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TEFL APPLICATION PROCESS

AUTHOR:

Moreira Holguin Wendy Daniela

DOCENTE TUTOR:

Lic. María Cristina Basantes Robalino. Mg.

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CERTIFICADO DE PROPIEDAD INTELECTUAL

Título del Trabajo de Integración Curricular: Teaching English as a Foreign Language Application Process.

Autor: Moreira Holguin Wendy Daniela

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Descripción de Autoría:

El trabajo de titulación TEFL Application Process es orientado al diseño, planificación e implementación de clases demostrativas aplicando las metodologías FMU, ECRIF, PDP y PDREE en niveles inferiores. El objetivo fue fortalecer las competencias pedagógicas y vincular la teoría con la práctica mediante experiencias reales de enseñanza. La información se recopiló a través de lesson plans, clases demostrativas y diarios reflexivos, permitiendo analizar el proceso de aprendizaje docente. Los principales resultados evidenciaron un mayor dominio de la planificación, la aplicación de metodologías activas y el desarrollo de habilidades de reflexión sobre la práctica. Como aprendizaje principal, se concluye que la aplicación de enfoques TEFL en contextos reales fortalece la formación profesional y favorece una enseñanza del inglés más significativa y centrada en el estudiante.

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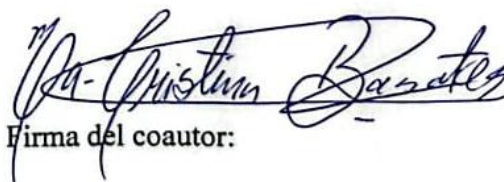
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Firma del Autor:

Moreira Holguin Wendy Daniela
C.I.135052867-3



Firma del coautor:

Lic. María Cristina Basantes, Mg.,
C.I.092910216-8

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CERTIFICO

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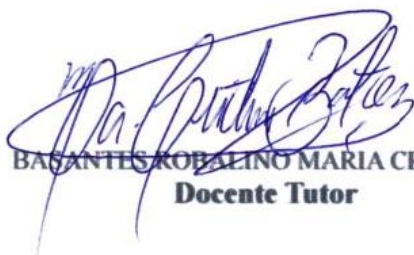
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La presente investigación ha sido desarrollada en apego al cumplimiento de los requisitos académicos exigidos por el Reglamento de Régimen Académico y en concordancia con los lineamientos internos de la opción de titulación en mención, reuniendo y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

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Manta, Miércoles, 29 de julio de 2026.

Lo certifico,



BASANTES ROBALINO MARIA CRISTINA

Docente Tutor

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Introduction

Teaching English as a Foreign Language requires future teachers to develop not only theoretical knowledge but also the practical ability to apply effective teaching methodologies in authentic educational contexts. Therefore, this TEFL Application Process presents the design, implementation, and analysis of different lesson plans and demonstrative lessons based on internationally recognized teaching approaches, allowing pre-service teachers to strengthen their professional competencies through classroom practice.

The first component of this work focuses on the design of methodological frameworks such as FMU, ECRIF, PDP, and PDREE. Each methodology was implemented according to the language skill or language component being taught, including grammar, speaking, listening, reading, and writing. This process enabled the development of lesson plans that promoted communicative learning, active participation, and meaningful classroom interaction.

The second component emphasizes the implementation of demonstrative lessons with lower-level university students. These teaching experiences allowed theoretical concepts to be transferred into real educational settings while promoting classroom management, lesson planning, instructional decision-making, and the adaptation of activities according to students' learning needs. Reflective journals were also developed after each lesson to analyze strengths, challenges, and opportunities for professional improvement.

Finally, this work highlights the importance of reflective teaching as an essential element in teacher education. Through the continuous analysis of each teaching experience, it was possible to identify how active methodologies contribute to student engagement, communicative competence, and meaningful learning while simultaneously strengthening the pedagogical competencies required for future English language teachers.

Overall, the TEFL Application Process demonstrates that combining theoretical preparation with practical teaching experiences significantly contributes to the professional development of future English teachers. The implementation of FMU, ECRIF, PDP, and PDREE not only improved lesson planning and instructional practice but also reinforced reflective teaching, classroom management, and student-centered learning, preparing pre-service teachers to respond effectively to diverse educational contexts.

MODULE 1: FMU LANGUAGE ANALYSIS

FMU ANALYSIS OF: Too and enough + adjectives: selling and buying items

Level: B1+

➤ FORM

- “Too” goes before the adjectives.

Affirmative: *too + adjectives + to + verb + C**

- This shirt is **too** expensive to buy.

Negative: *Not + too + adjectives + to + verb + C**

- That bag isn't **too** heavy to carry around the shop.

Interrogative: *Auxiliary verb + subject + too + adjective + to + verb + C*?*

- Is this coat too small to wear?

- “Enough” goes after the adjectives.

Affirmative: *Adjective + enough [ɪ'naʊf] + to + verb + C**

- This shoes are comfortable enough to wear at work.

Negative: *Not + adjective + enough [ɪ'naʊf] + to + verb + C**

- The bag is not big enough to carry my books.

Interrogative: *Auxiliary verb + subject + adjective + enough [ɪ'naʊf] + to + verb*

+C?*

- Is this laptop light enough to carry around?

➤ MEANING.

Too: It has a negative meaning and shows that something is more than necessary or more than is wanted.

- The shoes are too small.

An incorrect example: The shoes are too pretty. I love them.

Enough: It has a positive meaning and shows that there is as much of something as is wanted or needed, means “as much as necessary”.

- This phone is cheap enough for me to buy.

➤ **USE.**

- We use “too” to reject or complain when the product does not meet your expectations.
(Expresses a problem when buying)
 - The jacket is too thin to use in winter.
- We use “enough” to accept, consider or approve an item because it satisfies the need.
(Expresses that the item is suitable for purchase)
 - This screen is big enough to watch movies.

➤ **ANTICIPATED DIFFICULTIES.**

- Confusion between “too” and “very”. “Very” intensifies, but does not imply excess or a problem.
- Difficulty with the structure of “too” and “enough,” placing them incorrectly.

➤ **CONCEPT CHECKING QUESTIONS.**

Q: If I say “*This shop is not big enough to have many options*”, does the shop have many products?

No.

Q: If I say “*The shoes are too small to wear*”, can I use them?

No.

Q: Do we use “too” when something is acceptable or when it causes a problem?

When it causes a problem.

Q: Does “enough” mean sufficient or insufficient?

Sufficient.

Q: If a TV costs \$5,000, finish the sentence: “This TV is ...”

This TV is too expensive to buy.

➤ TEACHING IDEAS.

The teacher provides students with a mini “shopping catalog” (annex 1) with pictures of items, prices, and qualities and students work in pairs to choose at least 3 items they would buy and 2 they would reject, justifying with too or enough.

➤ SOURCES CONSULTED.

Enough (n.d.). Cambridge.org. <https://dictionary.cambridge.org/grammar/british-grammar/enough>

Online english course. your site for learning English for free. English Course. (n.d.). <https://www.curso-ingles.com/en/learn/courses/advanced-level/adjectives-and-adverbs/enough-and-too>

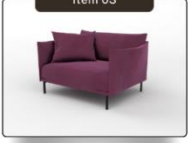
Taylor, K. (2014, september 17). How to use too & enough. *Eslbase*.

