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

**PREVIO A LA OBTENCIÓN DEL TÍTULO  
LICENCIADA/O EN PEDAGOGÍA DEL IDIOMA INGLÉS**

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**TEMA:**

TEFL APPLICATION PROCESS

**AUTORES:**

Sanchez Varela Kimberly Maria

**DOCENTE TUTOR:**

Lic.Cintya Zambrano Zambrano. Mg.

**MANTA - ECUADOR**

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## CERTIFICADO DE PROPIEDAD INTELECTUAL

Título del Trabajo de Integración Curricular:

### **Teaching English as a Foreign Language Application Process**

**Autor:** Kimberly María Sánchez Varela

#### **Abstract**

El presente trabajo de investigación presenta una recopilación de journals reflexivos y lesson plans elaborados durante la práctica docente en la enseñanza del inglés como lengua extranjera (TEFL), con el objetivo de evidenciar la mejora de las habilidades del idioma inglés: hablar, leer, escuchar y escribir

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Yo, **Kimberly María Sánchez Varela**, con número de identificación **1316586385**, 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

Kimberly María Sánchez Varela  
1316586385

  
Firma del coautor

Lic.Cintya Maribel Zambrano Zambrano, Mg  
1311702987

Manta, 30 de enero de 2026

## CERTIFICO

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

Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Integración Curricular bajo la autoría de la estudiante SANCHEZ VARELA KIMBERLY MARIA, legalmente matriculada en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, período académico 2025-2026(2), cumpliendo el total de **384 horas**, cuyo tema del proyecto o núcleo problémico es "*Tefl Application Process*"

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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## **Resume**

This document analyses the application of methodologies for teaching English as a foreign language (TEFL), to achieve balanced development of the four language skills: speaking, listening, reading, and writing. A variety of pedagogical approaches are examined in the teaching practice study. The ECRIF model (Encounter, Clarify, Remember, Internalize, Fluently Use) is a proven method of enhancing oral production through a systematic, communicative learning process. The PDP (Pre, During, Post) approach is applied to the development of listening and reading comprehension, guiding students before, during, and after exposure to the content. The PDREE (Preparation, Drafting, Revising, Editing, Extension) model is a well-structured process that fosters the development of writing skills through a systematic, reflective approach.

The analysis demonstrates that these methodologies promote meaningful, student-centred learning that is adaptable to different educational contexts, facilitating the effective integration of communication skills in the English classroom.

In conclusion, it is important to integrate pedagogical frameworks into teaching practice as a means of bridging the gap between theoretical knowledge and real classroom experience, thereby contributing to professional growth and more effective language teaching.

### **Key words**

TEFL, Lesson plans, communicative competence.

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# **CURRICULAR INTEGRATION WORK CONTENT**

## **INTRODUCTION**

English has become a vital tool for communication in a globalized world, playing a crucial role in education, professional development, and intercultural interaction. In many contexts of teaching English as a foreign language, learning English provides students with access to academic resources, future employment opportunities, and meaningful participation in international environments. Therefore, English language teaching should concentrate on both linguistic knowledge and the development of communication skills. This will enable learners to use the language effectively in real-life situations.

However, the development of productive and receptive skills, particularly speaking, reading, and writing, remains a challenge in classrooms where learners have limited exposure to English outside of school. Teachers must implement structured, learner-centered teaching frameworks that support gradual language acquisition and meaningful practice. Teaching frameworks such as ECRIF, PDP, PDREE, and FMU provide clear guidance for lesson planning and classroom practice, ensuring that language teaching moves from comprehension to active use. These frameworks are distinct but complementary, transforming passive exercises into meaningful practice and improving competence in receptive (listening/reading) and productive (speaking/writing) skills. They also promote reflective teaching, which is essential for effective language learning. The ECRIF, PDP, PDREE and FMU frameworks assisted students in enhancing their language proficiency, particularly in speaking and writing. The reflective process enabled us to identify challenges, make informed decisions about teaching, and recognize areas for growth as teachers, thereby demonstrating the importance of reflective practice in teacher training. This teaching practice experience demonstrates that the effective implementation of well-planned teaching methodologies enhances the efficacy of teaching and promotes the development of enhanced communication skills in English language classes.

## MODULE 1: FMU LANGUAGE ANALYSIS

### Journal 1: FMU Language Analysis

In the field of English language teaching, grammar instruction has always aimed to establish a balance between form and content, ensuring that students can effectively communicate while acquiring grammatical principles. One of the most influential frameworks in this field is the Form-Meaning-Use (FMU) analysis, which has a significant impact on our approach to grammar teaching. By viewing language as a multidimensional system rather than a set of isolated rules, it has transformed the way we think about grammar instruction.

To be open about my initial thoughts, I had believed that the framework would assist students in comprehending grammar. Nevertheless, I was uncertain about how to use it effectively with young EFL learners, especially given the limited time we had to teach them. Initially, the use of FMU presented certain challenges, requiring meticulous planning to integrate form, meaning, and use into a single lesson. I felt motivated and curious, especially when I observed students struggling to use grammatical structures correctly in real contexts. These experiences have led me to explore the potential of FMU in enhancing my teaching methodologies and improving the language proficiency of my students.

This period allowed me to bridge theoretical knowledge with real classroom practice while developing a deeper understanding of how students acquire grammar and vocabulary.

Through academic readings, I gained a solid theoretical foundation of the FMU framework. Larsen-Freeman (2014) introduced FMU as a response to traditional grammar teaching methods that focused solely on form, emphasizing that grammar consists of interrelated dimensions: structure (form), semantics (meaning), and pragmatics (use). This perspective helped me understand why students often memorize rules but fail to apply them communicatively.

Additionally, Yilmaz (2018) argues that grammar instruction should balance **form**, **meaning**, and **use** these three dimensions needed for communicative competence. In real classroom settings, teachers typically focus on form alone or on form combined with

meaning, while the use component remains underexplored. However, studies on FMU demonstrate that when all three dimensions—form, meaning, and use—are intentionally integrated, learners develop a deeper understanding of grammatical structures and can apply them more meaningfully and effectively in communication.

During my pre-service teaching practices, I observed that students frequently made grammatical errors not because they lacked knowledge of rules, but because they did not understand how or when to use them. For example, learners could identify verb tenses but struggled to apply them appropriately in speaking or writing tasks. By implementing FMU analysis, I addressed these issues by explicitly connecting grammatical forms to their meanings and real-life uses.

FMU analysis helped solve common classroom problems such as mechanical repetition, low student participation, and limited communicative accuracy. Through contextualized activities, such as short dialogues and guided speaking tasks, students began to use grammar and vocabulary more confidently. This approach also supported vocabulary learning, as students understood not only word definitions but also their functional use in specific contexts.

FMU analysis is essential for teachers because it promotes reflective and intentional instruction. It encourages teachers to move beyond rule explanation and consider how language functions in communication. For me, FMU enhanced lesson planning, improved classroom interaction, and allowed for more accurate feedback focused on students' real language needs. Moreover, it strengthened my role as a facilitator of learning rather than a transmitter of rules, fostering a more student-centered classroom environment.

