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“Teaching English as a Foreign Language Application Process ”

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CERTIFICADO DE PROPIEDAD INTELECTUAL

Título del Trabajo de Integración Curricular:

Teaching English as a Foreign Language Application Process

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Abstract

El presente trabajo de investigación tiene como objetivo analizar y aplicar metodologías para la enseñanza del inglés como lengua extranjera para el desarrollo íntegro de las competencias lingüísticas de los estudiantes. El trabajo llevó por metodología la aplicación de los siguientes marcos metodológicos: FMU (Form, Meaning and Use) PDREE (Preparation, Drafting, Revision Editing and Extension), PDP (Pre-During-Post) y ECRIF (Ecounter, Clarify, Remember, Internalize and Fluency) los cuales permiten la construcción de las habilidades de habla, escritura, lectura y escucha del idioma.

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CERTIFICO

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Curricular integration model

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Resumen

Este trabajo práctico presenta un proceso de aplicación integral para la enseñanza del inglés como lengua extranjera (TEFL), centrándose en la integración de marcos pedagógicos modernos para mejorar la competencia comunicativa de los estudiantes. A través de cinco módulos, el autor documenta la transición de los métodos de enseñanza tradicionales, muy estructurados, a enfoques centrados en el estudiante que dan prioridad al significado y a la aplicación en el mundo real. El trabajo explora el análisis del lenguaje a través del marco FMU, la expresión oral a través del ECRIF y las habilidades receptivas utilizando el modelo PDP. Al documentar los planes de lecciones y los diarios de enseñanza, este portafolio demuestra cómo los marcos estructurados permiten a los educadores salvar la brecha entre el conocimiento teórico de la gramática y la comunicación práctica. Los resultados sugieren que cuando se guía a los estudiantes a través de etapas intencionales como recordar, interiorizar y producir, desarrollan una mayor confianza y precisión en el idioma de destino.

Palabras clave: marco, metodología, ECRIF, FMU, PDP, PDREE, comprensión auditiva, expresión oral, lectura, escritura.

Abstract

This practical work presents a comprehensive application process for Teaching English as a Foreign Language (TEFL), focusing on the integration of modern pedagogical frameworks to enhance student communicative competence. Through five modules, the author documents the transition from traditional, structure-heavy teaching methods to student-centered approaches that prioritize meaning and real-world application. The work explores Language Analysis via the FMU framework, Speaking through ECRIF, and receptive skills using the PDP model. By documenting lesson plans and teaching journals, this portfolio demonstrates how structured frameworks allow educators to bridge the gap between theoretical grammar knowledge and practical communication. The results suggest that when students are guided through intentional stages such as remember, internalize, and production, they develop greater confidence and accuracy in the target language.

Key words: framework, methodology, ECRIF, FMU, PDP, PDREE, listening, speaking, reading writing

Introduction

This document, serves as a reflective guide to demonstrate the application of various English Language Teaching frameworks in a classroom setting. The document is organized into five specialized modules: Language Analysis (FMU), Speaking (ECRIF), Listening (PDP), Reading (PDP), and Writing (PDREE) . Each section addresses the challenges faced by beginner teachers and highlights the professional growth achieved by adopting research-based strategies.

The primary goal of using these frameworks is to make the classroom more student-centered. In the past, many teachers focused mostly on sentence construction rather than actual communication. By using the FMU (Form, Meaning, Use) framework, a teacher helps students understand not just how to build a sentence, but also when and why to use it in real life.

Similarly, the ECRIF model allows students to move through stages of pre-teaching and internalizing new words before they are expected to use them fluently. These methods respect how the human brain learns a new language and create a more exciting environment for the pupils.

Structured lesson planning is another essential component of effective teaching discussed in this paper. Frameworks like the PDP (Pre, During, Post) model provide a clear roadmap for both the teacher and the students. This model breaks down difficult tasks, such as listening or reading, into smaller and more manageable pieces. By following these steps, a teacher can ensure that students feel supported and confident during every part of the lesson. This organization prevents students from feeling overwhelmed and helps them achieve specific learning objectives in an organized way.

Finally, this document includes personal journals that reflect on the teaching process and the lessons planed that were applied as a practical data to analyze each teaching methodology. The following modules present detailed lesson plans and materials that help internalize not only theoretical but also practical the content. By combining clear structures with interactive activities, educators can help their students move past simple accuracy to true communicative competence.

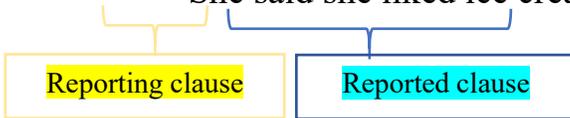
MODULE 1: FMU LANGUAGE ANALYSIS

FMU Analysis of: Reported Speech/ Indirect Speech Structure

- **FORM**

The structure of reported speech:

She said she liked ice cream.



Reporting Clause: This is the part where you introduce what someone said. It usually starts with a reporting verb like 'said,' 'told,' 'asked,' or 'mentioned.'

Reported Clause: This is the part where you share the actual message, but you change the words a bit to fit the new context."

A reported statement contains different features

Reporting verb: The sentence typically starts with a reporting verb (e.g., say, tell, ask, claim, suggest).

- **Subject:** The person who is relaying the

Conjunctions: Words like "that," "if," or "whether" are often used to connect the reporting clause to the reported clause.

Tense change: The tense of the verb in the reported clause usually changes to reflect the past.

Pronoun and possessive: These often change to reflect the new speaker.

Time expressions: These change to reflect the new time frame.

Example: She said (that) she was going to the store.

When you report what someone said, you usually change the tense of the verb to reflect that the original speech happened in the past.

| DIRECT SPEECH | REPORTED SPEECH |
|--|---|
| Present Simple → Past Simple | |
| <i>"I often play tennis," she said.</i> | <i>She said (that) she often played tennis.</i> |
| Present Continuous → Past continuous | |
| <i>"We love going camping," he said.</i> | <i>He said (that) they loved going camping.</i> |
| Past Simple → Past Perfect | |
| <i>"I stayed in Rome," he said.</i> | <i>He told me (that) he had stayed in Rome.</i> |
| Present Perfect → Past Perfect | |
| <i>"Sue has eaten," Mila said.</i> | <i>Mila said (that) Sue had eaten.</i> |
| *Past Perfect → *Past Perfect | |
| <i>"Our taxi had just arrived," Connor said.</i> | <i>Connor told me their taxi had just arrived.</i> |
| Present Perfect Continuous → Past Perfect Continuous | |
| <i>"Ryan has been studying," Mila said.</i> | <i>Mila said (that) Ryan had been studying.</i> |
| Past Continuous → Past Perfect Continuous | |
| <i>"They were singing," she said.</i> | <i>She said (that) they had been singing.</i> |

Some modal verbs change when using reported speech, as follows:

| DIRECT SPEECH | REPORTED SPEECH |
|--|--|
| can → could | |
| <i>"I can swim well," said Emma</i> | <i>Emma said (that) she could swim well.</i> |
| <i>"They can't get out," she said</i> | <i>She said (that) they couldn't get out.</i> |
| will → would | |
| <i>"I'll wash the dishes," Adam said.</i> | <i>Adam said (that) he would wash the dishes.</i> |
| <i>"I won't run very far," she said.</i> | <i>She said (that) she wouldn't run very far.</i> |
| must (for obligation) → had to | |
| <i>"We must go," he said.</i> | <i>He told me (that) they had to go.</i> |
| mustn't (for prohibition) → *shouldn't (mustn't) | |
| <i>"You mustn't touch that," he said.</i> | <i>He told me (that) I shouldn't touch that. He told me (that) I mustn't touch that.</i> |

If the direct speech statement includes any of the following modal verbs, they do not change when transformed into reported speech: may, might, would, should, ought.

| DIRECT SPEECH | REPORTED SPEECH |
|--|--|
| might → might | |
| <i>"I might buy a new car," said Ryan.</i> | <i>Ryan told me (that) he might buy a new car.</i> |
| should → should | |
| <i>"They should try the local cuisine," Leo said.</i> | <i>Leo said (that) they should try the local cuisine.</i> |

If the situation in the reported statement hasn't changed and is still true in the present, the reporting verb can remain in the same form:

| DIRECT SPEECH | REPORTED SPEECH |
|--|---|
| <i>"My son is four years old," said Marge.</i> | <i>*Marge said (that) her son is four years old.</i> |
| <i>"Vegetables are good for a healthy diet," he said.</i> | <i>*He said (that) vegetables are good for a healthy diet.</i> |

