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**FACULTAD DE EDUCACIÓN, TURISMO, ARTES Y HUMANIDADES
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

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AUTORA:

Roldan Lucas Valesska Stefania

TUTORA:

Lic. Zambrano Zambrano Cintya, Mg.

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CERTIFICADO DE PROPIEDAD INTELECTUAL

Título del Trabajo de Integración Curricular:

Teaching English as a Foreign Language Application Process

Autor: Valesska Stefania Roldan Lucas

Abstract

Este trabajo de investigación reúne una serie de journals reflexivos y planificaciones de clase desarrolladas durante la práctica docente en la enseñanza del inglés como lengua extranjera (TEFL). Su propósito principal es demostrar el proceso de fortalecimiento de las cuatro habilidades del idioma: expresión oral, comprensión lectora, comprensión auditiva y producción escrita, a través de la experiencia pedagógica y la reflexión sobre la práctica educativa.

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Yo, **Valesska Stefania Roldan Lucas**, con número de identificación **1317944278**, declaro que soy el autor y **Lic.Cintya Maribel Zambrano Zambrano, Mg** con número de identificación **1311702987**, declaro que soy coautor en calidad de tutor del trabajo de integración curricular titulado “**Teaching English as a Foreign Language Application Process**”.

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Firma del Autor

Valesska Stefania Roldan Lucas
1317944278



Firma del coautor

Lic.Cintya Maribel Zambrano Zambrano, Mg
1311702987

Manta, 30 de enero de 2026

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Docente Tutor

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Resumen

Este documento analiza la aplicación de diversas metodologías en la enseñanza del inglés como lengua extranjera (TEFL), orientadas al desarrollo equilibrado de las cuatro habilidades lingüísticas: hablar, escuchar, leer y escribir. Se estudian tres enfoques pedagógicos principales. En primer lugar, el modelo ECRIF (Encounter, Clarify, Remember, Internalize, Fluently Use), enfocado en fortalecer la producción oral de manera progresiva y significativa. En segundo lugar, el modelo PDP (Pre, During, Post), utilizado para potenciar la comprensión auditiva y lectora mediante actividades estructuradas en fases. Finalmente, el modelo PDREE (Preparation, Drafting, Revising, Editing, Extension), diseñado para guiar el desarrollo de la escritura a través de un proceso organizado y reflexivo.

A partir del análisis de estos enfoques, el objetivo es demostrar cómo estas metodologías favorecen un aprendizaje significativo, centrado en el estudiante y adaptable a distintos contextos de enseñanza del inglés. Asimismo, se expone la manera en que estos modelos pueden integrarse de forma práctica en el aula, promoviendo una experiencia de aprendizaje más efectiva, participativa y contextualizada.

Abstract

This document examines the application of different methodologies in Teaching English as a Foreign Language (TEFL), aimed at the balanced development of the four core language skills: speaking, listening, reading, and writing. Three main pedagogical approaches are analyzed. First, the ECRIF model (Encounter, Clarify, Remember, Internalize, Fluently Use), which focuses on progressively strengthening learners' oral production in a meaningful way. Second, the PDP model (Pre, During, Post), designed to enhance listening and reading comprehension through structured, stage-based activities. Finally, the PDREE model (Preparation, Drafting, Revising, Editing, Extension), which supports the development of writing skills through an organized and reflective process.

Based on the review of these approaches, the aim is to demonstrate how these methodologies promote meaningful, student-centered learning and can be adapted to different English teaching contexts. Additionally, the document explains how these models can be practically integrated into the classroom, fostering a more effective, participatory, and contextualized learning experience.

Keywords: TEFL, ECRIF, PDP, FMU, Communication, Framework, Grammar, Learning, Lesson, Listening, Reading, Speaking, Teaching, Writing.

Introduction

Teaching English as a Foreign Language (TEFL) is a complex, reflective and dynamic process that requires not only knowledge of the language, but also the ability to apply appropriate methodologies that respond to students' levels, needs, and learning contexts. This curricular integration work reflects my experience during my pre-service teaching practice, where I applied different methodological frameworks to develop the four language skills and grammar in meaningful and communicative ways; which allowed me to strengthen my pedagogical skills and reflect critically on my performance as a future English teacher. Throughout this project, I implemented various teaching models such as FMU for grammar, ECRIF for speaking, and PDP for listening and reading, as well as a process-based approach for writing. Each framework helped me understand how structured lesson planning can guide students from controlled practice to more independent and communicative use of the language.

This work not only describes lesson plans and classroom experiences, but also includes reflective journals that connect theory with practice. Through this reflection, I was able to analyze my strengths, identify areas for improvement, and recognize the importance of adapting teaching strategies to create engaging, supportive, and effective learning environments for English learners. Every lesson taught during my practicum became an opportunity to test theoretical knowledge in real classrooms, observe students' reactions, and make pedagogical decisions based on their needs. This process helped me understand that successful teaching is not only about following a plan, but also about being flexible, reflective, and responsive to students' learning processes.

MODULE 1: FMU LANGUAGE ANALYSIS

Journal 1: FMU

The FMU (Form, Meaning, and Use) model is an effective framework for teaching grammar in a communicative and meaningful way. In this journal, I reflect on the application of the FMU model while teaching the Present Perfect tense. Initially, I felt confident but also aware that grammar topics often cause anxiety among students, especially when they do not clearly understand when and why to use a specific tense.

