

UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ

Creada mediante Ley No. 010 Reg. Off 313 del 13 de noviembre de 1985



FACULTAD DE EDUCACIÓN Y TURISMO
CARRERA DE PEDAGOGÍA LOS IDIOMAS NACIONALES Y EXTRANJEROS

PREVIO A LA OBTENCION DEL TITULO
LICENCIADO/A EN PEDAGOGÍA DEL IDIOMA INGLÉS

TRABAJO DE INTEGRACIÓN CURRICULAR

MODALIDAD:

TEFL APPLICATION PROCESS

AUTOR:

Cedeño Mero Jessamy Janeth

DOCENTE TUTOR:

Lic. Corral Joniaux Jorge Antonio, Mg

MANTA - ECUADOR

2026

CERTIFICADO DE DERECHO DE AUTOR

PROPIEDAD INTELECTUAL

Título de Trabajo de Investigación: Teaching English as a Foreign Language Application Process

Autor: Cedeño Mero Jessamy Janeth

Fecha de Finalización: 21 de julio de 2026

Descripción de autoría

Este proyecto de integración curricular se desarrolló en el marco del proceso de formación profesional, mediante la aplicación de las metodologías FMU, ECRIF, PDP y PDREE. Su objetivo fue fortalecer la planificación de clases y analizar la contribución de estos enfoques a la enseñanza comunicativa del inglés. La sistematización se fundamentó en planes de clase, clases demostrativas y diarios reflexivos. La experiencia evidenció que las metodologías centradas en el estudiante favorecieron una mejor organización de las clases y una mayor participación del alumnado, mientras que la práctica reflexiva se consolidó como un elemento clave para el desarrollo profesional continuo en la enseñanza del idioma inglés.

Declaración de Autoría:

Yo, **Cedeño Mero Jessamy Janeth**, con documento de identidad **080336339-09**, declaro que soy autor original y **Lic. Jorge Corral, Mg.**, con documento de identidad **1304020108**, declaro que soy el coautor, en calidad de tutor del trabajo de investigación titulación "Teaching English as a Foreign Language Application Process". Este trabajo es resultado del esfuerzo intelectual y no ha sido copiado ni plagiado en ninguna de sus partes.

Declaración de Propiedad Intelectual:

El presente trabajo de investigación está reconocido y protegido por la normativa vigente, Art. 8, 10 de la Ley de Propiedad Intelectual del Ecuador. Todos los derechos sobre este trabajo, incluidos los derechos de reproducción, distribución, comunicación pública y transformación, pertenecen a los autores y a la Institución a la que presento Universidad Laica Eloy Alfaro de Manabí.

Firma del autor

Cedeño Mero Jessamy Cedeño
C.I. 0803363399

Firma del coautor

Lic. Jorge Corral Joniaux
C.I. 1304020108

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 del estudiante CEDEÑO MERO JESSAMY JANETH, legalmente matriculado en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, período académico 2026-2027(1), 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.

Particular que certifico para los fines consiguientes, salvo disposición de Ley en contrario.

Manta, Miércoles, 29 de julio de 2026.

Lo certifico,



CORRAL JONIAUX JORGE ANTONIO
Docente Tutor

DEDICATORIA

Con el corazón lleno de amor y gratitud, dedico este trabajo a quienes han sido mi mayor bendición y el fundamento de cada uno de mis sueños: mis padres, Jesenia y Jairo, por su amor infinito, su entrega incondicional y por caminar a mi lado incluso en los momentos más difíciles. A mis hermanos, Jhon y Jissel, por llenar este camino de ánimo y fortaleza. Cada página de este trabajo lleva un poco de ustedes, porque detrás de este logro están sus sacrificios, su confianza y el amor que siempre me ha impulsado a seguir adelante.

INDICE

Introduction	1
MODULE 1: FMU LANGUAGE ANALYSIS	2
FMU Analysis of: “Gerunds with Like / Love / Hate”	2
Journal 1: FMU Language Analysis	5
MODULE 2: ECRIF	7
Speaking Lesson Plan	7
Journal 2: ECRIF	15
Demonstrative Lesson	18
MODULE 3: LISTENING	19
Listening Lesson Plan	19
Journal 3: PDP (Listening)	27
Demonstrative Lesson	30
MODULE 4: READING	31
Reading Lesson Plan	31
Journal 4: PDP (Reading)	39
MODULE 5: WRITING	42
Writing Lesson Plan	42
Journal 5: Writing	50
Demonstrative Lesson	52
Recommendations	54
Conclusions	55
REFERENCE LIST	56

Introduction

Teaching English as a Foreign Language requires teachers to combine linguistic knowledge with effective teaching methodologies that promote meaningful learning and prepare future educators to design student-centered lessons that develop communicative competence. Therefore, this paper presents the planning of the four language skills through the implementation of the FMU, ECRIF, PDP, and PDREE methodologies.

The first part of this project focuses on lesson planning as the foundation of effective English language teaching. It explains the design of lesson plans for grammar, speaking, listening, reading, and writing by applying different methodological frameworks. Each lesson plan establishes clear learning objectives, communicative activities, assessment strategies, and appropriate resources to create meaningful learning experiences that respond to students' needs.

The second part of the project emphasizes teaching practice through demonstrative lessons and reflective journals. Implementing the lesson plans in authentic teaching contexts provided the opportunity to connect pedagogical theory with classroom practice, evaluate the effectiveness of the selected methodologies, and reflect on the challenges and achievements experienced throughout the teaching process. This reflective approach contributed to the continuous development of professional and instructional skills.

Overall, this project demonstrates that effective English language teaching depends on the integration of careful lesson planning and reflective teaching practice. By combining theoretical knowledge with practical experience, future teachers strengthen their pedagogical competencies and develop the confidence and flexibility required to create meaningful, communicative, and learner-centered classroom environments.

MODULE 1: FMU LANGUAGE ANALYSIS

FMU Analysis of: “Gerunds with Like / Love / Hate”

Level: A2

1.FORM

1.1 Positive

TIME REFERENCE	STRUCTURE	EXAMPLE
General interest / present habits	S + like / love / hate + verb + ing + C.	I like reading books. I like to read books. She loves cooking .
	S + like / love / hate + to + base verb + C.	She loves to cook . They hate doing homework. They hate to do homework.

1.2 Negative

EXPRESSION	STRUCTURE	EXAMPLE
like / love / hate (negative form)	subject + don't /doont/ / doesn't /'dʌznt/ + like / love / hate + verb-ing / to + base verb + C.	I don't like playing football. I don't like to play football. She doesn't love watching TV. She doesn't love to watch TV. They don't hate studying English. They don't hate to study English.

1.3 Questions

EXPRESSION	STRUCTURE	EXAMPLE
like / love / hate	Do /du:/ / Does /dʌz/ + subject + like / love / hate + verb-ing / to + base verb + C?	Do you like swimming? Do you like to swim? Does he love dancing? Does he love to dance? Do they hate cleaning?

2. MEANING

We use like, love, hate + ing to talk about interests, preferences, and activities we enjoy or dislike.

3. USE

To express hobbies and free-time activities:

✓ I love playing video games.

To talk about general likes and dislikes:

✓ She doesn't like going to the cinema.

To ask about someone's interests:

✓ Do you like reading comics?

4. ANTICIPATED DIFFICULTIES

4.1 Students may confuse ing form with infinitive.

Gerund: I love reading.

Infinitive: I love to read.

4.2 Using third person incorrectly.

Incorrect: He like reading.

Correct: He likes reading.

4.3 Forgetting auxiliary verbs in questions.

Incorrect: You like playing football?

Correct: Do you like playing football?

5. COMPREHENSION CHECKING QUESTIONS

Can we say "I love reading"?

Yes, we can.

Can we say "I love to read"?

Yes, we can.

After like, love, and hate, can we use a gerund?

Yes, we can.

Can we also use an infinitive?

Yes, we can.

Do “I like swimming” and “I like to swim” express a preference?

Yes, they do.

6. TEACHING IDEA

A practical and engaging activity to practice like / love / hate + ing is a Class Interests Survey.

- ✓ The teacher prepares a survey sheet with different activities written on it (for example: reading books, playing football, cooking, watching TV, dancing, swimming, etc.). (Annex 1)
- ✓ Students will work individually at first, writing sentences about themselves using the target structure “I love reading books,” “I hate swimming”.
- ✓ Students move around the classroom and ask each other questions using the correct pattern: “Do you like reading books?” / “Do you love cooking?” / “Do you hate playing football?”. And the student who answer should say “Yes, I do” or “No, I don’t”. Each student records their classmates’ answers in their survey sheet with a mark (yes) or with an X (no).
- ✓ Students return to their seats and report their findings to the class. For example: “Five students like reading books, three students love playing football, and two students hate cooking.”

