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MODALIDAD:

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TEMA:

TEFL APPLICATION PROCESS

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CERTIFICADO DE PROPIEDAD INTELECTUAL

Título del Trabajo de Integración Curricular:

Teaching English as a Foreign Language Application Process

Autor: Eyleen Melisa Cedeño Sánchez

Abstract

This document presents a detailed and reflective account of the various pedagogical frameworks used during the design and implementation of Teaching English as a Foreign Language (TEFL) instruction. Throughout the project, the applied models are described, along with how they guided lesson planning, activity selection, and pedagogical decision-making in the classroom. Furthermore, the paper analyzes how each framework addressed the students' real needs, facilitating more meaningful, participatory, and contextually relevant learning experiences. Overall, the work demonstrates a formative process in which theory was not merely academic but was consciously and thoughtfully put into practice.

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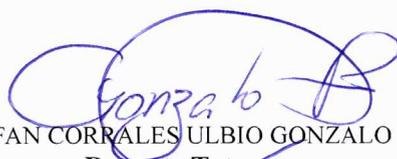
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Docente Tutor

Resumen

El presente trabajo evidencia de manera detallada y reflexiva las diversas estructuras pedagógicas que se utilizaron durante el proceso de diseño e implementación de la enseñanza del inglés como lengua extranjera. A lo largo del desarrollo del proyecto no solo se describen los modelos aplicados, sino también la forma en que estos orientaron la planificación de las clases, la selección de actividades y la toma de decisiones pedagógicas en el aula. Asimismo, se analiza cómo cada estructura permitió responder a las necesidades reales de los estudiantes, facilitando experiencias de aprendizaje más significativas, participativas y cercanas a su contexto. En conjunto, el trabajo muestra un proceso formativo en el que la teoría no quedó únicamente en lo académico, sino que se llevó a la práctica de manera consciente y reflexionada.

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 document presents a detailed and reflective account of the various pedagogical frameworks used during the design and implementation of Teaching English as a Foreign Language (TEFL) instruction. Throughout the project, the applied models are described, along with how they guided lesson planning, activity selection, and pedagogical decision-making in the classroom. Furthermore, the paper analyzes how each framework addressed the students' real needs, facilitating more meaningful, participatory, and contextually relevant learning experiences. Overall, the work demonstrates a formative process in which theory was not merely academic but was consciously and thoughtfully put into practice.

Key words:

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

Contenido

I.   Introduction

Throughout my academic training, I have gained valuable knowledge about how to plan and conduct English classes effectively. One of the most important aspects of this learning process has been understanding the role of teaching frameworks. These frameworks provide structure and clarity, helping teachers guide students step by step through the development of language skills. They also transform teaching from improvisation into an organized and intentional process.

Teaching frameworks are more than just sequences of activities; they represent specific ways of understanding how students learn. Each framework responds to different needs, depending on whether the goal is to develop speaking, listening, reading, or writing skills. By using them, teachers can select appropriate strategies and design lessons that match the objectives of each skill. This has helped me realize that effective teaching requires thoughtful planning.

Among the frameworks I have learned, FMU plays an essential role in grammar instruction because it focuses on form, meaning, and use. This helps students not only recognize grammatical structures but also understand how they function in real communication. In addition, the ECRIF framework organizes the process of developing speaking skills, guiding students from initial exposure to language toward fluency and confidence.

I have also worked with the PDP framework for reading and listening comprehension. This framework emphasizes work before, during, and after the task, allowing students to activate prior knowledge, engage with the text, and reflect on what they have learned. Likewise, the PDRIE framework supports the writing process by guiding learners through preparation, drafting, revision, editing, and extension activities.

Overall, these frameworks have shaped my vision as a future English teacher. They have taught me that each skill requires its own methodological approach and that organization is

essential for successful teaching. By applying these frameworks, I feel better prepared to design

meaningful, coherent, and student-centered learning experiences.

MODULE 1:

FMU

LANGUAGE

ANALYSIS

II. Lesson Plan

- **FORM**

Affirmative: Subject + was/were + verb- ing + complement.

➢ She **was** reading a book.

Negative: Subject + was/were + not + verb- ing + complement.

➢ She **was not** reading a book.

Interrogative: Was/were + subject + verb- Ing + complement +?

➢ **Was** she reading a book**?**

± Yes, she was. / Yes, she was reading a book.

± No, she was not. / No, she was not reading a book.

- **MEANING**

The **past continuous** is employed to describe actions that were in progress at a specific time in the past.

- **USE**

➢ We use it to describe an action in progress at a specific time in the past.

➢ We use it to describe an action that was interrupted by another action.

➢ We use it to describe two actions happening at the same time in the past.

- **ANTICIPATED DIFFICULTIES**

➢ Confusing past continuous with past simple

➢ Incorrect use of "was" and "were."

- **CONCEPT-CHECKING QUESTIONS**

Q: Was the action occurring at a specific time in the past?

➢ Yes.

Q: Did the action begin and end in the past?

➢ Yes, but it was in progress at that specific time.

Q: Was the action continuous, or did it only happen once?

➢ It was continuous, it was in progress.

- **TEACHING IDEAS**

➢ Complete the worksheet. (Annex 1)

➢ Look at the image of the park. Describe what the people were doing at the captured moment. Use the past continuous in your answers. (Annex 2)

➢ Write about what you were doing yesterday at different times of the day using the past continuous.

- **SOURCES CONSULTED**

Premier Skills English. Past Continuous.

https://premierskillsenglish.britishcouncil.org/podcasts/understanding-grammar/understanding-grammar-past-continuous

British Council. Past Continuous.

https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/past-continuous

Pinterest (n/d). *Grammar Worksheet. Past Continuous.*

https://es.pinterest.com/pin/577030576244081 9/

Annex 1

NAME: _____   DATE: _____

GRAMMAR WORKSHEET
PAST CONTINUOUS (last Saturday)
• *Look at the pictures and answer the questions below.*

| play soccer | prepare breakfast | play computer games | wash the car | swim in a pool |
| wash dishes | play a guitar | do the laundry | play with the dog | get up |

	8:00 a.m.	11:15 a.m.	2:00 p.m.	5:30 p.m.	7:45 p.m.
Jake					
Jake's father					

1. What was Jake doing at 8:00 a.m.?

   He was getting up.
2. What was Jake's father doing at 5:30 p.m.?

_____

3. What was Jake's father doing at 11:15 a.m.?

_____

4. What was Jake doing at 2:00 p.m.?

_____

5. What was Jake's father doing at 8:00 a.m.?

_____

6. What was Jake doing at 11:15 a.m.?

_____

7. What was Jake's father doing at 2:00 p.m.?

_____

8. What was Jake doing at 7:45 p.m.?

_____

9. What was Jake doing at 5:30 p.m.?

_____

10. What was Jake's father doing at 7:45 p.m.?

_____

Annex 2

III.   Journal

In the realm of English as a Foreign Language (EFL) instruction, effective grammar teaching is pivotal for developing learners' communicative competence. Traditional methods often emphasize rote memorization of rules, which may not adequately prepare students for real-life communication. To address this, the Form-Meaning-Use (FMU) framework has emerged as a comprehensive approach that integrates grammatical form, semantic meaning, and pragmatic use, facilitating a more holistic understanding of language structures.

