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TEFL APPLICATION PROCESS

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Descripción de Autoría:

El presente trabajo constituye una recopilación de las experiencias, reflexiones y planificaciones elaboradas durante la práctica docente en la enseñanza del inglés como lengua extranjera (TEFL). Su propósito es evidenciar la aplicación de metodologías y estrategias pedagógicas que contribuyen al desarrollo de las cuatro habilidades del idioma inglés.

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DEDICATION

This work is dedicated to my mother, whose perseverance, wisdom, and resilience have been a constant source of inspiration throughout my life. Her example has taught me the value of determination, responsibility, and commitment in pursuing every goal.

May this achievement reflect not only my academic effort but also the values she has instilled in me over the years. With all my love and admiration, I dedicate this accomplishment to her.

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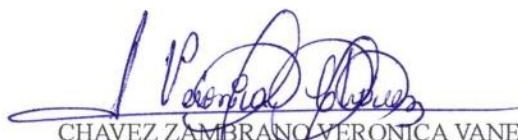
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Resumen

El presente trabajo académico analiza el proceso de diseño, implementación y evaluación de clases de inglés en el contexto de la Enseñanza del Inglés como Lengua Extranjera (TEFL). A través de la elaboración de diarios reflexivos y planificaciones de clase, se examina la relación entre la planificación didáctica, la práctica en el aula y la reflexión pedagógica como componentes esenciales en la formación docente.

Asimismo, se analiza cómo las decisiones pedagógicas se fundamentan en las características de los estudiantes, los objetivos de aprendizaje, la interacción en el aula y las estrategias de evaluación para favorecer experiencias de aprendizaje efectivas y significativas. De igual manera, se resalta la importancia de la reflexión continua para identificar fortalezas, afrontar los desafíos del proceso de enseñanza y promover la mejora permanente de la práctica educativa. En conjunto, este trabajo evidencia que una enseñanza eficaz del idioma inglés requiere una planificación fundamentada, un análisis crítico y la capacidad de adaptar las prácticas pedagógicas a diversos contextos educativos, contribuyendo a la formación de docentes de inglés competentes y reflexivos.

Palabras claves: Enseñanza del Inglés como Lengua Extranjera (TEFL); Práctica Reflexiva; Planificación de Clases; Formación Docente; Reflexión Pedagógica; Enseñanza del Idioma Inglés.

Abstract

This academic work examines the process of designing, implementing, and evaluating English language lessons within the Teaching English as a Foreign Language (TEFL) context. Through the development of reflective journals and lesson plans, it explores the relationship between instructional planning, classroom practice, and pedagogical reflection as essential components of teacher education.

The document analyzes how teaching decisions are informed by learners' characteristics, instructional objectives, classroom interaction, and assessment practices to create effective and engaging learning experiences. It also emphasizes the importance of continuous reflection in identifying strengths, addressing instructional challenges, and improving teaching performance. Overall, this study demonstrates that effective English language instruction requires thoughtful planning, critical analysis, and the ability to adapt pedagogical practices to different educational contexts, contributing to the preparation of reflective and competent English language teachers.

Keywords: Teaching English as a Foreign Language (TEFL); Reflective Practice; Lesson Planning; Teacher Education; Pedagogical Reflection; English Language Teaching.

INTRODUCTION

This portfolio presents the learning process and professional development achieved throughout the Teaching English as a Foreign Language (TEFL) course. It consists of a series of academic reflections, lesson plans and teaching materials illustrating the knowledge, skills and pedagogical awareness gained from the study of the main language skills, as well as grammar instruction in the teaching of the English language. The integration of theory and practical lesson planning is reflected in each section highlighting the significance of reflective practice in the preparation of future English teachers.

The work is divided in two major parts. The first consists of five Reflection Wheel Journals that examine the learning experiences, challenges, and insights gained throughout the course. Each reflection is supported by relevant academic literature and demonstrates the development of a reflective understanding of different approaches to English language teaching. The second part includes the corresponding lesson plans that translate these theoretical ideas into real-world uses in the classroom. Together the journals and lesson plans show the connection between theory and practice in teaching and the growth of knowledge and competencies needed for effective teaching of English.

The paper generally stresses the importance of reflective practice in teacher education in integrating theory, lesson planning and critical reflection in one academic work. It emphasizes that effective teaching of English language has to be based on theoretical knowledge as well as practical use of pedagogical principles in real classroom situations. So, it brings together the key ideas and practical experiences that have been covered in the course.

FMU MODULE

JOURNAL FMU

The Impact of FMU Analysis on Grammar Instruction

The analysis of Form, Meaning, and Use (FMU) represents an important framework for understanding how grammar can be taught in a clear and systematic way is the analysis of Form, Meaning, and Use (FMU). FMU was a total unknown to me before taking this course, because I had only been used to other ways of planning lessons, which did not include a detailed grammatical analysis. Through this module, I gradually came to realize that FMU is not only a theoretical framework, but also a practical tool to support grammar instruction. The following academic reflection will address four important aspects that helped me understand and learn this module.

First, my expectations and feelings about FMU were neutral and somewhat uncertain. My first impression of this framework was that it would be mostly theory and confusing. Initially I thought the idea was complicated but when I started working with FMU I realized that it was simpler than other planning models I have studied before. I have found that teaching grammar is not just a matter of giving rules, but of explaining how a structure is constructed, what it expresses and when it is used. According to Larsen-Freeman (2003), grammar is not to be understood as a series of discrete rules but as a system in which form, meaning and use are integrated.

Second, this plan helped me understand that this module supports students' comprehension and application of grammar. FMU is interested in building a grammatical structure, the idea the structure conveys and the contexts where it is correctly used, such as word order. This way, students do not learn grammar by heart without understanding why and when a structure is used. According to Yılmaz (2018) good grammar instruction should include form, meaning and use as these dimensions

work together to help learners move from declarative knowledge to meaningful use.

This awareness confirmed the belief that teaching grammar had to help learners to make grammatically correct sentences but also to understand what they mean and what their communicative purpose is.

Thirdly, I had the chance to teach students from different educational levels, elementary, basic and secondary education, during my pre-service teaching experience. In those contexts, I observed frequent problems such as distraction, disengagement and misunderstanding when the explanations about grammar were not properly developed. The students knew the rules of grammar in general, but had problems applying them correctly to real situations. The analysis helped me realize that in teaching grammar the structures should be related to real contexts and communicative purposes. Thus, teachers can select more appropriate activities and identify the source of students' errors, whether the problem is one of form, meaning or use. This idea is supported by Mufanti et al. (2019), who emphasize that the integration of grammar in meaningful contexts helps learners comprehend and apply grammatical knowledge better than learning it in isolation.

