hobbies.

Framework Stage	Teacher will...	Students will...	Interaction T-S/S-S VAKT	Materials Needed
Pre-stage 7 min	<ul style="list-style-type: none"> - Show students images of different hobbies (e.g., painting, hiking, playing music). - Ask: “What hobbies do you see? What hobbies do you have? Why do you practice them?” In pairs, discuss why you practice them, then share your answers with the class. - Brainstorm their answers and translate them to English, if necessary. 	<ul style="list-style-type: none"> -Look at the images and imagine. - Share ideas about hobbies with the class. 	T-S VA	A projector or printed images, a computer.
Early During Stage 7 min	<ul style="list-style-type: none"> - Hand out the worksheet with a reading passage about hobbies. - Instruct students to skim the text in 2 minutes to find the general idea. - Ask students to share the topic/main idea. 	<ul style="list-style-type: none"> - Skim the text. - Share their opinions about the general idea of the reading. 	T-S VA	Copies of the worksheet
Later During Stage 5 min	<ul style="list-style-type: none"> -Ask students to complete a True/False activity about the text on the worksheet. -Ask students to underline the sentence in the text that proves their answers. - Then, ask them to answer detail 	-Complete the True/False and detail activities in the worksheet.	T-S V	Worksheet, pencil, eraser

	questions (e.g., “Which hobby is the most popular? Why?”).			
Final During Stage 15 min	<ul style="list-style-type: none"> - Organize students into pairs - Ask each pair to prepare a graphic organizer about two hobbies from the reading text and add characteristics about them (if it is outdoors or indoors, it cost or free, average age, risks, etc). - Tell students they can use internet to look for details related to them. 	<ul style="list-style-type: none"> -Work in pairs to prepare a graphic organizer about two hobbies from the reading text and add characteristics about them. -Use internet if necessary. 	S-S V	Worksheet, notebook/paper, pencil
Post-stage 11 min	-Ask students to tell a partner what their favorite hobby is and why.	-Tell what their favorite hobby is and why.	S-S A	

RESOURCES

Pre Stage



Early During Stage

Hobbies are activities that people do in their free time because they enjoy them. There are many different hobbies, such as painting, playing sports, reading, and gardening. Each hobby helps people relax and learn new skills.

Some people enjoy active hobbies like hiking or playing football, while others prefer quieter hobbies like knitting or watching movies. Hobbies can also help people meet new friends who have similar interests.

Having a hobby is important because it gives a break from work or school and can make life more enjoyable. People of all ages can have hobbies, and trying new hobbies can be a great way to discover hidden talents or passions.

Do you have a hobby? What do you like about it?

Later During Stage

1. True or False (Put a ✓ for True or an ✕ for False).

1. Hobbies are activities people do for enjoyment.
2. Everyone likes active hobbies like hiking.
3. Hobbies can help people make new friends.
4. Only children have hobbies.
5. Hobbies help people relax and learn new skills

2. Answer the Questions related to the text.

1. What are some examples of hobbies mentioned in the text?
2. What kinds of hobbies do some people prefer?
3. Why is having a hobby important?
4. Can people of all ages have hobbies?
5. What can try new hobbies help people discover?

Final During Stage

Hobby # 1

OUTDOORS OR INDOORS	IT COST OR IT IS FOR FREE	AVERAGE AGE	RISKS

Hobby # 2

OUTDOORS OR INDOORS	DOES IT COST OR IS IT FOR FREE?	AVERAGE AGE	RISKS

Journal 4: PDP (Reading)

Although I may be familiar with the PDP framework, I was a little afraid that I would make a mistake when giving instructions related to my reading lesson plan for this class, because of my nerves I tend to lower my voice. I wanted to see if I could make the timing accurate for each stage and also to test whether it was a good idea to allow students to use the internet in this class. The reading lesson plan was not only designed to prepare the questions, I realized that it was essential to design tasks that would lead students to comprehension. I considered their current vocabulary, possible obstacles, such as insufficient online visibility, and how to create a positive working environment for them.