When we talk about places, if the direct speech statement includes here, it changes to there in the reported version:

| DIRECT SPEECH | REPORTED SPEECH |
|--|---|
| here → there | |
| <i>"Have you been here before," asked Kevin.</i> | <i>*Kevin asked if I had been there before.</i> |
| <i>"They make the best pizza here," said Brandon.</i> | <i>Brandon said (that) they made the best pizza there.</i> |

In reported Speech, adverbs of time also change as follows:

| DIRECT SPEECH | REPORTED SPEECH |
|---|---|
| today(tonight) → that day(that night) | |
| <i>"Craig is going to the beach today," she said.</i> | <i>She said (that) Craig was going to the beach that day.</i> |
| tomorrow → the next day, the day after, the following day | |
| <i>"We will fix it tomorrow," he said.</i> | <i>He said (that) they would fix it the next day.</i> |
| yesterday → the day before, the previous day | |
| <i>"I went yesterday," she said.</i> | <i>She said (that) she had been the day before.</i> |
| last week → The week before | |
| <i>"Shirley paid him last week," he said.</i> | <i>He told me (that) Shirley had paid him the week before.</i> |
| this morning → that morning | |
| <i>"I washed my car this morning," Mila said.</i> | <i>Mila said (that) she had washed her car that morning.</i> |
| next (Wednesday) → the following (Wednesday) | |
| <i>"We are leaving next Wednesday," Connor said.</i> | <i>Connor said (that) they were leaving the following Wednesday.</i> |
| ago → before | |
| <i>"I arrived here a long time ago," he said.</i> | <i>He said (that) he had arrived there a long time before.</i> |

- **MEANING**

Reported speech is a way of telling someone what another person said, without using their exact words. Instead of quoting the person directly, you rephrase their words to convey the same message.

- **USE**

- ✓ Reported speech is used to relay what someone else has said without using their exact words.
- ✓ Reported speech is commonly used in formal writing, such as news articles, academic papers, and business reports.
- ✓ It is often used in storytelling to convey dialogue without interrupting the flow of the narrative.
- ✓ People use reported speech to relay messages, recount conversations, or share information.

• ANTICIPATED DIFFICULTIES

- ✓ Students often struggle with the correct tense changes when converting direct speech to reported speech. For example, they might forget to change the present tense to the past tense or the present perfect to the past perfect. **For example:**

Wrong: He said he is tired.

Right: He said he was tired.

- ✓ Changing time expressions can be tricky for students. They might struggle with converting expressions like "tomorrow" to "the next day" or "yesterday" to "the day before." **For example:**

'We went yesterday.' > She said they had been **yesterday** X

'I'll come tomorrow.' > He said he'd come **tomorrow** X

'We went yesterday.' > She said they had been **the day befo** ✓

'I'll come tomorrow.' > He said he'd come **the next da** ✓

- ✓ Students may find it challenging to change pronouns and possessives correctly to reflect the new speaker. **For example:**

Wrong: Paul said, "I lost my keys." → Paul said I lost my keys.

Right: Paul said he had lost his keys.

• CONCEPT-CHECKING QUESTIONS

What happens to the verb tense when you report something that was said in the past?

The tense usually changes to the past form.

(Direct speech: 'I'm **having** the interview at four o'clock.')
(Reported speech: She said she was **having** the interview at four o'clock.)

She said she was having the interview at four o'clock.

If someone says, "I am going to the store," how would you report this?

- She said that she was going to the store.

If someone says, "I am reading my book," how would you report this?

- He said that he was reading his book.

Give me an example when you change time expressions like "tomorrow" when reporting speech.

“I’ll come tomorrow.” > **He said he’d come the next day.**

- **TEACHING IDEAS**

- **Dialogue Conversion:** Convert a dialogue into reported speech.
- **Sentence from pictures:** Practice using reported speech in a conversational context.
- **Tense Change Practice:** Practice changing tenses in reported speech.
- **Error correction:** Find the error and then correct it.

Dialogue Conversion

Objective: Convert a dialogue into reported speech.

Instructions: Rewrite the dialogue in reported speech.

Dialogue:

Alice: "Are you going to the concert tonight?"

Bob: "Yes, I am. Do you want to come with me?"

Alice: "Sure, I'd love to. What time does it start?"

Bob: "It starts at 8 PM. Will you be able to make it?"

Alice: "Yes, I think I can."

Example: Alice asked Bob if he was going to the concert that night. Bob replied that he was and asked if Alice wanted to come with him. Alice said she would love to and asked what time it started. Bob told her it started at 8 PM and asked if she would be able to make it. Alice said she thought she could.

Error correction

Objective: Find the mistakes and correct them.

Instructions: Correct and write these sentences on the line below.

1) **He said her that he loved her.**

He told her (that) he loved her.

2) **She said she knows the answer.**

She said (that) she knew the answer.

3) **Ryan said had bought the tickets.**

Ryan said (that) he had bought the tickets.

4) She told me don't speak in the library.

She told me not to speak in the library.

5) Sara asked if had he finished.

Sara asked if he had finished.

Tense Change Practice

Objective: Practice changing tenses in reported speech.

Instructions: Convert the following direct speech sentences into reported speech by changing the tense appropriately.

"I am going to the store," she said.

She said she was going to the store.

"I can help you with that," he said.

He said he could help me with that.

"I have finished my homework," she said.

She said she had finished her homework.

"I will call you later," he said.

He said he would call me later.

"I must leave now," she said.

She said she had to leave then.

"I am reading a book," he said.

He said he was reading a book.

"I did not understand the question," she said.

She said she had not understood the question.

"I will be there at 5 PM," he said.

He said he would be there at 5 PM.

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Journal 1: FMU Language Analysis

In the field of English language education, there is a new perspective on teaching grammar that has been analyzed: it focuses not only on creating sentences based on form but also on the meaning and use of the language. This perspective is known as the Form, Meaning, and Use (FMU) framework, which highlights the interaction between these three components that allow students to understand the grammar beyond the structure of a sentence. In this essay, I will present some personal experiences and the lessons I learned while exploring the Form, Meaning, and Use framework in my teaching.

First, I will express my experiences learning and teaching English grammar. When I was learning English in high school, I did not find grammar difficult. The method used was mostly focused on structure, almost like a math formula for building sentences. No matter the tense, the formula always followed the same pattern, which made it easy to create sentences. However, the sentences I made often did not have real meaning or coherence, because we only focused on the form and not on the use or meaning. This experience gave me my knowledge base of grammar, and it gave me my first perspective of how educators instructed this important component of the language.

Later on my teaching journey, I had my second perspective on grammar teaching. Most of my English teachers not only approached the structure of the sentences but also gave us opportunities to use it in some real situations, which made the learning most significant. They employed some dynamic activities that simulated real scenes to make the learning more interactive and communicative.

In my first teaching experiences, I fell into traditional approaches to teaching grammar. I did this because it seemed like the easiest way to teach the language; despite, the fact that most of the students understood the form of the tenses, when I asked them to use it in a real situation, none of them were able to give me an answer. This situation opened my eyes to a real gap in my teaching; I was making the same mistakes as my high school teachers. I was not able to teach grammar without focusing on the form of the tenses instead of the contextual use of the language. From then on, I started to contextualize the tenses to real stages of life. I commence to use a framework discussed in class, which is known as the FMU framework. At the beginning, when I attempted to use this strategy, I had some challenges applying it in classes, but it gave good outcomes.

Once I express my experiences, I will share some lessons I learned about the framework that opened my eyes through a new vision instructing a grammar lesson: how this method is useful for future educators and how this method is relevant in the creation of good grammar lessons.

The most important lesson I learned is the difference between knowing about grammar and knowing how to use grammar. Traditional teaching often achieves the first, but the FMU framework is needed for the second. The main idea of FMU is that students must not only memorize a structural rule but also understand when and why they use it and practice using it in communicative activities (Larsen-Freeman, 2018).

This approach is very useful for future teachers because it changes the focus from simple linguistic analysis to communicative competence. A teacher using FMU would not only teach the form of the simple past tense (subject + verb-ed). They would also connect it to the meaning of "completed actions in the past" and ask students to use it to tell a story about their weekend (Use).

Research supports this idea. A study found that teaching grammar directly, when mixed with tasks that focus on meaning and communication, helped students improve their speaking and writing skills much more than instruction that only focused on form (Spada & Tomita, 2010). Studies have also shown that adding the meaning and function of grammar rules to tasks leads to better memory and more correct use of the structure when speaking naturally (Mystkowska-Wiertelak, 2011).

