



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

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MANTA – MANABÍ – ECUADOR

2025 - (1)

CERTIFICADO DE DERECHO DE AUTOR

PROPIEDAD INTELECTUAL

Título del Trabajo de Investigación: TEFL Application Process

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Fecha de Finalización:

24 de julio del 2025

Descripción del Trabajo:

El presente trabajo de investigación tiene como objetivo aplicar las metodologías de enseñanza de inglés 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.

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INTRODUCTION

This integrated curricular portfolio aims to present a detailed collection of lesson plans and reflective journals that demonstrate the application of activities and approaches focused on developing the four language skills: speaking, writing, listening, and reading, based on experiences acquired, during internships and community service. Throughout this portfolio, lessons and activities designed in the TEFL (Teaching English as a Foreign Language) format are highlighted, offering a useful guide for future teachers and showcasing the effectiveness of this approach in teaching English as a target language.

The work is divided into two main phases: **Lesson Plans** and **Reflective Journals**. In the first phase, the lesson plans focus on teaching English through the four language skills and are based on the FMU (Form, Meaning, and Use) model. Each plan outlines specific activities where students will work on and improve their language skills, considering the students' level of English and age. The activities are structured progressively, starting with more controlled tasks and advancing to freer, more dynamic activities. In the second phase, the reflective journals explore each of the skills through experiences, new knowledge, expectations, solutions, emotions, and applicable activities, providing a deeper insight into the process of teaching and learning English. This portfolio not only reflects the work done but also offers practical tools and reflections on how to improve and adapt English teaching for diverse contexts and students.

FMU MODULE
JOURNAL FMU**Revamping Grammar with Dynamic Learning**

FMU is one of the most widely used approaches for teaching grammar, as it allows us to communicate and share our ideas using the English language. It is also important to consider that there are connections between Form, Meaning, and Use that help learners develop better teaching techniques as teachers in a modern classroom. As a University Student, I am learning these new lesson plans, which give me motivation to improve as professional in society.

When I learned about FMU, I understood it as a comprehensive approach that not only focuses on grammatical structure but also on meaning and the contextual use of that structure in language. It also helped me not only to memorize the rules but also to apply them more naturally in my daily communication.

Grammatical ability involves not just learning rules but using language for real communicative purposes. It emphasizes that while rules are helpful guidelines, the focus in the grammar classroom should not solely be on formal rule-learning, as grammar encompasses more than just formal rules (Edward TESOL).

FEELINGS:

From my standpoint with the FMU throughout my teaching career, I feel a deep appreciation for how this approach has evolved and enriched my educational practice. In school, the method for teaching grammar was often rigid and didn't focus much on practical English instruction. In contrast, at the secondary level, although teachers implemented FMU in a traditional manner, I found that the approach wasn't always dynamic enough to engage all students. However, it was at the university level where I truly understood the power of FMU, as the teaching methods were much more didactic and focused on active student participation.

During my internships at various institutions, I experienced firsthand how to apply FMU effectively. I designed interactive and meaningful activities that helped students connect with the content on a deeper level. This experience taught me the importance of creating a positive and stimulating learning environment and how to adapt strategies to meet students' needs. By integrating FMU into my daily practice, I have seen a noticeable improvement in student motivation and engagement, which has led me to value dynamic and student-centered teaching even more.



THOUGHTS:

As a teacher, when I learned about FMU, I was impressed by the effectiveness of the strategies we were taught for creating a motivating learning environment. The training showed us how to implement techniques that go beyond merely delivering content, focusing on making classes more dynamic and meaningful for students. We learned to use interactive activities and relate the material to students' interests and experiences to keep their attention and enthusiasm. This approach allowed me to see a noticeable improvement in student participation and their attitude towards learning. Applying the FMU in my daily practice has helped me cultivate a classroom environment where students feel more motivated and engaged, which is essential for their academic success.

When teachers teach vocabulary to build students' knowledge of words and phrases, helping them learn all these different components assists them in enhancing their English vocabulary knowledge and use (Husanovic, 2023).

LEARNINGS:

Based on my Experience, As a teacher during my first internship, I worked with a group of basic-level students at the "Fiscomisional" school. They did not have an English teacher, and there was no set curriculum; instead, each teacher taught according to the topics in the book. The students' English proficiency was very low, so there was difficulty in learning the topics quickly. However, little by little, they got used to it and were able to acquire knowledge of English.

During this process, I decided to apply for an FMU plan in a demonstration class with my course. This methodology allowed me to adapt the content more flexibly and personally to the specific needs of the students. I used this class as an opportunity to test how this planning worked in practice.

When I started teaching the demonstration class, I encountered several issues, such as managing the time for activities. In some cases, I had extra time in each stage and wasn't sure how to use it effectively. As this was my first experience with FMU planning, I realized this mistake and understood the importance of adjusting the timing more accurately to improve the flow of the class.



Despite these issues, the teacher encouraged me, highlighting the activities I had designed and how well they matched the students' level. His support and recognition helped me feel more confident and appreciate the effort I had put into adapting the content to the students' needs.

In my second teaching experience, I taught at a religious public institution where, in most cases, students had issues related to learning disabilities. We had to follow a specific teaching modality, and with the Richmond platform, I adopted a highly didactic approach, incorporating flashcards and games related to the topics. Despite most students having some form of disability, they learned very quickly and demonstrated a good understanding of English.

I also made sure to adapt my teaching methods to cater to their individual needs, providing additional support and alternative explanations as necessary. This approach helped to create a more inclusive learning environment where students could thrive. Over time, I observed significant progress in their language skills, which reinforced the importance of flexible and responsive teaching strategies in addressing diverse learning needs

APPLICATIONS:

As teachers, it is crucial to continuously seek innovative strategies to engage students and spark their interest in learning English. To achieve this, I would design activities that connect grammar with real and relevant situations for the students.

For younger children in institutions, I would use interactive games, such as grammar competitions and activities with flashcards, to make learning fun and participatory. For secondary students, I would implement collaborative projects where they create stories or presentations using the grammar rules they have learned, allowing them to see the practical application of the content. At the university level, I would focus on debates, role-playing, and analysis of authentic texts, thereby facilitating a deeper and more meaningful understanding of grammar.

Adapting activities to students' ages and levels, ensuring they are interactive and related to their interests, not only makes learning grammar easier but also fosters a dynamic and engaging classroom environment.

FMU Lesson Plan: Countable and Uncountable FORM

Countable:

- **Positive:**
 - Singular: *a/an + singular form*
 - Example: *There is a cat.*
 - Plural: *plural form*
 - Example: *There are three cats.*
- **Negative:**
 - Singular: *There is not (isn't) a singular form*
 - Example: *There isn't a cat.*
 - Plural: *There are not (aren't) any plural form*
 - Example: *There aren't any cats.*
- **Questions:**
 - Singular: *Is there a singular form?*
 - Example: *Is there a cat?*
 - Plural: *Are there any plural form?*
 - Example: *Are there any cats?*

Uncountable:

- **Positive:**
 - *There is + uncountable form*
 - Example: *There is water.*
- **Negative:**
 - *There is not (isn't) any uncountable form*
 - Example: *There isn't any water.*
- **Questions:**
 - *Is there any uncountable form?*
 - Example: *Is there any water?*

MEANING

Countable: Items that can be counted individually (e.g., a book, an apple). They can be singular or plural.