Finally, the importance of FMU analysis for the teacher is the consciousness that it provides him/her before entering the class. It forces teachers to plan their grammar content in advance, which restricts spontaneity and allows for more thoughtful explanations. This analysis also informs instructional decisions such as the selection of appropriate activities and expected student difficulties.

In conclusion, this framework allowed me to reconsider my role as a teacher teaching grammar and the responsibility involved in explaining language meaningfully. I learnt that grammar teaching should not be only a presentation of rules. I learnt that it should promote a conscious approach in which explanation, practice and evaluation are

interrelated. Overall, this approach provides a valuable basis for developing more purpose and communicative grammar lessons.

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FMU Lesson Plan: Reported speech (Present simple to Past simple)

Name: Stefany Carolina Moreta Parrales.

Level: B1

FORM

Affirmative

Direct: Subject + Verb (Present simple) + Complement

Reported: Subject + reporting verb + (that) + subject + Verb (Past simple) + Complement

- Direct: She likes Pizza.
- Reported: She said (that) she liked pizza.

Negative

Direct: Subject + do/does not + Verb (Present simple) + Complement

Reported: Subject + reporting verb + (that) + Subject + did not/didn't + Verb (Base form) + Complement

- Direct: I don't like spinach.
- Reported: He said (that) he did not like spinach.

Interrogative

Direct: Do/Does + Subject + Verb (Base form) + Complement?

Reported: Subject + reporting verb + if/whether + Subject + Verb (Past simple) + Complement

- Direct: Do you like chocolate?
- Reported: She asked me if I liked chocolate.

MEANING

Reported speech shifts the verb from Present Simple to Past Simple to indicate that we are reporting what someone said previously.

This change does not necessarily mean that the information is no longer true, but it shows the statement is now indirect.

The verb tense shifts one step back to show that the speech is being reported later.

USE

- ✓ To report what someone said in the past without quoting directly. (I like pizza.”- She said she liked pizza)
- ✓ To narrate conversations in storytelling, writing, or formal contexts.
- ✓ To transfer spoken information into indirect or written form.
- ✓ To teach accuracy in tense sequence in English, especially in formal or academic settings.

ANTICIPATED DIFFICULTIES

- ✓ Forgetting to change the verb tense (keeping Present instead of changing to Past).
- ✓ Confusing direct question structures (keeping auxiliary verbs like do/does in reported questions).
- ✓ Pronoun changes (I → he/she, my → his/her).
- ✓ Confusing with the use of reporting verbs in questions.

COMPREHENSION CHECKING QUESTIONS

- Do we change the verb tense when reporting someone’s words in the present?
Yes. We change the Present Simple to Past Simple in reported speech.
- If Pedro says: “I work in a bank,” what is the reported sentence?
Pedro said (that) he worked in a bank.
- If someone asks: “Does she play the piano every weekend?”, how do we report it?
He asked if she played the piano every weekend.
- Do we always need to use “that” in reported speech?
No. “That” is optional in reported statements.
- Is it correct if I say: “She said that she doesn’t like the medicine?” Why or why not?
No, it’s not correct because we change “doesn’t” to “didn’t” in reported speech.

TEACHING IDEAS

- ✓ Ask students to complete short dialogues by transforming direct sentences into reported speech.

- ✓ Ask students to participate in The Rumor Game, reporting what classmates said and adding new details to continue the chain.
- ✓ Ask students to perform a role-play in groups simulating a real-life situation (e.g., a medical appointment or an interview), ensuring they use reported speech appropriately throughout the interaction.

SOURCES CONSULTED

<https://www.perfect-english-grammar.com/reported-speech.html>

<https://www.britishcouncil.es/blog/reported-speech-english>

<https://www.bbc.co.uk/learningenglish/amharic/course/intermediate/unit-11/tab/grammar>

<https://englishlive.ef.com/es-mx/blog/laboratorio-de-gramatica/reported-speech/>

ECRIF MODULE

JOURNAL ECRIF

Teaching Speaking in EFL: A Reflection on the ECRIF Model

In EFL classrooms, speaking instruction should shift from the notion of language learning as the memorization of structures to the idea of language learning as a meaningful and experiential process. In this view, the Experiential Learning framework, and ECRIF (Encounter, Clarify, Remember, Internalize, Fluency) in particular, offers a framework that connects learning with reflection, interaction and purposeful language use. In this reflection I will focus on three aspects of my experience working with speaking lessons.

First, experiential learning emphasizes learning as a process grounded in experience, reflection, and conscious awareness. According to Kohonen et al. (2014), experiential foreign language education enables learners to become aware through reflecting on their experiences and thus enables a shift in knowledge from implicit understanding to explicit control. This view says that the process of learning a language is not only learning the grammatical forms, but also learning language as a social and communicative tool that is affected by context. This view aligns closely with this framework, each stage is encouraging learners to be active in language use, reflection of meaning and application in communicative contexts. Therefore, this approach supports a holistic view of speaking instruction in which learners are active participants instead of passive recipients of knowledge.

Second, at the beginning of working with this model, planning speaking lessons felt challenging. Designing activities that were not repetitive or traditional required deeper reflection on the purpose of speaking tasks. Initially, the problem was not with the structure of the lesson, but rather with ensuring that the activities clearly aimed at

developing speaking and met specific objectives. With my tutor's guidance, I learned how to write objectives clearly and objectively, and how each stage contributed to achieving communicative goals. This experience is an example of the principle of experiential learning that knowledge is gained through the process of reflection and practice rather than theory.

Third, another expectation I had, was the belief that speaking was often improvisational. I assumed that oral production naturally occurred in most classroom activities and did not require a specific focus or evaluation. However, through lesson planning and classroom observation, I realized that although different skills may be present in a lesson, one skill must be intentionally prioritized according to the lesson objective. Folse (2006) highlights that successful teaching of speaking needs careful planning that considers learners' needs, interests and purpose of communication. This realization made me realize that speaking activities should not be incidental but should be purposefully designed to promote meaningful interaction.

