

UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ

FACULTAD DE EDUCACIÓN, TURISMO, ARTES Y HUMANIDADES

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

MODALIDAD:

TRABAJO DE INTEGRACIÓN CURRICULAR

TEMA:

TEFL APPLICATION PROCESS

AUTORA:

SOFIA ISABEL MERA ESPINAL

TUTOR:

DR. GERMAN WENCESLAO CARRERA MORENO

MANTA – MANABÍ – ECUADOR

2025 - (1)

CERTIFICADO DE DERECHO DE AUTOR

PROPIEDAD INTELECTUAL

Título del Trabajo de Investigación: TEFL Application Process

Autor:

Mera Espinal Sofia Isabel

Fecha de Finalización:

4 de agosto del 2025

Descripción del Trabajo:

El presente trabajo se centra en fortalecer las habilidades de escuchar, leer, escribir y hablar a través de la metodología TEFL, utilizando enfoques como FMU, ECRIF, PDP y el proceso de escritura. Para ello, se diseñaron planes de lección que combinan materiales auténticos, actividades de comprensión lectora, prácticas de escritura guiada y dinámicas de expresión oral, adaptadas a las necesidades de los estudiantes. Además, la propuesta integra las experiencias académicas y preprofesionales adquiridas durante la formación docente, enriqueciendo el proceso de enseñanza-aprendizaje

Declaración de Autoría:

Yo, **Mera Espinal Sofia Isabel** con número de identificación **1315722197**, declaro que soy el autor original y **Dr. German Wenceslao Carrera Moreno**, con número de identificación **1001819620**, 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.

Derechos de Propiedad Intelectual:

El presente trabajo de investigación está reconocido y protegido por la normativa vigente, art. 8, 10, de la Ley de Propiedad Intelectual del Ecuador. Todos los derechos sobre este trabajo, incluidos los derechos de reproducción, distribución, comunicación pública y transformación, pertenecen a los autores y a la Institución a la que represento, Universidad Laica Eloy Alfaro de Manabí.



Firma del Autor

Sofia Isabel Mera Espinal
1315722197



Firma del coautor

Dr. German Wenceslao Carrera Moreno
1001819620

Manta, 07 de agosto de 2025

CERTIFICO

En calidad de docente tutor(a) de la Facultad de Educación, Turismo, Artes y Humanidades de la Universidad Laica "Eloy Alfaro" de Manabí, CERTIFICO:

Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Integración Curricular bajo la autoría de la estudiante MERA ESPINAL SOFIA ISABEL, legalmente matriculada en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, período académico 2025-2026(1), cumpliendo el total de **384 horas**, cuyo tema del proyecto o núcleo problémico es "*TEFL APPLICATION PROCESS*"

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.

Particular que certifico para los fines consiguientes, salvo disposición de Ley en contrario.

Manta, Viernes, 01 de agosto de 2025.

Lo certifico,



CARRERA MORENO GERMAN WENCESLAO
Docente Tutor

CONTENT

Contenido

RESUMEN.....	2
ABSTRACT	3
INTRODUCTION.....	1
MODULE 1: FMU LANGUAGE ANALYSIS	2
FMU Analysis of: There is and There are.....	2
Reflection Wheel Journal 1	4
MODULE 2: SPEAKING MODULE.....	6
ECRIF Lesson Plan.....	6
Reflection Wheel Journal 2	12
MODULE 3: LISTENING MODULE	15
Listening Lesson Plan	15
Reflection Wheel Journal 3	22
MODULE 4: READING MODULE.....	25
Reading Lesson Plan	25
Reflection Wheel Journal 4	34
MODULE 5 : WRITING MODULE	37
Writing Lesson Plan.....	37
Reflection Wheel Journal 5	42
CONCLUSION.....	45
RECOMMENDATION	46

Abstract

This project presents the design and application of English as a Foreign Language lesson plan, complemented by reflective journals to critically examine the teaching process. Lessons were carefully crafted using the FMU, ECRIF, and PDP frameworks to integrate the four key language skills: speaking, listening, reading, and writing. Implemented in real classroom environments, these plans enabled the monitoring of student progress and the evaluation of instructional effectiveness. Reflective journals provided insights into teaching strengths, encountered challenges, and opportunities for professional growth. This project shows how systematic lesson planning paired with ongoing reflection fosters the development of teaching competencies and supports dynamic, student-centered English language instruction.

Keywords:

Lesson plans, reflective journals, EFL teaching, language skills, teaching frameworks

Resumen

El presente proyecto se centra en la elaboración y aplicación de planes de clases de inglés como lengua extranjera, así como en la redacción de journals reflexivos para analizar el proceso de enseñanza. Se diseñaron planes de lección que integran las cuatro habilidades lingüística: speaking, listening, reading y writing, utilizando los marcos metodológicos FMU, ECRIF y PDP. Posteriormente, estas clases fueron aplicadas en contextos reales, lo que permitió observar el desarrollo de los estudiantes y la efectividad de las estrategias implementadas. Los journals reflejan el proceso de aprendizaje docente, evidenciando fortalezas, dificultades y oportunidades de mejora en la práctica educativa. Este proyecto contribuye al desarrollo de competencias pedagógicas, fomenta la reflexión continua y promueve la implementación de clases dinámicas y efectivas en la enseñanza del inglés.

Palabras clave: enseñanza del inglés, planes de clase, diarios reflexivos, habilidades lingüísticas, marcos metodológicos.

Introduction

In a globalized world, learning English is essential as a communication tool and a bridge across diverse cultures and experiences. Getting core language skills, listening, reading, speaking, and writing, is at the heart of effective language learning.

The purpose of this portfolio is to document the process and rationale behind creating a comprehensive TLEF lesson plan, designed to support learners at various levels. Each skill area includes speaking, writing, reading, and listening features, focused on activities and a reflective journal, enabling students to actively engage with each skill and check their progress. For grammar, the lesson plan applies a step-by-step approach involving context, analysis, and practice; for listening and reading, structured strategies help students develop comprehension, while for speaking, communicative techniques are employed to encourage participation and fluency. Each session is complemented by a journal entry where learners can reflect on their experiences and achievements.