According to Celce-Murcia and Larsen-Freeman (1999), grammar instruction should integrate form, meaning, and use to help learners communicate accurately and appropriately. In the lesson, the *form* focused on the structure of the present perfect (have/has + past participle). Students practiced sentence formation through guided exercises. This stage was essential to ensure accuracy and familiarity with the grammatical structure.

The *meaning* component was addressed by explaining the concept of life experiences and unfinished actions. Visual aids and timelines were used to help students distinguish the present perfect from the simple past. Ellis (2006) highlights that understanding meaning helps learners internalize grammar rules more effectively rather than memorizing them mechanically.

Finally, the *use* of the present perfect was practiced through communicative activities such as asking classmates about experiences they have had. This stage allowed students to use the tense in real-life contexts, increasing confidence and fluency. Although some students initially struggled, continuous practice and contextualized examples helped them improve.

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FMU Analysis of: Present Perfect Structure

- **FORM**

Affirmative:

Subject + Have/Has + Verb (Pat participle) + complement.

- He has slept for two hours.

Negative:

Subject + Have/ Has + not + Verb (Pat participle) + complement.

- He has not slept for two hours.

Interrogative:

Have/Has + subject + Verb (Pat participle) + complement +?

- Has he slept for two hours?

Yes, he has. (Short answer) / Yes, he has slept for two hours. (Long answer)

No, he hasn't. (Short answer) / No, he has not slept for two hours. (Long answer)

WH-word + have/has + subject + past participle (+ complement)?

What have you done today?

Where has she gone?

MEANING

The Present Perfect expresses actions or experiences that happened at an unspecified time before now. The exact time is not important. It is also used for actions that started in the past and continue in the present.

USE

- We use Present Perfect to talk about experiences when the time of the experience is not relevant.
- We use Present Perfect to describe actions that happened in the past but are still relevant or have an effect in the present.

- We use Present Perfect to talk about situations that started in the past and are still true or ongoing.

ANTICIPATED DIFFICULTIES

- Confusion with the form of the verbs, especially with irregular verbs.
- Distinguishing ongoing actions from completed actions could be challenging.

CONCEPT-CHECKING QUESTIONS:

Q: Do we use the present perfect to talk about life experiences?

- Yes.

Q: Do we use the present perfect to talk about actions that happened at a specific time in the past?

- No.

Q: Do we use the base verb or past participle?

- Past participle

Q: Can I say "I have visited Paris yesterday"?

- No, because "yesterday" is a time expression for the past simple.

Q: Have you ever visited another country?

- Yes, I have. / Yes, I have visited another country.
- No, I have not. / No, I have not visited another country.

TEACHING IDEAS

- Use the present perfect tense to talk about life experiences in a TALK SHOW.
- Make a role-play about "Life Achievements" using the present perfect.

SOURCES CONSULTED:

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MODULE 2: ECRIF

Journal 2: ECRIF

Teaching speaking at a B1 level involves helping students move from controlled language use to more spontaneous and meaningful communication. This journal reflects on the implementation of a speaking lesson based on the ECRIF framework and focused on the topic of life experiences using the Present Perfect tense. The structure of this model allowed the lesson to progress in clear stages that supported both accuracy and fluency in oral production.

Before teaching this lesson, I felt motivated but also a little nervous. Speaking activities can be challenging because students may feel shy or afraid of making mistakes in front of others. However, I expected the ECRIF model to help me organize the class in a logical way, guiding students step by step from understanding the language to using it more freely. I also felt that the topic of life experiences would be appropriate for B1 learners because it is personal, meaningful, and allows them to talk about real situations in their lives. This gave me confidence that students would have ideas to share during the fluency stage.

Through studying different perspectives on speaking instruction, I learned that effective speaking lessons should provide both structure and opportunities for authentic communication. Harmer (2007) explains that students need gradual progression from controlled practice to freer production in order to gain confidence and accuracy. This idea is clearly reflected in the ECRIF stages, where learners first encounter the language and later use it more independently.

I also understood the importance of repetition in meaningful contexts. Thornbury (2005) highlights that repeated exposure and use of language patterns help learners internalize structures and speak more naturally. This was especially relevant in the Remember and Internalize stages,

where students practiced asking and answering questions about experiences using the Present Perfect.

Another important learning was that speaking development is closely connected to students' emotional comfort. Pair and group work reduce anxiety and create safer spaces for practice before whole-class speaking tasks.

During my pre-service teaching practice, I applied the ECRIF framework in a B1 speaking lesson about life experiences. In the Encounter stage, students looked at pictures showing different experiences (such as traveling, trying new food, or extreme sports) and answered questions like "Have you ever...?". This activated prior knowledge and introduced the context in an engaging way.

In the Clarify stage, I reviewed the structure of the Present Perfect and modeled questions and short answers. Students identified the structure in examples and practiced pronunciation. During the Remember stage, learners completed a worksheet with controlled questions about experiences. This helped reinforce the form and typical vocabulary.

In the Internalize stage, students did a "Find Someone Who..." activity, walking around the classroom asking classmates about their experiences. This was very dynamic and encouraged real communication. Finally, in the Fluency stage, students worked in pairs to present a short "Life Experience Talk Show", where one student acted as a host and the other shared personal experiences.