Finally, regarding fluency and classroom practice, my perception was neutral. I didn't feel insecure about the stages of fluency. I gained a better understanding that fluency shows how well students understand and progress. Fluency lets students speak the language with less hesitation and more confidence. They can focus on meaning instead of form. Suban (2021) states that developing fluency needs chances for students to express their opinions freely, without the fear of making mistakes. The way the speaking lesson was planned and structured affected student participation in speaking activities in my pre-service teaching experiences. These differences highlighted the importance of organizing speaking lessons that guide learners progressively toward oral production. When speaking activities were aligned with clear objectives and sequenced appropriately, students showed greater willingness to participate and less anxiety about

making mistakes, allowing speaking lessons to address common issues such as limited participation and unclear communicative purposes.

In conclusion, the present framework offers a useful and experiential way to teach speaking. It enables informed lesson planning, encourages student engagement and encourages meaningful language use. Pre-service teaching experience taught me that speaking instruction must be deliberately designed with supportive feedback and awareness of contextual factors. The application of experiential learning principles to this model enhanced my appreciation of how speaking should be taught and assessed, helping me to become a more effective and reflective teacher.

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ECRIF Lesson Plan

Name: Stefany Carolina Moreta Parrales.

Level: B1

N° Students: 30

Action Points:

1. Reduce TTT (Teacher Talking Time).
2. Give clearer instructions.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **USE** reported speech in present simple statements **TO** report what someone else said or asked **IN** a group role-play situation.

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?

In the worksheet completion, I will observe if students correctly change direct statements to reported ones.

During the parallel lines activity, I will check their ability to use reporting speech and reporting verbs properly.

At the end, in the role-play presentations, I will monitor if they use reported speech correctly when communicating.

Preliminary Considerations:

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

- I think they are also familiar with Past Simple forms of common regular and irregular verbs, statements and questions.
- Many students already have basic oral interaction skills, so they can participate in short speaking activities.

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

- Some students might forget to change the verb tense.
- Some students may feel insecure about speaking fluently while applying the grammar rules correctly.

- Students might forget to adjust pronouns and time expressions according to the speaker when reporting.

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

- I will provide clear examples of changes from direct to reported speech.
- To support fluency and confidence, I will provide progressive speaking practice and give positive feedback during the class.
- I will explain pronoun changes with clear examples during activities.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
4 minutes	Encounter	• Show an image of two adults imagining themselves as children dreaming about their future jobs and ask what students think those people wanted to be when they were children according to what they see. • Ask questions to activate background knowledge: “What is your dream job?” • Talk briefly about some of the sentences students say and the topic of jobs.	• Observe the image and share ideas about it. • Pay attention to the teacher’s question and answer. • Share their answers aloud.	T – S V A	Laptop Projector Markers
9 minutes	Clarify	• Present examples of reported speech and guide students to identify the differences between direct speech and indirect speech. • Present an information sheet about reported speech and encourage students to identify reporting verbs and infer the rules of reporting statements and questions. • Ask CCQs: ➤ What do we change when reporting someone’s words in the present? ➤ Is it correct if I say: “She said that she doesn’t like the medicine?” Why or why not?	• Pay attention to the examples provided and identify the differences. • Review the information sheet provided and infer the rules of reported speech. • Answer the comprehension checking questions orally.	T – S V A	Projector Laptop

		➤ Which reporting verbs do we use to report someone phrases?			
10 minutes	Remember	- Provide a worksheet with short contextual dialogues and ask students to rewrite the answers using reported speech, underlining the reporting verbs in each sentence. - Monitor students' work and ask them to share their answers aloud, provide feedback when necessary.	- Read each short dialogue carefully, rewrite the answers using reported speech, and underline the reporting verbs in each sentence. - Share answers aloud when called on and correct them with teacher guidance.	T – S V K	Worksheets Pen or pencil
8 minutes	Internalize	- Place the students into two lines facing each other, provide each group with sentences, and model the activity by showing that one student reads a sentence in the present tense and the other reports it using reported speech. - Ask students to switch roles and repeat the activity with new sentences. - Monitor the activity.	- Pay attention to the teacher's model of the activity. - Perform the activity, taking turns reading sentences in the present tense and reporting them, then switch roles and repeat with new sentences. - Participate actively and self-correct as needed during the activity.	S – S V A K	Laptop Paper with sentences
14 minutes	Fluency	- Organize students into groups of four for role-play scenarios (class, medical appointment, news report, disaster, interview, etc). and explain that they will choose the job or situation they want, making use of reported speech. - Select some groups to perform in front of the class, ensuring they use reported speech and monitor the activity.	- Work in small groups, choose a scenario for the role-play and make correct use of reported speech. - Perform the role-play in front of the class when selected.	S - S A	Projector Laptop

RESOURCES

• Encounter



• Clarify

REPORTED SPEECH

GUIDE FOR STUDENTS

Reported speech is when we tell someone what another person said.

STATEMENTS

DIRECT SPEECH: A direct speech sentence mentions the exact words the other person said.

INDIRECT SPEECH: Reports what the speaker said without using the exact words.

For example:

Direct speech: John said, "I want to be an engineer."

Indirect speech: John said that he wanted to be an engineer.

NOTICE THAT:

- Pronouns may change to match the person who said the sentence. John → he, Maria → she
- The tense changes from Present to Past. want → wanted or like → liked

COMMON REPORTING VERBS FOR STATEMENTS: said, told

REPORTING QUESTIONS

Questions are reported a little differently from statements.

NOTE:

- For questions we **DO NOT** use "said" or "told". We use "Asked" to report questions.
- We **DO NOT** use "that" we use "if" for yes/no questions
- The pronoun may change depending on who the question is being asked.

For example:

Direct Question: Emma asked, "Do YOU want to be a nurse?"

Indirect Question: Emma asked if I wanted to be a nurse.

COMMON REPORTING VERB FOR QUESTIONS: asked

- Remember

Read the dialogues and rewrite the answers using reported speech. Then, underline the reporting verbs in each sentence.

Situation: At the Tech Support Shop

Customer: "My smartphone feels very hot when I use it."

Technician (me): "Do you charge the battery all night?"

Customer: "Yes, I leave the phone connected to the wall."

Task: Report the conversation

The customer **told** me that his smartphone felt very hot when he used it.

So, I **asked** him if he charged the battery all night.

And he **said** that he left the phone connected to the wall.

1. The Doctor's Appointment

Doctor: "You need to take these pills for your cough."

Patient (me): "Do I take them with food?"

Doctor: "Yes, you have to eat before the medicine."

Task: Report the appointment:

The doctor told me _____.

Then, I asked the doctor _____.

And the doctor said _____.

2. At School

Teacher: "You need to speak louder on the stage."

Student (me): "Do I wear the costume for this scene?"

Teacher: "No, you have to use your normal clothes."

Task: Report the conversation

The teacher told me _____.