Reading, for instance, not only supports language development but also broadens learners' understanding of the world. Students enhance their ability to interpret, analyze, and build new knowledge through critical engagement with texts. Writing, equally vital, cultivates self-expression and reinforces vocabulary. Although it often presents challenges, consistent reflection and practice pave the way for substantial improvement.

This project highlights the integrated, reflective nature of language learning and shows how structured lesson planning, including regular journal writing, supports continuous growth and learner autonomy.

MODULE 1: FMU LANGUAGE ANALYSIS

FMU Analysis of: There is and There are

- **FORM**
- **Affirmative**

There is + indefinite article + singular noun + complement.

There is a book on the table.

There are +plural nouns + complement.

There are three apples in the basket.

- **Negative**

There is not (There isn't) + indefinite article + singular noun + complement.

There is not a cat in the room.

There are not (There aren't) + plural nouns +complement.

There are not chairs in the kitchen.

- **Question**

Is there + indefinite article + singular noun + complement?

Is there a pen on the desk?

Are there + plural nouns + complement?

Are there any students in the classroom?

How many + plural noun + are there + complement +?

How many books are there on the table?

How many students are there in the classroom?

- **MEANING**

"There is" and "There are" are focused on indicating the presence or existence of one or more things in each context.

- **USE**
- **We use there is / there are to say that something exists.**

There is a lot of noise.

- **We often use there is / there are to say where something is.**

There is a good restaurant at the end of the street.

There are some keys in that box.

- **We can also use there is / there are to say when something happens.**

There is a concert tonight.

There are a lot of storms in summer.

- **ANTICIPATED DIFFICULTIES**

- Confusion between singular and plural nouns.
- Students may be confused with the contractions in the negative form.

- **COMPREHENSION-CHECKING QUESTIONS**

- Is there a pencil on your desk?
- Are there any books on the shelf?
- Is there a clock on the wall?
- Are there any students wearing red shirts?

- **TEACHING IDEAS**

Students will practice using "There is" and "There are" by finding and describing items in the classroom.

- **SOURCES CONSULTED:**

- British Council. (s.f). *Using 'there is' and 'there are'.*

<https://learnenglish.britishcouncil.org/grammar/a1-a2-grammar/using-there-are#:~:text=We%20use%20there%20is%20to,caf%C3%A9s%20in%20the%20s hopping%20centre.>

Reflection Wheel Journal 1

My Experiences with FMU

Teaching grammar is an essential part of language learning. It provides rules and structure that allow effective communication, and learners can express themselves clearly and accurately. Therefore, it is the responsibility of teachers to integrate it into language instruction. Language teachers must thoroughly analyze and understand every aspect of language before planning a speaking lesson for their students. In this journal, I intend to explore the elements of language analysis, including my expectations and feelings, new learnings, experiences, and the importance of FMU in language teaching.

First, my expectations and feelings about FMU were confusing and difficult to understand. When I first encountered the course content, I felt overwhelmed and disoriented. For example, as I carefully read module 1, I was frustrated because the concepts were complex. However, after receiving guidance from my tutor, I began to see things more clearly and was able to better understand these key ideas. One of the most effective ways I found to grasp Form, Meaning, and Use was by examining how these different aspects connect through a single grammatical feature. In conclusion, this helped me clarify my first doubts and make progress in understanding the topic.

In addition, I have learned more about the FMU framework, which has helped me understand how grammar can be taught more effectively. As Celce-Murcia and Larsen-Freeman (2015) suggest, teachers must have a clear understanding of what they are teaching to communicate it properly. Through this framework, I realized that focusing on the structural aspect of grammar helps students understand how the rules work (Roberts, 1992). Equally important, emphasizing Meaning allows learners to connect grammar rules with real-life communication, making it more relevant and easier to grasp. As Yilmaz (2018) points out, looking at grammar from different perspectives promotes a more thorough understanding. Lastly, focusing on Use gives students the tools to apply grammar in real-world situations, enhancing their communication skills.

During my internship, I encountered significant challenges while trying to instruct a diverse group of learners. The students had different levels of language skills, which made it challenging to create lessons that met everyone's needs. For instance, some students did not know basic structures, while others struggled with reading and writing. This variation in skill levels required me to create two distinct lesson plans for

the same class, making it harder to provide a unified learning experience. I realized that applying the FMU framework is essential for addressing these challenges effectively. By focusing on Form, Meaning, and Use, teachers can adapt their lessons to meet the needs of all students, ensuring that everyone can engage with the content.

Finally, the importance of FMU in teaching is crucial to ensuring more effective instruction. This approach allows students to internalize the correct structure of grammar and its practical application in real contexts. Students not only memorize rules but also understand how to use them, helping with an easy transition from theoretical learning to real-world usage. For example, when teaching question formation in English, students learn the structure, understand its meaning, and practice using it in everyday conversations. In this way, students not only master the rules but also apply them correctly in daily communication.

In conclusion, I have learned that focusing only on grammatical structures isn't enough. We need to make our lessons engaging by incorporating games and activities. Applying the FMU approach, Form, Meaning, and Use, helps us connect grammar with its practical application. Although it was challenging to integrate this method, it has proven effective in making grammar instruction more meaningful and interactive. By using FMU, we can better capture students' attention and improve their ability to use language confidently.

Reference:

- Celce-Murcia, M., & Larsen-Freeman, D. (2015). *The Grammar Book: An ESL/EFL Teacher's Course*.
- Roberts, R. (1992). "All dictionaries, bilingual and monolingual, provide only the most common significations of words."
[file:///C:/Users/erwin/Downloads/Teaching%20grammar%20in%20context%20\(2\).pdf](file:///C:/Users/erwin/Downloads/Teaching%20grammar%20in%20context%20(2).pdf)
- Yilmaz, A. (2018). "It is necessary to provide a brief description of clauses in English and Larsen-Freeman's dimensions of grammar teaching to establish a clear framework for the subsequent analysis of the target linguistic structure in writing skills. <https://www.teflcourse.net/blog/the-importance-of-learning-grammar-ittt-tefl-blog>

Module 2: Speaking Module

ECRIF Lesson Plan

Action points

Level: A2

1. Time management
2. Give clear and precise instructions.

What are your Students' Learning Objectives for the lesson?

By the end of the lesson, SWBAT **use** there is/ there are **to** describe things in the classroom **in** a conversation about their "Dream classroom" in groups of 3.

