

UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ
Creada mediante Ley No. 010 Reg. Off 313 del 13 de noviembre de 1985



FACULTAD DE EDUCACIÓN, TURISMO, ARTES Y HUMANIDADES
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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

TRABAJO DE INTEGRACIÓN CURRICULAR

MODALIDAD:
TEFL APPLICATION PROCESS

TEMA:
TEFL APPLICATION PROCESS

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MANTA - ECUADOR

2025-2

CERTIFICADO DE PROPIEDAD INTELECTUAL

Título del Trabajo de Integración Curricular:

Teaching English as a Foreign Language Application Process

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Abstract

Esta investigación documenta diferentes herramientas pedagógicas aplicadas en la instrucción del inglés, ofreciendo una visión integral sobre su puesta en práctica. Más allá de enumerar los modelos teóricos, el texto profundiza en cómo estos paradigmas moldearon la gestión del aula, desde la planificación curricular hasta la selección de recursos didácticos. Un aspecto central del análisis es la adaptación de dichas estrategias a los requerimientos específicos del alumnado, lo que permitió generar un entorno educativo relevante y dinámico. De este modo, el trabajo valida la transición del conocimiento teórico hacia una ejecución práctica, consciente y ajustada a la realidad educativa.

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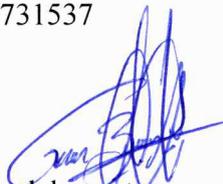
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Curricular Integration Model

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Resumen

Esta investigación documenta diferentes herramientas pedagógicas aplicadas en la instrucción del inglés, ofreciendo una visión integral sobre su puesta en práctica. Más allá de enumerar los modelos teóricos, el texto profundiza en cómo estos paradigmas moldearon la gestión del aula, desde la planificación curricular hasta la selección de recursos didácticos. Un aspecto central del análisis es la adaptación de dichas estrategias a los requerimientos específicos del alumnado, lo que permitió generar un entorno educativo relevante y dinámico. De este modo, el trabajo valida la transición del conocimiento teórico hacia una ejecución práctica, consciente y ajustada a la realidad educativa.

Palabras claves:

Lengua extranjera, TEFL, idioma inglés, ECRIF, expresión oral, PDP, comprensión auditiva, comprensión lectora, PDREE, habilidades de escritura, aprendizaje, entornos de enseñanza, aprendizaje significativo.

Abstract

"This research documents various pedagogical tools applied in English instruction, offering a comprehensive view of their implementation. Beyond merely listing theoretical models, the text delves into how these paradigms shaped classroom management, ranging from curriculum planning to the selection of didactic resources. A key aspect of this analysis is the adaptation of these strategies to the specific needs of the students, which fostered a relevant and dynamic educational environment. Thus, this work validates the transition from theoretical knowledge to a practical execution that is conscious and aligned with educational reality."

Key words:

Foreign language, TEFL, English language, ECRIF, oral expression, PDP, listening comprehension, reading comprehension, PDREE, writing skills, teaching, learning approach.

I. Introduction

My professional development has been heavily influenced by a deep dive into instructional design, specifically regarding the organization of English lessons. I have learned that moving beyond improvisation requires the adoption of robust pedagogical frameworks. These models serve as the architectural backbone of a lesson, providing the necessary scaffolding to guide learners systematically rather than randomly.

It is crucial to understand that these frameworks are not arbitrary lists of tasks; they are practical applications of learning theories tailored to specific linguistic competencies. For instance, when addressing grammar, the **FMU model** is indispensable as it ensures students grasp the form, meaning, and context of use, rather than just memorizing rules. Similarly, for oral production, the **ECRIF model** is vital for transitioning students from initial input to fluent, confident speaking.

Regarding receptive skills, I have mastered the **PDP approach**, which segments reading and listening into pre-, during-, and post-stages to maximize comprehension and retention. Finally, for written expression, the **PDREE** cycle provides a clear roadmap through drafting and refining. Mastering these distinct methodologies has transformed my perspective, equipping me to create structured, purposeful, and student-focused educational experiences.

MODULE 1:

FMU

LANGUAGE

ANALYSIS

Module 1: FMU LANGUAGE ANALYSIS

II. Lesson Plan: Be going to (Affirmative, negative, interrogative)

• FORM

-FORM

Affirmative:

Subject + verb be + going to + base verb + complement

✚ I'm going to do the chores this afternoon.

Negative:

Subject + verb be + not + going to + base verb + complement

✚ She isn't going to school tomorrow since she has an appointment with the doctor.

Interrogative:

Have/Has + subject + past participle + complement + ?

✚ Is Amanda going to the party tomorrow?

-Yes, she is. / No, she isn't.

-Yes, she is going to the party tomorrow. / No, she isn't going to the party tomorrow.

-MEANING

We use **Be going to**, to express future actions, typically to talk about personal plans and intentions, or to make predictions based on present evidence or a clear conclusion about the near future. For instance:

✚ She's going to be a professional dancer when she grows up. (a future plan or intention that is already planned.)

✚ Look at those dark clouds! It's going to rain soon. (A prediction based on evidence).

✚ You're going to pick up all of those toys right now. This room is a mess! (a command for something mandatory)

USE

✚ We use be going to to talk about future plans and intentions. Usually, the decision about the future plans has already been made.

- ✚ We use be going to, to predict something that we think is certain to happen or which we have evidence for now.
- ✚ We use be going to when we give commands or state that something is obligatory.

-ANTICIPATED DIFFICULTIES

- ✚ Students may confuse "be going to" with the present continuous ("I am going to the park" vs. "I am going to study").
- ✚ Forgetting the auxiliary be (e.g., saying "I going to eat" instead of "I am going to eat").
- ✚ Mixing up subject-verb agreement ("He are going to" instead of "He is going to").

-CONCEPT CHECKING QUESTIONS

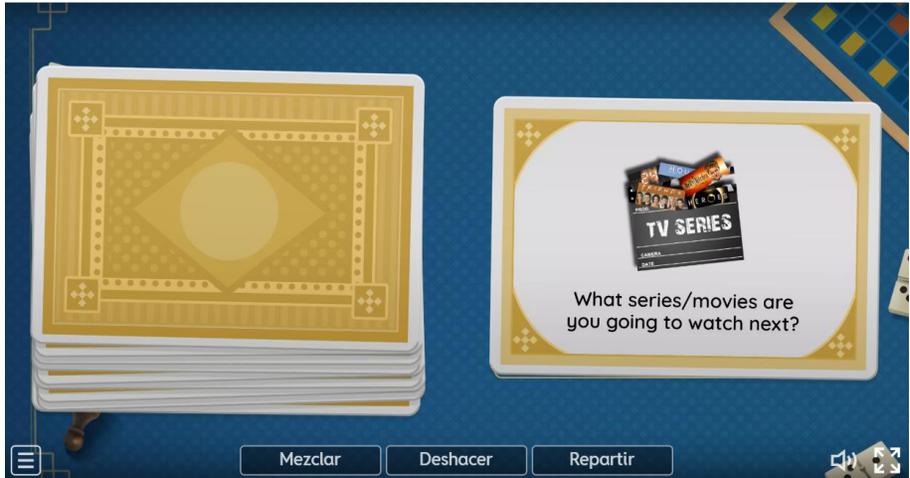
- ✚ **Q:** What are you going to do this weekend?
A: I am going to hang out with my friends.
- ✚ **Q:** What are you going to do on Christmas Day?
A: I am going to spend time with my family and give some presents to my closest friends.
- ✚ **Q:** What are you going to do when you finish your career?
A: I am going to look for a job that covers my necessities and is related to my career.