Then, I asked her _____.

And she said that _____.

3. At home

Mom: "The kitchen is dirty."

Dad: "I have to many things to do."

Mom: "Do you have time to clean?"

Task: Tell your brother what your parents said:

Mom told me that _____.

Dad said that _____.

Mom asked if _____.

4. The Job Interview

Manager: "We need an assistant who speaks good English."

Applicant (me): "I understand the language and I write emails perfectly."

Manager: "Do you have experience working in an office?"

Task: Report the conversation

The manager told me _____.

So, I told him _____.

Finally, he asked me _____.

- Internalize

Student A	Answers
The doctor said, "The patient needs to rest."	The doctor said that the patient needed to rest.
The teacher said, "I want to see the homework."	The teacher said that she wanted to see the homework.
The police officer said, "Do you have your ID?"	The police officer asked if I had my ID.
The chef said, "The soup is too hot."	The chef said that the soup was too hot.
The firefighter said, "We need more water."	The firefighter said that they needed more water.
The veterinarian said, "The dog feels much better."	The veterinarian said that the dog felt much better.
The pilot said, "Do you see the storm?"	The pilot asked if I saw the storm.
The dentist said, "I fix the tooth quickly."	The dentist said that he fixed the tooth quickly.

Student B	Answers
The mechanic said, "The car doesn't work."	The mechanic said that the car didn't work.
The reporter said, "The news is very important."	The reporter said that the news was very important.
The coach said, "Do you run every morning?"	The coach asked if I ran every morning.
The secretary said, "I write the emails perfectly."	The secretary said that she wrote the emails perfectly.
The photographer said, "The light looks great here."	The photographer said that the light looked great there.
The waiter said, "The customers like the food."	The waiter said that the customers liked the food.
The architect said, "Do you want a big window?"	The architect asked if I wanted a big window.
The actor said, "I know all my lines."	The actor said that he knew all his lines.

LISTENING MODULE

JOURNAL LISTENING

Listening Lesson Plan Using the PDP Framework

The key to learning a language is listening. It allows students to access meaning, develop comprehension strategies and gain confidence in understanding speech.

Teaching listening skills, however, is not just a case of playing an audio and asking questions to see how much was understood. It requires planning, clear objectives and stages that lead the learners to understanding. The Pre, During, Post (PDP) framework provides a systematic method for planning listening lessons which helps learners before, during and after their engagement with an audio text. This reflection discusses four major areas: my initial expectations and attitudes towards the teaching of listening, theoretical perspectives of key authors on listening instruction, importance of the development of strategies for listening comprehension and difficulties with listening instruction during pre-service teaching.

First, on my initial expectations and feelings about teaching listening, I was neutral before using this module. I was not fully confident due to my limited teaching experience, but I was not insecure either. I viewed listening as a complex skill, but not as demanding as speaking, which needs careful planning to promote oral production. I believed that listening lessons depended largely on selecting interesting topics, since student interest facilitates attention and comprehension. In this sense, listening appeared manageable, but still required thoughtful planning to ensure students could understand and engage with the content meaningfully.

Second, important theoretical insights from key authors helped reshape my understanding of listening instruction. Richards (2008) says listening is not a passive skill but an active process which needs to be designed with clear objectives and suitable

tasks. Similarly, Abdallah (2020) argues that the instructions for listening activities should be designed to lead the learners through successive stages of developing understanding, not of checking the correct answers. These views are consistent with the PDP framework based on the arrangement of listening lessons to allow learners to prepare, understand and go beyond the text.

Third, the role of strategy development in listening comprehension is central to effective listening instruction. Vandergrift and Goh (2009) emphasize that successful listening involves the use of cognitive and metacognitive strategies such as predicting, monitoring understanding, and evaluating comprehension. These strategies are naturally accommodated by the PDP framework, especially in the During stage where learners listen for multiple purposes. This method encourages students to get the meaning rather than understanding every word, which supports a deeper understanding and more confidence.

Finally, thinking back to my pre-service teaching experience, I realized that there were challenges related to listening instruction. Since I did not have the chance to teach listening lessons due to limited resources and assigned content, I have been able to observe the usual problems as a student such as fast speech, unfamiliar accents, ambiguous instructions, and students being silent. Chen (2005) explains that listening can become an isolating activity without interaction and interpretation from learners. Additionally, Hocaoglu and Ocak (2024) highlight that clear task sequencing and supportive classroom practices can reduce anxiety and improve concentration. The PDP framework addresses these challenges by using short audios, doable tasks and pair/group discussion to foster interaction and build confidence.

To summarize, the PDP framework is a good framework to use in teaching listening in the EFL classrooms. This is consistent with major theoretical perspectives

that stress conscious teaching, strategy development and learner engagement. Reflecting on theory and my pre-service experiences I learned that listening instruction calls for careful planning, appropriate selection of material and a facilitative teacher role. The PDP framework can also assist in addressing common listening challenges and aid in cultivating more confident and effective listeners.

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LISTENING Lesson Plan

Name: Stefany Carolina Moreta Parrales.

Level: A1

N° Students: 30

Action Points

1. Give clear instructions.
2. Manage time effectively.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the audio story “Magical Desserts” **BY** answering comprehension questions based on specific details **AND THEN** creating and explaining their own magical dessert in groups.

When/How in the lesson will I check students’ progress toward the above Learning Objective?

Through students’ accurate responses to comprehension questions.

Through identifying main ideas and specific details from the audio.

By observing participation and idea sharing during the group discussion.

Preliminary considerations:

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

Basic vocabulary related to food.

Adjectives.

Basic structures for expressing likes, preferences and opinions.

The ability to predict content based on visuals and the basic skill of listening for the main ideas.

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

The audio might be fast or have an unfamiliar accent.

Difficulty understanding some words or phrases from the audio.

The identification of specific words for the gap-fill may be challenging if the vocabulary has not been pre-taught or is very specific to the story.

Limited vocabulary to express creative ideas during group work.

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

Play the audio more than once and model pronunciation of key words to improve familiarity with the accent.

Encourage students to infer meaning from context rather than focusing on every unknown word.

Provide short contextual clues or visuals before the listening task to support word recognition during the gap-fill activity.