This activity encourages speaking, repetition of the grammar point, and peer interaction. It also helps reinforce the use of gerunds after like, love, and hate in a communicative and interactive way.

Journal 1: FMU Language Analysis

The FMU analysis, which stands for the framework of Form, Meaning, and Use, is an educational method that stresses the importance of linking grammar study to genuine communication rather than confining it to standalone rules. Xiangping and Xiaodong (2022) argue that teaching grammar is more successful when learners not only identify the structure's form but also grasp its meaning and utilize it in real-life communicative situations. Grammar means of interaction, enabling learners to engage with language actively instead of just memorizing rules. This idea is especially important in today's classrooms, where students must express themselves clearly and confidently in various scenarios.

When I began looking into FMU analysis, my focus was on how it could enhance my online teaching. Initially, I was curious but somewhat skeptical about the effectiveness of this framework in virtual classrooms, where interaction tends to be limited. However, as I delved further into the literature, I discovered that FMU analysis is adaptable not only to in-person environments but also to online ones. For instance, as noted by Hinkel (2022), lessons that use technology can still encourage meaningful interaction if the activities are thoughtfully structured to integrate grammar with communication. This realization boosted my confidence that, despite the limitations of the platform I was using, fostering learning was indeed possible.

During my pre-service teaching practice, I taught online English classes across four different schools, with class sizes ranging from 30 to 50 students per session. The lessons were between 45 minutes to one hour long. I found the student interaction to be very positive; they actively participated and showed eagerness to learn. Nevertheless, the platform we used had restrictions on the types of activities we could conduct — we were limited to conducting polls, checking attendance, projecting slides, and sharing YouTube videos. Nonetheless, I observed that the students managed to engage meaningfully and learn effectively. As noted by Faraj (2025), the advantage of FMU lies in rendering grammar practical, which allows students to recognize how the rules function in actual situations. In my case, I encouraged the use of modal verbs via

questionnaires or short conversations about common topics. This exercise enabled them to comprehend both the structure (proper grammar) and its use (conveying authentic thoughts). Upon reflecting on the significance of FMU analysis, I see it as a crucial connection between grammatical structure and function for teachers. It ensures that lessons move beyond simple drills and instead focus on valuable communication.

Effective lesson planning should incorporate form-focused teaching along with chances for meaningful practice, allowing students to perceive grammar not as something separate but as a tool for true interaction. This aligns with my own teaching experiences, where even in online formats, combining form, meaning, and use made the classes more engaging and purposeful.

In summary, FMU analysis serves as both a conceptual model and a useful resource for educators. It allowed me to modify my teaching to fit a digital landscape while preserving communication objectives. By incorporating grammar into authentic contexts, learners improved their precision and fluency. Personally, this method transformed the limitations of online teaching into chances to creatively rethink lesson plans that were both interesting and significant.

MODULE 2: ECRIF

Speaking Lesson Plan

Level: B1

Action points.

- Time management
- Classroom management

What are your Students Learning Objectives for the lesson?

By the end of the lesson, SWBAT **use** “like, hate, love” followed by gerunds **to** discuss and justify their preferences for weekend activities **in** a pair conversation.

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?

- Responses to CCQs during the Clarify stage.
- Oral production during the Remember activity when students change verbs and activities.
- Their ability to use like/love/hate + gerund with reasons during the final pair conversation.

Preliminary considerations:

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

Students already know basic weekend activity vocabulary, simple present for routines and the meaning of like/love/hate. They have previously identified activities they enjoy.

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

- Students may confuse the structure verb + -ing and use the base form instead.

- Some students might struggle to justify their likes/dislikes with reasons.
- A few students may feel shy when speaking in pairs during the final pair

conversation.

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

- I will model several clear examples on the board and highlight the -ing ending before practice.
- I will provide simple reason prompts (e.g., “because it’s fun/relaxing/boring”) to support their production.
- I will pair students strategically and monitor closely to encourage participation and reduce anxiety.

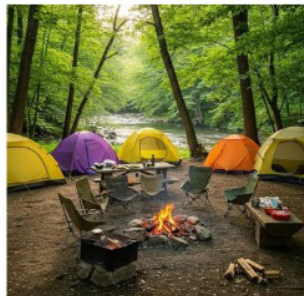
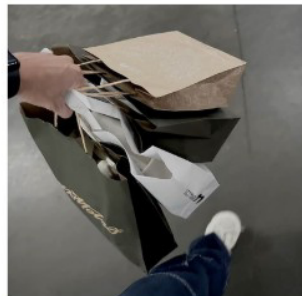
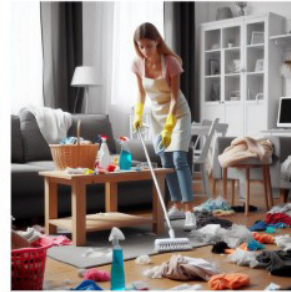
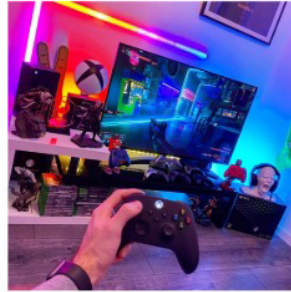
Time 45 min	Framework Stage	PROCEDURE		Interaction T-S/S-S VAKT	Materials Needed						
		Teacher will...	Students will...								
5 min	Warm up	✓ Show students some images of “Weekend activities” and ask some of them to come to the front to draw a tick, a heart or an X on an image to express if they like it, love it or hate it. <table><tr><td>Like</td><td>Love</td><td>Hate</td></tr><tr><td>✓</td><td>□</td><td>X</td></tr></table> ✓ Ask students to write their names somewhere in the image.	Like	Love	Hate	✓	□	X	✓ Look at the images and draw a tick, a heart or an X on each one to express if they like it, love it or hate it.	T-S V-K-T	Computer Projector Images on (Annex 1)
Like	Love	Hate									
✓	□	X									
5 min	Encounter	✓ Make sentences based on the symbols they drew on each image. E.g. - “Sofia hates cleaning up.” - “Anna loves watching movies.” - “Luis likes sleeping.” ✓ Ask students to notice the form that the verb after “like”, love” or “hate” has.	✓ Make sentences based on the symbols they drew on each image. ✓ Notice the form that the verb after “like”, love” or “hate” has.	T-S V-K-T							
5 min	Clarify	✓ Send a Wordwall link activity in which students read different reasons and match them to the corresponding weekend activities, identifying whether the speaker likes, loves, or hates each one. ✓ Ask CCQs: - Do we say "I like swim" or "I like swimming"? - What comes after like/love/hate: a base verb or a gerund? - Does cook need -ing after "hate"?	✓ Complete a Wordwall activity. ✓ Answer the CCQs.	T-S A	Wordwall link (Annex 2)						

		- If I hate camping, do I enjoy camping? - If I hate cooking, do I want to cook every day? - Which feeling is negative: 'hate' or 'like'? - Can we use 'love' for activities we really enjoy? - Can we use 'hate' for activities we dislike very much?											
9 min	Remember	✓ Write this structure on the board: <table><tr><td>S</td><td>Like /love/ hate</td><td>V+ing</td><td>C</td></tr><tr><td>I</td><td>love</td><td>swimming</td><td>in the pool .</td></tr></table> ✓ Explain the activity: "I will say a weekend activity emphasizing the intonation and the -ing ending, for example "I love swimming on the beach". I will choose a student to change the verb and the details, and the next student gives a reason. Then he/she passes the turn to the next partner, and so on.	S	Like /love/ hate	V+ing	C	I	love	swimming	in the pool .	✓ Change the verb and the activity and pass the turn to the next partner, and so on, based on the structure written on the board.	T-S S-S A-V-K	Whiteboard Marker
S	Like /love/ hate	V+ing	C										
I	love	swimming	in the pool .										
10 min	Internalize	✓ Pair students. ✓ Ask students to talk about their favorite and least favorite activities, expressing their preferences using the structure like, love, and hate followed by gerunds, details, and reasons. ✓ Ask several students to share their	✓ Join a partner. ✓ Talk about their favorite and least favorite activities, expressing their preferences using the structure like, love, and hate followed by gerunds. ✓ Share their answers.	T-S S-S V-A-T									

		<i>answers.</i>			
11 min	Fluently use	✓ <i>Pair students.</i> ✓ <i>Show students some prompts and ask to add more details to complete a weekend activity and their partner responds if they like, love, or hate doing it, and gives a reason for their opinion.</i> ✓ <i>Monitor students while they talk to their partner.</i>	✓ <i>Join a partner.</i> ✓ <i>See the prompts and add more details to complete a weekend activity and their partner responds if they like, love, or hate doing it, and gives a reason for their opinion.</i>	<i>T-S</i> <i>S-S</i> <i>A-V</i>	Computer Projector (Annex 3)

RESOURCES

Warm up



Clasify

Link: <https://wordwall.net/play/114317/604/667>



	I enjoy practicing with my whole team.		I think I miss interesting things happening.
	I make a big mess. I often burn the food or make a big mess.		I play with my friends. It's exciting and helps me think fast.
	I dislike putting everything back in its place.		It helps me discover amazing new worlds.
	I feel lazy and waste a lot of my time.		I try on new clothes. It's fun trying on all the different new clothes.
	The sound of the waves is very relaxing.		I cannot stand sleeping on the cold, hard ground.