-TEACHING IDEAS

- ✚ Complete the sentences with the words in parenthesis using be going to. (Annex 1)
- ✚ Students will play a play a card game in which they will receive a card and answer the question given in the card. (Annex 2)
- ✚ Look at the sentences and match the situation from the left page with the situations from the right page. (Annex 3)

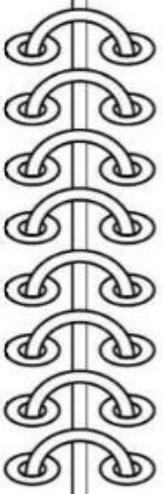
- SOURCES CONSULTED

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Annex 3.

Section 3. Look at the sentences and match the situation from the left page with the situations from the right page. (Example: 1- Don't forget your Umbrella. F- It's going to rain.)

<ol style="list-style-type: none">1. Don't forget your umbrella.2. I'm hungry.3. Lucy needs a filling in her tooth.4. My friends are thirsty.5. John is ill.6. Hurry up!7. It's grandma's birthday on Sunday.8. It's cold outside.9. They're lazy.10. My Dad is very tired.		<ol style="list-style-type: none">a. He's going to have a rest.b. They're going to have a drink.c. You're going to be late.d. I'm going to buy her a present.e. I'm going to put my coat.f. It's going to rain.g. She's going to see her dentist.h. They're going to take a taxi.i. I'm going to make a sandwich.j. He isn't going to come to the party.
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III. Journal

One of the most important communication aspects in Language is Grammar, which constructs a structure for the people's usage to elaborate communication in a specific order. For Sesnan, Grammar is essential, and he developed a metaphor to explain it, and it says, that if language is a 'building', then the words are the 'building blocks or bricks', and grammar is 'the architect's plan' (Sesnan, 2001: 54). This metaphor refers to the fact that an architect needs a plan to build something, as we need a specific structure in order to communicate and give our ideas fluently. This Grammar teaching strategy is presented as the FMU Framework, a methodology used as a reference of "Form, Meaning and Use".

The primary event focused on in this journal is the analysis of the grammatical structure "Future Simple," specifically using the form "going to," through the lens of the Form, Meaning, and Use (FMU) framework. One of the most important communication aspects in language is grammar, which constructs a structure for people to elaborate communication in a specific order. The metaphor of Sesnan (2001) resonates with my analysis of "going to," as I realized that an architect needs a plan to build, just as we need a specific structure to express future intentions fluently. This exercise involved breaking down "going to" not just into its syntax (be + going + to + verb), but exploring its semantic intention (plans and predictions based on evidence) and its pragmatic application in spoken versus written contexts. This approach, derived from Larsen-Freeman (2002), aims to create a stronger connection between grammar and communication, moving away from viewing grammar as a set of "meaningless, isolated, and fixed" rules.

Larsen-Freeman (2002) explains that modern approaches to grammar teaching aim to create a stronger connection between grammar and communication. She argues that grammar should not be seen as a set of “meaningless, isolated, and fixed” rules. Instead, grammatical structures are much more dynamic, involving not only linguistic form but also meaning and use, which together enable effective communication. To support this idea, she proposes a framework that helps teachers develop grammar teaching methods. She compares this framework in three important steps: form, meaning, and use. These steps are closely linked, and they connect themselves to show that any change in one dimension will affect the other two.

The section of the model that represents form (or structure) focuses on “the visible lexical and morphological elements that show how a specific grammatical structure is built and organized in relation to other structures within a sentence or text” (Larsen-Freeman, 2001, p. 252). The meaning (or semantic) section centers on what a particular grammatical structure communicates. This meaning can take two main forms: lexical or grammatical. When learners struggle with a structure due to difficulties in understanding its meaning, teachers need to create practice activities that specifically address these semantic aspects. Finally, we have “use” stage, in which involves the usage of the grammar learned in a social - real-life context, in order to put in practice the knowledge acquired, and the students must produce something as proof of learning.

When I began this analysis, I felt a mix of emotions. Initially, I felt anxious because I had always viewed grammar teaching as a rigid explanation of rules, and I was unsure if I could effectively distinguish "meaning" from "use" for a specific tense like "going to." However, as I delved into the reading and the analysis, I felt surprised to

discover how dynamic grammatical structures actually are when viewed through this framework. By the end of the process, I felt confident and enlightened. I realized that understanding the "why" and "when" of a structure is just as crucial as the "how," and this alleviated my frustration regarding how to explain the subtle differences between future forms to students.

Reflecting on my Pre-service Teaching (Prácticas Preprofesionales), I recall students often confusing "will" and "going to," using them interchangeably without understanding the nuance of "plan" versus "spontaneous decision." I observed that my previous teaching focused heavily on the Form (syntax) and neglected the Use. With this FMU analysis, I can solve this issue by introducing "going to" not just as a rule, but as a tool for expressing specific types of future events in specific social contexts. For my professional growth, I will now design lessons that explicitly target all three dimensions. For example, in a future classroom, I would not only teach the structure of "going to" but also create role-play scenarios (Use) where students must discuss their upcoming weekend plans (Meaning), ensuring they understand that grammar serves a communicative purpose. This approach will move my teaching beyond rote memorization toward authentic language use.

In summary, using the FMU Framework leads to a better understanding of Grammar structures that support communication and comprehension among people thanks to the integration of Form, Meaning, and Use, which offers a comprehensive and dynamic approach to grammar teaching that bridges the gap between linguistic accuracy and communicative competence. By emphasizing the interdependence of these three dimensions, the framework allows learners not only to understand grammatical structures

but also to apply them meaningfully and appropriately in real contexts. Its flexible nature helps teachers design balanced lessons that move beyond rote rule memorization toward authentic language use. Ultimately, the FMU Framework empowers both educators and learners to view grammar as a living system that supports effective communication and deeper language awareness.

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MODULE 2:

ECRIF



Jorge Andrés Carvajal Cevallos

MODULE 2: ECRIF

IV. Lesson Plan

Level: *A1*

Year/Class: *8th*

ECRIF Lesson Plan Form

Action points – (These are two things you are working on in your teaching)

- *Time management*
- *Teacher talking time.*

What are your Students Learning Objectives for the lesson?

- *By the end of the lesson, SWBAT **use Future (be going to) to ask questions and collect answers in a conversation in pairs.***

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

- *When students complete the Wordwall activity matching every future (be going to) question.*
- *When students recognize and use the vocabulary and future (be going to) in a conversation in pairs.*

Preliminary considerations:

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

- *Students know vocabulary related to Hobbies.*
- *Students know future simple "going to" in positive and negative form.*
- *Students know the structure of WH-questions and questions with going to.*

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

- *Students might have difficulties recognizing hobbies and how to make the right questions and how to answer them.*

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

- *Monitoring, supporting them with new vocabulary or answering their questions if they have any doubts about words or the topic itself.*

TIME 45 MINUTES	FRAMEWORK STAGE	PROCEDURE		INTERACTION T-S/S-S VAKT	MATERIALS NEEDED
		Teacher will...	Students will...		
5 min.	Encounter	<p><u>Warm up:</u> show some pictures that contain hobbies and ask:</p> <ul style="list-style-type: none"> • What things are you seeing in these pictures? • Which of these hobbies are you going to do on Saturday? 	Look at the pictures, raise their hands and answer what hobbies are presented and answer the questions made by the Teacher.	T-S Visual Voice	Pictures Screen Computer
5 min.	Clarify	<p><u>Ask students:</u> CCQ's: Do you know what those hobbies are about? For what do we use be going to? Present a picture of a timetable and ask students what they are going to do on a certain day at a specific hour.</p>	<p>Raise their hands and answer the questions. Look at the timetable and answer the questions.</p>	T-S Auditory Voice	Voice Screen
6 min.	Remember	Give a brief review of be going to and how they are structured and	Listen to the review, raise their hand to participate and tell	T-S Visual	Screen Computer

