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TEFL Application Process

AUTORA:

Juleisy Anahi Mendoza Palma

TUTORA:

Lic. Cintya Zambrano, Mg.

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Autor:

Mendoza Palma Juleisy Anahi

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Descripción del Trabajo:

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

Declaración de Autoría:

Yo, **Juleisy Anahi Mendoza Palma**, con número de identificación **131566505-7**, declaro que soy el autor original y **Lic. Cintya Zambrano Zambrano, Mg.**, con número de identificación 131170298-7, declaro que soy el coautor, en calidad de tutor del trabajo de investigación titulado "**Teaching English as a Foreign Language Application Process**". Este trabajo es resultado del esfuerzo intelectual y no ha sido copiado ni plagiado en ninguna de sus partes.

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Firma del Autor:

Juleisy Anahi Mendoza Palma
1315665057

Firma del coautor:

Lic. Cintya Zambrano Zambrano, Mg.
1311702987

Manta, lunes, 7 de agosto del 2025

CERTIFICO

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

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Manta, Viernes, 01 de agosto de 2025.

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ZAMBRANO ZAMBRANO CINTYA MARIBEL
Docente Tutor



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Abstract

This document presents the process of applying the teaching of English as a foreign language (TEFL) during pre-professional internships and demonstration classes, corroborating the integration of various planning models to develop the four language skills. The FMU model (form, meaning and use) was implemented to strengthen grammar in real-life contexts, while the ECRIF model (find, clarify, remember, internalize and fluency) was put into practice to improve oral skills through interactive and communicative activities. Listening and reading comprehension were carried out with the PDP model (pre-stage, during-stage and post-stage) to strengthen comprehension through participatory activities. The writing skill was realized with the PDREE (preparation, writing, proofreading, editing, and amplification) model, guiding students through a genuine writing process. Each model includes detailed planning, reflections on the results, strengths and points for improvement. The experience highlights the importance of planning, adaptability and personal and professional growth. Overall, practice confirms that a structured plan with flexible execution improves students' acquisition of skills and the effectiveness of teaching in English as a foreign language context.

Key words

Teaching English, TEFL, internships, lesson plan, FMU, grammar, ECRIF, oral skills, PDP, listening comprehension, reading comprehension, PDREE, writing skills, professional growth, language acquisition.

CURRICULAR INTEGRATION WORK CONTENT

INTRODUCTION

English is a global language for communication at different points such as culture, work and studies. Learning this foreign language allows for study, work and interaction opportunities with people from various parts of the world.

In this document I will present experiences that are acquired during my pre-professional internship and my demonstration classes as a future educator in the area of English. In addition, lesson plans are attached that demonstrate an important part for the execution of a class. This skill of teaching English has been rewarding in my personal and professional development.

As mentioned, English is important in our lives for several reasons, and to develop this language we need to develop four skills. To achieve growth with oral dexterity we apply the ECRIF model. This model focuses on learners achieving fluent communication in different real-life situations. Additionally, they include grammar using the FMU model.

The next skills are listening and reading, both of which are guided by the PDP model. This focuses on improving comprehension, whether listening or reading, through various activities according to skill. This model can be adapted to any learning level or needs of the learners.

Finally, to develop writing skills, we ran the PDREE model. The goal of this model is to improve writing by applying essential points such as drafting, revising, and finally editing. This activity is also adapted to the levels of learning in the English area.

Language module

Journal 1 FMU

In the world of education, particularly around English language teaching, the use of the FMU approach focuses on the teaching of grammar, where students could use that learning in real or simulated situations. This perspective integrates three key components of language (Form, Meaning and Use). Furthermore, we will explain about expectations and feelings, the internship and the importance of the FMU analysis.

Larsen Freeman (2014) proposes a framework that integrates the aspects of Form/structure, Meaning/semantics and Use/pragmatics. According to this proposal, these aspects are related and equally important for the acquisition and effective use of a language. This is opposed to the traditional approach that separates grammar from communication and highlights the importance of understanding how these aspects relate to each other's in the language learning process.

First, form refers to the spelling of the word. Students must learn to recognize and spell words correctly to use them effectively in oral and written communication or to know the grammar of a particular topic. By providing word forms, teachers help students become familiar with their structure and appearance. For example, form describes the correct way to use a word or sentence to communicate clearly (he likes to dance - he likes to dance).

Second, meaning refers to the explanation of a word or a specific topic, so that learners can understand its connotation and its use in different contexts. Therefore, to understand the meaning of a word, learners can use it more accurately and avoid

misunderstandings in communication. According to Halliday (2014) it teaches us how words and the way we use them together create meaning in our communications.

Finally, use refers to the function of language in real communicative contexts. Including aspects such as pragmatics, the social function of language and contextual appropriateness. For instance, if someone says, “Can you pass the salt?” at the table, the question is not guided by whether the other person can basically pass the salt but is a polite way of making a request.

Analyzing FMU, teachers may experience some complexity, but also some excitement of understanding the language and its application in a classroom about this concept. However, many students are afraid of grammar. But, by practicing with real examples, they see how grammar rules are useful in everyday situations. Students understand their usefulness and develop their language skills.

During my internship, I had the opportunity to teach a class to first year high school students on the simple past topic. The students had previous knowledge on the topic, but some of them had low performance. Therefore, I had to repeat the class for them using Form, Meaning and use. The students knew a little bit about the rules and structure of past simple, but I could observe that they had no idea about in which context or real-life situations they could use this topic, with activities, games and teacher to student interactions, they were able to understand the class effectively. So, this kind of approach helped the students to understand the topic a little better and put it into practice.