Fluently use

WEEKEND ACTIVITIES

- ride
- hike
- paint
- dance
- visit
- take
- sing
- have a picnic

What weekend activities
from the list do you love,
like, or hate doing?and
why?

Journal 2: ECRIF

My expectations and feelings regarding the Speaking Lesson Plan remain extremely positive, as I fundamentally consider systematic planning to be the essential foundation for achieving truly significant learning outcomes. However, I maintain a necessary caution: I know that developing oral proficiency often generates high levels of linguistic anxiety in many students, a psychological factor that, if not proactively managed throughout the ECRIF model's stages, could obstruct the plan's successful execution (Vilchez & Corvetto, 2025). This duality of enthusiastic design, balanced with caution concerning classroom psychological challenges, is precisely what defines my initial focus, compelling me to seek psychological safety right from the Encounter phase.

One of the main ideas I have incorporated and internalized from recent academic readings is the crucial necessity to go beyond basic informal conversation tasks to truly enhance foreign language competence. The relevant study by Valdivieso and Serrano (2022), distinctly highlights that the measurable improvement of oral skill in secondary students is primarily achieved through the consistent application of academic speaking tasks. This critical knowledge implies that, although the Lesson Plan introduces the topic with simple activities (Warm-up and Encounter), the true focus must reside in the Fluency Use stage, where the pair discussion about weekend activities and preferences serves as a structured step toward more complex interactions.

The main problems I consider possible to effectively resolve with the creation of this ECRIF pedagogical framework revolves around the common lack of fluency and the frequent communicative inhibition displayed by many language learners. By intentionally establishing this defined and solid framework (from Clarify through Fluency Use), progressive scaffolding mechanisms are created, such as the guessing game in Internalize, which offer psychological security. This allows students to focus entirely on transmitting their message without excessive worry about grammatical form, while the instructor provides targeted, focused feedback. In this

sense, the structured framework is an invaluable map guiding both the instructor and the student in overcoming persistent barriers like the mentioned anxiety.

During my pre-service teaching, I observed that speaking lessons were most successful when students felt comfortable participating without fear of making mistakes. At first, many learners were hesitant to speak in English, but pair work, role plays, guided conversations, and teacher modeling gradually increased their confidence. The ECRIF framework helped me organize the lesson so that students first encountered the language, clarified its meaning, practiced it in controlled activities, internalized it through repetition, and finally used it more fluently in meaningful communication. These experiences taught me that creating a supportive environment, giving clear instructions, and providing feedback after students finish speaking encourages greater participation and develops both confidence and oral fluency.

During the demo lessons, my experience was extremely positive because the lesson plan worked as I had expected. All the planned activities were effective and helped students remain actively engaged throughout the class. The sequence proposed by the ECRIF framework allowed learners to build confidence step by step, which encouraged them to participate naturally in the speaking tasks. I was especially satisfied to see that all the students spoke during the communicative activities, shared their ideas with their classmates, and demonstrated willingness to use English without hesitation. This experience reinforced my confidence in the importance of careful lesson planning and confirmed that well-structured communicative activities can successfully promote meaningful oral interaction in the classroom.

To seamlessly integrate these ideas into the daily classroom environment, various advanced oral expression techniques could be implemented within an authentically communicative context, as strongly suggested by García (2025), with a heavy focus on real interaction. Observing your Fluency Use phase, a practical application would be to expand the exercise into detailed simulation projects where, for instance, students must negotiate a full

weekend plan for the whole group, consistently utilizing the functional language of the lesson ("I love going...", "I hate cleaning...") for a tangible, real-world purpose. This targeted expansion not only improves general fluency but also strategically contextualizes the learning, making it more relevant and highly motivating for the young learners.

Demonstrative Lesson



CLARIFY

I hate cleaning house because.	I love going shopping because.	I like reading books because.	I love swimming on the beach because.	I hate camping because.
I like playing video games because.	I love playing football because.	I hate sleeping because.	I hate watching TV because.	I hate cooking at home because.

☐ I enjoy practicing with my whole team.	☐ I think I miss interesting things happening.
☐ I make a big mess. I often burn the food or make a big mess.	☐ I play with my friends. It's exciting and helps me think fast.
☐ I dislike putting everything back in its place.	☐ It helps me discover amazing new worlds.
☐ I feel lazy and waste a lot of my time.	☐ I try on new clothes. It's fun trying on all the different new clothes.
☐ The sound of the waves is very relaxing.	☐ I cannot stand sleeping on the cold, hard ground.

QR

MODULE 3: LISTENING

Listening Lesson Plan

Level: A1

Action points.

REMEMBER

STRUCTURE

Subject + Like/love/hate + V+ing

I love swimming

Complement

in the pool

INTERNALIZE

↑ THEIR FAVORITE

↓ THEIR LEAST FAVORITE

FLUENTLY USE

WEEKEND ACTIVITIES

- ride ...
- hike ...
- paint ...
- dance ...
- visit ...
- take ...
- sing ...
- have a picnic ...

What weekend activities from the list do you love, like, or hate doing? and why?

TIME TO SPEAK!

• ime

•

What are your

Objectives for the

THANK YOU!

management.

Classroom management.

Students Learning

lesson?

By the end of the lesson SWBAT **show understanding of** the audio “My daily routine” **by** completing a listening inference chart **and then** write their daily routine and read it aloud to a partner.

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?

- I will check students’ progress by evaluating how they answer the initial skimming questions, which shows their general understanding of the audio.
- Their performance on the worksheet will indicate their ability to recognize key vocabulary and details.
- By completing the listening Inference Chart.

Preliminary considerations:

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

- They already know basic daily routine vocabulary (wake up, eat, go to school, take a shower, etc.).
- They can identify general ideas from a short audio clip.
- They know how to write simple sentences in the present simple.

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

- Difficulty understanding the audio at a normal speed.
- Confusion with vocabulary related to daily routine.

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

- Play the audio three times and provide guiding questions so they can focus on specific information.
- Pre-teach or review key vocabulary using images to make the words clearer before listening.

Time 45 minutes	Framework Stage	PROCEDURE		Interaction T-S/S-S VAKR	Materials Needed
		Teacher will...	Students will...		
5 min	Pre-stage	✓ Show some images related to the topic of the class. (Annex 1) ✓ Ask some questions: - <i>What do you do first after you wake up?</i> - <i>After the shower, what do you do?</i> - <i>What time do you wake up?</i>	✓ Observe the images that the teacher show. ✓ Answer the questions.	T-S VA	Laptop Projector Images
5 min	Early During Stage	✓ Play the audio “My daily routine” (Annex 2) ✓ Ask students to skim it and answer the following questions: - <i>What is the general idea of the audio?</i> - <i>Who is talking?</i> - <i>Does the person work or study?</i>	✓ Listen the audio “My daily routine” ✓ Skim and answer the questions.	T-S RA	Speakers Laptop Projector Audio clip
15 min	Later During Stage	✓ Play the audio “My daily routine” again. ✓ Pair students. ✓ Hand out a worksheet and give the instruction: - <i>Listen carefully and choose the best option (Annex 3)</i>	✓ Listen to the audio “My daily routine” again. ✓ Get together in pairs. ✓ Listen and follow the instruction.	T-S S-S AR	Speaker Laptop Projector Audio clip Copies of the worksheet Pen Pencil

7 min	Final During Stage	✓ Play the audio for the last time. ✓ Ask students to complete the Listening Inference Chart. (Annex 4)	✓ Listen to the audio for the last time. ✓ Complete the Listening Inference Chart.	T-S S-T AR	Audio clip Speaker Laptop Projector Notebooks Pencils/pens
13 min	Post-stage	✓ Ask students to write their daily routine on a sheet of paper. ✓ Ask them to make a Speaking line and locate face to face with a partner to read their daily routine aloud.	✓ Write their daily routine on a sheet of paper. ✓ Make a Speaking line and locate face to face with a partner to read their daily routine aloud.	T-S S-S RAK	Sheet of paper Pen Pencil

RESOURCES

Pre stage



Early During Stage

Link: <https://www.youtube.com/watch?v=kePBvNotYy4>

SCRIPT

Hi! Let me tell you about my daily routine.

