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TEFL APPLICATION PROCESS

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Descripción de Autoría:

Abstract

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

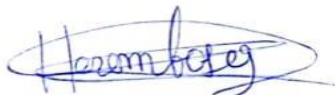
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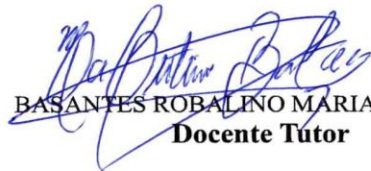
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Lo certifico,


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Introduction

In today's globalized world, English has become an essential tool for communication, education, and professional growth, so effective English as a Second Language instruction relies on structured teaching frameworks that nurture all four core language skills: listening, speaking, reading, and writing. The ECRIF, PDP, and PDREE frameworks provide flexible, student-centered structures that support balanced language development, though their full potential depends on both understanding their core purposes and adapting them thoughtfully to learners' specific needs.

First, each framework serves a distinct function to build different language competencies through clearly organized stages. ECRIF (Encounter, Clarification, Recall, Internalize, Use Fluently) guides learners from first exposure to new language to confident, natural use. The PDP structure—with Pre-, During-, and Post- phases—offers a consistent sequence to strengthen listening and reading comprehension. Meanwhile, PDREE (Preparation, Drafting, Revising, Editing, Enlarging) sets out a step-by-step process to build effective writing abilities. None of these are rigid rules to follow exactly; instead, they act as adaptable guides that encourage active participation and meaningful learning.

Second, these frameworks only produce strong results when teachers adjust them to match their students' age, proficiency level, and learning context. For instance, younger learners need shorter, more varied activities during each ECRIF stage to stay engaged, while advanced learners can tackle more authentic, complex tasks in the final “fluent use” phase. PDP can also be tailored: pre-stage activities for listening lessons may focus on teaching key vocabulary, while reading lessons can use the same phase to have learners predict content from titles. Similarly, PDREE works best when beginners get extra guidance during preparation and drafting, and intermediate or advanced learners take more ownership of revising and editing their work.

In conclusion, ECRIF, PDP, and PDREE give teachers clear, practical strategies to build communicative competence across all four language skills. Their true value lies not in following a set order, but in applying their structure creatively to suit each group of learners.

MODULE 1: FMU LANGUAGE ANALYSIS

Level: B1+

FMU of Time and Place Adverbs

Form:

Type	Example	Structure
Adverbs and expressions of time	now, today, yesterday, always, soon	Usually placed at the end of a sentence. Frequency adverbs go before the main verb (e.g., "She always runs"). Can also appear at the start for emphasis (e.g., " Yesterday , I studied").
Adverbs of Place	here, there, outside, inside, upstairs	Usually placed at the end of a sentence (e.g., "He lives here "). May also appear at the start for emphasis (e.g., " Outside , it's cold").

Meaning & Use:

Adverbs of Time		Adverbs of Place	
Examples: <i>Now</i> <i>, today, yesterday, always, later, soon, still, never</i>	<i>/naʊ/</i> <i>/tə'deɪ/</i> <i>/'jɛstədeɪ/</i> <i>/'leɪtə/</i> <i>/su:n/</i> <i>/stɪl/</i> <i>/'nevə/</i>	Examples: <i>here, there, upstairs, outside, in the kitchen, nearby</i>	<i>/hɪə/</i> <i>/ðeə/</i> <i>/ʌp'steəz/</i> <i>/aʊt'saɪd/</i> <i>/ɪn ðə 'kɪtʃn/</i> <i>/'nɛəbaɪ/</i>

Function	Adverbs of Time	Adverbs of Place
To describe when something happens	- I wake up early. - We played yesterday.	-----
To describe how often	- She always drinks tea. - I never eat late.	-----

To describe where something happens	-----	- The kids are outside . - He sat here .
To emphasize time/place	- Tomorrow , we leave.	- Here , you can rest.

ANTICIPATED DIFFICULTIES

- Confusion in placement: Learners may place time/place adverbs incorrectly (e.g., "*He tomorrow comes.*" **instead of** "*He comes tomorrow.*")
- Overuse or misuse of frequency adverbs: e.g., "*She doesn't never eat meat*" **instead of** "*She never eats meat.*"
- Mixing prepositions with place adverbs (e.g., "*He is in outside*" **instead of** "*He is outside*").

COMPREHENSION CHECKING QUESTIONS (CCQs)

- Does “yesterday” mean before now or after now? (*Before now*)
- If I say “She is outside,” is she in the house? (*No*)
- If I say “He always smiles,” does he smile every day or just once? (*Every day*)

TEACHING IDEA

AN ACTIVITY THAT DEVELOPS SPEAKING FLUENCY

1. Preparation:

- Prepare a set of picture prompts or story titles (e.g., “A strange day at the park,” “Lost in a city,” “A surprise visit at night”).
- Make a list or word bank of place adverbs (e.g., *here, there, nearby, outside, indoors, everywhere*) and time adverbs (e.g., *yesterday, soon, later, then, suddenly, always*).

2. Instructions:

- Students work in pairs or small groups.
- Each group selects a story prompt.

- They take turns telling parts of the story, using at least one place adverb and one time adverb in each sentence or turn.
- For example: “Yesterday, I went to the park. There, I saw a dog chasing a squirrel. Suddenly, it jumped into the lake!”

3. Variation (for more fluency):

- Use a timer to give students 2–3 minutes to build a continuous story together.
- Encourage fast thinking and no pauses – focus on keeping the flow.

4. Optional Follow-Up:

- Ask groups to present their stories.
- Highlight creative or effective uses of adverbs.

Reflection Wheel Journal

Language learning requires a systematic approach that enables learners to understand how grammar and vocabulary function in real contexts. The FMU framework—Form, Meaning, and Use—has been widely discussed in applied linguistics as an effective model for teaching and learning languages. This journal reflects on my expectations, readings, and conclusions about FMU analysis, highlighting its pedagogical importance for teachers.

At first, I expected FMU analysis to be simply a structural grammar approach; however, my readings demonstrated that it goes beyond rules. It integrates the relationship between how a linguistic feature is constructed (form), what it communicates (meaning), and how it is applied in context (use). This holistic perspective makes me feel more confident in analyzing language items and better understanding how to guide students in real communicative settings.