The importance of analyzing these three components allows for a deeper understanding of grammar. It is not only critical to know how to construct sentences, but also when and how to use them appropriately in context. This approach promotes more meaningful learning, as students do not learn grammar in isolation, but see its usefulness in real-life situations, which increases retention and fluency in language use.

Sum up, FMU analysis in English language teaching highlights the interconnectedness between form, meaning and language use, enabling students to understand and apply grammar effectively in real-world contexts. This approach not only facilitates more meaningful learning but also improves retention and fluency in language use. This perspective recognizes that language is not a set of rules and symbols, but rather a tool for social interaction and meaning making.

Reference

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<https://www.book2look.com/embed/9781135983413>

Level: A1

Grade: 8th

FMU Analysis of: Demonstrative pronouns "This, That, These, Those"

FORM

	NEAR (proximal)	FAR (distal)
SINGULAR	this	that
PLURAL	these	those

Singular Demonstratives:

This, *Example:* "This is my book."

That, *Example:* "That is your car."

Plural Demonstratives:

These, *Example:* "These are my shoes."

Those, *Example:* "Those are her friends."

Negative Sentences:

Singular:

"This/That is not my phone."

Plural:

"These/Those are not my keys."

Questions:

Singular:

"Is this your pen?" Yes, this is my pen. No, this is not my pen.

"Is that my house?" Yes, that is your house. No, that is not your house.

Plural:

"Are these your children?" Yes, these are my children. No, these are not my children.

"Are those your shoes?" Yes, those are your shoes. No, those are not my shoes.

MEANING

Referring to things or ideas.

Demonstrative pronouns indicate specific objects, people, or things in relation to their proximity to the speaker.

USE

We use them to point to or identify people, objects, or things in relation to distance (near or far) and quantity (singular or plural).

ANTICIPATED DIFFICULTIES

Learners may confuse this/that with these/those when referring to plural objects.

Learners may mix up this/these (near) and that/those (far).

Students may confuse the “that” of demonstrative with the “that” of relative pronoun.

COMPREHENSION-CHECKING QUESTIONS

Is *these* a shirt? Answer: yes, *this* is a shirt. (imagen A)

Are *this* black shirts? Answer: no, *these* are not black shirts. (imagen B)

TEACHING IDEA

Point and count.

Teacher places various objects around the classroom (or shows pictures of objects) and asks students to use demonstrative pronouns to describe the objects.

Example: shows a pencil and asks, “What is this?”. The student responds, “This is a pencil.”

For distant objects, point to and ask, “What are those?”. The students respond, “Those are chairs.”

SOURCES CONSULTED

<https://dictionary.cambridge.org/grammar/british-grammar/this-that-these-those>

<https://www.scribbr.com/nouns-and-pronouns/demonstrative-pronouns/>

MATERIAL

Imagen A



Imagen B



Speaking module

Journal 2 ECRIF

The teaching of oral expression is an important aspect of language teaching. Some researchers argue that considering pedagogical and affective benefits for the learner, the use of the L1 can be a valuable tool for learning the L2 chiefly in meaning-oriented tasks (STORCH; WIGGLESWORTH, 2003). In addition, the ECRIF framework provides a structured approach to curriculum development and pedagogical strategies. ECRIF stands for Encounter, Clarify, Remember, Internalize, and Fluently use, which in turn reflect the phases students go through while learning an L2.

My expectation of the Speaking Lesson Plan method seems to me to be a structure that can guide teachers in creating activities for an effective class. I believe that this method is the right way for students to engage and verbally practice the language being taught which in this case would be English.

During my internship I had the pleasure of teaching a speaking class to children from 6 to 9 years old. I could observe that most of the children at that age interact more with the teachers, which leads to a very active participation and is rewarding for us as future teachers. Therefore, I ran a class on the topic “introduce yourself” giving easy and understandable explanations and examples. First, I started the class talking about myself, telling them my name, how old I am, what city I live in, how many siblings I have and who I live with, but in English and Spanish so they could understand a little better; then I asked the students to introduce themselves in English saying their names and age while I guided them with the language. Second, at the end of the first part of the class, I showed them

some grammar like the pronouns with the “verb to be”, some verbs that they were going to use like “live – have” and the pronunciation. This point is particularly relevant given that learners who receive no instruction on at least the most critical aspects of the language system may undergo accuracy-related issues that would certainly interfere with communication, principally in EFL contexts where English is not at their disposal (MITCHELL, 2000). Third, after giving some grammar, I gave the students a worksheet to complete words, I explained the exercise and I was doing the exercise with them. Fourth, I told them to make groups of 3 members so that they could practice with each other while they were practicing, I observed them, and if they had a doubt, I helped them. Finally, after practice I told them that each one of them will present themselves in front of the class.

At the end of the class I noticed that the minority of the students were embarrassed to speak in front of their classmates and that led to the students forgetting what they had learned. So, I opted to change that last part of the planning to “the teacher will call the student one by one to present face to face with the teacher”, I think it is a way for the student to feel a little more confident to present with only one person.

During my demonstration classes applying this learning model at the university, I realized that always at the beginning of a class you have to engage students in the first phase of class planning with the topic they are requiring, such as images or videos that are of interest to the student and also give the confidence so that the learner feels comfortable when speaking. In this part I lacked more development on my part as an educator in this area.