		<i>ask ss for some examples</i>	<i>the examples to the teacher.</i>		
<i>9 min.</i>	<i>Internalize</i>	<i>Present a wordwall to the class in which they will play a matching activity using be going to and the hobbies shown.</i>	<i>Play the wordwall activity</i>	<i>T-S Visual</i>	<i>Screen Computer Cellphones</i>
<i>20 min.</i>	<i>Fluency</i>	<i>- Ask students to form pairs and give each of them a role, for example: "you are going to play some poker with your friends in two days" "you are going on vacation next weekend". With these roles, students will have a conversation and collect the hobbies and plans that they are going to do. They need to add more information about it: days, hours, what are they going to do, who are they going to do it or going with, etc. - Ask each pair to say the things that their partner is going to do.</i>	<i>- Follow instructions and use the roles given to have a conversation with their partner. - Tell the teacher their partner's plan</i>	<i>S-S VAKT</i>	<i>Voice Notebook Pencils Pens</i>

Resources

- **Annex 1**
- Encounter and clarify.





- **Annex 2**
- Internalize

Students will play a labyrinth game in which they have to choose the correct answer to the questions using be going to

<https://wordwall.net/es/resource/2627986/going-to>



V. Journal

The most important aspect of communication is the fluency that a person has in a conversation, which involves the usage of the Speaking ability. This skill is revised by the ECRIF Framework (encounter, clarify, remember, internalize, fluency). ECRIF Framework was developed by Kurzweil and Scholl (2007), and it facilitates foreign language learning through a process-oriented and learner-centered approach. This model is structured by: Encounter stage allows learner to meet new language in authentic and meaningful contexts; then, Clarify stage deepens understanding through questions and explanations; next, Remember stage involves memorization and reinforcement of material; after that, Internalize stage supports engagement with material; and finally, we have fluently use stage, which emphasizes proficient and communicative use of the language.

To understand this ECRIF format, it is imperative to know and separate each stage. Starting with Encounter, the first part of the framework, in which Briones (2022) said, that in this stage “the teacher should select an appropriate input from the immediate knowledge that is related to the topic of the lesson. This is said in order to start the class involving the students deeply into the topic of the lesson to have a better understanding of it.

Next, we have the Clarify stage which involves the clarification process of the topic’s ideas that are not well understood by the students. Here we start making questions and clarifying the doubts. For this stage, Muñoz-Salguero (2023) affirmed that “teachers are essential because they help learners by assessing and identifying their level of understanding of the content and helping them to explain the desired knowledge.”

After that, there is the Remember stage, which states that students start having a long-term memorization, knowledge and this is developed through CCQ’s and the creation of real and clear

examples.

Continuing with the next stage, we have Internalize, a stage in which students start to use the knowledge by themselves to begin creating and producing bit by bit without the teacher's support. For this stage, Baque & Paredes (2020) stated that "students can remember enough vocabulary to use in the activities and demonstrate naturalness in their development." (p.10)

Finally, Fluently Use is the last stage in which students must produce something using real-life situations and prior knowledge acquired through the class. Caisaguano (2022) mentions that "in this phase, learners will have a chance to use the new words to communicate their thoughts." (p.18)

When I first approached the task of designing a speaking lesson using the ECRIF model for the "going to" structure, I felt a distinct mix of anxiety and curiosity. I was anxious because I was accustomed to traditional methods where the teacher leads with an explanation, and handing over that control to a student-centered "Encounter" phase felt risky. I worried that students might be confused if I didn't explicitly explain the grammar rules regarding "be + going to" at the very beginning. However, I also felt a sense of relief and excitement as I read about the framework. It was reassuring to learn that there is a structured path with Clarify, Remember, Internalize; that guides students from confusion to fluency. I felt hopeful that this method would solve the silence I often faced in previous classes when asking students to speak, as it builds confidence incrementally before demanding full fluency.

Now, I assumed that the most effective way to teach the Future Simple "going to" was through a deductive presentation giving the rule first and then practicing it. A potential bias I had was that students would not be able to produce language they hadn't been explicitly taught yet. Reflecting on these assumptions in light of the ECRIF reading, I realized they were not entirely

valid. The reading explains that the "Encounter" phase activates background knowledge and allows students to meet new material in context first, which can actually be more engaging than a dry explanation. I learned that by allowing students to encounter "going to" in a story or dialogue first, they become curious about the structure, making the subsequent "Clarify" stage more effective because they actually want the answer.

During my Pre-service Teaching (Prácticas Preprofesionales), I observed that lessons were often dominated by the teacher talking, with students merely copying from the board. This "transmission" model of education "set me up" to believe that a quiet classroom taking notes was a learning classroom. However, my experience in those practices also showed me the limitations of that method; students could pass tests on "going to" but couldn't answer the simple question, "What are you going to do this weekend?" I learned through this journal process and the ECRIF model that true learning requires the "Internalize" and "Fluently Use" stages, where the learner takes ownership of the language. The issues I saw in my pre-service teaching that are: lack of participation and poor retention, are directly addressed by ECRIF's focus on the learner's internal process rather than the teacher's external presentation.

The implications of this learning for my personal and professional growth are significant. Personally, I have learned to be more patient with the learning process, understanding that it is non-linear and that students need time to "internalize" before they can be fluent. Professionally, I plan to radically change how I introduce grammar topics like "going to." Instead of starting with the auxiliary verb rules, I will start with context; perhaps bringing in pictures of holiday destinations to prompt an "Encounter" with future plans. I will use the ECRIF framework to ensure I am not just teaching the form of the future tense, but facilitating the fluency of its use.

By applying the ECRIF model, I aim to solve the issue of passive learners and create a

classroom where students are actively constructing their knowledge and using the language to communicate real meaning.

To sum up, the ECRIF Framework provides an effective, systematic approach to language teaching that bridges the gap between knowledge and communication. By guiding learners through progressive stages; from initial exposure to fluent use. It fosters deeper understanding, retention, and authentic language production. Its learner-centered nature not only enhances classroom interaction but also empowers students to become independent, confident communicators capable of applying language meaningfully beyond the classroom.

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VI. Demonstrative lesson

SPEAKING "ECRIF" CLASS



ANDRÉS CARVAJAL CEVALLOS
9TH SEMESTER

WHAT CAN YOU SEE IN THESE PICTURES?



CCQ'S

- Do you know what the previous hobbies are about?
- For what do we use be going to?
- If we are on Monday, what are you going to do on Tuesday at 10:00am?

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
10:00					
11:00					

We use going to to talk about plans decided before the moment of speaking.

- I'm going to do a party in two weeks, are you going to come?
- I'm going to the doctor today.
- My parents are going to rent a car when they arrive in New York.



Predictions Based on Present Evidence

- Look at those dark clouds! It's going to rain soon.
- She's going to buy a new cellphone because her old one keeps breaking down.

TIME TO PRACTICE!



TIME TO TALK!

- Form pairs and use the roles given to have a conversation and collect the hobbies and plans your partner is going to do.



MODULE 3:

PDP

LISTENING

MODULE 3: PDP LISTENING

VII. Lesson Plan

Listening Lesson Plan

Names: Andrés Carvajal

Level: B1

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

1. Time management
2. Class management

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the video “How was your vacation?” **by** writing some recommendations for the speaker in order to have some better vacations **and then** writing about a bad and a good experience that they had on their vacations.