According to Celce-Murcia and Larsen-Freeman (1999), the FMU framework is essential because it connects linguistic accuracy with communicative competence. They argue that teaching language forms without context results in mechanical learning, while FMU allows learners to see the connection between structure and communication.

Similarly, Thornbury (1999) highlights that language items cannot be fully understood unless learners recognize their pragmatic use. For instance, teaching the past tense should not

stop at verb conjugation (form) or temporal reference (meaning), but must also address how it functions in storytelling, reporting, or creating distance (use).

In addition, Ellis (2006) emphasizes that FMU supports task-based learning by giving teachers a framework to anticipate difficulties learners may face. He suggests that analyzing grammar through FMU ensures that learners notice not only the linguistic form but also how meaning and use shift across different contexts.

For teachers, FMU analysis is a crucial tool in lesson planning and classroom practice. It allows educators to anticipate student errors, design more meaningful activities, and integrate grammar into communicative contexts rather than isolating it. As Celce-Murcia (2001) notes, grammar should not be taught as an abstract system but as a resource for communication. FMU analysis ensures that teachers move from theory into practice by aligning linguistic features with learners' communicative needs.

Reflecting on FMU analysis has deepened my understanding of grammar as more than a set of rules. It is a framework that connects structure, meaning, and communication, making it highly relevant for both learners and teachers. The readings from Celce-Murcia and Larsen-Freeman, Thornbury, and Ellis highlight that FMU is not only a linguistic tool but also a pedagogical strategy. For teachers, adopting this analysis ensures more effective and communicative lessons, fostering both accuracy and fluency in language learning.

MODULE 2: ECRIF

ECRIF speaking lesson plan: Adverbs of Time and Place

Level: B1

Action Points:

- Strengthen students' ability to use at least 5 adverbs of time and place accurately in spoken interactions.
- Increase fluency and confidence by describing past, present, and future events using adverbs and time expressions.

Student Learning Objectives:

By the end of the lesson, SWBAT USE adverbs of place, time, and time expressions TO tell when and where shopping events occur IN a story chain about a shopping trip.

Assessment of Progress:

- During the Clarify and Remember stages: evaluate responses to worksheets and CCQs about shopping contexts.
- During Internalize: monitor accuracy and fluency in paired speaking about shopping experiences.
- During Fluently Use: assess students' ability to use adverbs naturally and correctly in real-time conversation about shopping trips.

Preliminary Considerations:

- What students already know:
 - ✓ Present simple, past simple.
 - ✓ Short responses and sentence structure related to shopping context.
- Anticipated Difficulties:
- Confusing when to use "here" vs. "there" vs. there in shopping settings (e.g., at the store vs. outside)
- Misplacing adverbs in sentences about shopping (e.g., 'I shopped today here')
- Difficulty recalling adverbs quickly while speaking about shopping.

Solutions:

- Visual aids and CCQs with shopping images (e.g., mall)
- Controlled practice before free production
- Use of sentence frames and pair models with shopping prompts.

Time 45 min	Framework Stage	Teacher will...	Students will...	Interaction T-S/S-S VAKT	Materials Needed
5 min	Warm up	Show pictures related to shopping places and ask students questions for them to answer orally.	Answer the questions projected on the screen orally.	T-S VA	Projector imagen
7 min	Encounter	Make students read a shopping dialogue and give students a list of words from the text and related to adverbs of place and time expression and put them in the correct place.	read a shopping text and write each word of a list of words from the text and related to shopping in the correct box below.	T-S V	Shopping text Pen or pencil
8 min	Clarify	Ask a group of questions for the learners to choose the correct option and explain why they chose it, referring to details in the text.	Choose the correct option and explain why they chose it.	T-S VK	flip chart with questions papers with response tape

10 min	Remember	Make the student to put the words of the sentences in the correct order to make exact sentences from the text.	Put the sentences in correct order to get exact sentences from the text.	T-S A	Students themselves, shopping imagens
7min	Internalize	Pair work with shopping prompts; monitor and guide.	Ask/answer, create dialogues	S-S V	Shopping prompt cards, worksheets
10 min	Fluently use	Ask student to make a role play in pairs in which they are going to share information about their shopping routines or experiences during shopping time using at least 3 adverbs of place and 3 adverbs of time.	Get in pairs and create a role play in which they will share their shopping routines or experiences.	S-S A	Students themselves

WARM-UP:

- Where do you buy groceries?" (e.g., 'I shop **groceries** at the **market**').
- Who usually buys groceries in your house?



ENCOUNTER:

A Day at the Local Market

On a sunny Saturday morning, many people went to the busy local market. Everyone was happy to walk around everywhere and look at all the different things that were for sale. There were long rows of stalls, and here you could see lots of colorful items displayed neatly.

First, most shoppers went to the fruit and vegetable section. There, sellers put fresh food in baskets and boxes. You could see bright red apples, green lettuce, yellow bananas, and orange carrots. People picked up the food to check if it was good. Sometimes, they chose soft peaches or crisp cucumbers; at other times, they looked at price tags to find the best deal. One friendly seller shouted, "Come try these sweet strawberries – they are fresh today!" and gave small pieces to anyone who wanted to taste.

Further on, there were stalls with other goods. Somewhere near the middle, sellers displayed clothes like shirts, hats, and scarves. Over there, you could also find handmade gifts or things made locally. Shoppers stopped to touch soft fabrics or look at pretty necklaces. They often asked questions before paying, and soon, many walked away with something nice.

Nearby, close to the main path, an old woman sold homemade jams and honey. Later, many people returned to her stall to buy a jar after looking around. Finally, right there near the exit, a baker had a stall full of warm bread, cakes, and biscuits. The smell spread everywhere, and many people walked over immediately. Even if they did not plan to buy anything, most people took a loaf of bread or a pastry home with them then.

All morning long, everyone carried bags in their hands – many used cloth bags to help the environment. By midday, their bags were full of everything they needed for the week. It was a fun and useful time for all the families there, and now, they were ready to go home happily.

Here is a list of words from the text and related shopping words. Write each word in the correct category below.

Word list: Today, here, Sometimes, There, Nearby, Later, Everywhere, First, By midday, over there, Finally, Now, further on

 Time Expressions	 Adverbs of Place
<i>Example: On Saturday morning</i>	<i>Example: right there</i>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

CLARIFY:

Ask each question. Learners choose the correct option and explain why they chose it, referring to details in the text.