The second phase of the planning, that is CLARIFY, is explained a little by grammar, I feel that with the examples I clarified were enough for the understanding of the subject. In addition, the activity I planned for the students to solve for the first time was very gratifying because it shows my progress as a future educator. The next part of the plan was REMEMBER, in that phase the students had to work in pairs, solving an activity of reordering sentences and completing a conversation from a clothing store. The penultimate phase was INTERNALIZE; the students had to play a board-game in a group where they had to develop several tasks depending on the square they landed. This part was my favorite because I saw how the students enjoyed the game and at the same time you could see that they practiced the topic. Finally, FLUENCY, in this phase the students had to develop a performance in front of the class about sellers and buyers in a clothing store using the established topic that was previously learned. I feel that in the end they did manage to develop the skill, and I was able to complete the phases.

From my point of view the ECRIF model is very important for teaching English because it not only emphasizes speaking, but also grammatical explanations that at some point in the class are very relevant for the student to have a good structure when speaking. In addition, this model guides teachers when they must teach or explain something important in the class, so they do not get lost in the process. According to Caiza (2021) ECRIF facilitated the process of planning and designing tasks to foster oral skills.

The teaching of oral expression is fundamental to language teaching, and the ECRIF model provides a structured framework that helps teachers develop effective pedagogical strategies. Implementing this model, along with the use of L1, can improve student

engagement and confidence when learning a second language, resulting in more meaningful and effective learning.

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<https://doi.org/10.2307/3588224>.

Level: A1

Grade: 8th

Speaking Lesson Plan

Action Points - (These are two things you are working on in your teaching)

- *Time Management.*
- *Organizing student practice*

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT USE demonstrative pronouns (this, that, these, those) TO describe objects near and far IN a roleplay.

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?

- Students understand the difference between "this" - "that", "these" - those".
- Students can use demonstrative pronouns to describe objects near and far.
- Students are able to describe various items in a store in a conversation.

Preliminary Considerations:

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

- Vocabulary about clothes
- Present Simple tense.
- Verb to be

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

- The pronunciation between "this and these"
- Difficulty in correctly using singular or plural forms depending on the number of objects being described.

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

Clearly explain the rule and use colorful images or real objects to illustrate the difference between singular and plural of demonstrative pronouns.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
6 Minutes	Encounter & Clarify	-bring clothes and distribute them inside the classroom. -ask questions using demonstrative pronouns. -Is this a coat? Yes, it is. “This is a coat.” -Are those jeans? Yes, they are. “Those are my favorite jeans”. -Where are the shoes? “Those pair of shoes are on the chair”. -Are these white blouses? Yes, they are. “These blouses are white.” -explain the use of the demonstrative pronouns (affirmative, negative and question), using some pictures. -ask the students to look at the sentences and complete them. -ask concept checking questions and monitor the students’ progress.	-look at the clothes and describe them using the demonstrative pronouns. -complete the sentences with demonstrative pronouns.	 T – S V - A	 Clothes Projector Laptop
6 Minutes	Remember	-ask the students to reorder the sentences, then complete the story about two women buying clothes at the store.	<i>work in pairs:</i> -unscramble the sentences. -complete the story.	T – S V	Worksheet Pen Pencil
8 Minutes	Internalize	-ask them to make groups of four and explain the instructions to play a board-game.	-follow the instructions to play the board-game in groups of four, where they have to say sentences and questions using the demonstrative pronouns.	T – S V A K	Board game Dices Token





20 Minutes	Fluency	<p>-ask the students to work in groups of three and create a Roleplay about people buying new clothes in different clothing stores.</p>	<p>-work in groups of three and develop a Roleplay where they have to buy and sell clothes in different stores.</p> <p>-perform their roleplay in front of the class.</p>	S - SA K	Piece of paper
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Demonstrative Lesson

Demonstrative Pronouns

	Singular	Plural
Near 	THIS	THESE
Far 	THAT	THOSE



A: This is a black jacket

N: This is not a t-shirt.

Q: Is this a black jacket?

Yes, this a black jacket.



A: That dress is very cute.

N: That dress is not cute.

Q: Is that a white dress?

No, that is not a white dress.



A: These jeans are large

N: These are not shorts

Q: Are these shorts?

No, these are not shorts.



A: Those shirts are over there.

N: Those shirts are not expensive.

Q: Are those shirts on sale?

Yes, Those shorts are on sale.

PRACTICE

_____ Are Tiffany's sunglasses.



_____ is Mr. Powell's favorite tie.



_____ is a traditional skirt in our country.



Are _____ green socks yours?



_____ sweater keeps me warm in winter.



Look! _____ mittens are cool.



My daughter wants _____ pink and a yellow dress.



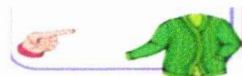
_____ elegant jacket is Joey's.



Mr. Hunter wears _____ boots all day.



Wear _____ cardigan before you go out.



Take _____ trainers for the PE lesson.



1. Rearrange words to form sentences correctly

Example

This/is/nice./shirt/very/like/I/the/color.

Answer: This shirt is very nice. I like the color.