In summary, FMU analysis proved to be a significant development in my pre-service teaching experience, completely transforming my approach to grammar and vocabulary instruction. It allows me to combine theory and practice while helping students to develop their communication skills. The framework has had a significant impact on the accuracy and confidence of my students, while also contributing to my professional development as an educator. FMU analysis has been shown to be an effective learning tool that facilitates meaningful language acquisition. This is certainly a component that should be included in the training of Teaching English as a Foreign Language (TEFL).

**References:**

Diane Larsen-Freeman. (2014). Teaching Grammar.

Yılmaz, A. (2018). Form-meaning-use framework in grammar teaching: Research on noun clauses in writing skills. *Journal of Language and Linguistic Studies*, 14(3), 37-55.

## **FMU Analysis of: Future – “First Conditional”**

### **FORM**

**If-clause** (if + present simple)      **Main clause** (will + verb in infinitive form)

**Affirmative:** If + Subject + present simple, Subject + will + verb in infinitive form + complement.

If we **go** on a cruise, we **will have** a wonderful time.

**Negative:** if + Subject + do/does not + present simple, Subject + will + not + verb in infinitive form + complement.

If you **don't drive** carefully, you will **have** an accident.

**Interrogative:** Will + Subject + verb in infinitive + If + Subject + verb in present simple +

**Will you go** to the beach If it **rains** tomorrow?

### **Short answer**

**Affirmative:** Yes, I will.

**Negative:** No, I won't.

### **More detailed answer**

**Affirmative:** Yes, I will, because I enjoy swimming even when it's cloudy.

**Negative:** No, I won't, because the beach will be slippery.

### **In type 1 conditional sentences, it is also possible to use:**

#### **Wh- Questions**

What will he do if he runs out of time?

Who'll be my manager if you resign?

Where will we live if we have to move?

How will they react if we fail?

Which one will you choose if they let you?

When will you go camping if you can't go this weekend?

#### **Modals verbs**

Modal verbs in the main clause, instead of the future, to express the degree of certainty, permission, or a recommendation about the result.

Examples:

If you **drop** that glass, it **might** break.

I **may** finish this letter if I **have** time.

If he **calls** you, you **should** go.

If you **buy** my school supplies for me, I **will be able to go** to the park.

**We can also use some different forms of the present tense in the condition clause at a more complex level of English.**

### **Present Continuous**

If it's raining tomorrow, they will cancel the match.

### **Present Perfect**

If they have failed the exam, they will have to take it.

**In the result clause, we can use other future forms:**

### **'Going to**

If I pass my driving test, I'm going to celebrate for a whole week!

### **Future Perfect**

If Meryl Streep wins one more Oscar, she will have won more Oscars than any other actor.

**When** is used when something is certain to happen in the future.

When you come to pick me up, I will tell you what happened.

**Unless** is used as a substitute for "If not". Both can be used.

You won't see snow this year if you don't (unless) you come to the mountains.

The order of the clauses is interchangeable: if-clause +, + main clause / main clause + if-clause.

**Ex:** we will make a snowman in the garden if it snows tomorrow,

## **MEANING**

It means to communicate future situations that are seen as possible or probable, based on a present condition.

## **USE**

We use it when we want to talk about future events that could happen if a particular condition is met in the present or in the near future.

(It is important to note that we use the first conditional to refer to probable and realistic actions or events, and not to imaginary situations ('if I did this, this would happen'), for which we would use the second.)

## **ANTICIPATED DIFFICULTIES**

Confusion with the other conditionals and misunderstanding of when to use them.

Overuse of "will": Students may use "will" in both parts because they associate future meaning with "will" everywhere.

## **CONCEPT CHECKING QUESTIONS**

**Q:** If they study hard, they'll pass the exam?

Is this about the future?

What do they need to do to pass?

Is passing the exam possible?

**Q:** If we don't leave now, we'll miss the bus.

What will happen if we leave late?

Is missing the bus a real possibility?

Is this situation about now or the future?

**Q:** If you drink coffee now, you might not sleep later.

Is it possible that you won't sleep later?

What could cause you to not sleep?

Does "might" mean it will definitely happen?

**Q:** If I say: He'll get sunburned if Mark doesn't wear sunscreen.

Does changing the order change the meaning?

Is the result still the same?

Which part is the condition?

## **TEACHING IDEAS**

Play ‘Chain of conditions’: each student says a conditional sentence based on the previous sentence (e.g., If it rains, I will stay home. If I stay home, I will watch a movie, etc.).

## **SOURCES CONSULTED**

Academia Granada. (n/d). First Conditional. Academia Granada

<https://academia-granada.es/idiomas/first-conditional/>

## **MODULE 2: ECRIF**

### **Journal 2 ECRIF**

The ECRIF framework provides a clear structure for developing oral proficiency in English as a Foreign Language (EFL) contexts. This method is designed to guide educators through the stages of Encounter, Clarify, Remember, Internalize, and Fluency, facilitating a gradual and meaningful speaking process for both teachers and students. ECRIF supports a more effective and confidence-building approach to language acquisition through speaking by emphasizing active participation and learner interaction.

With a view to my objectives and impressions, I set out to design a speaking lesson plan that would encourage meaningful communicative progress while maintaining high levels of student engagement. It was anticipated that the ECRIF framework would assist students in overcoming any fears or doubts they may have when speaking English, due to its student-centered approach. Nevertheless, I anticipated several challenges, particularly when working with shy learners, addressing pronunciation difficulties, and managing time constraints in large classrooms. These concerns have led to feelings of anxiety, primarily related to classroom management and ensuring active student participation throughout the lesson.

Working with elementary learners in a public school has facilitated the development of a more profound comprehension of the challenges involved in teaching speaking skills. These challenges include, but are not limited to, students' emotional barriers, limited vocabulary, and reliance on their mother tongue. This experience prompted a reflection on my role as a language instructor and as a facilitator of a supportive learning environment, which is essential for effective language acquisition.

In contrast to my demonstrative lesson, I experienced a sense of motivation, accompanied by a degree of uncertainty regarding the promotion of oral participation. It was expected that there would be a low level of engagement, given that the attention of university students can be easily distracted in challenging group settings. However, the post-lesson classroom observations refuted these assumptions. Specifically, it was observed that when activities were engaging and promoted meaningful learning, students

demonstrated a greater propensity to take risks, collaborate, and sustain a dynamic class flow. Interactive elements, such as pair work, videos, and games, have been shown to reduce inattention, especially when accompanied by close supervision to ensure proper execution. These experiences served to underscore the notion that the development of oral proficiency in a foreign language is a gradual process that demands patience, empathy, and ongoing opportunities for authentic English communication.

Supportive learning environments play a crucial role in second language development by reducing anxiety, increasing motivation, and facilitating natural language processing. In this regard, Huang, Al-Rashidi, and Bayat (2024) emphasize that teacher support in EFL classrooms promotes language progress, academic enjoyment, and emotional immunity, all of which contribute to improved fluency and retention in language learning contexts.