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

- When they complete the comprehension questions.
- When they write some recommendations for the speaker in order to have some better vacations
- When they write about their own bad and good vacation experiences.

Preliminary Considerations:

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

- Travelling vocabulary.

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

- ✦ They lack on grammar usage in writing.
- ✦ They lack on comprehending the video.

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

- Provide new vocabulary for the students to have ideas to write

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 Minutes	Pre-Stage	<p>Show images about vacations and travelling and ask.</p> <ul style="list-style-type: none"> - What can you see in these pictures? - What can you infer about these pictures? - What is a place that you would go on a trip? 	<p>Answer the questions asked regarding the pictures watched.</p>	T-S	<p>Pictures Screen</p>
5 Minutes	Early During-Stage	<ul style="list-style-type: none"> - Prepare students for listening by building vocabulary, helping them predict content and showing them pictures that are related to the topic. - Ask them to pair up with another ss and discuss how a vacation experience could go through some images 	<ul style="list-style-type: none"> - Listen actively to the teacher - Pair up with a partner and discuss how a vacation experience could go through some images 	T-S	<p>Pictures Screen Whiteboard Markers</p>
10 Minutes	Later During-Stage	<ul style="list-style-type: none"> • Give students a worksheet in which they will answer some comprehension questions: <ul style="list-style-type: none"> A) “How was Mr. Rashid’s vacation?” B) “How was Mr. Rashid’s feeling when he was on his flight?” C) “How was the weather when he arrived?” D) “Why couldn’t Mr. Rashid sleep much?” E) “How were the waiters that received Mr. Rashid?” 	<ul style="list-style-type: none"> • Receive the worksheets and analyze the questions • Watch the video and answer the questions. 	T-S	<p>Screen Laptop Eraser Pencil Worksheet</p>

		<p>F) “How many days did Mr. Rashid stayed after his flight was cancelled?”</p> <p>G) “Why his vacations were wonderful?”</p> <ul style="list-style-type: none"> • Play the audio for the students to answer the questions. 			
15 Minutes	Final During Stage:	<ul style="list-style-type: none"> - Ask students to listen to the audio again and write some recommendations for Mr. Rashid, Bob, and the two girls in order to have some better vacations the next time. 	<ul style="list-style-type: none"> - Listen again and match the person with the requested information - Complete the true or false activity 	T-S	Screen Laptop Worksheet Pencil Eraser
10 Minutes	Post-Stage	<ul style="list-style-type: none"> - Ask students to write about their worst and best vacations experience on the back of the worksheet - Ask some students to read their experiences out loud, once they have finished. 	<ul style="list-style-type: none"> - Write their experiences on the back of the worksheet - Read the experiences written out loud 	S-S	Worksheet Pencil Eraser

Resources

- **PRE- STAGE:**

Annex 1

- **LATER DURING STAGE:**

Annex 2

<https://www.youtube.com/watch?v=LSSBAIaXXIk&list=PLi5aMhs0-QFhQYVpQVo3Yn8mtPat6Tk2a&index=19>

- A) “How was Mr. Rashid’s vacation?”
- B) “How was Mr. Rashid’s feeling when he was on his flight?”
- C) “How was the weather when he arrived?”
- D) “Why couldn’t Mr. Rashid sleep much?”
- E) “How were the waiters that received Mr. Rashid?”
- F) “How many days did Mr. Rashid stayed after his flight was cancelled?”
- G) “Why his vacations were wonderful?”

- **FINAL DURING STAGE:**

<https://www.youtube.com/watch?v=PY62SeAoOqc&list=PLi5aMhs0-QFhQYVpQVo3Yn8mtPat6Tk2a&index=20>

VIII. Journal

Listening is an ability that students mostly struggle with when starting to learn a new language since it not only covers what somebody or an audio player says, but also covers what you can infer about the recording, how you develop your Listening Comprehension and attention skills to understand what is happening in a situation. In regard to this issue, teachers and researchers created a Framework called PDP, which organizes the development of the lesson's skill through 3 different phases. PDP stands for: PRE – DURING – POST.

For this PDP Listening Framework, my expectations were focused on finding different ways to make listening less intimidating for students, as it is often the skill, they find most challenging. I felt concerned that simply playing an audio and asking questions was an insufficient way to teach, but learning about the PDP Framework (Pre, During, Post) provided a sense of clarity. I now feel more confident in my ability to scaffold tasks so that students feel supported throughout the process rather than simply being tested on their innate abilities.

First of all, PDP framework was developed by different authors throughout time and one of its main uses is for developing listening skills, which is one of the four fundamental language abilities and involve an internal cognitive process (Muji et al., 2023; Mala et al., 2024), that happens when people focus on an oral message in order to understand the meaning (Saragih et al., 2022). Zhou (2023) emphasizes that listening comprehension is an active cognitive process in which you have to process the information received and understand the underlying purpose of the speaker. Cruz et al. (2019).

Now, PDP consists on a framework that is separated into three important phases

that are: PRE, DURING, and POST listening. In “PRE” stage, knowledge is activated and content is contextualized through different warm up activities; in “DURING” stage, the main listening tasks happen which are guided by the teacher, in order to look for the knowledge asked on the task; and, finally, in “POST” stage, learning is reflected upon and applied through activities that consolidate understanding. Therefore, the PDP methodology focuses on guiding students in the progressive development of listening skills, beginning with the activation of prior knowledge and culminating with the consolidation of the content heard.

In order to get clear understanding of PDP framework it’s imperative that we separate each Stage to see their importance and how they function throughout the lesson.

The first stage is PRE-STAGE, in which, According to Nhu (2021) and Praveen (2021), pre-listening tasks serve as initial activities that prepare students to comprehend an audio text. These activities help learners get ready by presenting the topic, activating prior knowledge, exploring main concepts, and reviewing important vocabulary. Additionally, listeners can use metacognitive strategies to organize how they will tackle the listening task beforehand (Paranapiti, 2018).

Second Stage is DURING-STAGE, in which Anchundia et al. (2025) explained that the purpose of this phase is to enhance learners’ listening abilities through structured activities that check understanding, address uncertainties, and emphasize essential information with the teacher’s guidance. Ultimately, this stage plays a crucial role in improving listening competence because it calls for intentional, active, and strategic engagement with the audio input. This stage is separated into different little stages: Early During Stage, Later During Stage and Final During Stage. This three stages are used for

developing the Listening Skill through the usage of audios and tasks that demonstrate the understanding of the recordings and the comprehension of the student, all of them having different types of activities to get the students involved in different situations and explore different possibilities and answers.

Finally, we have POST STAGE. In Post Stage Students use the information gathered throughout the lesson and use it in responsive activities, such as writing or speaking, through discussions, through changing part of the recording and writing what they understood, by role-playing a similar situation in order to clarify and reinforce understanding about the topics.

During my internships in “Juan Montalvo” high school, I observed firsthand the challenges students face when confronted with authentic or semi-authentic audio materials. Many of them struggled significantly because they did not have a strong command of specific vocabulary and key words, which led to initial difficulties in following the recordings. However, I found that by applying the PDP structure effectively, these obstacles could be overcome. When I dedicated sufficient time to the "Pre" stage by contextualizing the topic and explicitly teaching the necessary vocabulary, so the students' confidence could increase. It was rewarding to see that, despite their initial struggles, they were able to achieve full understanding after following the structured instructions and completing the tasks designed.