The FMU method is important for creating good grammar lessons because it offers a plan for balanced teaching. Effective lessons must spend time on all three parts, avoiding the common mistake of only teaching the form (Ellis, 2006).

In conclusion, moving from traditional, form-only instruction to the complete Form, Meaning, and Use (FMU) framework is a necessary change in language teaching. My own experiences, both learning and teaching, highlight the limits of teaching grammar only as a structural formula. The problem of students knowing the rule but not being able to use it showed clearly that a balanced approach was needed.

The lessons learned from the FMU framework give a key guide for future educators. By joining the meaning and contextual use of a grammar point with its form, teachers can help students achieve true communicative skills, moving past simple accuracy. As studies show

(Spada & Tomita, 2010; Larsen-Freeman & Anderson, 2011), grammar teaching is best when it connects mechanical practice with real-world needs. For this reason, the FMU framework is not just a choice; it is the best way to create good and effective grammar lessons that prepare students for real communication in English.

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MODULE 2: ECRIF

Speaking Lesson Plan

ECRIF Lesson Plan Form

Action points

1. Classroom management.
2. Time management.

+What are your Students Learning Objectives for the lesson?

- *By the end of the lesson, students will be able to use “reported speech” to report what a friend told them in a role play conversation between them and their parents.*

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?

- Correctly transform sentences from direct to reported speech using the appropriate tense changes.
- Use accurate pronouns and time expressions.
- Speak or write fluently in the production activity without frequent hesitation or teacher support.
- Self-correct or explain why a particular tense or pronoun is used.

Preliminary Considerations:

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

- I expect some students know the simple tenses (present, past, future) and how to form them.
- I expect some students know pronouns (he, she, they, etc.) and basic time expressions (today, yesterday, tomorrow).

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

- I expect some students might struggle with remembering tense shifts example “I am going” “She said she was going”.
- I expect some students might forget to change time expressions and pronouns correctly.
- I expect some students might struggle with distinguishing between say and tell in reported speech.
- I expect some students might struggle with understanding exceptions when the tense does not change.

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

I will provide **guided examples** before moving to independent practice.

I will Include **pair and group work** to encourage peer correction and discussion.

I will use concept checking questions (CCQs) to ensure understanding before each new step.

| Time 45 minutes | Framework Stage | Procedure | | Interaction T-S/S-S VAKT | Materials Needed |
|-----------------------|--------------------------|--|---|------------------------------------|---------------------|
| | | Teacher will... | Students will... | | |
| 3 min | Encounter and clarify | <p>Introduce the topic by presenting a video as an example of it.</p> <p>Ask students some question about the video they watched.</p> <ul style="list-style-type: none"> ✓ Did you notice how Daisy reported the things the interviewer told her? ✓ Can you report what her brother said about the costume she will be wearing? | <ul style="list-style-type: none"> - Answers the questions based on what they saw and heard in the video. | T-S | Screen Speakers |
| 7 min | | <p><i>Clarify FORM, MEANING, AND USE of the reported speech by providing examples.</i></p> <p>Direct: Ollie wondered: “How Daisy is getting on in her job interview.”</p> <p>Reported: Ollie wondered how Daisy was getting on in her job interview.</p> <p>Direct: Sophie told her: “I’m sure what you said was impressive”</p> <p>Reported: Sophie told her she was sure what she had said was impressive.</p> <p>Ask students to report this example: Itsel said : I love the Toy Story films</p> <ul style="list-style-type: none"> - Make a brief review of the concept and the changes in the reported speech by a short matching activity. | <ul style="list-style-type: none"> - Answer the questions - Make a report about what Itsel said. - Complete the matching activity. | T-S | Worksheets |
| 7 min | Remember | <ul style="list-style-type: none"> ✓ Give students a worksheet with some sentences with grammar mistakes. For example: | Activity 1 correct the grammar mistakes. | T-S | worksheets |

| | | | | | |
|--------|-------------|--|--|-----|--|
| | | <ul style="list-style-type: none"> ➤ He said her that he loved her. <u>He told her that he loved her.</u> | Rewrite the sentence and correct the grammar mistake. | | |
| 10 min | Internalize | <ul style="list-style-type: none"> - Ask students to sit in a circle. - Give them the instructions: teacher will say a statement and the student next to her will report what the teacher said then the same student will say another statement and the classmate next to her/ his will report what the classmate said and so on. - Provide feedback if it is needed. | Activity 2 report what it was said. - Heard and report what the other person said - change the tense correctly. | T-S | |
| 20 min | Fluency | <ul style="list-style-type: none"> - Divide the students in pairs. - Ask students to write a dialog telling to their parents how was their day and reporting what their teacher said about their new language project. - Ask students to present their dialog in front of the class. | Activity 3 role-play - Use the correct tenses - Write what their teacher said. | S-S | |

Activities

Encounter and clarify

Show a video of reported speech.

<https://learnenglishteens.britishcouncil.org/grammar/b1-b2-grammar/reported-speech>



Check your grammar: matching

Draw a line to match the direct and indirect (reported) speech forms.

Direct speech Reported speech

- | | |
|-----------------------|--------------------|
| 1. Present simple | a. Past perfect |
| 2. Present continuous | b. Past simple |
| 3. Past simple | c. Past continuous |
| 4. 'will' | d. 'could' |
| 5. 'can' | e. 'the next day' |
| 6. 'tomorrow' | f. 'would' |

Remember:

Activity

- | | |
|---|---|
| 1. She said she knows the answer. _____ | 5. She asked me where was my sister. _____ |
| 2. Ryan said had bought the tickets. _____ | 6. They asked me come back later. _____ |
| 3. She told me don't speak in the library. _____ | 7. She asked did I spoke French. _____ |
| 4. Sara asked if had he finished. _____ | |

Journal 2: ECRIF

ECRIF (Encounter, Clarify, Remember, Internalize and Fluency) is a framework designed to enhance learners' communication skills. It promotes a communicative style in which students play a central role at every stage of the lesson. It enhances not only students' language use, but also their confidence and participation. In this review, I will present experiences and conclusions from implementing the ECRIF framework.

At school, I rarely used the language to communicate my feelings, ideas and thoughts, not only because I am very shy, but also because I hardly practised this skill in lessons. Most of my English classes focused on sentence construction rather than actual communication. Although there were moments when my teacher gave us activities to practise this skill, they mostly involved role-plays based on dialogues that we had not created ourselves.

As an English learner at university, the experience was much more advanced in many ways. The classes had a different structure and were more dynamic and useful for everyday situations. There were also a variety of activities that students could do to develop all language skills. My college teachers used a methodology that stimulated communication by providing realistic scenarios in which learners could immerse themselves in the language. I could see that this methodology produced significant results.

Of all the subjects in the degree program, one in particular caught my attention. It introduced us to formats that enable us to design structured and dynamic classes for each English language skill. These formats enable us to address all skills in a meaningful and organized way. One such format was ECRIF, which it was designed to help teachers to take a more student-centered approach structuring classes and allow students to use the language in a contextualized way. Tamayo, et.al (2024) state when using ECRIF, the teacher provides learning opportunities to practice English in different contexts and learning situations.

This lesson plan model has different stages that help students receive the knowledge properly. These phases are activities that have been carefully planned to achieve specific goals. These goals are aimed to help children to learn how to use language, additionally let them be comfortable with the language. The framework has 5 stages: Encounter,

Clarify, Remember, Internalize and Fluency every stage contribute to pupils' language acquisition.

The first step is the Encounter. This is the moment a student sees or hears a new word or a grammar rule for the first time. It is not a long lecture by the teacher. Instead, the student might read a short story or listen to a song and notice a word they do not know. Schmidt (1990) argues that "noticing" is the most important part of learning. If a student does not notice the new language, they cannot learn it.

After the encounter, the student needs to Clarify. This means they need to understand exactly what the word means, how to say it, and how to write it. In this stage, the teacher and student work together. The teacher might ask simple questions to check if the student understands. For example, if the word is "cold," the teacher might ask, "Do you wear a coat when it is cold?" Kurzweil and Scholl (2007) say that this stage is about the student confirming their ideas about the language.

The third step is Remember. In this stage, the student practices the language for the first time. These activities are very easy and controlled. The student can look at their book or their notes if they forget. The goal is to start moving the information into their memory. This might involve simple drills, matching games, or filling in the blanks. The student is not yet expected to speak perfectly without help.