Uncountable: Items that cannot be counted individually (e.g., water, rice). They are always treated as singular.

USE

Countable:

- Used for things that can be counted. They can appear in both positive and negative forms.
- Example: *There are five books on the shelf.*

Quantifiers:

- **Many:** Refers to a large quantity of countable things.
Example: There are **many** books on the shelf.
- **A few:** Refers to a small but positive number of countable things.
Example: I bought **a few** new clothes for the trip.
- **Any** is used in questions and negatives to refer to an unspecified number of things.
Example: Are there **any** apples left in the basket?
- **Much:** Used when talking about a large **degree** or **extent** of something uncountable.
Example: I don't have **much** sugar left in the pantry.
- **Some:** Used to refer to an **unspecified portion** of something uncountable, often when you expect the answer to be positive.
Example: There's **some** juice in the fridge.
- **A little:** Used to describe a **small but enough** amount of something uncountable.
Example: Can I have **a little** more water, please?

Uncountable:

- Used for substances or concepts that cannot be counted individually. Only used in singular form.
- Example: *There is information available.*

ANTICIPATED DIFFICULTIES

- Students may struggle to categorize correctly.
- Students may be confused about when to use "is" versus "are" based on the type of items.

COMPREHENSION-CHECKING QUESTIONS

- **Countable:**

- Is there a chair in the room?
- Are there any cookies on the table?

- **Uncountable:**

- Is there any milk in the fridge?
- Is there sugar in your coffee?

TEACHING IDEAS

Students will set up a marketplace scenario where students role-play as sellers and buyers. They can practice asking for items using the correct forms, such as "How many apples do you have?" or "Is there any juice?"

ECRIF MODULE JOURNAL ECRIF

A Journey from Encounter to Fluency in Language Learning

ECRIF is one of the most widely used approaches for teaching speaking, it has five key elements that guide the process of lesson planning and its execution effectively. These elements are encounter, clarify, remember, internalize and fluency. Each of these elements play a crucial role in the learning process and have helped me understand how to facilitate the acquisition of grammar and language skills in a dynamic and effective way.

Teaching is framed within the formation of habits through a process of stimulus-response conditioning and reinforcement. Nowadays, teachers aim for students to be more participative and for learning to be interactive, applying certain learning styles that may be valid but have yet to strengthen language teaching. Additionally, the lack of precision in programs contributes to this issue. Therefore, it is important to seek an effective system that develops oral expression skills in the English language (Garcia, 2020)

FEELINGS:

Reflecting on my educational journey, I realize how my perception of language teaching evolved significantly when I knew about the ECRIF method at the university. At school, the methods used to teach speaking were quite traditional and rigid. I remember that lessons focused primarily on memorizing rules and grammatical structures, with little emphasis on real interaction or practical application of the language. Although I understood the need to learn the basics, I felt that the approach limited my ability to use English fluently and naturally.

In high school, the situation did not improve much; although there were attempts to modernize some practices, traditional methods still predominated. The exercises were often repetitive and did not offer many opportunities for active participation. This made me feel like I was stuck in a cycle of learning that did not stimulate my interest or enthusiasm for the language.

The real transformation occurred when I reached the university and was introduced to the ECRIF method. Initially, I felt curious and intrigued about it in a lesson plan. As my teacher

explained the details of the approach, each new concept that emerged seemed to fit perfectly into a puzzle that had previously seemed incomprehensible to me.

The concept of encounter allowed me to see how to present new structures in a contextual and engaging way, something I had never deeply experienced before. The clarify phase was a relief, as it provided tools to explain grammatical rules in a more understandable and accessible manner.

What truly impacted me was the Remember phase, which showed how constant and varied practice could reinforce learning. Designing activities that helped students consolidate what they had learned made me feel like I was making a real difference in their language acquisition process. The internalize and fluency phases, on the other hand, allowed me to observe tangible progress in students' communication skills, which was extremely rewarding.

THOUGHTS:

At first, I was skeptical about ECRIF's practicality and effectiveness in the classroom. However, as I delved into its structure and implementation, I was impressed by how well it addressed the complexities of language learning. The systematic approach of ECRIF—comprising Encounter, Clarify, Remember, Internalize, and Fluency—provided a clear and comprehensive framework that went beyond traditional methods. I found this method particularly effective in creating a structured yet flexible learning environment. By introducing language concepts in a contextual and engaging way (Encounter), and then clarifying them through interactive explanations (Clarify), students were able to grasp and retain the material more effectively. The Remember phase reinforces through varied practice, while the internalize and fluency phases facilitates deeper and more confident application of the language.

One challenge I faced was the need for more detailed planning to implement the method effectively, which sometimes resulted in an additional workload. Despite this, the benefits of ECRIF, such as a higher student engagement and a more dynamic classroom atmosphere, have been notable. Overall, I believe that ECRIF is a highly effective method that supports meaningful language learning and fosters an environment where students can thrive academically.

LEARNINGS:

During my first internship at Fiscomisional School, I encountered a challenging environment. The students were at a basic level, lacked a committed English teacher, and followed an unstructured curriculum based on improvised textbook topics. Their low English proficiency led to feelings of demotivation and frustration.

During that time, I did not use the ECRIF planning, as the school did not employ formal planning methods. Instead, to develop speaking skills in the basic-level classes I taught, I had students repeat or pronounce basic words related to topics such as colors, numbers, and family members. After one or two days, I would ask personal questions, such as how old they were or what color clothes they were wearing. This approach helped to develop their speaking ability, despite the lack of a structured plan.

In my second experience at a religious public institution, I worked with students with learning disabilities and followed a structured curriculum using the Richmond platform. In that institution, I did not use ECRIF planning, as I was given the topics, which were more focused on reading and listening skills. Despite the challenges, there were parts of the book that required developing speaking skills, so I had students repeat words to familiarize themselves with them and then asked basic questions related to the topic.

However, in my seventh semester, I had the opportunity to apply ECRIF planning in my course. It was quite challenging, as I am nervous and somewhat shy about speaking in English. When I developed the speaking class, I realized the importance of having clear and concise questions and using an appropriate level of vocabulary in advanced courses. The class I taught was somewhat basic because my vocabulary is not very advanced; I still use words at A2 or B1 level. Additionally, another challenge was managing the time for the activities, as I had extra time. However, the positive aspect was that the activities were appropriate for the university level, allowing for final tasks such as role-plays, debates, and group discussions.

APPLICATIONS:

Throughout my experiences, I have seen significant growth both personally and professionally. The need to adapt to different teaching contexts, from the lack of structured planning at Fiscomisional School to the implementation of the ECRIF method in my seventh semester, has enhanced my flexibility and confidence in teaching. I have learned the importance

of formulating clear questions and using appropriate vocabulary, which has improved my communication and time management in the classroom. Professionally, I have recognized the need to design flexible curricula and incorporate interactive methods that address students' diverse needs. Moreover, these experiences have highlighted the importance of continuous professional development, motivating me to constantly seek new strategies and reflect on my practice to continue improving as an educator.

The ECRIF framework and the preceding construction process are designed to give teachers the sense that the design and development process is a continuous cycle requiring constant planning, awareness, design, and evaluation to ensure effective instruction. It does not suggest a correct way of teaching or any specific methodology; it allows for flexibility, which may be necessary to adapt the teaching-learning process to each context. Given the approach described, a wide variety of activities can be applied. Therefore, the selection and sequencing of activities, as appropriate, in a learning experience will be carried out through the ECRIF framework (Vera, 2021).