This experience reinforced my new learnings regarding the "Diamond" structure of a lesson, where the teacher acts as a facilitator to ensure learning is visible. I realized that a successful listening objective must be observable; for example, by the end of the lesson, a

student should be able to show understanding of a text by performing a specific action, such as completing a chart or ordering images. In a real classroom setting, I plan to continue using pre-listening activities to activate background knowledge, such as brainstorming or visual aids, to mitigate vocabulary gaps. During the listening itself, I will implement tasks that move from general to specific, ensuring students are not overwhelmed by details before they understand the main idea.

The importance of the PDP model cannot be overstated, as it provides a structured roadmap that ensures every activity in the lesson has a clear purpose. By following this framework, I can move away from a teacher-centered approach and toward a model of “visible learning,” where the students are the protagonists and the teacher acts as a facilitator. This model is essential because it prevents students from feeling overwhelmed by providing the necessary support in the early stages and guided practice throughout. Ultimately, using the PDP Framework allows me to follow the methodological standards required by the Ecuadorian educational system while ensuring that my students are actually developing the skills they need to communicate effectively in English.

In sum, the PDP Listening Framework offers a structured and effective approach for developing students’ listening comprehension, one of the most complex skills in language learning. By organizing instruction into Pre, During, and Post-listening stages, the framework ensures that learners are adequately prepared before listening, actively supported while processing the audio, and given opportunities to apply their understanding afterward. Each phase plays a distinct but connected role, guiding students from the activation of prior knowledge to the strategic analysis of spoken input and finally to meaningful communicative use of what they have learned. As a result, PDP not only

strengthens students' listening proficiency but also promotes deeper engagement, critical thinking, and long-term retention of language skills.

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IX. Demonstrative Lesson



WHAT CAN YOU INFER ABOUT THESE PICTURES?



LISTEN AND ANSWER THE QUESTIONS ON THE WORKSHEET ABOUT MR. RASHID'S VACATIONS



ACTIVITY TIME!!

- A) "How was Mr. Rashid's vacation?"
- B) "How was Mr. Rashid's feeling when he was on his flight?"
- C) "How was the weather when he arrived?"
- D) "Why couldn't Mr. Rashid sleep much?"
- E) "How were the waiters that received Mr. Rashid?"
- F) "How many days did Mr. Rashid stayed after his flight was cancelled?"
- G) "Why his vacations were wonderful?"

MATCHING ACTIVITY!

Final During Stage:

- A) Marie
- B) Cheryl
- C) Bob

- 1) Doesn't like to travel.
- 2) Went to the beach.
- 3) Got his/her car stolen.
- 4) Swam with dolphins.
- 5) Flew to China.
- 6) Spent on his/her room for a week.
- 7) Got his map stolen.



Reflection time!

Write about their worst and best vacations experience on the back of the worksheet.



MODULE 4:

PDP

READING

MODULE 4: PDP READING

X. Lesson Plan

READING LESSON PLAN PDP

Name: Andrés Carvajal

Level: B1

Action points – (These are two things you are working on in your teaching)

1. *TTT (Teacher Talking Time)*
2. *Creativity for reading activities.*

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the interview by discussing in pairs and answering comprehension questions and then writing a new Travel plan for Santiago.

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 students discuss in pairs and answer the comprehension questions
- When students write a new Travel plan for Santiago.

Preliminary considerations:

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

- Future simple (will and going to).
- Travelling vocabulary.

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

They may find it difficult to understand some words of the text.

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

- Provide the opportunity to use a dictionary to look up words they don't know.

Time 45 minutes	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5min	Pre-stage	<ul style="list-style-type: none"> - Teacher will hand out a worksheet in which they will have the lyrics of a song “Live is a Highway”. - Ask students to reorder the lyrics of the song by writing the numbers of each line in the correct order while they listen to it. 	<ul style="list-style-type: none"> - Receive the worksheet and read the lyrics of the song. - Listen to the song and write the number reordering the lyrics. 	S-T	Projector. Computer. Worksheet Pen Liquid paper
7min	Early During Stage	<ul style="list-style-type: none"> - With the worksheet given, ask students to skim the text in 3 minutes and ask students to give just one word in order to brainstorm ideas looking for the topic of the reading. 	<ul style="list-style-type: none"> - Skim the text and brainstorm the ideas. 	S-T	Worksheet. Board Markers
10min	Later During Stage	<ul style="list-style-type: none"> - Ask students to scan the text in order to answer the True or False activity in the worksheet where they must answer if the sentences are true or false by putting a checkmark in the corresponding box. - Ask students to do the multiple-choice activity on the worksheet: What does Santiago say about his parents? A They like living in Wales. B They met in Argentina. C They come from different countries. <p>2 What weather does Santiago like? A cold weather B warm weather C hot weather</p> <p>3</p>	<ul style="list-style-type: none"> - Scan the text and complete the activities in the worksheet. - Do the multiple-choice activity on the worksheet. 	T-S	Pencil. Eraser. Worksheet.

		<p>Santiago's coach journey was A boring. B short. C slow.</p> <p>What does Santiago like most about electric tuk tuks? A They're small. B They're quiet. C They're fast.</p> <p>5 What's the best thing to take with you when you travel? A something to drink B something to eat C something to listen to</p>			
15min	Final During Stage	<p>-Tell the students to reread the text, and then ask students to discuss in pairs:</p> <ul style="list-style-type: none"> • What place would you want to go someday? • What is your favorite culture/country? • When you go travelling, what do you do? Example: I Listen to music 	- Reread the text and discuss with a partner the questions made by the teacher.	T-S	Worksheet. Pencil. Eraser.
8min	Post-stage	<p>- Ask students to create a new travel plan for Santiago to do, and they will have to cover:</p> <ul style="list-style-type: none"> • The country he will visit. • The type of transport he's going to use. • The activities he's going to do there. • What will he need to take with him. 	- Create a new travel plan using the prompts given by the teacher.	S-S	Worksheet Pen Liquid paper

		<p>Write prompts on the board:</p> <ul style="list-style-type: none">• “Santiago is going to travel to ...”• “He’s going to go by ...”• “He will ... there.”• “He’s going to take ... with him.” <p>Each student presents their travel plan paragraph of at least 5 lines. Example: “Santiago is going to travel to Japan. He’s going to go by plane. He will eat sushi and visit temples. He’s going to take his camera and water.”</p>			
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Resources

PRE-STAGE: (Annex 1)

Lyrics of the song

Whoo!

Mm, yeah

Life's like a road that you travel on

When there's one day here and the next day gone

Sometimes you bend, sometimes you stand

Sometimes you turn your back to the wind

There's a world outside every darkened door

Where blues won't haunt you anymore

Where the brave are free and lovers soar

Come ride with me to the distant shore

We won't hesitate

To break down the garden gate

There's not much time left today, yeah

Life is a highway

I wanna ride it all night long

If you're goin' my way

Well, I wanna drive it all night long

Through all these cities and all these towns

It's in my blood and it's all around

I love you now like I loved you then

This is the road and these are the hands

From Mozambique to those Memphis nights

The Khyber Pass to Vancouver's lights

Knock me down, I'm back up again

You're in my blood, I'm not a lonely man

There's no load I can't hold

A road so rough, this I know

I'll be there when the light comes in

Just tell 'em we're survivors

Life is a highway

Well, I wanna ride it all night long (whoo!)

If you're goin' my way

I wanna drive it all night long (all night long)

A gimme, gimme, gimme, gimme, yeah

Life is a highway

Well, I wanna ride it all night long (mm, yeah)

If you're goin' my way (you're goin' my way)

I wanna drive it all night long (all night long)

Early During Stage and Later During Stage Annex 2:

Text

In this month's TeenTravels we talk to Santiago about how he likes (and doesn't like!) to get around.