Every day, I wake up at 7 o'clock, and honestly, it feels a bit early, but I'm already used to it.

First, I eat breakfast in the kitchen and feed my dog. I really enjoy that moment because it's quiet and calm.

Then, I brush my teeth, take a shower, dry my hair, and do my makeup. I do all of this quickly, because I don't like being late.

I leave home around 8:30, and since I work downtown, I drive my car every day. Traffic can be stressful, but I try to stay relaxed.

I start work at 9 o'clock, and I always arrive a few minutes early. That makes me feel organized and prepared.

Around noon, I have lunch with my co-workers. We usually talk and laugh, so it's one of the best parts of my day.

I finish work at 5 o'clock, and by then, I'm usually tired but satisfied.

When I get home, I walk my dog and have dinner. In the evening, I take another shower and brush my teeth.

Finally, I go to bed at ten o'clock every night. I like going to bed early because it helps me feel calm and ready for the next day.

That's my daily routine — simple, busy, but comfortable.

Later During Stage

LISTENING COMPREHENSION WORKSHEET

NAME:

DATE:

Multiple Choice

1. Listen carefully and choose the best option.

A. What does the narrator do immediately after she eats breakfast?

- a) She starts work.
- b) She dries her hair.
- c) feeds her dog.
- d) She drives her car.

B. What time does the narrator start work?

- a) At 8:30.
- b) At 7 o'clock.
- c) Around noon.
- d) At 9 o'clock.

C. How does the narrator travel to work every day?

- a) She takes the bus.
- b) She walks downtown.
- c) She drives her car.
- d) She takes a taxi.

True or False

2. Read the following statements and mark True (T) if the statement is correct according to the narrator, or False (F) if it is incorrect.

A. The narrator goes to bed at 10:30 every night.

T / F

B. She takes a shower and brushes her teeth only one time per day.

T / F

C. She has lunch with her boss around noon.

T / F

D. She always arrives late to work.

T / F

Final During Stage

Listening Inference Chart

Task 2 – Match moments to attitudes:

MOMENT	ATTITUDE
Breakfast	☐ Relaxed ☐ Stressed
Driving	☐ Calm ☐ Tense
Lunch	☐ Enjoyable ☐ Boring
Evening	☐ Peaceful ☐ Chaotic

Journal 3: PDP (Listening)

My expectations for this PDP (Presentation, Practice, Production) Lesson Plan for the listening skill are quite high, as I consider it an essential framework for managing the intake of comprehensible input. However, my initial feelings are marked by caution. While the plan seems solidly structured from activating prior knowledge with images (Pre-stage) to the final production (Post-stage) the main challenge in auditory comprehension is the speed and authenticity of the material. I'm concerned that the difficulty of the task (skimming and multiple-choice exercises) might lead to frustration or cognitive overload if the scaffolding isn't gradual enough. Therefore, the decision to play the audio three times, as planned, is crucial. Repetitive listening tasks are fundamental for improving comprehension and developing perceptual automaticity.

A key idea I've consolidated through readings and which is central to this lesson design is the importance of progressive scaffolding in listening tasks. Previously, I might have focused only on the final response, but now I understand that the key lies in the process. Recent studies emphasize that listening comprehension is not a passive skill but an active process of constructing meaning. Toledo (2025) stress that the development of comprehension must move from listening for the general idea (skimming) to listening for detail (scanning). This progression is perfectly reflected in the plan by moving from the Early During Stage (general idea) to the Later During Stage (details via the worksheet). In essence, the process should guide the student to gradually formulate and verify hypotheses, which increases confidence and reduces performance anxiety.

During my pre-service teaching, I realized that listening lessons required careful scaffolding because many students initially struggled to understand spoken English. Visual support, pre-listening vocabulary activities, and repeated listening opportunities helped learners gain confidence and improve comprehension. I also observed that asking students to identify the main idea before focusing on specific details reduced anxiety and made the tasks more

manageable. These experiences confirmed that listening lessons are more effective when students are guided step by step and have meaningful post-listening activities to demonstrate their understanding.

During the demo lessons, my experience was not as successful as I had expected because some of the planned activities were too challenging for the students' A1 proficiency level. Although the lesson followed the PDP sequence, I noticed that several learners struggled to complete the listening tasks, particularly when they had to process information and answer questions at the same time. However, the students showed a positive attitude and made a genuine effort to participate and complete every activity. Their willingness to keep trying, despite the difficulty, reminded me of the importance of adapting materials and tasks to learners' language level while maintaining appropriate support and encouragement. This realistic experience taught me that effective listening lessons require not only careful planning but also expectations about students' linguistic abilities and cognitive load.

Observing the plan's structure, I find several ideas that I will definitely take into my teaching practice. One is the integration of VAKR (Visual, Auditory, Kinesthetic, Read/Write) into the sequence. Specifically, in the Final During Stage, the activity of drawing the five daily routine activities and then describing them orally is brilliant. This combination of kinesthetic (drawing) and oral (description) modalities ensures double coding of knowledge, which facilitates retention, as argued by the dual coding theory. Listen and Draw is an strategy effective for improving listening comprehension in language learners by requiring active interpretation. Another practical application I would like to implement authentic tasks, this ones would be to transform the Post-stage activity (writing and reading their routine) into a more meaningful social activity. Instead of just reading it, students could record a short podcast or a video of their routine, using their mobile phones, which would add an element of authentic technology use and increase their commitment to the task.

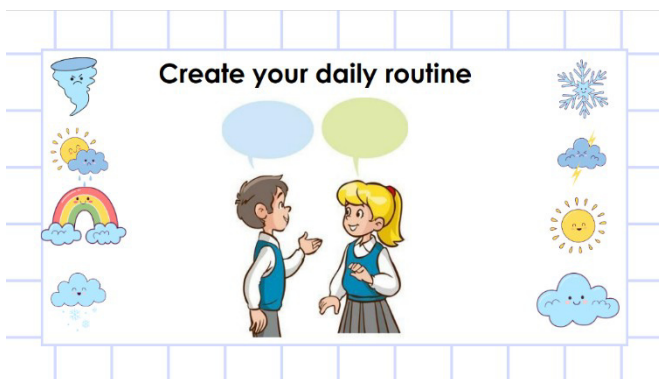
The difference between this PDP Listening Plan and the ECRIF Speaking Plan that was provided fundamentally lies in the locus of control and the type of linguistic process being developed. The Speaking plan, using the ECRIF model, is primarily aimed at promoting active linguistic Production, focusing on externalizing knowledge and building communicative confidence. Its critical stage is Fluency Use, where the main challenge is overcoming communicative anxiety and building fluency, and the input itself is actively generated and controlled by the student. In sharp contrast, the PDP Listening plan focuses on developing the skill of Reception and the ability to interpret a fixed auditory message. Consequently, the input the "daily routine" audio is controlled by the teacher through structured repetition and guiding questions. The critical phases in the Listening plan are the During stages, where various scaffolding techniques are applied to help the student successfully decode the sound patterns. Therefore, while the Speaking plan manages the challenge of linguistic anxiety and lack of fluency, the Listening plan addresses the difficulties associated with speech speed and cognitive overload during sound processing. Ultimately, the goal of listening is not just comprehension, but training the mind to automatically recognize patterns of sound and meaning, moving from comprehension to interpretation, an essential step for all language acquisition (TESOL Trainers, 2026).

Demonstrative Lesson



LISTENING INFERENCE CHART

MOMENT	ATTITUDE
Breakfast	☐ Relaxed ☐ Stressed
Driving	☐ Calm ☐ Tense
Lunch	☐ Enjoyable ☐ Boring
Evening	☐ Peaceful ☐ Chaotic



THANK YOU!



