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TEFL APPLICATION PROCESS

TEMA:

TEFL Application Process

AUTOR(A):

García Vega Kailyn Rashel

DOCENTE TUTOR:

Dr. Carrera Moreno Germán Wenceslao.

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CERTIFICADO DE DERECHO DE AUTOR
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Título del Trabajo de Investigación: **TEFL Application Process**

Autor: **Kailyn Rashel García Vega**

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

Declaración de Autoría:

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Firma del Autor:

Kailyn Rashel García Vega
2100453972



Firma del coautor:

Lic. German Wenceslao Carrera Moreno.Mg
1001819620

Manta, 30 de enero de 2026

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Resumen

El presente trabajo analiza la aplicación de distintas metodologías para la enseñanza del inglés como lengua extranjera (TEFL), con el propósito de promover el desarrollo equilibrado de las cuatro habilidades lingüísticas: expresión oral, comprensión auditiva, lectura y escritura. A lo largo del estudio se examinan tres modelos pedagógicos clave: ECRIF (Encounter, Clarify, Remember, Internalize, Fluently Use), orientado al fortalecimiento de la expresión oral; PDP (Pre, During, Post), enfocado en la comprensión auditiva y lectora; y PDREE (Preparation, Drafting, Revising, Editing, Extension), destinado al desarrollo progresivo de la escritura.

Asimismo, se reflexiona sobre cómo estas estructuras metodológicas influyeron en la planificación de clases, la selección de actividades y la toma de decisiones pedagógicas durante el proceso de enseñanza. El trabajo evidencia que la implementación consciente de estos modelos permitió responder a las necesidades reales de los estudiantes, favoreciendo un aprendizaje significativo, participativo y centrado en el alumno. Finalmente, se destaca la flexibilidad de estos enfoques y su adaptabilidad a diversos contextos educativos, demostrando la importancia de integrar la teoría pedagógica con la práctica en el aula.

Palabras claves:

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

Abstract

This paper examines the application of different methodologies for teaching English as a foreign language (TEFL), aiming to promote the balanced development of the four main language skills: speaking, listening, reading, and writing. The study explores three key pedagogical models: ECRIF (Encounter, Clarify, Remember, Internalize, Fluently Use), which focuses on improving oral communication; PDP (Pre, During, Post), designed to enhance listening and reading comprehension; and PDREE (Preparation, Drafting, Revising, Editing, Extension), which supports the development of writing skills.

In addition, the paper reflects on how these methodological frameworks guided lesson planning, activity selection, and pedagogical decision-making throughout the teaching process. The findings show that the thoughtful implementation of these models addressed students' real learning needs, fostering meaningful, participatory, and student-centered learning experiences. Finally, the study highlights the adaptability of these approaches to different educational contexts, emphasizing the importance of connecting pedagogical theory with classroom practice.

Key words:

Foreign language, TEFL, English teaching, ECRIF, speaking skills, PDP, listening comprehension, reading comprehension, PDREE, writing skills, meaningful learning, educational contexts.

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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 reinforce the idea that improvisation is not always the best option in the classroom, as it can lead to disorganized lessons and prevent students from achieving the intended learning objectives.

Teaching frameworks are more than simple sequences of activities; they represent meaningful ways of understanding how students learn. Each framework responds to different needs depending on whether the goal is to develop speaking, listening, reading, writing, or grammar skills. Through this process, I have come to understand that frameworks are necessary tools and that they cannot be applied correctly without proper study and understanding. Effective teaching requires preparation, analysis, and intentional planning.

Among the frameworks I have learned, FMU plays an essential role in grammar instruction because it focuses on form, meaning, and use, allowing students to understand how grammar works in real communication. In addition, the ECRIF framework supports the development of speaking skills by guiding learners from initial exposure to language toward confidence and fluency. I have also worked with the PDP framework for reading and listening comprehension, which emphasizes activities before, during, and after the task to help students activate prior knowledge and reflect on their learning. Likewise, the PDRIE framework guides the writing process through preparation, drafting, revising, editing, and extension. On a personal

level, understanding how to work with these different frameworks was challenging at first.

However, thanks to the guidance, dedication, and constant feedback from my teachers, I was able to fully understand the purpose and requirements of each framework. This support has made me feel more confident and prepared as a future English teacher. I now feel backed by solid tools that allow me to enter the classroom—my own “field of battle”—with greater security. As a result, students can feel more comfortable, supported, and understood, which motivates them to give their best in class. Today, I not only apply these frameworks in my academic practice but also use them in my daily teaching experiences.

MODULE 1:

FMU

LANGUAGE

ANALYSIS

II. Lesson Plan

• FORM

Affirmative: Subject + *to be* + past participle + (by agent).

- The cake **is made** by the chef.
- The letter **was sent** yesterday.

Negative: Subject + *to be* + **not** + past participle + (by agent).

- The cake is not made by the chef.
- The letter was not sent yesterday.

Interrogative: *To be* + subject + past participle + (by agent)?

- **Is** the cake made by the chef?
 - ± Yes, it is.
 - ± No, it is not.

• MEANING

The passive voice emphasizes the action itself rather than the person who performs it. It is mainly used when the agent (the doer of the action) is unknown, unimportant, or already understood from the context.

• USE

- We use the passive voice to highlight the person or object that receives the action instead of the one that performs it.
- We use it when the result or the action is more important than the agent.
- It is commonly used in academic writing, instructions, and news reports.

• ANTICIPATED DIFFICULTIES

- Identifying when to use the passive voice instead of the active voice.

- Choosing the correct tense of the verb *to be*.
- Deciding whether to include or omit the agent (*by + doer*).
- Confusion between the passive voice and the use of “**get**” as an alternative form.

- **CONCEPT-CHECKING QUESTIONS**

Q: Why do we use the passive voice instead of the active voice?

- To focus on the action or the receiver of the action rather than the doer.

Q: How do we form the passive voice in different tenses?

- By using *to be* in the correct tense + past participle.

Q: When is it necessary to include the agent in a passive sentence?

- When the agent is important or relevant to the meaning of the sentence.

- **TEACHING IDEAS**

- Planning a party or event: students talk about what has already been done or what still needs to be done using the passive voice.
- Ask questions such as: “*Have the invitations been sent?*” or “*Is the room decorated?*”
- Practice sentence creation using the passive voice, for example: “*The cake was made by Maria.*”

- **SOURCES CONSULTED**

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<https://www.ef.com/wen/english-resources/english-grammar/passive-voice/>

British Council. Passive and Active Voice

<https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/active-passive-voice>

• ANNEXES:

Annex 1

Passive Voice

Present Simple
AM/IS/ARE+ Past Participle

Past Simple
WAS/WERE + Past Participle

Future Simple
WILL +BE+ Past Participle

Present Continuous
AM/IS/ARE+ BEING + Past Participle

Present Perfect
HAVE/HAS+ BEEN+ Past Participle

Rewrite the sentences in Passive Voice:

1. I clean my room every day.

2. Tom bought a nice present yesterday.

3. Ann will sing a beautiful song.

4. Ben repaired my computer yesterday.

5. My sister is making a tasty cake now.

6. We have bought tickets to the concert.

7. Helen teaches French at school.

8. They grow strawberries every year.

9. Tim sent an SMS to his friend.

10. She has written a test today.

11. They visited that museum yesterday.

12. I am watching a football match now.

13. Pam has found the keys in the table.

14. Mona is washing the clothes now.

15. You have made a lot of mistakes.

16. Bill will bring sandwiches.

17. They attend lectures every day.

18. We are meeting the relatives now.

19. He will copy this text.

20. He has bought a new car.

21. We are playing volley-ball now.

22. Our teacher explained the rule.

23. She translates the texts every day.

24. She is watching a comedy film now.

25. He put the candle on the table.

26. Pam has bought a new ring recently.

27. He will correct the mistakes.

28. I have got a beautiful present.

29. The cat dropped the vase yesterday.

30. I am playing the piano now.

31. He has turned off the TV set.

32. We receive e-mails every day.

33. Nick is eating an ice-cream now.

34. She will lend money to her friend.

35. I visit Paris every year.

36. He has already prepared the report.

✦ ✦ ✦ ✦ ✦

Annex 2

Active to passive

The teacher asked a question.