Do you enjoy travelling?

Definitely! I live in Wales. Mum's Welsh, but Dad comes from Argentina. We go there twice a year to visit family, but also because they both enjoy getting away to other countries. This year we're going to travel around Morocco. Will it be very warm? Yes, it will. It's a shame because it will be very hot. I think cold weather's better for travelling. But I'll still have a good time. I'm going to ride a camel in the Atlas Mountains. Do you know that camels can last seventeen days without water? When they start drinking they can drink more than 100 litres in one go!

What type of transport do you prefer?

I like anything that's fast such as a high-speed train. I'm not a big fan of coaches except for short journeys. Once I went away with my basketball team. We travelled all night on a coach. It was comfortable, but there wasn't anything interesting to see. It was too dark. I'm not going to do that again.

What countries are you going to visit in the future?

Portugal, because I want to ride in an electric tuk tuk – it's like a small car, but with three wheels! The best thing about the tuk tuks in Portugal is that they don't make much noise. It won't be the quickest way to travel, but it'll be fun.

What is important to take with you when you're travelling?

Ah, that's difficult. I always have my mobile, headphones and a pillow for long journeys. I suppose snacks are important too. It's better to be bored than hungry. And most of all, don't forget to take lots of water!

True or false

Santiago's father is from Wales, and his mother is from Argentina. (False)

Santiago thinks cold weather is better for travelling. (True)

Santiago enjoys travelling long distances by coach. (False)

In Portugal, Santiago wants to try riding an electric tuk tuk. (True)

Santiago always takes his mobile, headphones, and pillow with him when travelling. (True)

Final During Stage Annex 3:

Multiple choice

What does Santiago say about his parents?

A They like living in Wales. B They met in Argentina. C They come from different countries.

2

What weather does Santiago like?

A cold weather B warm weather C hot weather

3

Santiago's coach journey was

A boring. B short. C slow.

What does Santiago like most about electric tuk tuks?

A They're small. B They're quiet. C They're fast.

5

What's the best thing to take with you when you travel?

A something to drink B something to eat C something to listen to

Post-Stage Annex 4:

Prompts final activity

The country he will visit.

- The type of transport he's going to use.
- The activities he's going to do there.
- What will he need to take with him.

Write prompts on the board:

- "Santiago is going to travel to ..."
- "He's going to go by ..."
- "He will ... there."
- "He's going to take ... with him."

XI. Journal

Nowadays, English has been one of the main languages in the world, making it as the Global Language that everyone needs to learn and in some places is a must-have that all of us need. In regard to this issue, teachers and researchers created a Framework called PDP, which organizes the development of the lesson's skill through 3 different phases. PDP stands for: PRE – DURING – POST.

Initially, I felt a mixture of curiosity and apprehension about designing a Reading Lesson Plan. I was concerned about the challenge of moving beyond a simple reading of the text to a more interactive and structured engagement. My expectations were that students might find long texts intimidating, leading to frustration. However, learning about the PDP framework provided a sense of clarity. I realized that my role is to guide them through the text incrementally rather than expecting immediate, total comprehension. This shift in perspective made me feel more confident and prepared to tackle the complexities of teaching reading as a receptive skill.

To begin with, PDP framework was developed by different authors throughout time and is not only focused on Listening, but also on the Reading skill, which is one of the four fundamental language abilities, and which involves the understanding of messages, texts and different kinds of passages that are important in professional, academical and day-to-day sectors. In order to acquire this, students need to attain comprehension skills to achieve better academic and professional prospects (Alghonaim, 2020).

Now, PDP consists on a framework that is separated into three important phases that are: PRE, DURING, and POST listening. In “PRE” stage, knowledge is activated and

content is contextualized through different warm up activities; in “DURING” stage, the main reading tasks happen which are guided by the teacher, in order to look for the knowledge asked on the task; and, finally, in “POST” stage, learning is reflected upon and applied through activities that consolidate understanding. Therefore, the PDP methodology focuses on guiding students in the progressive development of reading skills, beginning with the activation of prior knowledge and culminating with the consolidation of the content heard.

In order to get clear understanding of PDP framework it’s imperative that we separate each Stage to see their importance and how they function throughout the lesson.

The first stage is PRE-STAGE, which is one of the most important ones since in this stage you try to catch the students’ attention by activating prior knowledge for the reading, for this, Norhayati and Din (2024) highlighted that, although activating prior knowledge and fostering motivation are connected, they each call for different approaches. This indicates that students need more focused teaching and concrete examples to clearly understand what they are going to read and learn.

The second phase, known as the DURING-STAGE, is described by Acevedo et al. (2018) as involving tasks such as reading and sketching, responding to gist questions, sequencing images or events, and identifying errors regarding the text utilizing essential information given. Ultimately, this stage plays a crucial role in improving the reading competence because it calls for intentional, active, and strategic engagement with the text input. This stage is separated into different little stages: Early During Stage, Later During Stage and Final During Stage. These three stages are used for developing the Reading Skill through the usage of texts and tasks that demonstrate the understanding of the

reading passages and the comprehension of the student, all of them having different types of activities to get the students involved in different situations and explore different possibilities and answers.

Finally, we have POST STAGE. In Post Stage Students use the information gathered throughout the lesson and use it in responsive activities, such as writing or speaking, through discussions, through changing part of the recording and writing what they understood, by role-playing a similar situation in order to clarify and reinforce understanding about the topics.

At the end, we have the POST-STAGE, which extends learning through creative and productive activities (Norhayati & Din, 2024; Tampubolon, 2021), these activities can be related to discussions, writing summaries and personal or fictional storytelling as many different kinds of activities that can be used for the student to produce something with the knowledge acquired.

In my experience in the internships, students struggled a bit with this skill since so many of them didn't have a good level of understanding of some words and vocabulary, so they had difficulties with the texts, but they could understand after following the instructions, tasks and learn the vocabulary of the Reading taught. I consider these issues solvable with this PDP analysis. By utilizing the Pre stage to pre-teach only the most essential vocabulary and using the During stage to provide guided tasks that break down the text, teachers can reduce the initial barrier of difficult language. This approach provides the necessary scaffolding to help students build comprehension incrementally rather than being overwhelmed by unknown terms.

To implement these ideas in real classrooms, I used various activities derived from the PDP framework. During the reading process, I had my students practice inferring the meaning of unknown words from context and summarizing paragraphs in their own words to ensure deep comprehension. I also intend to use discourse cohesion exercises, such as marking pronouns like "he" or "they" with arrows to show what they refer to, and underlining topic sentences to help students understand the text's structure. For the Post stage, I will encourage students to apply the text's ideas to different contexts, perhaps by writing a personal response or creating a creative project like a poster, which moves the learning from a receptive level to a more productive and personal one.

Finally, it is important to note the differences between PDP Listening and Reading Lesson Plans. Although both follow the same framework as receptive skills, listening lessons frequently focus on decoding spoken language features, including rapid speech, intonation, and stress patterns. In contrast, reading lessons focus on the visual and structural elements of a text, such as its organization, cohesive devices, and specific scanning or skimming tasks. Additionally, while readers can re-read and process text at their own speed, listeners must often deal with the temporal nature of audio, which requires the teacher to provide different types of support during the "During" stage to ensure comprehension is maintained.

In summary, the PDP framework offers a structured and effective approach for developing essential language skills, particularly listening and reading. By dividing the learning process into three interconnected stages (PRE, DURING, and POST) teachers are able to activate students' prior knowledge, guide them through meaningful interaction with the text, and finally encourage them to apply and reflect on what they have learned.