Exercise

me?/big/the/pants/Are/too/for

that/coat?/your/Is

my/hat/not/style./is/That

pants/are/too/Those/short.

scarves/not/so/These/are/comfortable.

you?/shoes/Are/for/these

new/skirt./This/my/is/It/nice./is





BOARD GAME

Say two affirmative sentence	Ask one question	Say one affirmative sentence	Jump forward 2 spaces!	Miss a turn!	Say two negative sentences	FINISH
Bonus turn! Roll the dice again.	THIS THESE					
Ask one question	Say one affirmative sentence	Miss a turn!	Ask one question	Say two affirmative sentence	Ask one question	Go back 3 spaces!
THAT THOSE						Say one negative sentences
START	Jump forward 2 spaces!	Ask one question	Say two negative sentences	Say one affirmative sentence	Miss a turn!	Say two negative sentences

Listening module

Journal 3 PDP

This journal will discuss the application of the Pre-During-Post Listening (PDP) model in language teaching; exploring initial expectations and feelings towards the model, new perceptions and ideas that were put into practice in the classroom. In addition, it will delve into the specific activities used to improve listening comprehension, especially in the case of younger learners.

Before examining the PDP Listening Lesson Plan, I was curious about its structure and effectiveness in improving students' listening skills. I hoped to find a well-organized framework that would guide teachers in creating engaging and purposeful listening activities. I anticipated that this model would offer a clear plan to address various listening sub-skills and cater to learners at different proficiency levels.

The ability to comprehend spoken language is fundamental for successful communication. According to Guo and Wills (2006) capture many roles of listening thus: it is a means people gain information, education, understanding of the world as relates to human affairs, ideals and values (p.3). Effective listening is very important for successful language acquisition. However, designing engaging and productive listening lessons can be a challenge for educators. The PDP model provides a structured framework for teaching listening skills, guiding learners through pre-, during, and post-listening activities to enhance comprehension and engagement (Povey, 2023).

One of the activities I used for listening comprehension in a class with 6- to 9-year-olds was the “Simon says” exercise. The activity consisted of the teacher telling them a word or vocabulary that the students had learned during the class and then the

students draw the object they understood by listening to the teacher speak. For example, “the teacher says to draw a fireman” students listen and understand what the teacher said and then draw a fireman. I feel that this exercise is very effective for learning vocabulary for students from 6 to 9 years old and even younger children. The activities of the post-listening stage integrate what students learn from the listening excerpt with other language skills (Neher, 2009).

Another activity that I was also able to put into practice with students was to make a “Bingo”. I could observe that this activity is effective if you want to teach numbers and even vocabulary. For example, in my case it was to teach numbers, I gave the students bingo boards, some with the numbers as they are (1-2-3-etc) and, also boards with the numbers written in letters (one, fifty, etc.). This way the students can develop their listening skills and, also know how the numbers are written. Also, I think it is a fun way to teach and, also if there are rewards to hook and motivate students to learn. According to Puspitarini and Hanif (2019), instructional media refers to the tools and resources that teachers use to make learning more effective and efficient. These can be physical objects like textbooks and whiteboards, or digital tools like computers and online resources.

During my demonstration classes on this listening skill, the theme was family reunion, which consisted of students having to listen to an audio and solve various activities such as matching and solving several multiple-choice questions. Apart from these tasks, they had to carry out other activities such as talking in pairs about what their family reunion would be like, and the last activity was to do a performance on how they would organize a reunion or party. Obviously, before doing all these tasks, I as a teacher had to introduce the topic, presenting photos related to the topic and asking questions so

that the students would participate and realize that the class was going to be. There was a mistake that was made, it was that I did not have a plan b when the internet was not working. But in the end, there was a solution thanks to the tutor who gave me her help. The students were able to develop the activities and that is very gratifying for both me and the students.

The PDP model is a valuable tool for language teachers as it offers a structured approach to teaching listening skills. By following the pre-, during, and post-listening stages, teachers can guide students through the learning process effectively, ensuring active engagement. This approach aligns with research on effective language teaching methodologies, which emphasize the importance of active learning and meaningful tasks (Richards & Rodgers, 2001). The model's flexibility allows for adaptation to various contexts and student needs, making it a versatile resource for language instruction.

In short, the PDP model is a valuable tool for language teachers as it offers a structured approach to teaching listening skills. By following the pre-, during, and post-listening stages, teachers can effectively guide students through the learning process, ensuring active engagement.

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Date: October

Level: A2

Class: 2nd High School

Listening Lesson Plan

Action points

- *Time management.*
- *Organizing the activity.*

What are your Students Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the audio “Family reunion” by speaking about their ideal family reunion and then creating a short conversation of three people organizing a special reunion.

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 speak in detail about their ideal family reunion.
- Students will show that they have mastered the material by a short conversation.

Preliminary considerations:

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

- Students already know modals verbs.
- Students know the present continuous and past simple.

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

A few students can get confused with the information about the video “Family reunion”.

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

Repeating the audio as many times as necessary.

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 min	Pre-Stage	<ul style="list-style-type: none"> -Show some pictures about family reunion and ask the students to respond to the questions: -What can you observe? -Where do you have family or friend meetings? -What do you eat in a family reunion? - What activities do you do in a family reunion? 	<ul style="list-style-type: none"> -Share their ideas about the pictures and the questions predicting what will be in the audio. 	T-S V	Computer
6 min	Early During	<ul style="list-style-type: none"> -Play the audio "Family reunion" https://listeningingles.com/family-reunion/ -Give them a worksheet to put the events in order. -Present the answer. 	<ul style="list-style-type: none"> -Listen to the audio. -Put the order the sentences according to what they hear. 	T – S VA	Computer Speaker Worksheet
6 min	Later During	<ul style="list-style-type: none"> -Play the audio again "Family reunion" -Give them a worksheet about multiple choices. -Present the answer. 	<ul style="list-style-type: none"> -Listen to the audio. -Choose the correct option. 	T-S A	Computer Speaker Worksheet
13 min	Final During	<ul style="list-style-type: none"> -Ask them to work in pairs and speak about their ideal family reunion. 	<ul style="list-style-type: none"> -Work in pairs and speak about their ideal family reunion in front of class. 	T-S	Laptop Paper
15 min	Post Stage	<ul style="list-style-type: none"> -Ask students to work in groups of three and create a short conversation where they organize a special reunion and present in front of the class. 	<ul style="list-style-type: none"> -Work in groups of three and develop a short conversation where they organize a special reunion and present in front of class. 	S-S	Laptop

Demonstrative Lesson



-What do you eat in a family reunion?