In my demonstration class, I felt that the lesson went well overall. Even though some students were shy at first, most of them were able to participate actively by the end. A difficulty

I noticed was that some learners still focused too much on grammar accuracy and hesitated while speaking, but the communicative activities helped them gain more confidence.

The ECRIF framework can help solve several common problems in speaking classes. One of them is students' fear of speaking. Because the model moves from controlled to freer practice, learners feel more prepared before speaking spontaneously.

Another issue is lack of structure in speaking lessons. ECRIF provides clear stages, which help teachers avoid jumping directly into fluency tasks without preparation. It also supports vocabulary and grammar reinforcement before expecting students to speak at length.

Finally, the framework helps balance teacher guidance and student autonomy. As the lesson progresses, students take more responsibility for their own communication. Some practical ideas that worked well and can be used in future speaking lessons include:

- Using real-life pictures to introduce topics and encourage initial discussion
- Incorporating movement activities like "Find Someone Who..." to increase interaction
- Designing role plays connected to students' lives (interviews, talk shows, surveys)
- Allowing preparation time before fluency tasks so students feel more confident
- Encouraging pair and small group work before whole-class presentations

These strategies help create a supportive environment where students can practice speaking with less pressure.

In conclusion, the ECRIF framework proved to be an effective structure for planning and delivering a B1 speaking lesson. It helped guide students from understanding the language to using it more fluently in meaningful contexts. My experience during pre-service teaching

showed that even shy students can participate when activities are well-structured and engaging. This model will continue to be a valuable tool in my future speaking lessons.

References

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Speaking Lesson Plan Form ECRIF

Level: *B1*

- **Action points**

1. TTT (Teacher Talking Time)

What are your Student Learning Objectives for the lesson?

By the end of the lesson, **SWBAT use** the Present Perfect tense to talk about their life experiences in a “Talk Show” activity to share and compare personal experiences with their classmates.

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 they recognize and identify the Present Perfect structure during the *Encounter* stage.
- When they complete the worksheet with sentences using *have/has + past participle* during the *Remember* stage.
- When they ask and answer questions about life experiences with their classmates using the structure “Have you ever...?” during the *Internalize* stage.
- When they perform in the Talk Show activity, showing fluency and correct use of the Present Perfect tense.

Preliminary considerations:

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

- Regular and irregular past participles (e.g., eaten, visited, traveled).
- Speaking skills for short dialogues and personal questions.

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

- Confusing the Present Perfect with the Simple Past when talking about experiences.
- Using short answers or complete sentences correctly in oral interaction (e.g., “Yes, I have.” / “No, I haven’t.”).

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

- Providing visual aids and examples of the Present Perfect structure (affirmative, negative, and interrogative).
- Modeling sample questions and answers before the Talk Show activity.
- Encouraging pair and group work to build confidence before speaking in front of the class.

Demostrative Lesson Plan

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
8min	Encounter	<ul style="list-style-type: none"> Show 4-5 interesting pictures about experiences (e.g. skydiving, strange food). CCQs <p>Do we use the present perfect to talk about life experiences? (Yes)</p> <p>Do we use present perfect to talk about actions that happened at a specific time in past? (No)</p> <ul style="list-style-type: none"> Ask questions with the structure: "Have you ever" e.g. tried sushi...? 	<ul style="list-style-type: none"> Look at the pictures Answer the questions. Answer Yes, I have or No, I haven't. 	T-S VA	Pictures, projector
10min	Clarify	<ul style="list-style-type: none"> Present the structure of Present Perfect: have/has + past participle and common time expressions. CCQs: <p>Do we use the base verb or past participle? (Past participle)</p> <p>Can I say "I have visited Paris yesterday"?</p> <p>No, because "yesterday" is a time expression for past simple.</p>	<ul style="list-style-type: none"> Listen and take notes. Identify the structure in examples. Answers the questions. 	T-S VAKT	Board, Projector Computer
10min	Remember	<ul style="list-style-type: none"> Give worksheet with gap-fill Present Perfect questions about life experiences (e.g. Have you ever a horse?) 	<ul style="list-style-type: none"> Complete the worksheet using correct past participles. 	T-S VAK	Worksheet, Pencils Notebook
9min	Internalize	<ul style="list-style-type: none"> Ask students to prepare a short "Find Someone Who" activity using their answers (e.g. Have you ever eaten sushi?) 	<ul style="list-style-type: none"> Walk around the classroom and find classmates with different experiences. 	T-S VAK	Checklist
8min	Fluently	<ul style="list-style-type: none"> Ask pairs to present a short "Life Experience Talk Show" where one is the host and one shares experiences. 	<ul style="list-style-type: none"> Perform a talkshow about life experiences using Present Perfect. 	T-S VAK	N/A or phone for recording

Materials





PRESENT PERFECT TENSE

+

S + have/has + past participle

I have tried sushi.

-

S + have not (haven't)/has not (hasn't) + past participle

I have not tried sushi.

?

Have/Has + subject + past participle?

Have you tried sushi?

Have You Ever...? – Gap Fill Exercise

Complete the sentences below by using the correct form of the verb in the past participle.