The FMU framework, as outlined by Celce-Murcia and Larsen-Freeman (2015), posits that grammar instruction should encompass three interconnected dimensions: form, meaning, and use. 'Form' pertains to the structural aspects of language, including syntax and morphology. 'Meaning' involves the semantic content conveyed by grammatical structures, while 'Use' relates to the pragmatic functions of language in context. This triadic approach ensures that learners not only recognize grammatical forms but also understand their meanings and appropriate applications in various communicative situations. Such an integrated methodology aligns with the communicative language teaching paradigm, which prioritizes meaningful interaction over isolated rule learning.

In my academic journey as a student, my engagement with the FMU framework was initially confined to classroom assignments. However, a deeper exploration revealed its intrinsic connection to the ECRIF (Encounter, Clarify, Remember, Internalize, fluently use) framework. ECRIF provides a learner-centered model that

maps the stages of language acquisition, emphasizing the progression from initial exposure to fluent usage. Recognizing this linkage underscored the inseparability of grammar and speaking instruction; effective communication necessitates a solid grammatical foundation

This realization prompted a shift in my lesson planning approach. Rather than presenting grammar rules in isolation, I began incorporating diverse examples to illustrate grammatical concepts. For instance, when teaching the present continuous tense, I utilized videos depicting ongoing activities, enabling students to infer the structure and its usage contextually. This strategy aligns with Fausiani's (2017) assertion that contextualized grammar instruction enhances comprehension and retention. By observing language in authentic contexts, students can discern patterns and apply grammatical structures more effectively.

The practical application of the FMU framework became evident during my internship, where I taught modal verbs. Students initially grasped the forms (e.g., can, could, must) but struggled with their meanings and appropriate usage. By integrating real-life scenarios, such as requesting permission or offering advice, students contextualized the modals, leading to improved comprehension and application. This experience corroborates Ramadhan's (2021) observation that learners often face challenges not with grammatical forms per se, but with understanding their appropriate use in context.

In conclusion, the FMU framework has profoundly influenced my pedagogical perspective, highlighting the importance of integrating form, meaning, and use in grammar instruction. By connecting this framework with ECRIF, educators can facilitate a more

comprehensive and effective language learning process. Embracing such integrative approaches equips learners with the skills necessary for meaningful and contextually appropriate communication in English.

References

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Ramadhan, R. (2021). Teaching Grammar in Context: A Study of EFL Teachers' Beliefs and Practices. *International Journal of Language Education*, 5(2), 100-112.

MODULE 2:

ECRIF

IV.   Lesson Plan

Date: May 27th, 2025   **Level:** A2

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

1. Teacher talking time
2. Actively engage students in every stage of the lesson.

What are your Student Learning Objectives for the lesson?
By the end of the lesson, SWBAT **USE** Past Continuous **TO** describe what their classmates were doing at a specific time **IN** a short oral report.

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 ask and answer questions about what people were doing at a specific time.
 ▪ When they report others' past actions fluently.

Preliminary Considerations:

 I. **What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**
   ▪ Common verbs in the present and past simple.
   ▪ Simple past tense structure.
   ▪ Vocabulary for daily activities and time expressions.

 II. **What aspects of the lesson do you anticipate your students might find challenging/difficult?**
   ▪ Confusion between Past Simple and Past Continuous.
   ▪ Misuse of "was/were".

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

   ▪ Guided review of structure.
   ▪ Clear visual examples.
   ▪ CCQs to reinforce understanding.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will…	Students will…		
3 Minutes	Encounter & Clarify	➤ Present an image asking: *What were the children doing Yesterday at 2 p.m.?* Annex1	➤ Observe the image. ➤ Infer actions.	T – S V A	Projector Laptop
6 Minutes	Encounter & Clarify	➤ Write three sentences, one of them is correct and two are incorrect. ▪ At 2 p.m. they are playing at the beach. ▪ At 2 p.m. they were playing at the beach. ▪ At 2 p.m. they was play at the beach ➤ Ask CCQs: • Did the action happen in the past or in the present? • Was the action finished last Saturday? • Are the children on the beach now?	➤ Choose the correct sentence. ➤ Answer concept check questions (CCQs).	T – S V A	Projector Laptop
12 Minutes	Remember	➤ Provide two types of worksheets: worksheet A and worksheet B ➤ Ask Ss to answer the questions of their own worksheet. Annex2 ➤ Monitor Students' progress and provide support if needed	➤ Receive the worksheets. ➤ Answer the worksheet. ➤ Ask for assistance if needed.	T – S V K	Worksheets Pen or pencil
9 Minutes	Internalize	➤ Ask Student A to pair up with Student B ➤ Request Ss to asks each other four questions based on their own worksheet. ➤ Monitor Ss	➤ Pair up. ➤ Ask their partner four questions ➤ Ask for assistance if needed.	S – S V A K	Worksheets
15 Minutes	Fluency	➤ Ask students to pair up again, this time with a *different* partner. ➤ Hand out timecards to each student. Annex3	➤ Pair up. ➤ Ask and answer questions.	S - S A	Piece of paper Pen or pencil

		➢ Have students walk around the classroom and ask their classmates: What were you doing Yesterday at [time]? ➢ Pick some Ss randomly to report one of their partner's activities to the class using the past continuous. Example: At 3:00 p.m. yesterday, Maria was doing her homework.	➢ Take notes and report findings in oral conversation.		

Resources

- **Encounter:**
  Annex 1

- **Remember & Internalize:**
  Annex 2

GRAMMAR DISCUSSION
PAST CONTINUOUS

Student 'A'

- *Discuss the questions below with your partner.*

1. What were you doing 10 minutes ago?
2. What were you doing at seven o'clock this morning?
3. Were you watching TV at ten o'clock last night?
4. What were you thinking about a few minutes ago?
5. What was our teacher saying a few minutes ago?
6. What were you doing yesterday afternoon at three o'clock?
7. Was it raining two hours ago?
8. Were we studying English two hours ago? If 'no', what were we doing?
9. What were you doing at noon yesterday?
10. What were we talking about one minute ago?

✂ --

GRAMMAR DISCUSSION
PAST CONTINUOUS

Student 'B'

- *Discuss the questions below with your partner.*

1. What were you doing one hour ago?
2. What were you doing at six o'clock this morning?
3. Were you watching TV at eleven o'clock last night?
4. Who were you talking to a few minutes ago?
5. What were you doing yesterday afternoon at one o'clock?
6. Was it raining one hour ago?
7. Were we studying English an hour ago? If 'no', what were we doing?
8. What were you doing at midnight last night?
9. What was our teacher doing one minute ago?
10. What were we talking about five minutes ago?

- **Fluency:**
  Annex 3

2:00 a.m.	1:00 p.m.
6:00 a.m.	1:30 p.m.
6:30 a.m.	2:15 p.m.
7:45 a.m.	2:45 p.m.
8:15 a.m.	3:30 p.m.
9:00 a.m.	5:00 p.m.
9:30 a.m.	6:00 p.m.
10:00 a.m.	8:15 p.m.
11:15 a.m.	10:45 p.m.
noon	midnight

V. Journal

The ECRIF framework (Encounter, Clarify, Remember, Internalize, and Fluency) is a lesson planning strategy designed to support language learners as they develop their speaking abilities in a structured and gradual way. Unlike traditional methods that focus on what teachers do, ECRIF focuses on what students experience as they acquire language. Each stage represents a cognitive and practical step in the learning process: learners first encounter new language, then clarify its meaning and form, practice it through guided repetition, internalize it with freer activities, and finally use it fluently in real communication. This structure is especially helpful in English-speaking lessons, as it gives students more confidence and multiple opportunities to interact with the language before using it spontaneously.