1. Where did most shoppers go first?

To the clothes section.

To the fruit and vegetable section.

2. What did the friendly seller do with the strawberries?

Sold them immediately.

Gave small pieces to anyone who wanted to taste.

Justification: “One friendly seller shouted, ‘Come try these sweet strawberries...’ and gave small pieces to anyone who wanted to taste.”

3. When did many people return to the old woman’s stall?

At the beginning of the morning.

Later, after looking around.

Justification: “Later, many people returned to her stall to buy a jar after looking around.”

4. Why did many people go to the baker's stall?

Because it was cheap.

Because of the smell of warm bread.

Justification: "The smell spread everywhere, and many people walked over immediately."

5. How did many people use to carry their products?

a) Plastic bags.

b) Cloth bags.

Justification: "Many used cloth bags to help the environment."

REMEMBER

Put the words in the correct order to make exact sentences from the text:

1. went / many / the / Saturday / on / people / morning / to / busy / a / local / market
2. different / look / at / all / happy / was / to / Everyone / the / things / for / sale
3. colorful / displayed / you / neat / could / items / Lots / of / see
4. went / most / First / shoppers / section / vegetable / fruit / to / the / and
5. bright / bananas / red / and / You / apples / yellow / see / could

INTERNALIZE

Pair prompt: "Interview your partner:

1. Where did you shop yesterday?
2. When was the last time you went shopping for clothes?
3. What time do you usually go to the mall?
4. Where do you meet your friends to shop?
5. When do you prefer to shop, today or tomorrow?
6. Where did you find a good deal recently?
7. When do you shop for groceries, in the morning or later?

FLUENTLY USE

Ask students to make a role play in pairs in which they are going to share information about their shopping routines or experiences during shopping time using at least 3 adverbs of place and 3 adverbs of time.

Reflection Wheel Journal

In this journal, I reflect on my learning process regarding adverbs of time and place through the use of the ECRIF framework. Adverbs are essential in English as they provide clarity on *when* and *where* actions happen, enriching communication.

Before engaging with the ECRIF framework for adverbs of time and place, I expected it to provide a structured pathway for understanding adverb functions and accurate usage within sentences. I felt curious about its potential to enhance lesson design but slightly uncertain about integrating all stages seamlessly, especially in balancing controlled practice with fluent production.

From reviewing key texts by Ellis (2008), Thornbury (1999), and Scrivener (2010), I gained insights into how frameworks like ECRIF align with broader principles of second language acquisition and grammar instruction. Ellis (2008) underscores the role of contextual input in noticing linguistic features, which supports ECRIF's. Thornbury (1999) highlights that clarification through explicit instruction helps resolve confusion around adverb usage. Scrivener (2010) highlights the importance of repetitive practice and internalization for automaticity, as seen in ECRIF's Remember and Internalize stages, enabling learners to transition to fluent adverb use in speaking. These readings, grounded in empirical SLA research, reinforced ECRIF's efficacy as a learner-centered model, particularly for integrating grammar into communicative tasks.

For teachers, the ECRIF analysis is essential in guiding the planning and implementation of lessons. According to Ellis (2008), a clear progression from input to output

supports meaningful learning and retention. Thornbury (1999) argues that clarifying grammar points prevents fossilization of errors, especially in areas like adverb placement. Scrivener (2010) also notes that involving students in active use through internalization and fluency tasks increases motivation and confidence. Thus, ECRIF equips teachers to scaffold lessons effectively and cater to diverse learner needs when teaching complex grammar elements like adverbs of time and place.

During my demonstration class, I was well-informed about learning difficulties such as spelling and syntax, many of which were recurring, and I made numerous observations as the students worked on the various activities. The difficulties they encountered allowed me to observe the different types of challenges they may experience. I noticed that the students struggle to communicate their ideas, just as I do. This ECRIF approach has helped me design my scenarios and activities in a way that not only engages students in class but also empowers them to speak up and gives them the courage to communicate and express their opinions independently.

Using the ECRIF approach to study adverbs of time and place has been valuable in bridging the gap between theory and practice. It offers a clear pathway from first encountering adverbs to using them fluently in speech and writing. For both learners and teachers, ECRIF fosters effective language learning by emphasizing gradual understanding, meaningful practice, and contextual usage.

Demonstrative Lesson



Warm-up



Where do you buy groceries?" (e.g., 'I shop **groceries** at the **market**').
Who usually buys groceries in your house?

"Activate prior knowledge + Introduce target language (adverbs of place and time expressions)."

Encounter



A Day at the Local Market

On a sunny Saturday morning, many people went to the busy local market. Everyone was happy to walk around everywhere and look at all the different things that were for sale. There were long rows of stalls, and here you could see lots of colorful items displayed neatly.

First, most shoppers went to the fruit and vegetable section. There, sellers put fresh food in baskets and boxes. You could see bright red apples, green lettuce, yellow bananas, and orange carrots. People picked up the food to check if it was good. Sometimes, they chose soft peaches or crisp cucumbers; at other times, they looked at price tags to find the best deal. One friendly seller shouted, "Come try these sweet strawberries – they are fresh today!" and gave small pieces to anyone who wanted to taste.

Further on, there were stalls with other goods. Somewhere near the middle, sellers displayed clothes like shirts, hats, and scarves. Over there, you could also find handmade gifts or things made locally. Shoppers stopped to touch soft fabrics or look at pretty necklaces. They often asked questions before paying, and soon, many walked away with something nice.

Nearby, close to the main path, an old woman sold homemade jams and honey. Later, many people returned to her stall to buy a jar after looking around. Finally, right there near the exit, a baker had a stall full of warm bread, cakes, and biscuits. The smell spread everywhere, and many people walked over immediately. Even if they did not plan to buy anything, most people took a loaf of bread or a pastry home with them then.

All morning long, everyone carried bags in their hands – many used cloth bags to help the environment. By midday, their bags were full of everything they needed for the week. It was a fun and useful time for all the families there, and now, they were ready to go home happily.

Encounter

Here is a list of words taken from the text. Write them in the correct column.