<https://www.eslbase.com/grammar/too-enough/>

Too. (n.d.). Cambridge.org. <https://dictionary.cambridge.org/grammar/british-grammar/too>

➤ ANNEX

Annex 1

SHOPPING CATALOG		
 Item 01 TV Price \$800 very heavy	 Item 02 Phone Price \$120 small screen	 Item 03 Sofa Price \$300 Not very big
 Item 04 Jacket Price \$60 very warm	 Item 05 Backpack Price \$40 small	 Item 06 Laptop Price \$1,200 very light
 Item 07 Shoes Price \$25 Uncomfortable	 Item 08 Bycicle Price \$120 old	 Item 09 Table Price \$300 large

Journal 1: FMU Language Analysis

When I began working with the FMU format, I had high expectations, but also experienced a feeling of confidence, I was not sure if this tool would really help me when teaching grammar or if it would just be another complicated theory to implement in practice. However, my curiosity grew, since I have considered that grammar teaching requires a more flexibility and less rigid approach.

Gradually, I realized that FMU is not just theory, but a precise tool that connects form, meaning and use. This gave me confidence because it made me feel that I could really put it into practice in my future classes, also I perceived that FMU provided me a more structure path to design lesson plans and optimize the way my students could understand the language.

In general, my opinions in respect of FMU turned into motivation. At this moment, I think that this method not only simplifies teaching, also makes the process more relevant for the teacher and the students.

Crawford (2020) says that learning grammar through form, meaning, and use helps students not only remember the rules but also apply them correctly in different situations. This made me think about how grammar is often taught only at the structural level, leaving students to discover by themselves when and why to use each form. I think that real learning happens when students understand the communicative purpose of a structure and can choose it consciously to express their ideas.

Furthermore, Stegemann (n.d.) highlights that learners should not limit themselves to knowing the meaning of a word but should understand its relevance within the overall message. This made me realize that learning vocabulary or grammar without context is like memorizing loose puzzle pieces you may know them, but you do not know where they belong.

During my pre-service teaching, I noticed that many students lost interest when grammar was taught in a traditional way, the lessons focused too much on rules and exercises, and this made students feel unmotivated. I think FMU can help with this problem because it connects grammar to real-life situations, making it easier for students to see why it is important.

I also observed that some students knew grammar rules but had problems using them in practice. For example, they could conjugate verbs, but they struggled when trying to use them in conversations. I believe FMU can solve this issue because it links grammar knowledge with real communication in a real situation.

As a future teacher, I also need tools that help me create lessons that are interesting and effective. FMU gives me a clear way to organize my classes, save time, and focus on what really helps students learn. With this method, it is possible to avoid problems such as memorizing rules without understanding and not being able to use grammar in real situations.

I think the most important part of FMU analysis is to keep a balance between the three parts: form, meaning, and use. If we only focus on form, grammar turns into a mechanical task; if we only focus on meaning, students may forget the correct structures; and if we only focus on use, students might make frequent mistakes without understanding why.

Another important point is adapting the FMU analysis to the context of the group. Students do not all learn in the same way or have the same needs. For me, it is very important that teachers apply FMU flexibly, changing examples and activities according to the age, level, and interests of the students, so that learning is more relevant.

Finally, I believe feedback is essential in FMU analysis. Teachers should identify if mistakes are related to form, meaning, or use, and give students specific guidance. This not only improves accuracy but also helps students feel more confident in their learning process.

MODULE 2: ECRIF

Speaking Lesson plan

Level: B1+

Action points:

- Time management.
- Student Engagement.

What are your Student Learning Objectives for the lesson?

By the end of the lesson SWBAT **USE** too and enough with adjectives **TO** ask for and give information about items when buying and selling **IN** an information gap activity.

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

- When students use too and enough with adjectives to ask for and give information about items when buying and selling.

Preliminary considerations:

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

Students already know:

- Basic adjectives to describe objects (big, small, cheap, expensive, heavy, light).

- Vocabulary related to shopping and items (clothes, accessories, prices).

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

- The students may find it difficult to correctly choose between too and enough when giving reasons orally.

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

- Monitoring pair work and providing immediate corrective feedback when errors

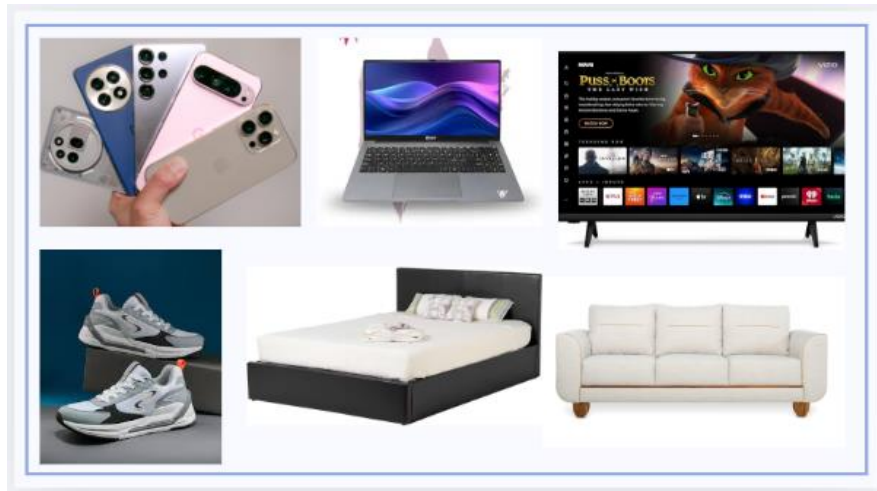
occur.

Time 45 minutes	Framework Stage	PROCEDURE		Interaction T-S/S-S VARK	Materials Needed
		Teacher will...	Students will...		
3 min	Warm-up	✓ Show different pictures about items (phone, shoes, Tv, laptop) (<i>Annex 1</i>) then ask students: <i>What do you usually think about when you see go shopping for these products?</i>	✓ Observe the pictures and answer the question.	T-S VA	Pictures Laptop Projector /Screen Board Markers
7 min	Encounter	✓ Show some sentences (<i>Annex 2</i>) and ask students to read each carefully and circle the adjectives in each one, and then ask the following question: <i>What do you notice about the position of “too” or “enough” in relation to the adjective?</i> ✓ Present a chart (<i>Annex 3</i>) of positive and negative connotation and ask students to classify the sentences according to their connotation.	✓ Read the sentences carefully and circle the adjectives in each one, and then answer a question. ✓ Classify the sentences according to their connotation.	T-S VK	Slides Laptop Projector /Screen
3 min	Clarify	✓ CCQ's 1. Discrimination: - If you want to save money, do you buy the bag that's too expensive or cheap enough? - If the bed is big enough, do you need a bigger one? 2. Yes or no / Show pictures (<i>Annex 4</i>) and ask: - Can I wear these shoes if they're too small? - Is this sofa big enough for four people? - Can I carry this box if it's too heavy? 3. Short answer: - Why do you like this jacket? - Why didn't you take that bag? - Why don't you want this TV?	✓ Answer the CCQ's. ✓ Participate in the scrambled sentences activity.	T-S VA	Pictures Laptop Projector /Screen