Each stage plays a distinct yet complementary role: the PRE stage prepares and motivates learners, the DURING stage fosters focused engagement and comprehension, and the POST stage consolidates understanding through productive, creative tasks. As research shows, this framework not only supports comprehension but also promotes critical thinking, participation, and long-term retention. Ultimately, the PDP approach enhances students' academic and communicative abilities, making it a valuable tool for language educators aiming to build strong, confident, and independent readers and listeners.

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XII. Demonstrative Lesson

PDP READING CLASS



LISTEN TO THE SONG AND REORDER THE SCRAMBLED LYRICS

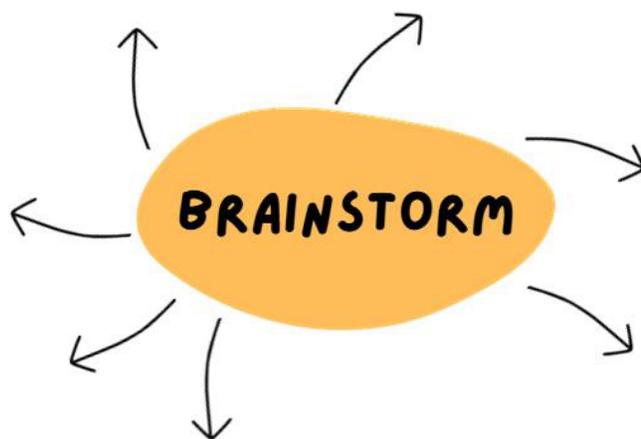


SKIMMING AND BRAINSTORMING

In this month's TeenTravels we talk to Santiago about how he likes (and doesn't like!) to get around.

Do you enjoy travelling?

Definitely! I live in Wales. Mum's Welsh, but Dad comes from Argentina. We go there twice a year to visit family, but also because they both enjoy getting away to other countries. This year we're going to travel around Morocco. Will it be very warm? Yes, it will. It's a shame because it will be very hot. I think cold weather's better for travelling. But I'll still have a good time. I'm going to ride a camel in the Atlas Mountains. Do you know that camels can last seventeen days without water? When they start drinking they can drink more than 100 litres in one go!



ACTIVITY TIME!

READ THE WHOLE TEXT AND ANSWER THE TRUE AND FALSE QUESTIONS

What type of transport do you prefer?

I like anything that's fast such as a high-speed train. I'm not a big fan of coaches except for short journeys. Once I went away with my basketball team. We travelled all night on a coach. It was comfortable, but there wasn't anything interesting to see. It was too dark. I'm not going to do that again.

What countries are you going to visit in the future?

Portugal, because I want to ride in an electric tuk tuk – it's like a small car, but with three wheels! The best thing about the tuk tuks in Portugal is that they don't make much noise. It won't be the quickest way to travel, but it'll be fun.

What is important to take with you when you're travelling?

Ah, that's difficult. I always have my mobile, headphones and a pillow for long journeys. I suppose snacks are important too. It's better to be bored than hungry. And most of all, don't forget to take lots of water!

- Santiago's father is from Wales, and his mother is from Argentina.
- Santiago thinks cold weather is better for travelling.
- Santiago enjoys travelling long distances by coach.
- In Portugal, Santiago wants to try riding an electric tuk tuk.
- Santiago always takes his mobile, headphones, and pillow with him when travelling.

ACTIVITY TIME!

READ THE WHOLE TEXT AND ANSWER THE MULTIPLE CHOICE QUESTIONS

• What does Santiago say about his parents?
A They like living in Wales. B They met in Argentina. C They come from different countries.

• What weather does Santiago like?
A cold weather B warm weather C hot weather
• Santiago's coach journey was
A boring. B short. C slow.

• What does Santiago like most about electric tuk tuks?
A They're small. B They're quiet. C They're fast.

• What's the best thing to take with you when you travel?

A something to drink B something to eat C something to listen to

AFTER YOU HAVE FINISHED, DISCUSS WITH YOUR PAIR THE FOLLOWING QUESTIONS:

- What place would you want to go someday?
- What is your favorite culture/country?
- When you go travelling, what do you do? Example: I Listen to music

FINAL ACTIVITY!

Create a new travel plan for Santiago using the following prompts...

- The country he will visit.
- The type of transport he's going to use.
- The activities he's going to do there.
- What will he need to take with him.



MODULE 5:

PDREE

WRITING

MODULE

MODULE 5: PDREE

XIII. Lesson Plan

Name: Eyleen Cedeño Sánchez **Date:** July 28th, 2025. **Level:** B1 **Class:** Sophomore

Action points:

1. Time Management
2. Precise explanations

What are your Student Learning Objectives for the lesson?

- **By the end of the lesson, SWBAT use** a narrative story or a script **to** write their own story continuation using different situations and characters of comics

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

- Students will write a story using different situations and characters of comics.
- Students will present their story out loud to the class.

Preliminary considerations:

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

- Connectors
- Going to
- Modal verbs

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

- Struggle to organize their ideas clearly and use time expressions correctly in their writing.
- They may also find it difficult to apply tenses accurately and use correct spelling and punctuation.

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

- The teacher will provide the chance to use a dictionary.
- The teacher will be constantly monitoring during the writing time.

Time	Framework Stage	Procedure		Interaction T-S/S-S	Materials Needed
		Teacher will...	Students will...		
8 min	Preparation	<ul style="list-style-type: none"> - Ask students: "Who is your favorite superhero or comic villain?" - Display on the screen a 3-panel comic strip where the dialogues are blank and ask students: "What do you think is happening or what will happen next?" 	<ul style="list-style-type: none"> - Tell their favorite superhero or villain in comics. - Answer the question regarding the panels seen. 	T – Ss	Screen Laptop
12 min	DRAFTING	<ul style="list-style-type: none"> - Hand out a worksheet with an incomplete comic strip and ask students to write a draft of their own script or narrative paragraph to describe the continuation and last scene of the story using at least 80-100 words. - Monitor students and give support with vocabulary if they need. 	<ul style="list-style-type: none"> - Follow the instructions and write their draft of the story. - Ask for support with some vocabulary words if needed. 	T – Ss	Worksheet, pen, pencil, eraser, liquid paper.
15 min	REVISION and EDITING	<ul style="list-style-type: none"> - Ask ss to pair up with a partner to do a peer revision and use the symbols checklist to mark the mistakes made by their partners. - Monitor ss and provide support if needed. - Ask ss to give their worksheet back and write the final story making the corrections needed. 	<ul style="list-style-type: none"> - Pair up with a partner, look for the mistakes made by their partners and circle them. - Ask for support or questions if needed. - Give the worksheets back and write their final story correcting their mistakes. 	Ss – Ss Ss – T	Worksheet Pencil Pen Eraser Liquid Paper Pencil colors
10 min	EXTENSION	<ul style="list-style-type: none"> - Ask some students to read their final story aloud to the class. - Ask ss to give the worksheets to the teacher for scoring them. 	<ul style="list-style-type: none"> - Read the story out loud to the class. - Give the worksheets to the teacher. 	Ss – T	Paper sheet

Resources

Preparation ANNEX 1



DRAFTING ANNEX 2



REVISION AND EDITING ANNEX 3

Symbols	Meaning
Sp	Spelling mistake
Gr	Grammar mistake
Wo	Wrong word
?	Not clear
P	Punctuation

XIV. Journal

The teaching of writing in English as a Foreign Language (EFL) has traditionally focused on the final product, emphasizing grammatical correctness over the expression of ideas.