A question was asked by the teacher.

Change these sentences from active to passive:

1. People speak Portuguese in Brazil.
2. My grandfather built this house in 1943.
3. The cleaner has cleaned the office.
4. John will phone her later.
5. Somebody should do the work.
6. Everybody loves Mr Brown.
7. The wolf ate the princess.
8. Somebody has drunk all the milk!
9. A workman will repair the computer tomorrow.
10. People must wear masks these days.



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.

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MODULE 2:

ECRIF

IV. Lesson Plan

Date: June 22nd, 2025

Level: B1

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

1. Encourage contextual use of passive voice (not isolated grammar).
2. Foster speaking confidence in structured practice.
3. Use guided discovery to elicit meaning and use of passive voice.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **use** passive voice **to** describe tasks and responsibilities **in** a role play about planning an event or reporting news.

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?

- During group activities and written exercises using prompts like: "Have the decorations been put up?" "The invitations were sent last week."
- Through pair interviews and production tasks involving written and spoken passive constructions

Preliminary Considerations:

- I. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**
 - Common Students are familiar with verb tenses (present, past, future).
 - They have worked with active voice and can identify basic sentence components.
- II. What aspects of the lesson do you anticipate your students might find challenging/difficult?**
 - Using correct tense with "to be."
 - Deciding when to omit or include the agent.
 - Confusion with "get" as an alternative to "be" in the passive.
- III. How will you avoid and/or address these problem areas in your lesson?**
 - Scaffolded examples and timelines per tense.
 - Visual aids showing structure: subject + to be + past participle + (by agent).
 - Controlled and guided practice before production tasks.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
3 min	Encounter	<ul style="list-style-type: none"> ✓ <i>Warm-up:</i> Analyze the structure of the next sentence on the board: “The driver took the artists to the hotel” ✓ Ask students to switch the order of the sentence (O+V+S). 	<ul style="list-style-type: none"> ✓ Identify S+V+O. ➤ Switch the order without changing the original meaning. 	T-S V	Projector
7 min	Clarify	<ul style="list-style-type: none"> ✓ Write sentence examples on board: “My sister decorated the room.” Compare forms. Explain to students this is the passive voice structure. ✓ Ask volunteers to change those sentences into passive voice sentences. ✓ Use CCQs to check student’s understanding. <ul style="list-style-type: none"> • Did Maria order the food? Is the food doing the action? Is the action finished? What verb do we use in passive voice? What form is “ordered”? 	<ul style="list-style-type: none"> ✓ Go to the board transform the sentence into passive voice and identify the structure of the passive voice. ➤ Answer: The food was ordered by Maria. 	T-S VAK	Board Markers
7min	Remember	<ul style="list-style-type: none"> ✓ Provide a conversation with mixed active/passive sentences. Ask students to complete the conversation with the passive voice where is necessary. ➤ Ask students to practice the conversation in an onion ring. 	<ul style="list-style-type: none"> ➤ Fill in the blanks and share aloud in an onion ring. 	S-S VAK	Notebook Board
7min	Internalize	<ul style="list-style-type: none"> ➤ Provide a scrambled conversation about the planning of a party. Ask students to change 2–3 sentences into passive voice. 	<ul style="list-style-type: none"> ➤ Put in order the conversation and then practice the conversation in a mingle activity. 	S-S VAK	Projector Pictures
21min	Fluency	<ul style="list-style-type: none"> ➤ Group work: Each group plans a role play about school events. They describe what has been/was/will be done using passive voice. Present it to the class. 	<ul style="list-style-type: none"> ➤ Use passive constructions in presentation 	S-S VAK	Board Markers

Resources

- **Encounter:**
Annex 1

CHANGE THE NEXT SENTENCES INTO PASSIVE VOICE

Active voice:

- My sister decorated the room.
- The teacher corrected the exams.
- The students completed the project.
- The chef prepared the meal.

- **Remember & Internalize:**
Annex 2

Sentence transformation handout

Ana: Hi Luis, do you know when the concert _____ (organize)?

Luis: Yes, it _____ (organize) last Saturday.

Ana: Oh, nice! Where _____ it _____ (hold)?

Luis: It _____ (hold) in the main square.

Ana: Were the tickets sold online?

Luis: Yes, they _____ (sell) on a website.

Ana: Great! Was the event enjoyed by many people?

Luis: Yes, it _____ (enjoy) by everyone.

Scrambled conversation

- Sofia:** Don't worry, the invitations were already sent yesterday.
- Marco:** That sounds great. Was the music chosen yet?
- Sofia:** Yes, it was chosen by the group this morning.
- Marco:** Hi Sofia, are all the preparations for the party done?
- Marco:** Perfect! Were the snacks bought or do we still need them?
- Sofia:** They were bought this afternoon, so everything is ready.

Journal

Speaking constitutes one of the most fundamental yet demanding skills to cultivate in second language learners. Throughout my academic training in English language pedagogy, I have explored a variety of methodological approaches aimed at enhancing oral communication. Among these, the ECRIF framework has emerged as an effective and systematic tool for designing coherent and purposeful speaking lessons. This reflective journal outlines my initial expectations, insights drawn from scholarly literature, practical teaching experiences, and my current perspectives on implementing the ECRIF model in real-world classroom contexts.

At the outset of my journey in lesson planning, particularly concerning speaking instruction, I experienced a mix of nervousness and motivation. I was deeply committed to designing a lesson that was pedagogically sound and appropriately challenging for my learners. However, I found the process initially demanding, as ensuring active student engagement in speaking tasks posed a significant challenge. Despite these difficulties, I was always aware of the pedagogical importance of communicative activities in fostering authentic language use and building fluency and confidence.

A thorough review of the literature provided valuable insights into the theory and practice of teaching speaking. One particularly relevant source was *“Bibliometric Mapping of Strategies to Improve the Speaking Skill,”* which emphasizes that oral production remains one of the most intricate and vital components of language acquisition. The study offers an analytical overview of strategies that promote communicative competence and meaningful interaction.

Another noteworthy work was *“Strategies to Teach Speaking in Primary and Early Education”* (UNIR), which advocates for the integration of playful and interactive techniques—such as memory games, guessing games, storytelling, and role-plays—while also encouraging

the simultaneous development of listening, reading, and writing skills. A third study, *“Development of English Speaking Skill through Conversation Spaces,”* presents compelling evidence that creative, context-rich environments significantly contribute to students’ willingness to speak, thereby promoting linguistic competence through authentic and student-centered interaction. These readings collectively reinforced my belief in the importance of making speaking instruction dynamic, engaging, and contextually relevant.

During my pre-service teaching experience at Unidad Educativa Manuela Cañizares—a public institution with large student populations—I was granted the opportunity to conduct several lessons where speaking was incorporated. Nevertheless, these lessons often lacked a focused emphasis on oral communication, as they were generally integrated with other linguistic skills. Moreover, multiple constraints such as overcrowded classrooms, frequent behavioral disruptions, and limited access to teaching resources impeded the development of high-quality, speaking-focused instruction. Despite these obstacles, the experience underscored the importance of classroom management and the need to design flexible, yet clearly structured, lessons that adapt to the realities of the teaching context.