The PDP Reading Framework is a three-stage pedagogical approach, focused on getting students to actively interact with texts. I have learned how to plan and implement reading lessons, and this has taught me that there are many aspects of reading that remain active and dynamic.

Gilakjani and Sabouri (2016) affirms that reading comprehension involves the use of existing information and techniques to understand content. The PDP structure promotes this view by encouraging students to use their prior knowledge as a stimulus, read the text, and reflect on their work afterward.

Effective reading instruction is characterized by the use of a variety of tasks before and after each reading, as stated by Alyousef (2005). The sequence of visual aids and comprehension questions in this lesson, as well as the pair work, helped students participate and understand more effectively. They were informative and entertaining. Furthermore, as Harmer (2007) points out, “structural reading instruction clearly shows that comprehension and critical thinking skills improve with practice.”

The demo class topic was ‘Hobbies’, and it was positive exchange for students found it engaging, easy to relate to, and a great way to get involved in the activity. In the pre phase, students

viewed images of “Hobbies” and shared their opinions, allowing them to connect the topic to their own interests, some of them participated; it was a good resource to use the visual media mentioned above. In the reading phase, students had to answer true/false and comprehension questions to determine their level of understanding. I had initially planned the final during stage through creating a role play activity, but at the end I decided to change it to a graphic organizer to better fit the time they had. They collaborated to create a graphic organizer that compared two hobbies from the text and explained their main characteristics, such as whether they were indoor or outdoor, expensive or free. Students revealed their favorite hobbies and shared the reasons that motivated them.

This encounter highlighted the importance of each step in helping students understand the text and express themselves effectively. In developing this lesson, I have gained valuable insights into the world of teaching and opportunities for my personal growth. Another thing I noticed was that my voice dropped a little, which could have been a problem, but fortunately I asked the students if they would prefer me to raise my tone, and that made the class more enjoyable.

Through this process, it was determined that each phase of PDP must be intentional and meaningful, including mental preparation in the pre phase, comprehension during the main phase, and reflection after the post phase. I noticed that support and challenge must be balanced, students need guidance, the opportunity to explore and express themselves.

Among ideas to be used in real classrooms, I suggest not going through the answers with each student individually but rather check them beforehand to monitor their progress. In this case, once the allotted time is up, try to check all the correct answers together, as long as an order is followed. I could have the students give the answers to the different questions in groups and thus see the right and wrong answers. This experience made me realize that teaching reading is about linking language to meaning. The PDP approach allowed me to see reading as a process that promotes understanding, engagement, and communication in its purest form.

In addition, the distinction between the listening comprehension and reading lessons of the PDP should be highlighted. Even though the two frameworks share the same sequence (pre, during, and post), they propose different activities and skills to develop. With the Reading PDP, texters can do activities based around texts, selecting vocabulary and looking at how structures are built, while Listening PDP contains information about listening skills through key concepts and emphasizes auditory input.

Demonstrative Lesson



MODULE 5: WRITING

Writing Lesson Plan

Level: B1

Action points:

- Time Management
- Cooperative Learning

What are your Student Learning Objectives for the lesson?

By the end of the lesson, students will be able to write a hotel review to describe their experiences and then rate 1 to 10 one of their classmate's papers.

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 write their hotel reviews on a sheet of paper
- When students rate 1 to 10 how they consider their partner's experience

Preliminary considerations:

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

- They already know basic vocabulary related to hotels, such as room types, amenities, and services.
- They have awareness of positive and negative adjectives (e.g., good, bad, clean, noisy).
- They have experience writing simple opinions and descriptive sentences.