MODULE 4: READING

Reading Lesson Plan

Level: A2

Action points.

- Time management.
- Classroom management.

What are your Students Learning Objectives for the lesson?

By the end of the lesson SWBAT **show understanding** of the text “My town” by answering a question about writer’s attitude and tone toward Newquay **and then** creating a simple tourist poster and paste it on the whiteboard.

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?

- By observing their participation during pair discussions, monitoring their answers in skimming and comprehension activities.
- By checking their answers on the Padlet activity.
- By evaluating the final tourist poster, in which students demonstrate understanding of the text by selecting relevant information and using basic vocabulary related to towns and activities.

Preliminary considerations:

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

- Students already know basic vocabulary related to places, towns, and common activities.

- They are familiar with simple present tense, can express basic opinions, and can understand short descriptive texts with support.

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

- Identify main ideas quickly when skimming
- Understand new vocabulary related to water sports

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

- Use images to activate background knowledge
- Provide guided questions.

Time 45 minutes	Framework Stage	PROCEDURE		Interaction T-S/S-S VAKR	Materials Needed
		Teacher will...	Students will...		
4 min	Pre-stage	✓ Show some images related to the topic of the class. (Annex 1) ✓ Ask some questions: <i>-Which activities are water sports?</i> <i>-Do you do any of these activities in your town?</i> <i>-Which activity do you think is popular near the sea?</i>	✓ Observe the images that the teacher shows. ✓ Answer the questions.	T-S VA	Laptop Projector Images
5 min	Early During Stage	✓ Hand out the sheet of the reading “My town” (Annex 2) ✓ Ask students to skim the text for 30 seconds and answer the following question: <i>- What is the text about?</i>	✓ Read the “My town” passage. ✓ Skim the text and answer the question.	T-S AR	Reading passage
12 min	Later During Stage	✓ Ask students to read the text again. ✓ Pair students. ✓ Hand out a worksheet and ask students to match sports to images, circle with different colors the different categories of information that Alex writes about, and circle True or False for the various statements. (Annex 3)	✓ Read the text again. ✓ Work in pairs. ✓ Solve a worksheet.	T-S S-S VAR	Reading passage Copies of the worksheet Pen Pencil

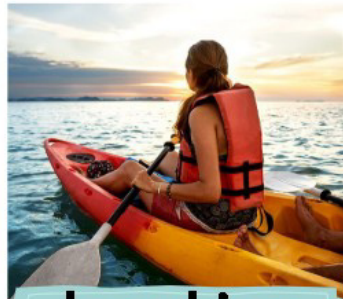
10 min	Final During Stage	✓ Ask students to read the text “My town” for the last time. ✓ Ask students to infer the writer’s attitude and tone toward Newquay and send a link to complete the activity through Padlet answering the following question: <i>“How does the writer feel about Newquay?” (Annex 4)</i>	✓ Read the text for the last time. ✓ Log in and complete the Padlet activity.	T-S R	Copies of the reading passage Laptop Projector Cell phone
14 min	Post-stage	✓ Ask students to create a simple tourist poster for their town including: • Town name • 3 activities • 1 reason to visit And considering the colored phrases in the text. ✓ Ask students to paste it on the whiteboard.	✓ Create a simple tourist poster for their town. ✓ Paste it on the whiteboard.	T-S KR	A3 papers Pens Pencil

RESOURCES

Pre Stage



surfing



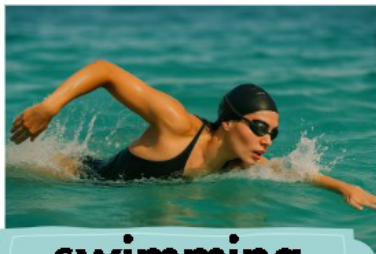
kayaking



water-skiing



Bowling



swimming



horse riding



Rock climbing



Coasteering

Early During Stage

My Town - **Newquay**

by Alex Howarth, 14

I live in Newquay. It's a small town on the Atlantic coast in the south of England. It has got great beaches and is the best place to surf in the UK. There are lots of surf schools where you can learn how to surf. I go surfing with my friends every weekend. My favourite place is Fistral Beach.

I love Newquay because there are lots of other things to do as well as surfing. If you like water sports, you can go kayaking, water-skiing or coasteering. Coasteering is different because it is rock climbing, jumping into the sea and swimming in the same activity, but you should always go with a special instructor.

If you like animals you can also visit the Blue Reef Aquarium and see lots of different fish and even sharks. You can also go horse riding on the beach or visit Newquay Zoo. There are lots of other attractions too like mini golf and bowling. Come and see for yourself!

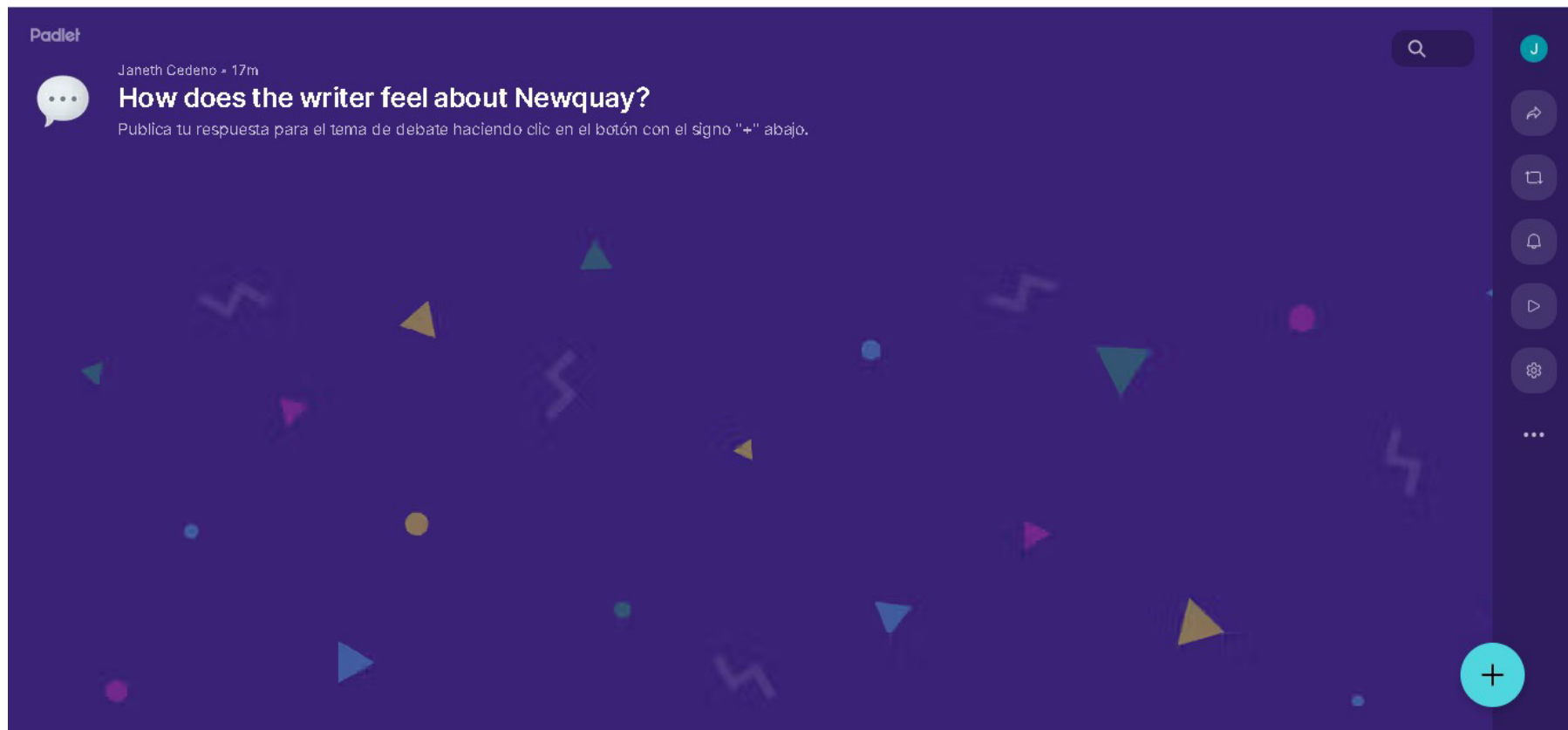


Final During Stage

Padlet activity

How does the writer feel about Newquay? Write some phrases from the text that give you clues.