When I learned about the ECRIF framework for speaking lessons, I felt curious and motivated. I expected that this structure could make the process of teaching speaking skills more manageable and effective, especially in environments where students are not used to talking much in English. My feelings were mostly positive because the framework allows students to build up their knowledge step by step, which is less intimidating than being asked to speak fluently without preparation. I also expected that this type of lesson plan could help teachers feel more organized and confident when planning speaking activities.

From the academic literature I reviewed, I learned several new ideas that strengthened my understanding of the ECRIF framework. For example, Salazar Pérez (2025) highlights that the ECRIF model helps students improve fluency and confidence in oral production because it focuses on meaningful practice rather than memorization.

The author also explains that students benefit from real-life speaking situations that are included in the fluency stage. Similarly, Caiza Aucapiña (2023) points out that the ECRIF framework improves students' oral skills by allowing them to move gradually from controlled to spontaneous use of language. Her research emphasizes that students feel more motivated and engaged during lessons based on ECRIF. Lastly, the study from the Universidad Técnica de Ambato shows that ECRIF-based lesson planning helps students develop grammar, vocabulary, and interaction skills through structured stages that promote speaking naturally (Universidad Técnica de Ambato, 2023). These three studies confirm that the ECRIF model can be a powerful tool to improve speaking skills in the classroom.

During my pre-service teaching practices in a public educational institution, I observed that many students had very few opportunities to speak English in class. Most lessons focused on grammar or writing, and the oral activities were often limited to repetition or short answers. Students seemed insecure and shy when asked to speak spontaneously. In this context, I believe a lesson plan based on ECRIF could help both teachers and students. The step-by-step structure would allow learners to gain confidence gradually, and the variety of activities would encourage more interaction. I think students would feel safer and more willing to participate if they knew there was a process that supports their learning before being asked to speak freely.

The ECRIF framework also has the potential to solve several problems that commonly appear in English-speaking lessons. One of these is the lack of student engagement. With ECRIF, learners are involved from the beginning with activities that activate their prior knowledge. Another issue is the difficulty in assessing oral progress.

The different stages of ECRIF give teachers opportunities to observe and evaluate students in each step. Also, many students feel anxious when speaking in front of others, but ECRIF activities often begin with individual or pair work before reaching group or full-class communication, which helps reduce anxiety. Moreover, it solves the problem of students memorizing sentences without understanding, since each stage focuses on meaningful learning and usage.

There are several practical ideas I would like to use in future speaking lessons based on the ECRIF framework. For example, starting with pictures or short videos to introduce vocabulary (Encounter), followed by clarification with comprehension questions (Clarify), and then using matching or gap-filling activities (Remember). After that, students can use the language in pair work or short dialogues (Internalize) and finally participate in roleplays or discussions where they can speak freely (Fluency). I would also integrate real-world scenarios, such as making a phone call, giving directions, or describing a place, to make the tasks more meaningful for students.

In conclusion, the ECRIF framework is a powerful and flexible tool that can improve speaking lessons by providing a clear structure focused on student learning. It allows learners to move step by step through a cognitive and communicative process, which builds confidence and fluency. During my teaching practices, I saw how little speaking practice students had, and I am convinced that using the ECRIF framework can change that reality. Research confirms its effectiveness, and I believe this method can contribute greatly to improving oral skills in English classrooms.

References

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(https://repositorio.uta.edu.ec/items/4c35ad90-eb8b-4747-9d4b-f381e7373a4a)

Demonstrative Lesson
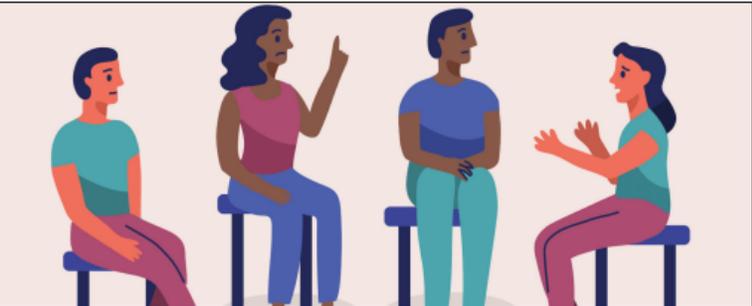
What were you doing yesterday?

yesterday

PAST CONTINUOUS

What were the children doing last Saturday at 2pm ?

september 2025

Which is the correct sentence?

- At 2 p.m. they are playing at the beach.
- At 2 p.m. they were playing at the beach.
- At 2 p.m. they was play at the beach

CCQ'S

- Did the action happen in the past or in the present?
- Was the action finished last Saturday?
- Are the children in the beach now?

WORKSHEET TIME

Answer the questions of the worksheet with your own information.

GRAMMAR DISCUSSION
PAST CONTINUOUS
Student 'A'

GRAMMAR DISCUSSION
PAST CONTINUOUS
Student 'B'

TIME TO PAIR UP

Student A will pair up with Student B and take turns to ask each other four questions based on their own worksheet.

WALK AROUND THE CLASSROOM

Each student will receive a card with a different time written on it.

The student must ask, at least to 4 different classmates the following question, using the time on their card:

"What were you doing Yesterday at (time)?"

The partner answers using **past continuous**.

7:45 a.m.	2:45 p.m.
8:15 a.m.	3:30 p.m.
9:00 a.m.	5:00 p.m.
9:30 a.m.	6:00 p.m.
10:00 a.m.	8:15 p.m.
11:15 a.m.	10:45 p.m.
noon	midnight

REPORT THE ANSWERS

After collecting a few answers, the teacher will choose randomly some students to report their answers.
Example: Yesterday at *3:00 p.m, Maria was doing her homework.*

MODULE 3:

PDP

LISTENING

IV.   Lesson Plan

Names: Cedeño Sánchez Eyleen   **Date:** June 16th, 2025   **Level:** B1+   **Class:** 10th

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

1. Time management
2. Improve the design of activities.

What   are   your   Student   Learning   Objectives   for   the   lesson?
By the end of the lesson, **SWBAT show understanding** of the audio text "Suicide Prevention"
BY making a checklist with tips to help someone who feels depressed, **AND THEN** write a
supportive and empathetic letter to someone who feels sad or hopeless

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

- When students create a checklist with tips to help someone who feels depressed
- Write a supportive and empathetic letter to someone who feels sad or hopeless

Preliminary Considerations:

a. **What vocabulary/grammar/information/skills do your students already know in relation
   to today's lesson?**
   - Present Simple to describe feelings and routines.
   - Vocabulary related to emotions and well-being.
   - Modal Verb.

b. **What   aspects   of   the   lesson   do   you   anticipate   your   students   might
      find challenging/difficult?**
   - They struggle to understand the audio due to accents, unknown vocabulary or speed.