1. Have you ever _____ (ride) a horse?
2. Have you ever _____ (eat) sushi?
3. Have you ever _____ (go) to the beach at night?
4. Have you ever _____ (see) a shooting star?
5. Have you ever _____ (make) a cake?
6. Have you ever _____ (break) a bone?
7. Have you ever _____ (be) to another city?
8. Have you ever _____ (swim) in a river?
9. Have you ever _____ (speak) to a foreigner?
10. Have you ever _____ (write) a poem?

Find Someone Who?...

Write some new “Have you ever...?” questions and ask your partner:

1. _____
—
2. _____
—
3. _____
—
4. _____
—
5. _____
—

MODULE 3: LISTENING

Journal 3: PDP Listening

Listening is an essential skill in language learning because it allows students to understand spoken messages and interact effectively in real-life situations. This journal reflects on the application of a Listening Lesson Plan based on the PDP (Pre–During–Post) framework with A2 level students, using the topic “Daily Routines Around the World.” The lesson focused on helping learners identify general and specific information about daily activities in the present simple tense.

Before applying this lesson in my teaching practice, I felt that listening could be challenging for A2 students because they often struggle to understand different accents and speaking speeds. However, I expected that the PDP framework would provide enough structure to guide students step by step, helping them feel less overwhelmed. I also believed that the topic of daily routines would be familiar and meaningful, which could make comprehension easier. Since students already had background knowledge of basic daily routine vocabulary, I felt more confident that they would be able to connect new listening input with what they already knew.

Through reading about listening instruction, I understood that listening is not just about hearing words but about using strategies to interpret meaning. Field (2008) explains that pre-listening activities activate background knowledge and prepare students to predict content, which improves comprehension. This helped me understand why the pre-stage of PDP is so important and not just a warm-up.

I also learned that learners benefit from listening more than once with different purposes. Rost (2011) highlights that listening tasks should guide students from general understanding to specific details. This idea clearly matches the during stage of PDP, where

students first listen for the main idea and then for specific information.

Another important learning was that post-listening activities help transform listening into communication. When students use information from the audio to speak or write, they process the language more deeply and meaningfully.

During my pre-service teaching practice, I applied the PDP framework with an A2 class using an audio about two students from different countries describing their daily routines. In the pre-listening stage, I showed pictures of daily activities and asked students questions about their own routines. This helped activate vocabulary such as wake up, go to school, have lunch, and do homework. I noticed that this stage reduced students' anxiety because they already had an idea of what the listening would be about. In the during-listening stage, students first listened to the audio for general understanding and matched each speaker with the correct routine summary.

Then they listened again to complete a chart with specific information such as times and activities. Some students found it difficult at first, but listening more than once helped them focus better on details. In the post-listening stage, students compared the routines of the speakers with their own and later created a short role-play about their daily routines. This helped them connect listening with speaking and made the lesson more communicative.

The PDP framework helped solve several common issues in listening classes. One problem is that students feel lost when they listen without preparation. The pre-stage gave them context and vocabulary support. Another issue is that learners try to understand every single word. By giving clear tasks (first general, then specific), the PDP structure helped students focus on meaning instead of individual words.

Some practical ideas that worked well and can be applied in future listening lessons include:



- Using images and prediction questions before listening to activate prior knowledge
- Playing the audio more than once, with different tasks each time
- Providing charts or graphic organizers to help students focus on key information
- Encouraging students to compare the listening topic with their own lives
- Integrating listening with speaking activities after comprehension tasks

These strategies help students see listening as an active and meaningful skill rather than a passive activity.

Although listening and speaking are closely related, their lesson planning differs in focus. Listening lesson plans prioritize input and comprehension, guiding students to understand spoken language through structured stages. The teacher plays an important role in preparing students before they listen and helping them process the information afterward.

Speaking lesson plans, on the other hand, focus on output and production. They are designed to give students opportunities to express their ideas, practice pronunciation, and develop fluency. While listening lessons move from comprehension to limited production, speaking lessons move from guided practice to freer communication.

In conclusion, the PDP framework proved to be an effective structure for teaching listening at the A2 level. It helped students approach listening tasks with more confidence and better strategies. My experience during pre-service teaching showed that when lessons are well-structured and connected to familiar topics like daily routines, students can improve their listening comprehension and participate more actively in class.

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Listening Lesson Plan Form PDP

Level: A2

- **Action points**

2. *TTT (Teacher Talking Time)*

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the audio “Daily Routines Around the World” **by** comparing whose routine is more similar to their own **and then** creating a role-play about their daily routines.

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 they listen to the audio and match each speaker with their general routine.
- When they complete the chart with people, actions, and times from the listening.
- When they compare their daily routine with Kenji’s and Ana’s using complete sentences in the Present Simple.
- When they create and perform a short role-play in pairs about their daily routines.

Preliminary considerations:

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

- Present Simple tense (daily routine structures: I wake up, I eat breakfast, etc.)
- Basic daily routine vocabulary (wake up, go to school, have lunch, go to bed)
- Listening for general and specific information

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

- Understanding the different accents or speed in the audio.
- Distinguishing similar activities or times between the two speakers.
- Writing complete comparative sentences in the Present Simple tense.

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

- Pre-teaching and clarifying key vocabulary before listening.
- Playing the audio twice and pausing to check comprehension.
- Providing sentence starters and examples for comparison activities. Encouraging pair work to share ideas before writing or performing the role-play.