One of the recurrent challenges I observed among students was their limited lexical repertoire, which often hindered their ability to construct meaningful and grammatically accurate utterances. Although many learners demonstrated a genuine desire to participate, they struggled to express themselves with clarity. I believe that the ECRIF framework offers an effective pedagogical response to these issues by segmenting the learning process into progressive stages—from encountering and clarifying new language forms, to internalization and fluency.

This structure scaffolds learners’ development in a gradual yet purposeful manner, enabling them to build accuracy and confidence. Additionally, adopting English as the primary

language of instruction and providing sustained exposure to the target language are essential practices that can be seamlessly integrated within the ECRIF approach.

Looking forward, I intend to incorporate a variety of interactive and communicative strategies into my future teaching practice. Activities such as structured role-plays, formal and informal debates, student-led presentations, and communicative games will serve not only to enhance linguistic competence but also to promote collaboration, creativity, and critical thinking. I am particularly committed to designing lessons that are both student-centered and contextually meaningful, in order to create inclusive learning spaces that encourage active participation.

In conclusion, the ECRIF framework has proven to be a highly valuable tool in the effective planning and delivery of speaking lessons. It challenges learners to reach beyond their comfort zones while providing the necessary support to do so successfully. As a result of my exploration and application of this model, I now feel significantly more prepared and self-assured as a future educator. Nevertheless, I remain eager to further refine my instructional planning skills—particularly in relation to task design and sequencing—to ensure that my lessons are coherent, purposeful, and conducive to communicative growth.

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IV. Demonstrative Lesson



PASSIVE VOICE

OBSERVE THE SENTENCE

“The driver took the artists to the hotel”

- Identify: Subject - Verb - Object
- Change the order of the sentence
- Notice what changes and what stays the same

DISCOVER THE RULE



Compare active and passive sentences.

My sister decorated the room.

Maria ordered the food.

LET'S PRACTICE!

Are you ready?

1. Complete the conversation
2. Use passive voice where necessary
3. Practice the dialogue with a partner

Ana: Hi Luis, do you know when the concert _____ (organize)?

Luis: Yes, it _____ (organize) last Saturday.

Ana: Oh, nice! Where _____ it _____ (hold)?

Luis: It _____ (hold) in the main square.

Ana: Were the tickets sold online?

Luis: Yes, they _____ (sell) on a website.

Ana: Great! Was the event enjoyed by many people?

Luis: Yes, it _____ (enjoy) by everyone.

ORGANIZE AND PRACTICE

1. Put the conversation in order
2. Use passive voice to describe steps
3. Focus on meaning and accuracy

- Sofia:** Don't worry, the invitations were already sent yesterday.
- Marco:** That sounds great. Was the music chosen yet?
- Sofia:** Yes, it was chosen by the group this morning.
- Marco:** Hi Sofia, are all the preparations for the party done?
- Marco:** Perfect! Were the snacks bought or do we still need them?
- Sofia:** They were bought this afternoon, so everything is ready.

ROLE PLAY

1. Work in groups
2. Plan a school event or report news
3. Use passive voice to describe actions
4. Prepare a short presentation

THANK YOU

MODULE 3:

PDP

LISTENING

V. Lesson Plan

Names: Rashel García

Date: June 22nd, 2025 **Level:** B1+ **Class:** 10th

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

1. TTT (Teacher Talking Time)
2. Time management

What are your Student Learning Objectives for the lesson?

By the end of the lesson, **SWBAT** demonstrate understanding of the audio text about Environmental Concerns **BY** completing a multiple-choice activity to identify main ideas and specific details, **AND THEN** writing a short dialogue expressing their opinion about a real-life environmental situation.

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?

- Completing listening comprehension tasks (multiple choice, short answers, inference)
- Writing a short dialogue using vocabulary and expressions from the text.

Preliminary Considerations:

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

- Vocabulary about nature and pollution.
- Use of modal verbs like should and must.

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

They may find it difficult to recognize the specific information they need from the audio.

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

- Pre-teach key vocabulary.
- Use visual support and audio repetition.
- Encourage pair discussion before checking answers.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
4 min	Pre-stage	Show pictures of eco-friendly actions and ask: Do you know someone passionate about the environment? Teach key words (e.g. passionate, complain, eco-friendly).	➤ Share opinions about people who care about the environment.	T-S S-T V	Computer projector
8 min	Early During Stage	Ask students to predict the meaning of the words in context and confirm their ideas. Ask students to take notes of the words they recognize while listening and go to the board to write them. Play the audio once for general understanding. Play the audio a second time and ask: What is the main idea?	➤ Listen to the audio and take notes of the words or phrases they recognize and then write them on the board.	T-S S-T VA	Speaker Computer Board Worksheets Pencil Eraser
15 min	Later During Stage	Hand out multiple choice + true/false worksheet. Play the audio again.	➤ Choose correct answers, then compare with a partner.	T-S VAK	Computer Speakers Worksheet Pencil Eraser
8 min	Final During Stage	Give 5 written comprehension questions. Ask the students to answer the following questions. Play audio again if needed.	➤ Answer the questions based on evidence from the audio.	T-S VAK	Computer Speakers Worksheet Pencil Eraser
10 min	Post-stage	➤ Ask students to discuss a proposal to apply the message of the audio in real life.	➤ Work in groups and prepare a proposal to then present it in front of the class.	T-S VAK	Notebook Pen Pencil Eraser

Resources

- **PRE- STAGE:**
Annex 1



- **EARLY DURING STAGE:**
Annex 2

<https://www.youtube.com/watch?v=i2gDAMV-HvQ>

- **LATER DURING STAGE:**
Annex 3

Part 1: Multiple Choice (Choose the best answer – 1 point each)

1. Why does the girl mention her neighbors?
 - a) Because they are noisy at night
 - b) Because they are very eco-conscious
 - c) Because they invited her to a party
 - d) Because they helped her move in
2. What is the girl's attitude when talking about her neighbors?
 - a) She is angry and wants to complain
 - b) She is impressed and excited
 - c) She is surprised and a little annoyed
 - d) She is not interested in them
3. What kind of topics do her neighbors talk about?
 - a) Music and movies
 - b) Pollution and recycling
 - c) Food and cooking
 - d) Sports and hobbies
4. What does the boy do during the conversation?
 - a) He ignores her story
 - b) He tells her to ignore the neighbors
 - c) He asks for more information
 - d) He argues with her
5. What do they decide at the end of the conversation?
 - a) To write a letter to the neighbors
 - b) To avoid talking to the neighbors
 - c) That the neighbors should stop talking
 - d) That she will introduce him to the neighbors

Part 2: True or False (Circle T or F – 1 point each)

6. The girl just moved into her new house.
T / F
7. The girl thinks her neighbors are boring.
T / F
8. The boy is interested in what the girl says about the environment.
T / F
9. The neighbors never talk about environmental topics.
T / F
10. The conversation ends with the idea of meeting the neighbors.
T / F

- **FINAL DURING STAGE:**

Annex 5

COMPREHENSION QUESTIONS:

1. Explain what was the main issue presented in the video?
2. How do people in the video feel about protecting the environment? Give one example from the video.
3. What environmental topics are discussed in the video?
4. What actions or solutions are suggested in the video to help the environment?
5. What message or lesson does the video want the audience to learn about caring for the environment?