c. **How will you avoid and/or address these problem areas in your lesson?**
   - Play the audio multiple times if needed.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will…	**Students will…**		
5 Minutes	Pre-Stage	➢ Show a picture related to mental health. (Annex 1) ➢ Ask questions to activate prior knowledge: • How these images make you feel?	➢ Pay attention at the vocabulary explanation. ➢ Answer the questions. ➢ Read and review the handout to understand the new vocabulary.	T - S V	Board Markers Vocabulary Sheet
6 Minutes	Early During Stage	➢ Play the audio to get the general context and main idea. (Annex 2) ➢ Ask the following from the audio o What is the main topic of the conversation? o Are the speakers talking about physical health or mental health? o Are they giving advice or telling a personal story?	➢ Listen to the audio recording. ➢ Reflect on the message of the listening then pair and discuss their opinions.	S - S A	Audio recording
9 Minutes	Later During Stage	➢ Handout the worksheet. (Annex 3) ➢ Play the audio again to focus on specific information. (Annex 4) ➢ Ask the Ss to answer the true or false questions. ➢ Encourage Ss to discuss their answers.	➢ Receive and read the worksheet. ➢ Listen to the audio recording to focus on specific information. ➢ Answer the true or false questions. ➢ Discuss their answers.	T - S A V	Audio recording Worksheet
15 Minutes	Final During Stage	➢ Play the audio once again to allow Ss to listen and infer how the characters feels at different points. (Annex 5) ➢ Ask Ss to write down three different emotions and explain why the speaker might feel that way. Use short quotes from the audio to support your answers. ➢ Present and assess Ss work using a rubric. (Annex 6) ➢ Play the audio again if needed. ➢ Ask Ss to compare their answers with their classmates.	➢ Listen to the audio recording. ➢ Write down three different emotions and explain why the speaker might feel that way using short quotes from the audio to support your answers. ➢ Use the rubric as a guide to complete the task ➢ Listen again if needed. ➢ Discuss their answers.	T - S A V	Audio recording Sheet Pen or pencil
10 Minutes	Post Stage	➢ Ask Ss Students will write a supportive and empathetic letter to someone who feels sad or hopeless. ➢ Show Ss the rubric. ➢ Ask Ss to submit the sheets that will be graded using the rubric	➢ write a supportive and empathetic letter to someone who feels sad or hopeless. ➢ Follow the rubric ➢ submit the sheets that will be graded using the rubric	S - S A	Sheet Pen or pencil

Resources

- **PRE- STAGE:**
  Annex 1

- **EARLY DURING STAGE:**
  Annex 2
  https://youtu.be/UtRvHv3wujo?si=WAL5iIwLRyjZEE3b

- **LATER DURING STAGE:**
  Annex 3
  https://www.esl-lab.com/difficult/suicide-prevention/

Statements

- The speakers are talking about physical health problems. _____
- One of the warning signs of suicide is when a person stops doing activities they used to enjoy. _____
- The conversation mentions that people who think about suicide always tell someone. _____
- The speakers say that you should take all suicide comments seriously. _____
- If someone gives away personal belongings, it could be a warning sign. _____
- The speakers suggest keeping suicidal thoughts secret to respect privacy. _____
- Talking and listening to the person can help prevent suicide. _____
- "Feeling bummed out" means feeling happy and excited. _____
- The conversation says that people should never seek professional help. _____
- The main message is that help is available and no one should face problems alone. _____

- **FINAL DURING STAGE:**
  Annex 5
  https://youtu.be/BvH5XDOy1MQ?si=Xvgkg8e5WZq09Hun
- **POST STAGE**

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Greeting and Closing	Includes an appropriate greeting and a warm, supportive closing.	Includes greeting and closing, but one may be too short or general.	Only includes a greeting or a closing, not both.	Missing greeting and closing.
Empathy and Comfort	Expresses strong empathy and understanding; uses positive, caring language.	Shows empathy and understanding, though could be more personal or detailed.	Shows some effort to comfort, but lacks emotional depth or sincerity.	Little or no attempt to express empathy or comfort.
Advice or Positive Thoughts	Gives clear, supportive, and realistic advice that encourages hope.	Gives advice that is kind and mostly helpful.	Advice is limited or not very encouraging.	No advice or message of hope is included.
Language and Vocabulary	Uses clear, kind, and appropriate language with very few or no errors.	Uses simple and kind language; some errors but meaning is clear.	Some vocabulary is off or repetitive; several errors affect understanding.	Many errors or inappropriate language that makes the message unclear.
Organization and Coherente	Letter is well-organized, flows naturally, and ideas connect smoothly.	Mostly organized with a few unclear transitions.	Some ideas are disconnected or out of order.	Very disorganized or difficult to follow.

VI. **Journal**

Teaching listening in English as a Foreign Language (EFL) classroom poses specific challenges, especially when students lack strategies to comprehend spoken input effectively. The PDP framework, which stands for Pre-, During-, and Post- listening, provides a structured and communicative approach to teaching this receptive skill.

In a listening lesson plan using PDP, the pre-listening stage activates background knowledge, the while-listening stage focuses on extracting key information, and the post-listening stage allows students to reflect, respond, and use the information in productive tasks. This format supports the development of both linguistic and cognitive listening strategies, encouraging better comprehension and learner engagement.

This structure made listening lessons easier to understand and more fun for students. For example, in the pre-listening stage, they can talk about the topic, guess what will happen, or learn important vocabulary. Then, during the audio, they focus on specific information. After listening, they can share opinions or do a speaking or writing task. Thanks to this format, students feel more confident and less afraid to listen in English.

Moreover, some academic texts confirm the advantages of using this type of lesson. For example, Calunga Rodríguez et al. (2023) explain that a good lesson plan must not only teach skills but also include interaction. This supports the post-listening phase, where students' express ideas after listening.

In another study, Putra and Rahman (2021) say that many learners struggle with listening because they don't know the vocabulary or the speaker talks too fast. Pre-listening activities like predictions and vocabulary help students feel ready. These authors also recommend short and clear tasks during listening.

Additionally, Baran (2024) describes English teaching in Sweden. There, teachers use a similar structure. First, they connect the topic to students' lives. Then, they help them understand the main ideas. Finally, they use the content in creative tasks. These three sources show that the PDP model can work in many different classrooms.

During my teaching practice, I used parts of the PDP method. One day, I prepared a listening activity about daily routines. Before the audio, I asked questions like "What do you do in the morning?" and showed pictures. While listening, students completed a table with time and actions. After that, they talked in pairs about their own routines.

This made the lesson more interesting and clearer. One challenge was time management because some students worked slowly. However, I believe that with more practice I can improve that.

In the future, I want to use real-life materials like podcasts or videos. I also think it's important to use pictures and body language, especially with beginner students. In the post-listening stage, students can work in pairs or small groups to talk about the topic. I will also use tables or mind maps to help them organize their ideas.

It is important to say that listening and speaking lesson plans are different. In a listening lesson, students focus on understanding. In speaking lessons, they produce language. Listening tasks often include multiple choice or true/false questions. Speaking lessons use roleplays, conversations, or games. Both skills are important but need different steps and goals.

In conclusion, planning a listening lesson with the PDP format is very helpful. It gives structure, helps students feel ready, and supports comprehension. Academic research and personal experience show that this method really works. It is flexible and can be used

in many different situations. As a future teacher, I feel more confident now using PDP and I believe it will help my students enjoy listening and improve step by step.

References

Baran, M. (2024). Teaching English as a Mother Tongue Language at Primary and Secondary Schools in Sweden: From Theory to Practice. In S. Yildirim (Ed.), *Handbook of Research on Socio-Cultural and Linguistic Perspectives on Language and Literacy Development* (pp. 231–247). IGI Global. https://www.igi-global.com/chapter/teaching-english-as-a-mother-tongue-language-at-primary-and-secondary-schools-in-sweden-from-theory-to-practice/370814

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VII. Demonstrative Lesson

WORKSHEET TIME!!!!

▶ Listen to the audio one more time. Pay attention to specific information and answer True or False.