<https://padlet.com/cedenojaneth404/how-does-the-writer-feel-about-newquay-gcfruzak36exej6n>



Journal 4: PDP (Reading)

My expectations for this PDP Reading lesson plan are quite high, as the text "My Town - Newquay" provides a very practical context for A2 level students to develop their reading skills. However, my initial feelings are marked by a degree of caution regarding time management and potential student frustration. As noted by Garcia (2023), reading in a second language can trigger significant anxiety if students feel they must understand every single word instead of grasping the global meaning. Consequently, my goal is to ensure a smooth transition from visual vocabulary to creative production through the proposed scaffolding, specifically by using images to activate background knowledge and providing sentence starters to build confidence.

Through recent literature, I have consolidated the idea that reading comprehension is an active interaction between the reader and the text rather than passive decoding. Wang (2022) stress that the development of comprehension must move progressively from listening or reading for the general idea (skimming) to looking for detail (scanning). This progression is clearly reflected in my plan by moving from the Early During Stage, where students identify the author and topic, to the Later During Stage where they must solve a detailed worksheet. Furthermore, Malliquinga Zurita (2025) point out that skimming and scanning strategies are fundamental to developing reading comprehension in EFL students, helping them manage new vocabulary related to topics like water sports.

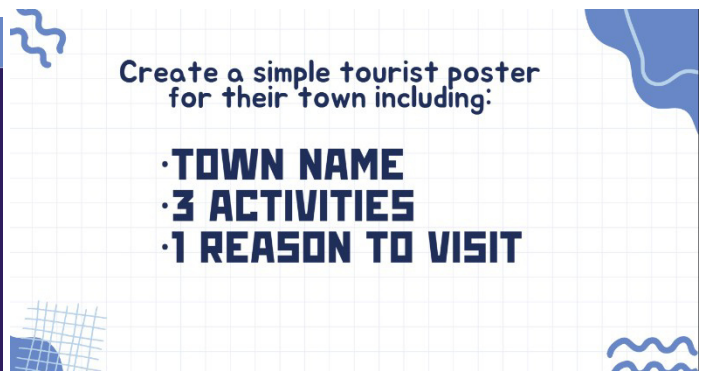
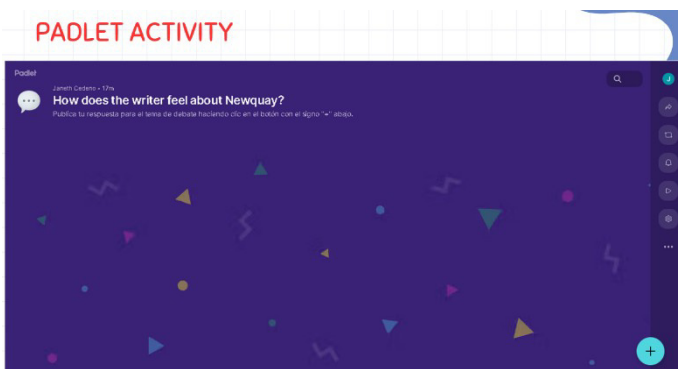
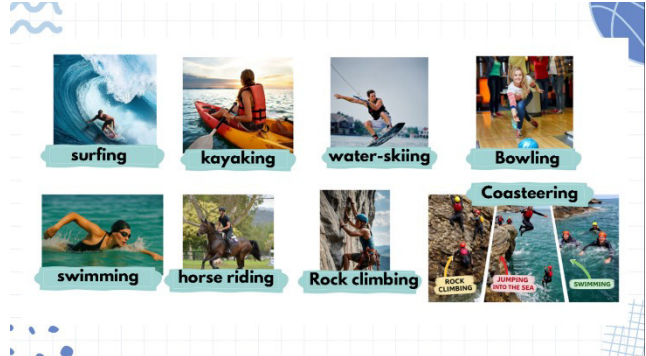
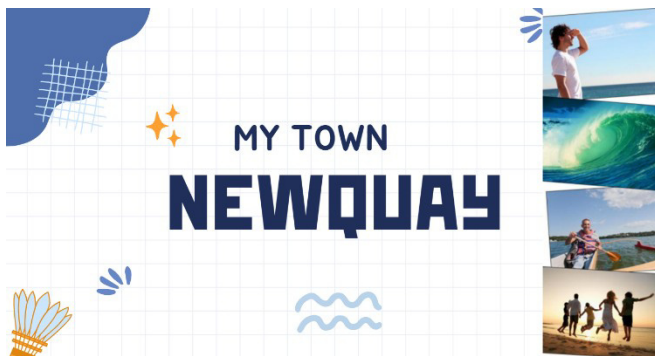
During my pre-service teaching, I observed that reading lessons were more successful when students activated their background knowledge before reading and received clear guidance throughout the activities. Many learners initially focused on translating every word, so I encouraged them to use skimming and scanning strategies to identify the main idea and specific information. Visual support, pair work, and post-reading discussions helped students participate more confidently and understand the text without depending on direct translation. These experiences reinforced the importance of scaffolding and meaningful reading tasks that gradually develop comprehension and learner autonomy.

During the demo lessons, my experience was extremely successful, even though I taught a large class of 42 students. At first, I was concerned that managing such a large group could affect participation and the lesson timing; However, the activities were highly engaging and worked exactly as planned. Students remained actively involved throughout the lesson, collaborated effectively with their classmates, and completed each task with enthusiasm. Despite the class size, the lesson progressed smoothly, all activities were completed within the allocated time, and the learning objectives were fully achieved. This experience strengthened my confidence in the PDP framework and demonstrated that well-structured, interactive activities can produce meaningful learning outcomes, even in large classrooms.

I find several strategies in this plan that I will definitely implement in my future teaching practice. The integration of VAKR (Visual, Auditory, Kinesthetic, Read/Write) is essential for keeping 28 students engaged. Specifically, the Post-stage activity where students create a simple tourist poster for their town and paste it on the whiteboard is a great form of kinesthetic and social learning. To take this further, Wang (2022) suggests using a "Gallery Walk," where students evaluate their peers' work using simple rubrics, transforming an individual task into a collaborative experience. This would complement the objective of having students demonstrate understanding by selecting relevant information and using basic vocabulary.

The fundamental difference between this Reading plan and the previous Listening plan lies in information processing and the locus of control. In the Listening plan, students rely on the pace of the audio controlled by the teacher to avoid cognitive overload. In contrast, in this Reading plan, the control shifts toward the learners; they can re-read the text "My Town" at their own pace during the During stages to complete the multiple selection and True/False activities. While the Listening plan addresses difficulties associated with speech speed, this Reading plan focuses on the ability to identify main ideas quickly and express ideas fluently during pair discussions. Both share progressive scaffolding, but reading allows for more autonomy before moving to the final production of the tourist poster.

Demonstrative Lesson



MODULE 5: WRITING

Writing Lesson Plan

Level: B1+

Action points.

- Time management.
- Classroom management.

What are your Student Learning Objectives for the lesson?

By the end of the lesson SWBAT **write** a movie review **to** give their opinion about their favorite movie following the correct structure **and then** paste it on the board.

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?

- By observing students during the drafting stage, checking if they follow the movie review structure while writing their first draft.
- By monitoring their participation during the revising and editing stages, especially when they use the check list to give peer feedback.
- By evaluating the final movie review pasted on the board, where students demonstrate understanding by organizing ideas correctly, expressing opinions, and following the movie review structure.

Preliminary considerations:

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

- Basic vocabulary related to movies (genre, actors, story).
- Simple opinion expressions (e.g. I like / I don't like).
- Basic paragraph writing and sentence structure.

- Experience sharing personal opinions.

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

- Organizing ideas following the movie review structure.
- Writing a clear plot summary without spoilers.
- Differentiating between summary and opinion.

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

- The teacher will explicitly explain and model the structure of a movie review before writing.

- Examples and the check list will help students stay organized.
- Peer revision will allow students to identify and correct mistakes before the final version.