Demostrative Lesson Plan

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5min	Pres Stage	<ul style="list-style-type: none"> ➤ Show images of daily routine activities (wake up, eat breakfast, go to school). ➤ Ask questions to activate prior knowledge. ➤ Write 2–3 example answers on the board. 	<ul style="list-style-type: none"> ➤ Observe and describe the pictures. ➤ Answer questions about their own routines. ➤ Give examples of what they do in the morning. 	T-S VA	Speaker Computer
8min	Early During Stage	<ul style="list-style-type: none"> ➤ Play the audio to listen specific information. ➤ Give a worksheet according to the audio and instruct students to match each speaker with their routine. ➤ Clarify any key words before listening if needed. 	<ul style="list-style-type: none"> ➤ Listen to the audio attentively. ➤ Match the people (Person A, Person B) with the correct routine summary. ➤ Check answers with a partner. 	T-S VAK	Pictures Board market
9min	Later During Stage	<ul style="list-style-type: none"> ➤ Play the audio again for detailed comprehension. ➤ Give a worksheet to complete a chart with persons, actions and times. ➤ Monitor and replay parts if necessary. 	<ul style="list-style-type: none"> ➤ Listen and write down specific information (e.g., wake up time, breakfast time). ➤ Complete a chart with person, action, and time. 	T-S VAKT	Board markets Project
10min	Final During Stage	<ul style="list-style-type: none"> ➤ Ask students for their opinions and compare their routine with Kenji's and Ana's by writing complete sentences. ➤ Pair students to share ideas. 	<ul style="list-style-type: none"> ➤ Complete the worksheet in which have to complete sentences about daily routine in present simple. 	T-S VA	Worksheet Pencil/pen Eraser
13min	Post Stage	<ul style="list-style-type: none"> ➤ Divide in pairs. ➤ Ask students to create a short role-play about their daily routines . 	<ul style="list-style-type: none"> ➤ Make a short role-play in pairs about their daily routines 	T-S VAK	Notebook Pencil Eraser

Materials



Daily Routines



Audio Script: "Daily Routines Around the World"

Speaker A: Kenji (from Japan)

Hello! My name is Kenji, and I live in Tokyo, Japan.

I wake up at 6:00 a.m. every day. I take a shower and eat a small breakfast.

At 7:00 a.m., I take the train to school.

Classes start at 8:00 a.m. and finish at 3:00 p.m.

In the afternoon, I study and do my homework.

I eat dinner with my family at 7:00 p.m.

After that, I read a book or watch TV. I go to bed at 10:00 p.m.

Speaker B: Ana (from Brazil)

Hi! I'm Ana, and I'm from São Paulo, Brazil.

I usually wake up at 7:30 a.m. I have a big breakfast with my parents.

At 8:30 a.m., I walk to school.

My classes start at 9:00 a.m. and finish at 2:00 p.m.

After school, I eat lunch and then play soccer with my friends.

In the evening, I help my mom cook dinner. We eat together at 8:00 p.m.

Then, I listen to music or talk with my sister. I go to bed at 10:30 p.m.

Early During Stage:

Match each speaker with their general routine:		
Information	Kenji (Japan)	Ana (Brazil)
Wakes up at 6:00 a.m.		
Plays soccer in the afternoon		
Takes the train to school		
Has a big breakfast with parents		
Goes to bed at 10:30 p.m.		

Later During Stage:

Complete a chart with actions and times.		
Person:	Action:	Time:
		6 a.m.
Kenji	Finish class	
Kenji	Eat dinner	
Kenji	Go to bed	
Ana		7:30 a.m.
Ana	Go to school	
		After school

Final During Stage

Give your opinion and compare your routine with Kenji's and Ana's by writing complete sentences.

• Who has a routine more similar to yours? Why?

Example: I think Ana's routine is more similar to mine because I also play soccer in the afternoon.

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MODULE 4: READING

Journal 4: PDP Reading

Reading plays a key role in language learning because it helps students develop vocabulary, grammar awareness, and comprehension skills. This journal reflects on the implementation of a Reading Lesson Plan using the PDP framework with A2 level students, based on the topic “Healthy Habits.” The lesson aimed to help learners identify specific information in a short text and understand why certain habits are important for health.

Before teaching this reading lesson in my democlass, I felt confident about the topic because healthy habits are familiar and meaningful for students. I expected that the visuals and simple text would help them understand the content without feeling overwhelmed.

However, I was also a bit nervous because reading lessons can sometimes become too focused on translation or individual word meaning. I wanted students to focus more on understanding ideas rather than trying to translate every sentence. I hoped the PDP framework would help me guide them step by step and make reading more interactive and communicative.

From academic readings, I learned that reading is an active process where learners use both the text and their background knowledge to build meaning. Anderson (1999) explains that pre-reading activities are essential because they activate students’ prior knowledge and prepare them to understand the topic. This helped me see that the pre-stage is not just a warm-up, but a key moment to support comprehension.

I also learned that students should read with a purpose. According to Grabe (2009), reading tasks should guide learners to focus on specific information instead of trying to understand every word. This idea supports the use of worksheets and guiding questions during the during-reading stage.



Another important point I learned is that post-reading activities help students personalize the information and connect it to their own lives, which makes learning more meaningful and memorable.

