

UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ

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



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

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

TRABAJO DE INTEGRACIÓN CURRICULAR

MODALIDAD:

TEFL APPLICATION PROCESS

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MANTA - ECUADOR

2026

CERTIFICADO DE PROPIEDAD INTELECTUAL

Título del Trabajo de Integración Curricular:

Teaching English as a Foreign Language Application Process

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Fecha de Finalización: 23 de Julio de 2026

Descripción de Autoría:

Este portafolio presenta el proceso de aplicación de la Enseñanza del Inglés como Lengua Extranjera (TEFL) mediante la planificación de clases, el análisis del lenguaje y la práctica reflexiva. Incluye un análisis del lenguaje basado en el modelo FMU, un plan de clase utilizando el enfoque ECRIF y planes de clase para las habilidades de comprensión auditiva (listening), comprensión lectora (reading) y expresión escrita (writing), respaldados por diarios reflexivos. Estas experiencias contribuyeron al desarrollo de habilidades de enseñanza, manejo del aula y planificación de clases, al tiempo que enfatizaron una enseñanza centrada en el estudiante y el enfoque comunicativo para la enseñanza de idiomas.

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Lo certifico,



ZAMBRANO ZAMBRANO CINTYA MARIBEL
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AGRADECIMIENTOS

Agradezco profundamente a mi madre, por ser siempre un ejemplo de fortaleza, perseverancia y amor incondicional. A mis abuelos, por ser un pilar fundamental y brindarme su apoyo durante todo este proceso. A mis hermanos, porque son mi inspiración y el impulso que me motiva a seguir adelante cada día.

A mi novio, por su apoyo, comprensión y palabras de aliento, que hicieron este camino mucho más llevadero. Finalmente, a mis amigos Darwin, Jessamy y Wendy, quienes fueron un apoyo invaluable y me acompañaron en este proceso, contribuyendo de manera significativa para que este logro fuera posible.

DEDICATORIA

Dedico este trabajo a mi madre por su incondicional amor, apoyo y ejemplo de lo que es perseverancia y superación.

A mis abuelos, por su apoyo constante y por estar siempre a mi lado. A mis hermanos, porque espero ser una persona ejemplar para ellos.

A mi novio, porque siempre creyó en mí, jamás dudó y se quedó siempre a mi lado apoyándome.

A mi tío Junior quién fue ejemplo de responsabilidad y dedicación.

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Introduction

In addition to linguistic expertise, teaching English as a foreign language (TEFL) necessitates the capacity to create engaging learning opportunities that cater to students' requirements and foster efficient communication. Being an English teacher requires ongoing introspection, meticulous class planning, and the application of instructional techniques that motivate students to take an active role in their education. As a result, teacher education programs place a strong emphasis on developing pedagogical competencies that combine language proficiency with real-world classroom application.

This portfolio displays the data gathered during the TEFL practicum and shows how professional teaching abilities have evolved over time. A Form-Meaning-Use (FMU) language analysis, an ECRIF (Encounter, Clarify, Remember, Internalize, and Fluently Use) lesson plan, and PDP (Pre, During, Post) lesson plans centered on the improvement of reading, writing, and listening abilities are all included. Reflective journals that examine teaching experiences, pinpoint difficulties in the classroom, and link instructional strategies with recent findings in English language instruction are included with each module. These insights demonstrate how meaningful language learning is facilitated by communicative techniques, scaffolding, efficient classroom management, and careful lesson design.

The portfolio also highlights how crucial it is to modify instructional choices based on the traits of students and acknowledge reflection as a crucial component of professional development. It emphasizes the importance of learner-centered instruction, critical thinking, and ongoing improvement through the examination of teaching experiences. Lastly, this portfolio shows how theoretical knowledge **and** instructional practice are integrated, demonstrating the skills acquired during the TEFL Application Process and reaffirming the dedication to being a thoughtful, flexible, and successful English language instructor.

MODULE 1: FMU LANGUAGE ANALYSIS

Level: A2

1. FORM

1.1 Affirmative

- **Short adjectives:** the + adjective-est.

Example: The cheetah is the fastest animal.

- **Long adjectives:** the most + adjective.

Example: AI is the most innovative invention.

- **Irregular:** good→the best; bad→the worst.

1.2 Negative

- **Short adjectives:** not + the + adjective-est.

Example: It is not the fastest way.

- **Long adjectives:** not + the most + adjective.

Example: This is not the most useful app.

1.3 Interrogative

- Which is the best invention?
- What is the most useful technology?

2. MEANING

Superlatives are used to compare three or more people, places, animals or things and identify the one with the highest or lowest quality.

3. USE

3.1 Compare three or more items.

- The cheetah is the fastest animal in the world.

3.2 Express the highest degree.

- Mount Everest is the highest mountain on Earth.

3.3 Give opinions.

- I think pizza is the most delicious food.

4. ANTICIPATED DIFFICULTIES

4.1 Comparing only two things.

Incorrect: *John is the tallest of the two brothers.*

Correct: *John is taller than his brother.*

4.2 Forgetting 'the'.

Incorrect: *She is smartest student in the class.*

Correct: *She is **the** smartest student in the class.*

4.3 Using beautifulest instead of the most beautiful.

Incorrect: *This is the beautifulest dress.*

Correct: *This is **the most beautiful** dress.*

4.4 Spelling errors: big→biggest, happy→happiest.

Incorrect: *He is the biggest player. / She is the happyest girl.*

Correct: *He is the **biggest** player. / She is the **happiest** girl.*

5. CONCEPT-CHECKING QUESTIONS

Do we compare two or more than two things? **More than two.**

Do we use 'the'? **Yes.**

Is 'the most beautiful' correct? **Yes.**

Is 'beautifulest' correct? **No.**

6. TEACHING IDEAS

A fun activity to practice superlative adjectives is a Superlative Challenge Game. The teacher prepares different tasks where students practice comparing and ranking items using superlatives. First, students play Spot the Mistake, where they work in pairs to identify and correct incorrect sentences, such as “*She is the smartestest student*” and change it to “*She is the smartest student.*” Then, students complete the Top 5 activity, where they create rankings of their favorite things (food, movies, places, etc.) and explain their choices using superlatives. After that, they solve a Superlative Crossword to reinforce vocabulary and spelling rules. Finally, in the Technology Inventions Ranking Challenge, students work in groups to rank inventions and justify their opinions using sentences like “*The internet is the most important invention.*” The activity encourages speaking, teamwork, error correction, and helps students use superlatives in a meaningful and interactive way.

Journal 1: FMU Language Analysis

I initially believed that the Form-Meaning-Use (FMU) paradigm would just assist me in organizing grammatical explanations. Grammar has always appeared to be one of the hardest parts of teaching English, so I was interested to see if this structure would actually help pupils grasp it. I came to see that FMU is much more than just a planning format as I proceeded to examine its various components. By tying the language's structure, meaning, and communicative purpose together, it aids educators in teaching grammar in a meaningful way.

After reading several research on grammar training, I realized that when grammar is taught in context rather than as discrete rules, pupils acquire it more efficiently. According to Pawlak (2021), teaching grammar in a second language should help students comprehend grammatical patterns and use them correctly in conversation rather than just memorizing rules. This viewpoint caused me to consider my own experience as a language student because a lot of the grammar instruction I got concentrated more on memorizing structures than on comprehending how those structures work in practical contexts.