- **POST STAGE:**

Annex 6

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Understanding of the Audio Message	The group demonstrates a clear and accurate understanding of the audio message and applies it effectively to real-life situations.	The group shows good understanding of the audio message with minor inaccuracies.	The group shows partial understanding of the audio message, but some ideas are unclear or inaccurate.	The group shows little or no understanding of the audio message.
Relevance and Quality of the Proposal	The proposal is highly relevant, realistic, and clearly connected to the message of the audio.	The proposal is relevant and connected to the audio, though some ideas could be better developed.	The proposal is somewhat related to the audio, but lacks clarity or practicality.	The proposal is not clearly connected to the audio or is unrealistic.
Group Collaboration	All group members actively participate and contribute equally to the discussion and presentation.	Most group members participate, with minor imbalance in contributions.	Some group members participate, but collaboration is limited.	Little evidence of collaboration; one or two students dominate the task.
Oral Presentation Skills	The presentation is clear, well-organized, and confident. Students use appropriate language and speak fluently.	The presentation is mostly clear and organized, with minor issues in fluency or pronunciation.	The presentation is understandable but lacks organization or fluency.	The presentation is unclear, disorganized, or difficult to understand.
Use of English	Accurate use of grammar and vocabulary with no errors.	Some grammatical or lexical errors, but meaning is generally clear.	Frequent errors that sometimes affect understanding.	Persistent errors that significantly affect communication.

V. Journal

Listening is one of the most fundamental yet complex language skills to develop in the classroom. It plays a crucial role in communication, comprehension, and language acquisition. Throughout my training as an English language teacher, I have become increasingly aware of the importance of structuring listening lessons that go beyond testing students' comprehension and instead support their development as confident, strategic listeners. The PDP framework—Pre, During, and Post—offers a practical, flexible, and learner-centered approach for achieving this goal.

When I first began exploring how to create listening lessons using the PDP structure, I felt both curious and slightly overwhelmed. My initial expectation was that the process would be primarily about selecting the right audio and asking a few questions about it. However, as I learned more about the theory behind the framework, I realized that effective listening lessons involve a careful balance of preparation, guided comprehension, and meaningful output. I came to understand that the Pre-stage is not about giving away answers but about helping learners activate prior knowledge and vocabulary; the During-stage must guide students through progressive levels of comprehension; and the Post-stage is an opportunity for personalization, not merely a wrap-up. These realizations shifted my perception of listening instruction from one of passive reception to one of strategic construction.

From my academic readings, I acquired several valuable insights about teaching listening. One of the most influential was *The Changing Face of Listening* by John Field. Field argues that traditional listening classes tend to test rather than teach listening. Instead of merely checking whether students got the right answers, teachers should examine how understanding breaks down and provide scaffolding for repair and growth. I also consulted *Developing Listening Skills in*

ESL Learners (Rost, 2011), which emphasizes that listening should involve real-world skills like inferring, predicting, and processing incomplete input. Finally, *Teaching and Learning Second Language Listening* (Vandergrift & Goh, 2012) provides a comprehensive view of listening as a metacognitive process, stressing the importance of strategy instruction and reflective practice. From these sources, I concluded that listening should be taught as an active process of constructing meaning, not a passive act of decoding audio.

During my pre-service teaching at UE Manuela Cañizares, a public institution with large class sizes, I had opportunities to integrate listening into my lessons. However, I observed that listening was often treated as a minor component, usually limited to gap-fill or comprehension questions. Several issues emerged: many students struggled with identifying the main idea, became frustrated when they couldn't understand every word, and lacked confidence in giving verbal responses. The PDP framework offers solutions to these challenges. By building contextual knowledge in the Pre-stage and gradually increasing complexity in the During-stage, students are better prepared to handle authentic audio. Furthermore, Post-stage activities allow students to connect what they heard with personal experiences, increasing motivation and engagement. The framework also gives teachers the tools to scaffold difficult moments, repeat audio when necessary, and shift focus from "getting it right" to "building understanding."

In real classroom practice, the PDP framework lends itself to a wide variety of listening activities. In the Pre-stage, I might show relevant images or ask students to predict the content of the audio based on a title or visual cues. In the During-stage, I can scaffold listening with tasks such as checking predictions, ordering events, identifying main ideas, and then moving to more detailed comprehension and inference-based tasks. Finally, in the Post-stage, students could write a reflection, create a dialogue, or engage in a debate based on the content. This not only

integrates listening with speaking and writing, but also encourages deeper processing and application of ideas.

One of the key distinctions between Listening and Speaking lesson plans lies in their objectives and design. In a Listening lesson, the focus is on **input**—helping students decode, interpret, and make sense of spoken language. It requires careful text selection, task sequencing, and strategies for guiding comprehension. Speaking lessons, on the other hand, focus on **output**—enabling students to produce language fluently, accurately, and appropriately. While both skills are interdependent, planning for each requires a different set of scaffolds and classroom techniques. Listening involves support before and during the task to build understanding, while Speaking requires models, language chunks, and space for performance and feedback.

In conclusion, learning to design listening lessons using the PDP framework has transformed my approach as a future language teacher. It has shown me the importance of purposeful lesson structure, strategic task design, and meaningful learner engagement. I now see listening not as a passive skill to be evaluated, but as a dynamic process to be taught, supported, and practiced. With continued reflection and practice, I hope to create listening lessons that are not only effective, but also motivating and empowering for my students.

REFERENCES

Field, J. (2008). *Listening in the language classroom*. Cambridge University Press.
<https://doi.org/10.1017/CBO9780511576162>

Rost, M. (2011). *Teaching and researching listening* (2nd ed.). Routledge.
<https://doi.org/10.4324/9781315833709>

Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and learning second language listening: Metacognition in action*. Routledge.
<https://doi.org/10.4324/9780203843376>

VI. Demonstrative Lesson



ENVIRONMENTAL CONCERNS

Teacher Rashel

Before Listening

Do you know someone who cares about the environment?



Now we listen!

1. Listen to the audio carefully
2. Write words or phrases you recognize
3. Go to the board and share your words
4. Focus on the general idea



WHAT IS THE MAIN IDEA?

Part 1: Multiple Choice (Choose the best answer – 1 point each)

1. Why does the girl mention her neighbors?
 - a) Because they are noisy at night
 - b) Because they are very eco-conscious
 - c) Because they invited her to a party
 - d) Because they helped her move in
2. What is the girl's attitude when talking about her neighbors?
 - a) She is angry and wants to complain
 - b) She is impressed and excited
 - c) She is surprised and a little annoyed
 - d) She is not interested in them
3. What kind of topics do her neighbors talk about?
 - a) Music and movies
 - b) Pollution and recycling
 - c) Food and cooking
 - d) Sports and hobbies
4. What does the boy do during the conversation?
 - a) He ignores her story
 - b) He tells her to ignore the neighbors
 - c) He asks for more information
 - d) He argues with her
5. What do they decide at the end of the conversation?
 - a) To write a letter to the neighbors
 - b) To avoid talking to the neighbors
 - c) That the neighbors should stop talking
 - d) That she will introduce him to the neighbors

Check Understanding



Part 2: True or False (Circle T or F – 1 point each)

6. The girl just moved into her new house.
T / F
7. The girl thinks her neighbors are boring.
T / F
8. The boy is interested in what the girl says about the environment.
T / F
9. The neighbors never talk about environmental topics.
T / F
10. The conversation ends with the idea of meeting the neighbors.
T / F

Listen and Answer



1. Answer the next information questions:

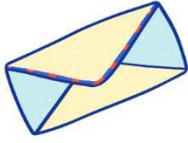
2. Use information from the audio

3. Listen again if needed

Listen and Answer



- Explain the main issue presented in the video.
- How do the people in the video feel about protecting the environment? Give one example from the video.
- What environmental topics are discussed in the video (for example: pollution, recycling, resources, population growth)?
- What actions or solutions are suggested in the video to help the environment?
- What message or lesson does the video want the audience to learn about caring for the environment?



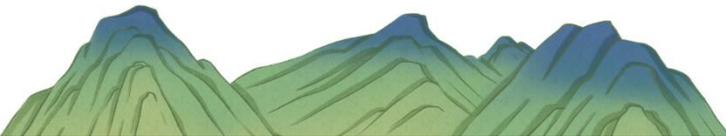
Apply it to real life

1. Work in groups
2. Discuss how the message applies to real life
3. Prepare a short proposal about this.
4. Present your ideas to the class.