- What activities do you do in a family reunion?

Audio: <https://listeningingles.com/family-reunion/>



-Who do you usually meet with on special days?

-Where do you have family or friend meetings?

Choose the correct option for the audio you heard.

Put in the correct order according to the conversation.

___ Robert asks his mom if they are having a big party tonight.

___ Robert remembers that last year the family reunion was at Uncle Walter's house.

___ Robert's mom asks him to go buy ice.

___ Robert's mom mentions that she has made lemonade.

___ Mom says it will be a potluck meal, and she will serve ribs and potatoes.

___ Robert says he is excited to see his cousins.

___ Mom mentions that Aunt Linda won't be able to attend because she is sick.

1. Why are they having a party at Robert's house?

- a) It's Robert's birthday.
- b) It's the annual family reunion.
- c) It is Robert's parents' anniversary.
- d) It's Thanksgiving.

2. What did Robert forget to do?

- a) To go to the grocery store.
- b) To invite his cousins.
- c) That the family reunion would be that night.
- d) That his mother made lemonade.

3. What did Robert ask his mother to do?

- a) Cook the barbecued ribs.
- b) Buy ice at the store.
- c) Prepare more food.
- d) Clean the house before the party.

4. What is Robert's mom going to prepare for the party?

- a) Salads and desserts.
- b) Burgers and fries.
- c) Barbecue ribs and fries.
- d) Appetizers and lemonade.

5. Why won't Aunt Linda attend the party?

- a) She wasn't invited.
- b) She is traveling.
- c) She is sick.
- d) She doesn't like the food.

6. What do the other guests plan to bring?

- a) Drinks and main dishes.
- b) Salads, appetizers and desserts.
- c) Fruits and ice cream.
- d) Meats and vegetables.

7. What did Robert's mother say about Robert's cousins?

- a) That they won't be at the party.
- b) That they are excited to see him.
- c) That they will help with the food.
- d) That they will be late.

Correct answers:

1. Robert asks his mom if they are having a big party tonight.

2. Robert remembers that last year the family reunion was at Uncle Walter's house.

3. Robert's mom asks him to go buy ice.

4. Mom mentions that she has made lemonade.

5. Mom says it will be a potluck type meal and she will serve ribs and potatoes.

6. Mom mentions that Aunt Linda won't be able to attend because she is sick.

7. Robert says he is excited to see his cousins.

Correct answers:

1. b) It is the annual family reunion.

2. c) That the family reunion would be that night.

3. b) Buy ice at the store.

4. c) Barbecued ribs and potatoes.

5. c) She is sick.

6. b) Salads, appetizers, and desserts.

7. b) Who are excited to see him.

- Work in pairs
- Speak about your **ideal family reunion**.
- Have 5 minutes to prepare.

Guiding points

Where would the meeting be?

Who would attend?

What food would there be?

What activities would you do together?

Will there be any special decorations or themes?

What music would you listen to or sing?

- Work in groups of three
- Create a **short conversation where you organize a special reunion** and then present in front of the class
- Have 7 minutes to prepare.

Ideas

Familiar or Friends

Organizing a Special Reunion

Sofia: Hey Diego! I was thinking... what if we plan a special family reunion next month?

Diego: That sounds great! Where could we do it?

Sofia: Maybe at grandma's house. She has a big garden.

Diego: Perfect! We can have a barbecue and play games.

Sofia: Yes! And we could ask everyone to bring their favorite dish.

Diego: Good idea! What about music?

Sofia: I'll make a playlist. Maybe some salsa and pop?

Diego: Nice! Let's create a group chat to invite everyone.

Sofia: Done! Let's make it a day to remember!

Reading module

Journal 4 PDP

My expectations about Reading lesson plan seemed easy to me, but I understood that making a planning of either listening, speaking, writing and in this case, Reading takes a process and time. At first, I did not know how to organize the ideas and activities that a class requires, however, this lesson plan is very effective to carry out an engaging and easy class for the teacher and the student.

The PDP Framework is a valuable tool for teaching reading. In addition, the previous knowledge that students already have can help them to understand reading texts a little better. In addition, the activities chosen after reading help to improve vocabulary and critical thinking. I emphasize that the role of the teacher is that of a guide and not as someone who translates, and it is another way to help the student.

In my pre-professional internship, I could not use reading planning, but I did observe how the English teacher of the educational institution executed a class for reading skills. She would first start by saying that they were going to read a certain passage or text, and then she would give them several activities to complete with the class. The texts I used were not too long or too short, they were appropriate to the students' level of English. On the other hand, the activities that the students carried out were more comprehensive, such as questions or true and false.