Word list: Today, Here, Sometimes, There, Nearby, Later, Everywhere, First, By midday, Over there, Finally, Now, Further on

 Time Expressions	 Adverbs of Place
<i>Example: On Saturday morning</i>	<i>Example: right there</i>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.



Clarify

Ask each question. Learners choose the correct option and explain why they chose it, referring to details in the text.

ICQs (Instruction Checking Questions)

Will you work individually or in pairs?

Do you have to choose the correct option and justify your answer with evidence from the text?

Do you need to use words or phrases from the text in your answers?

1. Where did most shoppers go first?

- a) To the fruit and vegetable section.
- b) To the clothes section.

Justification: "First, most shoppers went to the fruit and vegetable section."

2. What did the friendly seller do with the strawberries?

- a) Sold them immediately.
- b) Gave small pieces to anyone who wanted to taste.

Justification: "One friendly seller shouted, 'Come try these sweet strawberries...' and gave small pieces to anyone who wanted to taste."

3. When did many people return to the old woman's stall?

- a) Later, after looking around.
- b) At the beginning of the morning.

Justification: "Later, many people returned to her stall to buy a jar after looking around."

4. Why did many people go to the baker's stall?

- a) Because it was cheap.
- b) Because of the smell of warm bread.

Justification: "The smell spread everywhere, and many people walked over immediately."

5. What did many people use to carry their products?

- a) Plastic bags.
- b) Cloth bags.

Justification: "Many used cloth bags to help the environment."

Remember (Controlled practice)

Put the words in the correct order to make exact sentences from the text:

1. went / many / the / Saturday / on / people / morning / to / busy / a / local / market
2. different / look / at / all / happy / was / to / Everyone / the / things / for / sale
3. colorful / displayed / you / near / could / items / Lots / of / see
4. went / most / First / shoppers / section / vegetable / fruit / to / the / and
5. bright / bananas / red / and / You / apples / yellow / see / could

Students read the sentences aloud in pairs.



Internalize (Freer practice)

"In pairs, interview your partner using the questions. Use at least 2 time expressions and 2 adverbs of place in your answers."

Pair prompt: "Interview your partner:

1. Where did you shop yesterday?
2. When was the last time you went shopping for clothes?
3. What time do you usually go to the mall?
4. Where do you meet your friends to shop?
5. Which days do you prefer to shop?
6. Where did you find a good deal recently?
7. When do you shop for groceries, in the morning or later?



Ask student to make a role play in pairs in which they are going to share information about their shopping routines or experiences during shopping time using at least 3 adverbs of place and 3 expressions of time

**Fluently use
(Free Practice / Real-
life task)**



MODULE 3: LISTENING

Listening Lesson Plan

Topic: Listening – A Job Interview

Grammar focus: Adverbs & expressions of time and place

Level: A2

Action point

- Reducing TTT (Teacher Talking Time)
- Maximise genuine student speaking and real use of target language.

Student Learning Objectives

By the end of the lesson, **SWBAT** show **understanding of** an audio clip about a summer job interview **by** let the **students** listen the audio clip again and answer questions that require them to interpret. **and** **then** write 4-5 sentences about their dream job and share then with their partner

Assessment of Progress

- Monitoring pair/group work for correct use of target expressions.
- Final written reflection (students must include at least 4 correct examples).

Preliminary Considerations

What students already know

- Present simple for routines, “going to” / will for future plans.
- Basic job/school vocabulary (job, office, interview, Monday–Friday, etc.).
- Simple question forms.

Anticipated Difficulties

- a. Understanding connected speech in authentic audio clips.
- b. Distinguishing time expressions (next week, soon, in the morning) from place expressions (at the office, downtown, nearby).
- c. Correct word order with longer expressions.

Solutions

- Pre-teach key expressions with visuals / flashcards.
- Provide transcript after second listening if necessary.
- Use sentence frames in Post-stage.

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKR	Materials Needed
		Teacher will...	Students will...		
5min	Pre-stage	- Show pictures of camps and ask questions Have you ever been to a camp? What kind of activities are done in a camp? What activities would you do as a leader in a camp? - Brainstorm answers on the board	- Answer orally; - Repeat vocabulary	T-S (V, A)	Projector, Pictures Images
7min	Early During (Gist)	Play the recording once and ask the students to answer orally the questions What type of job is the man applying for?	- Listen for the general idea; - Discuss answers in pairs.	T-S, S-S T-S, S-S (A)	Audio clip Speakers A laptop
10min	Later During (Specific)	- Play the audio clip again; - Deliver the worksheet to students	Complete the worksheet individually then check in pairs	S-S (V, A) AR	Worksheet Pencils Audio clip Speakers A laptop
12min	Final During Stage	Students listen to the audio clip again and answer questions that require them to interpret.	Listen to the interview again. Choose the answer discuss it in pairs or groups and then share it in the classroom.		Projector A laptop

					Audio clip
<i>10min</i>	<i>Post-stage</i>	• Students write 4–5 sentences about their dream job • Share with a partner.	• Write sentences • Give peer feedback	$S-S \rightarrow T-S$ (V, T) AR	<i>Notebook,</i> <i>sentence frames</i>

Resources

Pre-stage



Early during stage

Audio : Summer job Interview



Summer job
interview A2 English

Later During stage

Worksheet

1. What type of job is Ana applying for?
 - A. Office job
 - B. Summer camp job
 - C. Restaurant job
2. Where is the job?
 - A. At a school

- B. At a camp
- C. At home
- 3. When does she work?
 - A. In the morning
 - B. At night
 - C. On weekends
- 4. When can Ana start working?
 - A. Tomorrow
 - B. Next week
 - C. Next year

Final during stage

Listening Task (Audio Played Again)

1. How does the interviewer feel about Philip's experience with children?

- A. She thinks it is unimportant
- B. She believes it is valuable
- C. She is unsure about it

 **Correct answer: B**

Justification:

The interviewer says, *"Well done. Those are very useful skills."*

This shows a positive evaluation, not just neutral understanding.

2. What does Philip's description of motivating children suggest about his personality?

- A. He is patient and supportive
- B. He is strict and demanding
- C. He is uncomfortable with children

 **Correct answer: A**

Inference required:

Philip talks about encouraging children, praising them, telling jokes, and caring when they want to quit. This implies a caring and patient attitude, not stated directly.