During my democlass, I applied the PDP framework step by step. In the pre-reading stage, I showed pictures of healthy habits such as eating fruits, drinking water, exercising, and washing hands. I asked simple questions like “Do you eat fruit every day?” This helped students activate vocabulary and relate the topic to their own routines. I noticed they participated more when they could talk about their own habits.

In the during-reading stage, students read a short text about healthy habits. First, they underlined the habits mentioned in the text. Then, they completed a worksheet explaining why each habit was important. Some students initially wanted to translate everything, which slowed them down. To help them, I encouraged them to look for key words and main ideas instead of focusing on every unknown word. This improved their confidence and speed.

In the post-reading stage, students chose one healthy habit and explained why they thought it was important using model sentences like “I think ___ is important because...” They later created a small poster about healthy habits. This activity helped transform reading into speaking and writing practice.

Even though the class went well, I noticed some details to improve. For example, I could give clearer instructions before reading and model one example of the worksheet to make sure everyone understands the task. Still, the PDP structure helped me organize the lesson and keep students engaged from beginning to end. From this experience, I would use these strategies in future reading lessons:

- Start with images or questions to activate prior knowledge
- Give students a clear purpose before reading



- Encourage students to scan for specific information instead of translating
- Use graphic organizers or tables to help them identify key ideas
- Include a post-reading speaking or writing task to personalize the content

These ideas make reading more interactive and help students see it as a meaningful skill.

Although both listening and reading lessons can follow the PDP framework, the main difference is the type of input. In listening lessons, students work with spoken language and must deal with pronunciation, speed, and accents. In reading lessons, students can see the language, reread the text, and move at their own pace.

Because of this, reading lessons often include tasks like underlining, matching, or completing charts based on the text. Listening lessons, on the other hand, rely more on predicting, note-taking, and identifying key information while the audio is playing. Even so, both skills benefit from clear pre-, during-, and post-stages.

In conclusion, teaching reading through the PDP framework at the A2 level was a positive and meaningful experience. The structure helped students approach the text with more confidence and focus on understanding ideas instead of translating word by word. My democlass showed me that when reading is connected to familiar topics like healthy habits and followed by communicative activities, students become more engaged and motivated to participate.

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Reading Lesson Plan Form PDP

Level: A2

Action points

-TTT (Teacher Talking Time)

What are your Student Learning Objectives for the lesson?

By the end of the lesson, **SWBAT show understanding** of the text “Healthy Habits” **by** sharing orally which habit they consider the most important and explaining why, **and then** create their own “Healthy Habits Poster” and displaying it in a classroom gallery.

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 they underline and list healthy habits from the text.
- When they complete the worksheet with reasons why the habits are healthy.
- When students share their opinion about the most important habit using the model sentence: “I think ___ is important because ___.”
- When they create and present their “Healthy Routine Poster” showing their personal habits.

Preliminary considerations:

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

- Simple Present tense
- Basic daily routine vocabulary (eat, sleep, drink, wash, exercise)
- Reading short texts and identifying specific information

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

- Students may find it difficult to connect the healthy habit with the correct reason (e.g., “Drinking water helps the brain”).
- Students may struggle to express full sentences giving opinions.

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

- Providing a model sentence with examples (“I think sleeping is important because it helps me feel happy”).
- Writing key vocabulary on the board (because, important, helps, healthy).
- Allowing pair/group work before presenting individually.

Demostrarive Lesson Plan

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5min	<i>Pre-stage</i>	<ul style="list-style-type: none"> ➤ Show pictures of healthy habits. ➤ Ask students guided questions using visual support. ➤ Activate background knowledge using simple questions (e.g., <i>Do you eat fruit every day?</i>) 	<ul style="list-style-type: none"> ➤ Observe and describe the pictures. ➤ Answer simple questions orally. ➤ Share personal habits briefly. 	<i>S-T</i> VAKT	Pictures Project
7min	<i>Early During Stage</i>	<ul style="list-style-type: none"> ➤ Provide a short reading passage about healthy habits. ➤ Instruct students to read and underline three healthy habits mentioned. ➤ Guide them to write down the reasons why the habits are healthy. 	<ul style="list-style-type: none"> ➤ Read the text silently. ➤ Underline specific information (healthy habits). ➤ Write the reasons why the habits are healthy. 	<i>T-S</i> VAK	Flashcards Copies of the text
10min	<i>Later During Stage</i>	<ul style="list-style-type: none"> ➤ Give them a worksheet according to the text. ➤ Monitor and check answers. 	<ul style="list-style-type: none"> ➤ Read the text again more carefully. ➤ Complete the worksheet. ➤ Check answers. 	<i>T-S</i> VAKT	Worksheet Pencil Eraser

15min	<i>Final During Stage</i>	<ul style="list-style-type: none"> ➤ Prompt students to share orally which healthy habit they think is the most important and explain why. ➤ Provide the model sentence on the board: “I think ___ is important because ___.” Give examples and encourage participation. 	<ul style="list-style-type: none"> ➤ Choose one habit and express their opinion using the model sentence, and share their idea with the class. 	<p><i>T-S</i> <i>S-T</i> VAK</p>	<p>Sheet of paper Pencil</p>
8min	<i>Post-stage</i>	<ul style="list-style-type: none"> ➤ Ask students to create their own “Healthy Habits Poster” using drawings and short sentences. Once finished, instruct them to displaying it in a classroom gallery. ➤ Provide support and feedback. 	<ul style="list-style-type: none"> ➤ Design and complete their “Healthy Habits Poster” based on their personal habits. ➤ Post their work on the classroom wall and walk around to see their peers’ posters. 	<p><i>S-T</i> VAKT</p>	<p>Sheet of paper Pencil Eraser Board Project</p>