In my opinion, the activities that the teacher carried out within the class were good, but the class lacked motivation for the students to get hooked and want to do the activity. I find that applying the FMU model in the classroom is very effective. For example, knowing the grammar part is important to understand a reading, to know when it is a verb and when it

is an adjective. In addition, teaching a little grammar or vocabulary in reading classes is a very good option, so students have a foundation to better understand reading.

One of the key ideas to use in real classes would be to show pictures or words at the beginning of the class so that students can guess what the reading is about. Including work in pairs or groups so that students feel more comfortable, motivated and understand when doing the activity. Also, do creative activities, for example, do a role play on reading or change the end of the text if it is a story. Also, use comprehension activities, such as questions, completing text, or reading aloud. These activities help students to see if they understand that they allow them to be used in real situations in the language they are learning. There is the possibility that the students themselves adapt the activities or mention activities that they want to do, but based on the reading, it will be meaningful for them.

The reading and listening classes in PDP planning both activate prior knowledge and identify whether students understood, but the type of material and skills being practiced are different.

Listening classes work on understanding the general idea of either an audio or video, recognizing important details and the tone of the speaker. As should be emphasized in this class, the ability to listen is worked on, identify key information, and listen several times 2 or three times until the student can identify the objective.

On the other hand, in the reading class their objective is to understand the text, recognize how it is organized and understand the meaning of the written context. The ability to read and analyze is used, the activities that can be used underline ideas or change the ending if it is a story.

During my demonstration classes I did the Reading class with the PDP model. This class focused on students developing the skill itself through some activities according to

reading and level. The first phase of the planning to execute it was the pre-stage, where I showed several images about recycling and shared some questions to catch the students' attention. In that phase, the students entered context about the topic that would be discussed. Most of the students participated by sharing their ideas about recycling. The next phase was the during-stage, where a text about recycling was presented, the students had to read it and create a suitable theme for the text. Then, they would carry out two more activities, such as matching words with their definitions and then as a couple talk about the recycling experience. The last phase of the pro-stage, the students had to create a poster where recycling is promoted, the work was in groups and then present it in front of the class.

The positive thing I take away from this class is that most of the students participated even if they are shy, it is also that I was able to develop a little more to make the class a little more interactive. Something negative but minimal is that the students did not understand well the instructions of the last planned activities.

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Date: October 8th, 2024.

Level: A2.

Reading Lesson Plan

Action points

- *Time management*
- *Organizing the activity*

What are your Students Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the passage “Recycling” by speaking about their experience with recycling and then, presenting a campaign about recycling.

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 speak about an experience with recycling.
- Students will show that they have mastered the material explaining orally the campaign about recycling.

Preliminary considerations:

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

- Students know simple present, past continuous and simple future.
- Students know some nouns such as pollution, rainforest, natural resources, etc.
- Students know some verbs such as increase, develop, reduce, etc.

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

A few students can get confused by some unfamiliar words.

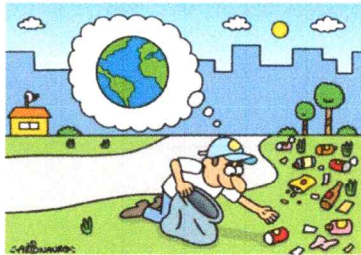
How will you avoid and/or address these problem areas in your lesson?

- Making students to read again the passage “Recycling”.
- Explaining some unfamiliar words giving context or synonyms.

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 min	Pre-Stage	-Show pictures about recycling. -Ask some questions: What are the images about? Do you recycle at home? Why do we recycle?	-Analyze the pictures. -Share their ideas about the questions.	T-S V	Projector Laptop Pictures
5 min	Early during	-Present the passage. -Ask students to read the passage and choose the best title for the passage and identify the main idea.	-Read the passage and choose the best title. -Identify and write the main idea.	T – S VA	Projector Laptop Passage
10 min	Middle during	-Ask students to read again. -Give students a matching worksheet. -Present the answers.	-Read the passage again. -Match the words with the correct concept.	T-S VA	Projector Laptop Passage Worksheets
10 min	Later during	-Ask students to speak about their experience with recycling in pairs.	-Speak in pairs about the experience with recycling.	T-S VA	Projector Laptop Passage
15 min	Post Stage	-Ask students to make groups of 4. -Ask students to do a campaign with the theme of recycling.	-Present about their campaign in front of the class. -Present a message about the importance of recycling.	S-S VA	Projector Laptop Paper Glue

			-Make a poster.		Colors Images
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Demonstrative Lesson



Recycling is very important in our lives because the waste we create is increasing all the time. The rise in population means that there are more people on the planet to create waste. New packaging are being developed, but much of these products contain materials that are not eco- friendly. New lifestyle changes, such as eating fast food, means that we create additional waste that isn't recyclable. Recycling helps to decrease the pollution caused by waste. It reduces the need for raw materials so that the rainforests can be preserved. Huge amounts of energy are used when making products from raw materials. Recycling requires much less energy which helps to preserve natural resources. We should always remember that making products from raw materials costs much more than if they were made from recycled products.

What would be the best title for this passage?
and
What would be the main idea?

Correctly match the words with the concept.

Waste	1. To grow or make something better.
Increase	2. Good for the environment.
Package	3. A box or bag that holds something.
Develop	4. Dirty air, water, or land caused by people.
Ecofriendly	5. To make something bigger in number or size.
Pollution	6. Things that are not needed and are thrown away.
Raw Materials	7. A hot, wet forest with many trees and animals.
Rainforest	8. Natural things we use to make products.
Preserve	9. To keep something safe or in good condition.