Offer a brief brainstorming activity or visual prompts to help students generate and express creative ideas.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
4 minutes	Pre-Stage	➤ Introduce the topic showing pictures of Alice in Wonderland and ask: Do you remember this movie? • Does she get bigger or smaller? • Do you think it would be a good or a bad idea if desserts had powers in real life?	➤ Look at the pictures of Alice in Wonderland and answer basic questions about the video.	T-S V	Pictures Laptop Projector
7 minutes	Early During-Stage	➤ Give out worksheets to work individually. ➤ Ask to listen the audio to choose the correct picture according to each question. ➤ Monitor students' progress and check the answers.	➤ Work individually on the worksheet provided by the teacher. ➤ Listen carefully to choose the correct picture according to each question. ➤ Make corrections if necessary.	T-S V	Speaker Laptop Worksheet
10 minutes	Later During-Stage	➤ Ask to listen again to fill in the blanks with the missing words. ➤ Check responses and monitor students' progress.	➤ Listen again to fill in the blanks with the missing words in the worksheet. ➤ Receive feedback and make corrections if necessary.	T-S VA	Speakers Worksheet
15 minutes	Final During-Stage	➤ Ask to listen the audio and answer the comprehension questions. ➤ Check responses and monitor students' progress.	➤ Answer the comprehension questions based on the audio. ➤ Show comprehension of the audio while being monitored by the teacher.	S-S VA	Projector Speaker Worksheet
9 minutes	Post-Stage	➤ Set the students in groups of four to create a drawing of their own magical dessert	➤ Work in groups of four to create a new magical dessert.	S-S	Paper

		(including its name and three main characteristics and a limitation). ➤ Monitor students while they discuss their ideas. ➤ Choose randomly some groups to explain their dessert to the class.	➤ Participate actively while being monitored by the teacher. ➤ Explain the dessert created.	V A	Pencils
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RESOURCES:

- Pre - Stage:



Questions:

- Do you remember this movie?
- Does she get bigger or smaller?
- Do you think it would be a good or a bad idea if desserts had powers in real life?

- Early During-Stage:

1. Listen carefully to the audio. For each question, look at the pictures and put an (X) in the small box at the corner of the picture that is correct.

Where are Liam and Emma?

A)



B)



C)



What happens when they enter the shop?

A)



B)



C)



What happens when Liam eats the chocolate cookie?

A)



B)



C)



What dessert does Emma try?

A)



B)



C)



- **Later During-Stage:**

2. **Listen to the audio again and complete the sentences with the correct words from the box. There are two extra words.**

Word Box:

big - trapped - giant - hungry - key - normal - small - water – pig - window

Emma and Liam are in a magic shop. Liam is (1) _____, so he wants to eat. Suddenly, the door is locked! They are (2) _____ in the shop.

Liam eats a (3) _____ cookie and now he is a (4) _____. He is very tall! Then, Emma eats a (5) _____ cupcake. Now she is tiny and she can get the (6) _____.

Finally, they drink some (7) _____ and they are (8) _____ again. They decide to go home and eat an apple!

- **Final During-Stage:**

3. **Listen carefully the audio one more time and answer the questions. Use short answers.**

1. What did the note say at the beginning?
2. How does Emma feel when they are trapped?
3. Where did they find the water?
4. Why do you think Emma chooses the small strawberry cupcake after seeing what happened to Liam?
5. What can you infer about Emma and Liam's feelings toward the magical desserts at the end? Why?
6. Why do you think Emma and Liam decide not to eat magical desserts anymore?

- **Post During-Stage**

Work in groups of four to create your own magical dessert. On a sheet of paper:

- Draw your magical dessert
- Give it a name
- Write three main characteristics
- Write a limitation

READING MODULE

JOURNAL READING

Teaching Reading in EFL: A Reflection on the PDP Lesson Plan

Reading is a key receptive skill in EFL learning because it involves learners actively constructing meaning from written texts using strategies, background knowledge, and contextual cues. Before studying this module, my perception of reading lessons was neutral, as I see them as very similar to listening lessons and very dependent on interaction in the classroom rather than a specific planning framework. However, throughout this module, I understood that reading instruction requires intentional planning and strategic guidance in order to help learners read efficiently and with a clear purpose. This academic reflection addresses four key aspects that contributed to my understanding of the reading lesson plan through the PDP framework.

First, my expectations and feelings about teaching reading before this module were neutral. I believed that reading lessons could be taught in a similar way to listening lessons, mainly through good communication and interaction with students. For this reason, I expected the PDP Reading Lesson Plan to be almost the same as the Listening PDP, without major differences in its structure or purpose. However, over this module I learned that reading lessons require more explicit planning on how students approach a text. Teaching reading means engaging and helping learners to read with a purpose and using appropriate strategies. According to Fauzi (2018) skimming and scanning are strategies to help readers to process the texts efficiently by focusing on main ideas, specific information and text organizations. This made me realize that a reading lesson plan should be made to promote strategic reading instead of just asking students to read and answer questions.

Second, this module helped me connect theory with my experiences during pre-service teaching. During my internship I attended reading classes and took part with students of different skills. I found common problems with A1-A2 students. Low vocabulary. Slow reading speed and translation word by word. Conversely, B2 students reported less problems and more confidence in working with texts. Understanding the PDP framework allowed me to see how structured pre-, during-, and post-reading stages can help reduce these issues by guiding students step by step. Hastuti, Kristina, and Setyaningsih (2022) found that well-designed reading lessons help learners' cognitive development by leading them from lower-order processes such as remembering and understanding to higher-order skills such as analyzing and evaluating. So, students need a structured progression of activities, not just be told to read and answer questions without preparation.

Third, this module clarified the importance of combining intensive and extensive reading in real classrooms. In the beginning I was more concerned about in class activities for understanding, without really thinking about the importance of reading for enjoyment or exposure. The readings have taught me that both approaches are needed and complement each other. Fu (2021) pointed out that intensive reading requires explicit teaching and strategy building, while extensive reading leads to improved fluency, vocabulary learning, and learner independence due to more exposure to text. This idea is in line with my preference for short texts, dialogues, stories and informative texts. The texts permit an in-depth analysis and also lead students to read in a more significant and enjoyable way.

Finally, this module helped me to understand more about reading as a receptive skill and how it differs from listening in the PDP framework. Both skills follow similar stages of lessons but reading gives learners more control of pace and comprehension. In

my experience, listening is more difficult as learners can lose the meaning because of the unfamiliar pronunciation. Masduqi (2016) explained that receptive skills like reading and listening are the foundation of productive skills and reading lessons can effectively incorporate speaking and writing activities after the comprehension has been achieved. This finding supported the notion that reading lessons are not isolated but rather a bridge to productive language use.