		✓ Present the scrambled sentences activity. (<i>Annex 5</i>)			
9 min	Remember	✓ Provide a worksheet (<i>Annex 6</i>) with a matching activity ✓ Discuss the answers with the students and provide feedback.	✓ Complete a worksheet. ✓ Discuss the answers.	<i>T-S</i> <i>V</i>	Worksheet
10 min	Internalize	✓ Ask students to take out the item of clothing or accessory that they brought from home and ask them to ask their partner questions such as: Why wouldn't you buy a pair of shoes? Why would you buy a shirt? If doesn't like the item or it isn't suitable for them, try to convince them to buy it. (<i>Annex 7</i>)	✓ Choose a classmate to ask and answer questions.	<i>S-S</i> <i>AK</i>	Students' item
13 min	Fluency	✓ Ask students to work in pairs (student A is the buyer and student B is the seller) and provide different information card (<i>Annex 8</i>) (do not show it to their partner). Student A asks for details about each item and students B answers using "too" or "enough." Buyer decides whether to buy each item and explains why.	✓ Work in pairs like the buyer and the seller in an information gap activity.	<i>S-S</i> <i>AV</i>	Cards

ANNEXES

Annex 1 (Warm-up)



Annex 2 (Encounter stage)

1. Read each sentence carefully
2. Circle the adjective in each sentence.

- This TV is too heavy to carry.
- The laptop is fast enough for my work.
- The shoes are too small for my feet.
- This phone is cheap enough for students.
- The box is too big to fit in my car.

3. What's the position of 'too' or 'enough' in relation to the adjective?

"Too" goes before the adjectives and "Enough" goes after the adjectives.

Annex 3 (Encounter stage)

Classify those sentences into the correct group.

- This TV is too heavy to carry.
- The laptop is fast enough for my work.
- The shoes are too small for my feet.
- This phone is cheap enough for students.
- The box is too big to fit in my car.

Positive connotation

- The laptop is fast enough for my work.
- This phone is cheap enough for students.

Negative connotation

- This TV is too heavy to carry.
- The shoes are too small for my feet.
- The box is too big to fit in my car.

Annex 4 (Clarify stage)



Annex 5 (Clarify stage)

Scrambled sentences

A. wear / enough / are / these / comfortable / to / shoes

These shoes are comfortable enough to wear.

B. expensive / buy / phone / too / this / to / is

This phone is too expensive to buy.

C. heavy / too / carry / is / to / fridge / that

That fridge is too heavy to carry.

Scrambled sentences

D. bag / enough / is / books / for / this / my / big

This bag is big enough for my books.

E. jacket / warm / enough / winter / is / for / this

This jacket is warm enough for winter.

Annex 6 (Remember)

Worksheet

Name: _____.

Date: _____.

1. Match each situation (A) with the correct comment (B) using too or enough appropriately.

A. Situations

1. The shoes cost \$150.
2. The jeans are only \$20 and fit perfectly.
3. The jacket looks good, but it is made of thick leather.
4. The suitcase is enormous and can hold everything for my trip.
5. The hat looks nice, but it is a bit small for my head.
6. The T-shirt is made of soft cotton and feels very nice to wear.
7. The scarf is very thin and doesn't keep me warm
8. The bag is made of cheap material and broke after two days.

B. Comments

- ___ a) It is large enough for long trips.
- ___ b) It is not thick enough for cold weather.
- ___ c) It is cheap enough and looks great.
- ___ d) It is not strong enough to last.
- ___ e) It is too heavy to wear in warm weather.
- ___ f) It is comfortable enough for everyday use.
- ___ g) It is not big enough for me.
- ___ h) It is too expensive for me.

Annex 7 (Internalize)

Pair Work – Buying & Selling Items

Instructions

1. Take out the clothing item or accessory you brought from home.
2. Show it to your partner.
3. Ask
Why would you buy this / these _____?
4. If your partner doesn't like the item or if it isn't suitable for his/her, try to convince them to buy it.

Annex 8 (Fluency use stage)

SET 1

STUDENT A – BUYER

Item	You want...
Jacket	Warm enough and not too expensive
Shoes	Comfortable enough and not too heavy
Hat	Stylish enough but not too bright
Scarf	Soft enough and not
Gloves	Warm enough but not too tight

STUDENT B – SELLER

Item	Description
Jacket	Very warm but too expensive (\$90)
Shoes	Comfortable enough and light
Hat	Too bright (yellow) but stylish
Scarf	Soft enough but too long
Gloves	Warm enough but too tight

Journal 2: ECRIF

When I began designing my speaking lesson plan about “Too and Enough” with adjectives using the ECRIF framework, I felt both curious and slightly anxious. I wanted to design a lesson that did not only focus on explaining grammar but also encouraged genuine communication through meaningful interaction. My main expectation was that ECRIF would help me organize each stage so that students could gradually build their understanding and confidence while practicing a real-life situation such as buying and selling items.

As I developed each stage, I discovered how the framework naturally guided the learning process, from recognizing the target structure in context to using it fluently during the information gap activity. It helped me understand the logical sequence that students follow from comprehension to communication. I also realized that this framework creates more student-centered lessons, allowing learners to participate actively through visual, auditory, and kinesthetic activities that address different learning styles.

According to a study conducted in Iraq by Hameed and Mousa (2025), the “Remember” stage within the ECRIF framework plays a vital role in reinforcing language acquisition. This phase supports the consolidation of learning through continuous repetition and recall activities, helping learners strengthen their memory and retention of new linguistic structures. Furthermore, the Internalization and Fluency stages focus on applying the language in authentic and meaningful situations, which enhances learners’ confidence and communicative performance.

Caiza et al. (2023) explain that every phase of the ECRIF framework is designed to provide learners with structured guidance and enough practice opportunities to develop both accuracy and fluency in speaking. The framework promotes a smooth transition from teacher-guided exercises to learner-centered communicative tasks, allowing students to gradually gain autonomy and engage in spontaneous interactions that reflect real communication.

As noted by Simba (2023), the ECRIF framework serves as a dynamic methodological tool that adapts to learners' specific needs, making the teaching process more personalized and effective. This approach supports the development of linguistic skills (such as grammar) through meaningful, context-based activities. Moreover, it enables teachers to evaluate students' progress and understanding in a way that reflects real language use rather than isolated practice.

One of the main issues that ECRIF can help solve is the lack of student participation in speaking activities. Many learners feel anxious about making mistakes, which limits their oral expression. The framework's gradual stages allow them to build confidence step by step. This process creates a safer and more supportive environment for communication.

Another issue that can be addressed through ECRIF is the predominance of teacher-centered lessons, where students have a passive role. The framework changes this dynamic by encouraging active participation through discovery and interaction. In this way, learners become responsible for their own progress and development, which promotes autonomy and engagement throughout the learning process.

ECRIF also addresses the problem of fragmented lessons that separate grammar from communication. It provides a coherent structure where each stage connects logically, allowing students to move naturally from understanding to production. This helps them not only learn grammatical rules but also use them meaningfully, enabling the internalization of language for real communication.

During the demonstrative lesson, the ECRIF stages were successfully implemented to promote meaningful speaking practice. During the Internalize stage, students brought real objects related to their preferences and daily lives, which turned into a good experience because they had a fun moment while practicing the new content. I consider that this activity helped them connect the new language with authentic contexts. Using these real items

increased motivation, encouraged participation, and allowed learners to internalize the target language naturally through meaningful communication.

In a real classroom, I would continue using role-play and information gap activities similar to the ones included in this lesson. For example, students could simulate different shopping situations, compare prices, or share opinions about products using “too” and “enough”. These activities make grammar practice more relevant, meaningful, and enjoyable.