3. Why does the interviewer ask Philip about working long hours?

- A. She wants to complain about the job
- B. She wants to test if he can handle job demands
- C. She wants to change the topic

 **Correct answer: B**

Inference required:

The question implies concern about job suitability, not curiosity.

4. When the interviewer says "That's good to know," what does this show?

- A. She is disappointed
- B. She is satisfied with his answer
- C. She is confused

 **Correct answer: B**

Attitude recognition:

The phrase shows approval and reassurance, even though she does not say it explicitly.

5. What attitude does Philip show when he talks about his co-workers?

- A. He prefers to work alone
- B. He is cooperative and positive
- C. He dislikes teamwork

 **Correct answer: B**

Inference required:

Helping colleagues, following instructions, and staying positive imply a team-oriented attitude.

6. When the interviewer says “I’ll be in touch,” what does she probably mean?

- A. Philip was not suitable for the job
- B. The interview ended politely and Philip has a good chance
- C. She wants to speak again immediately

 **Correct answer: B**

Interpretive listening:

Students infer meaning from tone and interview convention, not direct language.

Post-stage

Speaking or Writing Task

Students choose ONE:

Option A – Speaking (Pairs):

- Would you like this job? Why or why not?

Option B – Writing:

Write 3–4 sentences:

- My dream summer job is...
- I would work at...
- I would work in the morning / afternoon.

Reflection Wheel Journal

Before analyzing listening lessons through the PDP framework, I expected that this approach would help organize listening to activities in a clearer and more structured way. I was interested in understanding how each stage of the lesson could support learners progressively, especially students who often struggle with listening tasks.

I also felt some concern about students' possible frustration when they do not understand every word in an audio. However, through the lesson analysis, I realized that listening lessons do not need to focus on complete understanding or grammar accuracy. Instead, they should guide learners to focus on key vocabulary, general meaning, and important details, which helps reduce anxiety and increases confidence.

Field (2008) advocates for staged listening (preparation, interaction, reflection) to support language development. Vandergrift (2007) highlights the usefulness of pre-listening prediction and post-listening review for maximizing retention and awareness. According to (Rost, Michael, 2011) listening comprehension is a process in which learners actively construct meaning by identifying key words, recognizing relevant information, and connecting ideas within a spoken text. Rost explains that effective listening instruction should focus on helping learners understand meaning rather than expecting them to process every word. This idea strongly supports the use of the PDP framework in listening lessons, where students are guided step by step through the listening process. In addition, (Brown, H. D., & Lee, H., 2015) emphasize that listening activities should be carefully staged so that learners know what to listen for at each moment. They argue that pre-listening activities help learners activate prior knowledge and prepare for the topic, while during-listening tasks should guide learners to focus on main ideas, specific details, and speaker attitudes. This approach aligns directly with the PDP listening framework used in this lesson plan.

In real classrooms, the PDP framework can be used to design listening lessons that are clear, engaging, and supportive for learners. Teachers can use visuals and key vocabulary in the pre-listening stage to prepare students for the topic. During the listening stages, tasks such as identifying main ideas, answering detail questions, and recognizing speaker attitudes can help learners focus on meaning.

Post-listening activities, such as pair discussions or short written responses, allow students to reflect on what they understood and use new vocabulary in a meaningful way.

These strategies can be easily adapted to different listening topics and proficiency levels, making PDP a practical framework for everyday classroom use.

Listening lesson plans focus on helping learners understand spoken language through guided comprehension tasks and structured stages. The main goal is to support learners in interpreting meaning, identifying key information, and recognizing speaker intention. In contrast, speaking lesson plans emphasize language production, fluency, and interaction. While both skills are connected, listening lessons require more scaffolding and support to help learners process input before they are expected to respond orally.

Through my pedagogical demonstration, I had the opportunity to have a close look at difficulties and challenges understanding the audio's main idea. The PDP approach was very useful to me in helping me find a way to make my classes more comfortable and understandable for students, so that they can carry out the activities, using materials and audios that are reasonable and clear for students to work easily and without stress on the different activities.

Demonstrative Lesson



Pre-stage

Pre-stage

- Have you ever been to a camp?
- What kind of activities are done in a camp?
- What activities would you do as a leader in a camp?

Vocabulary to learn

- Treasure hunt
- Bird watching
- Kayaking
- Zip-lining
- Hiking
- Rafting
- Capture the flag

Early during stage

Play the recording once and ask the students to answer orally the questions

What type of job is the man applying for?

Later During stage

Complete worksheet individually then check in pairs

- 1- What type of job is Phillip applying for?
A. Office job
B. Summer camp job
C. Restaurant job
- 2- Where is the job?
A. At a school
B. At a camp
C. At home
- 3- When does he work?
A. In the morning
B. At night
C. On weekends
- 4- When can Phillip start working?
A. Tomorrow
B. Next week
C. Next year

Final During Stage

Comprehension & CCQs use the audio to justify the answer

1. Why was safety important in his role?

Post stage

Write 3-4 sentences:

- My dream summer job is...
- I would work at...
- I would work in the morning / afternoon.

MODULE 4: READING

Reading Lesson Plan

Level: B2

Action Points

1. Reduce TTT by limiting explanations to **2–3 minutes per stage**.
2. Encourage **pair and group work** in at least **50% of activities**.
3. Prioritize **vocabulary understanding and text comprehension**, not grammar accuracy.

Student Learning Objectives

By the end of the lesson, students will be able to (SWBAT): **Understanding** the main idea of a short travel text **by** identifying key details (places, activities, events) use travel-related vocabulary in context **then** demonstrate comprehension through oral and written responses

Progress Checks

- Students match **vocabulary words** with images or meanings
- Students answer **multiple-choice comprehension questions**
- Students explain understanding through short speaking or writing tasks

Preliminary Considerations

What students already know

- Basic travel words (city, hotel, family)
- Answering WH- questions
- Reading short A2-level texts

Potential challenges

- New vocabulary related to travel and places
- Identifying important details in a longer text
- Understanding sequence of events

Solutions

- Pre-teach key vocabulary using visuals
- Use **gist reading before detailed reading**
- Pair work to support comprehension

Time 45 min	Framework Stage	Teacher will...	Procedure Students will...	Interaction T-S/S-S VAKT	Materials Needed
5 min	Pre-stage	Show images of Baños and ask prediction questions	Describe images and guess the topic	T-S VA	
8 min	Early during stage	Present the text for the students to read and choose a title that goes according to the idea presented on the text.	Choose a title according to the reading passage.	T-S V	Copies of the text
10 min	Later during stage	Ask students to match key travel vocabulary to their descriptions.	Match vocabulary to meanings	T-S V	Copies of the text, pencils
12 min	Final during stage	Make students answer some questions orally.	Answer the next question with ideas get from the text orally.	S-S	Copies of the Text, pencil, eraser
10 min	Post-stage	Ask students to write a short paragraph about a place they liked or visited (at least 4 or 5 lines).	Write the paragraph, then share it in class	S-S VT	Notebook or paper, pencil

RESOURCES

PRE STAGE



What are the people doing in the photo?