**THANK
YOU**



See you next time!



MODULE 4:

PDP

READING

VII. Lesson Plan

Names: Rashel García

Date: July 24th, 2025 **Level:** B1 **Class:** 1st Bach

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 story “A Day at the beach” **BY** summarizing the text with their own words **AND THEN** writing one piece of advice they would give to others based on the story.

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 they summarize the text correctly.
- When they write a new ending for the story.

Preliminary Considerations:

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

- How to write past simple sentences.
- Some Action verbs like spend, pack, enjoy.

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

- They lack imagination to write.
- They lack motivation to reading.

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

- Provide new vocabulary for the students to have options.
- Incorporating interactive and creative activities related to reading,

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		The teacher will...	Students will...		
5 Minutes	Pre-Stage	Ask students to brainstorm about items that we bring to the beach	Tell the items that come to their minds.	T-S V	Marker Board
6 Minutes	Early During-Stage	<ul style="list-style-type: none"> • Give a sheet of paper with the story. • Ask students the following questions from the reading: <ul style="list-style-type: none"> • What is the main idea of the story? • Is the story a horror story or a narrative story? • Were your predictions about the story correct? Why or why not? • What is the story mainly about in one sentence? 	Activity 1 <ul style="list-style-type: none"> • Read the story. • Discuss in pairs the answers to the given questions. 	T-S V	Sheet of paper
10 Minutes	Later During-Stage	<ul style="list-style-type: none"> • Ask the students to read again the story. • Give students a worksheet with two activities: <ol style="list-style-type: none"> 1. _Answer true or false according to the text. 2. _Match the words with their correct description. 	Activity 2 <ul style="list-style-type: none"> • Scan the text • Complete the worksheet: • Answer the true or false questions. • Match the words with the correct description. 	T-S V	Sheet of paper Worksheet Pencil or pen
14 Minutes	Final During Stage:	<ul style="list-style-type: none"> • Ask the students to read carefully the text. Ask the students to summarize the text with their own words.	<ul style="list-style-type: none"> • Read carefully the text. Summarize the text with their own words.	T-S	Sheet of paper Notebook Pencil or pen
10 Minutes	Post-Stage	<ul style="list-style-type: none"> • Divide students into groups of 4. • Ask them to discuss the message of the story and identify its main lesson. • Have each group propose at least two ways the message can be applied in daily life. • Ask students to write one piece of advice they would give to others based on the story. • Monitor the use of appropriate vocabulary and support ideas when necessary. 	<ul style="list-style-type: none"> • Make groups of 4. • Write one advice they would give to others based on the story. 	S-S VA	Notebook

Resources

EARLY DURING STAGE: (Annex 1)

A Day at the Beach

Last Saturday, Sarah and her friends decided to spend the day at the beach. They packed their bags with towels, sunscreen, and snacks, excited for a fun and relaxing day. The weather was perfect, with the sun shining brightly and a gentle breeze blowing. They arrived at the beach early in the morning to find a good spot close to the water.

Once they set up their umbrellas and laid out their towels, they headed straight for the sea. The water was cool and refreshing, and they spent hours swimming and playing games in the waves. Sarah enjoyed building sandcastles with her friends, competing to see who could make the most creative one. They laughed and took lots of pictures to remember the day.

Around noon, they decided to take a break and have a picnic. They enjoyed sandwiches, fruit, and cold drinks while sitting under the shade of their umbrellas. As they ate, they talked about their favorite beach activities and planned what they would do next. After lunch, they took a leisurely walk along the shore, collecting seashells and feeling the warm sand between their toes.

As the sun began to set, Sarah and her friends packed up their things and headed home, feeling tired but happy. They agreed that it had been a wonderful day and promised to return to the beach again soon. The memories of their fun-filled day would stay with them for a long time, reminding them of the joy and relaxation the beach had brought them.

LATER DURING STAGE: (Annex 2)

Name:

Date:

1. Read each statement about the story "A Day at the Beach". Decide whether the statement is true or false based on the information provided in the story. Mark "V" if the statement is true and "F" if it is false.

- Sarah and her friends went to the beach alone. ()
- The weather was not good for their day at the beach. ()
- They spent hours swimming and playing games in the water. ()
- Sarah and her friends didn't take any pictures during their day at the beach. ()
- They had a picnic under the shade of their umbrellas. ()
- Sarah and her friends collected seashells during their leisurely walk. ()
- They arrived at the beach late in the afternoon. ()
- Sarah and her friends didn't enjoy their time in the water. ()
- They packed their bags with towels, sunscreen, and toys. ()
- Sarah and her friends decided to return to the beach the next day. ()

2. Match each element of the story with its corresponding description, 1 answer for each element.

Element	Description
Picnic	D. They ate food outside.
Collecting seashells	E. They picked up shells from the sand.
Leisurely walk	F. They walked slowly along the beach.
Sarah and her friends	A. They went to the beach together.
Taking pictures	G. They captured moments with a camera.
Arriving early	H. They got there before many people.
Swimming and playing	I. They enjoyed time in the water.
Perfect weather	B. The weather was very nice.
Building sandcastles	C. They made structures with sand.
Packing bags	J. They prepared things to bring.

• FINAL DURING STAGE: (Annex 3)

- Summarize the text with their own words.

ANNEX 7

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Understanding of the Story's Message	The group clearly identifies the main message and lesson of the story with accurate and insightful ideas.	The group identifies the main message with minor inaccuracies.	The group shows partial understanding of the story's message.	The group shows little or no understanding of the story's message.
Application to Daily Life	The group proposes two or more clear, realistic, and well-developed ways to apply the message in daily life.	The group proposes at least two relevant applications, though ideas could be more developed.	The group proposes one relevant application or ideas lack clarity.	The group is unable to propose relevant applications.
Group Participation and Collaboration	All group members actively participate and contribute ideas respectfully.	Most group members participate, with minor imbalance.	Limited participation; only some members contribute.	Little evidence of collaboration or participation.
Written Advice	The advice is clear, relevant, and well-written, showing strong connection to the story's message.	The advice is relevant and clear, with minor language errors.	The advice is somewhat related to the story but lacks clarity.	The advice is unclear or not related to the story.
Use of Vocabulary and Language	Appropriate vocabulary is used accurately with minimal errors that do not affect meaning.	Vocabulary is generally appropriate, with some errors that do not interfere with meaning.	Limited vocabulary; errors sometimes affect understanding.	Inappropriate or very limited vocabulary that affects communication.

VIII. Journal

Teaching reading in an English as a Foreign Language (EFL) context is a dynamic process that goes beyond decoding words. It involves creating meaningful experiences that enhance comprehension, vocabulary, and critical thinking. This reflection explores my expectations, feelings, academic learnings, classroom experiences, and insights related to reading instruction during my pre-service teaching. It also highlights how the PDP (Pre, During, Post) framework can support reading lessons and compares it with the PDP model for listening.

Before delivering my reading lessons, I felt very excited and motivated. I have always enjoyed reading in English and I find it very rewarding to listen to students read aloud and understand the text. My main expectation was to guide learners toward successful comprehension and encourage them to produce something meaningful as a result of the reading. I believe that when students can demonstrate understanding—whether through discussion, summarizing, or creative output—it shows that the lesson has truly been effective.

To prepare for my reading lessons, I consulted several academic sources that expanded my knowledge and perspective on reading instruction:

1. **Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice.***

This book emphasizes the importance of extensive reading and the role of automaticity in fluent reading. I learned that students need both decoding skills and comprehension strategies to become proficient readers.