I would also incorporate visual materials such as pictures or advertisements, since they make the topic more interesting and support visual learners. Pair and group work would remain essential because it promotes interaction and provides several opportunities to practice speaking and listening in a natural context.

Finally, I would integrate short reflection moments after each activity. Asking questions such as “What did you learn by using ‘too’ and ‘enough’?” or “How did your partner help you express your ideas?” can help students become more aware of their learning process. Reflection encourages them to take responsibility for their progress and to view communication as a continuous and evolving skill.

Demonstrative lesson



TOO & ENOUGH

with adjectives

Objective:

By the end of the lesson SWBAT use **too** and **enough** with adjectives **to** ask for and give information about items when buying and selling in an information gap activity.

MODULE 3: LISTENING

Listening Lesson Plan

Level: A2

Action points:

- Time management
- Monitoring and Feedback

What are your Student Learning Objectives for the lesson?

By the end of the lesson SWBAT show understanding of the audio “Looking for an apartment” **by** making a decision in pairs whether it is a good option or not **and then** fill in a template with information about their ideal apartment in groups.

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

- When students make a decision whether it is a good option or not by giving reasons from the audio.
- When students fill in a template with information about what their ideal apartment.

Preliminary considerations:

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

- Students already know basic vocabulary of apartments like bedroom, living room, bathroom, etc.

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

- The students may find it difficult to work collaboratively and agree on ideas within their group.

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

- The teacher will monitor group work, assign simple roles if necessary, and support students to promote cooperation and participation.

Time 45 minutes	Framework Stage	PROCEDURE		Interaction T-S/S-S VARK	Materials Needed
		Teacher will...	Students will...		
6 min	Pre-stage	✓ Show some images (<i>Annex 1</i>) related to the topic and ask the students to look at them and predict what information will be found in the audio. ✓ Ask students scan QR (<i>Annex 2</i>) to making a list of the predictions.	✓ Observe some images and make predictions. ✓ Write the predictions on the board.	T-S VA	Laptop Projector Phone
3 min	Early During Stage	✓ Play the first 27 seconds of the video “Looking for an apartment” (<i>Annex 3</i>) and ask students to listen and say which predictions on the list were correct or incorrect.	✓ Listen and say which predictions on the list were correct or incorrect.	T-S VA	Laptop Projector Speakers
15 min	Later During Stage	✓ Provide a worksheet (<i>Annex 4</i>) and ask students to take one minute to read the questions and the options. Then play the audio maximum twice for them to answer the questions.	✓ Listen to the audio again and complete a worksheet.	T-S RA	Laptop Projector Speakers Worksheet
10 min	Final During Stage	✓ Play the audio one last time and present a problem “<i>You need to decide if this apartment is a good option for you</i>” and ask the students to pair up and decide whether it is a good option or not, using reasons from the audio.	✓ Listen to the audio, join a partner and decide whether it is a good option or not.	S-S A	Laptop Speakers

11 min	Post-stage	✓ Ask students to work in groups of 3 to fill in a template (<i>Annex 5</i>) with information about their ideal apartment including number and characteristics of rooms, price, pets, and the location.	✓ Work in groups of 3 and fill in a template about their ideal apartment.	<i>S-S</i> <i>K</i>	Template Pena or pencil
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Annex 1 (pre-stage)



Annex 3 (early during-stage) audio

<https://youtu.be/POq9YCt3tsU?si=CXzuZ1OfEBz2edfU>



Annex 3 (pre-stage)



Annex 4 (Later during-stage)

WORKSHEET

Looking for an apartment

Name: _____

1) Choose the correct options.**1. The living room is:**

- a) Rectangular
- b) L-shaped

2. The floors are:

- c) Carpeted
- d) Hardwood

3. Utilities included:

- e) Water, electricity, heat
- f) Water and electricity only

4. Parking:

- g) One space is free, second with extra cost
- h) No free parking available shaped

5. Pets:

- i) No pets allowed
- j) Small pets allowed

2) Fill in the table with the audio information.

Feature	Information
Number of rooms	
Price of the rent	
Parking	
Utilities	
Pets	
Availability	

3) List the sentences in the correct order of the audio.

- _____ The caller asks if pets are allowed.
- _____ The caller asks about the rent.
- _____ The caller asks when he can see the apartment.
- _____ The caller asks about the number of rooms.
- _____ The caller asks about utilities.
- _____ The caller asks about parking.

Annex 5 (POST STAGE)

My Ideal Apartment

GROUP MEMBERS: _____

1. BASIC INFORMATION.Location (neighborhood / city):

_____Price per moth
_____**2. ROOMS.**

Number of bedrooms:

☐ 1 ☐ 2 ☐ 3 ☐ Other: _____

Living room:

☐ Yes ☐ No

Kitchen:

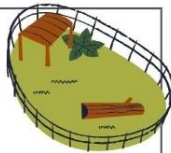
☐ Small ☐ Medium ☐ Big

Bathrooms:

☐ 1 ☐ 2 ☐ Other: _____**3. APARTMENT CHARACTERISTICS**

- ☐ Furnished
☐ Balcony
☐ Parking
☐ Laundry area
☐ Good natural light

Other characteristics: _____

_____**4. PETS**

Pets allowed?

☐ Yes ☐ No

If yes, what pets?

☐ Dog ☐ Cat ☐ Other: _____

_____**5. WHY IS THIS APARTMENT IDEAL FOR US?**

Write 3 reasons.

1. _____
 2. _____
 3. _____

Journal 3: PDP (Listening)

When I began planning the listening lesson using the PDP framework, I expected that structuring the lesson into pre-listening, while listening, and post-listening stages would make activities clearer for students, and I hoped it would lead to more meaningful engagement during the listening task. In practice, I found that preparing students before they listen by activating background knowledge and teaching key vocabulary helped reduce their anxiety and made them more confident when the audio began. This expectation was fulfilled as I observed more participation than in lessons where students simply heard audio without preparation.

My feelings about the lesson were also shaped by a desire to promote real interaction in class. I wanted students not only to understand meaning but also to express opinions about their ideal apartments after listening. The group work in the post-stage allowed students to negotiate meaning, use the language communicatively, and practice speaking, which increased their confidence by the end of the lesson. Overall, designing the PDP listening lesson felt rewarding and aligned with my goals for student involvement and skill integration.

At the same time, I felt challenged by ensuring each stage was balanced in time and instruction. I noticed that if pre-listening took too long, students became impatient, whereas if post-listening was rushed, they didn't get the chance to fully use new language. This reflection helped me realize the importance of pacing and careful timing when applying PDP stages, which I plan to refine in future lessons.

From the readings and research, I consulted while planning, I gained new insights into the theoretical foundations that support PDP in listening instruction. One key study explains that the PDP framework offers a structured and effective way to improve listening comprehension, especially when each stage is clearly defined and connected to the lesson objectives. This approach helps students become more active listeners instead of passive

receivers of information (Mendoza et al., 2025). Understanding this reinforced my decision to carefully design each stage of the lesson to guide students before, during, and after listening.

These readings have helped me understand that listening is not a passive skill but an active cognitive process that requires guidance and strategy use. Research shows that learners benefit significantly when teachers activate prior knowledge, provide clear listening purposes, and include interaction after listening to support comprehension (Movva et al., 2022). This perspective helped me realize that listening lessons should not end when the audio stops but should include opportunities for reflection and language use.