ECRIF can be effectively applied in real conversation classes through practical, engaging strategies tailored to each phase. The Encounter phase is designed to introduce new concepts through short videos or image galleries related to the topic. These are supplemented by memory games or repetition chains to reinforce vocabulary. In the Clarify phase, the use of visual aids and models assists students in developing their own ideas. The next step in the process is to facilitate pair or small-group discussions to deepen understanding. Finally, the Fluency phase focuses on pair work in a low-threat environment, intending to maximize speaking opportunities, negotiate meaning, and receive immediate peer feedback. Research has shown that these interactive conditions reduce anxiety compared with whole-class activities, leading to longer utterances, greater grammatical accuracy, and increased complexity. Additionally, pairs tend to outperform individuals due to mutual support, enhanced motivation, and faster development of automaticity in language use. This process aligns closely with Brawns' (2016) description of spontaneous scaffolding, which emerges naturally through learner interaction as they encounter new language and construct understanding in real time.

In conclusion, the ECRIF framework makes a big difference to teaching English as a foreign language by systematically dealing with the most common problems, such as student anxiety, lower participation, and less fluency, through its carefully designed but

flexible phases. The results of trials done before the course and in the demonstration class show that ECRIF helps learners to communicate better, makes them more confident, and changes lessons so that learners are more involved. If teachers use this framework in the future, it will make teaching more effective, inclusive, and interesting. It will help learners to use language in new ways to create new opportunities, connections, and experiences all over the world.

## References

Brawn,E. (2016). The Effect of Phonetic Association on Learning Vocabulary in Foreign Language. doi. <http://dx.doi.org/10.11114/jets.v5i1.1968>

Huang, L., Al-Rashidi, A. H., & Bayat, S. (2024). Teacher support in language learning: A picture of the effects on language progress, academic immunity, and academic enjoyment. *BMC Psychology*, *12*, 124. <https://doi.org/10.1186/s40359-024-01602-2>

## **Speaking Lesson Plan**

**Level:** B1

### **Action points**

1. Class management.
2. Give clear and concise instructions.

### **What are your Student Learning Objectives for the lesson?**

By the end of the lesson, students will be able to **use** the first conditional **to** discuss unexpected events **in** an informal 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?**

When students can ask and answer questions using the first conditional correctly and naturally in the fluent stage.

When students successfully make plans in pairs, using the first conditional structure appropriately

### **Preliminary considerations:**

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

Students know the verbs in the present simple

Students know the present simple tense

Students know the future simple tense

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

Students might have difficulties pronouncing the contracted forms (e.x, I'll, you'll, he'll)

Students might have difficulties understanding when to use the First Conditional.

Students might have difficulties constructing negative or question sentences

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

Give a short review on how the pronunciation and/or do choral drilling of the contractions

Contrast with other conditionals to show how it is used (If you heat water, it boils (zero) vs.

If you heat water, it will boil over(first)

Clarify the structure and tense of each clause step by step with different colors

Time	Framework stage	Procedure		Interaction T- S/ S-S VAKT	Materials Needed
		Teacher will	Student will		
5 Minutes	Encounter	<ul style="list-style-type: none"> <li>- tell students to imagine this situation: “You have a big test tomorrow.”</li> <li>- ask students: What will happen if you don’t study? What will you do if you finish studying early?</li> <li>- ask students to think, “Are these situations real or imaginary?”</li> </ul>	<ul style="list-style-type: none"> <li>- answer the questions given by the teacher</li> </ul>	T- S S-S	Markers Whiteboard
5 Minutes	Clarify	<ul style="list-style-type: none"> <li>- make a brief review of the first conditional structure (positive, negative, and questions). Show a video: First Conditional Video <a href="https://youtu.be/1ene6gOAppY?si=3dP26dvUI1Q1gHPg">https://youtu.be/1ene6gOAppY?si=3dP26dvUI1Q1gHPg</a></li> <li>- stop at key examples to explain the structure</li> </ul> <p><b>CCQs:</b>            If I said “If Jane gets the new job, she’ll need to move to Poland.”            Is this realistic or possible? Why?            Is this sentence correct? “I’ll watch a movie if I finish my homework.”            Yes/No, why?            If you eat too much chocolate, you’ll feel sick.</p>	<ul style="list-style-type: none"> <li>- look at the video and answer the questions</li> <li>- answer the CCQs asked by the teacher.</li> </ul>	T- S S-S	Video Laptop Projector Speaker

		<p>What causes the result here?          If it rains tomorrow, we'll cancel the picnic.          Is it possible that it will rain tomorrow?</p>			
8 Minutes	Remember	<ul style="list-style-type: none"> <li>- ask students to choose a dominoes clause and find their match.</li> <li>- ask students to read your full sentence aloud to the group.</li> <li>- give the students the worksheet they will be working with.</li> <li>- show students a model of what to do.</li> </ul>	<ul style="list-style-type: none"> <li>- find a partner whose clause matches yours to form a complete First Conditional sentence.</li> <li>- find your match, and read your full sentences aloud to the group.</li> <li>- complete the sentences using the correct form of the verbs that are shown in brackets</li> </ul>	T-S S-S	Worksheet Dominoes clause Pen/ pencil
10 Minutes	Internalize	<ul style="list-style-type: none"> <li>- ask students work in pairs</li> <li>- ask students to talk about possible plans for the weekend.</li> <li>- encourage them to think about fun or creative plans.</li> </ul>	<ul style="list-style-type: none"> <li>- choose a partner</li> <li>- tell me some sentences using possible plans for the weekend.</li> </ul>	T-S S-S	Marker Whiteboard Notebook Pencil
17 Minutes	Fluency	<ul style="list-style-type: none"> <li>- ask students to create 5 questions for the informal interview, like:            What will you do if school is cancelled?            What will you do if the teacher gives extra time for the activity?</li> <li>- ask students walk around the class and ask their classmates (If the answer is the same as yours, write down the name of the person who answered)</li> <li>- choose a few students to share their findings with the class</li> </ul>	<ul style="list-style-type: none"> <li>- create five questions based on the examples</li> <li>- get up and move around the room. Ask your classmates different questions using the first conditional.</li> <li>- write the name of their partner after it, if the sentence matches.</li> <li>try to fill in the sheet with different names (if you can).</li> <li>- share some of their answers with the group.</li> </ul>	S-S	Notebook Pencil

**Sources:**

MS Academy. (n/d). First Conditional Dominoes [PDF]

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ENGLISH WITH DASHA. (2022, 27 de marzo) FIRST CONDITIONAL in CARTOONS[Video].