To summarize, the Reading Lesson Plan module has led me to re-evaluate my understanding of reading instruction and the role of structured planning. I learned that good reading lessons must have clear objectives, direct instruction of strategies, and a logical sequence of activities. The PDP framework gives organization, lessens confusion and helps with common reading difficulties I have seen during my pre-service teaching. Overall, this module has helped me to view reading as a purposeful and strategic process that can be taught effectively in EFL classrooms as opposed to an activity that is passive.

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READING Lesson Plan

Name: Stefany Carolina Moreta Parrales. **Level:** A2 **N° Students:** 38

Action Points

1. Manage time effectively.
2. Monitor student understanding.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the blog “Manga or Anime: Which is better?” **by** writing a short summary explaining the different opinions presented **and then** discussing questions related to their reading and watching preferences in groups.

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

- When students skim the text and identify its main idea.
- When students correctly match each person with the appropriate description.
- When students evaluate the True/False statements accurately.
- When students actively participate by sharing their opinions clearly and confidently.
- When students respond accurately to questions about the text during class.

Preliminary Considerations:

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

- Present Simple for habits and preferences.
- Vocabulary related to hobbies and entertainment.
- Basic adjectives for opinions (easy, difficult, boring, fun).

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

- Skimming without reading word-by-word.
- Struggle to share their opinions or points of view
- Some students may not know certain vocabulary from the text.

- Mixed reading speeds, some finish quickly while others need more time.
3. **How will you avoid and/or address these problem areas in your lesson?**
- Model and practice skimming techniques before reading the text.
 - Encourage a supportive environment where all opinions are respected.
 - Encourage students to identify and check unfamiliar words before reading, providing support and explanations as needed.
 - Allow flexible timing and offer extra support to slower readers.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
4 minutes	Pre-Stage	➤ Show 3–4 images of anime and manga on the screen. ➤ Ask prediction questions to activate background knowledge: ▪ Have you ever watched an anime or read a manga before? If yes, which one? ▪ Looking at these images, do you recognize any of the characters or styles?	➤ Look at the pictures and discuss about it. ➤ Answer the questions orally.	T-S V	Pictures PPT Laptop
7 minutes	Early During-Stage	➤ Give a worksheet with the reading and ask students to read the full text “Manga or Anime: Which is better?” ➤ Ask students to identify the type of text, how many people are mentioned and if the text is about facts or opinions. ➤ Monitor students’ initial understanding.	➤ Pay attention to the reading. ➤ Identify the type of text, number of speakers and what is the reading about. ➤ Share general observations orally.	T-S V	Text Laptop Projector
10 minutes	Later During-Stage	➤ Ask students to read the texts again and complete the true/false section. ➤ Verify responses and monitor progress.	➤ Read the texts again and complete the true/false section. ➤ Receive feedback and make corrections if necessary.	T-S VA	Pen or Pencil Worksheet

15 minutes	Final During- Stage	➤ Ask students to write a short summary in their own words describing the different opinions presented in the blog. ➤ Monitor progress and invite some students to share their ideas aloud.	➤ Write a short summary in their own words about the different opinions presented in the blog. ➤ Share their summaries orally with the class.	S-S V A	Pencil or pen Worksheet
8 minutes	Post-Stage	➤ Ask students to form groups of four to discuss their personal opinions based on three specific questions about their reading and watching preferences. ➤ Choose randomly some students to share aloud their group's opinion.	➤ Discuss in groups of four the three questions on the board about their reading and watching preferences. ➤ Share their group's opinion aloud when asked.	S-S V A	

Sources

- Pre-Stage:



Questions:

- Have you ever watched an anime or read a manga before? If yes, which one?
- Looking at these images, do you recognize any of the characters or styles?

- **Early During-stage:**

HOME

WORK

PORTFOLIO

BLOG WEBSITE

CONTACT

MANGA OR ANIME: WHICH IS BETTER?

Stories are a big part of many people's lives, but everyone enjoys them in their own way. Some prefer reading books, where they can imagine the story in their mind. Others like watching anime, which shows stories with pictures, sounds, and music. This blog shares the opinions of people who talk about how they experience books and anime differently.



Hana

Since I was a child, books have been important to me. In school, I always visited the library, looked at book covers, and read the first pages. Reading makes me feel calm because I can imagine the story in my own way. Some time ago, a friend showed me an anime series. At first, I thought it was something simple to watch, but after a few episodes, I noticed the bright colors, music, and expressions. When I am tired, watching one episode feels easier than reading many pages. Still, sometimes anime changes important parts from the book, and that bothers me. I feel that something is missing or too fast. If I compare both, reading feels more meaningful to me.



Kenji

Many people recommended reading to me when I was younger, so I tried several times. I bought adventure books, short stories, and famous novels. But the same thing always happened: I started with energy, and after a few days, I stopped reading. It is hard for me to concentrate. Sometimes I read one paragraph again and again, and that makes me feel frustrated. Because of this, I usually leave the book and never finish it. Anime is very different for me. Since my first series, everything felt clearer. The voices, music, and animation help me understand the emotions and the story easily. If a character is sad or happy, I see it immediately. It is faster and more comfortable for me to watch an episode than to read a chapter. Of course, some anime series are slow or change many details from the original story, and that bothers me. But even with that, watching works better for me than reading.



Ayumi

For me, reading and watching anime are different but both enjoyable. When I read a book, I feel like I enter a deeper world. I imagine the places, the characters, and their emotions. Reading also helps me learn new words and focus. But I also like anime, especially on weekends. In anime, the scenes are easy to understand because the music and animation show everything clearly. It feels faster and more exciting than reading sometimes. When a series is based on a book, I always compare them. Sometimes the differences are interesting, but other times they remove important scenes, and that disappoints me a little. I cannot choose just one. It depends on how I feel that day. Sometimes I want something calm, so I read. Other days I want something visual and quick, so I watch anime. Both formats are important to me in different ways.



Sora

My experience is different because I don't connect much with books or anime. When I try to read, I get distracted very quickly. I start a book, read a few pages, and then lose interest. I don't feel curious about what happens next. Books are not bad, but they don't hold my attention. Anime is similar. I have watched some episodes because my friends and cousins wanted me to try. Some moments are funny or nice, but after a short time, I feel bored. I prefer walking, listening to music, or watching nature videos instead of sitting and watching anime. What is interesting is that I do enjoy other types of stories, especially documentaries or animal videos. I can watch those for hours without getting bored. But anime and books don't make me feel the same way. For now, if I must choose between reading or anime, my answer is neither. I simply prefer other activities.