Internalizing is a very important bridge. It is the step between "remembering" and "using." In this stage, the student tries to use the language without looking at their notes. The activities are a bit harder. For example, the student might talk about their own life using the new words. According to Lightbown and Spada (2013), this stage helps the student gain confidence. It makes the language part of the student's own thoughts.

The final step is Fluently Use. This is the goal of every language learner. At this point, the student can use the language to have a real conversation. They are not thinking about grammar rules anymore; they are thinking about their message. The teacher does not interrupt or correct every mistake. The focus is on communication. If a student can do this, it means they have truly learned the material.

In conclusion, the ECRIF framework is a powerful tool for modern classrooms. It moves away from the idea that teaching is just giving information. Instead, it shows that learning is a process of encountering, understanding, and practicing until a student feels

comfortable. By using the five stages of ECRIF, teachers can help their students not just "know" English, but actually "speak" it in the real world. This model respects the student's brain and makes the classroom a more exciting place to learn.

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MODULE 3: LISTENING

Listening Lesson Plan

Action Points

Encourage students to participate more.

Time management.

What are your Student Learning Objectives for the lesson?

- ✓ **By the end of the lesson, SWBAT show understanding of** the audio about “Using colours to do homework” **by** completing a research grid chart **and then** decide what color would fit for each school subject and write an explanation.

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?

- ✓ In the early during-stage students listen and list the materials the girl got from the stationery shop. Shows general understanding of the audio.
- ✓ In the later during-stage students complete a worksheet with True/False, gap fill, and matching activities. Shows comprehension of specific information.
- ✓ In the final during-stage students complete a research grid chart based on detailed information from the audio. Shows deeper understanding and ability to extract key ideas.
- ✓ In the post-stage students write a paragraph answering “Which colours would you choose for each school subject? Why?”. Shows ability to apply ideas from the audio and express personal opinions.

Preliminary Considerations:

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

- I expect students know how to write a paragraph.

- I expect some students recognize basic school vocabulary (subjects, colours, materials).
- I Basic listening skills from previous lessons.

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

- I expect students might not understand the whole audio.
- I expect some ss may struggle with the pacing of the video, the speaker may speak to fast for them

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

- ✓ I will play the audio multiple times to help with comprehension at all levels (general, specific, detailed).
- ✓ I will show images and clarify vocabulary before listening (Pre-Stage).
- ✓ I will guide students step-by-step: first general listening, then specific, then detailed.
- ✓ I will support students during activities, especially for students who struggle to catch small details.

| Time | Framework Stage | Procedure | | Interaction T-S/S-S | Materials Needed |
|------------|----------------------------|---|---|------------------------|-----------------------------------|
| | | Teacher will... | Students will... | | |
| 5 Minutes | <i>Pre-Stage</i> | <ul style="list-style-type: none"> ✓ Form groups by assigning a number to each student. ✓ Ask students to brainstorm based on a question. ✓ Show some images of the vocabulary students will hear in the audio and do a quick quiz about the vocabulary. | <ul style="list-style-type: none"> ✓ Join with the group than has the same number assigned. ✓ Discuss answering the question: What color would you use to identify the subjects you are studying? ✓ Listen to and repeat the vocabulary. | T-S | Images Projector |
| 6 Minutes | <i>Early During-Stage</i> | <ul style="list-style-type: none"> ✓ Hand out the worksheet to the students . (fill in the gaps) ✓ Instruct them to listen to and complete the task assigned. ✓ Play the audio for general understanding. (play it more times if necessary) ✓ Invite students to compare their answers. | Activity 1: Fill in the gaps. <ul style="list-style-type: none"> ✓ Listen to the audio and complete the missing words. ✓ Compare and identify mistakes | T-S | With sheets Speakers |
| 10 Minutes | <i>Later During-Stage</i> | <ul style="list-style-type: none"> ✓ Play the audio again for specific information. (play it more times if necessary) ✓ Give a worksheet with two activities to complete. | Activity 2: “true and false” and “matching the word ” <ul style="list-style-type: none"> ✓ Answer true or false according the information on the audio. ✓ Complete the sentence with the correct word. | T-S | Worksheets Pencils Speakers |
| 14 Minutes | <i>Final During Stage:</i> | <ul style="list-style-type: none"> ✓ Play again the audio for detailed comprehension. (play it more times if necessary) ✓ Give students a worksheet with a “research grid” chart. ✓ Ask them to complete the chart base on specific | Activity 3: “Research grid chart”. Complete the chart and answer the questions base on the information they listen to in the audio. | T-S S-S | Sheet of paper Notebook Pen |
| 10 Minutes | <i>Post-Stage</i> | <ul style="list-style-type: none"> ✓ Ask students to answer the next question: Which colours would you choose for each school subject? And Why? | <ul style="list-style-type: none"> ✓ Work in group of four. ✓ Decide what color would fit for each school subject and write an explanation. ✓ Answer the question by writing a paragraph. | S-S | Notebook Pencil or pen |

Materials Pre-stage



Match the two parts of the sentences and write a–f next to the numbers 1–6.

- | | |
|--------------------------------------|---------------------------------------|
| 1..... You can use colour | a. from a library. |
| 2..... A stationery shop | b. to remember important things. |
| 3..... You can write on sticky notes | c. days, weeks and months of a year. |
| 4..... We borrow books book. | d. helps you find the right page in a |
| 5..... A page marker | e. coding to organize homework. |
| 6..... A calendar shows the | f. sells pens and paper. |

Early during stage

Activity 1: Fill in the blank

My presentation is about how you can use color coding to organize your homework. To start you need a few things from the stationery shop. This photo shows the things I use. They aren't expensive. They are all cheap. I've got coloured pens and pencils, _____, _____, glue and folders.

First, I choose a different colour for each school subject. The color I choose has to be easy to remember so I make sure it means something to me. Math is green because my _____ is green. _____ is yellow because my trainers are yellow.

Here is a photo of my folders. I use the cheapest kind and I add a colored _____ to the top and to the front. I keep all my notes inside the different _____.

This is a photo of some more sticky notes. I wrote them in the library when I was studying. The blue notes are for history. My history teacher has got a blue car! The black notes are for geography. One day I want to visit the Black Sea.

This photo shows the pages I need to read for homework. I use two _____ to mark where it starts and ends. Those blue ones mark the pages I need to read for history.

Finally, this last photo shows my wall calendar. This green star shows I have a maths test on Friday. This pink circle shows I've got _____ homework for Monday. It's pink because 'pink' is 'rose' in French ... and the rose is my favourite flower.

Has anyone got any questions?

Later during stage

Activity 2: True or False

Check your understanding: true or false

Circle True or False for these sentences.

1. You need to buy some stationery to organize your homework like this. True

False

2. The things you need are not cheap. True

False

3. The colour you choose should mean something to you. True

False

4. PE is yellow because she doesn't like yellow. True

False

5. She keeps all her notes in the same folder. True

False

6. She uses red for geography notes. True

False

7. She uses coloured page markers to mark pages she has to read. True

False

8. When she thinks of French, she thinks of her favourite animal. True

False

Check your vocabulary: Matching the word

Complete the sentences with a word from the box.

| | | |
|-----------------|--------------|----------------|
| calendar | notes | folders |
| color | pages | subject |

1. The speaker uses _____ coding to organize her homework.

2. She suggests buying coloured pens, _____ and other stationery.
3. She chooses a colour for each _____.
4. History is blue so her folder is blue and her history _____ are on blue sticky notes.
5. Then she uses blue page markers to mark the _____ she needs to read for history homework.
6. She uses coloured stars on a _____ to organize each subject's homework.

Final during stage

Activity 3: research grid chart

Complete the research grid chart.

Answer the questions based on the information on the audio.

| | |
|---|---------------------------------|
| Are the materials she uses expensive? | What did she do first? |
| | |
| Why does she chose the colour green for math and yellow for PE? | When does she have a math test? |
| | |

Journal 3: PDP (Listening)

Listening is fundamental to language acquisition. As children, our first means of understanding the world was through listening. The first words we said were those we heard and subsequently spoke. For that reason, it is important to develop this skill when students start learning a new language. As teachers, we also need to know how to foster this skill in classroom. There is a framework that provides teachers with a structured plan in which they can achieve the goal of promoting listening. The PDP (pre-during-post) model is designed to facilitate the development of comprehension skills in spoken language. As future English teacher have knowledge about this framework will facilitate my planning process, not only because it provides a format for planing but also because its formula follows steps that encourage students to be part of the class and foster comprehension in each stage of the lesson; thus, it is crucial to know how this teaching strategy works; for that, I will analyze the advantages and function of this pedagogical teaching method by presenting expectations, thoughts, experiences and new learnings I got applying the framework.