YouTube: <https://youtu.be/1ene6gOAppY?si=3dP26dvU11Q1gHPg>

## Annex 1

if you upload this video.	I will lend you my laptop	if you promise to be careful with it.	If you repair my bike,	I will ride it to the park.	You won't be able to remain in my class
if you keep interrupting me.	If you manage to save enough money,	you will be able to buy that house.	Harry will feel lonely	if Sarah leaves him.	Anna won't miss the deadline
if you remind her.	If I am too busy at work,	I might postpone the meeting.	You will be protected in an accident	if you fasten your seatbelt.	I will quit this job
if I get paid late again.	You will always be understood	if you pronounce your words correctly.	If you complain too much,	she might just ignore you.	Nobody will notice
if you make a mistake.	If you attend my next class,	I will give you some exam tips.	If you attach the contract to the email,	I will sign and return it to you.	If you clap your hands after each song,
the band will appreciate it.	You will avoid high prices	if you book your tickets in advance.	If the police catch you texting and driving,	you will get a large fine.	If you touch that hot pan,
you will get a nasty burn.	If he doesn't improve his work,	he could get fired.	If I travel to Paris next month,	I will visit the Eiffel Tower.	If the football team trains a little harder,
they might win a match.	If you annoy me,	I won't talk to you for a while.	If you perform well in the interview,	I am confident you will get the job.	You will get a lot of views

## Annex 2

# GRAMMAR

## First conditional

- If you \_\_\_\_\_ (not pass) your exams, your parents \_\_\_\_\_ (be) angry with you.
- You \_\_\_\_\_ (get) fat if you \_\_\_\_\_ (eat) hamburgers every day.
- If you \_\_\_\_\_ (not help) me with the housework, I \_\_\_\_\_ (not help) you with your homework.
- If you \_\_\_\_\_ (meet) your friends this evening, where \_\_\_\_\_ you \_\_\_\_\_? (go)
- I \_\_\_\_\_ (stay) at home if it \_\_\_\_\_ (rain) tomorrow.
- If the weather \_\_\_\_\_ (be) nice tomorrow, we \_\_\_\_\_ (go) to the zoo.
- Helen \_\_\_\_\_ (put on) her favourite dress if she \_\_\_\_\_ (go) out tonight.
- If my mother \_\_\_\_\_ (ask) me to help her with the housework, I \_\_\_\_\_ (tell) her I have got a terrible headache.
- If I \_\_\_\_\_ (tell) my mother I have got a terrible headache, we \_\_\_\_\_ (go) to the doctor.
- If we \_\_\_\_\_ (go) to the doctor, my mum \_\_\_\_\_ (find out) that the headache was only an excuse.

## Demonstrative Class

Imagine this situation: "You have a big test tomorrow."



What will happen if you don't study?  
What will you do if you finish studying early?  
Are these situations real or imaginary?"

## CCQs

• If I said, "If Jane gets the new job, she'll need to move to Poland."  
Is this realistic or possible? Why?

• Is this sentence correct? "I'll watch a movie if I finish my homework."  
Yes/No, why?

• If you eat too much chocolate, you'll feel sick.  
What causes the result here?

• If it rains tomorrow, we'll cancel the picnic.  
Is it possible that it will rain tomorrow?



\*In pairs, talk about possible plans for the weekend.  
Remember, think about fun or creative plans.



### Informal interview

Create 5 questions using the first conditional.

Ex: 'What will you do if school is cancelled?'

First, answer it for yourself.

Then, walk around the class and ask your classmates the questions.

If the answer is the same as yours or related, write down the name of the person who answered.

## **MODULE 3: LISTENING**

### **Journal 3 PDP (Listening)**

Listening is a fundamental skill in language learning and plays a crucial role in the development of speaking, pronunciation, and overall communicative competence. In English as a Foreign Language (EFL) contexts, listening is often perceived as one of the most challenging skills for learners due to factors such as fast speech rate, unfamiliar accents, limited vocabulary, and scarce exposure to authentic input.

Effective lesson planning is essential for fostering learners' comprehension, engagement, and motivation. Abdallah (2020) highlights that the PDP approach provides a structured framework for teaching listening comprehension by organizing instruction into three sequential stages: before, during, and after listening. This methodology transforms listening from a passive act into an active, guided, and purposeful process. By incorporating pre-listening preparation, during-listening support, and post-listening reinforcement, the PDP framework responds to both the cognitive demands and affective needs of EFL learners. This reflective journal examines my expectations, insights, and classroom experiences related to designing and implementing listening lesson plans using the PDP framework.

Before becoming familiar with the PDP framework, I expected listening lessons to be difficult to manage and emotionally demanding for students. My previous perception of listening activities was limited to playing an audio and asking students to answer comprehension questions, a practice that frequently resulted in frustration, anxiety, and low achievement. As a future teacher, I felt concerned about students' lack of confidence and fear of making mistakes during listening tasks.

During my pre-service teaching experience in school, I observed that students frequently struggled with listening activities. Their most common difficulties involved limited vocabulary, fast audio speed, distracting classroom environments, and unfamiliar accents that differed from those they were used to hearing. Many learners became discouraged when they could not understand the audio on the first attempt, which led to decreased motivation and reduced participation. According to López et al. (2021),

coherence is not always achieved between the use of audiovisual materials for teaching listening comprehension and the pedagogical strategies that teachers implement in the classroom. This lack of alignment often contributes to students' difficulties, as instructional materials are not always adapted to learners' needs or supported by effective listening strategies.

In my demonstration class, there was effective interaction between the teacher and the students, which positively influenced the teaching-learning process. One of the main aspects to highlight was the students' active cooperation, as their constant participation ensured the class ran smoothly and in an organized manner, completing the planned activities within the established time frame. Likewise, it was observed that the proposed activities aroused the students' interest, which encouraged their involvement and attention throughout the session. However, one area for improvement was identified: the speed of the audio used in the listening comprehension activity was too fast for the students' level, making it necessary to repeat the listening exercise three times. This observation highlights the importance of adapting teaching resources to the linguistic level of the students in order to optimize comprehension and promote more meaningful learning.

After understanding the PDP framework, apply it to the students. I realized that listening lessons could become more engaging, supportive, and meaningful when students are systematically prepared and guided. The pre-listening stage helps activate background knowledge and reduce anxiety, while the during-listening stage provides clear purposes and focus. Although the framework may initially feel rigid, especially for young teachers, its structure offers emotional and pedagogical support for both learners and instructors. Overall, I developed positive feelings toward listening instruction, viewing it as a manageable and motivating process rather than a stressful one.

Through the analysis of several academic sources, I learned that listening is an active, interpretative, and strategic process rather than a passive reception of sounds. Scholars emphasize the importance of the pre-listening stage in activating prior knowledge, introducing key vocabulary, and establishing a clear purpose for listening. As teachers, we can use these activities in the pre-listening phase, such as vocabulary previews, visual prompts, guiding questions, and short videos activate students' background knowledge and

reduce anxiety, creating favorable conditions for comprehension. This stage prepares learners cognitively and emotionally, increasing their chances of success.

The during-listening stage is designed to guide learners' attention through specific and graded tasks, such as listening for gist, identifying details, prediction activities, timelines, and true/false tasks to sustain engagement and comprehension. Integrating the PDP framework with pedagogical tools allows pre-service teachers to design dynamic and motivating lessons that maintain students' focus throughout the listening process.

Finally, the post-listening stage reinforces understanding through pair or group summaries, role-plays, brief presentations, and written reflections, which encourage interaction and transform receptive input into meaningful language production. Over time, the consistent application of this structured sequence not only improves comprehension but also is designed to promote active listening, collaboration, and the transfer of receptive skills into productive language use.

Although listening and speaking are closely related language skills, their lesson plans differ in both focus and methodology. Listening instruction emphasizes comprehension, interpretation of meaning, and processing of input, making it primarily a receptive skill; for this reason, the PDP framework is well-suited to listening lessons, as it offers structured guidance before, during, and after exposure to the input. In contrast, speaking lessons center on language production, with attention to fluency, accuracy, pronunciation, and interaction. These lessons commonly involve warm-up tasks, controlled practice, and freer communicative activities such as discussions or debates that encourage learners to apply the target language more spontaneously. Furthermore, assessment criteria vary across the two skills: listening assessment focuses on comprehension and interpretation, whereas speaking assessment evaluates coherence, pronunciation, and overall communicative effectiveness. Taken together, these distinctions indicate that listening and speaking require instructional approaches that are distinct yet complementary.