What do you think the reading passage is about?

EARLY DURING STAGE

Read and chose a title that go accord to the idea present on the text, key travel vocabulary using descriptions

Yesterday, my family and I traveled to Baños de Agua Santa, a beautiful town in Tungurahua, Ecuador. We arrived early in the morning and checked into our hotel near the center. Today, we explored the hot springs, relaxing inside the warm pools. The water is always hot there, coming from the volcano. Later, we hiked to the Pailón del Diablo waterfall, which is not far from the town. We stood outside, feeling the mist from the powerful water. Suddenly, it started raining, so we returned inside a cafe nearby. In the afternoon, we tried adventure activities like the swing at the end of the world, swinging high above the valley. We usually finish our days early, but

tonight we stayed late to see the stars outside. Tomorrow, we will visit the Amazon gateway, just a short drive from here.

LATER DURING STAGE

Match the words (A–J) with the correct meaning (1–10). Write the number next to each letter.

Words

- A. hot springs
- B. waterfall
- C. café
- D. volcano
- E. mist
- F. valley
- G. swing
- H. adventure activities
- I. gateway
- J. hotel

Meanings

1. A place where people sleep when they travel
2. A mountain with hot lava inside
3. Water that falls from a high place
4. Very small drops of water in the air
5. A small place to drink coffee or eat
6. Fun and exciting outdoor activities
7. A seat that moves in the air (back and forward)
8. Land between mountains
9. A place to enter another area
10. Natural pools with warm water

FINAL DURING STAGE

Answer the next questions orally:

- How do you think the family feels at the hot springs?
- Do you think that the adventure activities were thriller for the family? Why or why not?
- What does the text suggest about nature in Baños de Agua Santa?
- Why do you think the family continued exploring even after it started raining?

POST STAGE

Write a short paragraph about a place you liked or visited (at least 4 or 5 lines).

Reflection Wheel Journal

This journal explores my experience using reading lessons to teach adverbs of time and place, applying structured pedagogical techniques. I reflect on how effective reading instruction can help learners recognize and internalize grammar points within authentic texts.

I expected that designing a reading lesson focused on adverbs of time and place would help students notice and understand these grammar elements in context. Based on my pre-service teaching experiences, I felt optimistic, but I was also aware that some students might struggle to transfer their reading comprehension into accurate grammar use.

Nuttall (2005) emphasizes that comprehension improves when learners process real texts containing grammar targets. Alyousef (2005) stresses the role of pre-, during-, and post-reading activities in fostering engagement and awareness of language features such as adverbs. Harmer (2007) highlights the importance of integrating explicit grammar focus during reading, enabling learners to connect form and meaning in context. These insights helped me design gap-fill exercises in my lesson, which guided students to notice adverbs while also applying them in meaningful contexts.

Reading activities provide authentic models of adverbs in use and create opportunities for analysis. As Harmer (2007) notes, linking comprehension with grammar awareness allows learners to develop accuracy and fluency simultaneously. Similarly, Nuttall (2005) argues that exposure to diverse texts strengthens grammar understanding, while Alyousef (2005) highlights the usefulness of guided comprehension questions. Taken together, these perspectives show that reading lessons can effectively support grammar development when paired with structured tasks and reflection.

During my demonstration classes, I was able to thoroughly analyze how students learn and the difficulties they face during the learning process. Therefore, the PDP approach has not only

helped me to make my classes more organized but also to keep students engaged in the activities. This involves selecting a topic that is interesting to them, not just for them to read for getting a grade or be busy in class, but that they can understand it, argue about it, and give their own opinions and reasons about it.

Reading-based instruction links grammar with meaning and context. Integrating adverbs of time and place into reading lessons, as recommended by leading scholars, aids learners in noticing usage, practicing accurately, and applying adverbs fluently in real-life situations.

Demonstrative Lesson

PRE STAGE



What are the people doing in the photo?

What do you think the reading passage is about?

EARLY DURING STAGE

Read the text and think of a title for it

Text to read

Yesterday, my family and I traveled to Baños de Agua Santa, a beautiful town in Tungurahua, Ecuador. We arrived early in the morning and checked into a hotel near the town center. During the day, we visited the hot springs and relaxed in the warm pools. The water is naturally heated by the nearby volcano, which makes the experience very special.

Later, we hiked to the famous Palín del Ocho waterfall, located a short distance from the town. We stood close to the waterfall and felt the cold mist from the powerful water. Suddenly, it began to rain heavily, so we quickly went into a nearby café to stay dry and drink something warm.

In the afternoon, we tried some adventure activities, including the "Swing at the End of the World." We swung high above the valley and enjoyed the incredible view of the mountains and forests around us. Although we usually end our days early, this time we stayed outside until late at night to admire the bright stars in the sky.

Tomorrow, we are planning to visit the gateway to the Amazon rainforest, which is only a short drive from Baños. We are excited to continue exploring the natural beauty and adventure that this region of Ecuador offers.

"A VACATION TRIP TO BAÑOS DE AGUA SANTA"

LATER DURING STAGE

Match the words (A-I) with the correct meaning (1-10). Write the letter next to each number.

Words

- A. hot springs
- B. waterfall
- C. café
- D. volcano
- E. mist
- F. valley
- G. swing
- H. adventure activities
- I. gateway
- J. hotel

Meanings

- 1. A place where people sleep when they travel
- 2. A mountain with hot lava inside
- 3. Water that falls from a high place
- 4. Very small drops of water in the air
- 5. A small place to drink coffee or eat
- 6. Fun and exciting outdoor activities
- 7. A seat that moves in the air (back and forward)
- 8. Land between mountains
- 9. A place to enter another area
- 10. Natural pools with warm water

FINAL DURING STAGE

Take 3 minutes to interview your partner using these questions.