In a similar vein, Floris (2022) claims that the FMU framework aids educators in language analysis by incorporating form, meaning, and usage prior to organizing lesson plans. This viewpoint made it easier for me to see that teachers may make grammar classes more understandable by first identifying the concepts that students need to grasp rather than just creating exercises. This planning method, in my opinion, enables teachers to foresee students' challenges and design exercises that progressively lead them toward meaningful communication.

Yılmaz (2018) offered another theory that piqued my interest: learners' confidence and language production are enhanced when they combine communicative practice with grammatical explanation. After reading this study, I realized that grammar should be viewed as a tool that helps students articulate ideas correctly and responsibly in a variety of circumstances rather than as a stand-alone goal.

Even though I didn't teach the FMU analysis as a full lesson, preparing it made me think about how important it is to organize grammar before teaching. In my experience as a teacher,

pupils typically react better when grammatical structures are explained using scenarios, examples, and guided questions rather than lengthy theoretical lectures. This helped me realize that teachers can explain grammar more readily and students can engage with more confidence when they understand the relationship between form, meaning, and use.

I also thought that avoiding repetitive or mechanical grammar instruction is one of the most difficult tasks for educators. When students only finish grammar exercises without comprehending their communicative goal, they frequently lose enthusiasm. Because FMU pushes teachers to contextualize language and encourage participation rather than memorization, I think it helps create more dynamic lessons.

The FMU framework serves as a helpful preparation tool for me as a prospective English teacher since it serves as a reminder that grammar should always facilitate communication. Teachers can anticipate potential misunderstandings, offer more concise explanations, and create activities that progressively advance pupils from recognition to meaningful language output by planning courses from this angle.

Lastly, I think that teaching grammar effectively requires striking a balance between form, meaning, and use. While stressing communication without grammatical knowledge may impact correctness, concentrating solely on grammar rules may restrict pupils' capacity for communication. As a result, including these three elements enables students to acquire both communicative confidence and grammatical proficiency, which I want to use throughout my future teaching career.

MODULE 2: ECRIF

Level: A2

Action Points

- Student engagement
- Teacher talking time (TTT)

What are your Student Learning Objectives for the lesson?

By the end of the lesson, students will be able to use superlative adjectives to compare technological inventions in a short group presentation.

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?

- During the Remember stage, I will check students' worksheets (spot the mistake, complete the sentences, and crossword) for grammatical accuracy in forming superlatives.
- During the Internalize stage, I will observe students as they discuss and rank technological inventions using superlative adjectives appropriately.
- During the Fluency stage, I will assess students' ability to use superlatives accurately and confidently while presenting and defending their assigned invention.

Preliminary Considerations

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

- Students are familiar with common descriptive adjectives (e.g., *big, fast, beautiful, expensive*).
- They can compare people, places, and objects using basic comparative forms.
- They can express simple opinions and give short oral explanations in English.

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

- Distinguishing when to use **-est** and **the most** with different types of adjectives.
- Applying spelling rules correctly when forming superlatives (e.g., *big* → *biggest*, *happy* → *happiest*).
- Using superlative adjectives accurately while speaking spontaneously during group discussions and presentations.

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

- Use CCQs to check students' understanding of the form and meaning of superlatives before practice.
- Provide scaffolded activities (error correction, sentence completion, and crossword) to reinforce the grammar before speaking tasks.
- Model correct examples and provide sentence starters during the group discussion and presentation to support students' accuracy and fluency.

Time 45 minutes	Stage	PROCEDURE		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 min	Warm-up	✓ Ask students join into the platform Kahoot.	✓ Join into the platform.	<i>T-S</i>	Classroom, board, projector.
5 min	Encounter	✓ Show flashcards of animals, things, subjects. ✓ Ask: Which is the biggest? Which is the most expensive? Which is the fastest? ✓ Explain spelling rules (short vs. long adjectives). ✓ Show examples: Mount Everest is the highest mountain. The cheetah is the fastest animal. Highlight the + adjective-est and the most + adjective .	✓ Observe the pictures and answer the questions. ✓ Pay attention to the explanation.	<i>T-S</i>	Pictures Board
3 min	Clarify	✓ Do we compare two or more than two things? (<i>More than two</i>) ✓ Do we use "the" before a superlative? (<i>Yes</i>) ✓ Is "beautiful" → "beautifulst"? (<i>No</i>) ✓ Do we say "the most beautiful"? (<i>Yes</i>)	✓ Answer the CCQ's.	<i>T-S</i>	Board
8 min	Remember	✓ Give students a short worksheet to practice form recognition and then provide feedback. Worksheet Activity 1 – Spot the Mistake Instructions: Read the sentences. Some are correct, and some have mistaken. If the sentence is incorrect, rewrite it correctly. Example ✗ The lion is the most strong animal. ✓ The lion is the strongest animal.	✓ Complete the worksheet.	<i>T-S</i>	Worksheet

		1. Mount Everest is the highest mountain in the world. 2. My sister is the funniest person in my family. Activity 2 : Complete the Top 5 Finish each sentence with your own ideas. There are no wrong answers. 1. The happiest day of the week is _____. 2. The best place to study is _____. Complete the crossword with the correct superlative form of each adjective. Across → 2. Superlative of BIG 4. Superlative of HOT 6. Superlative of GOOD 7. Superlative of HAPPY Down ↓ 1. Superlative of FAST 3. Superlative of BUSY 5. Superlative of BEAUTIFUL			
10 min	Internalize	✓ Explain the game: " Technology Inventions Ranking Challenge." Divide class into groups. Give each group cards with categories: ✓ The most useful invention. ✓ The most important invention.	✓ Play the game "Technology Inventions ranking challenge". ✓ Join in groups.	<i>T-S /S-S</i>	Classroom

		✓ Ask students join into group discusses and prepares at least 2 sentences for each category. ✓ Request students choose one invention to present and defend it.	✓ Present and defend their choices.		
14 min	Fluency	✓ Divide the class into six groups and assign one invention to each group (Smartphones, The Internet, Artificial Intelligence, social media, Streaming Platforms, or Online Banking). ✓ Ask students to discuss why their invention is the best and prepare a short presentation using superlatives. Invite each group to present their invention in front of the class.	✓ Work in groups to discuss their assigned invention. ✓ Prepare at least short description using superlatives, present their ideas to the class.	S-S	Objects, Classroom

WARM UP

Monday is day of the week.

16

17 Respuestas

▲ the goodest ◆ the bestest

● the better ■ the best

1 Quiz

Mount Everest is mountain in the world.

14

25 Respuestas

▲ the tallest ◆ the highest

● the higher ■ taller

2 Quiz

She is on the TV show.

17

10 Respuestas

▲ the most pretty ◆ the more beautiful

● the most beautiful ■ the more pretty

3 Quiz

George is ... student in the class.

16

16 Respuestas

▲ the most clever ◆ the most intelligent

● the most smartest ■ the more intelligent

4 Quiz

Encounter

Which is the
biggest animal?



Elephant



Mouse



Cheetah



Giraffe

Which is the
fastest animal?



Horse



Dog



Cheetah



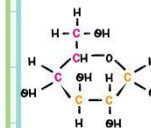
Panther

Which is the
most expensive?

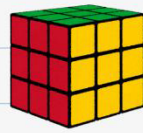


Which is the
most difficult subject?

$$X = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$



Superlatives are used to show:



highest or lowest degree of a
quality within a group.