Another important understanding from the readings was that listening activities need to be authentic and meaningful for students. Recent research highlights that using real-life listening tasks and interactive post-stage activities increases motivation and improves comprehension in ESL/EFL contexts (Qasserras, 2025). This idea strongly connects with my lesson plan, as the topic of looking for an apartment reflects a real-world situation that students can easily relate to and discuss.

The demonstrative lesson was highly interactive because students completed a template according to their personal likes and interests about where they wanted to live and what they looked for in an apartment. In the 'During' stages, they identified relevant information and filled in a worksheet using the new vocabulary and expressions. This activity promoted active listening; and the post stage allowed students to apply the new language in a meaningful and personalized context.

In terms of practical ideas that I will use in real classrooms, the lesson planning process reinforced the value of clear scaffolding. In future classes, I will continue using pre-listening activities like quick polls or small discussions to activate schema, ensuring students are ready for what they will hear. This helps students process the listening input with more ease and encourages them to participate actively from the start.

I also plan to incorporate peer work and collaborative tasks during the post-listening stage more often, because group discussions allow students to use the language more freely and clarify doubts together. These activities promote not just comprehension but also productive skills like speaking and negotiation of meaning, which are key to communicative competence.

In addition, I will include more formative feedback moments right after listening, asking students to reflect on what they understood and what strategies helped them. This reflection supports metacognition and helps learners become more aware of how they listen, rather than simply completing tasks.

When I compare listening and speaking lesson plans, the differences become clearer in terms of focus and expected outcomes. A listening lesson is centered on input comprehension students must understand spoken language and extract meaning from it, often without immediately producing language. Listening requires careful planning of activities that prepare students to process audio, such as clarifying vocabulary and predicting content.

Speaking lessons, on the other hand, prioritize output production students need opportunities to practice language, express ideas, and use correct structures interactively. While listening is about receiving and interpreting information, speaking lessons focus more on fluency, accuracy, and negotiation in real time.

Finally, although listening and speaking are distinct in their primary goals, integrating them as I did in the PDP lesson creates richer language experiences. Listening lessons that include speaking tasks in the post-stage help students consolidate comprehension and produce language meaningfully, bridging receptive and productive skills in a way that reflects real communication.

Demonstrative Lesson

Mentimeter

what information will be found in the audio.

apartment living room places of the house
 lana del rey hi small kitchen
 move bathroom kitchen
 blackpink family moving is about a
 new apartment garden bts furniture is about a part of a house
 house or apt tour house sofa
 rooms house tour bathroom apartment
 rooms of the house small bathroom



menti.com
6879 7566

24 of 24 responded

← → End presentation

My Ideal Apartment

GROUP MEMBERS: Guyon Mendon, Robert

1. BASIC INFORMATION.

Location (neighborhood / city):
Near of the university

Price per month
\$100



2. ROOMS.

Number of bedrooms:
☐ 1 ☐ 2 ☒ 3 ☐ Other: _____
 Living room:
☒ Yes ☐ No
 Kitchen:
☐ Small ☒ Medium ☐ Big
 Bathrooms:
☐ 1 ☒ 2 ☐ Other: 3

3. APARTMENT CHARACTERISTICS

☒ Furnished
☐ Balcony
☐ Parking
☐ Laundry area
☒ Good natural light
 Other characteristics: the price and room for pets

4. PETS

Pets allowed?
☐ Yes ☐ No
 If yes, what pets?
☐ Dog ☐ Cat ☒ Other: Beau-Lyon

5. WHY IS THIS APARTMENT IDEAL FOR US?

Write 3 reasons.

1. the apartment is friendly with the person
2. friendly pet and near university and has parking
3. this apartment has parking it's very important

My Ideal Apartment

GROUP MEMBERS: Donna Castro, Andrian Vellez

1. BASIC INFORMATION.

Location (neighborhood / city):
In front of the beach and near to a supermarket

Price per month
\$300



2. ROOMS.

Number of bedrooms:
☐ 1 ☐ 2 ☒ 3 ☐ Other: _____
 Living room:
☒ Yes ☐ No
 Kitchen:
☐ Small ☒ Medium ☐ Big
 Bathrooms:
☐ 1 ☒ 2 ☐ Other: _____

3. APARTMENT CHARACTERISTICS

☒ Furnished
☒ Balcony
☒ Parking
☒ Laundry area
☒ Good natural light
 Other characteristics: _____

4. PETS

Pets allowed?
☒ Yes ☐ No
 If yes, what pets?
☒ Dog ☒ Cat ☐ Other: _____

5. WHY IS THIS APARTMENT IDEAL FOR US?

Write 3 reasons.

1. Because this apartment has a good location
2. Is big and comfortable, and I can stay there with my pets
3. has a good price according with the things that it offers

My Ideal Apartment

GROUP MEMBERS: Keytha and Vanessa, PIN A2

1. BASIC INFORMATION.

Location (neighborhood / city):
Gova

Price per month
\$350



2. ROOMS.

Number of bedrooms:
☐ 1 ☐ 2 ☒ 3 ☐ Other: _____
 Living room:
☒ Yes ☐ No
 Kitchen:
☐ Small ☒ Medium ☐ Big
 Bathrooms:
☐ 1 ☐ 2 ☐ Other: 3

3. APARTMENT CHARACTERISTICS

☐ Furnished
☒ Balcony
☒ Parking
☒ Laundry area
☐ Good natural light
 Other characteristics: _____

4. PETS

Pets allowed?
☐ Yes ☐ No
 If yes, what pets?
☒ Dog ☒ Cat ☐ Other: _____

5. WHY IS THIS APARTMENT IDEAL FOR US?

Write 3 reasons.

1. Because it is placed in a beautiful city
2. It has a lot of space and we need it
3. It would be a good price for something like that

MODULE 4: READING

Reading Lesson Plan

Level: B1

Action points:

- Time management
- Activate previous knowledge

What are your Student Learning Objectives for the lesson?

By the end of the lesson SWBAT show understanding of the reading passage “Unusual and wonderful jobs” **by** discussing in pairs if they agree or disagree with some statements **and then** create an unusual job in pairs.

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

- When students discuss the statements and say if they agree or disagree.
- When students create an unusual job.

Preliminary considerations:

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

- Students already know basic and intermediate vocabulary related to common jobs and professions, such as teacher, doctor, police officer, and office worker.
- They are familiar with simple work-related verbs (work, need, have, do) and basic adjectives to describe jobs (interesting, dangerous, easy).

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

- The students may find it difficult to justify their opinions with reasons

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

- Teacher will provide sentence starters (e.g. I agree because..., I disagree because...)