- **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?**

In the worksheet, I will observe whether students correctly use there is/ there are to complete the dialogue.

In the Look Up and Say activity, I will observe how students retain short parts of the text and express them orally to their partners, paying attention to their pronunciation and fluency.

Preliminary considerations:

- . **What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**
 - Students know basic vocabulary for classroom objects.
 - Students know the present simple tense.
- b. What aspects of the lesson do you anticipate your students might find challenging/difficult?**
 - Students may have difficulty with the pronunciation of certain words (eraser, pencil, notebook, table, scissors, ruler)
 - Students might get nervous talking in front of their classmates.
- c. How will you avoid and/or address these problem areas in your lesson?**
 - The students will repeat the words several times after the teacher models the correct pronunciation.
 - The students will stand up and, walking around the classroom, will point to different objects while saying their names in English, such as "pencil," "notebook," or "table."

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
6 min	Encounter	<ul style="list-style-type: none"> Show some pictures of classroom objects. Ask the following question: <ul style="list-style-type: none"> What objects do you recognize in the picture? Pronounce each word and students must repeat. Correct pronunciation of some words. Ask students to stand up and walk around the classroom, pointing to different objects, while saying their names. 	<ul style="list-style-type: none"> -Look at the picture -Answer the question voluntarily. -Stand up and walk around the classroom while pointing to different objects and saying their names, such as pencil, pen etc. -Listen and Repeat Activity) Practice pronunciation of certain words.	T-S	Computer Projector
6 min	Clarify	<ul style="list-style-type: none"> Write on the board some examples of affirmative, and negative question forms of there is/there are. Use How many... Explain the structure step by step. CCQs: <ul style="list-style-type: none"> How many pencils are there on your desk? How many books are there on the shelf? How many students are there wearing red shirts? 	<ul style="list-style-type: none"> -Pay attention to sentence structure. -Answer the questions voluntarily. 	T - S S-S	Computer projector
8 min	Remember	<ul style="list-style-type: none"> Provide a worksheet. (Dialogue) 	Activity 1	S-S	Worksheet

		<ul style="list-style-type: none"> • Explain that they must fill in the blanks with the correct answer. • Ask to exchange the worksheet with their classmates. to check if the answers are correct. • Give the correct answer. • Give instructions to practice the dialogue in pairs. (mingle activity) 	<ul style="list-style-type: none"> -Fill in the blanks with the correct answer. -Check if your classmate has the correct answer and put a tick. <p>Practice the dialogue in pairs.</p>		Pencil Eraser
10 min	Internalize	<ul style="list-style-type: none"> • Give instructions of activity 2 • Explain that they must write ideas on the board to make a conversation. • Ask to continue the following dialogue, one by one: A: Hi! Wow, your house is big and beautiful. I love the living room! B... • Make students form an Onion ring. • Ask to practice the conversations in pairs using the “Look up and Say” technique. When the teacher says “change” Ss give a step on the right. • Model the activity look up and say. 	<p>Activity 2</p> <ul style="list-style-type: none"> -Go to the board and write ideas to make a conversation. -form an Onion ring and practice the conversation using the techniques “Look Up and Say” 	S-S K	
15 min	Fluency	<ul style="list-style-type: none"> • Ask students to work in groups of 3. • Tell them that each group must imagine their “dream classroom” and discuss what objects it would have. They should use “there is” and “there are”. 	<p>Activity 3</p> <p>Create and practice a conversation about objects they would like to find in a dream classroom.</p>	T-S	Notebook Eraser Pencil

		<ul style="list-style-type: none"> • Tell students they have 7 minutes to create a description of at least 8 sentences. • Tell students that they will present their dream classroom in front of the class. 	Role Play the conversation in front of the class.		
--	--	---	---	--	--

RESOURCES ENCOUNTER

Classroom Objects



REMEMBER (Activity 1)

Name:

Worksheet

Read the dialogue. Fill in the blanks with "there is" or "there are".

Dialogue: First Day at School

Sara: This classroom looks amazing!

Leo: I agree. Look, _____ a big whiteboard at the front.

Sara: And _____ colorful posters on the walls! I think they help us learn new words.

Leo: Yes! Over there, _____ a bookshelf with many books and dictionaries.

Sara: I also see that _____ a globe on the teacher's desk. That's cool!

Leo: And near the window, _____ some plants. I love when classrooms have nature inside.

Sara: Wait, _____ a computer in the corner. Do we use it for projects?

Leo: Maybe. And _____ also some tablets on the shelf behind the desk.

Sara: Wow, this classroom is really modern! But I don't see any scissors or glue sticks.

Leo: Don't worry, I think _____ some in the drawer next to the pencils and markers.

Pictures: Demonstrative speaking lesson plan



Reflection Wheel Journal 2

Speaking Lesson Plan

Language is fundamental for effective communication; it allows us to express our thoughts and emotions. English Speaking skills, as a productive ability, need considerable practice and the implementation of innovative strategies. Consequently, students develop speaking skills by engaging in stages, facilitating spontaneous and fluent expression. The ECRIF framework (Encounter, Clarify, Remember, Internalize, and Fluency) serves as a guide to achieving this goal. In this journal, I will discuss several key aspects I considered during my experiences in this module.

First, it is important to consider my expectations and feelings while studying this module. My expectations of ECRIF were high because I believed it would provide me with a solid framework for effective teaching. Therefore, it would help me better organize my classes and provide a clear path for student learning. In terms of feelings, using ECRIF made me feel more confident as a student-teacher. The step-by-step approach assured me that I was addressing key learning moments, reinforcing my sense of preparation and skill in the classroom.

ECRIF, a framework designed for language teaching, is extensively supported by educational research. Graves (2008) highlights that ECRIF's structure aids in effective course planning by emphasizing the stages of learning: Encounter, Clarify, Remember, Internalize, and Fluently Use. This step-by-step approach allows teachers to develop lessons that are more focused and engage learners more deeply. Additionally, Tosuncuoglu (2017) points out that ECRIF promotes a learner-centered model, giving teachers insight into students' thought processes during lessons, which facilitates better interaction and adaptation of activities to student needs.