Short Adjectives

one syllable and some two-syllable adjectives.

Estructure:

Subject + be + **the** + **adjective** + **-est** + complement.

**Mount Everest is the
highest** mountain



Long Adjectives

two or more syllables

Estructure:

Subject + be + **the** + **most** + **adjective** + complement



Remember

Name: _____

Course: _____

SUPERLATIVES WORKSHEET

Activity 1 – Spot the Mistake

Instructions: Read the sentences. Some are correct, and some have mistakes. If the sentence is incorrect, rewrite it correctly.

Example

✗ The lion is the most strong animal.

✓ The lion is the strongest animal.

1. Mount Everest is the highest mountain in the world.

2. My sister is the funniest person in my family.

3. English is the interestest subject at university.

4. The Amazon River is the longest river in South America.

5. This restaurant is the most cheap in town.

6. My phone is the expensivest thing I own.

Activity 2: Complete the Top 5

Finish each sentence with your own ideas.

There are no wrong answers.

The happiest day of the week is _____.

The best place to study is _____.

The most delicious food is _____.

The most useful app is _____.

The funniest person I know is _____.

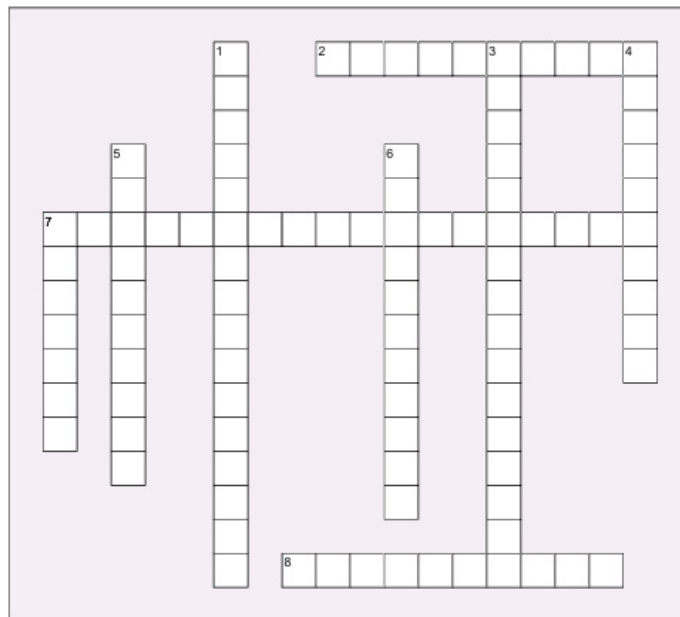
Nombre: _____

Clase: _____

Fecha: _____

crucigrama

SUPERLATIVES



horizontal:

2: Superlative of HOT

7: Superlative of INTERESTING

8: Superlative of FAST

vertical:

1: Superlative of BEAUTIFUL

3: Superlative of IMPORTANT

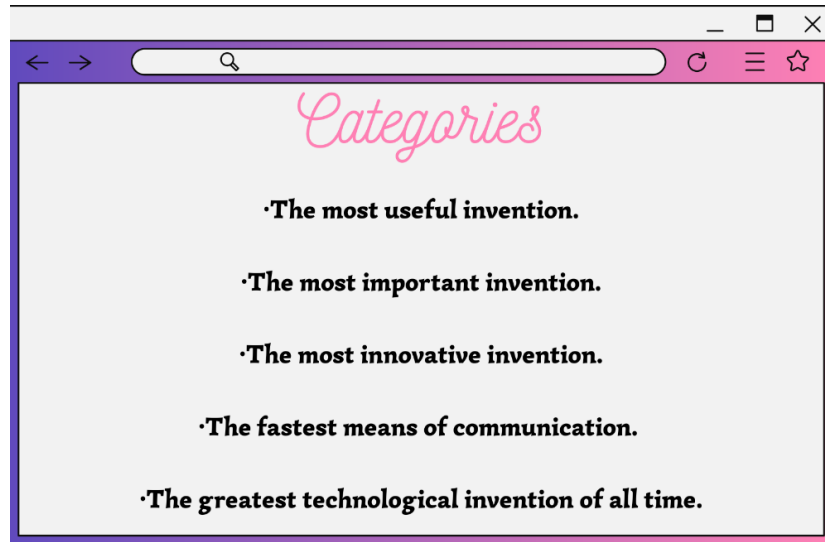
4: Superlative of BIG

5: Superlative of BUSY

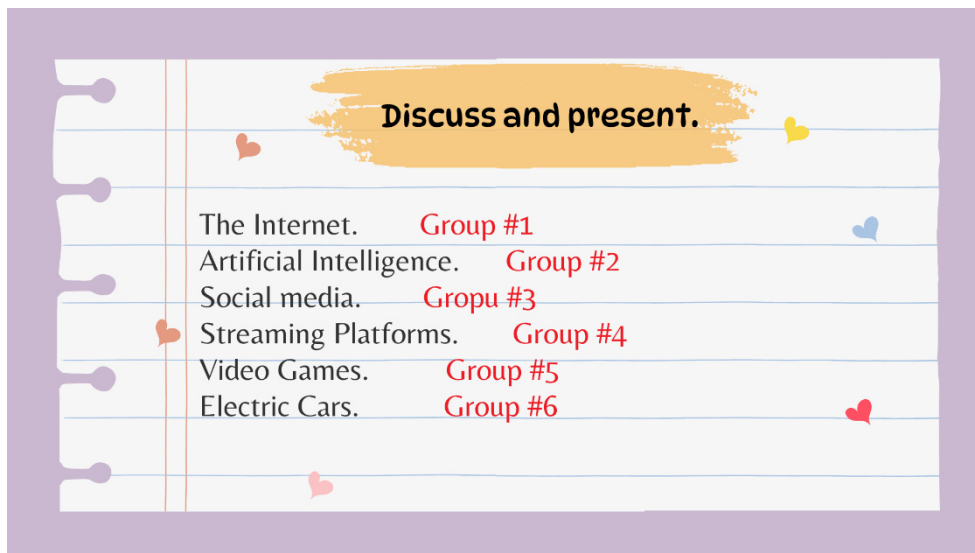
6: Superlative of HAPPY

7: Superlative of GOOD

Internalize



Fluency



Journal 2: ECRIF

When I initially began using the ECRIF framework, I believed it to be just another model for lesson preparation that divided activities in the classroom into phases. I thought ECRIF would merely help me organize activities more efficiently because I had previously worked with other lesson preparation strategies. But as I studied each step—Encounter, Clarify, Remember, Internalize, and Fluently Use—I came to see that it's much more than just a system for organizing. It aids educators in comprehending how pupils progressively gain information and self-assurance prior to becoming anticipated to speak on their own.

I realized that effective teaching starts by concentrating on how students learn rather than how teachers deliver knowledge as I studied several research concerning lesson design and learner-centered instruction. According to Gravett and Van der Merwe (2023), rather than merely adhering to a planned template, lesson design should take into account the learning process itself in order to produce meaningful learning experiences. This prompted me to consider my own experience since, as I was creating my lesson plans, I came to the conclusion that each task should serve a specific purpose and get students closer to the course's goal rather than just keeping them busy.