In my experience teaching first-semester students how to develop their English speaking skills, the process was somewhat mixed. On one hand, there were external challenges—such as a lot of noise coming from the surroundings of the classroom—which made it difficult to establish effective communication and a smooth flow of the lesson. On the other hand, I did my best to create a friendly and welcoming atmosphere in the classroom, which I think helped alleviate some of the tension. However, I quickly realized that many of the students struggled to understand me, which is understandable since they were just starting their studies. Despite this challenge, they still made an effort to respond in English, which I really appreciated, even though I had to assist them frequently throughout the session.

The overall outcome of my lesson was somewhat average, but I didn't feel discouraged. One key takeaway from the experience was that it's essential to adjust the teaching approach according to the students' current level of understanding and comfort. I made an effort to tailor the lesson to their needs, simplifying some concepts and modifying certain details to make it easier for them to follow. This flexibility and willingness to adapt helped me connect with them better and ensured that they walked away with a bit more confidence in their speaking skills.

It wasn't exactly the perfect lesson, but I definitely learned a lot from the experience, particularly about the importance of adapting my teaching methods to suit the students' needs and progress. I also realized that fostering a supportive environment is crucial, especially for beginners who may feel overwhelmed by the language barrier.

Name: Genessis Mercedes Proaño Chavez

Date: Oct 10th, 2024

Level: A2

Students: 20

ECRIF Lesson Plan

Action Points

1. Time Management
2. Teacher Talking Time

What are your Students Learning Objectives for the lesson?

- By the end of the lesson, SWBAT **use** the “Countable and Uncountable” **to** create a scenario where the students are sellers and buyers **in** a roleplay activity.

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

- Students consistently and accurately use the Countable and Uncountable in spoken communication.
- Students demonstrate understanding of local market -related vocabulary and incorporate it naturally into conversation.

Preliminary Considerations

- **What vocabulary/grammar/information skills do your students already know in relation to today's lesson?**
 - Students know verbs related in local market.
 - Students have prior knowledge or personal experiences related to the local market.
- **What aspects of the lesson do you anticipate your students might find challenging/difficult?**
 - Learning new vocabulary related to the local market.
 - Distinguish between Countable and Uncountable with Quantifiers.
 - Participate in role-play activity.

- **How will you avoid and/or address these problem areas in your lesson?**
 - Pre-teach key vocabulary related to marketplace through visuals, context clues, and realia.
 - Highlight the difference between Countable and Uncountable with Quantifiers.
 - Encourage students to take risks in using the target language while providing a supportive environment.



Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 min	Encounter	<p>---Explain the Students will take a paper from the box and decide whether the noun on the paper is countable or uncountable. They will then stick the paper on the corresponding side of the board (countable or uncountable)</p> <ul style="list-style-type: none"> Ask volunteers for the Activity or choose students 	<ul style="list-style-type: none"> Pay attention to the explanation of the activity Choose the correct option. 	T-S	Paper Box
10 min	Clarify	<ul style="list-style-type: none"> Give a sheet to the students read about a context where a vendor is at a local market selling different products and then following concept checking questions: Ask some CCQ. <ul style="list-style-type: none"> What is text about? How many countable products does the vendor have? What are they? How many uncountable products does the vendor mention? What are they?? Does the vendor have mention mor food or clothing? 	<ul style="list-style-type: none"> Pay attention to the teacher. Answers the questions to the teacher. 	T-S	Board Markers Projector Laptop

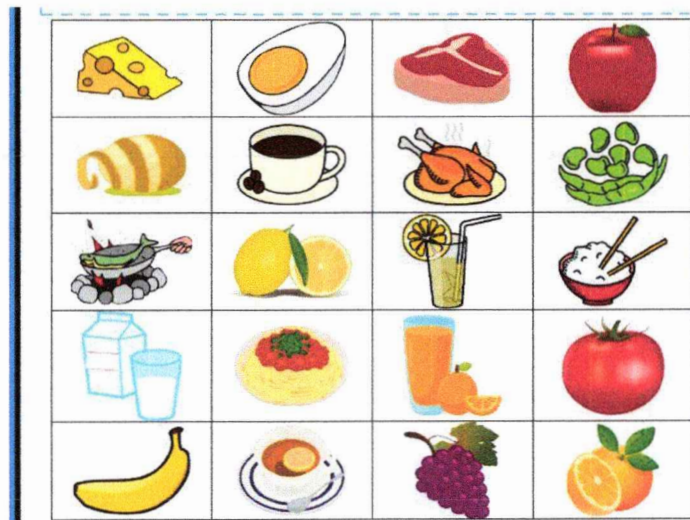


		Explain Countable and Uncountable with some quantifiers			
6 min	Remember	<ul style="list-style-type: none"> – Give out a worksheet and ask students to complete it. --- Provide feedback if it's necessary. 	<ul style="list-style-type: none"> – Pay attention to the teacher explanation – Ask teacher question if is needed. – Complete the worksheet. 	T-S	Worksheet Pencil Eraser
6 min	Internalize	<ul style="list-style-type: none"> - Puts 11 word cards in a box. Students play “Tingo Tingo Tango” and pass the box around. When the teacher says “Tango!”, the student holding the box takes 2 or 3 cards and makes a sentence using the words. 	<ul style="list-style-type: none"> - create sentences using the words found inside the box, which will be chosen through the game <i>tingo, tingo, tango</i>. 	T-S	Projector
23 min	Fluency	<ul style="list-style-type: none"> – Divide the students into pairs or small groups. One student will be the seller and the other will be the buyer. – Provide each pair with a scenario where the seller offers a vegetables, toys, makeup and others – Students will do a roleplay using Countable and Uncountable with quantifiers with different contexts. 	<ul style="list-style-type: none"> – Listen to the teacher’s instructions. – Participate in the roleplay activity. – Use Countable and Uncountable to identify nouns in their scenarios. 	T-S S-S	Flashcards



Materials

Encounter



1. COUNTABLE

2. UNCOUNTABLE

Clarify

Scenario:

A vendor is at a local market selling different products. He has several categories of items: food, clothing, and household items. A customer approaches him to ask what he has for sale.

Dialogue

Customer:

"Hello! What products do you have for sale?"

Seller:

"Hello! I have many products. For example, I have several fruits, some vegetables, and also clothes like some pants and t-shirts. Additionally, I have a little oil, a lot of flour, and some chairs."

Customer:

"Great! Do you have a lot of bread or a little rice?"

Seller:

"I have quite a bit of bread, but I only sell the rice by the kilo. How many kilos do you need?"

Customer:

"I only need a little rice and some apples. Do you have many shirts or just a few?"

Seller:

"I have some shirts and many more in different colors. Would you like to see them?"



- What is text about?
- **How many** countable products does the vendor have? What are they?
- **How many** uncountable products does the vendor mention? What are they??
- Does the vendor have mention mor food or clothing?

EXPLANATION ABOUT COUNTABLE AND UNCOUNTABLES WITH QUANTIFIERS.