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

- Students might struggle with expressing opinions clearly and justifying their opinions in writing.
- Using appropriate vocabulary and grammar to write a coherent review

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

- Use a model hotel review to clearly illustrate positive and negative language and structure.
- Use peer revision to foster interaction and deepen understanding through discussion.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
8 min	Preparation	<ul style="list-style-type: none"> ✓ Show a model of a hotel review through the projector and copies ✓ Ask students to match the information to the correct number in the chart. ✓ Ask students to tell positive and negative things they would consider in a hotel to brainstorm and classify on the board 	<ul style="list-style-type: none"> ✓ Take the copies and observe the hotel review ✓ Match the information to the correct number in the chart. ✓ Share their opinion about which things they consider positive or negative in a hotel 	T – Ss VA	A projector A computer Copies A board Markers
12 min	DRAFTING	<ul style="list-style-type: none"> ✓ Ask students to write a positive or negative hotel review in a sheet of paper ✓ Provide students a sheet with sentence starters they can use to write the review. 	<ul style="list-style-type: none"> ✓ Write a positive or negative hotel review in a sheet of paper ✓ Observe their sheet and use the sentence starters if its needed. 	T – Ss	Pencils Papers

15 min	REVISION and EDITING	<ul style="list-style-type: none"> ✓ Ask students to exchange papers in pairs ✓ Ask students to read their classmate's review. ✓ Ask students to write comments on the classmate's paper to see if all the section were included (title, name of the hotel, positive and negative aspects, if they would recommend it or not and why). 	<ul style="list-style-type: none"> ✓ Exchange papers with their pairs ✓ Read their classmates' review. ✓ Write in their partner's paper if they agree or disagree with their classmate's review 	T – Ss Ss – Ss	Pencil Paper
10 min	EXTENSION	<ul style="list-style-type: none"> ✓ Ask students to rate 1 to 10 how they consider their partners' experience. 	<ul style="list-style-type: none"> ✓ Rate 1 to 10 how they consider their partner's experience. 	T– Ss	

RESOURCES

Preparation

	Hotel Review		Information
1	Introduction or General Info		The Wi-Fi was sometimes slow in the afternoons. Also, the air conditioning was a little noisy. Parking was limited when the hotel was full; they should expand it.
2	Positive Aspects		Last month I stayed at the Jack Hotel. It is a nice place, close to the beach and some restaurants. The hotel has a swimming pool, free Wi-Fi, and very friendly staff.
3	Problems or Negative Aspects		I think it's a good option for a short vacation. I would recommend it to my friends, I'll come back someday, thank you! 🍷
4	Conclusions		The rooms were clean and comfortable, with a beautiful view of the ocean. The breakfast was delicious, with fruit and local food. The service was fast and everyone was very friendly.

Drafting

Some sentence starters for your review:

Introduction
 Last weekend / last month, I stayed at ...
 I visited ... Hotel with ...
 The hotel is located near ...
 ...

Positive Aspects
 One positive aspect is ...
 I really liked ...
 The staff was ...
 ...

Negative Aspects
 One negative aspect was ...
 I didn't like ...
 There was a problem with ...

Conclusion
 Overall, I think the hotel is ...
 I would recommend this hotel because ...
 I would not recommend this hotel because ...

HOTEL




Revision and Editing

Checklist

CONTENT (Ideas & Organization)

- Does the review have a title?
- Are positive and negative aspects included?
- Is there a recommendation with a reason?

LANGUAGE (Grammar & Vocabulary)

- Are the sentences clear and understandable?
- Is hotel-related vocabulary used correctly?
- Are verb tenses mostly correct?

MECHANICS (Editing)

- Are capital letters used correctly?
- Is punctuation used correctly?
- Are most words spelled correctly?

Journal 5: Writing

My first impression when creating the writing lesson plan was that I did not have experience with this type of skill; so, I was curious to see how I would develop the lesson following this model. I thought that a writing class was only for producing texts from the beginning to end. I realized that planning writing lessons reveals how writing is an interactive and meaningful process rather than just a mechanical task, the planning process revealed the necessity of incorporating guided practice and peer collaboration to help students organize ideas, select appropriate vocabulary, and use grammar effectively.