1. How do you think the family feel at the hot springs?
2. Do you think that the adventure activities were thrilling for the family? Why or why not?
3. Why do you think the family continued exploring even after it started raining?
4. What does the text suggest about nature in Baños de Agua Santa?

POST STAGE

Write a short paragraph about a place you liked or visited (at least 4) then exchange papers and draw a heart above the most interesting information.

MODULE 5: WRITING

Writing Lesson Plan

Level: B1+

Action Points:

- Encourage more creative responses in free writing.
- Include follow-up feedback session next class for editing.

Student Learning Objectives:

By the end of the lesson, SWBAT WRITE a story of an event or celebration TO tell an anecdote and THEN rate (1-5) a classmate's story and give a reason for their rate.

Preliminary Considerations

- **What students already know**
 - Narrative tenses.
 - Vocabulary for common events, celebrations, and activities.
 - Basic paragraph writing.
- **Possible challenges**
 - Expanding short ideas into full narratives.
 - Keeping chronological order.
 - Revising and editing independently.

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

- Make the students use graphic organizers so they can have clear what they will write in the story.
- Introduce and practice time connectors (first, then, after that, finally).
- Providing peer feedback.

Time	Framework Stage	Teacher will...	Procedure Students will...	Interaction T-S/S-S VAKT	Materials Needed
10 min	Preparation	Make the students join groups of three and then give the students strip of paper with jumbled sentences of the story for the students to form a complete story and paste it on colored paper. Next ask them to identify the function of each section. Then ask them to identify the character, situation, problem, and the resolution of the sample story.	make groups of three and put the strips of paper in the right order to have a complete story in a colored paper then they have to identify the function of each section. Then they identify the character, situation, problem, and the resolution of the sample story.	T-S RK	Strips of paper with sentences A colored paper A glue Adhesive tape
15 min	Drafting	Project at sample story and a graphic organizer. Ask them to write their own story of an event they celebrated.	Write their own story of an event they celebrated.	S-S VR	Pen or pencil Worksheet
5 min	Revising	Ask students to join a partner to exchange stories and identify the other mistakes they can find in their classmates' stories based on a checklist.	Exchange stories and identify the mistakes they can find in their classmates' story.	S-S VR	Highlighters Pencils
10 min	Editing	Make the students get their stories back and check the mistakes that their classmates corrected and edit the draft based on a checklist.	Get their stories back and check the mistakes that their classmates corrected and edit the draft.	S-S K	Notebook Pen or pencil

5 min	Publishing - Sharing	Make students exchange their stories with another classmate and ask them to rate it with stars (1-5) and give a reason for their rating.	Exchange their stories with another classmate, rate it with stars (1-5) and give a reason for their rating.	S-S K	Pen or pencil
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Resources

A short story

It was Katia's 20th birthday and she was looking forward to seeing her friends. They were meeting at Mamma Mia's, her favourite Italian restaurant, for a special birthday dinner. Katia was excited and got to the restaurant at exactly 7 o'clock, the time they had arranged to meet. She looked around for a familiar face, but no one had arrived yet. So she decided to wait outside and stood patiently in the warm evening sunshine.

The restaurant quickly filled up with customers, but none of them were Katia's friends. 'Where are they?' she thought. At half past seven she was still waiting, so she called her best friend Isa. 'Why doesn't she answer her phone?' Katia asked herself. Then she called Jonty, Alex and Yoko, but they didn't answer either. 'What's going on?' she wondered.

At 8 o'clock Katia went home. Her friends had forgotten her birthday and she felt lonely and miserable. She opened the front door and walked into the dark house. The living room door was closed. 'How strange,' she thought because she always left it open. Nervously, she opened the door. Suddenly the lights went on and all her friends jumped up and shouted 'Surprise!' So they hadn't forgotten and in the end it was the best birthday ever.

Preparation stage

A problem or difficulty is introduced	The problem or difficulty is resolved	The characters and the situation are introduced
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Beginning

Middle

Ending

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Drafting

ORGANIZER: FEELINGS + EVENTS MAP

Story Part	What Happened?	How Did You Feel?	Why?
Beginning			
When the problem started			
During the big moment			
At the end			

Revising

 **Checklist – Feelings + Events Map**

Criteria	Yes	No	Comments	
Completes all parts (Beginning, Problem, Big Moment, End)	☐	☐		
Clearly describes what happened in each part	☐	☐		
Expresses feelings in each section	☐	☐		
Explains the "why" of their feelings	☐	☐		
Uses appropriate vocabulary (events and feelings)	☐	☐		
Ideas are clear and easy to understand	☐		☐	

Reflection Wheel Journal

Before learning how to design a writing lesson plan, I believed that teaching writing mainly involved giving students a topic and asking them to produce a text. However, as I explored the structure of a writing lesson more deeply, I began to understand that effective writing instruction requires clear stages, support, and guidance.

At first, I felt that teaching writing could be challenging because students often feel insecure about expressing their ideas in English. I also thought that learners might struggle to organize their ideas and use appropriate vocabulary. As I learned more about structured writing lessons, I started to feel more confident. I realized that when lessons follow a clear process, students receive the support they need to develop their ideas step by step rather than feeling overwhelmed.

From the readings, I learned that writing is not a one-step activity but a **process** that involves several stages. According to (Harmer,J., 2015), writing lessons are more effective when students move through stages such as planning, drafting, revising, and editing. This approach helps learners focus on developing ideas first and improving their texts gradually.

Similarly, **Hyland (2003)** explains that writing instruction should guide students in understanding the purpose and audience of their texts. He highlights that learners benefit from models, brainstorming activities, and guided practice before producing their own writing. This idea reinforced the importance of pre-writing tasks in a lesson plan.

Another important learning came from **Tribble (1996)**, who emphasizes that writing development improves when students have opportunities to review and revise their work. Suggests that feedback and reflection are essential parts of the writing process because they help learners notice areas for improvement and build confidence in their writing abilities.