In a similar vein, Tamayo, Almeida, and Pillajo (2024) clarify that the ECRIF framework leads students through incremental phases that enhance active engagement, confidence, and communication. I learned from their studies that lesson design should always put students' learning needs ahead of content presentation. As I created my own ECRIF lesson plans, I became increasingly conscious of the distinct functions of each stage and the requirement for students to have enough opportunities to encounter, clarify, retain, internalize, and ultimately utilize the language fluently.

I encountered one of the biggest obstacles to lesson planning while creating my ECRIF lesson plans. On multiple occasions, I came to the conclusion that while some activities were engaging and imaginative, they weren't really assisting pupils in meeting the lesson's goal. As a

result, I had to revise several sections of my lesson plans, particularly the last one, to make sure that students could demonstrate what they had learned. This experience showed me that rather than just making the class more enjoyable, every activity should have a defined purpose and directly contribute to the learning aim.

Another concept that drew my interest was put out by Cui (2022), who claims that rather than just having students listen to explanations or complete isolated grammar exercises, communicative language instruction is more successful when students actively participate in meaningful classroom interactions. After reading this study, I realized that the ultimate objective of lesson planning should always be communication.

Using the ECRIF framework taught me the value of anticipating students' challenges before instructing. When I was preparing my lectures, I would frequently consider what my pupils would find confusing, what sort of assistance they would require, and how each task could enable them to confidently advance to the next level. I now view lesson plans as fluid tools that should adapt to students' learning needs rather than as set documents, which has altered my perspective on teaching.

The ECRIF framework is one of the most useful planning tools I have discovered thus far as a prospective English teacher. It has made it clearer to me that a lesson's effectiveness is determined by how well it supports students' learning, not by how many activities are included. Using this viewpoint when creating lesson plans has also inspired me to become a more thoughtful educator who thoroughly considers the goal of each class activity.

Lastly, I think that my understanding of lesson preparation has changed as a result of the ECRIF framework. It has demonstrated to me that when lessons are purposefully structured on students' needs rather than instructor performance, meaningful learning takes place. These ideas will enable me to create lessons that encourage engagement, self-assurance, and meaningful communication while assisting students in becoming more self-sufficient English language learners, so I hope to keep using them throughout my future teaching career.

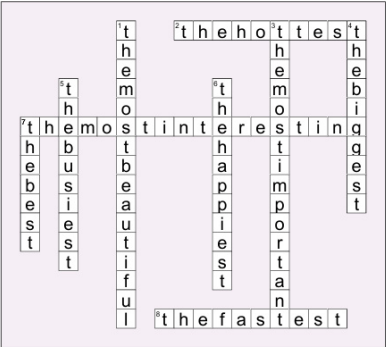
Demonstrative Lesson



Hoja de respuestas

crucigrama

SUPERLATIVES



horizontal:

- 2: Superlative of HOT
- 7: Superlative of INTERESTING
- 8: Superlative of FAST

vertical:

- 1: Superlative of BEAUTIFUL
- 3: Superlative of IMPORTANT
- 4: Superlative of BIG
- 5: Superlative of BUSY
- 6: Superlative of HAPPY
- 7: Superlative of GOOD

MODULE 3: LISTENING

Level: A2

Action points

- Classroom management
- Time management

What are your Students' Learning Objectives for the lesson?

By the end of the lesson, students will be able to show understanding of the listening "My trip to the mountains" by sharing opinions about spending time in nature and then creating an infographic about their dreamed trips and present it in front of the class.

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

- When students sharing their ideas.
- When students creating an infographic and present it.

Preliminary considerations:

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

- Students already know vocabulary related to "trips" and "travel"

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

- Students might find difficult to share ideas because they struggle with pronunciation.
- Students may find challenging to write about their dreamed trip.

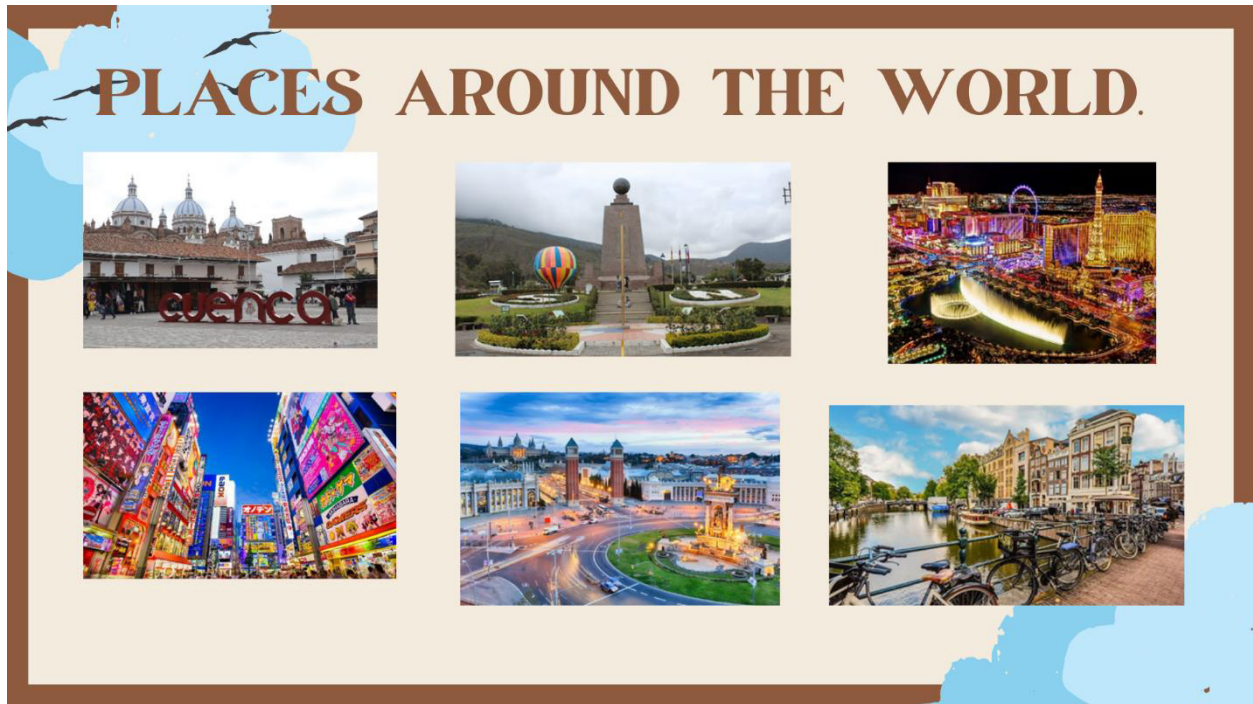
c. How will you avoid and/or address these problem areas in your lesson?

- Creating a safe and supportive classroom environment, helping students build self-confidence.
- Giving them an example of the teacher dreamed trip.