My expectations with the analysis of this method are that, by the end of my research, I will be able to use and distinguish activities that facilitate comprehension of spoken language and encourage student participation, as well as utilizing resources with the correct level of difficulty and vocabulary.

One thought I got doing the analysis of PDP framework specially when it comes to chose the activities and the resources that I will be using in class, was that not be able to find ideal material for the level of the students mainly because not all of the students have the same level of English. This is a common problem for new teachers. Fortunately, the PDP framework offers a solution. PDP stands for Pre-listening, During-listening, and Post-listening. This model helps teachers organize their lessons so that students feel supported and confident.

At the beginning of my internships, I fell into a constant error when I wanted to build a listening lesson. I thought that a good listening lesson consisted only of the number of questions a student could respond to; therefore, the activities I prepared consisted of simply listening to a text and answering questions to see how much they understood. However, this does not teach the student how to listen better. According to Field (2009), the goal of a lesson should be to develop skills, not just to check for correct answers. I would choose activities

that were either too easy or too difficult because I did not understand the students' needs. By using PDP, teachers can ensure that every activity has a clear purpose. The PDP framework is designed to break the listening task into smaller, manageable pieces. By using this three-step process, teachers can move from simple preparation to deep communication.

Each stage of the PDP model has a specific goal. If a teacher skips a stage, the students may find the lesson too difficult or boring. This model has three stages: Pre- stage, during stage and post-stage.

The Pre-stage is the "warm-up" for the brain. The main goals are to introduce the topic, spark interest, and pre-teach only the most essential vocabulary. As Underwood (1989) explains, students need to activate their "schema." A schema is the collection of organized information that a person already has in their mind about a subject.

The During-stage is the heart of the lesson. This is when the students interact with the audio. A common mistake is to ask students to understand everything at once. Instead, the PDP model suggests that students should engage with the material at least two or three times. Richards (2008) mentions that these activities must be purposeful. If a student has a reason to listen, they will pay more attention.

The Post-stage is the final part of the lesson. This is where the students do something with the information they have learned. It is no longer about just understanding; it is about using the language. This stage often involves speaking or writing. The Post-listening stage is the final step where students take the information and use it for a new purpose. Miftah et al. (2025) argue that post-listening activities are highly effective because they allow students to link new knowledge to their own lives.

In conclusion, the PDP framework is a vital tool for any language teacher who wants their students to succeed. By dividing a lesson into Pre, During, and Post stages, we can provide the support that learners need to overcome their fears of difficult texts. My own journey as a teacher taught me that choosing the correct activities takes practice and a lot of reflection. I learned that pre-teaching is not about giving a long list of words, but about opening the students' minds to a new topic. When we make our lessons proper for our students, we create an environment where they can grow. The PDP model is more than just a plan; it is a way to ensure that every student leaves the classroom feeling like they have achieved something great.

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Demostrative Lesson Plan

**LESSON PLAN
LISTENING**

PRESENTED BY KEILA PÁRRAGA

1



**Color
Coding**

2



**Sticky
Notes**



Folders



**Colored
Pencils**

5



**Stationery
Shop**

6



**Page
Markers**



Calendar



MODULE 4: READING

Reading Lesson Plan

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

1. Time management
2. Classroom management

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT show understanding of the article “Do Teens Prefer Face-to-Face Communication or Digital Methods? ” **BY** completing a Tri Pie Diagram **AND THEN** elaborate a poster presenting the form of communication they prefer.

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?

- ✓ In the Early During- Stage, students complete a worksheet answering a true or false question. Their answers will show whether students understood or not the text.
- ✓ In the Later During-Stage, students complete a worksheet with comprehension questions and matching exercises. Their correct responses will show their understanding of the text’s details and vocabulary.
- ✓ In the Final During-Stage, students complete a Tri Pie Diagram summarizing main ideas and opinions from the text. This demonstrates their ability to identify key points and interpret information.
- ✓ In the Post-Stage, students elaborate a poster presenting their opinion

Preliminary Considerations:

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

- ✓ Students already know how to read for general and specific information (skimming and scanning skills).
- ✓ Students already know basic vocabulary related to technology, communication, and social media (e.g., “apps,” “text,” “chat,” “friends,” “Facebook”).
- ✓ Students already know the use of present simple and preference expressions (“I prefer...,” “I like talking face-to-face...”).

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

- ✓ Identify specific information or percentages mentioned in the text.
- ✓ Work in groups and ensuring that all members participate equally.

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

- ✓ Pre-teach key vocabulary before reading to ensure comprehension of the main ideas.
- ✓ Provide guiding questions and examples to help students locate information in the text.
- ✓ Monitor and support each group during discussions to encourage equal participation and clarify misunderstandings.
- ✓ Use visual aids (pictures, projector) and elicit prior knowledge to make the topic relatable and easier to understand.

| Time | Framework Stage | Procedure | | Interaction T-S/S-S | Materials Needed |
|------------|---------------------|--|---|------------------------|---|
| | | Teacher will... | Students will... | | |
| 5 Minutes | Pre-Stage | <ul style="list-style-type: none"> ✓ Show pictures related to the topic. ✓ Ask students to predict what the text is about. | <ul style="list-style-type: none"> ✓ Describe the pictures and compare. ✓ Predict what the text is about. | T-S | Pictures Projector Marker Board |
| 6 Minutes | Early During-Stage | <ul style="list-style-type: none"> ✓ Hand out the students a sheet of paper with the text. ✓ Ask students to read the article. ✓ Provide a worksheet with the first activity. | <ul style="list-style-type: none"> ✓ Skim the text. ✓ Answer true or false. | T-S S-S | Sheet of paper |
| 10 Minutes | Later During-Stage | <ul style="list-style-type: none"> ✓ Ask students to read again the text to look for specific information. ✓ Hand out students a worksheet with the second activity. | <ul style="list-style-type: none"> ✓ Read the text again. ✓ Complete a multiple choice question. ✓ Answer a marching activity. | T-S S-S | Sheet of paper Worksheet Pencil or pen |
| 14 Minutes | Final During Stage: | <ul style="list-style-type: none"> ✓ Divide the students into groups of four. ✓ Ask students to complete a Tri Pie diagram. ✓ | <ul style="list-style-type: none"> ✓ Join in group of four. ✓ Read the text to get a deeper understanding of the topic. ✓ Answer a question by completing the Tri Pie Diagram. | T-S S-S | Sheet of paper Pen |
| 10 Minutes | Post-Stage | <ul style="list-style-type: none"> ✓ Divide students in group of 4 ✓ Ask students if they agree or not with the reading message and discuss; which form of communication do they prefer: face-to-face, texting, or social media?. ✓ Provide an example of a poster. | <ul style="list-style-type: none"> ✓ Join in groups and discuss if they are agree or not with the message of the article and answer; which form of communication do they prefer: face-to-face, texting, or social media? ✓ Elaborate a poster presenting their opinion and the form of communication they prefer. | S-S | White paper Colored Pencil or pen Markers Glue |

RESOURCES

PRE-STAGE:



EARLY DURING STAGE:

Do Teens Prefer Face-to-Face Communication or Digital Methods?

Nowadays, teenagers grow up in a world where technology plays a central role in communication. Smartphones, social media platforms, and messaging apps allow teens to stay connected at all times. As a result, many people believe that teenagers prefer digital communication instead of talking face-to-face. However, research suggests that this assumption is not entirely accurate.

According to a study carried out by Common Sense Media, almost all teenagers in the United States use some form of social media, and many of them do so every day. Around 68 percent of teens text daily, and just over half visit social networking sites every day. Despite this high level of use, when teenagers were asked about their preferred way to communicate, the results were unexpected. Nearly half (49%) said they prefer face-to-face communication, while 33% preferred texting and only 7% chose social media.

Many teenagers explain that face-to-face communication feels more genuine. One teen stated that talking in person makes it easier to understand emotions because people can see facial expressions, body language, and hear the tone of voice. Another teenager added that important moments “only truly happen in person,” which makes direct interaction more meaningful than online communication.

On the other hand, some teenagers recognise the advantages of digital communication. Several teens said that texting is quick and convenient, especially when friends are busy or live far away. Nevertheless, they also pointed out that digital messages can easily be misunderstood, as written words do not always show emotions clearly. For this reason, many teens prefer to discuss serious or personal topics face-to-face.