Countable:

- Used for things that can be counted. They can appear in both positive and negative forms. Example: *There are five books on the shelf.*

Uncountable: Used for substances or concepts that cannot be counted individually. Only used in singular form. Example: *There is information available.*

Quantifiers:

- **Many:** Refers to a large quantity of countable things.
Example: There are **many** books on the shelf.
- **A few:** Refers to a small but positive number of countable things.
Example: I bought **a few** new clothes for the trip.
- **Any** is used in questions and negatives to refer to an unspecified number of things.
Example: Are there **any** apples left in the basket?
- **Much:** Used when talking about a large **degree** or **extent** of something uncountable.
Example: I don't have **much** sugar left in the pantry.
- **Some:** Used to refer to an **unspecified portion** of something uncountable, often when you expect the answer to be positive.
Example: There's **some** juice in the fridge.
- **A little:** Used to describe a **small but enough** amount of something uncountable.
Example: Can I have **a little** more water, please?

Remember – Fill in the gaps with the words mention like: some, any, an , a

2 Fill the gaps with some - any - a - an

1. There is _____ apple.



2. There aren't _____ eggs.

3. There isn't _____ sandwich.

4. There is _____ orange juice.

5. There isn't _____ rice.

6. There aren't _____ oranges.



7. There isn't _____ milk.

8. There are _____ bananas.

9. There is _____ bread.



10 There are _____ tomatoes.

11. There isn't _____ cheese.

12. There is _____ avocado.

13. There isn't _____ ketchup

14. there is _____ water

Internalize

Students will create sentences using the words found inside the box, which will be chosen through the game *tingo, tingo, tango*.

- Students
- Sugar
- Furniture
- Any
- Rice
- Apple

- water
- some
- book
- a few
- milk

Fluency

Students will do a roleplay using Countable and Uncountable with quantifiers with different contexts.

LISTENING MODULE

JOURNAL LISTENING

PDP Approach improves the Art of Attentive Ears

In the field of learning English, "PDP Listening" refers to a structured approach to developing listening comprehension skills, using a three-stage process: Pre, During, and Post listening. This approach is designed to improve the student's ability to understand and retain auditory information in English, as well as to respond more effectively to what they hear.

In each stage of the PDP Listening approach, there is a clear process that helped me to improve my listening comprehension in English. In **Pre-Listening phase**, I start by introducing the topic and relevant vocabulary. I prepare the students for the listening task by familiarizing themselves with the content and vocabulary they will encounter. That helps them to be ready for what's coming and to have a solid foundation. While **During Listening**, I focus on make the students listen attentively. They take notes and pay special attention to details like the speaker's tone and intonation. I provide specific strategies to them to capture key information and ensure they don't miss any important details. Finally, in **Post Listening**, they must apply what they've learned through practical activities.

Teachers have to adopt. teaching framework that enables them to align instructional objectives with activities, materials, tools, and assessment to reach an effective and motivating teaching and learning processes in the classroom (Abdallah A. , 2020).

They review the material, discuss the main points, and complete tasks such as writing summaries or participating in discussions to consolidate their understanding and apply the information effectively. This approach allows me to structure the listening process in a way that enhances the students' abilities to understand and retain spoken English.

FEELINGS:

From my experience, learning English has been a journey with its ups and downs, significantly influenced by my educational background. During high school, I found English to be quite challenging, largely due to the lack of effective teaching. My teachers didn't seem to care about providing quality instruction or ensuring that we truly understood the language. As a result, I left school with only a basic grasp of English. At that time, we didn't use audio

materials, as technology wasn't as advanced; instead, we relied on poorly read texts by classmates and analyzed the information to complete listening activities.

In high school, I recall that teachers used traditional methods for teaching listening skills, similar to what I experienced in school. We would listen to readings from a book, either read by a classmate or the teacher, and develop our listening skills that way. I still felt a gap in my English knowledge as I entered university with only a basic level of English.

The role of listening comprehension in language learning was overestimated, teachers and researchers did not pay the attention that this issue deserves. But at present, teachers and researchers have dedicated more time and effort to improve the quality of listening comprehension (Guido Garcia & Flores Soto, 2021).

However, there was a difference: professors began using other teaching methods, such as playing audio recordings through speakers, whether American or British, repeating the audio two or three times, and completing activities based on those recordings. Although I struggled with British accents because the words sounded very different from American English, that new approach helped improve my listening skills.

THOUGHTS:

The listening skill in English teaching can be a bit difficult to grasp because, as we know, there are two different accents: American and British. I believe that both accents should be incorporated into classroom activities so that we become more familiar with them. Additionally, I feel there is a lot of pressure during listening assessments because we have to demonstrate understanding of the content within a limited time and we are afraid of making mistakes. This skill should be implemented more frequently in classes. For me, the listening skill is important because it brings two or more people together in a conversation of understanding and comprehension. Even if we don't understand a word, we can look it up in a translator or on a website, as this provides us with the context and what the other person is trying to convey in their message.

LEARNINGS:

In my first teaching practice at a private school, I encountered significant challenges due to the large number of students and the absence of a committed English teacher. At this school, the listening skill was not developed using modern methods; instead, activities involved reading texts aloud by a classmate and completing the required information. This

reminded me of the methods used during my own school days, which I found quite disheartening and boring.

However, in my second teaching practice, the technology was extensive. They had large screens, air conditioning, and a creatively designed teaching space. The teacher used the Richmond platform, where listening skills were developed through basic conversations that were repeated once or twice to understand the information. This was a timely change as I was able to implement a listening plan. Although it was quite challenging at first because I was unfamiliar with the Richmond website and it took me a few minutes to figure it out, I managed to complete the activities. Basic questions were also used to help the children respond with simple answers and recognize what was being asked.

Usually, students and even teachers fail to give listening comprehension the attention it needs because it is believed that listening comprehension improves by itself. But in fact, listening comprehension is one of the most difficult skills to develop because many factors as accent, intonation, fluency of speech, elision, among others can affect differently how a person understands a message (Acevedo Majico, Cañas Recinos, Castro Vásquez, & Guevara Morán, 2019).

In university, I applied a listening plan with a classmate. Initially, it was quite complicated because we were at an advanced level, and some classmates knew more than others. As a result, the information was delivered quickly, which was a problem as there were often surplus minutes in the plan. Despite this, I believe the class was effective in demonstrating the approach.

APPLICATIONS:

As a teacher, I am quite sure it's crucial to engage students in learning English by incorporating a variety of accents, particularly American and British. Understanding different accents not only broadens students' listening skills but also prepares them for real-world communication. In my university classes, I make a conscious effort to include both American and British audio materials. By integrating these accents into our lessons, teachers provide a richer learning experience that goes beyond English textbook.

The PDP listening is part of the learner-centered approach, so the roles of students and teachers are designed according to its principles. Applying this framework

requires teachers to create lessons that actively engage students and adjust the learning environment to enhance listening skills (Gavilanes Pilatasig, 2022).

Teachers use audio recordings featuring both accents in a variety of activities, such as listening exercises and comprehension tests, to make the practice engaging and dynamic. This method not only keeps students interested but also builds their confidence in understanding various English dialects.

Upon reflecting on my experience, I feel that I was able to successfully carry out the listening class, even though I had to improvise a bit toward the end of the activity. It turned out to be an interesting experience, as I chose a love song that dealt with themes such as empathy and honesty. I thought the message of the song would be a good way to convey those values to the students. However, I quickly realized that the song was quite easy for them, as they were already very familiar with it. Because of that, the time flew by and the activity ended much sooner than I had planned. I hadn't expected the students to know the song so well, which made the lesson feel shorter than I intended.