TIME 45 MIN	STAGES	PROCEDURE		Interaction T-S/S-S VAKR	Materials Needed
		TEACHER WILL...	STUDENTS WILL...		
10 MIN	Preparation	- Brainstorm the following question: “What is your favorite movie? Why?” - Explain the movie review to students. (Annex 1) - Pair students to discuss about their favorite movie according to each review part.	- Answer the questions. - Pay attention. - Discuss about their favorite movie according to each part of the structure.	T-S VA	Laptop Projector
10 MIN	Drafting	Ask students to write a review about their favorite movie following the correct structure previously shared. (Annex 2)	Write a review about their favorite movie following the correct structure previously shared.	T-S R	Sheet of paper Pen / pencil
5 MIN	Revising	- Ask students to exchange their draft with another partner. - Provide students with a checklist to check the movie review. (Annex 3) - Supervise the students.	- Exchange their draft with another partner. - Check their partner’s movie review using the checklist.	T-S S-S R	Sheet of guiding questions Pen / pencil
10 MIN		- Ask students to hand in the movie review and the check list to the corresponding partner. - Ask students to take the observations made in the report and edit it if necessary, to obtain	- Deliver the movie review and the guiding questions to the corresponding partner. - Edit the movie review if necessary, to	S-S	

	Editing	the final work.	obtain the final work.	R	Pen / pencil
10 MIN	Extension	• Ask students to paste their movie review on the board. • Ask each student to read one movie review pasted on the board and draw a heart on the section they like the most.	• Share their report with the class. • Read one movie review pasted on the board and draw a heart on the section they like the most.	T-S VR	Pen / pencil

RESOURCES

Preparation

What is a movie review?

A movie review is a short text where the writer gives information and opinions about a movie. The purpose of a movie review is to help readers understand what the movie is about and decide if they want to watch it or not.

Structure

Introduction

Present basic information about the movie:

Genre (action, drama, comedy, animation, etc.) Director, Main actors, General opinion (without too much detail)

Summary of the Plot

Give a short summary of the story:

- Main events
- Main character
- Do not include spoilers.

Opinion

Give your personal opinion:

- What you liked
- What you didn't like
- Acting, story, music, special effects, etc.

Recommendation

Say if you recommend the movie and to whom:

For children, teenagers, adults

For fans of a specific genre

Conclusion

End with a final opinion or rating:

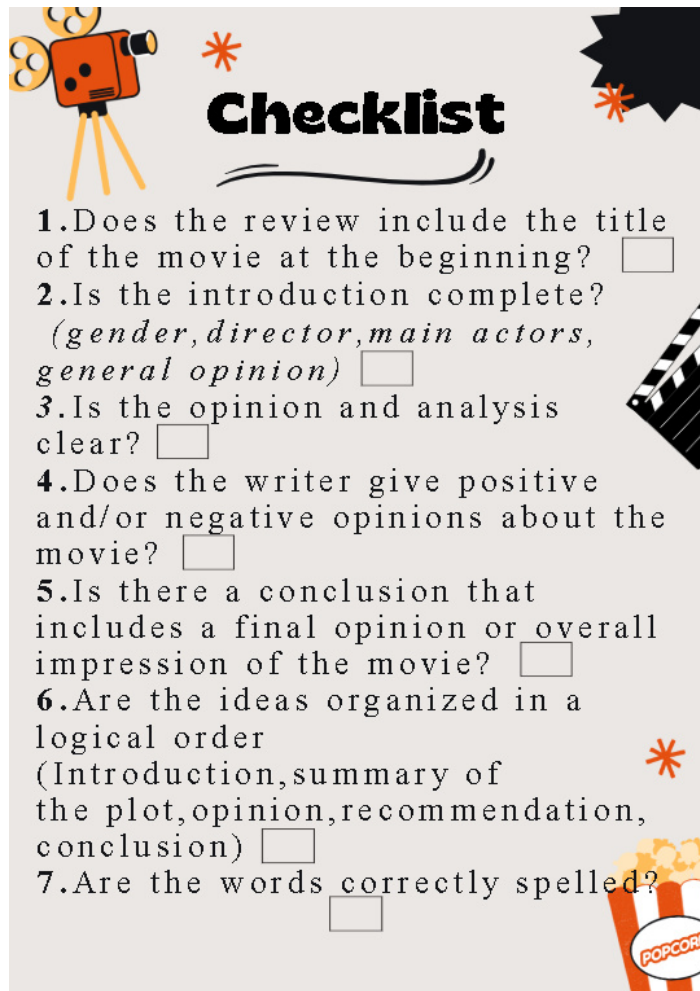
-Overall impression

-Optional rating (stars or numbers)

Drafting stage

GUIDE SHEET

PARTS	PHRASES TO USE
<i>Introduction</i>	The film, directed by _____, ... The story belongs to the _____ genre. Overall, the movie can be described as... One of the most remarkable aspects of the movie is ...
<i>Summary of the plot</i>	The story follows ... The main character is faced with ...
<i>Opinion</i>	At the beginning, ... Later on, ... Towards the end of the film, ... I was particularly impressed by ... One of the film's strengths is ... The performances contribute significantly to ... The soundtrack enhances ... The visual effects help create ... Some scenes could have been ... One weakness of the film is ...
<i>Recommendation</i>	I would recommend this film to ... The film is especially suitable for ... As a result, viewers can expect ...
<i>Conclusion</i>	To sum up, the film offers ... Overall, the movie leaves the audience with ... In terms of rating, I would give it ...



Checklist

1. Does the review include the title of the movie at the beginning? ☐
2. Is the introduction complete?
(*gender, director, main actors, general opinion*) ☐
3. Is the opinion and analysis clear? ☐
4. Does the writer give positive and/or negative opinions about the movie? ☐
5. Is there a conclusion that includes a final opinion or overall impression of the movie? ☐
6. Are the ideas organized in a logical order
(Introduction, summary of the plot, opinion, recommendation, conclusion) ☐
7. Are the words correctly spelled? ☐

Revising stage

Journal 5: Writing

My expectations for this Writing Process lesson plan are high, as the topic of movie reviews offers an authentic and highly engaging context for B1 level students to practice their expressive skills. However, I feel a certain level of caution regarding the drafting and revising stages, specifically concerning time management and the potential for students to feel overwhelmed by the structure. As noted by Hyland (2022), writing can trigger anxiety in EFL learners if the cognitive load is not managed through a clear, stage-by-stage approach. Consequently, my goal is to guide students through the recursive nature of writing to build their confidence.

Through recent pedagogical literature, I have consolidated the idea that writing is a social and recursive process rather than a linear production of a final text. Rosengrant et al. (2020) emphasize that explicit modeling and scaffolding such as the "Structure" section in my plan (Introduction, Summary, Opinion, Recommendation) are vital for helping students transition from basic ideas to organized discourse. Furthermore, I have learned that peer feedback is more effective when supported by specific tools. The deployment of a process approach, including peer-review sessions, significantly improves the quality of the final product and reduces the fear of making mistakes.

During my pre-service teaching, I realized that writing lessons are more effective when students receive clear guidance throughout each stage of the writing process. Many learners initially found it difficult to organize their ideas and were afraid of making grammatical mistakes. However, providing models, brainstorming activities, graphic organizers, and opportunities to draft and revise their work helped them write with greater confidence. I also observed that peer feedback encouraged students to reflect on their writing and improve both content and organization before producing the final version. These experiences confirmed that writing should be taught as a process rather than as a single product, allowing students to develop their ideas progressively while strengthening their language skills.

During the demo lessons, my experience was extremely positive, and the lesson achieved its intended objectives successfully. The writing process was well organized, and each stage helped students complete the final task with confidence. The planned activities were engaging and provided the necessary support for learners to develop and organize their ideas effectively. Students actively participated during brainstorming, drafting, revising, and sharing their work, demonstrating a clear understanding of the lesson objectives. In addition, the class progressed smoothly, all activities were completed within the planned time, and the positive results confirmed the effectiveness of the lesson plan. This experience reinforced my confidence in teaching writing as a process and highlighted the value of careful planning and structured guidance in helping students produce meaningful written work.

I will definitely implement the VAKR (Visual, Auditory, Kinesthetic, Read/Write) integration to keep my 28 students engaged. Specifically, the "Extension" activity where students paste their movie reviews on the board and interact with their peers' work is a great form of social learning. To enhance this, Han (2021) suggests that activities like a "Gallery Walk" (similar to my extension stage) foster student autonomy and transform writing into a communicative event. Additionally, the use of visual Guiding Questions during the revising stage is a strategy I will use to ensure students focus on both content and structure.

The fundamental importance of the writing process lies in providing students with the opportunity to refine their thoughts. Unlike spontaneous speaking, the writing process allows for a "locus of control" where learners can brainstorm, draft, and edit. The use of scaffolds and multiple drafting stages helps B1 students differentiate between objective summary and subjective opinion, which is a key challenge in this lesson. By following this process, students move beyond "writing to complete a task" and instead learn to "write to communicate" their unique perspectives effectively.