Time	Stage	Teacher will	Student will	Interaction	Materials
minutes	Pre – Stage	-Show pictures about different places around the world. -Ask the students to choose one of the places and explain why they chose that place.	- Look at the pictures. -Share their ideas.	T - S	<i>Projector Computer Board Markers</i>
minutes	Early During Stage	-Play an audio twice and ask students to listen carefully. -Show a slide with 3 options of main ideas and ask students to select which best summarizes the audio and justify or develop their answers.	-Listening carefully -See the slide and select which best summarizes the audio and justify their choices.	T- S	<i>Computer Projector Speaker Slide</i>
minutes	Later During Stage	- Play the audio again. -Hand out a worksheet to the students. -Ask students solve the worksheet about the audio and then check the answers.	-Listening to the audio again. - Solve the worksheet and check the answers.	T– S	<i>Computer Speaker Worksheet</i>
minutes	Final During Stage	-Play the audio for the last time. -Request to join in pairs and share opinions about spending time in nature and explain which is the best option.	- Listening to the audio for the last time. -Join in pairs and share opinions.	S- S	<i>Computer Speaker Notebook. Pen.</i>
minutes	Post - Stage	-Ask students to work in pairs and create an infographic about their dreamed trip thinking about: -Where would they like to go? -Who would they like to go with? -What would they like to do? -Ask them to describe their final work.	-Write an infographic about their dreamed trip. - Prepare an oral presentation about their infographics.	S- S	<i>Piece of paper. Pen. Pencil.</i>

Resources

Pre – Stage



Early During Stage

<https://www.youtube.com/watch?v=CUkNM92f0AI>

**WHICH BEST SUMMARIZES THE AUDIO?
JUSTIFY YOUR ANSWER**

A) The narrator talks about his personal experience traveling to the mountains, describing the place, the surroundings, and his general impressions.

B) The audio explains the health benefits of spending time in the mountains, including scientific facts and interviews.

C) The audio presents a detailed itinerary with schedules, hotel names, and prices to plan a trip to the mountains.

A cartoon character with a large head and a small body, wearing a red shirt and a yellow bow tie, is sitting next to the text box. The character has a friendly expression and is looking towards the text.

Later During Stage

NAME:

DATE:

WORKSHEET

1 Listening the audio and choose the correct answer.

- What time did the family leave home?
 - a) In the afternoon
 - b) Early in the morning
 - c) At night
- How was the weather on the trip?
 - a) Cloudy and rainy
 - b) Bright and sunny
 - c) Cold and snowy
- What did the narrator eat for breakfast at the café?
 - a) Pancakes and coffee
 - b) Toast and orange juice
 - c) Sandwich and water
- What did the family do after arriving at the mountains?
 - a) They went swimming
 - b) They went for a walk in the forest
 - c) They slept
- How was the view from the top of the mountain?
 - a) It was amazing
 - b) It was boring
 - c) It was foggy

2 Write True or False for each statement.

- The narrator took many photos with a camera. _____
- The family ate sandwiches, apples, and water for breakfast in the mountains. _____
- The little brother played with his car while the parents relaxed. _____
- The climb up the mountain was very easy. _____
- The narrator hopes to return to the mountains soon. _____

3 Match the activity with what happened in the story.

Activities

1. Walking in the forest
2. Breakfast at the café
3. Climbing the mountain
4. Watching the valley
5. Going home

Details

- a) The family listened to music in the car.
- b) The narrator saw cows and dogs.
- c) The narrator had toast and orange juice.
- d) The family enjoyed a beautiful view.
- e) The narrator felt tired but happy.

Final During Stage

-Why do you think spending time in nature with family/friends/or alone is important? Share your opinion with a partner and then complete the chart.

SPENDING TIME IN NATURE WITH...		
<u>FAMILY</u>	<u>FRIENDS</u>	<u>ALONE</u>

Journal 3: PDP (LISTENING)

When I originally began creating a listening lesson plan, I assumed that choosing a suitable audio and creating activities around it would be the biggest obstacle. But after putting the lesson into practice, I saw that teaching listening entails much more than just playing an audio and reviewing students' responses. It necessitates comprehending the challenges that students can encounter, offering sufficient assistance, and developing exercises that lead students through the listening process.

Students were able to participate fully in the pre-listening exercises and articulate their thoughts clearly at the start of the class. Because activating prior information can boost students' confidence and enthusiasm, this experience made it clear to me how important it is to prepare students before exposing them to an audio. According to Nasim (2022), effective hearing comprehension is linked to the application of metacognitive techniques that assist students in organizing, tracking, and assessing their knowledge throughout listening assignments. This viewpoint caused me to consider my lesson since I came to the conclusion that kids require preparation and direction in order to comprehend oral input.

I saw that several pupils had trouble comprehending the audio during the listening phase. The pupils' varying levels of listening comprehension made this one of the most difficult parts of the session, and handling these challenges called for adaptability. But once I gave them the worksheet, they were able to follow the audio with more assurance and recognize key details. This experience made me realize that listening exercises should not only assess students' comprehension but also offer them the tools and encouragement they need to perform better.

According to In'nami et al. (2022), learners who comprehend how to approach listening tasks are more likely to develop appropriate strategies, which is why metacognitive awareness is crucial for second language listening comprehension. Reading this study made it clearer to me that students' listening problems are not always caused by a lack of skill; occasionally, they

require precise instructions on how to process information, recognize important concepts, and handle tough audio segments.

Managing the pupils' participation at the phase where they expressed their ideas presented another difficulty for me. It was challenging to keep things organized and give everyone a chance to participate because of the size of the class. This got me thinking about how crucial it is to plan communication activities with classroom management in mind. Despite the fact that the exercise was intended to promote interaction, I discovered that teachers must set clear guidelines and tactics to properly regulate participation, particularly in big groups.

Because they were unfamiliar with the idea of an infographic, pupils also felt confused throughout the last part of the session. I initially thought they were familiar with this kind of content, so this was an unanticipated challenge. However, pupils were able to effectively do the assignment after being given an explanation of what an infographic was and examples. I learned from this experience how crucial it is to introduce new materials before letting pupils use them on their own.

Furthermore, Cui (2022) emphasizes that communicative language instruction promotes students' active engagement and meaningful language use in class. This concept made it clearer to me that exercises should give students the chance to express their thoughts and make connections between language and actual communication in addition to emphasizing task completion. This class made me realize that listening exercises work better when they are paired with chances for dialogue, introspection, and language production.

As a prospective English teacher, I view this listening lesson as a crucial educational opportunity since it demonstrated to me the need for preparation, patience, and flexibility in order to develop receptive skills. I discovered that depending on their level of difficulty, students may want different kinds of assistance, and resources like worksheets, illustrations, and unambiguous directions can make listening assignments more approachable.

Demonstrative Lesson



- What time did the family leave home?
Early in the morning
- How was the weather on the trip?
Bright and sunny
- What did the narrator eat for breakfast at the café?
Toast and orange juice
- What did the family do after arriving at the mountains?
They went for a walk in the forest
- How was the view from the top of the mountain?
It was amazing

Write true or false for each statement

- The narrator took many photos with a camera. **True**
- The family ate sandwiches, apples, and water for breakfast in the mountains. **False**
- The little brother played with his car while the parents relaxed.
True
- The climb up the mountain was very easy. **False**
- The narrator hopes to return to the mountains soon. **True**



MATCH THE ACTIVITY WITH WHAT HAPPENED IN THE STORY.

- | | | |
|--------------------------|---|---|
| • Walking in the forest. | → | a) The family listened to music in the car. |
| • Breakfast at the café. | → | b) The narrator saw cows and dogs. |
| • Climbing the mountain. | → | c) The narrator had toast and orange juice. |
| • Watching the valley. | → | d) The family enjoyed a beautiful view. |
| • Going home. | → | e) The narrator felt tired but happy. |

MODULE 4: (PDP) READING

Level: B1

Action points

- Time management.
- Classroom engagement.
- Organizing the activity.