Moreover, Smith (2019) explains that ECRIF's sequential design not only fosters language acquisition but also supports the gradual transfer of responsibility from teacher to learner. This transition encourages autonomous language use and increases learners' confidence in speaking tasks. Consequently, the framework guides lesson execution while deepening understanding of the learning process in the classroom. By integrating the five stages thoughtfully, educators can enhance both the effectiveness of their teaching and the quality of students' spoken language performance.

Therefore, ECRIF is an acronym for the five stages: Encounter, Clarify, Remember, Internalize, and Fluency. This framework allows teachers to be guides in each lesson. In this case, the focus of attention is the students, whose main mission is to develop ability and accuracy in producing the target language.

During my pre-service teaching, I encountered many rewarding experiences that enriched my teaching practice. I used the ECRIF framework in my speaking lessons to create a more engaging learning environment for my students. By emphasizing the importance of each stage, I noticed that students were more willing to take risks in their speaking activities. Therefore, my main point is that fostering an interactive classroom encourages students to feel more confident and less anxious about speaking in front of others. In conclusion, applying the ECRIF framework effectively addressed communication barriers, enabling students to express themselves more fluently.

In addition, during my community service as a student teacher, I realized that implementing the ECRIF framework can help solve several challenges students face. Many students struggle with keeping vocabulary and using new words effectively, but ECRIF provides repeated exposure in different contexts, which helps with retention. Additionally, students often feel anxious about speaking in front of their peers, which limits their participation; the structured nature of ECRIF fosters a supportive environment that allows students to practice speaking confidently and comfortably.

Finally, when we design our classes, we should incorporate activities like role-playing and think-pair-share. Role-playing allows students to practice real-life scenarios, such as ordering food in a restaurant or conducting a job interview, making the learning experience fun and relevant. Additionally, think-pair-share activities promote collaboration and ensure that all students can contribute. In this activity, students first think about a topic individually and then discuss their thoughts with a partner before sharing them with a larger group. Therefore, these activities not only enhance their fluency but also build confidence as they express their ideas.

To sum up, ECRIF has proven effective in fostering the development of speaking skills in the classroom. Using a structured approach, ECRIF facilitates better lesson planning and promotes a student-centered learning environment. Therefore, incorporating interactive activities, such as role-playing and think-pair-share

discussions, is crucial for increasing students' confidence and fluency in language production.

Reference:

- Graves, K. (2008). *The Language Curriculum: A Social-Contextual Perspective*. Cambridge University Press.
- Smith, J. (2019). Facilitating Autonomy in EFL Speaking through the ECRIF Framework. *TESOL Quarterly*, 53(1), 78-92.
- Tosuncuoglu, I. (2017). ECRIF Framework in English Teaching. *Journal of Education and Training Studies*, 5(3), 130-134. <https://eric.ed.gov/?id=EJ1133603>

Module 3: Listening Module

Listening Lesson Plan

Level: B1

Action points

1. Time management
2. Give clear and precise instructions.

What are your Student Learning Objectives for the lesson?

- *By the end of the lesson, SWBAT show understanding of the audio “A healthy lifestyle” by completing the paragraph with the missing words AND THEN writing a short paragraph about their healthy habits or how they can improve their lifestyle.*

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?

- In activity 1, I will check students' progress when they can choose the answer for each question.
- In activity 2, I will check students' progress when they can complete the paragraph with missing words.
- They should be able to write a short paragraph.

Preliminary considerations:

- a. **What vocabulary/grammar/information/skills do your students already know about today’s lesson?**
 - Students know vocabulary about healthy habits (good diet, exercise, sports, sleep)
 - Students know the present simple and continuous tenses.
- b. **What aspects of the lesson do you anticipate your students might find challenging/difficult?**
 - The students still need to learn certain phrasal verbs and idioms. (cut back on, out of shape, take up, feel like a million bucks)
- c. **How will you avoid and/or address these problem areas in your lesson?**
 - Providing meanings of unknown phrasal verbs and idioms.

Time	Framework Stage	Procedure		Interaction T-S/S-S	Materials Needed
		Teacher will...	Students will...	VAKT	
8 minutes	Pre-Stage	<ul style="list-style-type: none"> • Explain the steps of the game “Broken Phone.” • Divide the class into two groups and students must form a line. • Prepare three different audio segments related to healthy habits. • Provide a pair of headphones for the first student in each group. • Give clear instructions: "Each group will hear the audio only once. Pass the message by whispering it to the next person in line. • Ask the last student in each group to say the sentence aloud and compare it with the original phrase from the audio. 	<ul style="list-style-type: none"> • Pay attention to the game “Broken Phone” steps. • Listen to the audio and whisper the message to the next person in line. • The last student will say the phrase aloud and compare it with the original audio. 	T-S A-K	Headphones Cellphone

		<ul style="list-style-type: none"> Pre-Teach the meaning of phrasal verbs and idioms (cut back on, out of shape, take up, feel like a million bucks) by means of a matching activity. 	<ul style="list-style-type: none"> Match the meaning of phrasal verbs and idioms with the corresponding meaning. 		
6 minutes	Early-During stage	<ul style="list-style-type: none"> Play the audio about “A healthy lifestyle.” https://www.esl-lab.com/intermediate/healthy-lifestyle/ <p>Ask questions related to the video:</p> <ul style="list-style-type: none"> What is the man asking the woman to bring him? What does the woman suggest the man do before joining the team? What types of exercise does the woman suggest for the man? 	Pair activity 1 <ul style="list-style-type: none"> Listen to the audio and pay attention. Discuss the answers in pairs in a mingle activity. 	T-S	projector

9 minutes	Later-During stage	<ul style="list-style-type: none"> • Provide a worksheet for each student. • Read the worksheet instructions. • Let students read the options of each question. Repeat the audio recording 2 times. • Ask students to follow the steps. 	Activity 2 <ul style="list-style-type: none"> • "Listen carefully to the audio recording and answer the question according to the audio. • Read the options for the activity. • Choose the answer and share with the class. 	T-S	Worksheet Pencil eraser
12 minutes	Final-During stage	<ul style="list-style-type: none"> • Hand out another worksheet, • Give instructions for activity 3. • Repeat the audio recording 2 times. • Ask to exchange the worksheet with their classmates to check if the answers are correct. 	Activity 3 <ul style="list-style-type: none"> • Listen to the audio. • Complete the paragraph with missing words. • Check if your classmate has the correct answer and put a tick. 	T-S	Worksheet Pens or pencils eraser
10 minutes	Post stage	<ul style="list-style-type: none"> • Ask the students to work in groups of 4 and present a proposal about how they can improve their lifestyle. • Ask students what proposal they think is the best. 	Activity 4 (Group Work) <ul style="list-style-type: none"> • Discuss and write a proposal of how they can improve their lifestyle. • Share with classmates and choose the best one. 	S-S	Pencil Pen Notebook