Statements
- The speakers are talking about physical health problems. _____
- One of the warning signs of suicide is when a person stops doing activities they used to enjoy. _____
- The conversation mentions that people who think about suicide always tell someone. _____
- The speakers say that you should take all suicide comments seriously. _____
- If someone gives away personal belongings, it could be a warning sign. _____
- The speakers suggest keeping suicidal thoughts secret to respect privacy. _____
- Talking and listening to the person can help prevent suicide. _____
- "Feeling bummed out" means feeling happy and excited. _____
- The conversation says that people should never seek professional help. _____
- The main message is that help is available and no one should face problems alone. _____

Listen again and create your own tips to help someone who feels depressed. When you finish, share your tips with the class .

Write a letter to someone who feels very sad and is thinking about ending their life.

Sheets will be graded using the rubric

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Greeting and Closing	Includes an appropriate greeting and a warm, supportive closing.	Includes greeting and closing, but one may be too short or general.	Only includes a greeting or a closing, not both.	Missing greeting and closing.
Empathy and Comfort	Expresses strong empathy and understanding; uses positive, caring language.	Shows empathy and understanding, though could be more personal or detailed.	Shows some effort to comfort, but lacks emotional depth or sincerity.	Little or no attempt to express empathy or comfort.
Advice or Positive Thoughts	Gives clear, supportive, and realistic advice that encourages hope.	Gives advice that is kind and mostly helpful.	Advice is limited or not very encouraging.	No advice or message of hope is included.
Language and Vocabulary	Uses clear, kind, and appropriate language with very few or no errors.	Uses simple and kind language; some errors but meaning is clear.	Some vocabulary is off or repetitive; several errors affect understanding.	Many errors or inappropriate language that makes the message unclear.
Organization and Coherence	Letter is well-organized, flows naturally, and ideas connect smoothly.	Mostly organized with a few unclear transitions.	Some ideas are disconnected or out of order.	Very disorganized or difficult to follow.

THANK YOU

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MODULE 4:

PDP

READING

VIII. Lesson Plan

Names: Eyleen Cedeño Sánchez   **Date:** July 6th, 2025   **Level:** B1   **Class:** 10th

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

1. Time management
2. Improve the design of activities.

What are your Student Learning Objectives for the lesson?
By the end of the lesson, SWBAT **show understanding of** the reading "The Digital Divide: A Gap Between Generations" **BY** summarizing the text, **AND THEN** write a short message explaining to an elderly person they know how to use that piece of technology.

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 summarize the text.
- When students write a short message explaining to an elderly person, they know how to use that piece of technology.

Preliminary Considerations:

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

- Common vocabulary related to media and technology.

- Grammar structures in the present simple and modal verbs.

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

- Completing the chart with specific information from the text using scanning strategies.

- Expressing ideas clearly in English when creating the infographic, especially when summarizing tips.

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

- I will monitor closely, offering support with guiding questions or synonyms if students are struggling with comprehension.

- During the post-task, I will allow them to use dictionaries or translation tools to help complete their infographics, if necessary, while encouraging them to use their own words.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		The teacher will…	Students will…		
5 Minutes	Pre-Stage	➢ Show an imagen with different ways of communication. (Annex 1) ➢ Choose some Ss to answers the following question 　• Do you know how to use antique devices? 　• How can the technology gap make family communication difficult? 　• Mention examples of difficult communication for generational gaps	➢ Pay attention to the video ➢ Answer the questions. ➢ Share their stories with the class	T - S V	Laptop Projector Pictures
5 Minutes	Early During Stage	➢ Show the introduction of the reading (annex 2) ➢ Ask the students to scan the text to answer the next questions. (Annex 3) 　***ICQs:*** 　• What does the introduction suggest about how teenagers and grandparents might feel when using technology? 　• Do young people and older people use technology for the same reasons? Explain briefly. 　• What is the writer's attitude toward technology —positive, negative, or neutral? Why?	➢ Read ➢ Answer the questions from the reading.	T - S A	reading
9 Minutes	Later During Stage	➢ Hand out the Body of the reading and a worksheet, ask Ss to read again for specific information to solve it. (annex 3) (annex 4)	➢ Receive the reading and the worksheet ➢ Read again for specific information to answer the worksheet	T - S A V	reading Bingo cards Corn kernels
13 Minutes	Final During	➢ Hand out the conclusion of the reading ➢ Ask students to summarize the text in 60–80 words. ➢ Randomly select students to share their summaries with the class.	➢ Students will read the conclusion handed out by the teacher. ➢ Students will summarize the text in 60–80 words. ➢ Students will share their summaries when selected by the teacher.	T - S A V	reading Sheet Pen or pencil
13 Minutes	Post Stage	➢ Present a variety of technological steps. (annex 5) ➢ Ask students to choose one option and write a short message explaining to an elderly person they know how to use that piece of technology. ➢ Grade using rubric. (annex 6)	➢ Choose one technological step. ➢ Write a short message explaining to an elderly person they know how to use that piece of technology. ➢ Follow the rubric	S - S A	

Resources

https://vm.tiktok.com/ZMAnJLq1y/

Introduction

Technology is a huge part of our lives today. We use smartphones, computers, and the internet for almost everything: work, study, and fun. But sometimes, the way different generations use technology causes a gap. This is the technology generational gap. It often means that young people, like teenagers, use and understand new devices much better than older people, like their grandparents. This difference can sometimes make family communication more difficult.

Body

The biggest difference is often in digital habits.

Younger Generations (like teenagers) are often called "digital natives." They grew up with the internet and touchscreens. For them, using a smartphone to send a message or a laptop to do homework is completely natural. They are often the first to try new apps and social media platforms like TikTok or Instagram. Because of this, they can sometimes get very attached to their devices and spend many hours online.

Older Generations (like parents and grandparents) are sometimes called "digital immigrants." They learned to use technology later in life. They often use technology for more specific tasks, like checking emails, reading the news, or using Facebook to stay in touch with family. Some older people find new devices confusing or worry about things like online safety and giving personal information. They may prefer older methods, like making a phone call instead of sending a text message.

This gap can lead to funny or frustrating situations. For example, a teenager might get impatient when they must explain how to change a setting on a tablet for the tenth time. On the other hand, a grandparent might worry that their grandchild is spending too much time looking at a screen and missing out on the real world.

WORKSHEET (Annex 4)

WORKSHEET

1. Choose the best summary for the Body paragraph.

   a) It explains how teenagers and older people use technology differently.

   b) It tells a story about a teenager teaching her grandmother.

   d) It explains why people should use less technology.

2. Read carefully and choose the correct answer.

   How do younger generations usually use technology?

   b) To try new apps and social media.

   c) Mostly for work.

   d) Only for studying.

   What do older generations often use technology for?

   a) Playing video games.

   b) Watching TikTok videos.

   c) Checking emails or reading news.

   What problem do some older people have with technology?

   b) They find it confusing or unsafe.

   c) They use too many devices.

   d) They forget how to text.

   What emotion might a teenager feel when teaching technology to a grandparent?

   a) Excitement

   b) Patience

   c) Impatience

   What do grandparents sometimes worry about their grandchildren?

   a) That they are too connected to screens.

   b) That they don't use enough technology.

   c) That they don't call them often.

- **FINAL DURING STAGE: (Annex 5)**
  Conclusion

The technology gap between generations is real, but it doesn't have to be a big problem. In many families, the younger generation helps the older one. Grandchildren can teach their

grandparents how to make a video call or how to use a new application. In return, the older

generation can teach younger people about balance—when to put the phone away and enjoy time

with family. When we teach each other, the digital gap becomes a bridge that connects us all.