What are your Students Learning Objectives for the lesson?

By the end of the lesson SWBAT show understanding of the text “Can we really make a difference for the environment?” by making inferences in pairs and then propose 3 solutions to an environmental pollution problem through a brief discussion.

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?

- Students will demonstrate understanding of the text by making inferences in pairs.
- Students will show that they have mastered the material by proposing 2 solutions to an environmental pollution problem through a brief discussion.

Preliminary considerations:

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

- Students are familiar with vocabulary related to environment.
- Students can express their opinions and support their ideas in a clear and coherent manner.

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

- A few students may struggle with interpreting the information in its broader context.

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

- Providing a set of guiding questions designed to help students infer key ideas from the text.

Time	Framework Stage	Procedure		Interaction	Materials needed
		Teacher will	Students will		
4 min	Pre-Stage	Ask students to answer in a way that sparks a brainstorming session: “What actions can people take to protect the environment?”	Answer the question and provide ideas for the brainstorming session.	T-S	Technological resources.
5 min	Early During-Stage	- Distribute the text “Can we really make a difference for the environment?” to the students. - Ask students to skim the text to identify positive and negative actions, then instruct them to share their answers.	Skim the text to identify the positive and negative actions mentioned, and then share their answers.	T-S	Text.
10 min	Later During-Stage	- Instruct students to work in pairs. - Ask students to read the text “Can we really make a difference for the environment?”. - Instruct students to complete a fill-in-the-gaps worksheet in pairs.	- Work in pairs. - Read the text “Can we really make a difference for the environment?” - Complete a fill-in-the-gaps worksheet based on the text in pairs.	S-S	Text. Worksheet. Pencil. Rubber.
14 min	Final During-Stage	- Instruct students to join in pairs to make inferences about the text. - Provide some questions to help students make inferences: -What are some of the most effective ways individuals can reduce their environmental impact? -Do you think small actions matter, or do we need large-scale changes to make a difference? - Ask students to share a general opinion based on their discussion.	- Join in pairs to make inferences about the text. - Use the provided questions to guide your inferences. - Share a general opinion based on your discussion.	S-S	Technological resources.

12 min	Post-Stage	• Ask students to work in group of four. • Display a variety of examples about environmental pollution problems and have each pair choose one. • Instruct students to have a brief discussion to propose 2 solutions to the chosen problem. • Choose a few pairs to present their solutions to the class.	• Work in group of four. • Choose a problem related to environmental pollution. • Have a brief discussion and propose 2 solutions to the chosen problem. • Present their solutions to the class.	S-S	Technological resources.
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Resources

Pre-stage



Early During Stage

Can we really save the environment by changing our habits?

The environment is a growing global concern, with daily reports about melting ice caps, rising sea levels, deforestation, and plastic-filled oceans. While these challenges can feel overwhelming, the question persists: can small, individual actions make a difference? Science suggests that when these actions are multiplied by millions, meaningful change is possible.

One major issue is plastic pollution. Plastics, used for packaging, bottles, and bags, often end up in the ocean, harming marine life. Refusing single-use plastics, carrying reusable items, and joining cleanup efforts are simple ways individuals can help. While one person's actions may seem insignificant, collective efforts can drive changes in consumer demand and company policies.

Energy consumption also impacts the environment significantly. Fossil fuels used for transportation and electricity contribute to climate change. Opting for energy-efficient appliances, renewable energy, or public transportation reduces emissions. Although large-scale solutions require government and corporate action, individual choices help shape the demand for cleaner alternatives.

Sustainable habits, such as composting, reducing food waste, and buying local produce, further reduce environmental harm. These small steps not only lessen personal carbon footprints but also encourage others to adopt similar practices. Together, these efforts create a ripple effect, pushing for systemic change and a more sustainable future. Every action matters, no matter how small.

Later During Stage

Name: _____
Date: _____



According to the text, use the words in the box to complete the sentences below.

collective - sustainable - emissions - significant - marine - multiplied

- Plastics often end up in the ocean, harming _____ life.
- Small actions can lead to meaningful change when _____ by millions.
- Opting for renewable energy helps reduce harmful _____.
- Adopting _____ habits like composting can lower your carbon footprint.
- _____ efforts from individuals can influence company policies.

Complete the sentences using your own words based on the article:

- One way to reduce plastic pollution is to _____.
- To reduce your energy consumption, you can _____.
- A sustainable habit that lowers your carbon footprint is _____.
- Collective efforts can influence _____.
- Using public transportation instead of driving a car can _____.
- Composting helps the environment by _____.
- When individuals refuse single-use plastics, they _____.
- Governments can support environmental efforts by _____.

Rewrite the sentences from the article, filling in the blanks with appropriate words:

- _____ plastic items, such as bags and bottles, often end up polluting the _____.

- _____ for energy-efficient devices and renewable energy reduces the environmental _____.
- Small steps, like composting and _____ food waste, create a _____ effect that encourages change.
- Many _____ habits, including using reusable bags and bottles, help _____ plastic waste.
- Fossil fuels used for _____ and electricity generation contribute to _____ change.
- By _____ local produce, individuals can reduce the carbon _____ caused by transportation.
- Cleaning up beaches and parks can protect _____ animals from being harmed by _____.
- _____ millions of people making small, positive changes, the world can achieve _____ progress.

Complete the sentences with the correct words, then decide if the statement is True or False based on the article.

oceans - millions - emissions - plastic - fossil - energy

- _____ fuels used for transportation contribute to climate change. (True/False)
- Refusing single-use _____ items can reduce waste in the environment. (True/False)
- Individual actions do not matter unless _____ of people participate. (True/False)
- Plastic waste in the _____ harms marine life. (True/False)
- Opting for renewable _____ does not impact the demand for cleaner alternatives. (True/False)

Final During Stage



Post Stage



Journal 4: PDP (Reading)

When I first began constructing a reading lesson plan, I believed that selecting a suitable text and coming up with relevant activities would be the biggest obstacle. I thought the reading lesson would be successful if students grasped the language and provided accurate answers to the comprehension questions. But as I thought about the teaching process, I saw that teaching reading entails much more than just verifying responses. It necessitates assisting pupils in learning how to comprehend texts, make connections between concepts, and grow as readers.

Students engaged in the pre-reading exercises and demonstrated an interest in the subject at the start of the class. This step made it clear to me how important it is to activate students' prior knowledge before delivering a text since it enables them to make connections between what they already know and the new material they will come upon. Effective reading instruction in EFL contexts necessitates the application of several methods and techniques that assist students prior to, during, and following reading, according to Ali et al. (2022). This concept caused me to reevaluate my lesson plans because I realized that rather than being expected to comprehend the material on their own right away, students require preparation and assistance before beginning a reading assignment.

I saw that several pupils struggled with specific language and recognizing the text's primary ideas during the reading phase. I initially believed that these challenges may keep students from finishing the task effectively, but with the help of assistance, guiding questions, and examples, they were able to comprehend the material more fully. This experience let me realize that pupils may struggle because they require tactics to approach the book more effectively rather than because they lack knowledge.

According to Friesen et al. (2022), students' methods for processing information and deriving meaning from texts have an impact on their reading comprehension. Reading this study made it clearer to me that teaching involves more than just explaining unfamiliar terms; it also involves encouraging students to make predictions, recognize key concepts, and consider the

text's significance. This altered my viewpoint because I began to consider reading exercises as chances to foster students' thought processes rather than only assess comprehension.