Resources

Pre-Stage

Phrasal Verbs Meanings

- | | |
|-------------------------------------|------------------------------------|
| 1. Cut back on | To feel very good or healthy. |
| 2. Out of shape | To reduce the amount of something. |
| 3. Take up | To be in poor physical condition. |
| 4. Feel like a million <u>bucks</u> | To start a new activity or hobby. |

LATER-DURING STAGE (Activity 2)

Worksheet

Listening Exercise

A. Listen to the recording and answer the questions.

The man wants to ____.

join a soccer club

run a mountain marathon

try out for the company basketball team

The woman is worried that ____.

her husband's health isn't good

her husband is becoming a fitness freak

the man works too much

First, the woman suggests that her husband ____.

see a doctor

visit with a fitness trainer

start with light workouts

Her husband should ____.

consume less salt

eat more protein

eat less fatty foods

Why does the man's wife recommend cycling?

It helps strengthen the heart.

It helps develop mental toughness.

It is good for improving muscle tone.

FINAL-DURING STAGE (Activity 3)

Complete the Paragraph with missing words.

Complete the Paragraph with Missing Words

The man asks his wife to bring him some _____ along with a bowl of _____. He also requests a _____ of pizza from the fridge. While chatting, the man tells her about a new _____ at work and says he is thinking about _____. His wife, however, seems a bit concerned because it has been _____ since he last played, and she worries he might suffer a _____ if he exerts himself too much. She advises him to get a _____ before starting and suggests improving his _____ by including more fresh fruits and _____. Additionally, she encourages him to do some weight _____ or try _____ to build up his fitness. She finishes by recommending that he go to _____ earlier instead of staying up watching _____. The conversation ends with the man teasing her about sounding like a personal trainer, but she explains that she only wants him to stay _____.

Reflection Wheel Journal 3

Listening Module (PDP)

Listening is one of the most essential skills in language learning, as it serves as the foundation for effective communication. Through listening, learners can not only understand spoken language but also develop pronunciation, vocabulary, and comprehension. However, mastering listening involves more than just hearing words; it requires focused attention, active engagement, and the ability to interpret meaning from different contexts. In educational settings, listening activities are designed to enhance these abilities by exposing students to authentic audio materials and real-life conversations. In this journal, I will review some key points I have considered relevant while working on this module.

First, I want to present my expectations and feelings about this module. My expectations about planning a listening lesson with the PDP framework were optimistic because I believed it would engage students more effectively and enhance their comprehension skills. I expected the structured approach would allow me to create a dynamic learning environment. In terms of feelings, working with this framework made me feel more prepared as a future educator. The clarity it provided helped me feel that I was focusing on important listening skills, which increased my confidence in my teaching and made the lessons more effective for my students.

Therefore, PDP is essential for developing students' listening skills in a structured and meaningful way. As Rost (2011) points out, listening is an active process that involves hearing words and interpreting meaning based on context. According to Vandergrift and Goh (2012), effective listening instruction should foster metacognitive awareness, encouraging students to reflect on their strategies and progress. Field (2008) also emphasizes the importance of exposing learners to authentic listening materials; it helps bridge the gap between classroom activities and real-world communication. A listening lesson plan promotes comprehension and long-term skill development by integrating clear goals, authentic input, and reflective strategies.

I learned that the PDP framework integrates three principal stages that foster the ability to listen and respond adequately: pre, during-listening, and post-listening. In the Pre-listening stage, activities such as predicting content or discussing related topics prepare students to engage with the material. During listening, learners focus on

comprehension tasks, like finding key ideas or specific information, which enhances their listening skills. Finally, the post-listening stage involves activities such as summarizing or discussing the content, allowing students to reflect on what they have learned and apply it in meaningful ways. This structured approach ensures a comprehensive development of listening abilities.

In addition, during my community service, I had the opportunity to lead some engaging and enjoyable listening lesson plans (PDP). However, I found that some students struggled with some listening tasks, which made it challenging to maintain a high level of engagement. This issue highlighted the need for a more varied approach to listening practice. I think the PDP framework could help with this. It encourages a mix of engaging activities that cater to different learning styles, making listening practice more dynamic. Students would feel more motivated and excited to improve their listening skills by including various listening materials and interactive tasks.

Several practical activities can be implemented in each stage of a listening lesson plan to improve comprehension. In the pre-listening stage, one option is predicting content, where students look at keywords or images and make guesses about the topic; this prepares them for listening and builds curiosity. During listening, an effective activity is focused on listening tasks, such as answering true/false questions or filling in the blanks, which help students stay engaged and concentrate on essential information. In the post-listening stage, a valuable activity is a discussion and reflection, where students share what they understood and clarify any doubts, deepening their understanding and retention.

The listening and speaking lesson plans differ in several ways. One main difference is that the framework used for listening lessons often follows PDP (Pre-, During-, Post- stages) to guide students through levels of comprehension; on the other hand, speaking lessons generally use ECRIF (Encounter, Clarify, Remember, Internalize, fluent use) to build communication skills progressively. Additionally, listening lessons are primarily receptive, focusing on understanding incoming information, while speaking lessons are productive and centered on students expressing their ideas. These distinctions ensure that each lesson type targets the unique skills needed for effective communication.

In conclusion, the PDP framework supports the development of listening skills by guiding students through each lesson stage: pre- during, and post. By using a variety of authentic activities, this framework not only enhances comprehension but also motivates students. It is flexible enough to accommodate different learning styles effectively addressing the common challenges when teaching listening in the classroom.