Time 45 minutes	Framework Stage	PROCEDURE		Interaction T-S/S-S VARK	Materials Needed
		Teacher will...	Students will...		
6 min	Pre-stage	✓ Show some images (Annex1) about different jobs and ask students to classify them into normal jobs and unusual jobs and explain why it is unusual.	✓ Observe some images to classify them into normal and unusual job, and explain why it is unusual.	<i>T-S</i> <i>VA</i>	Laptop Projector Images
5 min	Early During Stage	✓ Show extracts from the different paragraphs and ask students to skim the text to guess what job it is of each extracts. (Annex 2) ✓ Ask some students to share their answers.	✓ Get the main idea from each passage extract. ✓ Share their answers.	<i>T-S</i> <i>R</i>	Laptop Projector
12 min	Later During Stage	✓ Provide the reading “ Unusual and wonderful jobs ” and ask students to read the text (Annex 3) to find specific information to complete a table (Annex 4). ✓ Discuss the answers with the students and give feedback.	✓ Read the text to complete a table. ✓ Discuss the answers.	<i>T-S</i> <i>R</i>	Laptop Projector Copies of the passage Copies of the worksheet
10 min	Final During Stage	✓ Ask students to join a partner to discuss the following statements (Annex 5) if they agree, disagree or are not sure, and explain using information from the reading.	✓ Join in pairs to discuss some statements.	<i>S-S</i> <i>R</i>	Laptop Projector
12 min	Post-stage	✓ Ask students to continue working in pairs to create a new unusual job that includes this information: name of the job, skills needed and a short explanation about why it is unusual.	✓ Work in pairs and create an unusual job.	<i>S-S</i> <i>R</i>	Sheets of paper Pens or pencils

Annex 1 (pre-stage)



Annex 2 (Early during stage)

Read for 30 seconds to get the main idea.

1. Although you could work for companies that produce chocolate-based products, you could also be in charge of your career, advising chocolate buyers on which products to buy or running chocolate-tasting events.

Read for 30 seconds to get the main idea.

2. To be hired, you need to successfully complete different tasks, including building difficult LEGO models.

Read for 30 seconds to get the main idea.

3. His job involved swimming, exploring underwater, and having fun while filming and blogging about his experiences.

Read for 30 seconds to get the main idea.

4. This job requires a person who is not only brave but also a strong swimmer and experienced diver.

Read for 30 seconds to get the main idea.

5. In 2009, women were hired for a temporary job where they were paid to sleep as part of a 'living art' exhibit at The New Museum of Contemporary Art in New York while tourists visited the museum.

Annex 3 (Later during-stage) Reading

Unusual and wonderful jobs

A. Chocolate consultant

If you love chocolate, becoming a chocolate consultant could be an exciting job. There are various types of chocolate consultants, so you can follow the best career path for you. You could work full-time with well-known brands or focus on smaller brands that specialise in specific types of chocolate.

To be successful in this job, you must have a passion for chocolate and an interest in understanding the many varieties of cocoa. For this reason, you need a lot of knowledge in certain subjects. Chemistry and food-based subjects are particularly useful. Although you could work for companies that produce chocolate-based products, you could also be in charge of your career, advising chocolate buyers on which products to buy or running chocolate-tasting events.



B. LEGO sculptor

Many of us have enjoyed building things with LEGO blocks as children, but for some people, this childhood activity can turn into a career. LEGO has temporary jobs and long-term positions for certified professionals who create models and sets for the company. These LEGO sculptors work within specific themes and are based in Legoland Discovery Centres around the world.

Becoming a LEGO sculptor is quite challenging. There are usually only between nine and 30 jobs available worldwide. To be hired, you need to successfully complete different tasks, including building difficult LEGO models.

C. Island caretaker

This role is often described as the best job in the world, and it's easy to see why! In 2009, the Queensland Tourism Board created a position to promote the Islands of the Great Barrier Reef. The lucky employee from the UK – chosen among thousands of applicants – earned £73,400 on a temporary job for six months, living on an island in the Great Barrier Reef. His job involved swimming, exploring underwater, and having fun while filming and blogging about his experiences. At the end of his contract, the British island caretaker was promoted to a new job as a Global Tourism Ambassador, representing Queensland tourism around the world.



D. Shark tank cleaner

Cleaning windows might not sound thrilling, but what if you did it in the water surrounded by sharks? That would be a different story, surely! Shark tank cleaners have to swim with sharks to make the tank's glass clean and shiny while visitors watch the whole process. This job requires a person who is not only brave but also a strong swimmer and experienced diver. Of course, if you're afraid of sharks, it might be safer to look for other opportunities!

E. Professional sleeper

If you love sleeping and can't get enough of it, why not turn that passion into a career? Professional sleepers often participate in sleep studies, but there are also more unusual opportunities. For example, in 2009, women were hired for a temporary job where they were paid to sleep as part of a 'living art' exhibit at The New Museum of Contemporary Art in New York while tourists visited the museum.



Annex 4 (Later during-stage)

Find the information from the reading and complete the table.

Job	Skills Needed	Place	Type of Job
Chocolate consultant			
LEGO sculptor			
Island caretaker			
Shark tank cleaner			
Professional sleeper			

Annex 5 (Final during-stage)

You agree, disagree or not sure about the following statements.

Explain using information from the reading.

- The island caretaker is the best job in the world.
- Dangerous jobs should pay more money.
- Unusual jobs are better than office jobs.
- Temporary jobs can be better than permanent jobs.

Journal 4: PDP (Reading)

At the beginning of the process, I felt a mix of curiosity and nervousness about designing a Reading Lesson Plan using the PDP framework. I knew the structure was important, but I was not completely sure if I would be able to organize the stages correctly and choose activities that truly helped students understand the reading at a B1 level. At first, it felt challenging because I wanted the lesson to be meaningful, not just a sequence of exercises.

As I worked on the lesson plan, my confidence gradually increased. I started to feel more comfortable with the PDP structure and more aware of the purpose of each stage. Finishing the lesson plan gave me a sense of accomplishment, as I realized that good planning can make a lesson flow naturally and help students feel supported while learning. Overall, the experience was positive and motivating for my future teaching practice.

From reading recent research studies, I learned that PDP framework has a positive impact on students' reading comprehension and motivation when it is applied correctly. For example, Ximenes and Freitas (2025) explain that PDP reading activities help maintain students' attention by actively involving them before, during, and after reading.

Another important learning comes from the study conducted by Ulfah et al. (2022), who found that organizing reading lessons into pre-reading, during-reading, and post-reading stages significantly improves students' comprehension. This research made me realize that each stage has a clear function and that skipping or poorly planning one stage can affect the entire lesson.

Ajideh et al. (2024) emphasize that pre-reading and post-reading activities play a key role in developing reading comprehension and learner confidence. This reading helped me understand that students need support both before encountering the text and after reading it, in order to reflect and express ideas.

In the reading demonstration lesson, I felt confident because I considered it to be a very interesting topic, and I believed that the students would enjoy learning about it and participating in the planned activities. From the very first pre-reading activity, I noticed that they showed genuine interest and enthusiasm. The activities were carefully designed to help students develop and demonstrate good reading comprehension skills. The lesson also encouraged students to think creatively by completing a final task in which they created an unusual or original job based on the text. This activity motivated them to interpret information, express their own ideas, and use their imagination while reinforcing their reading comprehension in an engaging and meaningful way.

One of the ideas I found most valuable for real classrooms is the use of images and simple classification activities before reading. These activities help students feel more relaxed and interested, especially when the topic is engaging. I also realized how useful skimming and scanning tasks are, since they encourage students to read with a purpose instead of trying to understand every single word.

Another idea I would definitely use is the pair discussion activity in the final stage. Allowing students to agree or disagree with statements based on the reading helps them express their opinions in a natural way. This type of activity also creates a supportive environment where students feel more confident speaking and sharing ideas with their classmates.

Through this process, I understood that PDP Listening and PDP Reading lesson plans require different types of support for students. In reading lessons, students have more control because they can go back to the text, reread parts, and focus on details. This makes it easier for them to analyze information and feel less pressure during the task.