Questions:

- What type of text is this?
- How many people are mentioned in the text?
- Is this text about facts or opinions?

- **Later During-Stage**

1. Read each statement about the blog “Manga or Anime: Which Is Better?” and write **T** if it is true or **F** if it is false.

1. Hana sometimes feels that anime changes important parts of the

- original story. ()
2. Kenji often stops reading because he becomes frustrated while trying to continue. ()
3. Ayumi feels excited when a story removes important scenes in the anime version. ()
4. Ayumi is not interested in long stories or reading many pages. ()
5. Sora likes reading manga because she understands everything quickly. ()

- **Final During-Stage**

2. **Write a short summary in your own words explaining the different opinions presented in the blog “Manga or Anime: Which Is Better?” (80-100 words)**

3. In groups of four, discuss the following questions.

- Do you prefer reading or watching?
- Does the format (reading vs. watching) change your experience? How?
- Is reading more difficult than watching? Why?
- What makes a story good for you, the action, the characters, drawing effects?

WRITING MODULE

JOURNAL WRITING

Writing as a Process: Reflections from EFL Teaching Practice

Writing is frequently seen as a hard skill to be taught in the EFL context. This is not only because of its linguistic demands but also due to the emotional and cognitive efforts it costs the learners. Before I began working on a Writing Lesson Plan, I had already thought about writing as an important skill in language learning, but also something that may not be so attractive to students. Writing was hard. Not necessarily difficult but students could have a hard time enjoying it or feeling confident while doing it. Working through this module I have come to realize that writing is not just the production of a correct text but it is a process that involves planning, drafting, revising and communicating the meaning. In this journal I reflect on four main elements of my learning. These are my initial ideas about teaching writing, my new understanding of writing, my classroom experience in teaching practice and the relevance of the writing process to my future role as an English teacher.

Writing is important but can be demotivating for students. I began teaching writing from the premise that I don't believe writing is impossible or too difficult but I do believe that writing might be less engaging for students, especially if they are not interested in the topic or are unsure of their language skills. Writing is a discipline of constant attention to vocabulary and grammar and organization. If you frame it as one final task, it can easily overwhelm learners. This perception is in line with Rao (2017), view that writing is the most difficult language skill for EFL/ESL learners because it requires the control of different linguistic systems and constant practice. Writing is a slow, difficult process, and I have learned to be patient in guiding my students, rather than insisting on accuracy from the outset.

Second, this module significantly transformed my understanding of what writing truly involves. I used to believe writing was mostly about creating a coherent and grammatical text. But I understood that writing is more than accuracy and it involves cognitive, organizational and communicative dimensions. Writing can serve a variety of functions, for example to consolidate language structures, to build literacy skills or as a real communicative skill in which students express their own ideas. This broader vision is related to Asrifan et al. (2025) findings that process-based writing helps to develop reflection, autonomy and deeper engagement as students can plan, draft, revise and edit their work. Writing is a recursive process, not a finished product, and it was understanding that that made me gradually realize why students need time and support to develop their ideas.

Third, I was a teacher and lived these ideas out in real classrooms. For instance, in my classes I have given my students writing assignments to write short biographies of their favorite celebrities. This was a good decision, as students were more creative and motivated when they wrote about topics they really cared about. The subject was more interesting, generating ideas was easier and participation in the task was more willing. But I also found some common problems like limited vocab and too much mistakes in grammar. Many students used a dictionary to make up for their deficiency of vocabulary but many times the dictionary was used for a literal word for word translation that did not make sense to the reader. This is reflective of common second language learner issues. Al-Gharabally (2015) suggests that second language learners can often feel like they are being followed when writing and have issues balancing ideas generation with language accuracy. Increased awareness of this fact increased the need for organized support (brainstorming, drafting, guided revision) to reduce anxiety and help students focus on communication, not fear of errors.

Fourth, feedback and revision were seen as important components of effective writing instruction. Students' chance to produce more than one draft helped them to separate between idea generation and grammatical correction which reduced pressure and encouraged fluency. Peer feedback was especially useful in this process. Writing was not done for the teacher anymore and it was not done in isolation. Writing was a social act with an authentic audience. As Bijami (2013) explains that peer feedback promotes learner autonomy and critical awareness by encouraging students to reflect on their own writing and the writing of others. More mistakes could be identified by students talking to each other and feeling more confident and receiving feedback as help and not punishment.

Finally, the module shaped my perspective on how to teach writing through the importance of creativity, purpose, and step by step guidance. Creative texts or short stories give students the opportunity to express themselves freely before the accuracy. This idea is close to what Ouidani (2022) discussed, where he stressed the importance of letting learners write on topics, they are passionate about, with the emphasis on meaning and expression, and the teacher being a facilitator rather than a controller. In this sense, the teacher's role is to scaffold and guide revision and create authentic communicative situations, rather than focusing only on error correction. Finally, this module has changed my perception of writing and my role as an English teacher to be. I learned that writing is not a natural gift but a skill that is developed through carefully designed stages I learned that writing is not a gift but a skill that is developed through carefully designed stages and supportive instruction. It's not about being perfect the first time, it's about building their confidence and giving them a scaffold for organizing their ideas and building on them with feedback and revisions. Writing is a tool to teach the

whole child and gives students the opportunity to think critically, communicate clearly and share ideas with purpose.

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WRITING Lesson Plan

Name: Stefany Carolina Moreta Parrales. **Level:** B2 **N° Students:** 30

Action Points

1. Encourage student participation.
2. Monitor student progress consistently.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT write a formal e-mail to report a problem with a device and then post it on a Padlet wall.

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

In the Preparation stage, when students respond correctly to the CCQs after the explanation

In the Drafting stage, when students write their first draft following the given email structure.

In the Editing stage, when the final version is very close to the model presented in class and shows clear improvements from the draft.

Preliminary Considerations:

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

Basic expressions for greetings and closings in simple writings.

Present and past tense.

Students can write short, organized paragraphs using simple linking words.

Students are familiar with vocabulary related to devices, technology.

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

Confusion with formal vs informal expressions.

Using too short sentences or incomplete ideas.

Punctuation mistakes, especially commas and capital letters.

Difficulty organizing ideas into a logical structure.

Spelling mistake

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

Provide an example before drafting.

I will show one short example on the board and model how to add one extra idea.

I will give students a short self-checking rule reminder (e.g., “Capitalize names, days, I / Use a comma after greeting”) so they apply the rules themselves during editing.

I will remind students briefly to keep the mail parts in a clear order.