References

- Field, J. (2008). *Listening in the Language Classroom*. Cambridge University Press.
- Rost, M. (2011). *Teaching and Researching Listening*. Pearson Education.
- Vandergrift, L., & Goh, C. (2012). *Teaching and Learning Second Language Listening: Metacognition in Action*. Routledge.

Module 4: Reading Module

Reading Lesson Plan

Action Points

Level: A2

- Time management
- Control the volume of my voice.

What are your Students' Learning Objectives for the lesson?

- By the end of the lesson, SWBAT show understanding of the reading "Free Time" by selecting the correct answers in a multiple-choice activity, then, write a short paragraph about their free time activities.

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

- In the first activity, I will see how fast the ss can identify the best title for the reading.
- In activity 2, I will check students' progress when they can choose the topic sentence for each paragraph.
- Finally, they should be able to write a short paragraph about their own free time.

Preliminary Considerations

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

Students already know the use of present simple.

Some basic phrasal verbs,

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

Specific vocabulary could be difficult to understand for students (Accomplishment, Knitting, Gardening, Refresh, Cultures)

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

Explain some vocabulary words before beginning the reading.

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 hobbies. Ask the following questions: What is the person doing in this picture? Which of these activities do you do in your free time? Clarify the meaning and pronunciation of some words: Accomplishment, Knitting, Gardening, Refresh, Cultures) 	<ul style="list-style-type: none"> Look at the pictures and answer the questions. Write down the meaning of the words. 	T-S	Computer Projector
8 min	During- early stage	<ul style="list-style-type: none"> Hand out students a worksheet with the reading. Ask to skim the text and choose the best title from the options. Ask to explain why they chose that title. 	ACTIVITY 1 (Work in pairs) <ul style="list-style-type: none"> Read the text and discuss the best title. Explain why they chose that title. 	T-S	Copies of the text Pencil pen
9 min	During- later stage	<ul style="list-style-type: none"> Give students a worksheet for activity 2. Ask students to read the text again. Ask Ss to underline, in each paragraph, the sentence with the main idea. 	ACTIVITY 2 <ul style="list-style-type: none"> Read the text again. Underline the main idea in each paragraph. Compare answers with classmates. 	T-S	Worksheet Pencil or pen

13 min	During -final stage	<ul style="list-style-type: none"> • Give students a worksheet for activity 3 • Ask students to read the text again. • Give instructions for the multiple-choice activity. 	ACTIVITY 3 <ul style="list-style-type: none"> • Read the text again and choose the correct answer. • Exchange the worksheets with classmates to compare answers. • Correct mistakes if necessary 	T-S	Worksheet pen or pencil
10 min	Post-stage	<ul style="list-style-type: none"> • Ask students to write a short paragraph about what they would do in their free time, if they had a lot of money. 	Write a paragraph about dream free-time activities and share it with classmates.	S-S	Notebook Pencil Pen

RESOURCES

Pre-stage

Flashcards

Hobbies

©www.kids-pages.com



dance



painting



cooking



fishkeeping



playing an
instrument



singing



reading



playing computer
games



listening to music

During early stage

Instructions:

Skim the text below quickly (read it in about 1-2 minutes).

Choose the best title for the text from the options provided.

- The Importance of Free Time
- Popular Hobbies Around the World
- Why Traveling is the Best Activity

Free time is important because it helps us relax and do activities we enjoy. People spend their free time in different ways. Some like to read books, while others enjoy watching TV or playing video games. Many people also like to exercise, going for walks, running, or playing sports like football or basketball. Spending time with friends or family is another popular way to use free time. They might go to the park, visit a museum, or have a meal together.

In addition to these activities, many people have hobbies that they enjoy in their free time. Some people like cooking, gardening, or knitting, which are relaxing and help them learn new skills. Hobbies are important because they give us a sense of accomplishment and happiness. They also allow us to express our creativity and relax after a busy day.

Traveling is another great way to spend free time. It allows people to explore new places, try different foods, and meet new people. Traveling helps us learn about the world and experience different cultures. Whether it's a short trip or a long vacation, traveling is a wonderful way to take a break and refresh the mind.

During-stage

Worksheet: Identifying main idea

Instructions:

- 1. Read the text carefully.**
- 2. Underline the main idea of each paragraph about free time activities.**

Paragraph 1:

Free time is important because it helps us relax and do activities we enjoy. People spend their free time in different ways. Some like to read books, while others enjoy watching TV or playing video games. Many people also like to exercise, going for walks, running, or playing sports like football or basketball. Spending time with friends or family is another popular way to use free time. They might go to the park, visit a museum, or have a meal together.

Paragraph 2:

In addition to these activities, many people have hobbies that they enjoy in their free time. Some people like cooking, gardening, or knitting, which are relaxing and help them learn new skills. Hobbies are important because they give us a sense of accomplishment and happiness. They also allow us to express our creativity and relax after a busy day.

Paragraph 3:

Traveling is another great way to spend free time. It allows people to explore new places, try different foods, and meet new people. Traveling helps us learn about the world and experience different cultures. Whether it's a short trip or a long vacation, traveling is a wonderful way to take a break and refresh the mind.

During final stage

Worksheet

Read the text and choose the correct answer for each question.

1. What is the main reason people spend their free time?

- a) To work harder
- b) To relax and do activities they enjoy
- c) To help others

2. Which of the following is NOT mentioned as how people spend their free time?

- a) Reading books
- b) Going to the park
- c) Cleaning the house

3. What are hobbies important for?

- a) To make money
- b) To give a sense of accomplishment and happiness
- c) To help others

4. Which of the following is NOT mentioned as a hobby in the text?

- a) Cooking
- b) Knitting
- c) Swimming

5. What does traveling help people do?

- a) Learn new skills
- b) Explore new places and meet new people
- c) Stay at home

6. What does the text say about traveling?

- a) It is not a good way to spend free time.
- b) It helps people relax and learn about the world.
- c) It is expensive and only for rich people.

7. Which activities are mentioned to relax in your free time?

- a) Reading books
- b) Working
- c) Shopping

8. What do people enjoy when they spend free time with friends or family?

- a) They might go to the park, visit a museum, or have a meal together.
- b) They might go to work or clean the house.
- c) They might watch TV alone.