On the other hand, listening lessons can be more challenging because the information is temporary and students must pay close attention from the beginning. Listening lessons

depend more on prediction and general understanding, while reading lessons allow more time for reflection and deeper comprehension. Understanding this difference helped me see why planning needs to be adapted depending on the skill being taught.

Demonstrative Lesson



READING CLASS

OBJECTIVE:

By the end of the lesson SWBAT: show understanding of the reading passage **"Unusual and wonderful jobs"** by discussing in pairs if they agree or disagree with some statements **and then** create an unusual job in pairs.



Skim the following
extracts of the text
to guess what job it is

You have 15
seconds!!



Skim the text to guess what job it is

1. Although you could work for companies that produce chocolate-based products, you could also be in charge of your career, advising chocolate buyers on which products to buy or running chocolate-tasting events.

Skim the text to guess what job it is

2. To be hired, you need to successfully complete different tasks, including building difficult LEGO models.

Skim the text to guess what job it is

3. His job involved swimming, exploring underwater, and having fun while filming and blogging about his experiences.

Skim the text to guess what job it is

4. This job requires a person who is not only brave but also a strong swimmer and experienced diver.

Skim the text to guess what job it is

5. In 2009, women were hired for a temporary job where they were paid to sleep as part of a 'living art' exhibit at The New Museum of Contemporary Art in New York while tourists visited the museum.

Find specific information from the reading to complete

Job	Skills Needed	Place	Type of Job
Chocolate consultant			
LEGO sculptor			
Island caretaker			
Shark tank cleaner			
Professional sleeper			

You agree or disagree about the following statements.

Explain using information from the reading.

- The island caretaker is the best job in the world.
- Dangerous jobs should pay more money.
- Unusual jobs are better than office jobs.
- Temporary jobs can be better than permanent jobs.

Create a new unusual job

Must include this information:

- Name of the job
- Skills needed
- A short explanation about why it is unusual.

MODULE 5: WRITING

Writing Lesson Plan

Level: B2

Action points:

- Time management
- Instruction Checking Questions

What are your Student Learning Objectives for the lesson?

By the end of the lesson SWBAT **write** a report **to** identify problems of their town and give suggestions for improvement **then** post on Padlet.

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

- When students write a report identifying problems and give suggestions.

Preliminary considerations:

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

- Students already know basic vocabulary related to town and city problems, such as traffic, pollution, trash, noise, public places, and parks.
- They are familiar with simple sentence structures in the present simple and with basic connectors like and, because, and but.

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

- The students may find it difficult use a variety of linking words correctly to connect sentences and paragraphs.

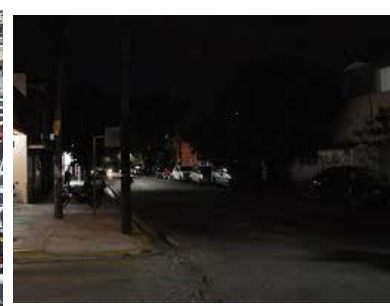
L. How will you avoid and/or address these problem areas in your lesson?

- Review and highlight useful linking words during the lesson and include them in the checklist to guide students while revising.

Time 45 minutes	Framework Stage	PROCEDURE		Interaction T-S/S-S VARK	Materials Needed
		Teacher will...	Students will...		
6 min	Preparation	✓ Show images (<i>Annex 1</i>) about common problems of towns/city and ask students to answer the following question “What problems can you see in our town?” brainstorm the problems and possible solutions in mentimeter ✓ Explain what is a report. (<i>Annex 2</i>) and then deliver an example of a report and ask students to fill in the blank with the appropriate section (introduction, problems, suggestions and conclusion) and ask students to match each word.	✓ Observe the images and answer the question. ✓ Fill in the blank with the appropriate section.	<i>T-S</i> <i>VAR</i>	Laptop Projector Images Phone Example of a report Pens or pencil
15 min	Drafting	✓ Ask students to write a report about the problems of their town/city that includes suggestions for improving the place to make it better for local people. ✓ Ask students to use an organizer and share a list of phrases (<i>Annex 3</i>) the report should describe 4 problems in the town and suggestions to solve it.	✓ Write a report about the problems of their town/city that includes suggestions for improving the place to make it better for local people. ✓ Use the organizer to write the report.	<i>T-S</i> <i>S-S</i> <i>R</i>	Laptop Projector Slides Sheets of paper Pens or pencils
7 min	Revising	✓ Ask students to exchange their reports and provide a checklist (<i>Annex 4</i>) to revise it.	✓ Exchange the report to revise it using a checklist.	<i>S-S</i> <i>R</i>	Checklist

12 min	Editing	✓ Ask students to return their reports and edit them according to the checklist.	✓ Return their reports and edit it according to the checklist.	<i>S-S</i> <i>R</i>	Laptop Projector Slides
5 min	Extension	✓ Ask students to click on the link or scan the QR code for Padlet (<i>Annex 5</i>) and post their report. ✓ Ask students to read their classmates' reports, then they should react to some reports and comment on one of them about the suggestions.	✓ Click on the link or scan the QR code to post their report. ✓ Read their classmates' reports then react to some reports and comment on one of them about the suggestions.	<i>T-S</i> <i>R</i>	Sheets of paper Pens or pencils

Annex 1 (Preparation)



<https://www.menti.com/ale6944g2o1q>

Annex 2 (Preparation)

What is a report?

A report is a type of writing that gives information about a specific topic in an organized and formal way.

Reports are used to describe problems, explain situations, and give suggestions or recommendations.

Parts of a report

1. Introduction

2. Problems

3. Suggestions

4. Conclusion

Fill in the blank activity.

Name: _____

1. Fill in the blanks in the following report using the appropriate report sections. (Introduction, Problems, Suggestions, Conclusion)

Problems in My Town and Suggestions for Improvement

This report describes some of the main problems in my town and provides suggestions that could help improve the quality of life for local residents.

One serious problem in my town is traffic congestion. During rush hours, the streets become very crowded, causing delays and frustration for drivers and pedestrians.

Another issue is the amount of litter in public spaces. Many parks and streets are not kept clean, which affects the appearance of the town and can create health problems.

In addition, there are not enough recreational areas for young people. As a result, many teenagers do not have suitable places to spend their free time.

Furthermore, there is a lack of street lighting in some neighborhoods. Poor lighting makes it difficult for people to walk safely at night and may increase the risk of accidents and crime.

To reduce traffic congestion, the local authorities should improve public transportation and encourage people to use bicycles.

To address the problem of litter, more trash bins should be placed around the town, and environmental awareness campaigns should be organized.

The municipality should also invest in new parks, sports facilities, and community centers where young people can participate in positive activities.

To improve safety, the local government should install more streetlights and regularly maintain the existing lighting system.

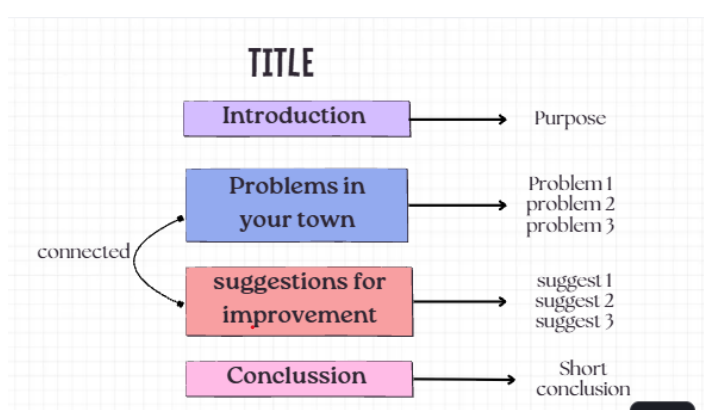
In conclusion, my town faces several challenges, including traffic congestion, litter, a lack of recreational areas, and insufficient street lighting. However, these problems can be solved if local authorities and residents work together to implement effective solutions and create a better environment for everyone.