I will write common misspelled words on the board while monitoring and elicit the correct spelling from students so they can correct them before writing the final version.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
		➤	➤		
12 minutes	PREPARATION	➤ Show a slide with images of different electronic devices and ask students to work in groups of five member to list possible problems these devices may have after purchase. ➤ Ask groups to briefly share their lists with the class. ➤ Present and explain a short chart with the parts of a formal complaint email. ➤ Ask CCQs: • Do we use formal or informal language in a complaint email? Formal language. • How many parts does a complaint email have? • What are the parts of a complaint email? • Are product details necessary in a complaint email? Yes.	➤ Analyze the images of electronic devices and brainstorm possible problems in groups. ➤ Share their ideas orally with the class. ➤ Take notes about the email structure and formal phrases. ➤ Answer the comprehension checking questions orally.	T – Ss VA	Makers Laptop Projector
17 minutes	DRAFTING	➤ Present a chart with useful greeting and closing expressions, as well as key phrases for writing a complaint email. ➤ Ask students to choose one of the previously mentioned device-related problems to write a formal complaint email. ➤ Instruct students to write a first draft of the formal complaint email, following the structure.	➤ Take notes about the chart with expressions and useful phrases to write their first draft of the complaint email. ➤ Choose a device-related problem to write a formal complaint email. ➤ Write a first draft of a formal complaint email following the appropriate structure.	T – Ss Ss – Ss VA	Markers Pencil Paper Laptop

		➤ Monitor students while they draft.	➤ Focus on organizing ideas clearly, without worrying yet about grammar or spelling accuracy.		
8 minutes	REVISION	➤ Exchange the students drafts randomly so each student reviews a classmate's email. ➤ Provide a simple peer editing checklist to review their classmate's email by checking each criterion.	➤ Exchange drafts with a classmate. ➤ Check the drafts and identify mistakes and use the peer editing checklist to review a classmate's email and tick the criteria that are met.	T – Ss Ss – Ss VA	Pencil Paper Marker
7 minutes	EDITING	➤ Ask students to give the drafts back to their original owners. ➤ Ask students to write the final version of their email using the corrections provided by their classmates. ➤ Supervise students while they work on their final corrections.	➤ Receive their draft back. ➤ Write the final version of their email using their classmate's corrections. ➤ Make any additional improvements they consider necessary.	T – S Ss – Ss VA	Pencil Paper
3 minutes	EXTENSION	➤ Create a Padlet wall with a section for complaint emails. ➤ Instruct students to upload a photo of their email to Padlet.	➤ Take a photo of their formal complaint email. ➤ Publish their email on the Padlet wall and review at least one classmate's email on Padlet and leave a comment or give a "like".	Ss – Ss VA	Padlet

Sources

- Preparation

Electronic Devices



 **New message**

To: customerservice@techstore.com

Subject: Complaint About a Laptop

Dear Customer Service Manager,

Greeting

I am writing to formally complain about a device I purchased from your online store last month, as I am dissatisfied with its performance.

Opening

The product is a laptop computer, order number 78452, which I bought on 8 January 2026 for personal and academic use. I chose this device because it was advertised as reliable and suitable for daily work.

Background

Unfortunately, after only two weeks of use, the device started to present several problems. The battery drains very quickly, and the laptop often shuts down without warning. In addition, the keyboard sometimes stops responding, which makes it difficult to complete

Problem

I would appreciate it if you could offer a replacement or provide a full refund. I have attached a copy of the receipt for your reference.

Solution

Thank you for your time and attention to this matter. I look forward to receiving your response.

Closing

Yours sincerely,

- **Drafting**

Useful phrases

Greeting	Opening (Reason for writing)	Background	Problem	Solution (Request)	Closing
Dear Customer Service Team,	I am writing to complain about...	I purchased this product on...	Unfortunately, the product does not work properly.	I would appreciate a replacement or a refund.	Thank you for your time and attention.
Dear Support Team,	I would like to make a formal complaint about...	The device was bought on...	After a short period of use, the device stopped working.	I kindly request a solution to this problem.	I look forward to your response.
Dear Customer Services,	I am writing regarding a problem with...	My order number is...	The product has several issues.	I would like to request a full refund.	Thank you for your assistance.
Dear Sir,	I wish to complain about...	I bought this item from your company.	I am unable to use the product as expected.	I would like the product to be replaced.	I look forward to hearing from you.
Dear Madam,	This email is to report an issue with...	The product was advertised as...	The device is faulty.	I hope this issue can be resolved soon.	Thank you for your help with this matter.
	I am writing to express my dissatisfaction with...	I chose this product because...	The problem started after...	I expect this matter to be resolved promptly.	I hope to receive a reply soon.

- **Revision**

Checklist

Reviewer's name: _____

Criteria (Must include)	Yes	No	Observations
Uses a formal greeting and closing			
Uses formal language (no contractions)			
Includes a clear introduction (Opening and background)			
Includes product details (what, when, order number)			
Explains the problem clearly			

Includes a request (refund/replacement)			
Ideas are in a logical order			
Correct use of punctuation (capital letters, commas)			
Correct spelling			

CONCLUSIONS

In conclusion, this portfolio is a reflection of the knowledge, thoughts and practical applications gained throughout the TEFL course. The Reflection Wheel Journals and lesson plans illustrate the significance of linking the theory of education with classroom practice and the significance of good teaching as a process of ongoing reflection, thoughtful planning and the application of pedagogical principles within meaningful learning contexts.

This has helped me personally understand what it means to be an effective English teacher. One of the most important things I have learned is that lesson design needs to be informed by the learning needs and ability level of each student. But not all children have the same aptitude, nor do they learn at the same rate because they have been exposed to English. This experience also allowed me to realize better the importance of understanding different learning styles and selecting the most effective techniques and approaches, so that each student can reach his or her goals. Finally, it consolidated my views on teaching not just being about content delivery but supporting learners through inclusive, learner-centered and intentional teaching.

RECOMMENDATIONS

It is recommended that future TEFL students engage actively in all the learning activities and take full advantage of the guidance offered in the course. When you don't understand something ask questions, think about the tutor's feedback and look at the course materials to improve your theoretical understanding and practical teaching skills. Thinking about the learning process can also lead to continuous improvement and better planning of lessons.

It is recommended for future teachers to include interactive and dynamic activities in the lessons to make the students more interested. Topics related to students' real-life interests and experiences can also make learning more meaningful and more motivating. If students have a personal connection to the material being discussed, they are more likely to engage more actively, feel more confident to express their ideas, and develop their communication skills in a more natural and enjoyable way.

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