Reflection Wheel Journal 4

Reading Module (PDP)

Learning a second language requires different strategies to develop skills effectively. One helpful framework is PDP, which focuses on teaching receptive skills like reading. This approach allows learners to understand texts better and gradually build their reading comprehension in a structured way. I will present some of my learning experiences during this module to better understand this process.

It is important to consider my expectations and feelings about the reading framework. At first, I thought this lesson plan would be difficult because teaching reading can be one of the most complex skills to work on. I know that many people do not enjoy teaching reading, but using the PDP framework can help. It gives me a clear structure and helps me understand how to create better lessons. I feel curious, a little nervous, and excited about my feelings. This framework will make teaching reading easier for me and more interesting for my future students.

In this module, I learned many new things about teaching reading the PDP framework. For example, Harmer (2007) explains how a clear lesson plan can help guide students step by step, making reading tasks easier to approach. Richards and Renandya (2002) also highlight the importance of pre-reading activities to activate prior knowledge and give students a purpose for reading. Additionally, Gibbons (2015) talks about scaffolding during the reading process, which helps students understand the text more deeply. These ideas have shown me how important it is to structure reading lessons in a way that supports both me as a teacher and my students' learning.

Furthermore, Ibrakhimovna (2016) suggested that a reading lesson typically consists of three main stages: pre-reading, during-reading, and post-reading.

In the pre-reading stage, activities include predicting based on the title, vocabulary analysis, and brainstorming. During reading focuses on engaging with the text through activities like discussions, answering questions, and predicting what comes next. Post-reading aims to apply the knowledge gained, with activities such as summarizing, retelling, and role-playing to integrate reading skills with other language skills like listening, speaking, and writing.

During my internship, I noticed that some students were not interested in reading, which made it difficult for me to keep them engaged. Using the PDP framework could help with this issue. Preparing them before reading could make the lesson more interesting and relevant to their experiences. While reading, providing more support could help them stay on track and understand the material better. After reading, I could guide them in reflecting on what they read, making the process more engaging and rewarding. This framework could help students develop a cheerful outlook towards reading.

In addition, some activities for each stage of a reading lesson can help engage students and help them understand the text. In the pre-reading stage, activities like predicting the content based on the title or images, and brainstorming related vocabulary, activating students' prior knowledge and set a purpose for reading. During the reading stage, skimming to find the main idea and scanning specific details encourage students to focus on important information and improve their reading skills. Finally, in the post-reading stage, activities like writing a short paragraph or applying a quotation from the text to a different context help students reflect on what they have learned and make connections.

PDP listening and reading lesson plans have a similar structure but differ in their approach to developing comprehension. One key difference is that listening lessons focus on auditory processing, meaning students must understand the language as they hear it, while in reading, they can take their time to analyze the text. In listening, students work on recognizing sounds, finding intonation, and catching key words, while in reading, they focus more on word recognition, sentence structure, and text organization.

In conclusion, the PDP framework helps teach reading by providing a clear structure that helps students understand texts better and stay engaged. By using different strategies in each stage—pre-, during, and post-reading—I can activate students' prior knowledge, help them interact with the text, and reinforce their learning. Applying this framework not only helps my students but also allows me to create more engaging and effective lessons.

References

- Gibbons, P. (2015). *Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom* (2nd ed.). Heinemann. Recuperado de <https://heinemann.com/products/c10730.aspx>
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman. Recuperado de <https://archive.org/details/practiceofenglis0000harm>
- Ibrakhimovna, K. G. (2016). Benefits of implementation of pre-, while and post reading activities in language learning. 45-46. Obtenido de <http://www.internauka.com/uploads/public/15058925698190.pdf#page=46>
- Khedda, H. (2022). The PDP framework to teaching reading. *Teacher Khedda*. Recuperado de <https://www.teacherkhedda.com/2022/12/the-pdp-framework-to-teaching-reading.html>

Module 5 : Writing Module

Writing Lesson Plan

Name: Mera Sofia

Level: B1

Action Points

- Control the volume of my voice.

What are your Students' Learning Objectives for the lesson?

By the end of the lesson, SWBAT write formal letters to apply for a job application, then share it with their classmates.

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

- Students will be able to create a formal letter.

Preliminary Considerations

- **What vocabulary/grammar/information skills do your students already know from today's lesson?**
Students already know vocabulary about formal greetings and expressions.
- **What aspects of the lesson do you anticipate your students might find challenging/difficult?**
Students doubt whether they should choose the institution to apply to.
- **How will you avoid and/or address these problem areas in your lesson?**
Giving appropriate instructions.

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
10 min	Preparation	<p>Ask Ss: Which institution would you like to work for, and why?"</p> <p>-Clarify that they are going to write a formal letter in class.</p> <p>-Show a sample letter and explain its structure.</p> <ol style="list-style-type: none"> 1. Greetings 2. Body 3. Closure 4. Farewell <p>-Clarify in detail each step they must follow to write the letter.</p>	<p>Answer the question.</p> <p>Identify the formal letter structure.</p> <p>Choose the institution to apply to.</p>	T-S	Computer Projector slides
13 min	DRAFTING	<p>-Ask to write a first draft of a formal letter applying for the position of their chosen institution.</p> <p>-Control writing process</p>	<p>Write a first draft by following the structure of the formal letter.</p>	T-S	notebook pencil pen

9 min	REVISING	<p>Show and ask them to use the “peer editing symbols guide” to identify and mark errors in each other's drafts.</p> <ul style="list-style-type: none"> - Ask students to exchange their drafts with a classmate for peer revision. -Monitor effectively -Provide feedback if needed 	<p>Exchange the drafts with your classmates</p> <p>Mark mistakes using the “peer editing symbols guide.</p>	S-S	Notebook Pencil eraser
13 min	EDITING	<p>Ask to give back the draft.</p> <p>Ask to make the corrections to present the final work.</p>	<p>Return the draft to your partner.</p> <p>Correct mistakes</p> <p>Write the final version</p>	S-S	Pencil eraser
5 min	EXTENSION	<p>Ask to stick their formal letter on the board.</p> <p>Choose a student to read their final work.</p>	<p>Stick their formal letter on the board.</p> <p>Read their work to the class.</p>	S-S	

RESOURCES

PREPARATION

Sample Format for Formal Letters

Your Contact Information — John Doe • 35 Chesnut St • 555-555-5555 • john@doe.com