In addition, some teenagers mentioned negative effects related to digital communication. One teen explained that social media can be distracting when friends are together, because people often check their phones instead of focusing on the conversation. Another teen felt that social media sometimes reduces the quality of time spent with friends and makes interactions feel less personal.

In conclusion, although digital communication is a major part of teenagers’ daily lives, many still prefer face-to-face conversations. Both research findings and teenagers’ own opinions show that personal interaction remains an essential and valuable part of teenage social life.

EARLY DURING STAGE: Activity 1

Name:

Date:

A. Write T (True) if the statement agrees with the text, F (False) if it contradicts the text, or NG (Not Given) if there is no information.

1. Most teenagers use digital communication more often than face-to-face communication.
2. Only a small percentage of teenagers say social media is their preferred way to communicate.
3. The study proves that digital communication is harmful to teenage friendships.
4. Teenagers believe that facial expressions and tone of voice help them understand each other better.
5. Texting is the most preferred method of communication among teenagers.
6. Some teenagers feel uncomfortable discussing personal topics online.
7. All teenagers agree that social media reduces the quality of time spent with friends.
8. Teenagers sometimes check their phones even when they are talking to friends in person.

B. Match each connector from the article (1–8) with its correct function or meaning (a–h).

| Connectors | Functions / Meanings |
|-------------------|--|
| As a result | a. Introduces a final summary or ending |
| However | b. Shows a contrast or opposite idea |
| Despite | c. Adds extra or supporting information |
| On the other hand | d. Shows a result or consequence |
| Nevertheless | e. Introduces an alternative or different point of view |
| For this reason | f. Shows that something happens even though another fact is true |
| In addition | g. Introduces a reason or explanation |
| In conclusion | h. Shows that an idea is surprising or unexpected compared to the previous o |

LATER DURING STAGE: Activity 2

A. Read the article and choose the best answer.

1. What does the article suggest about teenagers and digital communication?

- a) Teenagers dislike using technology to communicate
- b) Teenagers only use digital communication when necessary
- c) Teenagers use digital communication often but do not always prefer it
- d) Teenagers prefer social media over all other methods

2. Why are statistics included in the second paragraph?

- a) To show that teenagers rarely communicate
- b) To compare adults and teenagers
- c) To support the idea that use and preference are different
- d) To prove social media is harmful

3. What does the phrase “Despite this high level of use” refer to?

- a) Teens’ dislike of face-to-face communication
- b) The large number of teens who text and use social media daily
- c) Teens’ problems with technology
- d) The small number of teens in the study

4. According to the article, why do many people assume teenagers prefer digital communication?

- a) Teenagers say it is their favourite way to communicate
- b) Teenagers spend a lot of time using technology
- c) Digital communication is cheaper
- d) Schools encourage online communication

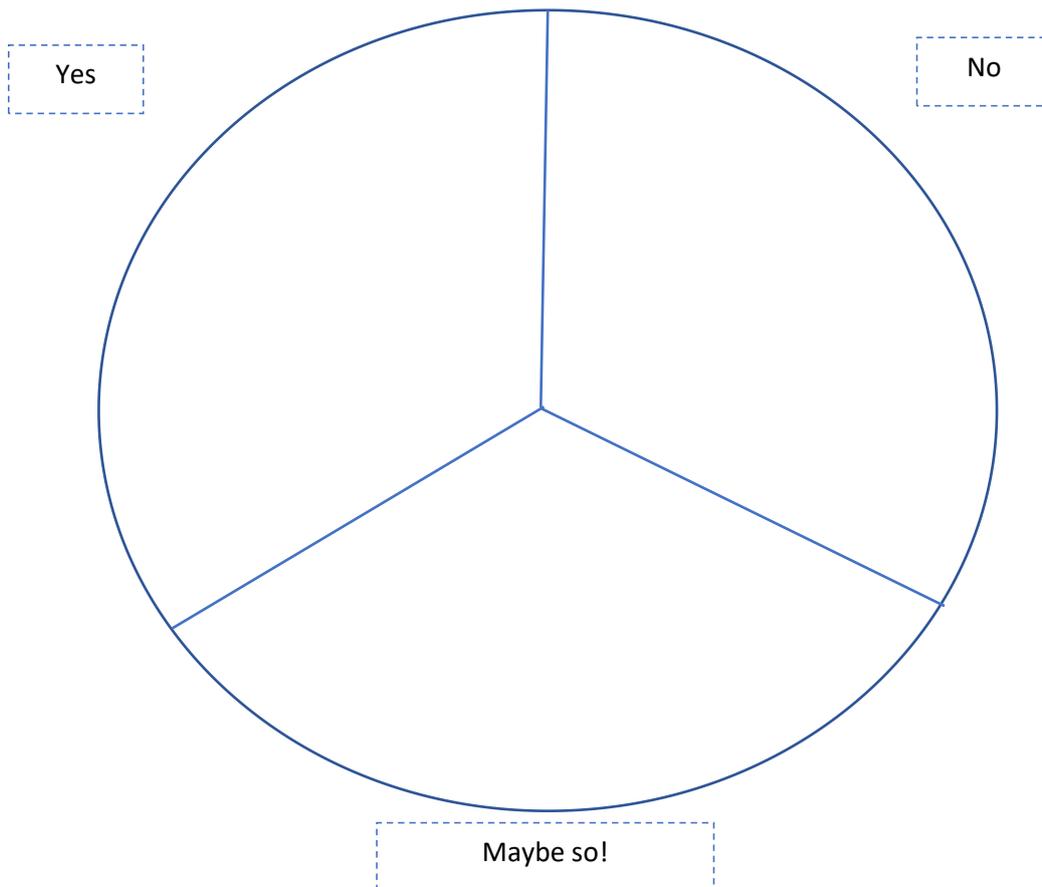
5. Which sentence best summarizes the writer’s opinion?

- a) Teenagers should stop using digital communication
- b) Digital communication is more useful than face-to-face communication
- c) Face-to-face communication still plays an important role for teenagers
- d) Teenagers only communicate online

FINAL DURING STAGE:

Base on the information of the text and your opinion complete the Tri Pie diagram.

Do teens prefer to talk to their friends face-to-face rather than using digital methods?



Journal 4: PDP (Reading)

Reading is one of the most important ways for people to learn a new language. However, many students find reading in English to be very difficult and boring. In the past, teachers often gave students a long story and told them to read it and answer questions. This old way of teaching did not help students understand the text deeply. Today, many teachers use a better method called the PDP framework. This stands for Pre-reading, During-reading, and Post-reading. This essay will explain the three stages of the PDP model, share my early experiences with choosing activities, and discuss how to make reading lessons proper for all students.

When I first started my career as a teacher, I did not understand how to plan a reading lesson. I thought that a good lesson was just a "fun" lesson. Because I was new, I often chose activities that were exciting but did not help the students understand the text. For example, I once brought a complicated newspaper article to a class of teenagers. I asked them to draw a picture of the article before they even read the title. The students had fun drawing, but when it was time to read, they were completely lost. They did not have the vocabulary or the background knowledge to understand the news.

This experience taught me that I did not know how to choose the correct activities. I realized that a Pre-reading activity must be a bridge that connects the student to the story. If the bridge is too weak or in the wrong place, the student cannot cross it. I also struggled with making activities proper for the students. I had to learn that every activity must be chosen based on the level and interest of the specific group of students in front of me.

The Pre-reading stage is the most important part of the lesson because it prepares the students for success. If a student starts reading a text without any preparation, they will likely feel overwhelmed. According to Anchundia et al.,(2025), the PDP methodology is highly effective for teaching receptive skills because it organizes the learning process into logical stages. In my demonstrative class, I used a prediction task. I show the title of the book and some pictures, then I ask the students to guess what the story is about. With this preparation students look at visuals, they think about the future, and they use their current vocabulary to make a hypothesis.

The During-reading stage is when the students actually look at the words on the page. It is important to remember that students should read the text more than once for different purposes. A study by Campoverde and Lopez found that students who use Graphic Organizers (like charts or maps) during reading can remember 30% more information. In my class I gave students a simple table to fill in while they read. Because they have a specific task, they do not get distracted by words they do not know. This creates an environment where the students are managing their time, searching for clues, and filling in their own data.

The Post-reading stage is the final step. In this stage, the students take what they have learned and do something creative with it. They are no longer just receiving information; they are now producing it. If the students read a story about a trip to the mountains, the Post-reading activity could be writing a postcard to a friend about the trip. This allows students to use the new vocabulary in a real way. It also connects reading to other skills like writing and speaking. This stage is also a good time for the teacher to check if there were any parts of the text that were still confusing for the students.