Despite this, I felt more comfortable expressing myself and was able to interact more with the students, which was a positive aspect of the class. During the activity, I asked them questions about the lyrics and the meaning of the song, which led to some interesting discussions. Although the activity went by quickly, it was a fun and enriching experience for both me and the students. I also learned how important it is to choose material that suits the students' level and to remain flexible with how the lesson unfolds. Music, in particular, proved to be a powerful tool for language learning, as it helped students connect emotionally with the lesson, making it easier for them to understand and participate.

Name: Proaño Genessis

Class: 10th

Level: A2

Students Number:20

LISTENING Lesson Plan

Action points

Time management

Organization in the Classroom

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the song “Those Eyes ” by answering some questions about the song and **then**, in groups of five will sing the song expressing an emotion that I will assign, such as angry, sad, happy, or crying, which will be given to them on a piece of paper and share with the class.

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

- When the students fill in the blanks and provide the right answers to some questions about the song they will listen.
- When students sing the song expressing an emotion like: sad, happy, angry or cry.

Preliminary considerations:

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

- They already know the past tense for describing events in the past (e.g., "I would never fall in love again until I found her").
- They have basic Knowledge of music-related vocabulary and understanding of song lyrics.
- They have already listened songs in English.

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

- Unfamiliar vocabulary related to the song’s context (e.g., terms like "denial," "arms," "embrace").
- The rhythm, and pronunciation of the song, especially if it’s fast-paced or uses informal language.

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

- Explain any unfamiliar vocabulary and phrases in the song.
- Repeating the song multiple times to ensure students can follow along with the lyrics and understand the content.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 minutes	Pre	Show some pictures related to some singers and ask questions: <ul style="list-style-type: none"> • <i>What do you think are the professions of the people in the pictures?</i> • <i>Do you know them? Who are they?</i> • <i>What is your favorite song by these singers?</i> 	Look at the pictures and answer the questions giving their points of view.	T-S V	Projector PPT
7 minutes	Early during	Play the audio: https://www.youtube.com/watch?v=t1dvrcqlQgI <ul style="list-style-type: none"> • Tell the students that they will listen to the song carefully and then answer the following questions with the activity multiple choice: <ul style="list-style-type: none"> - What is the main theme of the song? - Who sings this song? 	<ul style="list-style-type: none"> • Listen carefully to the song Those Eyes by New West • Answer the questions based on what they heard. 	T-S VA	Projector speaker audio file
8 minutes	Later during	Play the audio file once again. Give a worksheet to complete the paragraph filling in the blanks. And then, they will receive the lyrics of the song "Those Eyes " with missing words.	Listen the audio. Work in the worksheet filling in the blanks.	T-S VA	Speaker Audio file Worksheet

15 minutes	Final during	<p>Answer the question about the song such as:</p> <p>What main emotion does the song express? Do you like the song? Why or why not? Would you recommend this song to a friend? Is this a happy or sad song?</p>	<p>Answer the question about the song</p>	<p>T-S S-S</p>	<p>Audio file Notebook Pencil</p>
6 minutes	Post	<p>Divide groups in five people, will sing the song expressing an emotion that I will assign, such as angry, sad, happy, or crying. For example: Sad – They will sing the song sadly.</p>	<p>In groups of five, will sing the song expressing an emotion that I will assign, such as angry, sad, happy, or crying, which will be given to them on a piece of paper and share with the class.</p>	<p>T-S V</p>	<p>Piece of paper Pencil/pen eraser</p>

PRE-STAGE



EARLY DURING-STAGE

<https://www.youtube.com/watch?v=t1dvrcqlQgI>

Multiple Choice Activity

1. Who sings the song "Those Eyes"?

- a) New West
- b) The Beatles
- c) Those Eyes
- d) The Rolling Stones

2. What is the main theme of the song "Those Eyes"?

- a) Love and longing
- b) Political unrest
- c) Nature and the environment

LATER DURING

Listen to complete the audio. Fill in the blanks with the words mentioned in the audio.

1. "When we're out in a _____ laughing loud,
2. And nobody knows _____."
3. "When we're lost at a _____, getting drunk,
And you give me that _____."
4. "Going _____ in the back of a car,
And your _____ touches mine."
5. "When we're done making _____,
And you look up and give me those _____."

6. "Cause all of the _____ that you do
Are what remind me why I _____ for you."
7. "When you call me at night while you're out
Getting high with your _____."
8. "Every _____, every _____, every 'I love you' you've ever _____."
9. "And when we're _____, and I'm missing you,
I close my _____ and all I see is _____."

FINAL DURING Activity: Answer the question

What main emotion does the song express?

Do you like the song? Why or why not?

Is this a happy or sad song?

Would you recommend this song to a friend?

POST STAGE

In groups of five, everyone will sing the song with one emotion that I will give you one paper like: angry, sad, happy and cry.

For example, if the word **sad** comes up, you will sing the song **sadly**.

READING MODULE

JOURNAL READING

Navigating the Reading Journey

The PDP Reading approach is a vital tool in my practice as an educator. I love how this approach provides a clear and effective structure for planning, executing, and evaluation my lessons when I applied this.

Reading skill is receptive skill that is needed in various fields. Reading is used to understand the ideas messages that are written in texts or passages. All English for specific purpose themes have reading practices in their learning material. Reading is one of the main communication skills that must be mastered by everyone (STMIK Palangkaraya, 2021).

In each stage of the PDP Reading approach, there is a clear process that helped me to improve my Reading comprehension in English. First, I prepare my students for the text by activating their prior knowledge and introducing key vocabulary. I like to start with questions that spark their interest and set a clear purpose for the reading. Secondly, As students read, I guide them and make pauses to discuss the content and clarify any doubts. I encourage them to take notes and underline important ideas to keep them engaged with the text. Finally, after reading, I focus on consolidating their understanding through discussions, summaries, and reflective activities. Evaluating how they have integrated the information helps me provide useful feedback and ensures that they truly grasp the material.

These three stages allow me to ensure that my students not only read but also understand and apply the content effectively.

FEELINGS:

From my experience, Learning English has been a transformative experience for me, filled with challenges and progress. During my early school years, the English taught by teachers wasn't very effective. We mostly practiced reading to correct pronunciation and to understand some words in English without knowing their meaning or context. My grasp of the language remained basic throughout those years.

When I was in high school, my English teacher focused more on developing reading skills, which allowed us to learn new meanings of words. However, this often made it difficult to grasp and understand the content. During vacations, I tried to improve my skills by listening to English songs, watching movies with subtitles, and even though I didn't have much knowledge, I started to understand a bit more.

One of the main goals of developing reading skills in students is to develop communicative or mature reading skills. Communicative reading assumes that the reader knows the purpose of the activity ahead of him. Its main characteristics are the automation of reading technique, a high level of development of receptive lexical and grammatical skills, as well as the reader's focus on the content of the text, flexibility in using and combining techniques that correspond to a specific reading task (Otto & Thornton, 2023)

In university, I experienced a significant improvement in my reading skills. For example, I read basic stories and listened to podcasts related to my interests, among other activities. Classes with teachers also helped a lot, as they made us read long paragraphs or pages, from 4 to 6 pages, and summarize them in our own words. This activity has proven to be one of the most effective ways to develop reading skills.