The planning of activities following reading was one of the elements that needed additional thought. I came to see that rather than just completing written assignments, students required additional chances to contribute their thoughts and discuss their interpretations. This experience made me realize how important it is for classroom activities to have a clear goal and how important it is for teachers to provide students clear directions so they know what is expected of them. It also made me realize how crucial it is to keep an eye on kids during the course and modify exercises based on how they respond.

Another theory that helped me grasp the reading process was offered by Li and Gan (2022), who found that motivation and the use of self-regulated reading methods are crucial aspects that influence students' reading comprehension. This viewpoint caused me to consider how crucial it is to design exercises that motivate students to take an active role in their education. I discovered that kids are more inclined to engage with the content and gain more confidence when they feel engaged and comprehend the goal of a work.

I also discovered from this experience that teaching reading calls for tolerance and adaptability. Every student learns differently, and some may want more clarifications, examples, or supervised practice. As a teacher, I must take these distinctions into account while creating activities and offering assistance so that every student may engage and advance.

This reading lesson made me realize that teaching reading involves more than just presenting a text and posing questions, which is why I view it as a crucial learning experience as a prospective English teacher. It involves leading students through a process that teaches them how to evaluate data, create meaning, and create tactics they can use on their own.

Ultimately, this contemplation altered my perspective on reading education. I came to see that kids' growth in becoming more self-assured and independent readers is a better indicator of a successful reading session than the quantity of right answers they receive.

Demonstrative Lesson



MODULE 5: WRITING

Level: A1

Action Points

- Time management.
- Student engagement

What are your Student Learning Objectives for the lesson?

By the end of the lesson, students will be able to write a short paragraph to create a new ending for their favorite tale and share it in front of the class.

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?

- During the Drafting stage, I will monitor students' paragraphs to check that they follow the paragraph structure and include the required information.
- During the Revising stage, I will observe students as they exchange paragraphs and identify spelling, grammar, capitalization, punctuation, and clarity mistakes using the editing symbols.
- During the Extension stage, I will assess students' ability to read their final paragraph clearly and explain why their new ending is different or better than the original.

Preliminary Considerations

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

- Students are familiar with common popular tales and their main characters.
- They can write simple sentences using basic present and past tense structures.
- They understand basic paragraph organization and can express simple ideas in writing.

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

- Organizing their ideas into a complete paragraph with a logical sequence.
- Writing grammatically correct sentences while creating an original ending.
- Identifying and correcting spelling, grammar, punctuation, and capitalization mistakes during peer revision.

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

- Model the structure of a paragraph and analyze it using CCQs before students begin writing.
- Provide a clear writing guide with the required elements (name of the tale, original ending, and new ending) to scaffold the drafting process.
- Use a peer-review checklist with editing symbols and monitor students throughout the revising and editing stages to provide feedback and support.

TIME 30 MIN	STAGES	PROCEDURE		INTERACTION	MATERIALS
		TEACHER WILL...	STUDENTS WILL...		
9 MIN	PREPARATION	Warm up (Guess the Tale Game) - Show short clues about famous popular tales (example: wolf, basket, forest, grandmother). - Divide class into 2 groups. - Request students guess the popular tale. - Ask some students to name their favorite popular tale and explain why they chose it. Explain paragraph structure A paragraph has: - Topic sentence (Main idea) - Supporting sentences (Details) - Closing sentence (Final idea) Model paragraph: <i>My favorite popular tale is Cinderella. In the original story, Cinderella marries the prince and lives in the castle. In my new ending, Cinderella does not marry the prince immediately. She decides to study and learn new skills. The prince supports her decision and helps her follow her dreams.</i> CCQs (about paragraph structure) - Does the topic sentence tell the main idea? - Do supporting sentences explain the new ending? - Does the closing sentence finish the paragraph?	- Work in groups. - Guess the tale. - Share favorite tales. - Listen to explanation. - Answer CCQs.	T-S	Slides Projector
6 MIN	DRAFTING	- Divide students into pairs. - Ask students to write a paragraph about a new ending for their favorite popular tale about 6-7 lines. - Remind them to include: - Name of the tale.	- Work in pairs. - Write a paragraph (6–7 lines) - Follow paragraph structure	S-S	Sheet of paper Pen / pencil

		• What happens in the original ending. • Their new ending.			
4 MIN	REVISING	• - Ask students to exchange paragraphs with another pair. • Ask students review the paragraph using symbols like: - Spelling mistake (circle the incorrect word. - Grammar mistake (underline the grammar mistake) - Capital letter (Write C above the word that needs a capital letter) and write observations if necessary. • Supervise the students	• Exchange their paragraph with another pair. • Use symbols to revise the paragraph and write observations if necessary.	S-S	Pen / pencil
4 MIN	EDITING	• Instruct the students to hand in the paragraph to the corresponding pair. • Ask students to take the observations made in the paragraph and edit it if necessary to obtain the final work.	• Deliver the paragraph to the corresponding pair. • Consider the observations made in the paragraph. • Edit the paragraph if necessary to obtain the final work.	T-S	Pen / pencil
7 MIN	EXTENSION	• Ask students share their paragraph with their classmates reading in front of the class and explain why their ending is better or different.	• Share their paragraph with the class.	T-S	

Resources

Preparation



Paragraph structure

A paragraph has:

- Topic sentence (Main idea)
- Supporting sentences (Details)
- Closing sentence (Final idea)

Model Paragraph

My favorite popular tale is Cinderella. In the original story, Cinderella marries the prince and lives in the castle. In my new ending, Cinderella does not marry the prince immediately. She decides to study and learn new skills. The prince supports her decision and helps her follow her dreams. They become good friends first. Later, they work together to help people in their kingdom. This ending shows independence and teamwork. I think this is a better and more interesting ending for the story.