In conclusion, the PDP framework is a very effective way to teach reading in a language classroom. By using the Pre, During, and Post stages, teachers can help their students move from confusion to understanding. My own experiences as a new teacher showed me that planning is not just about having a fun activity; it is about choosing the correct tasks that support the students' learning. When we take the time to prepare our students and give them a purpose for reading, we turn a difficult text into an exciting opportunity. The PDP model is an essential tool for every teacher who wants to help their students love reading in English.

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Demostrative Lesson Plan

ENERO 2026

lesson plan

READING

Kella Párraga





DO TEENS PREFER FACE-TO-FACE COMMUNICATION OR DIGITAL METHODS?

ACTIVITY 1 TRUE OR FALSE

A. Write T (True) if the statement agrees with the text, F (False) if it contradicts the text, or NG (Not Given) if there is no information.

- Most teenagers use digital communication more often than face-to-face communication.
- Only a small percentage of teenagers say social media is their preferred way to communicate.
- The study proves that digital communication is harmful to teenage friendships.
- Teenagers believe that facial expressions and tone of voice help them understand each other better.

A. Write T (True) if the statement agrees with the text, F (False) if it contradicts the text, or NG (Not Given) if there is no information

- Texting is the most preferred method of communication among teenagers.
- Some teenagers feel uncomfortable discussing personal topics online.
- All teenagers agree that social media reduces the quality of time spent with friends.
- Teenagers sometimes check their phones even when they are talking to friends in person.

ACTIVITY 2 MATCHING

| | |
|--|---|
| Connectors As a result However Despite On the other hand Nevertheless For this reason In addition In conclusion | Functions / Meanings a. Introduces a final summary or ending b. Shows a contrast or opposite idea c. Adds extra or supporting information d. Shows a result or consequence e. Introduces an alternative or different point of view f. Shows that something happens even though another fact is true g. Introduces a reason or explanation h. Shows that an idea is surprising or unexpected compared to the previous one |
|--|---|

ANSWERS

| | |
|----------------------------|-----|
| TRUE: 1, 2, 4, 6, 8 | 1-D |
| FALSE: 5, 7 | 2-B |
| NOT GIVEN: 3 | 3-F |
| | 4-E |
| | 5-H |
| | 6-G |
| | 7-C |
| | 8-A |

✦ **ACTIVITY 3** **MULTIPLE CHOICE** ✦

A. Read the article and choose the best answer.

1. What does the article suggest about teenagers and digital communication?

- a) Teenagers dislike using technology to communicate
- b) Teenagers only use digital communication when necessary
- c) Teenagers use digital communication often but do not always prefer it
- d) Teenagers prefer social media over all other methods

2. Why are statistics included in the second paragraph?

- a) To show that teenagers rarely communicate
- b) To compare adults and teenagers
- c) To support the idea that use and preference are different
- d) To prove social media is harmful

3. What does the phrase "Despite this high level of use" refer to?

- a) Teens' dislike of face-to-face communication
- b) The large number of teens who text and use social media daily
- c) Teens' problems with technology
- d) The small number of teens in the study

✦ **ACTIVITY 3** **MULTIPLE CHOICE** ✦

A. Read the article and choose the best answer.

4. According to the article, why do many people assume teenagers prefer digital communication?

- a) Teenagers say it is their favourite way to communicate
- b) Teenagers spend a lot of time using technology
- c) Digital communication is cheaper
- d) Schools encourage online communication

5. Which sentence best summarizes the writer's opinion?

- a) Teenagers should stop using digital communication
- b) Digital communication is more useful than face-to-face communication
- c) Face-to-face communication still plays an important role for teenagers
- d) Teenagers only communicate online

✦ **DO TEENS PREFER TO TALK TO THEIR FRIENDS FACE-TO-FACE RATHER THAN USING DIGITAL METHODS?** ✦

ENERO 2026

THANK YOU !

Keila Párraga



MODULE 5: WRITING

Writing Lesson Plan

Action Points

1. Classroom management.
2. Time management in activities.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, students will be able to **WRITE** a postcard **TO** describe what they have done and seen on their dreamy holidays, **THEN** read their postcard in front of the class.

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?

The teacher will check students' progress when they can complete each activity provided by the teacher; for example, write each part of the postcard, use the correct tenses in each part of the writing, and complete the task given by the teacher.

Preliminary Considerations:

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

- ✓ I expect some or most of students will know the structure of simple sentences.
- ✓ I expect some or most of students will know how to use the tenses "Past Simple", "Present Perfect" and present continuous.

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

- ✓ I expect some student might have some difficulties organizing their ideas and thoughts.
- ✓ I expect some students might find difficult

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

- ✓ I will provide examples for students to have a guide.
- ✓ I will be constantly assisting during the writing time

| Time | Framework Stage | Procedure | | Interaction | Materials Needed |
|------------|-----------------|---|---|-----------------|--|
| | | Teacher will... | Students will... | T-S/S-S VAKT | |
| 7 Minutes | Preparation | <ul style="list-style-type: none"> ✓ Show some pictures of some famous places. ✓ Ask some questions: What is your favorite place in the world? If you have the opportunity to travel to your favorite country. Where would you go? ✓ Show some examples of postcards. ✓ Explain what are the characteristics of postcards with examples. ✓ Present some tips to help students write their draft. ✓ Provide a short activity as practice before writing. | <ul style="list-style-type: none"> ✓ Brainstorm about their favorite places. ✓ Answer the questions. ✓ Complete the task. | T-S V | Screen or board Markers Worksheet |
| 15 Minutes | Drafting | <ul style="list-style-type: none"> ✓ Ask students to write a postcard. ✓ Show the example again and leave it on the screen for students to have a reference. ✓ Provide a checklist of what students should write on their postcard. ✓ Write the prompt: You' re having a good time enjoying your holidays. Write a postcard, telling one of your friend or family member about what you have seen and done and what else you are going to do before you go home. | <ul style="list-style-type: none"> ✓ Imagine that they are on their favorite country. ✓ Write a postcard telling everything they have seen and done and what else they are going to do holidays. ✓ Follow the checklist. | T-S | Screen or board Checklist White sheets |

| | | | | | |
|------------|-----------|--|---|-----|---|
| 6 Minutes | Revising | <ul style="list-style-type: none"> ✓ Ask students to exchange their drafts. ✓ Ask to use the checklist and symbols to revise their partner's draft. | <ul style="list-style-type: none"> ✓ Read the postcard and identify writing mistakes focusing on grammar, spelling and postcard structure. ✓ Use their own checklist to revise their classmate writing draft. ✓ Use symbols to make the revision understandable. | T-S | <p style="text-align: center;">Checklist</p> <p style="text-align: center;">Pencils and erasers</p> <p style="text-align: center;">Symbols as reference</p> |
| 10 Minutes | Editing | <ul style="list-style-type: none"> ✓ Ask them to give back the revised drafts. ✓ Ask students to correct mistakes and rewrite the final product. ✓ Monitore students. | <ul style="list-style-type: none"> ✓ Exchange the draft. ✓ Correct their work and rewrite the postcard to be presented in from of the class. | S-S | |
| 7 Minutes | Extension | <ul style="list-style-type: none"> ✓ Invite students to page their final work on the board. ✓ Provide them with stickers to choose their favorite postcard. | <ul style="list-style-type: none"> ✓ Read and choose which postcard is their favorite. ✓ Read at loud the three best postcard in from of the class. | S-S | <p style="text-align: center;">Stikers</p> <p style="text-align: center;">Tape</p> |

Materials

Examples:



Dear Mum and Dad 1

I'm having a great time 2 here in New York! Aunt Eva has shown me everything 3 – the Statue of Liberty, the Brooklyn Bridge and Central Park. I haven't taken a yellow taxi yet but I really want to.

It's sunny and hot every day. Tomorrow we're going to watch a show 4 at a theatre on Broadway.

Wish you were here.5

Love Ami xx6

Top Tips for writing

Start your postcard: Dear + name.

Use the present continuous to say you're enjoying the holiday, e.g. I'm having a great time.

Use the present perfect to say what you have done, e.g. Aunt Eva has shown me everything.

Use going to for your future plans, e.g. Tomorrow we're going to watch a show.

Wish you were here is a good way to finish a postcard.

Finish your postcard: Love + your name. xx are kisses!

First activity

Check your writing: grammar

Choose the best option in bold and write out the sentences to make the postcard.