THOUGHTS:

For me, the ability to read in English has been fundamental to my education and personal development. Reading in English has not only allowed me to access a vast amount of information and literature, but it has also improved my critical and analytical thinking. As I've progressed in my learning, I've found that strong reading skills in English help me unravel complex concepts, understand nuances in different contexts, and expand my vocabulary. Additionally, reading in English has enabled me to connect with a wide range of academic and cultural resources, thus facilitating a deeper and more enriching learning experience.

LEARNINGS:

In my first teaching practice, I faced challenges such as a large number of students and the absence of an English teacher, which made it difficult for me to learn how to teach effectively, manage the classroom environment, and adapt creative activities to keep students focused, as I did not apply any planning.

Despite this, in my second practice, I was in a better environment due to the use of technology in the classroom. It was very motivating for any teacher because it helped create a more dynamic environment. I also remember they had two 25-minute breaks during which the children and adolescents could rest and eat calmly. The development of reading skills was very interesting because the students read aloud, the teacher read it again, and finally, they listened to an audio to understand pronunciation and context.

In university, I implemented a reading plan with a classmate for a demo class to demonstrate our understanding of the content. At first, I felt nervous and had negative thoughts because, when doing something for the first time, you don't know if things will go well or poorly. I started with the first stage of the plan, where I shared some questions related to the topic, then explained a bit about what they needed to do since it was for my classmates who were at an advanced level. After that, my classmate continued with the other stages of the plan. The professor told me that I needed to bring more excitement to the class, as positive energy is required when teaching, and that some instructions were not very clear, among other feedback.

APPLICATIONS:

As a teacher, it is important to teach this skill because many people do not enjoy reading. However, if we adapt activities to their interests, such as romance, fiction, or stories about a humorous character, we can develop better reading comprehension. Additionally, I learned the importance of being flexible in planning activities. Adapting the pace and teaching strategies according to the needs of the group and the challenges encountered is crucial to ensure that all students can participate and benefit from the lesson. The ability to adjust the approach in real time can significantly enhance the effectiveness of teaching and learning.

Based on my experience, since it was my first time teaching at the university level, I felt quite nervous and didn't perform as confidently as I would have liked as a teacher. Although I followed the lesson plan carefully, I realized that I lacked enough energy and enthusiasm to fully engage the students and create a more dynamic, welcoming atmosphere. Being more active and expressive would have helped the students feel more comfortable and motivated throughout the class.

Despite my nervousness and some moments of hesitation, the students completed the activities as expected, which was a positive outcome. I also noticed several areas for improvement, such as better managing classroom dynamics, encouraging more participation, and using a wider variety of teaching strategies to maintain their interest. This first teaching experience was a valuable learning opportunity that highlighted the importance of confidence, presence, and adaptability in the classroom.

Moving forward, I am motivated to build on this experience by practicing more, developing my communication skills, and finding creative ways to engage students. I understand that teaching is not only about delivering content but also about creating a positive and energetic environment where students feel encouraged to participate and learn.



Name: Proaño Genessis

Class: 10th

Level: A2

Students Number: 20

READING Lesson Plan

Action points

- *Time management.*
- *Lack of motivation*

What are your Students Learning Objectives for the lesson?

By the end of the lesson, SWBAT **show understanding of** the short story "The Gift of the Magi" **by** creating a new final with their own words **and then**, discuss in pairs, whether they think people would be willing to make similar sacrifices for love, or do they focus more on the material than the emotional? Why?

•

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?

- *Students will be able to create a new final with their own words "The Gift of the Magi".*
- *Students will be able to think about the message about the short story.*

Preliminary considerations:

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

- *Students have prior knowledge of vocabulary related to relationships (love. Happiness, break, etc.)*
- *Students have experience with creating a new final with different stories.*
- *Students have already read stories in English, so they understand some of the past tense.*

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

- Sacrifice and emotional connection may be difficult for students to relate to their own experiences or culture.
- Students might struggle to articulate complex ideas due to limited vocabulary or lack of confidence.



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

- Relate sacrifice and emotional connection to students' real-life experiences using everyday examples.
- Provide sentence starters (e.g., "In my opinion...") and allow practice in pairs before sharing with the class.
- Teach key vocabulary with simple definitions, visual examples, and practice exercises in context.



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"> ✓ Present a picture related to the theme of the story. ✓ Ask what they predict from the title of the story. ✓ Ask to questions about them <p>Questions: What can you see in these pictures? What's the best gift you've ever given or received? What type of literary genre do you think this story belongs to?</p> <p>✓</p>	<ul style="list-style-type: none"> ✓ Observe the picture. ✓ Predict the title of the story ✓ Ask to questions about the pictures 	T-S	Picture
7 min	During Early- Stage During Later-Stage During Final-Stage	<ul style="list-style-type: none"> ✓ Introduce the short story 'The Gift of the Magi' ✓ Present the Activity Multiple Choice 	<ul style="list-style-type: none"> ✓ Read the short story. ✓ Complete the story with the Activity Multiple Choice 	T-S	Paper
9 min		<ul style="list-style-type: none"> ✓ Ask students to read the story again silently. ✓ Give a worksheet of the story and answer questions about the reading. 	<ul style="list-style-type: none"> ✓ Read the story. ✓ Respond correctly the worksheet. 	T-S	Paper Worksheet.
14 min		<ul style="list-style-type: none"> ✓ Ask them to read the story again. In groups ✓ Ask students to create a new final with their own words and then act out in class 	<ul style="list-style-type: none"> ✓ Read the story. ✓ In groups, will create a new final with their own 	T-S	Paper Pencil

			words, and then act out in class.		
10 min	Post-stage	<ul style="list-style-type: none"> ✓ Set the students in pairs ✓ Ask students to discuss whether they think people would be willing to make similar sacrifices for love, or do they focus more on the material than the emotional? Why? 	<ul style="list-style-type: none"> ✓ Discuss whether they think people would be willing to make similar sacrifices for love, or do they focus more on the material than the emotional? Why? 	S-S	



Uleam
UNIVERSIDAD LAICA
ELOY ALFARO DE MANABÍ

Materials:

Facultad de Educación, Turismo,
Artes y Humanidades

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

PRE-STAGE:



Questions:

What can you see in these pictures?

What's the best gift you've ever given or received?

What do you think the title of the story might be?



EARLY LATER STAGE:

The Gift of the Magi

Della and Jim are a young couple who live in a small, modest apartment. They are very much in love, but they don't have much money. Christmas is coming, and they both want to buy a special gift for each other.

Della has beautiful, long hair, and Jim has a valuable pocket watch that he cherishes. However, neither of them has enough money to buy a gift. After thinking for a while, Della decides to sell her long hair to a wig maker in exchange for \$20. She uses that money to buy a beautiful chain for Jim's pocket watch.

Jim, on the other hand, decides to sell his watch in order to buy a set of lovely combs for Della's hair. They both keep their plans secret and look forward to giving each other their gifts on Christmas Day.

When they exchange their presents, they realize the irony of their sacrifices: Della no longer has her long hair, and Jim no longer has his watch to put the chain on. Both gifts are now useless, but they are still deeply in love with each other. They realize that the greatest gift they could give was their love and sacrifice.