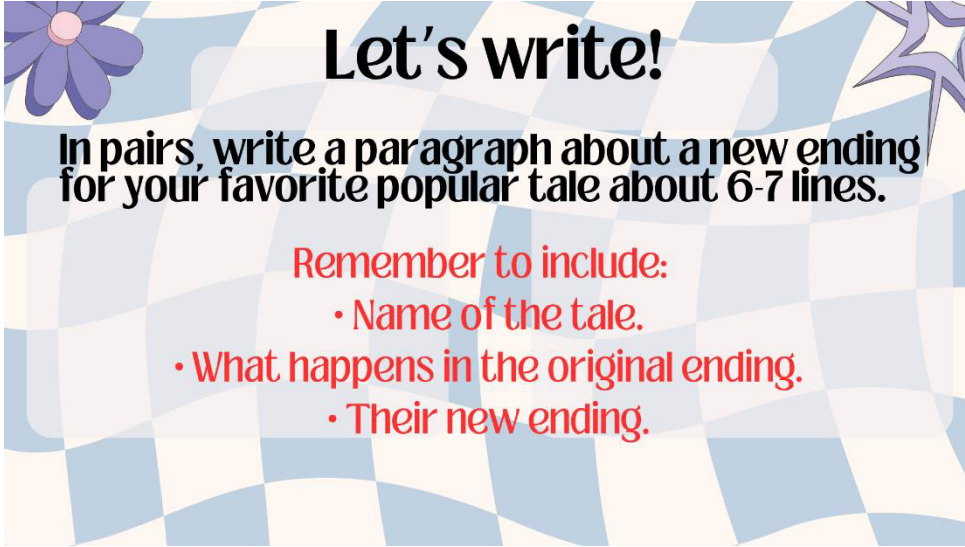
Topic sentence

Supporting sentences

Closing sentence



Drafting



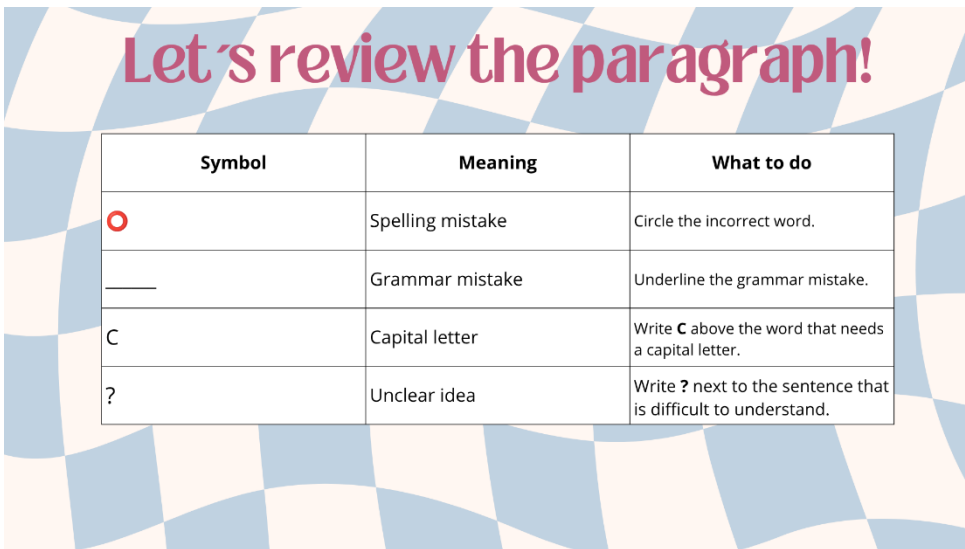
Let's write!

In pairs, write a paragraph about a new ending for your favorite popular tale about 6-7 lines.

Remember to include:

- Name of the tale.
- What happens in the original ending.
- Their new ending.

Revising



Let's review the paragraph!

Symbol	Meaning	What to do
○	Spelling mistake	Circle the incorrect word.
_____	Grammar mistake	Underline the grammar mistake.
C	Capital letter	Write C above the word that needs a capital letter.
?	Unclear idea	Write ? next to the sentence that is difficult to understand.

Journal 5: Writing

When I initially started creating writing lesson plans, I thought that teaching writing mostly involved discussing paragraph structure and having students follow a model. But after putting the lesson into reality, I understood that writing is a gradual process in which kids require direction, practice, editing, and ongoing help in order to confidently convey their ideas.

Students engaged in active participation and demonstrated a sincere interest in the subject at the start of the class. Before starting the writing assignment, they felt more at ease in the classroom thanks to their enthusiasm. I learned from this experience that kids write more confidently when they have a clear understanding of the task's goal and enough time to come up with ideas before beginning. According to Yang, Liu, and Xu (2022), students can enhance their writing performance and build self-regulated writing techniques by receiving feedback from teachers during the writing process. After reading this study, I realized that providing students with ongoing support throughout the task is just as crucial as assessing the final paragraph because it fosters their development as autonomous writers.

I described the topic sentence, supporting sentences, and conclusion sentence of a paragraph during the presenting phase. Thankfully, the explanation was easily grasped by the pupils. I saw that some pupils completed their own paragraphs faster than others, while others required more time to arrange their thoughts. Rather than viewing these variations as an issue, I came to understand that every student learns writing skills at a different rate and that teachers should give each student enough time and assistance to meet the lesson's goal.

The revising phase was one of the most beneficial parts of the lesson. Before writing the final draft, students went over their initial manuscripts, found errors, and fixed them. I saw that this method made them more conscious of their own learning and helped them realize that making mistakes is a normal aspect of developing their writing abilities. According to Tian, Liu, and Zhang (2022), editing after getting feedback motivates students to keep an eye on, assess, and enhance their own writing techniques. This viewpoint made it clearer to me that editing

involves more than just fixing language; it also involves thinking critically and improving the overall caliber of students' work.

The lesson's goal was accomplished when students successfully delivered their final paragraphs at the end of the class. Classroom management was not difficult, in contrast to some of my earlier courses, because students engaged in the activities, interacted naturally, and respected one another's work. I was able to concentrate on helping specific pupils and tracking their development throughout the writing process because of this encouraging atmosphere.

Wang and Han (2022) introduced another significant concept: positive instructor feedback boosts students' confidence and motivation throughout the writing process in addition to improving their writing performance. My conviction that students gain from getting advice prior to turning in their final work was strengthened after reading this study. They were able to identify their own development and create more structured and cohesive texts when they were given the opportunity to edit their paragraphs before presenting them.

I view this writing class as one of the most fulfilling experiences of my teaching career as a prospective English teacher because it demonstrated to me that students can produce significant written work when they are given clear explanations, ample time, and ongoing support. It also served as a reminder that each student develops differently and that teachers ought to place equal emphasis on the writing process and the finished output.

Ultimately, this encounter altered my perspective on writing instruction. I came to understand that teaching writing involves more than just assisting students in creating grammatically sound paragraphs; it also entails helping them come up with ideas, arrange information, edit their work, and progressively gain confidence as writers. Throughout my future teaching career, I want to keep using these ideas to develop writing lessons that promote introspection, creativity, and meaningful communication.

Demonstrative Lesson



Recommendations

Based on these teaching experiences, it is advised that aspiring English teachers thoroughly consider the needs of their students before creating lesson plans and make sure that each task is directly related to the learning goals. In addition to linguistic content, effective preparation should take into account any assistance that students might require during the learning process.

In order to motivate students to actively participate, work together with their peers, and use the language in real-world situations, teachers should also include relevant and communicative activities. Giving students opportunities for revision, constructive criticism, and scaffolding can help them become more self-assured and autonomous English users.

Lastly, by assessing each lesson after it has been implemented, educators should continue to have a reflective attitude regarding their own profession. Teachers can pinpoint areas for growth and consistently enhance their professional development by reflecting on student reactions, classroom management, and the efficacy of teaching tactics.

Conclusions

As I worked on the FMU analysis and the ECRIF, Listening, Reading, and Writing lesson plans, I came to the conclusion that teaching English effectively calls for much more than just content knowledge mastery. Careful lesson planning, the choice of effective teaching techniques, and the teacher's capacity to modify instruction in response to students' needs and classroom circumstances are all necessary for meaningful learning.

These encounters also made it clearer to me that students learn best when classes are structured gradually and offer chances for active engagement, discussion, and reflection. Giving students clear instructions, contextualized exercises, and ongoing support boosts their confidence and promotes language development, whether they are learning grammar, receptive skills, or productive skills.

Lastly, by motivating me to become a more thoughtful future English teacher, these teaching experiences enhanced my professional development. I discovered that unforeseen circumstances, difficulties with classroom management, and variations in students' learning speeds are all normal parts of teaching. Instead of viewing these circumstances as challenges, I now see them as chances to enhance my lesson design, instructional choices, and teaching methods to produce more significant and student-centered learning opportunities.

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