2. **Nunan, D. (2003). *Practical English Language Teaching.***

Nunan discusses how reading can be taught as both a top-down and bottom-up process.

He stresses the importance of background knowledge and pre-reading tasks that activate students' schemata.

3. **Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*.**

Brown introduces several interactive strategies for reading lessons, such as jigsaw reading, prediction tasks, and cooperative summarizing, which help foster both individual and group comprehension.

From these readings, I learned that integrating visual elements, predicting content, and setting clear reading goals can significantly enhance engagement. A strategy that was new to me—and one I plan to apply—is "**Reciprocal Teaching**", where students take turns leading a discussion about the text by asking questions, clarifying vocabulary, summarizing, and predicting.

During my practicum, I noticed that students responded positively to reading activities, especially when the texts were creative, relatable, or visually appealing. Their enthusiasm to participate, read aloud, and engage in discussions was a highlight of my teaching experience.

However, not all students were equally engaged. Some showed a lack of interest, often due to unfamiliar vocabulary or limited background knowledge. This led to comprehension gaps. I believe the PDP approach can be highly beneficial here. By designing pre-reading activities that activate prior knowledge and introduce key vocabulary, students become more prepared. During-reading tasks can include guided questions or collaborative reading, and post-reading tasks can promote creativity and synthesis, like storyboards, paraphrasing, or writing alternative endings. In future lessons, I would implement the following activities under the PDP framework:

- **Pre-reading:** Use an image or short video related to the text, along with a short discussion or prediction game to introduce the topic and vocabulary.
- **During-reading:** Assign each student a section to read aloud. After reading, they must paraphrase their section in simple words and share with the class.
- **Post-reading:** Students work in pairs to create a comic strip or visual summary of the story. They then present their work to reinforce understanding.

I would choose texts with colorful illustrations and age-appropriate content. Additionally, I would incorporate games such as “Find the Sentence” or “Story Puzzle” to increase motivation.

Although both reading and listening lessons can follow the PDP framework, there are key differences in execution. Reading allows students to control the pace and refer back to the text, while listening involves real-time processing. For me, listening is more challenging to teach, as students often struggle with the speed and accents in audio materials. In contrast, reading provides more opportunities for visual reinforcement and in-depth discussion.

Planning and teaching reading lessons has been an enriching experience. I now feel more confident in my ability to guide students through meaningful reading processes. I have learned the value of pre-task preparation, the impact of engagement strategies, and the necessity of reflecting on students' needs. Still, I recognize the importance of continued practice and professional development. The PDP framework has proven to be a practical and effective structure for organizing reading lessons, and I plan to keep exploring new ideas to make reading instruction even more enjoyable and successful for my students.

REFERENCES

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.

Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139150531>

Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill Education

IX. Demonstrative Lesson



A day at the beach

5min

Before reading

- Think about going to the beach
- What items do people usually bring?



6 min

First Reading

1. Read the story silently
2. Think about:
3. Main idea
4. Type of story
5. Discuss your ideas with a partner



10 min

Read for details

1. Read the story again
2. Complete the worksheet:
3. True / False
4. Match words with meanings



14 min

Show Understanding

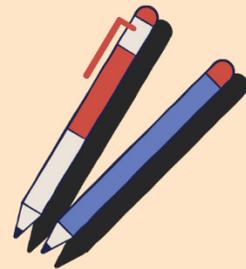
1. Read the text carefully
2. Write a summary in your own words
3. Use complete sentences



10 min

Think and Apply

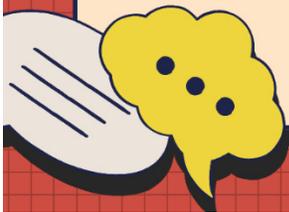
1. Work in groups of four
2. Discuss the message of the story and the main lesson.
3. Write two ways the message can be applied in real life.
4. Give one piece of advice for daily life based on the story.



**SHARE
YOUR
IDEAS**



Thank you.



MODULE 5:

PDREE

X. Lesson Plan

Name: Rashel García

Date: September 25th, 2025. **Level:** B1 **Class:** 1st Bachelor

Action points:

1. Time Management
2. Classroom management

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT **WRITE** a cover letter **TO** ask for a job, **THEN** paste the letter on the classroom wall to support peer communication and feedback.

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?

- They describe correctly their holiday activities.
- They share the revised and edited letter with the class without mistakes.

Preliminary considerations:

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

- Students know the usage of the past simple tense.
- Students know common verbs in their base form and past simple form (e.g., go/went, have/had, see/saw).
- Students have practiced writing sentences in English.

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

- Students may have difficulties organizing their ideas in a paragraph.
- Students may lack motivation to write.

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

- Encourage the students to brainstorm about their holiday activities before writing.
- Present a topic that students can relate to.

Time	Framework Stage	Procedure		Interaction T-S/S-S	Materials Needed
		Teacher will...	Students will...		
10 Minutes	Preparation	<ul style="list-style-type: none"> Ask students to brainstorm the topic of cover letter. What is a cover letter? Why do people write one? <ul style="list-style-type: none"> Project a simple model of a cover letter on the screen. Highlight the key parts (greeting, introduction, skills/experience, closing) to activate prior knowledge.	<ul style="list-style-type: none"> Discuss the answers in pairs and share out loud. Pay attention to the teacher and observe the model letter. Identify the parts of a cover letter.	T-S V	Projector
13 Minutes	Drafting	<ul style="list-style-type: none"> Give students instructions about activity 1. Provide them with a template of the expected cover letter to complete. Guide students step-by-step to draft their own cover letter following the model presented.	Activity 1: Drafting <ul style="list-style-type: none"> Pay attention to the teacher's modeling. Write each section of their own cover letter in their template.	T-S V	Projector Notebooks
7 Minutes	Revising	<ul style="list-style-type: none"> Show a picture with error correction symbols and explain to students how to use them. Ask students to exchange drafts, revise and correct them.	Activity 2: Revising <ul style="list-style-type: none"> Pay attention to the explanation. Share, revise and correct their peers' drafts.	T-S V	Projector Notebooks
5 Minutes	Editing	<ul style="list-style-type: none"> Ask the students to give back the revised drafts. Ask students to edit the drafts according to the corrections made.	Activity 3: Editing <ul style="list-style-type: none"> Get their revised drafts back. Edit and write the final clean version of their cover letter.	S-S V	Notebooks
10 Minutes	Extension	Ask students to post their final cover letter on the classroom wall. <ul style="list-style-type: none"> Ask them to walk around, read at least two classmates' letters, and give one positive comment. 	Activity 4: Extension Post their final cover letter on the wall. <ul style="list-style-type: none"> Walk around, read classmates' letters, and provide short positive feedback on post its. 	S-S VK	Notebooks, Post its, Wall space

Cover Letter Format



Header

Jane Wright
5505 Paragraph Way
Gainesville, MA 1111
(555) 555-0199
the.right.wright@email.com

November 5, 2024

Virginia Apgar
Recruitment Manager
Boltvern Hospital
Gainesville, MA

Salutation / greeting

Dear Mrs. Apgar,

Opening paragraph

My name is Jane Wright, and I am interested in the entry-level nursing position at Boltvern Hospital. I recently graduated at the top of my class from Greendale College with a bachelor of science in nursing and am eager to apply my hands-on education to provide the high-quality, patient-centered care Boltvern is known for.

Body paragraph

During my clinical rotations, I built a strong foundation in patient assessment, wound care, administering medications, and team collaboration. After a gap year teaching English in Brazil, I interned at AcmeCo Hospital, where I gained experience in fast-paced settings and learned to multitask and stay calm under pressure. Working with elderly patients was particularly rewarding, as it deepened my empathy, communication, and patience.