In conclusion, the PDP framework has been demonstrated to be an effective and transformative approach for planning and implementing listening lessons in EFL classrooms. It has been established through academic readings and pre-service teaching

experience that the implementation of well-structured listening lessons has the capacity to significantly reduce student anxiety, improve comprehension, and increase engagement. The PDP framework has been developed to address the common difficulties experienced by people in the process of acquiring the skill of listening. It provides clear stages of progression, purposeful tasks, and emotional support.

## **References**

- Abdallah, A. (2020). Integrating the PDP Framework with the Pedagogy Wheel for Teaching Listening by Pre-service EFL Teachers.3-11. Retrieved from. <https://wameedalfikr.com/wp-content/uploads/2020/09/Integrating.pdf>
- López, R., Gamboa, M. E., & Ferrás, L. M. (2021). La Comprensión Auditiva en la Enseñanza del Idioma Inglés desde el Tratamiento Didáctico de Materiales Audiovisuales. *Didáctica y Educación*, 7(4), 253-273.

## **Listening Lesson Plan**

**Level:** B1

### **Action points**

- Integrate listening with other skills
- Varied listening activities

### **What are your Students Learning Objectives for the lesson?**

By the end of the lesson, students will be able to **show understanding** of the audio “Budget Hotel Rooms” **by** presenting their comparison and personal preference, **then** selecting a city, identifying two affordable options, and noting details such as price, location, and amenities.

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

When they talk about their personal preferences in class, when they travel.

When they present their findings and select the best.

### **Preliminary considerations:**

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

Present Simple Tense

Future simple Tense

First conditional

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

A few students can get confused with the information about the audio.

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

Repeating the audio as many times as necessary.

Time	Framework stage	Procedure		Interaction T-S/ S-S	Material needed
		Teacher will	Student will		
5 Minutes	Pre Stage	Ask students to think about what they consider when making a hotel reservation. Ask students to rank their answers according to the previous question at the following link. <a href="https://www.menti.com/alvoabobk9xf">https://www.menti.com/alvoabobk9xf</a>	think about what they consider when making a hotel reservation? Rank the answers.	T-S S-S	Mentimeter app
5 Minutes	Early During	- play the beginning of the audio and ask students to listen and choose the correct answer.	-listen to the audio and choose the correct answer	T-S S-S	Worksheet Audio Pen / Pencil
10 Minutes	Later During	- give students a fill-in-the-blank worksheet with the first part of the conversation. - play the audio and tell the students listen and write down the missing words.	-listen to the audio and complete the sentences	T-S S-S	Worksheet Audio Pen / Pencil
15 Minutes	Final During	- ask students to reflect on personal experiences in hotels or other travel accommodations. <b>Guiding questions such as:</b> How was the service? Was the room as expected? Did the hotel fail to provide something it promised? Were there any unexpected charges? - encourage students to share both positive and negative experiences. -facilitate a discussion in pairs to help students compare their experiences	- reflect on and describe personal experiences they have had at a hotel or other travel accommodation. - share both good and bad aspects of their stay, including service quality and room conditions. - discuss whether the hotel met their expectations or failed to deliver on its promises, and analyze if they felt the prices or additional charges were fair or unreasonable.		Worksheet Audio Pen / Pencil

			- engage in a pair discussion to compare their experiences with those of their classmates.		
<b>10 Minutes</b>	<b>Post stage</b>	<ul style="list-style-type: none"> <li>- guide students to choose a city they would like to visit.</li> <li>- instruct students to use the Internet to research two affordable accommodations (hotels, hostels, etc.) in that city.</li> <li>- encourage students to take notes on price, location, and amenities</li> </ul>	<ul style="list-style-type: none"> <li>- choose a city they would like to visit.</li> <li>- use the Internet to search for two cheap and affordable accommodations. Gather information about each option, including prices, location, and amenities.</li> <li>- present the two types of accommodation, and have them decide which one they prefer and why.</li> </ul>	<p>T-S</p> <p>S-S</p>	<p>Worksheet</p> <p>Audio Pen / Pencil</p>

**Sources:**

Audio: <https://www.esl-lab.com/intermediate/budget-hotel-rooms/>

## Demonstrative class



### ACTIVITY 2

#### Listen to the audio and choose the correct answer

- Where is the man's room in the hotel?  
 the third floor  
 the second floor  
 the first floor
- What time is breakfast served in the morning?  
 6:30-10:30 a.m.  
 6:30-10:00 a.m.  
 6:00-10:30 a.m.
- Where can the man get a free wireless Internet connection?  
 in his hotel room  
 in the restaurant and lobby  
 outside of the hotel
- What is the cost for a refrigerator in the man's room?  
 \$7.50  
 It's free. Of course!  
 \$10.00
- At the end of the conversation, the man decides to \_\_\_\_\_.  
 stay at the hotel anyway  
 find another hotel with better service  
 call the manager to complain more