Worksheet – Multiple Choice

1. What does Della sell to buy a gift for Jim?

- a) Her coat
- b) Her long hair
- c) Her necklace

2. What is Jim's most valuable possession?

- a) His watch
- b) His ring
- c) His phone

3. What does Jim buy for Della?

- a) A necklace
- b) A set of combs for her hair
- c) A book



DURING LATER STAGE:

Answer the following questions:

1. What did Della sell to buy a gift for Jim?

2. What did Jim buy for Della with the money he earned?

3. How did Della and Jim react when they discovered the sacrifices they made for each other?

DURING FINAL STAGE:

In groups, create a new final with their own words and share with the class, and then act out in class.

POST-STAGE:

Ask Students to discuss *whether they think people would be willing to make similar sacrifices for love, or do they focus more on the material than the emotional? Why?*

WRITING MODULE

JOURNAL WRITING

Writing with Impact: From Inspiration to Creation

Writing is the ability to transform abstract thoughts and ideas into a clear, evocative, and structured message through language. It is a process that combines creativity and technique to build narratives, arguments, or descriptions that capture attention and resonate with the reader. Writing requires not only mastery of the language but also the ability to connect with human emotions and experiences, facilitating communication and understanding between the writer and their audience. Essentially, writing is a powerful tool for exploring, expressing, and sharing the complexity of both the inner and outer worlds.

Writing is important and frequently used in people's daily lives either as individual such as writing application letter, messages, and dissemination of the research results of member of society such as in a workplace issues (Iftanti, 2016). I believe this highlights the need to focus on developing writing skills from an early age in education. It's not just about learning to write correctly, but about doing so clearly and effectively to convey our ideas coherently. For me, strengthening these skills from a young age not only helps in academic settings but also prepares students to face challenges and seize opportunities in their professional and personal lives.

FEELINGS:

From my experience, my early school years, my experience with learning writing skills was quite varied. In elementary school, writing instruction was basic and primarily focused on grammar and sentence structure. We spent a lot of time on worksheets and repetitive exercises, which often felt monotonous. Although these exercises laid a foundation, they didn't fully engage my creativity or help me see writing as a form of expression.

When I moved to high school, the approach to teaching writing changed. My English teacher encouraged more creative writing assignments, such as short stories and personal essays. This shift was refreshing and allowed me to explore my own voice and style. However, the feedback we received was sometimes vague, which made it difficult to

understand how to improve. While I appreciated the freedom to write creatively, I often felt unsure about how to refine my skills.

By the time I reached university, writing instruction became more structured and focused. We delved into various writing techniques and genres, including academic essays and research papers. The feedback was more detailed and constructive, which helped me grasp the nuances of effective writing. However, I faced significant challenges with organizing my ideas and maintaining coherence in my essays. It was often difficult to keep a clear and structured argument, which led to frustration. I learned to approach writing as a process of drafting, revising, and refining, rather than just a final product. This comprehensive approach significantly improved my writing skills and helped me appreciate writing as both an art and a skill.

Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. It demands rapid retrieval of domain-specific knowledge about the topic from long-term memory (Kellogg & Raulerson, 2017). To me, this highlights the importance of developing these cognitive skills from an early age in education. It's not just about teaching grammar and structure, but also about fostering memory and critical thinking. As we improve in these areas, we find that we face the challenge of writing more effectively and communicating our ideas more clearly in our academic and professional lives.

THOUGHTS:

For me, learning writing skills in English from non-native teachers has been both challenging and rewarding. While these teachers brought diverse perspectives and innovative teaching methods to the classroom, their own experiences with English writing sometimes influenced their instruction. Their feedback, while often insightful, occasionally lacked the nuance needed for advanced writing refinement. Despite this, their unique approaches encouraged me to develop a more adaptable writing style and to seek out additional resources to further refine my skills. The exposure to different teaching methods and the necessity to navigate various styles of feedback ultimately enriched my writing abilities and deepened my appreciation for the complexity of the English language. Through this journey, I've learned to value the diverse experiences and approaches that shape effective writing education.

Few people write spontaneously and feel comfortable with a formal writing task intended for someone else's eyes. When that "someone else" is the teacher, whose judgments may be critical and who can assign an individual evaluation to the written work, most people feel uncomfortable. Many students not only face the dullness of writing but also find themselves playing hide-and-seek with ideas, as they often have to write about what their teacher assigns rather than what is truly relevant to them (Tuan, 2010). I agree because it accurately reflects the difficulty many students face when writing for a critical audience like a teacher. It's natural to feel uncomfortable when one's writing is being evaluated. Additionally, having to write about assigned topics instead of ones that truly interest them can make the writing feel less genuine and more challenging. Recognizing these challenges can help improve writing instruction by offering more freedom in topic choice and strategies for generating ideas.

LEARNINGS:

In my first teaching practice, I faced difficulties with writing due to a lack of planning and a large number of students. Without an English teacher available for guidance, it was challenging to design effective activities that kept students focused on writing.

During my second practice, although the environment improved with the use of technology, I did not incorporate writing skills into the activities. I focused on other areas, such as reading and listening comprehension, and did not implement specific writing exercises.

At university, I conducted a writing activity with a classmate for a demonstration class. Although I was nervous, I tried to apply the feedback I had received previously, such as being clear with instructions and examples, which I had incorporated into my planning for the university course. It seemed to be a simple demo class. The professor's feedback highlighted the need for more enthusiasm and more precise instructions, which helped me recognize the importance of good planning and attitude in teaching writing.

APPLICATIONS:

As teachers, we must always strive to engage students in writing and foster a genuine interest in developing their writing skills. Writing is a skill that often requires persistent practice and can be daunting due to its complexity and the multitude of rules involved. Therefore, it is essential for teachers to be adept not only in their own writing abilities but also in their methods

of instruction. One effective approach is to integrate varied and interactive writing activities that allow students to practice and refine their skills in a supportive and stimulating environment. By incorporating writing exercises that are both creative and relevant to students' interests, such as personal narratives, creative prompts, or collaborative projects, teachers can make the writing process more engaging and less intimidating. Additionally, providing constructive feedback and opportunities for revision helps students develop their writing proficiency and confidence. These strategies not only improve students' writing abilities but also make the learning process more enjoyable and impactful.

Writing is one of the foundations of a successful public relations practitioner and the ability to communicate messages clearly and concisely is one of their differentiating skills (Wise, 2005). This skill, in the educational context, is crucial for students' academic and professional success. The ability to write clearly and concisely helps in expressing ideas coherently and effectively in essays, reports, and presentations. Developing these skills from an early age not only improves academic performance but also prepares students to communicate effectively in their future careers.

Reflecting on the experience, I was able to manage the writing class much better because the activities were simpler and more straightforward. Even though the group didn't have an intermediate level of English, they understood me well and were able to complete the task of writing an informal letter. There weren't many questions from the students, but from what I observed, they were following the instructions and understood the purpose of the activity.

From my perspective, I felt more confident and comfortable in my role as a teacher during this class. I was able to explain things more clearly, move around the classroom, check on students' progress, and offer help when needed. The students seemed more engaged and focused, and they made a real effort to express themselves in English.

Looking back, the outcome of the class was very positive. I saw improvement not only in their writing skills but also in their motivation to participate. This experience helped me realize how important it is to adjust the level of difficulty to the group's abilities, and how a well-structured activity can truly impact how students learn and respond. It was definitely a rewarding class, and it gave me more confidence to keep growing and improving as a teacher.