Date — May 15th 2019

Contact Information — Cesar Julius
Manager
Crystal Lake Company
53 Oak Avenue, Ste 5
Dell Village, Wisconsin 54101
Of the person or company you are writing to

Greeting — Dear Mr. Julius,

Body of Letter — I'm writing to resign my position as customer service representative, effective August 15, 2019.
I've recently decided to go back to school, and my program starts in early September. I'm tendering my resignation now so that I can be as helpful as possible to you during the transition.
I'm particularly grateful for your guidance while I was considering furthering my education. Your support has meant so much to me.
The first paragraph should provide an introduction
In the following paragraphs, provide more info & specific details
The last paragraph should restate the reason you are writing & thank the reader for reviewing your request

Thanks, and best wishes. — **Closing**

John Doe — **Signature**

REVISING

SPELLING |



GRAMMAR



PUNCTUATION



CONTENT



Reflection Wheel Journal 5

Writing Module

Writing is one of the most potent tools for communication and self-expression, playing a crucial role in academic and personal development. Teaching writing effectively empowers students to express their ideas clearly and confidently. In this context, the PDE writing process provides a systematic framework that not only sharpens writing skills but also encourages deeper engagement and creative exploration. In this journal, I will present my experiences, new learnings, my experience applying this framework, and the importance of the writing process.

First, I want to share my expectations and feelings about this module. From the beginning, I expected that using the PDE framework would provide a clear and structured way to teach writing, making it easier for students to organize their ideas and improve their skills. Following each stage of the process would help them feel more confident when expressing themselves in writing. As I worked with this approach, I felt more prepared and organized in my teaching. It allowed me to focus on key aspects of writing, giving me a better understanding of how to guide my students effectively.

In this module, I learned essential things. First, I understood the writing framework better, which helped me see how writing lessons can be more effectively organized. Writing is a process that involves multiple stages, and as Murray (2012) explains, "writing is not a one-time act; it is a process that involves starting with the chaos in your head and ending with a coherent, meaningful piece of writing. This process requires drafting, revising, and editing each step, honing the text toward its final form, allowing ideas to unfold and deepen in complexity."

Second, I realized how vital preparation is in the writing process. It provides students with the tools they need to organize their ideas before starting to write. Giraldo (2015) emphasizes that this phase is critical for setting up a solid foundation for their work. Third, I learned the value of the revision and editing stages, which many students overlook. Carlino (2015) suggests that these steps are crucial for improving the quality of their writing. Finally, as pointed out by Camps (2017), the extension phase allows students to expand their ideas, leading to more sophisticated writing.

During my pre-service teaching, I also applied to the PDE (Preparation, Drafting, Revising, Editing, Extension) framework with my students. However, it was

sometimes a bit challenging, as many children had difficulty following the process due to their limited writing experience. Despite this, breaking down the writing process into manageable steps helped them organize their ideas and refine their drafts. I noticed that when students focused on each stage, their writing became more precise and more structured. This approach also allowed me to provide targeted feedback, which was key to their improvement.

Moreover, several activities can be applied in a writing class to make the process more engaging. One example is storytelling, where students take turns contributing sentences to build a complete story. This helps them practice writing creatively and improves their understanding of story structure. Another engaging activity is "picture writing," where students are given a picture and asked to write a story or description based on what they see. This activity sparks creativity and helps students develop their descriptive writing skills by focusing on details in the image.

Another critical point is that the writing process is key to helping students improve their writing skills. It allows them to break down the task into smaller, more manageable steps, which makes it feel less overwhelming. By going through stages like preparation, drafting, revising, editing, and extension, students can focus on improving different parts of their writing at each step. This approach helps them develop clearer ideas and makes their writing more organized.

In conclusion, the writing process is a powerful tool for communication and self-expression, and the PDE (Preparation, Drafting, Revising, Editing, and Extension) framework proves to be a practical approach for teaching students to develop their writing skills in a structured and creative way. Through this approach, students can organize their ideas, improve their writing at each stage, and feel more confident in expressing themselves

References:

- Carlino, P. (2015). *La enseñanza de estrategias de escritura y comunicación de textos científicos y académicos*. Recuperado de <https://www.redalyc.org/articulo.oa?id=357839273002>

- Camps, A. (2017). *Escribir es participar en una sociedad alfabetizada. Bases para la enseñanza de la escritura en la educación obligatoria*. Recuperado de <https://ciencialatina.org/index.php/cienciala/article/view/8249>
- Giraldo Giraldo, C. (2015). *La escritura en el aula como instrumento de aprendizaje*. Recuperado de <https://www.redalyc.org/pdf/3578/357839273002.pdf>
- Murray, D. (2012). *Writing as process: How writing develops*. New York: Pearson.

Conclusion

To conclude, these lesson plans are a solid foundation for delivering language instruction that integrates the four essential skills: reading, writing, speaking, and listening. Applying frameworks such as ECRIF, FMU, and PDP in lesson planning and classroom practice brings clear benefits. Each model contributes uniquely to the learning experience: FMU focuses on grammar's form, meaning, and use; ECRIF guides learners through a meaningful sequence to develop communicative skills; and PDP ensures that lessons are carefully prepared and evaluated. Together, these approaches allow me to design purposeful and adaptable lessons, meeting my students' diverse needs and supporting their language development at every stage.

Moreover, the consistent use of reflective journals has been invaluable in deepening my understanding of teaching dynamics and student responses. This ongoing reflection has helped me fine-tune instructional strategies and remain responsive to classroom realities, promoting continuous professional growth. This integrated and reflective teaching approach fosters a dynamic learning environment where student engagement and language ability can thrive, reinforcing the importance of deliberate planning and adaptability in education.

Recommendation

- My experience with this process has been satisfying, which is why I would like all teachers to incorporate a variety of lesson plans, such as FMU, ECRIF, and PDP, in their classes. This diversity allows for greater adaptability and relevance to learners' specific needs.
- Another important recommendation is that when teachers design lesson plans, they should include at least one interactive activity, because this keeps students motivated during the class.
- Finally, teachers should practice empathy with their students because not everyone learns similarly. Adjust your teaching strategies to consider individual learning styles, needs, and challenges, providing personalized support and fostering an environment where all students feel understood and valued.