- **POST-STAGE**
  ANNEX 6
  Choose ONE of these steps to explain:

  - How to connect to Wi-Fi
  - How to send a WhatsApp message
  - How to make a video call
  - How to take a photo
  - How to download an app
  - How to send an email
  - How to search for something on Google

ANNEX 7

Criteria	Excellent (4 pts)	Good (3 pts)	Basic (2 pts)	Limited (1 pt)
Task Completion	Completes the task fully. Writes 60–80 words, includes clear steps, greeting, and closing, and explains one technology step clearly.	Completes the task. Word counts close to 60–80. Steps are understandable. Includes greeting and closing.	Partially completes the task. Word count too short/long or missing some steps. Greeting or closing may be missing.	Does not complete the task. Steps unclear or unrelated. Missing greeting and closing. Very short.
Organization & Clarity	Clear logical order (first, then, next, finally). Very easy to follow. Well-structured paragraph.	Mostly clear order. Some small issues but overall understandable.	Some organizational problems. Instructions may be confusing in parts.	Disorganized. Steps not connected or difficult to follow.
Vocabulary Use	Vocabulary is appropriate, varied, and accurate for B1. No confusing word choices.	Mostly correct vocabulary with minor errors.	Limited vocabulary. Repeated words or some incorrect terms.	Very limited vocabulary. Frequent word errors that affect understanding.

Grammar & Accuracy	Mostly accurate grammar. Errors are minor and do not affect meaning.	Some errors but message is generally clear.	Frequent errors that sometimes affect clarity.	Many errors that make comprehension difficult.

IX. **Journal**

Reading is one of the most important skills to develop in the process of learning a new language. As a future teacher, I understand that a well-prepared reading lesson can make the learning process easier, more enjoyable, and more effective for students. Planning these lessons using the PDP (Pre-During-Post) framework has helped me organize the activities, guide students through each stage of reading, and make sure the objective of the lesson is achieved.

At first, I felt a bit nervous and confused about preparing for a reading lesson. I was not sure how to help students understand the text, stay interested, and learn vocabulary and grammar at the same time. However, my expectations were also positive because I saw this as a good opportunity to improve my skills as a future English teacher. I hoped to find strategies that would allow students to enjoy reading and develop their critical thinking.

From the readings I explored, I learned many useful things about how to teach reading in an organized and student-centered way. One of the articles explains that the PDP approach is a good model because it includes three stages that help students understand and work with the text step by step: before reading (pre), during reading (during), and after reading (post). Each part has specific goals and activities. For example, in the pre-reading stage, the teacher activates students' prior knowledge and motivates them to read. In the while-reading stage, students read the text and answer questions to check understanding. Finally, in the post-reading stage, students analyze, summarize, or discuss the content in a deeper way (Pratiwi, 2023).

Another study shows that reading lessons should include both top-down and bottom-up strategies. That means students should not only focus on the meaning of the whole text (top-down) but also work with grammar, vocabulary, and sentence structures (bottom-up) (Zuliarsih, 2020). This balance helps students ultimately improve their reading skills. Additionally, according to Solórzano Vera (2022), many reading classes in Ecuador focus only on translation or answering literal questions. This is a problem because students do not practice critical reading or interaction with the text. The PDP model helps solve this by creating spaces for analysis and reflection.

During my pre-service teaching practice in a public school, I had the chance to plan and give reading lessons to students in basic education. One of the main problems I noticed was that students were not motivated to read in English. Many of them said it was difficult. In some classes, the teacher only asked students to read the text and answer questions in the book, without any preparation or discussion. Using the PDP framework, I tried to change that. For example, I started one lesson by showing students pictures and asking questions about the topic. Then, I guided them to read the text in parts and helped them understand the meaning. Finally, they worked in groups to create a short role play based on the story. This helped them to connect the reading with their own ideas and use the new vocabulary.

Based on these experiences, I believe that the PDP model can solve many issues in English reading classes in Ecuador. It makes the class more interactive and organized. Some ideas that I would like to apply in real lessons include using prediction activities, reading with a purpose, and creating creative post-reading tasks like posters, drawings, or debates. These activities help students stay focused and see reading as something fun and

useful.

There is also a difference between the PDP framework for reading and listening. While both use the same three stages (pre, while, and post), the strategies and materials used are different. In reading, students can go back to the text, underline, or take notes. But in listening, they need to pay more attention during the first and second listening, and the activities are usually shorter and more focused on listening for gist or specific information. Reading gives students more time to reflect, while listening develops quick comprehension skills.

In conclusion, the PDP framework is a useful tool for planning and giving successful reading lessons. It helps teachers guide students through the reading process in a structured way and gives students the opportunity to understand, analyze, and use the content. My experience during the pre-service teaching practice confirmed that students enjoy reading more when the activities are dynamic and meaningful. With the knowledge I have gained from academic sources and my personal experiences, I feel more confident creating reading lessons that truly help students learn and grow.

References

Pratiwi, A. S. (2023). Using the Pre-While-Post Teaching Technique in Teaching Reading Comprehension. *ENLiT Journal*, 7(1), 45–50. https://jurnal.stkipbjm.ac.id/index.php/enlit/article/view/2626

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Solórzano Vera, C. M. (2022). Estrategias metodológicas para la comprensión lectora en el idioma inglés: nivel elemental. [Tesis de pregrado, Universidad Laica Eloy Alfaro de Manabí]. Repositorio ULEAM. https://repositorio.uleam.edu.ec/handle/123456789/6082

X.   Demonstrative Lesson

01

Who usually understands new devices better, teenagers or grandparents?

02

How can the technology gap make family communication difficult?

03

Mention examples of difficult communication for generational gap

INTRODUCTION

Scan the text to understand the main idea

Technology is a huge part of our lives today. We use smartphones, computers, and the internet for almost everything: work, study, and fun. But sometimes, the way different generations use technology causes a gap. This is the technology generational gap. It often means that young people, like teenagers, use and understand new devices much better than older people, like their grandparents. This difference can sometimes make family communication more difficult.

INTRODUCTION

Scan the text to understand the main idea

- What does the introduction suggest about how teenagers and grandparents might feel when using technology?

- Do young people and older people use technology for the same reasons? Explain briefly.

- What is the writer's attitude toward technology: positive, negative, or neutral? Why?

The biggest difference is often in digital habits.

Younger Generations (like teenagers) are often called "digital natives." They grew up with the Internet and touchscreens. For them, using a smartphone to send a message or a laptop to do homework is completely natural. They are often the first to try new apps and social media platforms like TikTok or Instagram. Because of this, they can sometimes get very attached to their devices and spend many hours online.

Older Generations (like parents and grandparents) are sometimes called "digital immigrants." They learned to use technology later in life. They often use it for more specific tasks, like checking emails, reading the news, or to stay in touch with family. Some older people find new devices and worry about things like online safety and giving personal information. They prefer older methods, like making a phone call instead of sending a text.

This gap can lead to funny or frustrating situations. For example, a teenager might get impatient when they have to explain how to change a setting multiple times. On the other hand, a grandparent might worry that the teenager is spending too much time looking at a screen and missing out.

WORKSHEET TIME!!!

The text will be hand out

Read again for specific information to solve the worksheet

CONCLUSION

Teacher will hand out the conclusion of the reading

The technology gap between generations is real, but it doesn't have to be a big problem. In many families, the younger generation helps the older one. Grandchildren can teach their grandparents how to make a video call or how to use a new application. In return, the older generation can teach younger people about balance—when to put the phone away and enjoy time with family. When we teach each other, the digital gap becomes a bridge that connects us all.