Correctly match the words with the concept.

Waste	1. To grow or make something better.
Increase	2. Good for the environment.
Package	3. A box or bag that holds something.
Develop	4. Dirty air, water, or land caused by people.
Ecofriendly	5. To make something bigger in number or size.
Pollution	6. Things that are not needed and are thrown away.
Raw Materials	7. A hot, wet forest with many trees and animals.
Rainforest	8. Natural things we use to make products.
Preserve	9. To keep something safe or in good condition.

- Talk about your experience of recycling
- Pairs

Have you ever recycled something at home ? What was it?

What materials do you think are the easiest to recycle?

Have you ever created something with recycled materials?
What was it?

Why do you think recycling is important?

Have you ever participated in a recycling campaign or
clean-up activity? where?

- In groups of 4, create a campaign about recycling.
- Choose a message: example, "Don't throw plastic!", "Recycle at home!"
- Make a poster, use colors, images, paper, etc.
- Have 10 minutes.
- Present in front of the class.
- Talk about your message and the importance of recycling.



Writing module

Journal 5

Effective writing instruction is crucial for fostering critical thinking, creativity, and communication skills, making it a cornerstone of educational development. The PDREE (preparation, drafting, revising, editing, extension) model provides a structured approach to crafting writing lesson plans that guide students through the comprehensive writing process. This essay delves into the components of the PDREE model, examines the expectations and emotions associated with writing lesson plans, reviews the contributions of three contemporary authors on writing instruction, offers practical ideas for implementing PDREE in the classroom, and emphasizes the importance of a complete writing process.

Writing lesson plans is not just about the content, teachers hope their well-designed plans will lead to great learning, student engagement, and skill building. They often feel a responsibility to make sure everyone feels welcome and supported, no matter how they learn best. Creating good writers from students' needs constant and wholehearted support (Kroll, 2003). On the other hand, students might have a mix of emotions about writing class, they might be excited to express themselves creatively but also worried about being judged or unsure of how to write well. If teachers understand these feelings and expectations, they can create lesson plans that motivate and support all students.

A real writing lesson plan using the PDREE model begins with a brainstorming session where students generate ideas related to a central theme or prompt, using graphic organizers like mind maps to structure their thoughts. Activating the schema



engages student writers in a brainstorming activity that encourages them to think of what they already know about the topic they are going to write on (Anderson, 2003). During drafting, students write initial drafts without focusing on reflection and engage in free writing exercises. In the revising stage, peer review session and revision checklists help refine clarity and coherence. Editing involves mini lessons on grammar and style, with tools like grammar assisting in error correction. Finally, extension activities such as creating a class blog or participating in writing contests provide opportunities for students to publish their work and reflect on their writing process.

During my demonstration writing classes with the PDREE model it is very different from the other skills. In the PREPARATION part, several photos were presented on the topic "bad service in a restaurant" the students quickly grasped the topic just by seeing the images, several questions were asked to clear the topic such as involving vocabulary, because it was important for the activities that were carried out later. Next part of the class was DRAFTING, at this point a formal letter and its parts were presented, the students after grasping the parts of a letter and acquiring several forms or phrases to write in a letter, they had to make a formal letter about a bad service they have had, but using the taught parts of a letter. After that part, students review their partner's letters using various points on a correction guide. And in the end they had to rewrite the letter with the established corrections and paste them on the part of the classroom. In addition, you had to vote for the best letter written, and the one who won read it in front of class.

This class was interesting as writing a letter if used in real life situations. Moreover, the students put all their support and interest into the class because it was my last demonstration class.

The key to becoming a skilled writer lies in the journey itself, not just the final product. The writing process, with its steps from brainstorming to editing, allows students to hone their skills at every turn. The PDREE model helps by providing a clear structure for this journey. By following this structure, students engage in activities that build their writing abilities and confidence. Previous studies have indicated that such factors as lack of writing experience, language deficiency, and low motivation may cause EFL students to face difficulties in writing (Ying, 2018; Yundayani, 2018; Zhang, 2018). It encourages them to see writing as a skill that constantly improves through practice and feedback. Most importantly, the back-and-forth nature of the writing process strengthens critical thinking, creativity, and communication, all essential tools for success in school and beyond.

Sum up, effective writing instruction is essential in education as it enhances critical thinking, creativity and communication skills. The PDREE model provides a structured approach to guide students through the entire writing process.

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Date: December 12th, 2024.

Level: A2

Writing Lesson Plan

Action points:

- *Time Management*
- *Classroom Management*

What are your Student Learning Objectives for the lesson?

By the end of the lesson, students will be able to write a formal letter to complain about disservice in a restaurant, then read aloud the formal letter with the class and choose the best three.

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 be able to create a formal letter following the correct steps.
- Students will be able to correct and edit their formal letters using the "peer editing symbols guide"

Preliminary considerations:

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

- Students already know how to create a short paragraph.
- Students can write simple sentences.

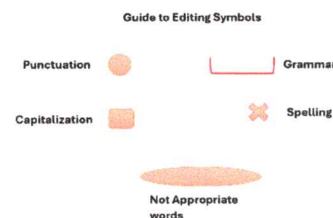
What aspects of the lesson do you anticipate your students might find challenging/difficult?

- Students can find difficult to write a formal letter.
- Students can find difficult to write concrete examples to support their complaints.