WRITING Lesson Plan

Action points

- *Time management.*
- *Participation in the class*

What are your Students Learning Objectives for the lesson?

By the end of the lesson, SWBAT **Write** an informal letter **to** describe their aspirations to the future 10 years from now **and then**, sharing their future letter with the class.

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

- *Students will be able to create an informal letter*
- *Students will be able to identify the elements and pattern of informal letters.*

Preliminary considerations:

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

- *Students have prior knowledge of vocabulary future things*
- *Students have experience with creating letters.*
- *Future-related terms (will, going to).*

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

- *Imagining long-term goals.*
- *Using Varied future tenses*

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

- *Provide examples with goal visualization*
- *Provide starting phrases with future forms*



Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
10 min	Preparation	<ul style="list-style-type: none"> ✓ Present a picture related to the future ✓ Ask to questions about them <p>Questions: What can you see in these pictures? What places in the world would you like to visit in the future?? Would anyone of you like to have children?</p> <ul style="list-style-type: none"> ✓ Explain the Structure of the future letter 	<ul style="list-style-type: none"> ✓ Observe the picture. ✓ Ask to questions about the pictures ✓ Listen the explanation 	T-S	Picture
8min	Drafting	<ul style="list-style-type: none"> ✓ Write a Draft about an informal letter 	<ul style="list-style-type: none"> ✓ Write a Draft about your future letter 	T-S	Paper
5 min	Revising	<ul style="list-style-type: none"> ✓ Give and explain a worksheet about set of error correction symbols ✓ Exchange with your partner and use the set of error correction symbols. 	<ul style="list-style-type: none"> ✓ Listen carefully ✓ Exchange the future letter with your partner 	T-S	Paper Worksheet.
15 min	Editing	<ul style="list-style-type: none"> ✓ Give back the Draft One with the correction mistakes with your partner ✓ they will write an informal letter again with the corrections made 	<ul style="list-style-type: none"> ✓ Give back the Draft future letter ✓ Write the letter again with the corrections made 	T-S	Paper Pencil



10 min	Extension	<ul style="list-style-type: none">✓ Give instructions: <i>Play "tingo, tingo, tango". The person holding the ball, when I stop talking and say TANGO you will read Aloud their Informal Letter in front of the class.</i>✓ Every student read aloud in the class their informal letter	<ul style="list-style-type: none">✓ Read Aloud in the class their informal letter	S-S	Paper
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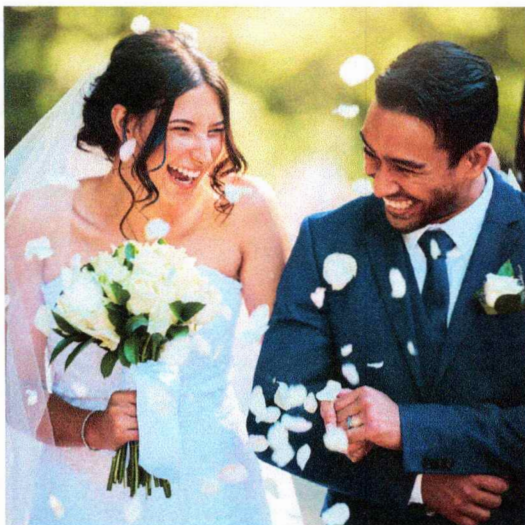
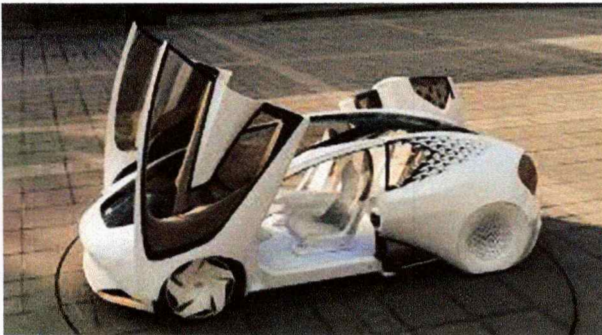
Uleam
UNIVERSIDAD LAICA
ELOY ALFARO DE MANABÍ

Facultad de Educación, Turismo,
Artes y Humanidades

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Materials:

PREPARATION:



Questions:

What can you see in these pictures?

What places in the world would you like to visit in the future??

Would anyone of you like to have children?



AN INFORMAL LETTER

STRUCTURE:

The Day, Month and year

Greeting: Dear + the person's name

1 Paragraph: Introduction

Ask how the person is.

Say why you are writing.

2 Paragraph: Main message

Give more information and describe something.

3 Paragraph: Final Part

Ask something or say goodbye

Closing: Say goodbye with friendly words, then write your name.

EXAMPLE:

July 27, 2025

Dear Ashley,

How are you? I hope everything is going well for you. I miss talking to you—it's been so long since we last saw each other! I really hope we can catch up soon.

Lately, I've been thinking a lot about the future. You know, ten years from now, I hope to have accomplished many of my goals. I imagine myself working in something I truly enjoy, maybe teaching English at a university or even abroad! I'd love to travel, explore new cultures, and keep learning every day. I also hope to have my own place, maybe a small but cozy apartment with lots of books and plants. I want to feel independent and proud of the life I've built. And of course, I'd love to keep in touch with all the friends who've supported me along the way—including you!

What about you? Have you thought about where you see yourself in ten years? I'd love to hear your dreams too.

Let's try to meet soon. Maybe we can go to our favorite café and talk about all the things we want to do in life.

**Best wishes,
Genesis**

DRAFTING:

Write a draft informal letter describing their aspirations to the future 10 years from now.

REVISING:

Explain about how use editing symbols an informal letter and then exchange with your partner and use it.

Editing Symbols

Verb Error	★	Incomprehensible	✕
Wrong Word	▲	Omit	—
Spelling error	■	Incorrect word order	⌂
Words missing	○	Very Nice	♥
Need new paragraph	➡		
No new paragraph	↓		

EDITING

Write the informal letter describing their aspirations to the future 10 years from now, again with the corrections made for your partner

EXTENSION

Play ‘tingo, tingo, tingo’. The person holding the ball, when I stop talking and say TANGO you will read Aloud their future Letter in front of the class.

CONCLUSION

To conclude, the lesson plans provided serve as a structured framework for delivering language instruction that targets all four essential skills: reading, writing, speaking, and listening. In addition, the journals offer useful guidance on how to implement skill-based lessons, with activities designed for a range of proficiency levels.

Drawing from both my academic training and the hands-on experience I gained during internships and community service, I feel confident in my readiness to enter the field of teaching English as a Second Language. I am excited to engage with learners of all ages, helping them to achieve their language goals.

RECOMENDATIONS

I would like to acknowledge the excellent mentorship of my tutor, whose clear and thoughtful explanations were incredibly helpful. Despite her busy schedule, she was always dedicated to ensuring that all of her mentees fully understood the course material.

The guide created for TEFL tutors and mentees is extremely well-structured and easy to follow. Although completing the weekly assignments can feel challenging at times, maintaining a consistent pace allows for the successful completion of most of the work within one semester.

Finally, I recommend that future TEFL students have the opportunity to publish their journals. Publishing is a valuable asset to a professional CV, and providing this opportunity would benefit students by enhancing their credentials and visibility in the field.



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