Materials:



Healthy Habits

Every day, we do things that can help our body and mind stay strong. Eating fruits and vegetables gives us energy and important vitamins. Drinking water is also good for us, because it keeps our body hydrated, fresh and helps our brain work better. Doing exercise is another important habit. You can walk, run, or play sports. Exercise helps your heart and muscles. Sleeping well is a healthy habit too. Children need about 8 to 10 hours of sleep every night. It helps you grow and feel happy. Washing your hands before eating and after using the bathroom protects you from getting sick. These small actions can help you stay healthy and strong every day!

- **What do you think is the most important healthy habit?**

HEALTHY HABIT	WHY IS IMPORTANT?
Example: Drink water	It keeps our body hydrated.

Worksheet

A. True or False

Write T (True) or F (False):

1. ___ Eating vegetables gives us energy and vitamins.
2. ___ Drinking water is bad for our brain.
3. ___ Exercise only helps your legs.
4. ___ Children need 5 hours of sleep each night.
5. ___ Washing hands can protect you from illness.

B. Multiple Choice – Choose the correct answer:

6. What gives us energy and vitamins?
 - a) Water
 - b) Fruits and vegetables
 - c) Sleeping
 - d) Playing games
7. What does drinking water help?
 - a) Your hair
 - b) Your clothes
 - c) Your brain
 - d) Your shoes
8. How many hours should children sleep?
 - a) 3–5 hours
 - b) 6–7 hours
 - c) 8–10 hours
 - d) 10–12 hours

MODULE 5: WRITING

Journal 5: Writing

Writing is a productive skill that allows students to organize ideas, express experiences, and communicate meaningfully in a foreign language. This journal reflects on a Writing Lesson Plan for B1 students, focused on writing an informal email using past expressions, Past Simple, and Past Continuous to describe events and situations in the past.

Before teaching this lesson, I felt that writing could be challenging for students because it requires them to combine grammar, vocabulary, and organization at the same time. However, I also felt motivated because writing an informal email is a realistic and meaningful task that students can relate to.

I expected students to feel more comfortable writing about personal experiences rather than abstract topics. I also believed that guiding them step by step through the writing process would reduce anxiety and help them feel more confident when expressing ideas in English.

From academic readings, I learned that writing should be taught as a process, not only as a final product. Harmer (2004) explains that students need time to plan, draft, revise, and edit their work, since each stage supports language development in different ways. This helped me understand that correction should not happen only at the end, but throughout the process.

I also learned that providing models is very helpful. Hyland (2003) highlights that students learn better when they analyze examples of the type of text they are expected to write. In this case, showing a model of an informal email helped students understand

structure, tone, and common expressions. Another important idea is that writing tasks should have a communicative purpose. When students know who they are writing to and why, their texts become more meaningful and coherent.

During my teaching practice, I applied this writing lesson with B1 students. The main task was to write an informal email to a friend describing a past experience, using Past Simple for completed actions and Past Continuous for actions in progress.

First, we analyzed a model email together. Students identified parts such as greeting, introduction, main body, and closing. This helped them understand that writing is not only about grammar, but also about structure and organization.

Next, students brainstormed ideas about a memorable day or event. Some initially struggled to combine Past Simple and Past Continuous correctly. For example, they would write only short sentences in Past Simple. To help them, I provided sentence starters like: “I was walking when...” or “While we were..., something happened.” This support helped them include more detailed descriptions.

During the drafting stage, I walked around giving feedback. Many issues I noticed were related to verb forms and lack of connectors. However, instead of correcting everything myself, I asked students to reread their work and check verb tenses using a short checklist. This encouraged more independence.

I believe this methodology helps solve common problems in writing lessons, such as students feeling blocked, writing very short texts, or being afraid of making mistakes. By focusing on stages and guidance, students feel more supported and willing to write.

From this experience, I would apply these ideas in future writing lessons:

- Provide a clear model text before students write
- Teach useful expressions and connectors related to the topic
- Include a brainstorming stage to generate ideas
- Use peer review so students can give simple feedback to each other
- Provide a checklist for self-correction (verb tenses, punctuation, connectors)

These strategies help students see writing as a guided and achievable task.

The writing process is essential because it shows students that good writing does not happen in one step. Planning helps organize ideas, drafting allows students to express thoughts freely, revising improves clarity and organization, and editing focuses on grammar and accuracy. When students follow these stages, they develop not only better texts but also greater confidence. They understand that mistakes are part of learning and that writing can always be improved.

In conclusion, teaching writing at the B1 level through an informal email task was a meaningful experience. Using Past Simple and Past Continuous in a communicative context helped students describe events more naturally. The writing process approach made the lesson more organized and reduced students' fear of writing. This experience showed me that with proper guidance, writing can become an engaging and productive skill in the English classroom.

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Writing Lesson Plan Form PDREE

Level: *B1*

Action points

-TTT (Teacher Talking Time)

What are your Student Learning Objectives for the lesson?