Closing paragraph

Joining Boltvern Hospital is an exciting opportunity to grow within a respected institution and contribute to patient care. I am confident that my clinical skills, dedication, and passion for nursing make me a strong fit for this role. Thank you for considering my application; I look forward to discussing my qualifications further.

Sign-off and signature

Sincerely,
Jane Wright

ANNEX 2

COVER LETTER TEMPLATE – Drafting Stage

Cover Letter Template

Greeting

Dear _____,

Introduction

I am writing to apply for the position of _____.

I am interested in this position because _____.

Skills and experience

I have experience in _____.

Some of my skills include _____.

I am responsible, motivated, and _____.

Closing

I would appreciate the opportunity to be considered for this position.

Thank you for your time and consideration.

Sincerely,

(_____)

ANNEX 3

REVISING

REVISING – Peer Revision Checklist

Peer Revision Checklist

- Greeting is included
- Introduction clearly states the position
- Skills and experience are relevant
- Complete sentences are used
- Basic grammar and spelling are correct
- Closing is polite and complete

Positive comment:

One suggestion:

 <h1 style="display: inline;">Editing Marks</h1> 		
	Delete	Going to the zoo was was lots of fun!
	Spell out word	My brother is going to be <u>16</u> years old.
	Change letter	Our class had the best attendance.
	Change to capital letter	Our school is in the city of <u>new</u> york.
	Change to lowercase letter	My <u>D</u> ad loves to go fishing on Saturday.
	Transpose letters or words	Everyone in my family loves to <u>rae</u> d.
	Insert (letter, word, phrase or punctuation)	Don't forget ^{check} to your work every day.
	Close space	We are going on a class field trip to day.
	Add space	Our summer vacation is eight <u>w</u> eeks long.
	Start new paragraph	"Is that your dog?" she asked. ¶ "Yes," I replied.

ANNEX 4

XI. Journal

Teaching writing in an English as a Foreign Language (EFL) context is a demanding but meaningful process that requires careful planning and clear objectives. Writing goes beyond producing correct sentences; it involves organizing ideas, using appropriate grammar, and expressing meaning coherently. This reflection explores my expectations and feelings about a writing lesson plan, the academic learnings obtained from specialized readings, my experiences during pre-service teaching, and the importance of the writing process as a key methodology for improving students' writing skills.

I feel satisfied with this writing lesson plan because it motivates students to improve the quality of their writing, which results in a noticeable improvement in their overall level of English. This lesson plan provides students with clear guidance and specific stages that help them understand what they need to focus on during the writing task. As a future teacher, I value this structure because it reduces students' frustration and helps them feel more confident when writing. When students know what is expected from them, they are more willing to participate and to make an effort to improve their written production.

To prepare myself academically, I consulted several sources related to teaching writing in EFL contexts. Harmer explains that writing should be taught as a process that includes planning, drafting, revising, and editing, rather than focusing only on the final product. This idea helped me understand that students need time and guidance to develop their ideas effectively. Richards and Renandya emphasize the importance of scaffolding in writing lesson plans, highlighting that learners benefit from model texts, guided practice, and clear feedback. Additionally, Hyland

points out the value of explicit instruction, stating that students need to understand how texts are structured and which language features are expected in different types of writing. From these readings, I learned that effective writing instruction must combine structure, guidance, and opportunities for reflection in order to support students' development.

During my pre-service teaching practices, I noticed that one of the most common problems students faced was the lack of control over different verb tenses. This issue made writing especially difficult, as students struggled to organize their ideas correctly and express them clearly in written texts. Many students knew vocabulary but did not know how to use grammar accurately to communicate their ideas. I believe that this writing lesson plan methodology can help solve these problems because it allows students to focus on specific aspects of writing at a time. By directing their attention to particular grammatical structures or writing objectives, students can gradually improve their skills and feel less overwhelmed by the task.

In real writing lessons, this methodology can be applied through activities such as brainstorming ideas before writing, analyzing model texts, and setting a clear writing objective for each lesson. Focusing on one element, such as verb tenses or connectors, helps students improve step by step. Peer feedback and teacher feedback are also essential, as they encourage reflection and help students identify areas for improvement. These strategies promote autonomy and help students become more confident writers.

The writing process is especially important because it helps students understand that writing is not a one-time activity, but a gradual process that can be improved. Through stages such as pre-writing, drafting, revising, and editing, students can refine their ideas and improve both accuracy and coherence. This approach also supports long-term language development, as

students learn to evaluate and improve their own work.

In conclusion, writing lesson plans based on the writing process are highly effective in improving students' writing skills and overall English proficiency. This methodology addresses common issues observed during pre-service teaching, such as difficulties with verb tenses and idea organization, while also increasing students' motivation and confidence. Reflecting on this experience has helped me understand the importance of structured planning, academic grounding, and continuous reflection in the teaching of writing in the EFL classroom.

REFERENCES

Harmer, J. (2015). *How to Teach Writing*. Pearson Education.

Hyland, K. (2003). *Second Language Writing*. Cambridge University Press.

Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press.

XII. Demonstrative Lesson

COVER LETTER

COVER LETTER

**WHAT IS A COVER LETTER?
WHY DO PEOPLE WRITE COVER
LETTERS?**

LET'S GET READY

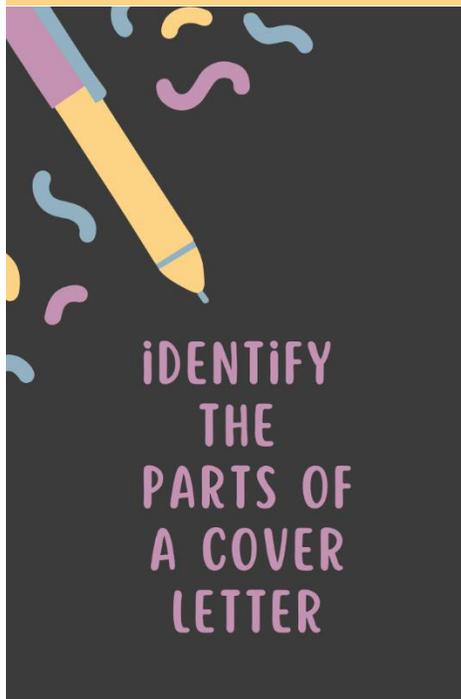
- What is a cover letter?

A short letter sent with a résumé to introduce yourself and explain why you are a good fit for a job.

- Why do people write cover letters?

People write cover letters to highlight their skills, show interest in the job, and explain why they are suitable for the position.





IDENTIFY THE PARTS OF A COVER LETTER

Header	Jane Wright 5505 Paragraph Way Gainesville, MA 11111 (555) 555-0199 theright.wright@email.com
Salutation / greeting	November 5, 2024 Virginia Apgar Recruitment Manager Boltern Hospital Gainesville, MA Dear Mrs. Apgar,
Opening paragraph	My name is Jane Wright, and I am interested in the entry-level nursing position at Boltern Hospital. I recently graduated at the top of my class from Greendale College with a bachelor of science in nursing and am eager to apply my hands-on education to provide the high-quality, patient-centered care Boltern is known for.
Body paragraph	During my clinical rotations, I built a strong foundation in patient assessment, wound care, administering medications, and team collaboration. After a gap year teaching English in Brazil, I interned at AcmeCo Hospital, where I gained experience in fast-paced settings and learned to multitask and stay calm under pressure. Working with elderly patients was particularly rewarding, as it deepened my empathy, communication, and patience.
Closing paragraph	Joining Boltern Hospital is an exciting opportunity to grow within a respected institution and contribute to patient care. I am confident that my clinical skills, dedication, and passion for nursing make me a strong fit for this role. Thank you for considering my application; I look forward to discussing my qualifications further.
Sign-off and signature	Sincerely, Jane Wright

DRAFT YOUR COVER LETTER

GREETING
DEAR _____,

OPENING PARAGRAPH
I AM WRITING TO APPLY FOR THE POSITION OF _____

I AM INTERESTED IN THIS POSITION BECAUSE _____

BODY PARAGRAPH
I HAVE EXPERIENCE IN _____

SOME OF MY SKILLS INCLUDE _____

I AM RESPONSIBLE, MOTIVATED, AND _____

CLOSING PARAGRAPH

I WOULD APPRECIATE THE OPPORTUNITY TO BE CONSIDERED FOR THIS POSITION.