These readings helped me understand that a good writing lesson plan should not focus only on the final product. Instead, it should provide structured support throughout the process, allowing learners to generate ideas, organize them, and improve their work.

My experience during my demonstrative class has given me a good amount of learning because I was able to watch how students work and understand the different kinds of problems they use to have or challenges that they use to find during the diverse activities, for what the approach of PDREE helped me to find a way in which each of my stages and activities have a good sense and be clear and specific for the students not not have any problems at the moment of following the instructions.

In a real classroom, the writing process approach can be applied through practical and supportive activities. Teachers can begin with brainstorming or visual prompts to help students generate ideas before writing. Graphic organizers can also support learners in structuring their texts.

During the drafting stage, students can work individually or in pairs to develop their ideas without worrying too much about perfection. Later, peer feedback activities can help learners share their work and receive suggestions in a supportive environment. Finally, a revision stage allows students to improve their texts and feel proud of their progress.

These strategies make writing more interactive and less stressful, helping students see writing as a gradual and manageable process.

The writing process is important because it helps learners understand that good writing develops over time. Instead of expecting students to produce perfect texts immediately, the process approach allows them to build their work step by step.

This approach also encourages critical thinking, creativity, and self-reflection. When learners plan, draft, revise, and edit, they become more aware of how their ideas are organized and

how clearly, they communicate. As a result, they become more independent and confident writers.

Overall, the writing process supports meaningful learning by focusing on idea development, organization, and improvement, making writing a more achievable and positive experience for students.

Demonstrative Lesson

Instructions for the group work:

- ✓ Form groups of three
- ✓ The teacher gives you one colored paper and strips of paper.
- ✓ Put the strips of paper in the right order to complete the story.
- ✓ Paste the complete story on the colored paper.
- ✓ Once you finish, paste the paper on a wall.
- ✓ The teacher verifies if the order is correct.

ANSWER KEY

A short story

It was Katia's 20th birthday and she was looking forward to seeing her friends. They were meeting at Mamma Mia's, her favourite Italian restaurant, for a special birthday dinner. Katia was excited and arrived very early at the restaurant, the time they had arranged to meet. She looked around for a familiar face, but no one had arrived yet. So she decided to wait outside and stood patiently in the warm evening sunshine.

The restaurant quickly filled up with customers, but none of them were Katia's friends. "Where are they?" she thought. At half past seven she was still waiting, so she called her best friend Isa. "Why doesn't she answer her phone?" Katia asked herself. Then she called Jonny, Alex and Yoko, but they didn't answer either. "What's going on?" she wondered.

At 8 o'clock Katia went home. Her friends had forgotten her birthday and she felt lonely and miserable. She opened the front door and walked into the dark house. The living room door was closed. "How strange," she thought because she always left it open. Nervously, she opened the door. Suddenly the lights went on and all her friends jumped up and shouted "Surprise!" So they hadn't forgotten and in the end it was the best birthday ever.



DRAFTING

Write a story of an event you celebrated.



DRAFTING



ORGANIZER: FEELINGS + EVENTS MAP

Story Part	What Happened?	How Did You Feel?	Why?
Beginning			
When the problem started			
During the big moment			
At the end			



REVISING

✓ Checklist – Feelings + Events Map

Criteria	Yes	No	Comments
Completes all parts (Beginning, Problem, Big Moment, End)	☐	☐	
Clearly describes what happened in each part	☐	☐	
Expresses feelings in each section	☐	☐	
Explains the "why" of their feelings	☐	☐	
Uses appropriate vocabulary (events and feelings)	☐	☐	
Ideas are clear and easy to understand	☐	☐	



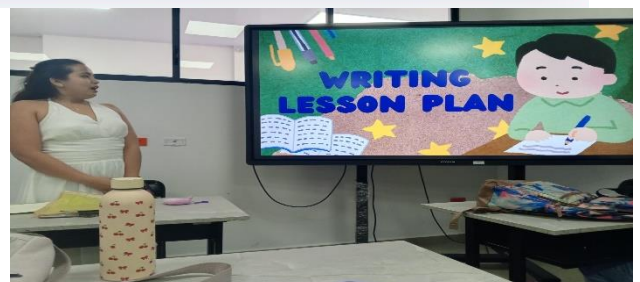
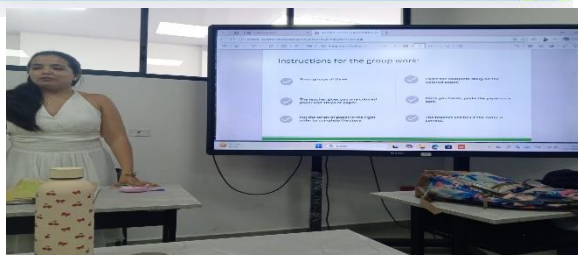
EDITING

Correct your work based on your classmate's revision.



Publishing -Sharing

Exchange their stories with another classmate, rate it with stars (1-5) and give a reason for their rating



Recommendations

After each demonstration lesson, time should be set aside for reflection sessions to analyze the presenter's strengths and weaknesses in order to correct or strengthen their presentation and thus promote better professional development. This includes evaluating whether the teaching materials (posters, slides, cutouts, etc.) truly helped students understand the topic, whether the language was appropriate for the students, and whether the lesson was dynamic enough to maintain their attention.

Creating a collaborative review session for lesson plans among peers before presenting them to the tutor would help strengthen knowledge and identify weaknesses or errors in the planning work.

Providing a clear evaluation rubric for lesson preparation would help students know what the tutor expects to be assessed during the lesson preparation process, thus avoiding uncertainty during lesson creation.

Conclusions

This program of study has allowed me to understand that effective English language teaching requires careful and meticulous planning, continuous analysis, and the ability to adapt instruction to students' needs. Applying the FMU, ECRIF, PDP, and PDREE frameworks has shown me how structured lesson design can support the development of all language skills while maintaining meaningful student engagement. In addition to improving my teaching practices, this experience reinforced the importance of making decisions based on clear learning objectives.

Furthermore, I understood that listening to students' opinions commits teachers to preparing themselves daily to improve their teaching methodology. I now realize that everyone learns at their own pace and that this must be respected. I have new ideas for making classes easier to understand and more engaging. Ultimately, these processes have provided me with a solid foundation that I will continue to build upon throughout my teaching career.

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