However, modern pedagogical approaches recognize that writing is a complex cognitive activity that requires more structured guidance. To support this, educators employ the PDE Writing Framework (Preparation, Drafting, Revision and Editing, and Extension), which conceptualizes writing as a recursive process rather than a linear task. Therefore, the following essay aims to analyze the stages of this framework, its pedagogical benefits, and its purpose in developing autonomous writers in the EFL classroom.

The main purpose of this process-oriented approach is Anthony Seow (2002), who argues that writing is a developmental process where students must be guided through specific stages to produce effective texts. The framework begins with Preparation (often called pre-writing or planning), a crucial stage where students generate and organize ideas before writing a single sentence. According to Flower and Hayes (1981), this stage is essential because "writing is a goal-directed process where writers create a hierarchical network of goals and these in turn guide the writing process". In this phase, teachers encourage brainstorming and clustering to help students overcome the "blank page syndrome" and focus on content generation.

The second stage, Drafting, involves translating these plans into written text. During this phase, the focus shifts from accuracy to fluency, encouraging students to pour their ideas onto paper without being hindered by the fear of making grammatical errors. Seow (2002) emphasizes that at this stage, "writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft" (p. 317). This distinction is vital for maintaining student motivation, as it separates the creative act of composition from the analytical

act of correction.

The third and fourth components, Revision and Editing, are often confused but represent distinct processes within the framework. Revision focuses on the macro-skills of writing—clarifying meaning, reorganizing structure, and ensuring logical flow—while editing addresses surface-level errors such as spelling and grammar. Hyland (2003) notes that in this recursive cycle, "writers move back and forth between these parts, not in a fixed order" (p. 10), allowing them to constantly refine their message. Finally, the Extension (or publishing) stage provides students with a real purpose for their writing by sharing their final product with an audience beyond the teacher, which enhances their sense of achievement.

The primary benefit of the PDE framework is that it reduces writing anxiety by breaking the complex task of composition into manageable steps. Instead of judging a student solely on a finished product, the framework values the effort put into each stage of development. Harmer (2004) suggests that this approach is beneficial because "process writing is a move away from students writing to test their language towards the communication of ideas, feelings and experiences" (p. 12). Furthermore, it fosters critical thinking and learner autonomy, as students learn to self-monitor and evaluate their own work during the revision phases.

For the Writing Module, the central task was to design a lesson plan utilizing the PDE (Preparation, Drafting, Extension) framework. The specific focus of my lesson plan was using comics as a medium for storytelling, where students were required to continue a narrative and create their own part of a story. Instead of a traditional linear approach where students simply write sentences to test grammar, this module introduced the concept of writing as a recursive process. I engaged with readings that defined the stages of Preparation, Drafting, Revision, Editing, and Extension. This contrasted with my previous experiences where writing was often

just a final product evaluation. The core behavior involved analyzing how to guide students through generating ideas (brainstorming for their comics) before asking them to worry about accuracy, and finally publishing their work for an audience

Initially, I felt quite doubtful about teaching writing because, in my experience, students often find it tedious or intimidating. I felt concerned that the students might face "blank page syndrome" and not know how to continue the comic story. However, the PDREE framework helped me on having a structure that breaks the massive task of writing into manageable steps. By the time I finalized the lesson plan on comics, I felt excited and confident. I realized that using a visual medium like comics could make the process enjoyable, and I felt satisfied seeing how the "Preparation" stage could alleviate the students' stress before they even started drafting.

Regarding my professional growth and Pre-service Teaching (Prácticas Preprofesionales), I have observed that students often view writing as a punishment or a strict exam. To solve this issue, I applied the PDE framework to create a "safe" writing environment. Specifically, I implemented the "Extension" phase I learned about, ensuring student writing has an audience beyond the teacher. For my comic lesson, this means displaying the finished stories or having students read them to peers, rather than just handing them in for a grade.

In a real classroom, I used the "Chain Story" idea mentioned in the guide, where students rotate papers to continue a narrative, as a way to practice the Drafting phase collaboratively. I also utilized peer editing symbols during the "Editing" stage so students can learn to self-monitor without me being the sole corrector. The importance of the Writing Process lies in its ability to foster learner autonomy; by teaching students how to plan and revise, I gave them tools to be independent communicators rather than just completing an assignment. This methodology transformed the classroom from a place of testing into a workshop of creation.

In conclusion, the PDE Writing Framework represents a shift from writing as a test of grammar to writing as a tool for communication and discovery. By guiding students through Preparation, Drafting, Revision and Editing, and Extension, teachers empower learners to express themselves more clearly and confidently. Ultimately, this framework ensures that students understand writing not just as a static outcome, but as a dynamic process of creating meaning.

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XV. Demonstrative Lesson

PDREE WRITING CLASS

ANDRÉS CARVAJAL CARVAJAL
9th Semester



WHO IS YOUR FAVORITE SUPERHERO OR
VILLAIN? WHY DO YOU LIKE HIM/HER?



WHAT DO YOU THINK IS HAPPENING OR WHAT WILL HAPPEN NEXT?"



DRAFTING



- Use the comic panel given to write a continuation draft of this story which is going to end, using at least 100–150 words.
- You will have 12 minutes to continue the story as you wish. Be as creative as you want.

REVISION AND EDITING



1. Pair up with a partner to revise each others works and circle the mistakes made them.
2. After you have finished, give back your works and correct the mistakes made.

EXTENSION

- The teacher will choose randomly some students for them to read aloud their continuation of the story.



- After that, the teacher will collect their papersheets to grade them.



XVI. Conclusion

To sum up, the pedagogical frameworks integrated into my practice have been transformative, shaping both my organizational skills and my identity as a teacher. They have instilled in me the belief that every classroom intervention must be intentional and grounded in how learners actually acquire a language. This shift in perspective has allowed me to replace fragmented activity planning with a holistic, guided approach that prioritizes specific outcomes. These methodologies have boosted my confidence and clarified my role as an English Teaching thanks to the practical strategies and different methodologies to use to cover so many situations that can occur in a class.

XVII. Recommendations

It is highly recommended that educators prioritize the implementation of structured methodological scaffolding, moving away from traditional teacher-centered instruction toward more robust pedagogical frameworks. Models such as ECRIF and PDP should serve as the architectural backbone of every lesson, ensuring that the transition from theory to practice is handled with intention and organization. By adopting these systems, teachers can provide the necessary support to guide learners through the development of language skills step by step, replacing classroom improvisation with a logical and objective-driven process that effectively responds to the students' specific needs.

Regarding the instruction of specific linguistic competencies, a conscious shift toward contextualized and process-oriented learning is essential. For grammar, practitioners should utilize the FMU (Form, Meaning, Use) framework to bridge the gap between abstract syntax and real-world communication, ensuring students understand the function of language in context. Similarly,

for receptive skills, the PDP approach should be strictly applied to allow for the activation of prior knowledge and deep reflection. To foster productive skills, the use of ECRIF for speaking and PDREE for writing is advised, as these frameworks break down complex tasks into manageable stages—from initial exposure and drafting to fluency and final extension—thereby building student confidence and promoting autonomy in the target language.

Finally, a commitment to continuous reflective practice is vital for the professional evolution of any English teacher. It is recommended that educators consistently evaluate their own performance, focusing on critical action points such as Teacher Talking Time and efficient time management. This ongoing self-assessment ensures that pedagogical theory does not remain static but is instead constantly adapted to the evolving reality of the classroom. By grounding teaching in these structured frameworks and maintaining a student-centered focus, instructors can create meaningful and coherent learning experiences that empower students to become proficient and purposeful communicators in English.

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