By the end of the lesson, **SWBAT write** a coherent informal email applying correct structure and appropriate language, through the stages of preparation, drafting, revising, editing, and extension in order to improve their writing process and final production.

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

- I will monitor students while they write to see if they are organizing their ideas and following the email format.
- I will observe how students use the checklist to give feedback and identify if the message is clear.
- In the final version, I will check if the email includes a greeting, a clear explanation of the situation, feelings, and a closing.
- During the oral sharing, students' ability to read and explain their.
- Students will show mastery if they write a complete informal email

Preliminary Considerations

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

- Students are familiar with basic email structure (greeting, body, closing).
- They can write simple and compound sentences.
- They know vocabulary related to daily life, emotions, and personal experiences.

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

- Organizing their ideas into a clear and coherent email.
- Explaining a situation with enough detail.
- Expressing feelings and reasons in English.
- Remembering to include all parts of the email (greeting, body, closing).

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

- I will provide a model email so students can see an example of structure and tone.
- I will give students a writing checklist to guide their ideas and organization.
- I will monitor students during drafting to provide individual support.
- Peer revision will help students notice missing information or unclear idea.

Demonstrative Lesson Plan

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
<i>8min</i>	<i>Preparation</i>	<ul style="list-style-type: none"> ➤ Show examples of informal emails. Highlight greeting, body, and closing. ➤ Explain how they have to write. 	<ul style="list-style-type: none"> ➤ Identify main parts of an email. 	<i>T-S</i> VAK	Speaker Computer
<i>10min</i>	<i>Drafting</i>	<ul style="list-style-type: none"> ➤ Show the model email again. Provide a checklist. Write the prompt on the board. ➤ Ask students to write their first draft, 	<ul style="list-style-type: none"> ➤ Write a first draft of the email following the prompt.. 	<i>T-S</i> VAK	Pictures Board marker
<i>9min</i>	<i>Revising</i>	<ul style="list-style-type: none"> ➤ Ask students to exchange drafts and revise using the checklist. 	<ul style="list-style-type: none"> ➤ Revise partner's email. 	<i>T-S</i> VAK	Pencil/pen Eraser
<i>8min</i>	<i>Editing</i>	<ul style="list-style-type: none"> ➤ Ask students to rewrite the email based on feedback. 	<ul style="list-style-type: none"> ➤ Edit and write final version. 	<i>T-S</i> VAK	Worksheet Pencil/pen Eraser
<i>10min</i>	<i>Extension</i>	<ul style="list-style-type: none"> ➤ Ask volunteers to read their email aloud. 	<ul style="list-style-type: none"> ➤ Share their email with the class. 	<i>T-S</i> VAK	N/A

Materials:

Correo electrónico appeared this week  

Hi Mariana,

I hope you're doing well. I wanted to write earlier, but this week has been really stressful for me. I was preparing for two important exams, and at the same time I was helping my little brother with his homework every afternoon. By the time I finished everything, I was feeling exhausted and I didn't feel like using my phone.

On Wednesday, while I was studying for the math test, the electricity went out in my neighborhood. I was trying to finish an assignment on my laptop, and suddenly everything turned off. I felt so frustrated because I was already tired and worried about my grades.

Luckily, things are better now. I finished my exams, and I think they went well. This weekend I'm finally going to rest and maybe watch a movie. Sorry again for not replying before. Tell me how your week was!

Take care,
Valeria

Writing Checklist

- Did I include a greeting and a closing?
- Is my message clear and easy to understand?
- Did I explain the situation clearly?
- Did I organize my ideas logically?
- Did I check spelling and punctuation?

Conclusion

To conclude, this TEFL application process has been a valuable learning experience that strengthened both my pedagogical knowledge and my confidence as a future English teacher. Applying different methodological models such as FMU, ECRIF, and PDP allowed me to understand that effective teaching depends on clear structure, meaningful practice, and opportunities for communication.

Each skill area presented different challenges, but also meaningful achievements. I learned that grammar becomes more understandable when connected to real use, speaking improves when students feel supported and prepared, listening and reading are more effective when tasks guide comprehension step by step, and writing develops better when treated as a process rather than a single task.

This experience also reinforced the importance of reflection in teaching. By analyzing what worked well and what could be improved, I became more aware of my role as a facilitator of learning. I understood that mistakes and difficulties are part of professional growth and that reflection helps transform classroom experiences into meaningful learning for the teacher as well.

Overall, this project has helped me grow professionally and has prepared me to continue developing as a reflective, creative, and student-centered English teacher. The knowledge and experience gained during this practicum will serve as a strong foundation for my future teaching career, encouraging me to keep exploring new strategies and adapting my practice to support students in becoming confident and competent users of English.

Recommendations

Based on this experience, it is recommended to continue applying structured methodological models such as FMU, ECRIF, and PDP in future teaching practice, as they provide clear organization, meaningful practice, and communicative opportunities that enhance student learning. It is also advisable to maintain a reflective approach to teaching by constantly analyzing classroom experiences in order to identify strengths and areas for improvement.

Furthermore, teachers should consistently connect grammar to real-life use, treat writing as a process, guide receptive skills step by step, and create supportive environments that encourage students to participate confidently. Continuing to explore new strategies and adapting instruction according to students' needs will strengthen professional growth and promote effective, student-centered learning.

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