SUMMARIZE

○ Ask students to summarize the text in 60–80 words.

○ Randomly select students to share their summaries with the class.
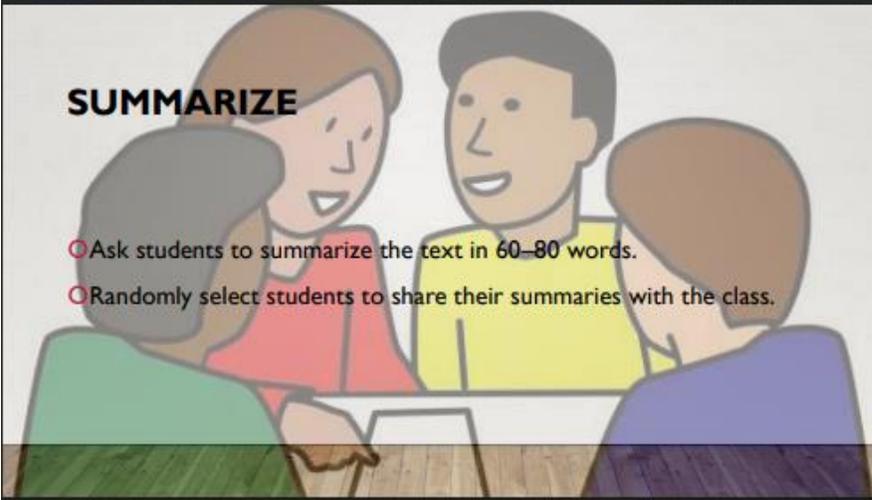
Write a short message (60–80 words) to an older adult (a grandparent, aunt, neighbor, etc.) explaining how to complete one simple technology step.

Choose ONE of these steps to explain:

- How to connect to Wi-Fi
- How to send a WhatsApp message
- How to make a video call
- How to take a photo
- How to download an app
- How to send an email
- How to search something on Google

RUBRIC

Criteria	Excellent (4 pts)	Good (3 pts)	Basic (2 pts)	Limited (1 pt)
Task Completion	Completes the task fully. Writes 60–80 words, includes clear steps, greeting and closing, and explains one technology step clearly.	Completes the task. Word counts close to 60–80. Steps are understandable. Includes greeting and closing.	Partially completes the task. Word count too short/long or missing some steps. Greeting or closing may be missing.	Does not complete the task. Steps unclear or unrelated. Missing greeting and closing. Very short.
Organization & Clarity	Clear logical order (first, then, next, finally). Very easy to follow. Well-structured paragraph.	Mostly clear order. Some small issues but overall understandable.	Some organizational problems. Instructions may be confusing in parts.	Disorganized. Steps not connected or difficult to follow.
Vocabulary Use	Vocabulary is appropriate, varied, and accurate for B1. No confusing word choices.	Mostly correct vocabulary with minor errors.	Limited vocabulary. Repeated words or some incorrect terms.	Very limited vocabulary. Frequent word errors that affect understanding.
Grammar & Accuracy	Mostly accurate grammar. Errors are minor and do not affect meaning.	Some errors but message is generally clear.	Frequent errors that sometimes affect clarity.	Many errors that make comprehension difficult.

MODULE 5:

PDREE

XI.   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**, students will be able to **write** an essay about "Are online classes as effective as in-person classes?" **and then** evaluate the assigned assignment using the provided rubric

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 an essay about "Are online classes as effective as in-person classes?"
- Students will evaluate the assigned assignment using the provided rubric.

Preliminary considerations:

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

- Connectors
- Comparative and superlatives
- 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 the present simple tense 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 aiding during the writing time.

Time	Framework Stage	Procedure		Interaction T-S/S-S	Materials Needed
		Teacher will…	**Students will…**		
6 min	**Preparation**	- Show an image of an online classes and an in-person class - Ask guiding questions orally to elicit ideas: ✓ Which mode is more effective for you personally? Why? ✓ Which mode is easier for assignments and communication?	- Elicit advantages and disadvantages orally. - Prepare the main opinion they want to express in the paragraph	T – Ss	Projector Computer Board Markers
14 min	**DRAFTING**	- Ask Ss to write one paragraph (120–150 words) giving their opinion about "Are Online Classes Better Than In-Person Classes? - Show the structure and useful phrases for an opinion essay (Annex 2)	- Write the complete paragraph individually. - Focus on expressing ideas clearly without worrying too much about mistakes yet.	T – Ss	Board Markers Pencil Paper
15 min	**REVISION and EDITING**	- Exchange texts for peer editing using symbols (Sp, Gr, P, ^, ✓). (Annex3) - Tell Ss to reread their paragraph using the checklist. (Annex 4) - Ask Ss to return the works - Ask Ss to make corrections.	- Check the ideas and identify the mistakes focusing on grammar, spelling, sentence structure and coherence. - Reread their paragraph using the checklist - Return the works -Write the final version.	T – Ss Ss – Ss	Projector Computer Pencil Paper
10 min	**EXTENSION**	- Collect all the assignments and then redistribute them randomly so that each student reviews a different classmate's work. **Annex 5** . Ask Ss to read aloud to the class the highest-rated assignments	- Students must evaluate the assigned assignment using the provided rubric. - Read aloud to the class the highest-rated assignments	Ss – Ss	Paper

Resources

ANNEX 1

ANNEX 2

Are Online Classes Better Than In-Person Classes?
Introduction
Present the topic
Give your opinion

Body Paragraph
Reason 1 + explanation + example
Reason 2 + explanation + example
Reason 3
Reason 4
…
Conclusion
Restate your opinion

Introduction	Body	Conclusion
In my opinion…	First,	In conclusion,
I believe…	Also,	For these reasons, I believe that
I think that…	In addition,	To conclude
	However,	

ANNEX 3

Sigla	Meaning
Sp	Spelling mistake
Gr	Grammar mistake
Wo	Wrong word
?	Not clear
P	Punctuation
T	Tense error
^	Add something
//	New sentence
✓	Good sentence / Correct
VT	Verb tense

ANNEX 4

Checklist	
Is your opinion clear?	
Do you mention both online classes and in-person classes?	
Did you use connectors?	
Are sentences complete in logical order?	
Did you check spelling and punctuation?	

ANNEX 5

Criterion	Description
Thesis / Opinion (2 pts)	Clear statement of whether virtual or in-person classes are better.
Arguments & Support (3 pts)	At least two strong reasons supporting the opinion, with relevant examples or explanations.
Organization & Structure (2 pts)	Logical flow: introduction, body paragraphs, conclusion.
Language & Grammar (2 pts)	Correct grammar, punctuation, spelling; varied vocabulary.
Clarity & Cohesion (1 pt)	Ideas connect smoothly; essay is easy to follow.

XII. **Journal**

Writing is a productive skill that goes far beyond copying. While copying involves the mechanical reproduction of words or sentences, writing demands the construction of meaning, choice of vocabulary, organization of ideas, and the expression of personal or academic thought. According to Freedman and Huntley (1982), "writing is a recursive process which requires planning, drafting, revising, and editing, often occurring in a non-linear order" (p. 5). This distinction underscores the importance of viewing writing as a process that includes various interrelated cognitive and linguistic tasks.