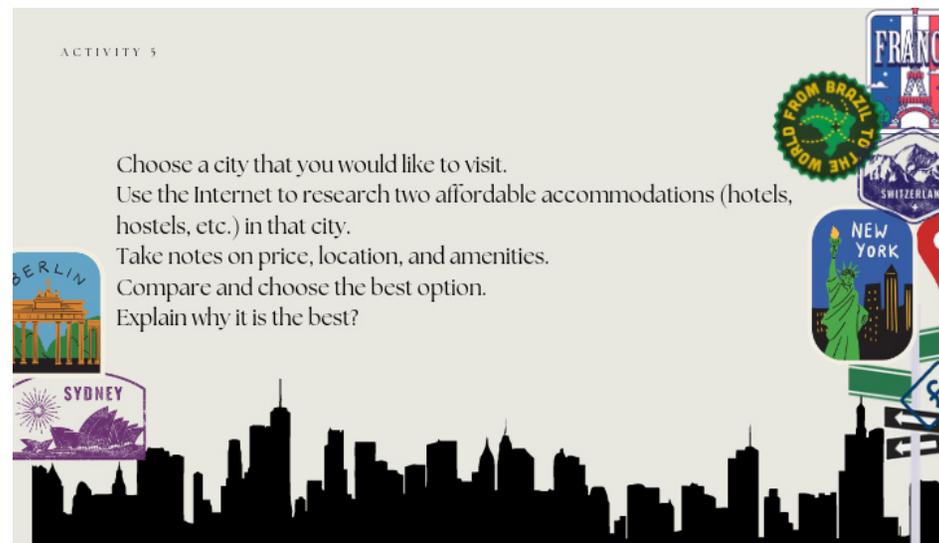
### ACTIVITY 3

#### Listen to the audio and complete a fill-in-the-blank worksheet.

Man: Hi. I have a reservation for tonight, and I just \_\_\_\_\_ to check in.  
 Hotel Clerk: Sure. What's your name?  
 Man: Uh, Mike Adams.  
 Hotel Clerk: Okay. Let me \_\_\_\_\_ here. Um, Here's your key to open your door. You're in \_\_\_\_\_ 360. Just walk down this hall [Okay.], and you'll see the elevators on your right.  
 Man: Oh, okay, and what time is the restaurant \_\_\_\_\_ for breakfast?  
 Hotel Clerk: It serves breakfast from 6:30-10 a.m.  
 Man: Oh, okay. And, uh, where's the \_\_\_\_\_ room? I'd like to, you know, run a couple of miles before going to \_\_\_\_\_ tonight.  
 Hotel Clerk: It's on the second floor, and it's open 'til 10 tonight [Okay.], but the treadmill isn't working.  
 Man: Oh, oh well. And one \_\_\_\_\_ question. Do you have wireless Internet in the rooms?  
 Hotel Clerk: We DO [Ah!]. . . for \$7.95 a night.  
 Man: Uhhh, I thought something like that would be free.  
 Hotel Clerk: No, sorry, sir but you can get free wireless access if you \_\_\_\_\_ in the parking lot on the far north side. [Oh!] You see, the \_\_\_\_\_ next to us has wireless and . . .  
 Man: Oh, great. Um, and uh . . . forget that. And every room has a refrigerator, right?  
 Hotel Clerk: Well, we can have one put in your room for an additional \_\_\_\_\_ dollars a night.

### ACTIVITY 5

Choose a city that you would like to visit.  
 Use the Internet to research two affordable accommodations (hotels, hostels, etc.) in that city.  
 Take notes on price, location, and amenities.  
 Compare and choose the best option.  
 Explain why it is the best?



ACTIVITY 4

**Prompt**

Reflect on their personal experiences in hotels or other travel accommodations.

- How was the service?
- Was the room as expected?
- Did the hotel fail to provide something it promised?
- Were there any unexpected charges?

In pairs, compare your experiences.



## **MODULE 4: READING**

### **Journal 4: PDP ( Reading)**

Reading plays a crucial role in English as a Foreign Language (EFL) learning, particularly for students who are still developing their linguistic competence. Effective reading instruction should not only aim at comprehension but also at motivating learners, activating prior knowledge, and fostering critical thinking. One instructional model that supports these objectives is the PDP framework (Pre–During–Post), which organizes reading lessons into three pedagogically meaningful stages.

When I began my teacher training, I thought that reading classes focused mainly on learning vocabulary and answering simple questions, which often made me nervous because these activities tended to be monotonous and difficult for students with limited English skills. Thanks to my previous experience as a teacher in schools, I noticed that many reading classes lacked student interaction and participation; students were often asked to read long texts without adequate preparation, which led to confusion, demotivation, and superficial comprehension. Among the most common challenges were limited vocabulary, lack of prior knowledge, and poor monitoring of comprehension. In contrast, when I applied the PDP framework in my class, I observed a significant change that allowed me to develop a more dynamic and student-centered experience. The pre-reading phase, especially with its focus on prediction and activating prior knowledge, transformed my perceptions by showing me how it is possible to spark interest even before presenting the text. During the class, I identified difficulties such as incorrect pronunciation or unfamiliarity with certain words, which allowed me to provide immediate support and clarify doubts. Likewise, the post-reading activities reinforced comprehension of the text, and the final activity allowed students to put what they had learned into practice.

After reviewing several academic sources on reading instruction and the PDP framework, I learned that reading is an active, meaning-making process that requires strategic planning and learner involvement. Engaging readers in shared inquiry through a discussion-based reading model effectively stimulates students' cognitive processes, encouraging them to reflect on and think critically about questions arising from complex texts. Research indicates that reading engagement functions as an antecedent to the development of students' attentiveness, which in turn contributes to higher levels of reading comprehension performance. The concept of

engagement involves keeping readers both cognitively and behaviorally active; therefore, factors such as interest, self-regulation, motivation, reading attitude, and involvement with the text should be considered essential components when measuring readers' engagement (Roomy & Alhawsawi, 2019)

Additionally, educators can analyze available materials. In the Post-reading stage, students can participate in role-plays, debates, opinion sharing, or short projects related to the text. These activities encourage critical thinking, collaboration, and language use beyond simple comprehension, making reading lessons more engaging and communicative. This stage reinforces comprehension and encourages critical thinking by connecting the text to learners' real-life experiences. These findings confirm that structured PDP reading lessons enhance comprehension, engagement, and learner autonomy in EFL context.

Although PDP reading and listening lesson plans share the same three-stage structure, they differ in their cognitive demands and instructional strategies. Listening lessons depend on auditory input that is often transient, requiring repetition and immediate processing. In contrast, reading lessons allow learners to control the pace, re-read texts, and analyze language features more deeply.

Reading instruction emphasizes skills such as skimming, scanning, vocabulary development, and text structure analysis, while listening focuses more on pronunciation, intonation, and real-time comprehension. Despite these differences, both skills benefit from prediction in the Pre stage and knowledge transfer in the Post stage

In conclusion, the PDP framework is an effective and flexible approach for teaching reading in EFL classrooms. Through academic readings and my pre-service teaching experience, I have learned that well-structured reading lessons significantly improve student comprehension, motivation, and confidence. The PDP framework addresses common challenges in reading instruction by providing clear stages, purposeful activities, and opportunities for interaction and reflection. Its implementation has strong potential to enhance meaningful learning and support successful reading development in diverse educational contexts.

**References:**

Roomy, M. & Alhawsawi, S. (2019). Understanding Reading Strategies of EFL Saudi Students. English Language Teaching, 12(6), 33-44. <https://doi.org/10.5539/elt.v12n6p33>

## Reading Lesson Plan

Level: A2.

### Action points

- Time management
- Give clear instructions

### What are your Student Learning Objectives for the lesson?

By the end of the lesson, students will be able to **show** understanding of the text “Say Goodbye to Clutter” **by** describing their own ways to clear clutter and **then** share with a partner and report two things they would keep and two things they would not keep, explaining 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 they describe their own ways to clear clutter.

When students share with a partner and report two things they would keep and two things they would not keep, explaining why.

### Preliminary considerations:

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

- Present Perfect tense
- Present Simple tense
- Reading short texts.

**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 lecture.

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

- Reading the text several times.

Time	Framework Stage	Procedure		Interaction T-S/ S-S	Material needed
		Teacher will	Student will		
5 Minutes	Pre Stage	<ul style="list-style-type: none"> <li>- show students some pictures and ask them to describe the image in one word.</li> <li>- ask questions if students don't follow the topic: Is it easy to find things a) in your bag b) on your desk c) in your bedroom?</li> <li>- look at the photo. What do you think clutter means</li> </ul>	<ul style="list-style-type: none"> <li>- look at the pictures and say a word that describes the pictures.</li> <li>- answer questions based on the images.</li> </ul>	T-S S-S	Pictures PPT Laptop Projector
8 Minutes	Early During	<ul style="list-style-type: none"> <li>- ask students to open the book and go to page 30.</li> <li>- ask students to skim the text "Say goodbye to clutter" to obtain the main idea of the text.</li> <li>- ask students to identify the meaning of the words in bold according to the context.</li> <li>- ask students to read the text again in pairs in order to complete a worksheet where they have to answer reading comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>- open the book at page 30</li> <li>- skim the text to obtain the main idea of the text.</li> <li>- share with the class the meaning of the word in bold according to the context.</li> <li>- complete the worksheet.</li> </ul>	T-S S-S	Book
10 Minutes	Later During	<ul style="list-style-type: none"> <li>- ask students to read the text again in pairs and answer the following questions: Which tip is the best for you? Why? What do you do if you are in a hurry?</li> </ul>	<ul style="list-style-type: none"> <li>- read the text again and answer the following questions in pairs.</li> </ul>	T-S S-S	Text Worksheet Pencil/pen