Annex 3 (Drafting)

*** ACTIVITY**

Write a report about the problems of your town/city and give suggestion for improve the place to make it better for local people.

The report should describe 3 problems in the town and suggest to solve it.



Introduction

- This report describes...
- The purpose of this report is to...
- This report outlines...

Problems

- One serious problem is...
- Another issue is...
- In addition,...
- Furthermore,...

Suggestion

- The local authorities should...
- It would be beneficial to...
- A possible solution would be...
- It is recommended that...

Conclusion

- In conclusion,...
- To sum up,...
- Overall,...
- These improvements would help...

Annex 4 (Revising) Checklist

Content & Organization		
1.	Is the purpose of the report clear in the introduction?	
2.	Are the problems clearly identified and explained?	
3.	Are there at least 4 problems ?	
4.	Are the suggestions connected to each problem?	
5.	Are the ideas organized in clear paragraphs?	
6.	Are the main ideas summarized in the conclusion?	
Clarity & Coherence		
7.	Are linking words used? (<i>first, also, however, in addition, because, in conclusion</i>)	
8.	Are the ideas easy to understand?	
9.	Is there enough information, or should the writer add more details?	

Annex 5 (Extension) Padlet

<https://padlet.com/moreiraholguinwendydaniela/report-iwwd1jbla7r7b9jo>

Journal 5: Writing

At the beginning of the writing lesson plan design, my expectations were focused on learning how to structure a writing lesson that goes beyond grammar practice and allows students to express ideas in a meaningful and organized way. However, I also felt insecure, as I had not previously had much practical experience designing writing lessons. This lack of confidence made me aware of the complexity of teaching writing and the importance of understanding each stage of the writing process.

As I progressed through the readings and carefully followed the guidelines provided, my understanding of the writing lesson structure improved significantly. I was able to clearly identify the purpose of each stage and design activities that were appropriate and coherent with the writing process. This helped me feel more confident and allowed me to plan activities that guide students step by step, enabling them to successfully write a report that clearly identifies problems and proposes realistic solutions.

One important learning from the readings is that writing should be taught as a process rather than a one-step activity. According to Hyland (2022), writing instruction is more effective when students are guided through stages such as planning, drafting, revising, and editing, as this approach allows learners to develop ideas gradually and improve the quality of their texts. This perspective reinforced the importance of including clear stages in the writing lesson plan.

Another key learning is the relevance of the pre-writing stage. Research shows that students who engage in brainstorming and planning activities produce more organized and coherent texts. According to Graham et al. (2025), structured pre-writing activities help learners reduce cognitive overload and support idea generation, especially for second language writers (Graham et al., 2025). This finding influenced the decision to include visual prompts and graphic organizers in the lesson.

Finally, the readings emphasized the value of feedback and revision. Effective writing instruction includes opportunities for peer and teacher feedback, which help students reflect on their writing. According to Weng et al. (2024), peer revision activities encourage learner autonomy and improve coherence and clarity in students' written production. This supports the inclusion of checklists and peer-review stages in the writing lesson plan.

During the writing demonstrative lesson, the activities focused on identifying problems that affect their city and proposing possible solutions. Because the topic was connected to their own reality, they generated many ideas and wrote with greater confidence. This task allowed them to use English in a real context to express opinions, describe community issues, and suggest practical solutions while improving their writing skills.

One idea that can be applied in a real classroom is the use of graphic organizers during the drafting stage. These tools help students organize their ideas clearly before writing full paragraphs, especially when they are required to write structured texts such as reports. This strategy can reduce students' anxiety and improve overall text organization.

Another practical idea is implementing peer-review activities using simple checklists. When students exchange their drafts and give feedback, they become more aware of writing criteria such as clarity, organization, and use of linking words. This collaborative practice not only improves writing quality but also develops students' critical thinking and responsibility for learning.

The writing process is essential because it allows students to see writing as a gradual and manageable activity rather than an overwhelming task. By working through stages such as preparation, drafting, revising, and editing, students can improve their ideas step by step and produce more coherent and meaningful texts.

Moreover, focusing on the writing process helps students develop confidence as writers. Understanding that revising and editing are natural parts of writing encourages

learners to view mistakes as opportunities for improvement. This approach supports long-term development of writing skills and prepares students to communicate effectively in academic and real-life contexts.

Demonstrative Lesson



Mentimeter

Think about your city. Write one problem you can see and one possible solution. Keep your answer short.

Trash

a lot of trash in the streets

the trash and my solution would be to put monetary penalties on

Poor waste management. Improve garbage collection and recycling.

Pollution and excessive waste. The solution is to pollute less.

Teenage pregnancy Sexual education

Problem: Unpaved streets Solution: To sue the authorities

There's a lot of crime, and the solution would be for the president to handle that better.

The poor organization of garbage in the neighborhood and the solution: a large garbage can for all the neighbors

too much garbage on the streets, maybe having more trash containers would minimize this problem

In my city I can see problems with garbage and the solution would be that the neighbors are not so careless.

The main problem in my city is water, because we don't have water we need to buy water tankers. I propose a



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19 of 19 responded

← → End presentation Group responses SPACE



Recommendations

Based on the experience gained throughout the TEFL Application Process, it is recommended that students continue promoting the integration of theory and practice through the implementation of demonstrative lessons in authentic educational contexts. Providing future pre-service teachers with opportunities to apply the methodologies studied throughout the program enables them to strengthen their pedagogical competencies, develop classroom management skills, and gain confidence before entering the professional field.

Universities should continue encouraging reflective teaching by requiring students to prepare reflective journals after every demonstrative lesson. These reflections help future teachers critically evaluate their teaching decisions, identify strengths and weaknesses, and establish strategies for continuous professional improvement.

Finally, it is recommended that the TEFL Application Process expose students to different teaching contexts, both with and without digital resources. While technology can enrich the teaching-learning process, some educational institutions may have limited access to technological resources. Therefore, preparing future teachers to adapt their lessons and use alternative materials and strategies in both contexts would help them become more flexible and better prepared to respond to real classroom situations.

Conclusion

The TEFL Application Process successfully fulfilled its purpose of strengthening pedagogical competencies through the practical implementation of English language teaching methodologies. Designing and demonstrative lessons enabled the integration of theoretical knowledge with authentic classroom experiences, contributing to the development of essential teaching skills such as lesson planning, classroom management, assessment, and methodological decision-making.

The application of FMU, ECRIF, PDP, and PDREE approaches demonstrated that each methodology addresses specific aspects of language learning while collectively promoting communicative competence and student-centered instruction. Their implementation increased students' participation, encouraged meaningful interaction, and created learning environments where English was used in real situations.

Another significant outcome of this project was the development of reflective teaching practice. The reflective journals written after each module provided valuable opportunities to analyze classroom experiences, recognize achievements, identify challenges, and propose improvements for future teaching situations.

Finally, this curricular integration project confirmed that effective English language teaching depends on combining sound pedagogical knowledge, appropriate methodological selection, and continuous reflection.

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