1. Dear Jena / Dear Madam

2. We're going to have / We're having a wonderful time at the beach.

3. We've swum / We're swimming with dolphins and we are / we've been on a boat trip to an island.

4. Tomorrow we've played / we're going to play beach volleyball.

5. Wish you were here. / See you tomorrow.

6. Love / best regards

Suri and Adi xx

Postcard checklist:

☰ Capitalize word

★ Grammar mistake

sp.
○ Make a spelling correction

/ Change to lower case

✂ Delete



Postcard checklist

Ideas/Content, Word Choice, Organization

- I write my assignment and stay on topic.
- I include details.
- I have an ending sentece.

Sentence Fluency

- I write complete sentence.

Spelling

- I use period at the end of my sentences.
- I use capital letters to beging senteces, for the word "I", and proper nouns.
- I write neatly and space my words.
- I spell most words correctly.

Postcard structure

- Beggining
- Paragraph 1: I say what I am doing now.
- Paragraph 2: I write about some things I did in the past
- Paragraph 3: I write about other things I have done.
- Paragraph 4 I write about what I am going to do.
- Ending



Journal 5: Writing

Writing is one of the most complex skills for a student to master in a second language classroom. It is not just about putting words on a page; it is about organizing thoughts, choosing the right vocabulary, and communicating a message to an audience. In the past, many teachers used a traditional method where they gave a topic and expected a perfect result immediately. However, modern education has shifted toward a process-oriented approach. One of the most effective frameworks today is PDREE, which stands for Preparation, Drafting, Reviewing, Editing, and Extension. This essay explores the framework's stages, reflects on early teaching challenges, and discusses the practical application of this model.

When I first started planing, I struggled immensely with planning writing lessons. I mistakenly believed that if I provided a creative prompt, the students would automatically know how to proceed. I once asked learners to write a essay on their favorite holiday without any preparation. The result was a classroom filled with frustrated faces and blank pages. At that time, I did not know how to choose the correct activities to scaffold their learning, I didn't understand how to make the tasks proper for their proficiency level.

I realized that my failure stemmed from ignoring the preparation stage. I was treating writing as an instinct rather than a craft. To make activities proper for students, a teacher must analyze the linguistic gap between what the students know and what the task requires. That is why I stared to study the PDREE framework, which provides the necessary support for students to move from an idea to a better piece of work.

The PDREE framework is designed to be recursive, meaning students can move back and forth between stages as they refine their work.

The preparation stage is where students brainstorm ideas and organize their thoughts. According to recent research by Enola and Oskoz (2017), using digital mind-mapping tools during preparation significantly reduces learner anxiety and helps organize complex thoughts. When I applied this in my class, I used a collage where students looked at various images related to a topic. This simple activity was proper for their level because it allowed them to collect vocabulary before they had to worry about grammar.

In the Drafting stage, the primary focus is on fluency. Students are encouraged to write their first version without stopping to check every spelling error. I have found that setting a timer for ten minutes and telling students not to put their pens down helps them overcome the fear of making mistakes. This is a complex-compound process: the students are producing language quickly, yet they are also subconsciously applying the structures they learned in the preparation phase.

Reviewing is the stage where students look at the content and organization of their draft. This is often done through peer feedback. Karal et al. (2022) highlights that peer review loops help students develop critical literacy because they learn to see writing from a reader's perspective. When I apply this, I provide a check list with simple statements like, "I write complete sentences". This ensures the activity is proper and guided, rather than leaving students to judge each other without a map. Once the ideas are clear, it is time for Editing. This is the stage where we look at grammar, punctuation, and spelling.

The final stage is Extension. This involves taking the writing and giving it a life outside the classroom. Students might turn an essay into a blog post, a script, or a letter to a local official. Research by Brown (2012) suggests that when students write for an authentic audience, their motivation levels rise significantly.

The PDREE framework is essential for modern teachers because it respects the student's learning process. By breaking writing into five steps, we move away from the stress of perfection and toward the joy of expression. My early struggles taught me that choosing the correct activities is a skill that requires empathy for the learner. When we use the PDREE model, we give our students the support they need to become confident, clear, and creative writers. Writing is a difficult skill, but with the PDREE framework, every student can find their voice and share it with the world.

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Demostrative Lesson Plan



Top Tips for writing

- Start your postcard: Dear + name
- Use the present continuous to say you're enjoying the holiday, e.g. I'm having a great time.
- Use the present perfect to say what you have done, e.g. Aunt Eva has shown me everything.
- Use going to for your future plans, e.g. Tomorrow we're going to watch a show.
- Wish you were here is a good way to finish a postcard!

Finish your postcard: Love + your name. xx are kisses!

ACTIVITY

Check your writing: grammar
Choose the best option in bold and write out the sentences to make the postcard.

- Dear Jena / Dear Madam
- We're going to have / We're having a wonderful time at the beach.
- We've swum / We're swimming with dolphins and we are / we've been on a boat trip to an island.
- Tomorrow we've played / we're going to play beach volleyball.
- Wish you were here. / See you tomorrow.
- Love / best regards

Dear Jena

We're having a wonderful time at the beach.

We've swum with dolphins and we've been on a boat trip to an island.

Tomorrow we're going to play beach volleyball.

Wish you were here.

Love Suri and Adi xx

- ≡ Capitalize word
- ☆ Grammar mistake
- sp. ○ Make a spelling correction
- / Change to lower case
- ✂ Delete



Recommendation

The key to a good class is a good lesson plan. When teachers are well-organized, their classrooms become places where students can learn effectively. I will now share some tips based on my experience making this practical research. These tips will help to make the development of a lesson easier. To make a really good lesson plan, there are a few simple steps you can follow.

First, it is important to have a clear goal because it will help you to plan the activities to achieve it. Then, you need to know which skills you will develop as a language teacher. The lesson should be designed so that the priority is on developing the skill. If you want to teach new words or grammar, use ECRIF. This helps students go from seeing a word to using it naturally. If you want to practise reading or listening, use PDP to break the text into small steps. If you want students to discover rules for themselves, use PDREE. If you choose the right tool, the lesson will go much more smoothly.

Second, always start with something interesting to grab attention. The start of any project is the most important part. Instead of just opening a book, you could show a funny picture, play a short video clip, or ask a big question. This is the Encounter in ECRIF or the Pre-activity in PDP. If students are interested right from the start, they will pay more attention and remember the lesson better.

Thirdly, make sure the students speak more than the teacher. A great lesson plan is all about the students. This means the teacher explains things quickly and clearly, then lets the students practise. In the Fluency stage of ECRIF or the Post-activity stage of PDP, students should use the language to talk about their own lives and ideas. Learning a language is like learning to ride a bike. You can't learn just by watching someone else; you have to try it yourself.

Finally, always make time to get feedback. At the end of your plan, save a few minutes to talk about what went well. You can correct common mistakes and praise the students for their hard work. This makes them feel proud and helps them get better for the next class. If teachers follow these simple steps, they can create lessons that are organized, fun and meaningful.

Conclusions

Of all the knowledge I gained from doing the analysis and applying these methodologies, the most important thing was realizing that teaching a language is not just about testing or evaluation; it's about developing the skills students need to achieve a good level of proficiency. Having a structure to follow helps not only educators, but students too. Applying these pedagogical frameworks led to several key conclusions about effective English instruction.

First, the transition from teaching grammar as a structural formula to utilizing the FMU framework allows students to understand not just the construction of a sentence, but also its context and communicative purpose. This framework also plays an important role as a useful tool for teachers because it provides them with a wide view of the language.

Second, the ECRIF model is perfect if you want to have a meaningful speaking class. The ECRIF framework offers a deeply student-centered path toward language mastery. Unlike older, more traditional methods, this model focuses on the steps a learner must take to truly gain new information.

Third, The PDP (Pre, During, Post) framework is much more than a simple structure for a lesson; it is a vital tool for making receptive skills like listening and reading accessible to every student. By dividing a lesson into these three distinct stages, teachers can successfully move from preparation to engagement and, finally, to application. The PDP model transforms a classroom from a place where students are "tested" on their comprehension into a supportive environment where they are "taught" how to process information.

Finally, the PDREE framework is more than just a lesson plan; the PDREE framework makes writing much less scary for students. Instead of trying to write a perfect paper all at once, students follow a process of Pre-writing, Drafting, Reviewing, Editing, and Expansion. This model teaches students that it is okay to make mistakes in the first draft. It encourages them to focus on their ideas first and fix their grammar later.

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