Writing involves organizing thoughts coherently, choosing appropriate grammar and vocabulary, and maintaining cohesion and coherence. It is not simply about transcribing correct sentences, but rather about communicating an idea effectively.
Skilled writers do not begin with a perfect product; instead, they engage in pre-writing to generate ideas, draft without focusing too much on correctness, and then revise and edit their work critically. These stages align with the PDREE model (Preparation, Drafting, Revision, and Editing, Extension), which offers a structured framework that helps guide students through the complex process of writing.

Skilled writers rely on strategies such as brainstorming, outlining, peer feedback, and self-monitoring. They understand that writing is flexible and recursive, not linear. They often revise their drafts multiple times and are willing to rework entire sections to improve clarity or tone. As Hyland (2016) notes, "writing is a social and cognitive activity that involves constructing meaning within a particular context for a particular audience" (p. 5). This highlights that writing is not just personal expression, but also a communicative act influenced by genre, audience, and purpose.

Many students struggle with writing due to limited vocabulary, weak grammar foundations, or a lack of confidence in expressing original thoughts. Writing can also be cognitively demanding, particularly for language learners who must simultaneously manage language rules and content development. As Nation (2009) explains, "writing is a demanding activity that requires attention to meaning, organization, and language form at the same time" (p. 113). This complexity makes it crucial to teach writing step by step, in manageable phases.

To support students, teachers can create structured opportunities for guided writing, model the writing process openly, and provide scaffolding that builds from simple sentence structures to more complex paragraphs. Using the PDREE framework, teachers can facilitate each step of the writing process: activating prior knowledge during the Preparation phase, offering sentence starters or graphic organizers during Drafting, and creating space for peer review and self-correction during the Revision and Editing phase. In the Extension stage, students can apply their skills in creative or real- world contexts, which helps reinforce writing as a meaningful activity.

Teaching writing is also distinct from teaching speaking. While both are productive skills, writing allows for more time to plan and review, and the end product is permanent. Speaking, in contrast, is spontaneous and often unedited. Therefore, teaching writing requires a greater emphasis on form, structure, and coherence. Additionally, learners bring different first-language writing skills to the classroom. Some may be familiar with essay structure or punctuation rules from their L1, while others might come from oral-based traditions where written literacy is not emphasized. Recognizing these differences is crucial, especially when working with students at various literacy

levels.

Understanding why people write also shapes instruction. People write to express ideas, communicate information, tell stories, and reflect on experiences. When students see writing as purposeful and personal, their motivation and engagement increase.

Teachers must therefore integrate meaningful writing tasks that connect students' lives and interests, while also building their academic skills progressively.

In conclusion, teaching writing effectively requires acknowledging its complexity and offering structured support through models like PDREE. Writing is not copying—it is thinking, planning, and expressing. As Freedman and Huntley (1982) note, writing must be taught as a recursive, guided process that empowers learners to develop their voice and clarity. With thoughtful instruction, all students, regardless of their literacy background, can grow into confident writers.

References

Freedman, S. W., & Huntley, M. A. (1982). *Teacher learning: Writing, research, and writing instruction*. ERIC. https://eric.ed.gov/?id=ED242212

Hyland, K. (2016). *Teaching and Researching Writing* (3rd ed.). Routledge. https://doi.org/10.4324/9781315717203

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XIII. Demonstrative Lesson

B1 WRITING CLASS

Eyleen Melisa Cedeño Sánchez

ONLINE CLASSES VS. IN-PERSON CLASSES

EXAMPLES

Should students wear school uniforms?

In my opinion, students should wear school uniforms because they create a more equal and focused learning environment. When everyone wears the same clothes, students feel less pressure to follow fashion trends or compete. This helps reduce bullying based on appearance or economic differences. Uniforms also make it easier for teachers to identify students, which increases safety at school. Additionally, wearing a uniform saves time in the morning, since students don't have to decide what to wear. Some people say that uniforms limit personal expression, but I believe students can express themselves in many other ways, such as through their ideas, behavior, and academic work. Overall, school uniforms help promote discipline, unity, and a positive school atmosphere. For these reasons, I strongly support the use of school uniforms in all educational institutions.

3

STRUCTURE

Are Online Classes Better Than In-Person Classes?

Introduction
Present the topic
Give your opinion

Body Paragraph
Reason 1 + explanation + example
Reason 2 + explanation + example

Reason 3

Reason 4

Conclusion
Restate your opinion

Useful Phrases

Introduction	Body	Conclusion
In my opinion...	First,	In conclusion,
I believe...	Also,	For these reasons, I believe that
I think that...	In addition,	To conclude
	However,	

DRAFTING

10 minutes

Write one paragraph (120-150 words) giving their opinion about "Are Online Classes Better Than In-Person Classes?

REVISION

8 minutes. Reread your paragraph using the checklist and correct mistakes

Checklist	
Is your opinion clear?	
Do you mention both online classes and in-person classes?	
Did you use connectors?	
Are sentences complete in logical order?	
Did you check spelling and punctuation?	

Sigla	Meaning
Sp	Spelling mistake
Gr	Grammar mistake
Wo	Wrong word
?	Not clear
P	Punctuation
T	Tense error
•	Add something
//	New sentence
✓	Good sentence / Correct
VT	Verb tense

EDITING
7 MINUTES

EXTENSION

- The teacher will collect all the assignments and then redistribute them randomly so that each student reviews a different classmate's work. Students must evaluate the assigned assignment using the provided rubric. Finally, the highest-rated assignments will be read aloud to the class.

RUBRIC

Criterion	Description
Thesis / Opinion (2 pts)	Clear statement of whether virtual or in-person classes are better.
Arguments & Support (3 pts)	At least two strong reasons supporting the opinion, with relevant examples or explanations.
Organization & Structure (2 pts)	Logical flow: introduction, body paragraphs, conclusion.
Language & Grammar (2 pts)	Correct grammar, punctuation, spelling; varied vocabulary.
Clarity & Cohesion (1 pt)	Ideas connect smoothly; essay is easy to follow.

THANK YOU.

XIV. Conclusions

In conclusion, the frameworks I have learned throughout my career have not only given me structure for lesson planning, but they have also shaped the kind of teacher I want to become. They have shown me that teaching requires intention, organization, and awareness of how students learn. Thanks to them, I no longer see a class as a set of isolated activities, but as a guided process with clear objectives.

On a more personal level, I feel that these frameworks have strengthened my professional identity. They have helped me recognize that I still have much to learn, but also that I now possess valuable tools to face future classrooms. By continuing to apply these frameworks thoughtfully and adapting them to my students' needs, I hope to create meaningful learning experiences and support my students in developing their English skills with confidence and purpose.

XV. Recommendations

Based on my own learning process, my first recommendation for future English teachers is to truly engage with the different teaching frameworks instead of seeing them only as academic theory. When I first encountered them, they felt complex and sometimes overwhelming, but over time I realized they make teaching clearer and more manageable. Understanding how each framework works has helped me feel more confident when planning lessons and has reduced my anxiety of not knowing where to start.

I have also learned the importance of being flexible with time. At the beginning, I felt that every stage of a framework had to be completed exactly as written, but classroom reality is different. Sometimes students need more time to clarify meaning or to internalize new language. Now I see frameworks as guides, not rigid rules. This mindset has allowed me to focus more on students' learning than on simply "completing steps."

Finally, I strongly recommend constant self-reflection. After applying frameworks in my practices, I often asked myself what worked, what failed, and why. These reflections have been some of my richest moments. They helped me realize that using frameworks does not automatically guarantee good teaching; what matters is how consciously and critically we apply them. Reflection has allowed me to grow, to accept mistakes without fear, and to continue improving as a future teacher.