Demonstrative Lesson

Let's write a movie review!!!

Illustration of a popcorn bucket and a soda cup with faces.

GUIDE SHEET

PARTS	PHRASES TO USE
Introduction	The film, directed by ... The story belongs to the ... genre. Overall, the movie can be described as ... One of the most remarkable aspects of the movie is ...
Summary of the plot	The story follows ... The main character is faced with ...
Opinion	At the beginning, ... Later on, ... Towards the end of the film, ... I was particularly impressed by ... One of the film's strengths is ... The performances contribute significantly to ... The soundtrack enhances ... The visual effects help create ... Some scenes could have been ... One weakness of the film is ...
Recommendation	I would recommend this film to ... The film is especially suitable for ... As a result, viewers can expect ...
Conclusion	To sum up, the film offers ... Overall, the movie leaves the audience with ... In terms of rating, I would give it ...

Movie review

Writing process

Illustration of a notepad, pencil, clapperboard, and popcorn.

Checklist

- Does the review include the title of the movie at the beginning? ☐
- Is the introduction complete? (gender, director, main actors, general opinion) ☐
- Is the opinion and analysis clear? ☐
- Does the writer give positive and/or negative opinions about the movie? ☐
- Is there a conclusion that includes a final opinion or overall impression of the movie? ☐
- Are the ideas organized in a logical order (Introduction, summary of the plot, opinion, recommendation, conclusion) ☐
- Are the words correctly spelled? ☐

MOVIE REVIEW

Write a number(1-5) to match each function.

- 1.Introduction** _Evaluate the person
- 2.Summary of the Plot** _Tell the story of the movie
- 3.Opinion** _Introduce the basic opinion
- 4.Recommendation** _End the review with a rating
- 5.Conclusion** _Express your opinion

THANK YOU!

Illustration of a popcorn bucket and a soda cup with faces.

Conclusion

End with a final opinion or rating:

Overall impression

Optional rating (stars or numbers)

Recommendation

Say if you recommend the movie and to whom:

For children, teenagers, adults

For fans of a specific genre

Illustration of a popcorn bucket with sunglasses.

Opinion

Give your personal opinion:

- What you liked
- What you didn't like
- Acting, story, music, special effects, etc.

Illustration of a clapperboard and a popcorn bucket.

Summary of the Plot

Give a short summary of the story:

- Main events
- Main character
- Do not include spoilers.

Illustration of two people sitting in a movie theater.

Conclusion

End with a final opinion or rating:

- Overall impression
- Optional rating (stars or numbers)

Illustration of two people wearing sunglasses and holding popcorn.

Recommendations

Based on the experience gained throughout this curricular integration project, I recommend that future TEFL students continue strengthening their lesson planning skills by applying communicative and student-centered methodologies such as FMU, ECRIF, PDP, and PDREE. These frameworks provide clear guidance for designing meaningful learning experiences that promote active participation and the progressive development of language skills.

I would also recommend maintaining the TEFL graduation modality because it provides valuable opportunities to connect theory with real teaching practice. Designing lesson plans, teaching demo lessons, and reflecting on each experience helped me develop greater confidence, improve my pedagogical decision-making, and better understand the realities of the English classroom. This practical approach prepares future teachers more effectively for their professional careers.

Throughout the TEFL process, one aspect I would like to have to improve was my lesson planning, particularly in estimating the level of difficulty of some activities and adapting them more precisely to students' language proficiency and the available class time. This experience taught me that effective planning requires not only creativity but also careful consideration of learners' needs and classroom context. Finally, I encourage future pre-service teachers to continue reflecting on their teaching experiences, as this habit is essential for continued professional growth and the development of effective teaching practices.

Conclusions

The development of this curricular integration project has demonstrated that effective English language teaching depends on careful lesson planning, the appropriate selection of teaching methodologies, and continuous professional reflection. The implementation of the FMU, ECRIF, PDP, and PDREE frameworks provided a structured approach to teaching grammar and the four language skills while maintaining students at the center of the learning process.

Designing each lesson plan and reflecting on its pedagogical foundation strengthened not only theoretical knowledge but also practical teaching competencies. The experience reinforced the importance of scaffolding, authentic communication, learner engagement, and formative assessment as essential elements for successful language instruction.

Furthermore, the reflective journals allowed for a deeper understanding of the challenges involved in language teaching and highlighted the value of evaluating one's own teaching decisions in order to improve future practice. This reflective process contributed significantly to the development of a more critical, analytical, and professional perspective toward English language education.

Finally, this project represents an important milestone in the process of becoming an English teacher. It integrates theory and practice while demonstrating the commitment to creating meaningful, inclusive, and communicative learning environments that support students in developing their English language proficiency and confidence.

REFERENCE LIST

- Faraj, S. (2025). Designing Language and Teaching Curriculum. *Journal of Cotal Science*.
https://doi.org/https://www.researchgate.net/publication/394249176_Designing_Language_and_Teaching_Curriculum
- Garcia, A. (2023). Managing Reading Anxiety in the EFL Classroom. *Journal of Language Pedagogy*. <https://doi.org/https://doi.org/10.58660/nextgen.v1i2.38>
- García, N. (2025). Oral expression techniques from the communicative context. *European Public & Social Innovation Review*, 10. <https://doi.org/https://doi.org/10.31637/epsir-2025-1415>
- Han, K. (2021). Fostering Students' Autonomy and Engagement in EFL Classroom Through Proximal Classroom Factors: Autonomy-Supportive Behaviors and Student-Teacher Relationships. *Frontiers*, 12, 1-7.
<https://doi.org/https://doi.org/10.3389/fpsyg.2021.767079>
- Hinkel, E. (2022). *Docslib.org*. Docslib.org. https://link.springer.com/chapter/10.1007/978-3-031-65215-8_14
- Hyland, K. (2022). Teaching and Researching Writing. *Routledge*.
<https://doi.org/https://www.routledge.com/Teaching-and-Researching-Writing/Hyland/p/book/9780367421106>
- Malliquina Zurita, W. E. (2025). Skimming and scanning strategies to develop reading comprehension in EFL students. *Scientific Journal of Educational Innovation and Current Society* "ALCON", 164-188.
<https://doi.org/https://soeici.org/index.php/alcon/article/view/682>
- Malliquina Zurita, W. E., & Castro Bungacho, S. J. (2025). Skimming and scanning strategies to develop reading comprehension in EFL students. *Scientific Journal of Educational*

Innovation and Current Society “ALCON”, 164-188.

https://doi.org/https://link.springer.com/chapter/10.1007/978-3-031-65215-8_14

Rosengrant, D., Hearrington, D., & O'Brien, J. (2020). Investigating Student Sustained Attention

in a Guided Inquiry Lecture Course Using an Eye Tracker. *Springer nature*, 33, 11-26.

<https://doi.org/https://doi.org/10.1007/s10648-020-09540-2>

TESOL Trainers. (2026). *How to Improve English Learner Listening Comprehension with the*

PDP (Pre-During-Post) Approach. <https://tesoltrainers.com/blog/how-to-engage-english-learners-when-listening>

Toledo, M., Bravo, I., Díaz, J., & Toledo, H. (2025). Strategy to Improve Listening

Comprehension in English in the Primary-Secondary Transition. *Dialnet*.

<https://doi.org/file:///C:/Users/USER/Downloads/Dialnet-EscuchaYDibuja-10080942.pdf>

ValdivieSo, A., & Serrano, A. (2022). Improving EFL students' speaking skill through academic

oral expression tasks at the high school level. *Episteme Koinonía*, 5(1), 56-78.

<https://doi.org/https://doi.org/10.35381/e.k.v5i9.1663>

Vilchez, S., & Corvetto, G. (2025). LANGUAGE ANXIETY AND ITS INFLUENCE ON THE

ORAL PRODUCTION OF ENGLISH OF STUDENTS AT A PUBLIC UNIVERSITY IN

LIMA-2024. *IGOVERNANZA*, 8(30), 295–330.

<https://doi.org/https://igobernanza.org/index.php/IGOB/article/view/419>

Wang, H. (2022). Collaborative Learning through Gallery Walks in Language Teaching.

https://www.e-iji.net/dosyalar/iji_2022_1_15.pdf

Xiangping, W., & Xiaodong, Z. (2022, 05 05). *Francis-press*. Francis-press. [https://francis-](https://francis-press.com/papers/6293)

[press.com/papers/6293](https://francis-press.com/papers/6293)