		Do you think you can follow these tips in your room?			
15 Minutes	Final During	- ask students to read the text again and tell a partner about their own ways to clear clutter. How do they keep their room tidy?	- have a conversation in pairs about their own ways to clear clutter.	T-S S-S	Text Worksheet Pencil/pen
7 Minutes	Post Stage	- divided the class into pairs. Ask students to imagine they are in their room and: <b>Prompt</b> - choose two things they would keep and two things they would not keep, explaining why. (They may also include images to show the items.) ask students to report what their partner said.	- imagine that you are in your room and choose two things you would keep and two things you would not keep, explaining why. (You may also show images of the items) - listen carefully and report what the partner said	T-S S-S	Pencil / pen Notebook

## Demonstrative Class

### **PROMPT**

Choose two things they would keep and two things they would not keep, explaining why. (They may also include images to show the items.) Choose a student to report what their partner said.

### **WORKSHEET**

1. What are the three types of clutter mentioned?
2. What are two examples of things people don't use?
3. How many tips are given to clear clutter?
4. What is tip number 3 about?

Something I would definitely keep is this cowboy hat. It reminds me of the first time I took part in an event for our major. I always avoided those things, but that time I went for it... and well, I survived. It was the first and last time I did it, but at least the hat reminds me that I didn't die of nerves (although it was close)



### **PAIR ACTIVITY**

Which tip is the best for you? Why?  
What do you do if you are in a hurry?  
Do you think you can follow these tips in your room?

## Say goodbye to clutter

Help! Your train leaves in fifteen minutes, but you can't find your ticket. After ten minutes, you find it under some books and a lot of paper. You **miss** your train.

Is this you? You're not alone. Many people have a problem with clutter. But you **CAN** change this. It's difficult, yes, but you **CAN** do it! First, there are some things you need to understand.

### 3 types of clutter

1 Have you got two of something? Do you really need both of them?

**Keep** one and give the other to a friend.



2 It's in your wardrobe, but you never wear it. It's too big for you. Ask yourself, 'Do I really love this?' No? It needs to go.

3 It's in your kitchen cupboard. It's a gift from

someone in your family, but you never use it. (It's got the price on the box!)

You don't like it, it's too large, and you haven't got any space for it. It goes!



### Clear your clutter: 5 top tips

- 1 Choose one room, or part of a room, for example a cupboard in your bedroom. It's important to choose a time of day when you've got a lot of energy. Open all the windows and play some loud music! **Turn off** your phone and always finish the job.
- 2 Maybe you haven't had much time to clean. OK, so spend a short time every day, maybe fifteen minutes. You don't need to spend hours: 'little and often' is best.
- 3 Every time you **pick up** something, ask yourself two questions: 'Is this useful? Do I love this?' Is the answer to both questions 'yes'? You can keep it.
- 4 Give yourself a present when you finish. Do you enjoy playing video games? Go and play for an hour. Do you like eating chocolate? Have some. Sit in a nice, soft chair and relax.
- 5 And in the future? Don't leave anything on the floor or on tables. Always pick things up and **put them away**. Have a place for everything.



## **MODULE 5: WRITING**

### **Journal 5: Writing**

Writing is one of the most important skills that learners need to develop, because when they write, they must do it correctly. However, writing instruction in EFL classrooms often presents significant challenges due to learners' limited linguistic resources and their lack of exposure to meaningful writing practices.

Initial expectations regarding the Writing Lesson Plan were centered on the need for structured guidance to support students in organizing ideas and improving writing fluency. Writing was anticipated to be one of the most demanding skills to teach, especially considering frequent grammatical errors, limited vocabulary, and time constraints in EFL classrooms. Feelings of apprehension emerged from these challenges; however, optimism developed as the methodology emphasized a student-centered and gradual learning process.

The interactive nature of the writing process generated confidence that students could improve through continuous practice rather than being evaluated solely on final products.

During my pre-service, several challenges were observed, including first language interference, weak text organization, and frequent grammatical inaccuracies. Large class sizes, limited instructional time, and low student motivation further intensified these issues. The implementation of a process-oriented writing methodology helped address these difficulties by incorporating brainstorming activities, guided drafting, peer feedback, and

multiple revisions. These strategies encouraged students to view writing as a developmental process, increasing their confidence and willingness to participate actively in writing tasks.

The demonstration class played a key role in my learning process. Throughout the activities, I guided the students' work, providing clear instructions and monitoring the drafting process. However, two factors prevented me from delivering the entire lesson as planned: limited time and some students' difficulty in following the previously explained structure, which caused several of them to have to restart their writing. In addition, the large size of the group made personalized supervision challenging. When reviewing the drafts, I noticed that the students were still having difficulty with grammar and spelling, and with applying the required structure.

The reviewed literature consistently highlights the effectiveness of the process writing approach, which includes stages such as prewriting, drafting, revising, editing, and publishing. Research demonstrates that this methodology is more effective than product-focused approaches because it promotes clarity, idea development, and learner autonomy. Moreover, studies emphasize the importance of explicit strategy instruction to help students plan, monitor, and evaluate their writing. It is also important to note that interactive feedback and revision significantly reduce writing anxiety and increase students' motivation. Furthermore, research indicates that learners must develop strong writing skills to build a solid foundation for their academic and professional futures. In fact, Badrasawi et al. (2016) describe writing ability as a cornerstone of university students' success in both academic and career contexts.

In authentic classroom settings, the efficacy of writing instruction can be augmented through the incorporation of writing workshops that consist of brief, focused lessons addressing specific competencies, such as sentence structure or paragraph organization. The integration of modelling texts has been demonstrated to facilitate comprehension of genre conventions among learners. Furthermore, the implementation of goal-setting activities has been shown to enhance the efficacy of prewriting stages. Collaborative revision sessions and peer feedback have been demonstrated to promote interaction and shared responsibility for learning. Moreover, digital tools, including grammar checking applications and AI-assisted platforms, can be employed responsibly to facilitate revision and individualized feedback, particularly in diverse and large classrooms. Recent research also indicates that artificial intelligence contributes positively to language learning by providing personalized learning experiences, adaptive feedback, and tailored instructional support that responds to learners' individual needs (Crompton & Burke, 2024)

The writing process is of fundamental importance as it prioritizes development over perfection. Engaging in cycles of planning, drafting, revising, and editing has been demonstrated to enhance students' fluency, vocabulary use, and self-efficacy as writers. Research findings indicate that process-oriented instruction results in texts that are longer, clearer, and more coherent, while concurrently reducing reliance on grammar drills. It is essential to recognize that the writing process plays a vital role in promoting learner autonomy and critical thinking. By facilitating the comprehension that errors are an inherent component of the learning process, rather than being perceived as markers of

failure, educators can nurture a positive attitude towards mistakes in an academic environment

In conclusion, adopting PDREE grounded in the writing process significantly enhances EFL instruction. This reflection demonstrates that process-oriented writing methodologies address common classroom challenges while empowering students to become more confident and independent writers. Experiences during pre-service teaching confirm that writing difficulties can be mitigated through structured guidance, meaningful feedback, and collaborative learning. Future teaching practice will continue to integrate these evidence-based strategies to promote inclusive, effective, and learner-centered writing instruction.