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

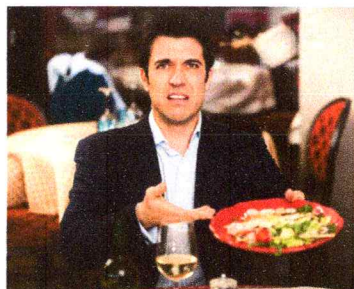
- The teacher will provide the proper steps to make a good formal letter.
- The teacher will create a word bank with useful phrases for writing complaints.

Time	Framework Stage	Procedure		Interaction T-S/S-S	Materials Needed
		Teacher will...	Students will...		
5 min	PREPARATION	<ul style="list-style-type: none"> -Show pictures about disservice in a restaurant. - Choose some students to describe some of the pictures given. -Ask students: What do you think is happening in the picture? How do you think the person feels about the service they are receiving? What will you do? 	<ul style="list-style-type: none"> - Look at the pictures. -Describe the pictures. -Respond the questions. 	T – Ss	Projector Computer
15 min	DRAFTING	<ul style="list-style-type: none"> -Present an example of a formal letter with the correct steps (letterhead, date, recipient's address, greeting, the body of the letter, farewell, signature) and the word bank. -Ask to create a formal letter about disservice in a restaurant. - Ask to use the correct steps and word bank. 	<ul style="list-style-type: none"> -Pay attention the example of a formal letter. - Create the draft following the instructions given. 	T – Ss	Projector Computer Pencil Paper

		-Supervise the students when writing the formal letter.			
15 min	<p>REVISION</p> <p>EDITING</p>	<p>-Ask to switch their formal letters with a partner for peer revision.</p> <p>-Show to use a “guide editing symbols”.</p> <p>- Ask them to return the formal letter that they have to correct.</p> <p>-Ask to edit with suggestions made.</p> <p>-Supervise the students when writing the formal letter.</p>	<p>- Switch their formal letters with a partner.</p> <p>-Identify the mistakes using symbols to revise the draft:</p> <div data-bbox="1164 722 1494 940" data-label="Diagram">  <p>Guide to Editing Symbols</p> <p>Punctuation: orange circle</p> <p>Capitalization: orange square</p> <p>Grammar: red bracket</p> <p>Spelling: red X</p> <p>Not Appropriate words: orange oval</p> </div> <p>-Edit the formal letter with suggestions made.</p>	Ss- Ss	<p>Projector</p> <p>Computer</p> <p>Pencil</p> <p>Paper</p>
10 min	EXTENSION	-Ask students to put their letters on the wall and vote for the three best formal letters.	<p>-Speed-read the formal letters on the wall.</p> <p>-Vote for the three best formal letters.</p>	Ss – Ss	Paper

		-Ask students to read in front of the class.	-Read their letters in front of the class.		
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Demonstrative Lesson



Letterhead

Av. 24 Street 15
Manta, Manabí, Ecuador

Date

July 18, 2025

Recipient's address

Martinica Restaurant
Av. Flavio Reyes y Calle 20
Manta, Manabí, Ecuador

Greeting

Dear Manager,

Body of the letter

I visited your restaurant on July 15 with my family. We had a bad experience. We waited for a long time to receive our food, and the staff was not friendly or helpful. The food arrived cold, and some items were missing. We were very disappointed. I hope you can improve the service and train your team. Your restaurant is nice, but good service is very important. I hope this helps you make things better.

Farewel

Sincerely,
Juleisy Mendoza

Signature

- Create a formal letter about bad service in a restaurant.
- The body of the letter should be a maximum of 75 words.
- 13 min

GREETINGS

- Dear Sir
- Dear Mr./Ms. (Last Name)
- Dear Restaurant Manager
- Dear Customer Relations
- Dear (Name of the restaurant) Restaurant
- Dear Team at (Name of the restaurant)
- Dear Representative
- Dear Service Team

BODY OF THE LETTER

Start the Complaint:

- I am not happy with the service at...
- I had a bad time at your restaurant.
- I did not like the service at...

Describe the Issue:

- The service was very slow.
- The staff was not nice.
- The food was cold.
- I waited a long time.
- The waiter forgot my order.

Final declaration:

- Thank you for your time.
- I hope you fix this.
- I want to hear back from you.
- I hope this gets better.

FAREWELL

- Sincerely
- Kind regards
- Best regards
- Respectfully
- With respect

Guide to Editing Symbols

Punctuation



Capitalization



Grammar



Spelling



Not Appropriate
words



Conclusions

To conclude, English is a vital tool in communication around the world in different areas whether cultural, educational and work. Therefore, there are different ways to teach the language.

Thanks to my internships and demonstration classes in my last stage of the career, I have acquired valuable experience that has developed my practice as a future teacher. This progress has helped me understand the importance of planning and applying correct methods. It has also reinforced my motivation to continue improving in my personal and professional growth.

Using different models for teaching English has allowed me to focus on each language skill. ECRIF and FMU have been peculiarly helpful for the growth of speaking and grammar, providing learners with tools for communication in real-life situations. Likewise, the PDP model helped to develop reading or listening comprehension activities, these models are flexible and adaptable for different learning levels. Finally, the PDREE model guides a writing process. Writing, proofreading, and editing have been essential phases in improving writing.

Recommendations

Overall, these experiences have been a very important step on my path to becoming a successful English teacher. I have learned that effective teaching requires planning, having a flexible structure for all types of students. I have realized that if there were not good results in the first one, in the second one you can improve, adapt or have a plan B for certain complicated situations within a classroom.

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