THANK YOU FOR YOUR TIME AND CONSIDERATION.

SIGN-OFF AND SIGNATURE
SINCERELY, _____

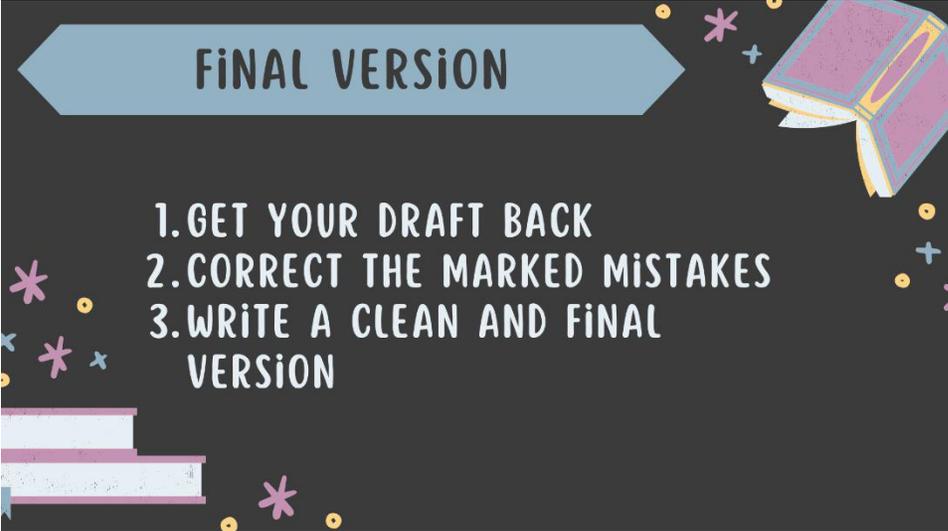
(_____)

CHECK YOUR PARTNER'S WORK

1. Exchange your draft with a partner
2. Use the revision checklist
3. Check structure, grammar, and clarity
4. Write one positive comment and one suggestion

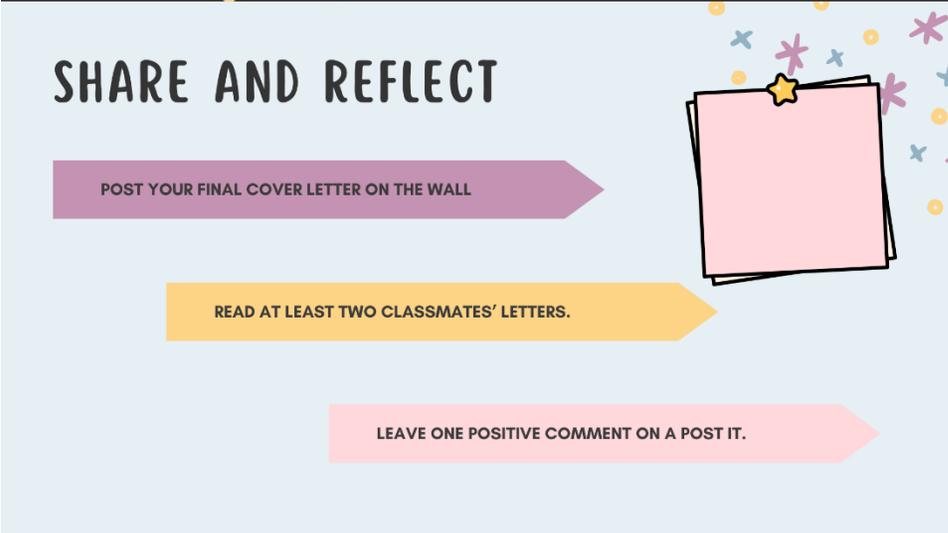
Editing Marks		
	Delete	Going to the zoo was was lots of fun!
	Spell out word	My brother is going to be <u>@</u> years old.
	Change letter	Our class had the best attendance ^a .
	Change to capital letter	Our school is in the city of <u>new</u> york.
	Change to lowercase letter	My <u>D</u> ad loves to go fishing on Saturday.
	Transpose letters or words	Everyone in my family loves to <u>read</u> .
	Insert (letter, word, phrase or punctuation)	Don't forget ^{check} to your work every day.
	Close space	We are going on a class field trip <u>to</u> day.
	Add space	Our summer vacation is eight ⁷ weeks long.
	Start new paragraph	"Is that your dog?" she asked. ¹¹ "Yes," I replied.

FINAL VERSION



1. GET YOUR DRAFT BACK
2. CORRECT THE MARKED MISTAKES
3. WRITE A CLEAN AND FINAL VERSION

SHARE AND REFLECT



POST YOUR FINAL COVER LETTER ON THE WALL

READ AT LEAST TWO CLASSMATES' LETTERS.

LEAVE ONE POSITIVE COMMENT ON A POST IT.

THANK YOU



XIII. Conclusions

Throughout my training as a future English teacher, I have come to understand that teaching frameworks are not only tools for organizing lessons, but powerful strategies that shape how students interact with the language. Among all the frameworks I have explored, the one that helped me the most was the speaking-oriented framework, as it allowed students to loosen up, gain confidence, and truly learn through practice. This experience changed my perspective on language learning, making me realize that communication should be at the center of the classroom.

Working with speaking activities showed me that students learn best when they are actively involved and given opportunities to use the language in meaningful contexts. When learners are encouraged to speak, make mistakes, and try again, learning becomes more natural and dynamic. I noticed that students who were usually quiet began to participate more when tasks focused on interaction rather than perfection. This reinforced my belief that practice is essential for developing real communicative competence.

This framework also helped me rethink my role as a teacher. Instead of controlling every moment of the lesson, I learned to act as a guide and facilitator, creating spaces where students felt safe to express themselves. Speaking tasks pushed me to be more flexible and attentive to students' needs, adapting activities according to their responses and level of confidence. As a result, I became more aware of how important it is to balance structure with spontaneity in the classroom.

Another valuable lesson I learned is that learning does not always follow a linear path. Through speaking activities, I understood that progress can be gradual and sometimes invisible, but still meaningful. Students may not speak perfectly, but their willingness to communicate is already a sign of learning. This realization helped me reduce my own anxiety as a teacher and focus more on students' engagement than on immediate accuracy.

XIV. Recommendations

Based on my experience with speaking-oriented frameworks, my first recommendation for future English teachers is to prioritize oral communication as a central part of the learning process. Speaking activities should not be seen as secondary or optional; they should be integrated consistently into lessons because they help students develop confidence, fluency, and real communication skills. When students are encouraged to speak regularly, they become more willing to take risks and use English more naturally.

Another important recommendation is to create a safe and supportive classroom environment where mistakes are considered part of learning. Teachers should focus on encouraging participation and helping students express their ideas rather than only correcting errors. This approach promotes student motivation and helps learners feel more comfortable using the language.

Finally, I recommend that future teachers remain flexible and responsive during speaking activities. Instead of following a strict plan, teachers should observe students' needs and adapt tasks in real time. If a group is struggling, the teacher can simplify the task or provide extra

support; if students are confident, the teacher can increase the challenge. This flexibility ensures that speaking practice is meaningful and effective for all students.