By anticipating common challenges such as clearly expressing opinions and justifying them I was able to prepare a supportive scaffold like a model text and vocabulary brainstorming, which agreed on the statements of Gilakjani and Sabouri (2016), who said that activating prior knowledge and providing strategic support is crucial for language learners. In addition, Alyousef (2005) stresses the value of incorporating diverse instructional tasks that engage learners cognitively and socially. This principle was reflected in my lesson stages through activities such as brainstorming vocabulary lists, analyzing a model hotel review, guided drafting, peer editing, and group discussions which helped deepen understanding through collaborative learning moving beyond isolated individual writing. Actually, Harmer (2007) affirms that effective writing lessons combine clear modeling, staged writing development, and social interaction opportunities. By including a model review, guided drafting, peer editing, and oral discussion, my lesson supported these principles and promoted both learner autonomy and communicative competence.

One key insight I gained in the demo class was the substantial value of peer interaction; it enhances writing quality while simultaneously building confidence. When students share and debate their views, they reinforce language structures and develop critical thinking skills. The lesson aimed not only to guide students in producing a written review but also to engage them in oral peer

interaction, it allowed them to express whether they agree or disagree, fostering linguistic and communicative competence. I realized that when I asked ICQs and CCQs, it was a good idea choosing the students to participate, in the case when there were not many volunteers, in order to save time and verify that everything was clear. Selecting hotel reviews as the lesson topic was purposeful, due to its everyday relevance. This context allowed students to relate the task to personal experiences and opinions, which made writing more authentic and motivating. I included vocabulary review and classification activities focusing on positive and negative aspects of hotel services, facilities, and overall experience before writing. This approach helped learners organize their thoughts and express more nuanced opinions.

For my future lesson plans, I think I could use a stopwatch to set a time limit, so I do not go over time. I could also give students a few ideas during the brainstorming session and let them come up with more words than they did before.

I highlight the importance of the writing process through cultivating a supportive classroom atmosphere that encourages peer feedback, open dialogue and breaking the process into preparation, drafting, revision, and extension stages, due to this is essential for effectively scaffolding writing especially for intermediate students who often find expressing opinions challenging. Applying a comprehensive framework that integrates vocabulary, modeling, writing, revision, and oral communication transforms writing into a real-life communication skill rather than just a linguistic product.

Demonstrative Lesson



Recommendations

Although all students design their FMU, ECRIF, PDP, and PDREE lessons, the timings for the classes design and demo classes are different for the various groups of students under this degree modality. Therefore, I suggest the existence of a standardized schedule for everyone. This ensures that there are no gaps in progress by keeping participants in synchrony on important details like lesson plans and journals.

It would also be great to establish a private online forum in which students could ask questions about challenging or confusing ideas. In order to effectively address questions without interfering with main sessions, tutors could respond asynchronously.

Finally, if I could suggest something about the degree program, it would be that PINE students start their internships or delivery of lessons in other projects earlier, so they can explore and see if it is really what they want to pursue and improve over time while studying aspects of the teaching profession. At the same time, this would help them overcome some of the public speaking anxiety issues that are experienced.

Conclusions

This modality was particularly attractive to me as a future teacher because it turned conventional approaches into useful tools that appealed to both educators and learners, confirming that the process matters more than the final product. From grammar analysis to integrated skill-building exercises, the process was exceptional at handling real-world teaching situations, and its reflective elements provided insightful information about the difficulties and achievements of instruction. Together, these components promote greater comprehension and flexibility in teaching methods.

After teaching my four demo classes, I can say that these frameworks completely transformed the way I teach English as a foreign language. These experiences taught me that teaching is not just about knowing theory, but also about creating moments in which students feel like protagonists, in other words, intention beats information. As a result, this journey proved that real challenges strengthened authentic teachers to get ready for future classrooms.

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