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- Badrasawi, K. J. I., Zubairi, A., & Idrus, F. (2016). *Exploring the relationship between writing apprehension and writing performance: A qualitative study*. *International Education Studies*, 9(8), 134–143.  
<https://doi.org/10.5539/ies.v9n8p134>

## **Writing Lesson Plan**

**Level:** A2

### **Action points**

- Give correct guidance through the class
- Reduce the Teacher Talking Time.

### **What are your Student Learning Objectives for the lesson?**

By the end of the lesson, students will be able to write a Mini-Bio that describes their favorite famous person, following the structure of a Bio and then post it in Padlet.

### **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?**

First, I will check if students can write about their favorite famous person.

Then I will check if students are applying the structure of a Bio to their Bio of their favorite famous person.

Finally, I will check if students can revise and present their final Bio to the class.

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

The present simple tense

Past simple tense

Past continuous tense

How to use capital letters

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

Write by following the structure given.

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

Giving appropriate instructions regarding the structure of the BIO, the basic vocabulary they need, and providing a model.

Time	Framework Stage	Procedure		Interaction T-S/ S-S	Material needed
		Teacher will	Student will		
10 minutes	Preparation	<ul style="list-style-type: none"> <li>-show some images of famous people as an example.</li> <li>- ask students to read the example.</li> <li>- explain the structure of a Mini-Bio and how to use linking words</li> <li>- ask students to think of their favorite famous person and fill a sheet with basic information.</li> </ul>	<ul style="list-style-type: none"> <li>- look at some images and identify famous people</li> <li>- read the example and focus on how the information is organized</li> <li>- fill a sheet with basic information about their famous person.</li> </ul>	T-S S-S	PPT Laptop Outline Piece of paper Pencils/ pens
15 minutes	Drafting	<ul style="list-style-type: none"> <li>- ask students to make a first draft of a Mini-Bio based on their outlines using linking words(After that, Next, Then)</li> </ul>	<ul style="list-style-type: none"> <li>- write their the Mini-Bio based on the information they already found in internet using linking words to connect information in chronological order.</li> </ul>	T-S S-S	Piece of paper Pencils/ pens
10 minutes	Revision	<ul style="list-style-type: none"> <li>- ask students to exchange the draft with a partner.</li> <li>- show the table of symbols and then correct the mistakes based on it.</li> <li>- ask students to give the draft back.</li> </ul>	<ul style="list-style-type: none"> <li>- exchange their draft with a partner and read each other's work carefully.</li> <li>- correct mistakes using the table of symbols show in the screen.</li> <li>- give the draft back.</li> </ul>	T-S S-S	Piece of paper Pencils/ pens
8 minutes	Ediing	<ul style="list-style-type: none"> <li>- ask students to rewrite the Mini-Bio according to the corrections given.</li> </ul>	<ul style="list-style-type: none"> <li>- rewrite a clean final version of their Mini-Bio after the corrections given.</li> </ul>	T-S S-S	Piece of paper Pencils/ pens
5 minutes	Extension	<ul style="list-style-type: none"> <li>- ask students to post the Mini-Bio on Padlet website and choose one from</li> </ul>	<ul style="list-style-type: none"> <li>- take a photo of theMini-Bio and upload in Padlet</li> </ul>	T-S S-S	Piece of paper Pencils/ pens

		their classmates Mini-Bio and read it aloud.	choose one from their classmates Mini-Bio and read it aloud.		
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## Demonstrative class

### Name:

Liam Morgan

### Date of birth:

8 August 1995

### Place of birth:

Des Moines, Iowa

### Education:

1998-2011 Des Moines public school (Des Moines, Iowa)

2011-2015: Northwest University BA Journalism

### Work experience:

2015-2016: intern, The Des Moines Register - worked on online edition of newspaper.

2016-2019: reporter, Los Angeles Times

2019 - present: writer, The Atlantic Magazine

### Hobbies:

surfing, reading

### Other:

Currently living in Los Angeles (moved in 2016)

Think about your favorite famous person and search for basic information.

Information such as name, date of birth, and place of birth

Education

An important moment in their early life

Two key achievements

What they are doing now

Hobbies

Other important information

Write your first draft of a Bio based on the information that you found.

You must use the linking words after *that*, *then*, and *next* to connect the events.

Write 70-90 words

Write your biography in chronological order.

Correct the mistakes based on the table below

Symbol		
#	Capitalization	january
^	Spelling mistakes	musik
~	Grammar mistakes	he were
///	Chronological order	in 2008, he won my first... He was born in 1997
(-)	Uses of Linking words	<b>Next</b> , in 2024...

## Example:

Hi, my name is Liam Morgan. Welcome to my blog! I'd like to tell you a few things about myself.

I was born on August 8, 1993, in Des Moines, Iowa. My parents owned a restaurant in the center of town, a very popular diner. I spent my childhood in that diner and met all the important local people there.

I finished high school in 2011. **After that**, I went to Northwest University and studied Journalism. I wanted to be a writer and work at the local newspaper in Des Moines. I graduated from university in 2015. **Then** I worked as an intern for The Des Moines Register. It wasn't my dream job (the pay was low), but I gained some good experience. I worked on the online edition of the newspaper—and that was important for my future work.

**Next**, I found a job with the Los Angeles Times as a reporter. I moved to LA for the job, and I live there now. In 2019, I left the Los Angeles Times and started a job as a writer for The Atlantic magazine. To be honest, this is my dream job.

I'm married, and we have one child. I love surfing and reading in my free time.

## **Conclusions and recommendations**

The integration of the FMU, ECRIF, PDP, and PDREE pedagogical frameworks and the process-oriented approach to writing proved to be a highly effective strategy for strengthening English language teaching, as it promotes structured, coherent planning focused on student needs. Together, these models make it possible to move beyond traditional practices based on content transmission and encourage reflective teaching oriented toward authentic language use.

The application of FMU facilitated a deeper understanding of grammar by explicitly linking form, meaning, and use. This allowed students not only to memorize rules, but also to apply linguistic structures in real communicative contexts. Complementarily, the ECRIF framework enhanced the development of oral expression by reducing anxiety and increasing participation through progressive and meaningful activities that promote fluency and interaction.

Likewise, the PDP framework provided a clear structure for reading and listening comprehension, guiding students from the activation of prior knowledge to the production of meaningful responses. In terms of writing, the PDREE framework showed that planning, guided revision, and collaborative feedback strengthen autonomy, critical thinking, and the quality of written production.

Based on this experience, it is recommended to adapt materials to the characteristics of the group, plan time more strategically, and incorporate visual and conceptual scaffolding to facilitate learning. It is also important to promote equitable participation and implement tutoring or support spaces to offer more focused feedback that addresses the specific needs of each student. Finally, it is suggested that these frameworks continue to be applied consistently in order to consolidate more effective teaching practices focused on the comprehensive development of communication skills.

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